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[Teachers' Use of English and Other Languages in the English-Medium Instruction

(EMI) Settings in Indonesian Universities

by

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Abstract

The global adoption of English-medium instruction (EMI) in different levels of education has mushroomed both in Europe and Asia. In Europe, massive programs are extended, particularly, in Netherlands, Germany, Sweden, France, and Denmark; while in Asia; China, Japan, Taiwan, and Korea are leading countries in running EMI. To keep up with this growing global phenomenon, Indonesia State Universities just adopted this program nationally in 2016. Consequently, the body of research carried out on EMI from the role of language in EMI from teachers to students' perception is dominated by Europe and Asia. However, little is known of research on the use of English and other languages by observing EMI classrooms. This study, therefore, focuses on investigating how Indonesian university content teachers use English and other languages in Indonesian EMI settings.

Employing a qualitative inquiry as the research method this study was employing qualitative study tools including classroom observation, semi-structured interview, field notes and website documentation. Data collected were analysed by using qualitative/thematic content analysis (QCA/TCA). The theoretical framework adopted post-structuralist and multilingualism of ELF. Recruiting thirty-four Indonesian universities content teachers who live in Special Region Yogyakarta and Central Java Provinces, Indonesia as the participants, this study explored teachers' use of English and other languages in their EMI classrooms, their perceptions, and attitudes of English and other languages in EMI settings in Indonesian universities. The study revealed that English was the major language used in the teaching sessions; however, the quantification method demonstrated that teachers made use of all linguistic resources they had. Arabic was used to open and close the class, greeting students and praying. Mother tongue was used to say their local terms, domain terms, asking/confirming/joking, and local repertoire. Thai is spoken by the teacher to attract and build a hello-effect atmosphere for students, especially to drive out drowsiness in the classroom. Javanese is used spontaneously when the teacher illustrated a local setting and local context in the teaching. Latin was mentioned by the teacher as many sources of law are rooted from Latin. Malay was spoken to accommodate Malaysia students in his class. Those linguistics resources are spoken through ELF code-switching or code-mixing including embedded, or separated, or combination of embedded and separated with English and other languages. On other occasions, it could be direct and one way, mirroring, rebounding, back-to-back, and combine language in a creative way.

Teachers' perceptions toward the establishment of International Undergraduate Program (IUP) were split into conceptualisations and attitudes. Teachers' conceptualisations of IUP covered wide range of dimension from language requirement to enrol IUP to outcomes of the program. Teachers' attitude of the establishment of IUP showed that a single majority of teachers supported and agreed with the presence of IUP in their universities and only one voiced his disagreement. The basis of teachers' support was based on their institutional, classrooms, students and graduates, and teachers' perspectives. Meanwhile, teachers' perception of English use was closely related to their orientation of using English, and language education policy of using English. Teachers' perception of using language other than English (LOTE) reflect their language preference for teaching, accommodation of LOTE use, consideration of practicing multilingual, and their mixed position between perception and practices of LOTE. Regarding teachers' perception of English and LOTE, most of the teachers (24 of 34) expressed a positive view on the use of English and LOTE. Finally, teachers' attitude toward using English and LOTE showed that all teachers had a positive attitude to the use of English in IUP. They either agreed or were in support for accommodating English LOTE in the EMI program.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

3

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

4

Table of Contents

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

8

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

10

Table of Tables

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

11

Table of Figures

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

13

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Print name: Nizamuddin Sadiq

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Instruction (EMI) Settings in Indonesian Universities

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;

2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;

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4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;

5. I have acknowledged all main sources of help;

6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

7. None of this work has been published before submission

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

16

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

17

Definitions and Abbreviations

AE	American English
AR	Arabic
ARdE	Arabic dominating English
ASEAN	Association of Southeast Asian Nation
BE	British English
BI	Bahasa Indonesia
BIdE	Bahasa Indonesia dominating English
CLIL	Content Language Integrated Learning
CM	Code Mixing
CS	Code Switching
DPD	*Dewan Perwakilan Daerah* (Regional Representative Council)
DPR	*Dewan Perwakilan Rakyat* (The House of Representatives)
E	English
EAP	English as Academic Purposes
EdBI	English dominating Bahasa Indonesia
EdBIAR	English dominating Bahasa Indonesia and Arabic
EdBIARMAS	English dominating Bahasa Indonesia, Arabic and Malay
EdAR	English dominating Arabic
EdARBI	English dominating Arabic and Bahasa Indonesia
EdLo	English dominating Local language
EdT	English dominating Thai
EIL	English as an International Language
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELI	English as language instruction
ELT	English Language Teaching
EMF	English as a Multi-lingua Franca
EMI	English-Medium Instruction

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

18

ENL   English as a Native Language

EMHE   English-Medium Higher Education

ESP   English as a Specific Purposes

ERGO   Ethics and Research Governance Online

GE   Global Englishes

HE   Higher Education

HEI   Higher Education Institution

IP   International Program

IUP   International Undergraduate Program

IGOV   International Program of Government Affairs and Administration

IMaBs   International Program of Management and Business

IPIEF   International Program of Islamic Economic and Finance

KKN   *Kuliah Kerja Nyata* (Community Services)

KUHAP   *Kitab Undang-Undang Hukum Acara Pidana* (Indonesian Criminal Code)

KUHP   *Kitab Undang-Undang Hukum Perdata* (Indonesian Civil Code)

L1   First Language

L2   Second Language

LB   Language Believe

LEP   Language-in-Education Policy

LM   Language Management

LOTE   Languages Other Than English

LP   Language Practice

MEUs   Multilingual English Users

NESs   Native English Speakers

NNESs   Non-Native English Speakers

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

19

PPT	PowerPoint Presentation
QCA	Qualitative Content Analysis
SLA	Second Language Acquisition
SMS	Short Messages
TCA	Thematic Content Analysis
TEFL	Teaching English as a Foreign Language
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United State (of America)
WE	World Englishes

Teachers' Use of English and Other Languages in English-Medium Instruction (EMI) Settings in

Indonesian Universities

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

21

1 - Introduction

1.1 Introduction

This study endeavours to explore university teachers' perception and practice of using English within multilingualism in English-Medium Instruction (EMI) settings in Indonesian contexts. Therefore, I need to address why this study is worth investigating from the theoretical lens and then followed by marking the research gap and the practical benefits of conducting this study. Following these, I also provide an overview of the research design which briefly includes the research questions and I examine describing my personal interests in conducting this study. Prior to describe the organisation of this thesis, I summarise the context of the study.

1.2 Background of study

The global adoption of English-medium instruction (EMI) in different levels of education has been well-documented (Dearden, 2015). Like a pandemic, in the positive way, EMI has mainly mushroomed in Europe (Maiworm & Wachter, 2002) and in some Asia-Pacific regions (see Fenton-Smith et al. 2017). Since then, more and more universities across the globe are in the rush to offer a special program with English as medium instruction (Lasagabaster, Doiz & Sierra 2014; Earls2016). In Europe, massive programs are extended, particularly, in Netherlands, Germany, Sweden, France, and Denmark; Saudi Arabia and Uni Emirate Arab in the Middle East; while China, Japan, Taiwan, and Korea are representing Asia (Macaro, Curle, Pun, An, & Dearden, 2018). To keep up with this growing global phenomenon, Indonesia States of Higher Educations Institutions (HEI) massively establish international program in 2016. It is no doubt then, "Asia and Europe dominate the body of research carried out on EMI" (Macaro et al, 2018, p.64), including the role of language in EMI from teachers' (see Macaro, 2020) to students' perception (Kuteeva, 2020). However, research of EMI in the higher education (HE) regarding to role of ELF can be counted on the fingers of one hand. Therefore, this study focuses on a qualitative study of how *and why* Indonesian EMI lecturers use English and other languages in the EMI classroom in Indonesian HEIs settings.

In its way, the development of theoretical approach toward EMI is polarised into two streams of perspectives. The first stream views EMI that is limited only in the jurisdiction of where English is spoken by non-native English speakers (NNESs) (Dearden 2015, Macaro et al, 2018). The second stream, driven by mostly ELF scholars, views EMI is not limited by the geographical space but is considered from the speakers who are involved in that program. Therefore, EMI settings can be in any situated universities or either involved Anglophone universities or not (see Jenkins 2020, Murata & Iino, 2018). Having these two orientations toward EMI practices, I need to clarify that this study is under the latter perspectives. The underpinning reason is that, besides different

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

22

orientation above, the former stream views English or "E" in EMI as a Native English. This is again in contradiction with the orientation of ELF researchers who barely dropped their focus English in EMI as English a Lingua Franca (ELF) (Murata and Iino, 2018). For the purpose of this study, the definition of EMI is in line with Murata and Iino (2018) who conceptualise EMI as "English-medium instruction conducted in the context where English is used as a lingua franca for content-learning/ teaching among students and teachers from *the same and* different lingua-cultural backgrounds "(p.404) (*my add*). This definition matches with the context of Indonesian universities as the setting of this study. In addition to the background of this study, rationale and significance of study is presented in the section 1.3 below.

1.3 Rationale and significance of study

Over the last five years, many scholars had drawn their attention on teachers in EMI programs worldwide. Macaro et al (2018) in their systematic review of EMI in HE concludes that "EMI in HE is dominated by research questions relating to teacher and/or student beliefs, perceptions and attitudes toward its introduction and practice" (p.64). Meanwhile, the topics of the research related to teachers and students are ranging from the challenge of EMI practices (Vinke, Snippe, and Jochems, 1998), language use in EMI (Jensen and Thogesen 2011, and Tavares 2015), EMI teaching and training (Aquilar and Rodriguez 2012), L1 use in EMI (Lasagabaster 2013), teachers attitude (Dearden and Macaro 2016), to medium of instruction policies in non-English speaking countries (Hamid, Nguyen, and Baldauf Jr 2013).

In the context of Indonesia higher education, there are few scholarly studies documented regarding to EMI research. For example, Dewi (2017) focused her investigation on the Indonesian postgraduate students who undertake their study in Australia in conjunction with their decisions on which English(es) to teach upon their return to Indonesia. Fitriati and Rata (2020) unpacked the withdrawal of English as a medium of instruction in Indonesian schools. Pritasari, Reinaldo & Watson (2018) investigated students' English proficiency in one prominent business school in Indonesia and Lee, Lee and Drajati (2018) explores preservice English teachers' perceptions about English as an international language (EIL). It is obvious that none of research on EMI in Indonesian HE focuses their research on EMI and language policy i.e., Spolsky's (2009) actual use of language and its relation to multilingual practices (Jenkins 2015). This advocate Zacharias' (2012) personal enquiry of infrequent research on multilingual English users (MEUs) in the Indonesian EFL contexts. Therefore, this study is essential to fill the void of research on MEUs and specifically it explores a qualitative study of how *and why* Indonesian EMI lecturers use English and other languages in the EMI classroom in Indonesian HEIs settings. The foundation of this research is based on the multilingualism, language policy, English as a Lingua Franca (ELF), and English-Medium Instruction (EMI).

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

23

This study not only is highly valuable but also deemed to be relevant with the Indonesian government's recent policy requiring Indonesian universities to promote bilingual programmes (Bahasa Indonesia and English). Spoken by the Ministry of Research, Technology and Higher Education, M. Natsir, to media in 2015, he asserts that the Indonesian tertiary education institutions should develop a bilingual curriculum. The employment of this curriculum is purposefully intended to prepare and enable the future graduates to compete in the ASEAN Economic Community (AEC) that commence in 2016 (The Jakarta Post, 2015). Although this spoken recommendation is not followed by neither issuing a policy document nor emerging a specific bilingual curriculum, many universities are encouraged to consider the Minister's words as a foundation of developing their own EMI Programmes (Lamb, Waskita, Kuchah, Hadisantosa & Ahmad, 2021). Some of those universities are Universitas Negeri Medan, Universitas Negeri Semarang (Simbolon, 2016), Universitas Medan Area, and Universitas Lampung. However, this bilingual class, considered as a voluntary program, is less demanding both in terms of necessary infrastructure required, teacher participation, and entry requirements. This sound reasonable because the main goal of this bilingual class is of providing a foundation for students who would be continuing to the international program (IP).

In the meantime, a compulsory program that is running an English-medium instruction (EMI) is called the international program (IP) or international undergraduate program (IUP). For state universities, this program could only be offered by Perguruan Tinggi Negeri Badan Hukum (PTN-BH; state universities which gain a legal entity), while for private universities, they could open this program without any requirements. Therefore, before the government has issued the Law No. 12/2012 in 2012 on Higher Education that changed the status from state universities to state universities with legal-entity (PTN-BH), many prominent private universities have begun using English as a medium of instruction in their academic programmes. Meanwhile, the state universities are required to make some amendments to their boards of stakeholder management system, including their commitment to one of the main performance indicators set up for these PTN-BHs. This indicator is reaching the top 500-world university rankings and opening the IP/IUP with EMI class as one of the strategic plans. Therefore, the EMI class is nationally begun in 2016 when the Indonesian government through Ministry of Education, Culture and Higher Education is gradually promoting state universities to be PT-BHs in 2016.

Therefore, this study is essentially significant to explore a qualitative study of *how and why* Indonesian EMI lecturers use English and other languages in the EMI classroom in Indonesian HEIs settings since the enactment of Law No. 12/2012 as a legal policy issued by the Indonesian government to promote the internalisation of Indonesian universities. By synthesising the answers, the findings of this study contribute to the use of English and other languages in the EMI classroom in Indonesian HEIs settings. In addition, the findings of this study are also to raise awareness of Indonesian EMI teachers about the importance concept of the use of English and other languages in the context of EMI programs in bi-/multilingual society. Finally, the findings of

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

24

this study are expected to be taken by the language policy decision makers in the university level that EMI not only is about using English as medium of instruction but also policy, agency, and identity. When they understand that EMI classroom should cover many other aspects than only English, they can make sound appropriate policy for their EMI programmes. To guide my study, a set of research question has been formulated in the next section.

1.4 Overview of research design

This is a qualitative study that recruits thirty-four university teachers teaching EMI in four different universities in the Special Region of Yogyakarta and the Semarang City, Indonesia, as the participants. Although the number of participants is quite profound, the findings of this study naturally cannot be generalised. Therefore, this study expects other university EMI teachers can use information from the findings for reflecting upon their own practice and context. Using ethnographic inquiry tools, assorted data collection techniques namely semi-structured interview, classroom observation, field-notes, and website document are integrated in this study for achieving triangulation. Therefore, this study aims to offer rich empirical data of the perceptions and practices of the use of English and multilingualism at Indonesia universities. This led to developing three research question below.

a. How and why do Indonesian EMI lecturers use English and other languages in the EMI classroom?

b. What is Indonesian universities teachers' perception of and attitude toward EMI program?

c. What is Indonesian universities teachers' perception of and attitude toward the use of English and multilingualism in EMI program?

The research questions above cannot be inseparable from my personal background as a learner of EFL and situation that I experience as a teacher in EFL settings. More details on this personal interest will be described in the next section.

1.5 Personal interest

My personal interests to focus on the topic of this study are driven both intrinsically and extrinsically. From the intrinsic driven, my experiences as a student and my role of a university students are the most intriguing factors. While mission from my university and a massive phenomenon of EMI enactment in 2016 contribute my interest from extrinsic factors. Intrinsically, when I was an undergraduate student who learnt English in English as a Foreign Language (EFL) setting between 1994 and 1999, I had to comply with the university rule which adapted norms and standards of native English speakers (NESs). At that time, the teachers required me to speak like native speakers of English, especially American English (AE), while British English (BE) was a

great example of written forms. Simply, I was directed to speak like American and to write imitating BE. However, I just realised that I was not interested in mimicking a native speaker as my colleagues did and insisted to speak English my own way. I felt strange and as if it was not me when I spoke a foreign language with their ways. In the meantime, my friends just tried hard to imitate the American ways of speaking. As a result, many of my friends, even one or two of my lecturers, grimaced with me and considered me as a deficient. They believed that one of parameters to be successful in learning English was when students were able to speak English like native speakers of English.

In addition, I just realised that I lived in a multilingual society in which its multilingual speakers had a different mental brain in learning and acquiring new languages. In other words, a multilingual speaker seemed to have different kind of process in using his/her linguistic repertoires. Requiring students to imitate the way NESs speak was likely unfair for me at that time. Therefore, I just wished to obtain an "insightful knowledge of English" somewhere in the academic world and to speak my own way. I just imagined an amazing fairy with her little wings dropped me a spelling mantra way saying that there was English that could accommodate non-native English speakers (NNESs). A growing restlessness continued. In 2000, I taught English as part-time job for non-English department students. The decision makers told me that I had to teach English for Specific Purposes (ESP) as he believed that ESP was the best way to teach for them. I did not agree with that belief because he did not understand the teaching principle it might entails. I convinced myself that ESP was not appropriate for students I would teach in three aspects: concept, atmosphere, and English proficiency. Ignoring these three aspects would gain insignificant outcomes and more importantly would be wasteful and time consuming. However, as I had no hard evidence for that I kept teaching ESP half-heartedly. I had to wait for almost twelve years until I found the notion of English as an International Language (ELF) to mark as the extrinsic driven.

At that time, little is known about the concept of EIL because of limited access to get articles, books, and even scholars who could share an insightful knowledge about it. The only conception that I received was that EIL did not impose its speakers to imitate NESs, but they could speak with their own variety. This insufficient and unconvincing knowledge of EIL made me believe more, rather than becoming frustrated, that the answer would come soon. The awaited moment finally came when my university sent me to the University of Southampton to study EIL. One by one, all my questions were answered when I took several courses under the field of ELF such as English as a world language, English as a Medium of Instruction (EMI), and any readings related to multilingual education and multilingualism. Several aspects of my experiences in the past were reflected on English from Global Englishes (GE) perspectives. Gaining those insights and simultaneously with the increasing globalisation and internationalisation of higher education, I was more determined than ever to focus researching on ELF in EMI settings. Through these two driven factors, I was convinced that my current study was relevant with universities where this

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

26

study took place. To have a general understanding of the research setting, the next section describes the context of the study.

1.6 Context of study

The study will take place in the Special Region of Yogyakarta and the Central Java, two provinces in Indonesia. Yogyakarta, which is commonly called Jogja, is located on the southern part of Java Island. This city is the capital of Special Region of Yogyakarta province that has several embedded names or designations (Zudianto, 2010). The first is "the miniature of Indonesia, for the diversity of its citizens' origins and cultures" (op.cit., p.1). Therefore, likewise Indonesia as a state, Yogyakarta is also well-known as multi-linguistic, multi-ethnic, multi-religious and multi-culture society. The second designation is closely related to the first. Multi-linguistic, multi-ethnic, multi-religious and multi-culture resources can potentially cause disaster if government and its citizen cannot promote and extend the value of tolerance. Yogyakarta as a city is successful in keeping a peaceful society. Besides having a great characteristic to be open and inclusive, the citizen of Yogyakarta keeps the spirit of traditional values and at the same time welcome modern cultures and ideas to make the city becomes dynamic (Sridiyatmiko, 2016). Because of that condition, it is obvious then Yogyakarta is also well-known as City of tolerance in Indonesia. The last designation is a prominent tourism destination, a city of education and/or a city of students. From tourism aspect, approximately 1.6 million tourists per year visiting Borobudur and Prambanan Temples and the surrounding areas, enjoying culinary, friendliness, and exotic of Yogyakarta. In addition, "as a relic of a large Kingdom, Yogyakarta has a high culture and even it is a Centre of Javanese culture" (Suparwoko, 2017, p.1). Meanwhile, from education view, Yogyakarta offers various types of public and private education institutions. Because of massive number of HEIs, there is anecdote saying that also almost no branch of science that is not taught in this city (op.cit).

Meanwhile, the capital city of Central Java province is Semarang. Semarang is a city with a heterogeneous population because it is inhabited by a mixture of ethnic groups such as Javanese, Chinese, Arabic and European. Not to mention, immigrants from all over Indonesia who aim to study and try their luck in the city of Semarang. This ethnic diversity is the background for the tagline of the City of Semarang as "City of variety of culture". The tagline which became city branding shows that the City of Semarang beautifies itself and develops while maintaining its heterogeneous culture. The message to be conveyed through this tagline is that the harmonization of various ethnicities and cultures, especially Javanese, together with Chinese, Arabic and Dutch cultures, is the lifeblood of the City of Semarang residents. The impact of this cultural diversity raises a variety of arts, heritage buildings with distinctive architecture, and culinary delights. In fact, the embodiment of cultural harmonisation is symbolised in the logo of "*Warak Ngendog*", a mythological creature as a symbol of unifying the three major ethnicities in the city of Semarang. The body parts consist of Dragon (China), Buraq (Arabic) and Goat (Java).

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

27

The meaning of the philosophy of Warak Ngendog is always relevant to be used as a guide for human life at any time. The characteristic form of the strait of Warak Ngendog depicts the image of the City of Semarang residents who are open, straight, and speak as they are, so that there is no difference between expressions from the heart and spoken expressions. Meanwhile, the colour choices used in the city branding logo are red, orange, green, and blue. The red colour represents Chinese culture; green represents Arabic culture; orange symbolises Javanese culture; and blue symbolises coastal culture.

Apart from being multi-ethnic, the City of Semarang is also known as multi-religion because apart from adherents of Islam, adherents of other religions such as Christians, Catholics, Hindus, and Buddhists live side by side in harmony. With this heterogeneity, the citizens of Semarang can maintain a harmonious social life and live in peace. One of the supporting factors is the high tolerance of religious life. Thus, the city of Semarang has maintained its security and has become a very conducive city for continuing education and developing investment and business.

Furthermore, the education sector aims to improve the quality of Indonesian people who are smart, skilled, confident in themselves, and show innovative attitudes and behaviours. Besides that, education is also a cultural process that can enhance human dignity that lasts a lifetime in the family, school, and community environment.

More information about the context of study regarding to universities is described in Chapter 4, while the participant of the research is presented in Chapter 5 and 6. The next section summaries the organisation of this thesis.

1.7 Organisation of the thesis

This section contains of description of organisation of thesis from chapter 1 to 8. All of them can be summarised as follows:

Chapter 1 the core features of this study which briefly demarcated research territory in the background of the study, which highlight the importance of the study under the section of the rationale and significance of the study, followed by concise description of how this study is undertaken. Furthermore, reasons of conducting this study is outlined in the section of personal interests, and the settings is elaborated in the context of study. Finally, the entirety of thesis structure is presented in the section of organisation of the thesis.

Chapter 2 reviews the related literatures that underpin this study regarding global Englishes and English as lingua franca (ELF). The spread of global Englishes is highlighted in the first place before situating English context in Indonesia. The emphasis is on the World Englishes (WE) theory in general and followed by comparison of WE with English as an international

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

28

language (EIL) and ELF. At the end of the section, theoretical framework of this study namely multilingualism of ELF is examined.

Chapter 3 presents additional literature reviews related to English-medium instruction (EMI), multilingual practices and language policy. It covers topics related to English as a Medium of Instruction, approach in EMI, studies of EMI in Indonesian context, and summary chapter.

Chapter 4 discusses research methodology. It elucidates the conception of qualitative research. Overview of research questions, research setting, and selection of participants are depicted. After that, data collection tools which are interview and observation are highlighted. Before ending up with the summary chapter, ethical considerations are also included in this chapter.

Chapter 5 presents observation findings, which mostly display the percentage of language used i.e., English, and other languages, by teachers during two sessions of the teaching observed. In the description of those findings, relevant accounts from interviews are also included to justify what and why teachers did with languages or other critical incidents found during the classroom observations.

Chapter 6 and 7 present interview findings with following arrangement. Chapter 6 focuses on highlighting the teachers' perceptions of and attitudes toward the IP/IUP, meanwhile Chapter 7 describes teachers' perceptions of and attitudes toward the use of English and other languages in the EMI classroom.

Chapter 8 presents summary together with contribution, implication, limitation, suggestion for further research and conclusion of this study.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

29

2 – Global Englishes, English as Lingua Franca, and Code-Switching

2.1 Introduction

When talking about the role of English for international communication, it cannot be separated from one important aspect called global spread of English. The spread of English is appropriately to have a better understanding when it is seen through Kachru's concentric circle model of English. Although it cannot explain the spread of English in the current time, this model is useful to uplift multilingualism as the ultimate aspect of this study. Therefore, for detailed descriptions, section 2.2 reviews the global spread of English particularly in its relations to the widespread export of English and to the ownership of English. One important result of the expansion of English is English as a Lingua Franca (ELF). Furthermore, section 2.3 is focused on development of multilingualism of ELF, which is important to highlight the relationship of multilingualism and ELF and section 2.4 describes multilingual practices in terms of ELF's Code-Switching in the pedagogical settings in general and in the higher education in particular. The first section, the global spread of English starts the literature review.

2.2 The Global Spread of English

English is a world language is a fact that no one can hardly deny. This can be gained through a military and politico-economical action (Crystal 2003). Historically, British as a superpower country ruled countries across the world, as Crystal (2003, p.10) remarked, "British political imperialism had sent English around the globe, during the ninetieth century, so that it was a language 'on which the sun never sets." "The patterns of transportation of English to the world in the past were conceptualised by Kachru's (1992) the concentric circle theory, which derived from two types of the diaspora origins of world Englishes. The first type of diaspora, from early seventeenth to the mid-nineteenth century, was transported externally to settler colonies in the United States (US), Canada, Australia, and New Zealand and it involved "demographic" spread of English (Quirk, 1988). In Kachruvian model, this is called inner circle English or English as a Native Language (ENL) and therefore norm-providing.

The second type is imposed to British administrative colonies in around the globe, especially in Africa and Asia (e.g., Kenya, Zambia, India, Pakistan, Singapore, Malaysia, and Philippines). Brutt-Griffler (2002, p.117) points out that, "[t]he English language spread to Africa and Asia by political and economic means, not demographic ... English never became the language of industry and of the major agricultural districts; instead, it was the language primarily of the colonial administration". In these new climes, English has become part of a country's chief institutions, and plays an important second language role in a multilingual setting. This second

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

30

group is called as outer-circle English in which the varieties are norm-developing and these "varieties are both endo- and exonormative" (White, 1997, p.1). The last group of Kachru's circle model are countries that were not colonised by members of the inner circle. In these countries, English doesn't have any special intra-national status or function rather it is considered and taught as a foreign language. These countries included China, Greece, Indonesia, Israel, Japan, Korea, Saudi Arabia, Taiwan, and Russia. This last group is called expanding-circle English that is norm-dependent or "exonormative" (White, 1997, p.2). Where endonormative is inward focused and exonormative is outwardly focused normalising developments.

In the 20th Century, the domination of the US's politic and economy essentially contributed to the spread of and to impose an English. Coincided with globalisation, English was a key factor of economic supremacy of the US and rapid spread of it to the world (Crystal, 2003). As a result, a quarter of the world's population or 1.75 billion people worldwide speak English (British Council, 2013) and it belonged to the world. The implication of this spread was twofold, the ownership and the global status of English. Through the theory of ownership (Widdowson, 1994), it was obvious that the number of English speakers in which English belonged to all those who use it (Cogo 2008, Seidlhofer 2004) either for more than 300 million people who speak it as the first language (Crystal, 2003), or for non-native English speakers (NNESs) that outnumber native-English speakers (NESs). This situation gave a space for NNESs to dominate the discourse of communication through English (Jenkins, 2018) and took a significant role for linguistic legitimacy and linguistic creativity (Widdowson, 1994) as the NESs will not be able to control the linguistic legitimacy of English. Brumfit (2001) has warned us that "statistically, native speakers are in a minority for [English] language use, and thus for language change, for language maintenance, and for the ideologies and beliefs associated with the language" (p.116). Thus, NNESs were creatively changing English, contributing to the innovative use of English, and using English in their own right (e.g., Jenkins 2006, Mauranen 2012, Seidlhofer 2004).

In addition, Cyrstal (2003) viewed the global status of English not from the number of its speakers but from the role of that language in each country that has. If the number is the case, Chinese and Spanish would gain a global status because both have higher number of L1 speakers than English. Chinese native speakers were 1.302 billion and Spanish native speakers were 427 million, while NESs itself was only 339 million (Ethnologue, 2018). However, the first two did not cover many countries. Chinese was spoken in 35 countries, Spanish in 31 countries, while English spread in 106 countries (Ethnologue, 2018). Therefore, rather than looking at the number of the mother tongue, Crystal prefers to categorise the role of English whether it is an official language which is used as medium of communication in such domains as government, the law court, the media, and the educational system, or it is used as a foreign language teaching despite no official status in that country.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

31

Therefore, the concept of Global Englishes (GE) was obviously relevant for this study. Although, Kachru's three circle model is unable to accommodate bi-/multilingualism or trans-lingua (Galloway and Rose, 2015), it is useful to raise awareness of varieties of English, and to challenge the domination of monolingual ideology, particularly is of native-speakerism in the inner circle (Galloway and Rose, 2015). Schneider (2011, p. 32) asserts that, "this model has, thus, instilled increasing self-confidence in localised varieties of English and strongly influenced language teaching and applied linguistics in countries of Asia and Africa in particular". In the context of Indonesia, Schneider's view (2011) is relevant. This country gained official status of English as "the first foreign language" and therefore "English is not and will never be a social language nor the second official language in Indonesia" (Sadtono, 1997, p.7). As many Indonesians speak indigenous language, the way they speak English is much influenced by their way of speaking their indigenous languages. In addition, they try to localise their English through their own accent and to articulate through Indonesian language intonation. It is possible for this to happen because of the strong influence of speech community in English pronunciation (Sudrajat, 2016). In regional area, the Kachruvian circle model is also an inspiration to switch the role of English from EFL to ELF in ASEAN (Association of Southeast Asian Nations) countries (Kirkpatrick, 2012). He points out that English in ASEAN has become a major medium of communication or lingua franca between the countries. Evident by observing conferences in Indonesia, Malaysia, Thailand, Cambodia, or Vietnam, Kirkpatrick notices that the participants are dominated by educated and scholars of non-native English speakers who spoke their own English and understood by adapting and accommodating each other.

In addition, Global Englishes, "are informed by the World Englishes (WE), ELF, and EIL research paradigms, which all share a similar underlying ideology, showcasing the diversity of English and encouraging a movement away from native English norms in ELT" (Galloway and Rose, 2018, p.4-5). Therefore, WE and EIL embark on under the same ideology. In addition, WE and EIL share similar characteristic from which they focus on varieties-based approach (Baker, 2015). However, in the literature, EIL seems to be perceived as similar with ELF. These two positions of EIL, as Seidlhofer (2004) observes, are therefore in "complementary distribution" (p. 210). In other words, one leg of EIL steps in WE side, and another leg positions in ELF side. In this study, I concur with Rose and Galloway's (2017) conception that '[...] both the World Englishes and ELF research paradigms, which together form the Global Englishes paradigm, seek to challenge the dominance of native English by emphasising that English is pluricentric.' (p.64).

All in all, ELF, EIL, and WE are similar in ideological perspective that perceive the plurality of English resulting from the global spread of the language as existing in their own right, absence of norms and standards of Native-English speakers and focus on English used by non-native English speakers (Rose & Galloway 2017) but different from the interest and aim. In terms of the former, the world Englishes paradigm focus on investigating national or regional English varieties, while ELF explores actual English communication among speakers across three Kachruvian circles.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

32

As ELF transcends geographical boundaries, it does not relate to legitimation of geographically based English (Seidhlhofer, 2009). Consequently, as Seidlhofer (2009) further highlights that the aim of ELF research does not intend to codify regularities in linguistic form to identify one or more English varieties. ELF scholars (see Cogo and Dewey, 2012; Mauranen, 2012; Seidlhofer, 2009) point out that in the communicative acts such as ELF communication, form and function are not a priori, they emerge and operate interdependently. Conversely, the world Englishes paradigm aims to examine the distinct linguistic regularities of each world Englishes variety. In the WE perspective, this is a typical substitution to monolithic correctness in Standard English ideology. Meanwhile, in the ELF communication, correctness cannot be seen from the surface features of these linguistic regularities (Cogo and Dewey, 2012; Jenkins, 2014).

In addition to these two features, another fundamental recognised feature is that WE look at a variety as a national or regional solidarity representation and therefore social group identities can be expressed through those regional dialects. In ELF communication, accommodation is employed by ELF interactants as a representation for the solidarity of transient encounters or a "contact zone" (Jenkins 2015, p.76) from which "communication that is co-constructed 'online' (metaphorically or actually) among speakers from diverse multilingual backgrounds, who are engaging in one-off or infrequent encounters rather than in more enduring group meetings with (to an extent) pre-existing shared repertoires". Therefore, in ELF paradigm, the notion of correctness is not common, and it is not even used. The ELF interactants make use of accommodation to their encounters who have different socio-lingua-cultural backgrounds as it is crucial to intelligibility, and this is a vital factor for ELF users to gain an effective communication. In oral communication in particular, ELF empirical studies suggest that accommodation provide ELF interactants a room to envision their own socio-lingua-cultural identities. Through developing their accommodation skills, the non-native accent of ELF interactants does not give them problem to practice intelligibility (Jenkins 2002). On the contrary, this non-native accent promotes a strong projection of their social identity and rapport among interlocutors (Pitzl, 2009). Therefore, for the purpose of this study, I use the term GE as a cover term for WE or EIL, all varieties of natives and non-natives, and ELF which cross all Englishes, natives, and non-natives and therefore it is used as the lens to analyse and discuss the findings of this study.

It was obvious then in the British Empire era, English was imported through colonisation in the past, and monolingual ideology is imposed on to the occupied countries. Conversely, in the globalisation era, English was perceived to be more dynamic, in which NNESs seems to have important roles in it. The salient distinction is that people give a big room for multilingual practices and scholars draw attention more on multilingualism (see Jenkins 2015, 2018; Garcia 2009; Cenoz and Gorter, 2015) as a research perspective than monolingualism. One significant concept of multilingualism is called multilingualism of ELF (Jenkins 2015), which is presented in section below.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

33

2.3 Multilingualism of English as lingua franca (ELF)

The current use of English for teaching content in higher education (HE) contexts leads to a discussion of relevant concepts of English in this section, in particular English as a lingua franca (ELF). This section starts with a general concept of ELF. Then, the discussion is scaled down to the concept of multilingualism of ELF and the use of *Bahasa Indonesia* (henceforth BI) as a lingua franca (BILF), which is described in section 2.4. Initially, I present a general concept of ELF, which has been theorised by ELF prominent scholars such as Jenkins, Cogo and Dewey (2011) and Seidlhofer (2011) who are definitely taking their crystal-clear position when examining ELF as neither an alternative model nor a distinct monolithic variety or a set of regional varieties of English. ELF is rather seen as a dynamic and fluid and therefore it is pluralistic manifestations of linguistic resources in an international setting. This international setting is not related with geographical boundaries and therefore the target of ELF is the nature of English communication across geographical boundaries. It does neither consider legitimised varieties of geographical bounded territory nor examine distinct linguistic regularities. In conjunction with this feature, Widdowson (2015) highlights that ELF's primary concern is looking at the relationship between language and communication, which is different from WE's focus on studying relationship between language and community. Therefore, ELF is a contact language in which the essential goal is making meaning or to achieve effective communications. Another essential feature of ELF is that ELF communications is not exclusively interaction between non-native English speakers (NNESs) but it might also involve Native English Speakers (NESs) whether monolingual or not. Therefore, in the ELF communication, although they are minority users, NESs also adopt ELF as an additional language for intercultural communication. The involvement of NESs in ELF communication or interaction has been clearly addressed by ELF scholars in their theorisation of ELF (e.g., Jenkins, 2006b). She extends ELF the definition, which implicitly highlights that ELF encounters who involves in ELF communication have different lingua-cultural background. It is obvious then, as stated earlier, in ELF settings, the geographic location is not the ultimate feature of communicative situations, but rather it concerns with the functional dimension of ELF from which different linguistic and cultural backgrounds of English users are the core notion of ELF. Jenkins (2007: p.2) points out further that "ELF is not limited to members of the expanding circle, and those who also speak English intra-nationally, whether they come from an inner or outer circle country, are not excluded from ELF communication". In same vein, Cogo (2012) and Seidlhofer (2004) point out that ELF is used in context. Although it is traditionally associated with expanding circle countries, ELF is not hindered by geographical boundaries as the communication can be naturally virtual and transient. More importantly, therefore, the ELF communication can involve speakers from any spot of the world, with which they have the same mother tongue, or even with NNESs and NESs who have different lingua-cultural background from any circle countries – inner, outer and expanding circles. As Mauranen (2018b, p.107) confirms there is no reason to exclude NESs in ELF definition

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

34

as their roles "not only do they participate in speaking English as Lingua Franca, but they also contribute to its variability".

Furthermore, the theorisation of ELF keeps evolving. Although ELF is naturally a multilingual phenomenon (Cogo, 2012), the former definition of ELF still takes emphasis on English as the attention getter. In the recent definition, the emergence of multilingual phrase is showcased as the central point. Jenkins (2015, p.73) defines, "Multilingual communication in which English is available as a contact language of choice but is not necessarily chosen". This definition attempt to reconceptualizes ELF to English as a Multi-lingua Franca (EMF), which does not take emphasis merely on changing the name or the term, but it rather reflects the epistemological perspective switch from English that take place as an umbrella for other linguistic resources that ELF user has to "English-within-multilingualism" (Jenkins, 2018b, p.1) or "ELF as a part and parcel of multilingualism" (Hulmbauer). In other words, this is the multilingualism of ELF that entails the notions of the multilingual nature of ELF.

Consistent with Jenkins' (2015) definition of ELF, the notion of ELF as a multilingual phenomenon can be further elaborated. Hulmbauer and Seidlhofer (2013, p.389) examine that ELF communication contains three elements at the least, which includes "one speaker's first language, another speaker's first language, as well as the lingua franca element". Looking at the speakers of ELF, they speak English and besides their L1, they also know other languages. Therefore, the ELF users are bi-or-multilingual from the start (Mauranen, 2018b). In addition, the speakers of ELF can be from areas where English does not have special function and can also be NESs (Hulmbauer and Seidlhofer, 2013). The lingua franca element refers to, as what Mauranen (2018b, p.107) asserts, "several languages are necessarily at stake" and as Hulmbauer and Seidlhofer (2013, p.394) point out, "all the speakers' linguistic resources are concurrently available for use". This is a strong indication that multilingualism is inherent in ELF communication as all languages that ELF users have can all be present and active at the moment of communication (Mauranen, 2018). When ELF users communicate with each other, they are involved in ELF communication, which is the context inherently multilingual (Mauranen, 2018b). In this respect, English is not the only language used in the ELF communication, other languages, particularly ELF users' mother tongue, are often involved as well (Cogo, 2008). Although the ELF speakers do not make use of their L1, it does not mean that other linguistic resources are not automatically switched off. They are in the position of "flexibility across boundaries" (Italic original) in which the repertoires containing elements from all linguistic resources and are available to be used for certain purpose and occasions (Hulmbauer and Siedlhofer, 2013, p.394).

Through this new concept, the ELF users make use of their language resources in their communication, not to speak English exclusively anymore. Therefore, dichotomise between NESs and NNESs is no longer relevant, and the vital distinction of ELF users is between multilingual or

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

35

monolingual EMF users. Simply, between "those who can and those who cannot slip in and out of other languages as and when appropriate" (Jenkins, 2018, p.30). The conceptualisation of multilingualism of ELF allows the speakers "to move strategically in and out of the various language within their entire multilingual repertoire" (op.cit., p.30). The conceptualisation of multilingualism of ELF allows the speakers "to move strategically in and out of the various language within their entire multilingual repertoire" (op.cit., p.30). Before moving on to code-switching as one of the examples of multilingual practices, I need to highlight the role of Bahasa Indonesia as a national lingua franca.

2.4 *Bahasa Indonesia as a Lingua Franca (BILF)*

One last piece of literature, which is important to highlight our comprehension of lingua franca theory is addressing the function of Bahasa Indonesia (BI) as a national lingua franca (BILF). For this purpose, I would particularly draw the use of BI as a lingua franca in Indonesia from which L1 speakers of BI communicate with fellow Indonesians whose L1 could be one of the several hundred languages of Indonesia and the use of BI as a lingua franca, which is characterised by variation from which it goes hand in hand with the role of English as a lingua franca. Before highlighting the former, I would like to go first with historical view of emerging BI as a national lingua franca. One literature written by Errington (1992) could figure out how Malay was transforming into Bahasa Indonesia. When Indonesia was still under Dutch' colonisation, it was called Dutch East Indies where Malay was native language of a small minority of people. However, Malay had become a lingua franca of language trade throughout the coastal area of Southeast Asia before and after the visiting of European countries for many purposes. Thus, Malay was spoken as a language to communicate between members of social group across ethnic, economic, political, and linguistic. A factor of Dutch restriction for native people to gain access for Dutch education was making Malay (called Indies Malay) popular language of multiethnic urban society. It was no doubt, during the time of colonisation, especially in the era of Dutch and Javanese occupation, Malay was associated with the language of liberation and independence (Alisjahbana, 1976).

It was in the Youth Pledge in 1928, as highlighted by Kirkpatrick (2019) and Kohler (2019), Malay which was named Indonesian, or Bahasa Indonesia was nominated by young proto-nationalist elite as the future language of the nation. This form of Malay was used in ancient Islamic-based court culture. It spread through maritime route from Malay Peninsula to islands in Southeast Asia between 13th and 16th centuries. Therefore, this language was spoken as common vernacular among locals. When they were nominating which language was appropriate for a lingua franca to unify the people, this form of Malay was fulfilling the requirement. The choice of this form Malay was under several considerations. First, the language was not associated as the language of colonial regime. The second, the language was not the politically and demographically important

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

36

society during the colonisation. The biggest population with its own language was (and is) Javanese. They did not propose Javanese as national language because of at least for two reasons, politically and linguistically. From political point of view, Javanese are the biggest ethic group whose people highly educated in general compared to another ethnic all over the archipelago. When the language was dominated, it will also be dominating the whole aspect of life, particularly in the political domination. From linguistic point of view, it was spoken exclusively by Javanese people and more importantly, as highlighted by Alisjahbana (1976), it was a complex language, and the social status of hierarchy was reflected in the language. Therefore, this nation needed a language spoken by mostly of the inhabitants and one which did not represent an ethnic group domination. Through these considerations, Malay (Indies Malay) was no doubt the best choice as it was more in keeping with nationalism' values of equality and democracy than local language such as Javanese that was overtly hierarchical (Bernard, 2003). Moreover, Kirkpatrick (2019, p.195) pointed out a fact that "Malay had previously been used as a regional lingua franca" and "it was adopted as the national language under the name of Bahasa Indonesia in the 1945 Constitution". When independence was declared in 1945, only a few million people spoke Malay and in the national census in 2001, the estimation of people who spoke Bahasa Indonesia were about 70 percent in a population of 240 million (Abas 1987). For more specific, the national census in 1990 showed that 82.8 percent of the population spoke Bahasa Indonesia (12.1 percent spoke Bahasa Indonesia as L1, and 70.7 percent as L2), and 17.2 percent of population did not speak Bahasa Indonesia (*Badan Pusat Statistik* [BPS] [National Centre of Statistic], 1992). Through national language planning and politic, "Bahasa Indonesia is now indisputably the national language and also the medium of instruction throughout the educational system" (Kirkpatrick, 2019, p.195).

Statistical data reported by the Ministry of Education and Culture (2019) showed that total number of languages in Indonesia that is seen from its dialect is 668 languages, while when it is seen from its sociolinguistic spread, the total number of languages all over Indonesia is 750 languages. Of 750 languages, it then divides into regional language, and from the regional language it is classified further into local languages. For example, in South Sumatra, a province I am originally from, there are 7 regional languages, and it then divides into 47 languages of 17 cities. In my city alone, it has 5 different languages. Interestingly, I even don't understand the other 4 languages in that city. To be able to speak with speaker of another local languages within or outside the city, there is a regional lingua franca. Thus, in this region we speak our regional lingua franca. In the national space, when we want to speak with other local language speaker from different province, we speak our national lingua franca, Bahasa Indonesia. Up to this point, it is obvious that in the general picture, most Indonesian people experience to speak their local languages when they communicate with peer local language speakers, to speak a regional lingua franca when they communicate with their local language speakers within their regional space, and to speak Bahasa Indonesia when they communicate with their peer local language speakers from different regional/provincial areas. Therefore, the role of Bahasa Indonesia as a national lingua

franca in the multi-languages country like Indonesia is very vital. Although, they speak different languages with different dialect and accent, their Bahasa Indonesia is very much influenced by their local and regional language. It may be possible that the variation of Bahasa Indonesia emerged during their communication are so diverse that they need to accommodate and tolerate. Through this tolerance, they could understand each other and communicate well using many variations of Bahasa Indonesia.

When it comes to English, the situation is quite similar with Bahasa Indonesia. Naturally, Indonesian people speak their local language (L1), their regional/provincial language (L2), and then their national language (L3). When they learn and speak English, it could be that English is their L3 or L4. Kirkpatrick (2019) theorised the parallel of Bahasa Indonesia as a Lingua Franca and English as a Lingua Franca. He observed the phenomenon of representation of Bahasa Indonesia speakers, which is significantly has more second-language speakers (70.7 percent) than native speakers (12.1 percent). This phenomenon could be essential for highlighting why English in Indonesia is plausible to be considered as lingua franca comparing to other linguistically homogeneous countries. Dominating the use of their national language, Indonesian second-language speakers used to variation in communicating through the national language and are being so tolerable with those variation that they could communicate well. The practices of communicating in their national language are also practiced when they communicate using English. In other words, their knowledge of the use of their own national language as a Lingua Franca are employed in English. They become more tolerant with variation of practicing English and understand the role of English as a Lingua Franca.

Grounded in bilingual communities, ELF code-switching (see Cogo, 2009) is one of examples of multilingualism of ELF practices. More specifically, ELF code-switching is part of paragraph under the section 2.5 below.

2.5 Code-Switching: From traditional to ELF Code-Switching

As the setting of this study is likely an ELF communication (see 2.2), and the goal of the study aims to explore the multilingual practices in the Indonesian higher education EMI, the focus of the research is not only looking at the use of English alone but also include the emergence of other languages. Therefore, this study emphasises on how multilingual resources are accommodated in the ELF discourse in the Indonesian university EMI settings. In outside of ELF setting, multilingual aspects are characterised by a specific named language such as Spanish, Germany, Korean, etc. On the contrary, it is considered as resources in a plurilingual repertoire, and therefore ELF speakers make use of these multilingual aspects to create, negotiate, and expand meaning and understanding (Cogo, 2018). For this purpose, code-switching (CS) is one of the most phenomena investigated under this perspective.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

38

From traditional perspective, CS is defined by scholars in its relation to language proficiency. This term is usually used in teaching or learning English, especially in the EFL classrooms. Cook (2001) characterises this is as a bilingual-mode activity in which more than one language is involved. The speakers are typically L1 native language and second language (L2) learners/users. In these settings, a general belief shows that CS is a language alternation practice as the speaker has incomplete knowledge of the target language (Reyes, 2004). In other words, CS is done because the speakers compensate for the lack of the target language (Heredia & Altarriba, 2001).

In sociolinguistic field, a definition of CS is quite a different notion. Gardner-Chloros (2009), for example, defines CS as a practice of moving back and forth between two languages or in the case of the same language it is between two dialects or registers. In many cases, CS occurs far more often in conversation than in writing. Specifically, Meisel (1994) characterizes a code-switching as a specific skill of the bilingual's pragmatic competence. Through this skill, s/he can do two actions related to language. The first is to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth. The second is that languages are changed within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints. To do a code switching, language differentiation is a prerequisite. Therefore, it requires two distinct languages. Meanwhile, when the speaker violates the constraints on code-witching in which it is normally the rule in a bilingual community they practice code-mixing (CM). The constraints can be in forms of grammar, discourse organization, or social rules.

The same notion is pointed out by Musyken (2000), saying that code switching is used when two different codes are maintained its monolingual characteristics and code-mixing is used when the two different codes convergence on one another. More specifically, Brice (2000) gives examples on how CS and CM differ from one another. He points out that," [C]ode switching has been defined as the alternation across sentence boundaries. In an example of code switching, a teacher may say," Did you figure it out? Como se escribe?" (How do you write it?) The transition from the first procedure question to the factual question of" Como se escribe?" constitutes an inter-sentential, code-switched language alternation" (p.20). Meanwhile, he asserts that, "[I]ntrasentential code mixing occurs when the switch is produced within a sentence. Thus, embedded words, phrases, and sentences from two languages are found within a sentence. For example, a teacher may incorporate words or phrases from both languages in a single phrase. She or he may say "Mira aqui (look here), how many tulips did we see?" (ibid).

In more current study by Cogo (2018, p.358) reveals those overt and covert multilingual phenomena in ELF. The overt phenomena include code-switching or similar aspect, which clearly show the use of two or more languages in discourse. The covert phenomena, on the other hand, concern the influence of the user's multilingual resources on their communication, which

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

39

nonetheless remains in English. They are covert because they seem English resources on the surface, but they are the result of cross-linguistic or cross-cultural influences in the speakers' repertoires. Likewise, the overt phenomena, in the context of multilingual repertoires, the covert way could be done through code-switching and the like phenomena.

In the light of current CS study, Cogo (2018) reveals that CS in ELF research is a strategy of competence bilingual or multilingual speakers and this is not a reflection of their linguistic deficiency so that by being a proficient user of their multifaceted linguistic repertoire they could contribute to communicate without concerning with language barriers. Therefore, she asserted that the use of code-switching in this respect does take emphasis more on alternation strategy of specific and separate codes than social-/identity-/cultural related purposes. In addition, CS in the ELF perspective is challenging the old perspective of CS in which it is considered as students' insufficient language skills. When EFL students use their first language while speaking English, the teachers and the policy makers discourage this practice and therefore this practice is considered as harmful in the ELT classroom. In ELT, English-only is the main policy. Breaking this policy concludes a picture of deficiency. Therefore, ELF code-switching encourages to rethink the ELT discourse as English-only policy.

The challenges of CS practices in the ELT classroom demonstrate a perspective transformation from tradition CS to ELF code-switching. As an accommodation strategy, CS is no longer seen as compensatory strategies, but it is the speakers' effort to bring in different linguistic resources to expand and clarify meaning (Cogo, 2009). In addition to constructing meaning and negotiation and understanding, Klimpfinger (2009), for example, identifies four functions of CS that includes (1) specifying an addressee, (2) introducing another idea, appealing for assistance, and signalling culture. Study by Mauranen (2013) focusing on code-switching in ELF academic talk also shows that the participants make use of CS for different communicative function, instead of lack of knowledge, such as conceptual, linguistic, and interactional function. For the conceptual function, the participants accommodate this function as they bring up concepts that are usually indicated in a language that are converted into or which are not easily translated into English. For linguistic function, the participants make use of their linguistic resources in the forms of their first language or other languages functionally. Meanwhile, for interactional function, participants are practicing ELF communication to develop their social relations. It is therefore ELF code-switching which is changing our perspective from a traditional strategy that reflects insufficient or deficient of English speakers to an empowering strategy where the ELF users make use of their linguistic resources to create, negotiate, and expand meaning and understanding.

2.6 Summary

This chapter reviews the literatures of this study. Through the lens of global spread of English, Kachru's circle model and Global Englishes are discussed to look at the position of Indonesian and

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

40

role of English in Indonesian context. It is true that Indonesia is considered as one country that employs EFL paradigm. But it is now gradually changing in the level of classroom practices. This chapter also discuss ELF paradigm which is then developing its perspective to multilingualism of ELF. This perspective is de facto in line with the wind of change in multilingual practices in Indonesia. Although most multilingual practices i.e., code switching and code mixing are under the paradigm of EFL, there is now a transformation perspective from a traditional code-switching to ELF code-switching. Through the lens of ELF code-switching, the use of English and other languages emerged from Indonesian university EMI classrooms are discussed (Chapter 5 and 7).

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

41

3 – English-Medium Instruction (EMI) and Language Education Policy

3.1 Introduction

English-medium instruction is the context of the use of English and multilingual practices being observed. Therefore, this chapter emphasises the conceptualisation of English-Medium Instruction (EMI) and its relation to language education policy. In the first instance, overview of EMI is presented in section 3.2, including the potential problems with the implementation of EMI. After that, studies of EMI in Indonesian higher education settings where this study takes place is introduced in section 3.3. Then, the focus goes on to language education policy that is depicted in section 3.4 and three core concepts of language policy that are language belief (LB), language management (LM), and language practice (LP) are discussed in different three sub-sections.

3.2 English-Medium Instruction (EMI)

To overview EMI, there are several aspects discussed in this sub-chapter, which include term and definition of EMI, aims of EMI, potential problems with the implementation of EMI and language education policy in higher education (HE). These aspects are important to discuss to situate EMI in this study. To begin with, term and definition of EMI is highlighted in the next sub-section.

3.2.1 The Terms and Definition of EMI

It is undeniable that globalisation and English affects the development of higher education, particularly the predominant status of English in natural sciences in which up-to date textbooks and research articles are resourceful in English. The English domination in science has made a big development of higher education mainly in the US and Britain and they became a forerunner of the English-medium higher education (EMHE) in English speaking countries (Ammon, 2001). This phenomenon has been predicted by Graddol (1997) that a specialist course of ESL will be increasing and therefore a new way of teaching in higher education will be in need in the international education. At that time, a hybrid courses, a combination of specific science and English, came into being.

As the role of English has become a global lingua franca (Parijs, 2011), higher education has made effort to be globally interconnected through teaching content in English. Higher education institutions (HEIs) all over the world adopt English as a Medium of Instruction (EMI) program (Jenkins, 2017). These programs are inseparably interwoven with the effort to those educational institutions to go international and internationally recognised (Kirkpatrick, 2011). Not

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

42

only is to be recognised, but it is also intended to achieve a highly prestige status by offering degree programs taught in English (Furstenberg & Kletzenbauer, 2015). For these reasons, EMI programs become popular in many countries where English is not their first language, including Indonesia.

As adopted by universities from many countries, the terms and definitions of EMI are inconsistent and problematic. Macaro, Curle, Pun, An, & Dearden (2018) found diverse terms emerged, which including "English medium instruction, English as a medium of instruction, English as the medium of instruction, English medium education, parallel-language education, English as a lingua franca, partial English medium, English content-based instruction, and English taught program" (p.46). In addition, in the macro level or in the international scope, the term integrating content and language in higher education or ICLHE is used, while in the European countries, the term CLIL is preferable. In the micro level, the university calls it with different terms such as CLIL, or CLIL in HE or ICLHE (ibid). For the sake of this study, I will use English medium instruction (EMI) for practical reason. As it is written as English medium instruction, it directly associates and abbreviates EMI.

In many cases, EMI is considered similar with CLIL, one coin with two identical sides. CLIL is defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, Hood, & Marsh, 2010, p.1). This definition firmly emphasises that the use of English is to teach both subject content and language at the same time (e.g., Barwell 2005, Hellekjaer 2010, and Wilkinson 2013). It is obvious that CLIL implicitly contains language learning, therefore, its outcomes of that language learning should be examined (Macaro et.al, 2018). Meanwhile, EMI "is not seen as a language learning" (Cenoz & Gorter, 2012, p.311), rather in EMI English is used as a means of communication in teaching content. EMI in nature is a form of multilingual education, as English is usually not home language of students or teachers in those settings. Through this definition, it is clear that EMI is the use of English to teach academic subjects without any complementary effort to teach English language at the same time. Thus, it is the essential factor that I come to conclusion that EMI and CLIL is different. Regarding to scope of EMI within HE, the provision is also varying. For some, EMI is considered when all programs are offered in English, while for other this is only for some departments. Exclusively, it is presented by internationally oriented subject such as international business.

As EMI is adopted in many non-Anglophone countries, it is interesting then to recognise how those countries set up the aims of EMI. What follows is description of aims of EMI in many countries.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

43

3.2.2 The Aims of EMI Programs Across the Globe

The aim of EMI programs is "dynamic" (Wilkinson, 2013, p.10), depending on the context where EMI is carried out. Investigated EMI provision in 55 countries, Dearden (2015) reported that (pp.16-17) the aims of EMI programs from one to another country are different, yet it can be categorised into three groups. The first category is intended as a passport to a global world, which include the notions of modernity, prosperity, international mobility in academia and business. The next is a personal development on language capacity, which will improve employment chances, (students are ready to compete in a world market and place upon them in the business hub) and improve and advance teachers' career personally and professionally. The last category is related to internationalisation, globalisation, financial survival, high quality English research papers production, and international rankings. However, this last aim of EMI to raise the international university rankings seems to be euphoria and has not yet proved (Hultgren, 2014).

A huge variety of EMI aims above implies that EMI programs are context dependent, potentially different, even resistance. Therefore, refusal of establishment of EMI programs happens for several reason, among others are it is "controversial and sensitive. It can be for political reason or to protect a national identity, a home language, or the freedom to study in home language. In addition, EMI is also rejected because it might bring with it western views to the detriment of the home culture" (Dearden, 2015, p.17). Therefore, the enactment of EMI in these countries is not without problems. The following sub-heading concerns with the potential problems with the implementation of EMI.

3.2.3 The Potential Problems with Implementation of EMI

The potential problems with implementation of EMI have been well documented by Macaro (2018) and those problems could be classified, but not exhaustively, into 1) elitism and divisiveness, 2) threat for English language purveyors, 3) curriculum, and 4) domain loss. The first potential problem that Macaro (2018) highlights is that the implementation of EMI could create a social inequality lead to elitism (p.7). It requires high cost for tuition fees, accommodation and living cost. While middle-to-high income families could afford this program, lower-income families do not have easy access to it. Social inequality is closely linked to English proficiency as one of the admission requirements clearly state that EMI accept students who acquire a high level of English proficiency. A study by Cho (2012) reported that the implementation of EMI is "ineffective and unsuitable in delivering course content due to the limited English proficiency of professors and students" (p.135). Furthermore, reporting Evans and Morrison (2011) study in Hong Kong EMI HE, and Lueg and Lueg's (2015) study in Denmark EMI HE, Macaro (2018) asserts that the former findings have indicated the relationship between economic status and access to linguistic benefit

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

44

through EMI. Meanwhile, the latter findings suggest that students recognise EMI as "a means of distinction" (p.6). Considering these findings, Macaro (2018) concludes that EMI can lead to social inequalities and perpetuate divisiveness.

The second potential problems are a threat for English language purveyors, in this respect, for example the Anglophone countries. The status of Anglophone countries as purveyors of quality education will gradually decrease by Englishization of education (Hultgren, 2014) (p.7). The adoption of EMI across the globe including non-native speaker providers of English language teaching services have been mushroomed. Not only are they enacted in European countries, Asian and Pacific countries are also offering EMI program in their countries. These programs are shifting locus of where English is spoken and taught. In its turn, the growth of international students cannot be easily stopped. These prospective international students have myriad of choices to study where EMI programs are available. It is possible that they do not decide, for any reasons, to study in Anglophone countries but in countries where EMI higher education is offered.

Another potential problem with the implementation of EMI is related to curriculum, especially how to manage language ability-based teaching. Informed by EMI literature, it is known that models of EMI program could be different from one country, or even, from one university to another. One salient model of additive EMI is an academic subject is taught partly in English and L1. This model can give teacher two ways of delivering the subject. The first is EMI with English version and the second is L1-medium version. If the curriculum is the same, it is also possible that teachers draw on different areas of content because of employing different languages as medium instruction. These two models of using different language for medium instruction are problematic. Macaro (2018) raises the following questions: How the curriculum is apportioned to the two languages? Which teachers will teach what? which are important to be addressed. When teachers are assigned based on language ability, proficient of English or not, this way of assigning teacher is likely unusual allocation. In many practices, the basis of assigning teachers to implement the curriculum is content expertise.

Another common model practiced delivering EMI subject is using both English and L1 in the classroom. When two languages are spoken, it is not clear of what principles teachers operate. When the principles are not operating, how teacher manage the use of the two languages is also unclear. It is also interesting to point out whether teachers are given an authority to switch between the languages and let teacher decide what language to use for what content or circumstance. These all things are considered potential problems by Macaro (2018). What is more, little is known, both theoretically and empirically, about how teachers arrive at the principle in operating two languages to teach when the primary focus of teacher is on content. Considering this issue, Macaro (2018) highlights the following questions: Would technical and general academic vocabulary be in English, and the management of the class be in L1? What about the explanations of complex academic concepts? Would language they be in, and what might be the criteria for choosing one language over the other? Are some subjects more suitable or adaptive to

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

45

EMI than others? The last question is raised to respond a debatable claim that some subjects tend to be more dependent that other. A study by Dearden and Macaro's (2016) claim that to teach technical subjects, teachers only need about 400 vocabulary items.

The last potential problems with the implementation of EMI in the respect of the impact on the home language and culture is domain loss. Referring to Hultgren's (2016) study in Denmark, Macaro found that there has not been noticeable domain in loss in Danish HE. However, he reported that teachers and students believe that their home language is any means affected using English. English will be influencing factor that could cause any changes for home language and culture, particularly in terms of cost-benefit factor. However small the occurrence of domain loss, it is suggested to keep being vigilant about possible domain loss and its potential effect.

3.2.4 The "E" in EMI

In academic context, research on ELF is specifically referring to English as a Lingua Franca in Academic Setting (henceforth: ELFA). The fundamental perspective of ELFA is that it is challenging traditional assumption about academic English in which the orientation remains native English norms. The primary field of ELFA study is concerning with speech and it deals "with non-mother-tongue international academics (at any level in their career) who use English in intercultural communication in academic contexts anywhere in the world" (Jenkins, 2014). Therefore, Jenkins (2014) points out that academic English should be shifting from traditional or general English for Academic Purposes (EAP) to ELFA or academic ELF.

Consistent with her argument of paradigm shifting from traditional/general and critical EAP to ELFA, Jenkins (2018) also conceptualises the word E in EMI with ELF. Under the same circumstance with ELFA position to challenge old perspective of EAP, Jenkins also criticises the extended assumption to EMI setting from which a legitimised way of using English is the way that native speakers do. Therefore, the letter E in EMI must be Standard English norms or English used by native English speakers (NESs). This assumption arrives at the point when the scholars do not carefully explore the setting of English being used. Therefore, this assumption is no longer relevant with the fact that EMI setting both in Anglophone and non-Anglophone countries share the ELF communication. For most ELF scholars, EMI setting is absolutely ELF setting. To be more specific, the students and the staffs who are involving in EMI classroom come from different nationalities and therefore bringing in different lingua-cultural background and speak English as non-native English speakers (NNESs). When they use English in their daily communication, it is not primarily native English but rather they involve in the ELF communication. Conceptualising ELF in tertiary classroom language, Smit (2010) asserts that it is ELF not English that refers to E in EMI. This assertion is coming from the nature of ELF in which says communication among people who do not share a first language. (See ELF section at 2.2. and 2.3). This notion of ELF communication and setting in EMI classroom is not considered by non-ELF scholars. They tend to follow the traditional

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

46

assumption that whenever and wherever English is spoken, it should be referring to English used by native speakers (Jenkins, 2014). In contrast, the domain of this setting is precisely English as a Lingua Franca in Academic Setting (ELFA). Therefore, looking at this way, the E of EMI is either ELF or ELFA.

Carefully examined the conception of EMI HE above, Indonesian EMI settings seem to be relevant with ELF communication context under following considerations. Firstly, for Indonesian people, English is not imported through colonialisation; thus, there is no variety of Indonesian English. For almost seven decades, English was taught within EFL paradigm and since the emergence of ELF, the old paradigm is criticised by the fact that students are multilingual and consequently, the norms labelled as native-like should be reconsidered in the practice of ELT (Jayanti and Norahmi, 2014) and changing new paradigms from EFL to ELF is inevitable (Zein, 2018). Secondly, Indonesian people should be an example of ELF interactants as they are sharing the Indonesian English and practicing two-way communications with other English users across the world. They also involve in ELF communication settings from which their contextual communicative needs are accomplished. More importantly, they do not intent to mimic NESs norms in speaking but they seem to accommodate their encounters dynamically and flexibly. This accommodation strategy is employed to achieve the goal of effective communication and to reflect their identity as multi-socio-lingua-cultural speakers. The last important consideration is that in the level government's language policy or *de jure*, EFL paradigm is still attached but in the level classroom's policy or *de facto*, teachers do not truly comply with adaptation to the norms and standards of native-English speaker, rather they intend to use English for effective communication (informal communication with some teachers as colleagues). The use of (native) English or ELF in EMI setting is very much influenced by the enactment of language policy in education. Therefore, this is particularly highlighted in the following section.

3.2.5 Language Education Policy

Language education policies (henceforth LEP) are defined as a typical type of human resource development planning set up by a society, which main function is to develop language abilities and is considered fundamental for diverse aims including social, economic, etc. (Kirkpatrick & Liddicoat, 2019). As part of accountability of their planning in their educational setting, they could share both a statement of which language is operationalised and an objective of language being taught and learned (Kirkpatrick and Liddicoat, 2019). This practice, as asserted by Liddicoat (2014), fulfils one function of policy that is a projection tool of future linguistic envisioned, which is supported by provision to realise it into reality. Therefore, understanding the notion of the policies in this respect is essential to understand how universities as authoritative institutions construct the possibilities of using what languages in the future and endeavour to manage the emergence of linguistic ecologies in their educational environment (Kirkpatrick and

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

47

Liddicoat, 2019). For this purpose, the overview of language education policy and practice by Kirkpatrick and Liddicoat (2019) in Asia in general and in Indonesia (Kohler, 2019) is framed in the next paragraphs respectively.

Observing the following geographically groupings of Asian countries namely East Asia, Southeast Asia, South Asia, and Central Asia, Kirkpatrick, and Liddicoat (2019) point out that educational policies regarding to language are specifically addressing issue relating to national languages, English, and indigenous languages. In conjunction with the issue of national language in most Asian countries, they conclude that the policy of promoting of national language is closely related to the notion of the nation state pride and national unity or harmony. This account is clearly identified By Kirkpatrick and Liddicoat (2019, p.6) as "Overall in Asian region, language education policy has been used as vehicle for national building and for attempting to establish a shared sense of national identity through the development of a common language". They further clarify that the promotion of national language is likely similar concern between countries that are under colonised, and countries that have no experience of colonisation. However, countries in this region do not develop policies related to a multilingual education. This is indicated as the result of the ruling power that apply for monolingual ideology (See Liddicoat and Heugh, 2015). In addition, such policies are seen as a form of supporting to language diversity, which is at one point considered a threat 'for national unity and national cohesiveness' (Kirkpatrick and Liddicoat, 2019. p.6).

Furthermore, the promotion of English as the first foreign language taught in schools cannot be separated from neoliberalism perspective, which brings in the idea of a modern lifestyle and global world norms. However, the quality of teaching cannot reach a high level due to the trained teachers are insufficient in gaining the English teaching methodology and have no adequate ability of English. When this problem has not been well-managed, an adoption of English program called English-medium instruction (EMI) is introduced in this region. Since then, education system is running for both national language medium instruction, which is operating by mostly public schools, and English-medium instruction, which is exclusively offered by private schools. This division creates a noticeable disparity between the haves and the have nots because they have could afford to have access for English-medium instruction classrooms while the have nots are not able to. This potential problem with the implementation of EMI can be further elaborated at section 3.2.3. However, one salient implication of having EMI at schools is that many students in this region are taught employing English in which they could not fully understand. Considering these circumstances, it is undeniable that the outcome of the schools is under achieved.

In addition to promotion of national language and English, Asian countries also promote their indigenous languages. However, they are unlikely promoting their indigenous languages as medium instruction in schools for this promotion is not properly done. In other words, it seems

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

48

more a rhetorical promotion than a true practice. Therefore, the obligation to teach and learn the indigenous languages is taking over by NGOs or religious institutions. Once this program is executed, it is done in the form of pilot projects. Consequently, the emergence of indigenous language, which is officially language used in education is very rare. It is not surprising if multilingual education in any forms, for example accommodating national language, English, and indigenous languages, is not taken place as educational goal. The emphasise of the policy is still heavily on national language and English. This policy implies that linguistic diversity in Asian region is under a critical risk and therefore the future of many local languages is left unexposed.

In Indonesian context, known a s one of home of the most multilingual and diverse linguistic ecologies in the world, LEP seems to be complex and therefore Kohler (2019) suggests it should be understood from historical, political, social context, and ideological perspectives. From historical lens, LEP can be traced from pre-colonial to modern times. At pre-colonial times, before the invasion of European countries, the archipelago with rich natural resources was a hub of commercial and trade activity. Even the missionaries of great Hindu-Buddhist kingdoms of Majapahit and Sriwijaya served religious teaching in Sanskrit, Arabic traders and missionaries arrived at the island in 14 and 15 used Arabic to teach the Qur'an, and a century later, Portuguese traders brought Christianity. In this era, as reported by Kitamura (2012) the earliest known language education was founded by Chinese community in 1775. They taught children several dialects, their own and other immigrant communities' dialects. These are shown that diverse languages were recognised and used within the community in education available for some group of ethnic.

This situation was dramatically changed in the initial period of colonisation. The archipelago which was called Dutch East Indies after conquest was mainly ruled Dutch East Indies Company for commercial interest, resource extraction, trade, and taxation. They did not concern to build education for the people. Over the years, they recognised that they trade could take benefit from local knowledge. They allowed a few nobles to take part in European-style schooling including learning Dutch as the requirement for tertiary education. Dutch government took over the power as the Company experienced bankruptcy. In this second phase of colonial rule, Dutch government applied for Ethical Policy in which social institution such as schools were officially built. The access to education was widely offered and Malay was the main language of instruction while Dutch was being a subject taught (Kirkpatrik and Liddicoat, 2017). Although the archipelago was under occupation of Dutch for hundred years, Dutch had never been a lingua franca or medium instruction in education.

One of the monumental milestones for the emergence of Indonesian nation was marked by a great awareness of Dutch East Indies youth in the beginning of the 20th century. In October 1928, nationalist youth elites held youth congress meeting and they declared three promises, which was then named as *Sumpah Pemuda* (youth pledge), that were acknowledging one

motherland, one nation and one national, unifying language, *Bahasa Indonesia* (BI). Details explanation of this matter can be seen at section 2.4. Since then, Bahasa Indonesia was emerged as new identity of Dutch East Indies people for language of liberating nation. When Japanese invaded this country, BI gained prominence status as Japanese banned any use of the Dutch. They allowed people to use Asian languages, including Chinese and indigenous language, by considering that using these languages would enhance their Asian identity and in it turned this policy could support the ruling party. This policy went to wrong direction as this opportunity was making use of by nationalist elites to use the language in their meeting for independence campaign. The status of BI reached its peak when it was used to proclaim Indonesian independence in 1945 and was considered as 'official language of the fledgling nation' (Kohler, 2019, p.288). He further points out that BI was undeniably having 'a deep root and symbolic power for Indonesian as the language of national unity, modernity and independence' (ibid).

In the post-independence, the role of BI was deemed essential. The government used it as the integrative language for all government administration, business, media, and language of instruction in schools. It was obvious that for decades BI was primary means of communication used by the central government to spread their propaganda across the nation. As the role of BI was also essential to maintain the harmony in unity of Indonesian, the government needed to standardise, modernise, and safe-guarded the language. Starting by reforming the spelling in 1972 and 1975, the government also established *Pusat Bahasa* or *Pusat Pembinaan dan Pegembangan Bahasa* (the Centre for Development of the Language). They also discouraged the use of non-standard forms of language such as *prokem* (street language used among the lower class in Jakarta in 1960s), and *bahasa gaul* (a cool and slang used among middle class youth to distinguish from older generation and New Order ideology in 1980s and 1990s). The campaign of the use of *Bahasa Baku* (standard language) was effectively done through schools and universities. This policy, which was started in 1940s, remains valid until today in which all students from primary to university are required to study Bahasa Indonesia as a subject and use it as language of instruction. In some areas, in addition to BI employed as official language of instruction in schools, local language is used as a mediating source. However, the situation is very dynamic, in the certain small number of areas, local language is used for language of education, while in some other areas, local languages are replaced by BI (Utsumi, 2012).

When Indonesia experiences a political turbulence in 1998, the policy toward the language education is also changed. Consistent with the greater autonomy given to provinces, the local government has more authority to expose their local languages. In 2003, Indonesian government released new curriculum with very progressive decisions toward the enactment of local languages in education. In this curriculum, local education authorities are required to decide which language that is set up for local content subjects (*muatan lokal*) in which all school must provide and particular school could manage when necessary to use local language as medium instruction in the first two year for comprehension purpose. This policy only last for one year as a

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

50

new national curriculum, *Kurikulum berbasis kompetensi* ([KBK] - competency-based curriculum) and *Kurikulum Tingkat Satuan Pendidikan* ([KTSP] - Education Unit Level Curriculum), are released in 2004 and 2006 respectively. In the former curriculum, local languages became core subject within the junior secondary curriculum and in the latter curriculum it expands so that local languages are taught as a local content subject at every level of schooling (kindergarten to secondary institutions). Through this curriculum local languages with major speaker such Sundanese or smaller local languages have gained legitimised position, both as medium-instruction or a local content subject taught in schools. Although these languages have a fundamental status in education, most local languages, particularly with small number of speakers, remain in a marginal position. Being worse than better, as highlighted by Lamb & Coleman, 2008) these local languages are replaced by English as a local content subject due to pressure from community, employers, and governments.

The policy toward teaching of English in Indonesian education is not started at the same time. Pioneered by a university in Jakarta in 1949, the preference for English is ideological one (Kirkpatrick, 2006). Although this is associated with the former colonisers, the government strongly aligned English with the West, particularly in terms of economic development (Kohler, 2019). In the new curriculum for higher education released in 2000, English along with BI, Philosophy and Sport, is considered one important personality development subject (Republik Indonesia, 2000). Nowadays, English in the Indonesian higher education considered as very prominence due to its role as language for global interaction and internationalisation of higher education. Details description of language education policy in the higher education can be further elaborated at section 1.3 (paragraph 3 and 4).

In conjunction with the existence policy regarding the teaching of language in Indonesia, the main question raise is that which policy is encouraged by Indonesian government, a monolingual pedagogy or bi-/multilingual pedagogy? Considering this matter, I need to address two Laws, which are issued by the Indonesian government, that could give a general picture of what pedagogical ideology Indonesian government has set up for language teaching. The first Law is Law No.24, 2009, which concerns with National Flag, Language, National Symbol, and National Anthem. The second Law is Law No.12, 2012, which is about Higher Education.

In article 29 of Law No. 24, 2009 it is stated in section 1 and 2 that (1) Bahasa Indonesia must be used as a language of instruction in national education, and (2) The language of instruction as referred to in section (1) may use a foreign language for purposes that support students' foreign language skills. Meanwhile, the Law No.12, 2012 article 37 stated that section (1) Bahasa Indonesia as the official language of the state must be the language of instruction in universities, section (2) Local languages can be used as the language of instruction in the school of local language and literature, and section (3) Foreign languages can be used as the language of instruction in Higher Education.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

51

These two Laws are implicitly stated that monolingual pedagogy is encouraged for national education. Although they acknowledge three languages - national language, local languages, and foreign languages, they do not formulate a statement of employing a bi-/multilingual pedagogy. Instead, the two Laws state that Bahasa Indonesia must be language of instruction in all levels of education (Law No.24, 2009) and in higher education (Law No12, 2012) (my emphasis). Meanwhile, local languages, which is stated in Law No.12, 2012, could only be used as language of instruction in the school that specifically studies a local language and literature. It reveals that the treatment to local languages is different from BI, and the scope is very limited. In contrast, foreign languages are given opportunity as a language of instruction in higher education (Law No.12, 2012) and when the purpose of using them is to support students' foreign language skills. However, it is not clearly stated that the use of Both BI and English in higher education, for example, could be managed to employ bi-/multilingual pedagogy. It is likely that the adoption of English medium instruction in tertiary education in the current time reflects a desire of bilingualism, BI and English and may be of interest of future.

Zein (2018) highlights a love triangle situation that could be an appropriate for Indonesian education setting, including HE. This love triangle is crucial because Indonesia is a multi-linguistic country where unity and harmony is fundamental pillar in building a united nation of Republic of Indonesia. To illustrate, one leg of the triangle is a Bahasa Indonesia as a national official language, the other leg is English as the first foreign language taught in all education level and in the top of the triangle, it has heritage/indigenous language as local languages which spread all over the countries.

Considering the love triangle above, English as a global language that is taken important role in social, academic, and economic mobility should not decline "the promotion of the national language as a means of national identity and the maintenance of the indigenous and heritage languages and cultures" (Zein, 2018, p.4). Thus, making English as monolingual in very diverse language repertoires, although it is possible, will make heritage/indigenous downfall. That is why, taking place English as multilingual and flexible seems to be making sense. Meanwhile, insisting Bahasa Indonesia as dominant language and shutting the door for English to use is not realistic.

In relation to an Indonesian higher education context, where communication with English exists, of course monolingual, mono-cultural and static English cannot exist. English is one of other languages available. This environment has implications for the types of language that might be used and the functions of different repertoires. Therefore, the multilingual practices in Indonesian context should accommodate the existence of all languages: Bahasa Indonesia, foreign languages, and heritage/indigenous languages. These languages are multilingual and transcultural when communication happens across people, languages, spaces, and genres. In other words, multilingual practices in Indonesian HE settings should be balancing on both accommodating the endogenous factors in which preserving the heritage/indigenous language, promoting national

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

52

identity through national language, and the exogenous global factors in which English role should not be deniable (Tsui, 2004).

3.2.6 Studies of EMI in Indonesia

In my thesis, I would say that EMI setting in Indonesia HE is actually ELF phenomenon. Starting by looking at Murata and Iino's (2018) definition of EMI that is" English-medium instruction conducted in the context where English is used as a lingua franca for content-learning/ teaching among students and teachers from different lingua-cultural backgrounds" (p.424). This definition reflects the EMI setting in Indonesia where teachers and students are coming from different regions. Each region has different cultures and languages, totally different languages, which on many occasions they do not know the language. Fortunately, there is a regional lingua franca for speakers in that region. When people of these regions meet, there is our national language as a lingua franca. Then, they speak English which are not their native language, and it may even be their fourth of fifth languages. This setting is undoubtedly a reflection of ELF setting. Kirkpatrick (2014) also points out that EMI is not reflecting English only but should consider other linguistic resources and encourage bilingualism and multilingualism. Therefore, I am convinced that the 'E' of EMI in Indonesian HE would be classified as English as a lingua franca, not as a native-speaker variety.

One great example of the use multilingual practices in HE is presented by Riyanti and Sarroub (2016). In their research in the Kalimantan Island, the use of multiple languages and code switching are typical in their communication. The use of each language is based on who the interlocutors are and in what situation they use the language. English is dominantly used in the classroom, but they will switch it in Bahasa Indonesia when they find difficult to explain it in English. Arabic is used when they greet each other as they practice it through Muslim tradition. More interestingly, as Malay is their heritage language, it is undeniable that during the communication they express something in Malay. These results show that sociocultural and religious background will characterise their use of multilingual practices. This kind of practices is very common in Indonesia (Wijanti 2014, Setiawan 2016, Mujiono, Poedjosoedarmo, Subroto, and Wiratno 2013).

In addition to EMI in Indonesian HE, multilingualism practice can also be looked at in discipline program. I would say that EMI is still new in Indonesian HE as the universities mainly decided to apply EMI in 2016. The Indonesian HEI's are only recently starting to introduce EMI. EMI usage will probably increase in the future time. Therefore, although this is not the main concern, I will look at the possibility of multilingual practices in specific discipline under two arguments.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

53

The first is that the context is different. As the settings of this thesis are different i.e., one state and national university and two private and Islamic-based background universities, I believe that the framework will also be different. Although multilingualism exists in the communication around knowledge and learning that occurs in international higher education settings, the influence of sociocultural and Islamic background toward the way people practices their multilingualism cannot be denied. Besides, many people are looking at multilingual practices in different discipline. Jenkins and Leung (2016), for example, are strongly arguing about context in which language to some extent influence the use of language or languages in a certain setting. This context is not only on the language of the country, but also on the language of the university and the language of the people in the university. In addition, the context of the language is not just English but also lots of languages. In this respect they argue that the language of discipline has so many different variables. Therefore, multilingual practices must relate to discipline as well in Indonesian universities.

The second argument is that the fact of the establishment of EMI program reveals the universities do not do it for the whole institution, but they begin with some disciplines within the university. I find that they come mostly from disciplines in social sciences. Therefore, all participants of my thesis are from these disciplines. However, as we know that within the social sciences there are broad areas and there are four social disciplines that will be the setting of the thesis. They are Governmental Affairs and Administration, International Studies, Economics, and Laws. In my view, these disciplines are totally different.

One example of this case is found in the School of Business and Management (SBM) of the Bandung Institute of Technology (ITB) which is recognised as one of the leading business schools in Indonesia. The students are not really happy with EAP courses provided by the university's language unit. They very much prefer to have any English courses given within the school that is discipline specific (Pritasari, Reinaldo, & Watson, 2018). This study shows the need for English is different from one discipline to another. The students who are involved in this program have been taking a test such as IELTS or TOEFL. This is interesting and will be further explored because the test does not prove anything (Jenkins & Leung, 2016). They argue that both tests are all about native English and this is of course not relevant with Indonesian HE settings. Therefore, questions such as: who is doing the teaching? Are they bringing native English speakers or Indonesian? are important and interesting to look at. If there is one university that bring NES from America, British, Australian or who are similar with these, while other apply local Indonesia teacher that would seem different.

The way the participants' use of multilingual practices will be different I believe if we compare faculties for example Economics and International Relations. Factors affecting this include the different ways in communicating knowledge and subject and differing student backgrounds. As I described in my upgrade portfolio, students studying and staffs working in

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

54

Yogyakarta where the three universities are situated come from all regions across Indonesia. That is why Yogyakarta is well-known as mini-Indonesia. That is why there are so many different first language spoken. So there is variation in their backgrounds, first language spoken and they may speak different kinds of English. Their proficiency will vary; some may have very basic English, and some may struggle greatly in English while others are proficient. No literature on this was found, so I will look at it in my methodology. I am going to look at variation in multilingual practices across the universities and disciplines. It is important to know whether multilingual practices within each discipline are going to be similar or different.

Unlike the setting of secondary institutions, English in Indonesian HE is not centralised. It is the university policy makers who take responsibility for setting up English in each institution. Therefore, English is operated differently from one university to another university, even from one department within a university. As I mentioned elsewhere in this paper, the use of English as medium of instruction is not applied in all universities. They establish a so-called international program for only some disciplines. So, other languages are around. The same case with EMI practice in other contexts, the presence of languages other than English is obvious. For examples, Chinese is used in the EMI classroom in China, or Italian is used in the EMI classroom in Italy. The point is that in a very diverse linguistic resources available like Indonesia, it will probably be other languages being used in the classroom in the universities. What the languages are is another thing to look at in this thesis.

New ideas and products, in the case of Indonesia, are occasionally taken for granted without any critical evaluation. This was certainly the case for EMI in the early 2000s. At that time, EMI was national policy for secondary education. This policy was not, however, carefully designed so that many problems arose. One of them is that teachers have no adequate English language proficiency to teach content in a foreign language (Haryanto, 2012). Other problems are lack of regard to the guidelines and supports from the government to make the program successful. The uncontrollable impact of having no clear guidelines is that the program is turning into an elite education. This is because schools with English medium instruction are associated with high class and therefore schools charge very high fees. This of course restricts the school to only the wealthy elites (Coleman, 2011). Therefore, the EMI in secondary education has been banned by the Indonesian Court of Justice in 2013 because this program raised elitism among the schools, there was a gap between rich and poor schools and in turn it built inequalities of learning for all students (ibid). My point is that in many cases, it is not the program that becomes the problem, but it is the policy that the authorities make. When the policy is just a hasty reaction toward something, many problems will emerge. As EMI in Indonesia is still infancy, the problems/ challenges on students/teachers lower English proficiency, communication-oriented multilingual approach to teaching content, are among the most tangible problems/challenges (Simbolon, 2016).

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

55

EMI in mostly non-Anglophone countries includes multilingualism, at least English and its national language. When the people perceive both languages and their use, they practice their language ideologies. Thus, the choice of language in the classroom will be much influenced by ideology toward language owned by the teachers. However, language ideology cannot be separated from the language policy, particularly the policy made by the more authoritative person or institution. Moreover, in its practice, "most EMI programs are imposed by top-down policy" (Macaro, Curle, Pun, An, & Dearden, 2018). That seems obvious that the implementation of teaching and learning through EMI have rarely been consulted by policy makers at a national level or by university managers at the institutional level (Dearden & Macaro, 2016). Therefore, it is quite common to witness a discrepancy between policy and practices. For example, the policy says that in the classroom both lecturers and seminars, English is the only policy. Teachers must speak English from the start until the end of the class. However, in reality or in practice, they are using Bahasa Indonesia and other languages too. This discrepancy is much influenced by the language ideology of the teachers.

Furthermore, until recently, Indonesia is still categorised as a country that adopts Teaching English as a Foreign Language (T/EFL) (see Renandya, Lee, Kai Wah, & Jacobs, 1999). Therefore, monolingual ideology is inherently taking place in all aspect of learning, teaching and using English. After having undergone the EFL paradigm for decades, this ideology is challenged by Indonesian scholars (Jayanti & Norahmi, 2014). They criticise the EFL paradigm as native speaker norms are no longer relevant with Indonesian language ecology which is a multilingual country and globalisation of English which spreads the ELF perspectives. In their observation, English is used to communicate mostly with other non-native English speakers. Thus, there is no point for them to continue this paradigm. Even, Zein (2018) proposes to move on from EFL perspective to discursive practice of multilingualism called translanguaging.

The above situation is actually interesting. Indonesia is well-known as a multilingual country and therefore Indonesia people should be having a multilingual mind-set. It seems that they will do a kind of pick and mixed or multilingual practices on many occasions. That is no doubt that everything is like hybrid. The example of this phenomenon is acknowledged as Indoglish, a shortened version of Indonesian English that is usually used to express English use in Indonesian culture. In sociolinguistics, Indoglish is a kind of code switching and borrowing (Smith 1991, Saddhono, Rakhmawati, & Hastuti, 2016). This phenomenon is common for speakers who have 4 or 5 languages to mix around the language in their communication. Another phenomenon is called koineization (Wouk, 1999), "a process through which the features of two or more different linguistic subsystems are combined, giving rise to a new, compromise dialect, a koine" (p.82). This reveals that the speakers are not fixed to speak like native speakers of their own heritage/ indigenous languages. In other words, they do not expect other to speak like a native of their own languages.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

56

In China, language ideology toward Putonghua is strong as this is a prestigious language. They consider it as "the ideology of homogeneity and uniformity" (Dong, 2009, p.117). This dialect should be spoken properly or spoken like a native. This ideology is applied when they speak English so that they have strong English language ideology. Likewise, in Indonesia, Bahasa is considered as a language for nation pride. Therefore, Indonesian government through the Language Development and Fostering Agency always reminds people that good Indonesians speak Bahasa Indonesia in a correct and right manner. The newest movement initiated by the agency is Prioritisation Bahasa Indonesia in Public Space Movement (Malaka, 2018). This movement is declared as many Indonesian people speak languages other than Bahasa Indonesia, particularly foreign language i.e., English. Along with the declaration of the movement, the agency also proclaims *Trigatra Bangun Bahasa* - a three principle of breeding languages – which include to prioritise Bahasa Indonesia, to preserve local/heritage/indigenous language, and to be proficient for foreign language.

Although Bahasa Indonesia is applied quite strictly in writing, people tend to accentuate Bahasa Indonesia with English accent in their daily communication. Specifically, for many young Indonesian who experiment with mixing language that goes on with so many languages. Meanwhile, Bahasa Indonesia is one of the compulsory subjects in all education levels from elementary to tertiary education. Therefore, children should learn it from the first time they go to school. Besides, Bahasa Indonesia is compulsory medium of instruction in education settings or other formal situations. The use of Bahasa Indonesia is specifically regulated in Act No 24, 2009. In those formal situations the use of Bahasa Indonesia is not flexible. When people want to be more flexible, they must be in an informal situation and in this setting local/heritage/indigenous languages can be used. There Even they can safely experiment, play, and mix languages.

When it comes to English, I believe that the ideology will never be the same. The native English Ideology and more multilingual orientation to the language ideology into ELF will be very different. Thus, it seems to me that language ideology is important to explore in my thesis, specifically in terms of what they are doing with English and how much the ideology is applied in real communication. Several typical questions arise, for examples, is there an ideology toward English inflexible in their effort in EMI? Do the Indonesian government through the agency also insist to apply it for English, too?

In a different context, in Japan for example, all students are Japanese who speak only Japanese. It seems ridiculous why they should use English as where they have EMI classroom in which all students only speak Japanese. Of course, they will switch to Japanese. In Indonesia classroom settings are very much ELF. The students and staff talk different languages with the people in the classroom and it will rarely find a class where only Bahasa Indonesia spoken there. They may get Bahasa Indonesia is spoken but they probably have other languages as well. Thus, compared with Japan, Indonesia may have much more EMI setting than Japan. In Indonesia,

students and staff will probably switch to Bahasa as lingua franca for them. This is my point; they
have lingua franca already. Not only have Bahasa as their lingua franca, but also, they have
regional lingua franca. They now use English as a lingua franca. This is interesting as they have
three layers of lingua franca. When they decide to make use of all layers of lingua franca in their
communication, this will be very much related to language ideology.

Considering the waves of internationalisation of HEIs through EMI, the government of
Indonesia released Law No.12 Year 2012 regarding strengthening higher educations' autonomy.
With this law, eleven State University are transforming to university with Legal Entities. One of
support given to these university is back up for the internationalisation program in which double
degrees becomes the salient parameter. Because of this program, since 2016, the State
Universities with Legal One offer international program with English as medium instruction. Before
2016, International Program (IP) or International Undergraduate Program (IUP) has established by
one or two universities for their own purpose sporadically. These universities offer a class which
the ultimate aim is not to attract foreign but domestic students with English as medium of
teaching.

With this regard, Ibrahim (2001) investigated the implementation of EMI in Indonesian
Higher Education context. He concluded that the EMI program could give opportunity to practice
English and a bridging program (like CLIL) was needed due to how low an English proficiency
students had. Both the bridging and the EMI program might be created as an English-speaking
environment in which students could gain a maximal profit of English. However, he observed that
EMI was not appropriate for students with low proficiency of English. Despite that a partial EMI
was feasible and a viable option in this context as mixed-mode teaching or code-switching
sometimes was very useful to make teaching and learning process more efficient. He suggested
teachers had to improve their teaching techniques.

Another study by Floris (2014) showed that both students and teachers recognised the
importance of English and the use of English as the medium of instruction. However, teachers
experienced dilemmas in teaching in EMI context because the majority of students felt burdened
when they needed to respond in English due to the insufficient English proficiency that students
had. As a result, students could not really engage with the materials delivered by teachers and in
its turn this language barrier seemed to affect the students' academic performance. In this kind of
situation, EMI lecturers need support to raise their awareness of English – in this case ELF –
regarding its significant role in academic settings where people from different L1 backgrounds
work together. Through this way, "lecturers can develop an enhanced confidence in conducting
EMI, appropriating NESs' English and making English their own for the purpose of promoting
classroom communication" (Wang, 2015, p.7).

In line with research that address the teachers' English proficiency, Zacharias (2013) found
that schools' teachers could not avoid the government policy as it was a top down, and they might

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

58

comply with the regulation. They had to teach their content subject through English although they admitted that their English was insufficient for teaching. Both teachers and students perceive this as a positive program in which they could have more access and opportunity to speak English (Sultan, Borland, & Eckersley 2012, Aritonang 2014).

A study investigated the current expansion of EMI in Indonesian Higher Education is reported by Simbolon (2016) for her Doctoral Thesis. She looked at the teachers' perspectives and understanding about practical issues in EMI classroom regarding the terms used to illustrate EMI, the practices, the challenges, and the benefits of EMI when those were implemented in the classrooms. She conducted a case study in one university, recruited 21 teachers as participants, and data were collected through questionnaires and interviews. Although her context of study was EMI, she regarded that EMI is similar with CLIL, or it is well-defined as CLIL in HE. Therefore, the concept of her EMI was dissimilar with mine. The EMI practices were taken from interviews not through classroom observations. Some valuable findings on the language practices found were teachers only practice partial English instruction, in other words, they were mixing L1 and L2. In many EMI settings, it was common to practice multilingual practice. Therefore, teachers employed mixed code from Bahasa Indonesia, the national language, to English in their teaching.

Furthermore, the strategies applied were different from teachers who have and who did not have EMI teaching experiences. For non-experienced of EMI teachers, the use of L1 and English during the EMI practices was essential. However, to encourage students to practice their English several occasion such as greetings, introductions, and presentation of slides are accommodated. Conversely, experienced EMI teachers admit students' L1 only during key content delivery while English is used during question-and-answer sessions, during discussions, in their use of worksheets, examinations, and in the presentation of slides. Uniquely, among experienced of EMI teachers, there is one who applies a translation model of teaching. To summarize, during the EMI practices, teachers used strategies called functional code-switching and translation method. Regarding using *full English*, teachers believed that *full English* medium instruction was for international classes not for, as they perceive their classes as, bilingual classes. (This term of *full English* was originally taken from the interview. Teachers seemed to be at ease with the use of the term rather than to use *speak English all the time*, therefore I will use this term in all occasions in this study).

Finally, Dewi (2017) explores teachers' perceptions regarding adoption of EMI in Indonesian HE. Employing questionnaires and interviews, she recruited 36 university teachers as participants including 16 English teachers and 20 teachers of other subjects. The focal points of the findings of this study are the position of EMI in Indonesian tertiary curricula, English and national identity, and English and the West. Although the implementation of EMI in Indonesia is not an easy task on account of the political and ideological grounds, the first finding shows that participants view the presence of English in tertiary education positively. Therefore, most

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

59

participants are in support of using English in EMI classrooms. English is supported to be taught in HE curricula because it is needed for interaction in international academic sphere and for competing in job market. Therefore, they make use of English only as medium instruction. Other participants prefer to use Bahasa Indonesia as medium of instruction from which preserving Indonesian and the status of Bahasa Indonesia as a national identity are their bases of the reasons. For these participants, English should be taken place after Bahasa Indonesia and consequently not many teachers are willing to use English as medium instruction. The last group of participants would prefer to combine English and Bahasa Indonesia as their language instruction in the classroom. Regardless of these varied views, all participants agree that English must be facilitated by universities to give a rich exposure of English through international interaction, reading and understanding academic literatures, conversation clubs, and other sources of information. More importantly, the participants also perceive the needs of manage English and Bahasa Indonesia as co-existence medium of instruction without necessity of having equal use or status in the curriculum.

Another finding is related to teachers' perception on English and national identity. Likewise, the participants' perception of English and national identity is range of ideas. While most of them view that "English had a positive impact upon Indonesian national identity" (p.252), there are participants who concern that English would potentially devastate national identity. Although the author realized that it is not easy and straightforward to connect between English and national identity, the study suggest that English could enhance national identity as English "facilitates communication, relation and knowledge building, and economic development" in the global world. In this respect, English should not be considered as a threat as English and Bahasa Indonesia as a symbol of national identity could be "able to co-exist" (p.250).

The last finding is regarding to participants' perception of English and the West. It will always be a long debate to consider whether English is a form of linguistic imperialism. The finding suggests that participants will split to pros and cons perception. Some of them still consider English as a form of linguistic imperialism but some others accept English and consider that it is no longer related to imperialism. Therefore, the participants' perceptions of English and the West would also an indication of complexity. The author highlights that it is better to approach how to use or drive English contextually rather than arguing against the property of that language. After reviewing the literatures, the next section will describe the theoretical frameworks that underpin this study.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

60

3.2.7 Theoretical framework

By drawing on the literature reviews in the previous and this chapter, I assemble three sets of theories, which together form my theoretical framework. These three sets correspond to the theoretical areas of 1) post-structuralist/modern perspectives, 2) global Englishes, and 3) English-Medium Instruction (EMI). A post-structuralist/post-modern mind-set criticises the former perspectives - cognitivist, modernist, and structuralist – that considered multilingualism as stable and static. For post-modernist proponents, multilingualism is regarded as socially and culturally constructed. My theoretical framework of the thesis is in no doubt influenced by epistemologies that challenge structuralist and static interpretations of the particular concepts or things. I concur with the conceptualisation that multilingual practices are understood "in terms of contesting the traditional, often monolingual and monological conceptualisations of language, languages and language users" (Pietikäinen & Dufva, 2006, p.64). In other words, monolingual ideology is no longer relevant with the current era of linguistic diversity (May 2004, Jenkins 2015). For more specific, Mauranen (2018) points out that "It is basically a question of perceptions of language having shifted from static, focused and monolingual, towards appreciating dynamic notions of languaging and multilingualism" (p.15).

In addition, multilingualism was also taken as "point of departure in human beings' embeddedness in larger, social, political, economic, and cultural systems, which reflect, interplay and are (re)created by their linguistic practices" (p. 28). Therefore, post-modernist perspective deconstructs multilingual communication as a social interaction (Gynne, 2016) and "is considered as more than just the existence of parallel linguistic systems, it is seen as a culturally situated social practice" (Gynne, 2016, p.29). Likewise, Cogo (2012) considers that ELF is an essentially social phenomenon as it is practiced in social context in which the presence of other speakers is indispensable. More importantly, ELF is not a stable system that exist outside of language use. Through these views, I believe that multilingual practices are navigating interactional strategies in creating meaning and understanding. Therefore, it is a mode of practice and is not merely a cognitive mode (Canagarajah, 2007).

In its relation to ELF, I begin my view from global Englishes perspectives with a theorem saying that ELF is a natural phenomenon of multilingual practices (Cogo, 2012). As we know that ELF users are those whose mother tongue are not English. They have already had their own language as L1 besides English. Therefore, ELF users are multilingual speakers. However, for many years, ELF scholars concentrate their research on "E" rather than "LF". Put it in another way, the aspects of multilingualism of ELF are not yet massively under investigation (Cogo, 2016). And on account of this fact, Jenkins (2015) reconstructs the theory of ELF into EMF (English as a Multi-lingua Franca) which place English within the framework of multilingualism.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

61

Finally, my theoretical framework for EMI reflected that EMI "is not seen as a language learning" (Cenoz & Gorter, 2012, p.311), rather in EMI English is used as a means of communication in teaching content. Therefore, the content taught through EMI is expressed using language. The use of language, in this case English, should be intended for effective learning not examination. It is in this respect that teachers should be equipped by skills-based teaching and communication-oriented multilingual approach to teaching. Proficient in these two professional skills, low achievement of students' comprehension toward the content can be avoided. Through making use of the available linguistic resources, it will improve students who are willing to practice their multilingual repertoires can also be accommodated. In the context of Indonesia higher education, Zein (2018) suggests doing a paradigm shift in pedagogical approach from EFL perspective to translanguaging in which teachers can exercise students' multilingual repertoire through scaffolded instruction. In terms of EMI materials, he suggests producing locally embedded materials rather than taking for granted the EFL-based resources.

As post-modernist sees language learning as social interaction, language ideology in this project is also based on framework that language as social phenomenon not mental and structural view. Piller (2015) explains that "Language ideologies are thus best understood as beliefs, feelings, and concepts about language that are socially shared and relate language and society in a dialectical fashion" (p.4). Language ideologies and language use go hand in hand in which language ideologies reinforce language use. Particularly, where there is contact, language use is influenced by ideology. Language use then shapes language ideologies. Both are serving social ends. Therefore, "like anything social, language ideologies are of interest, multiple, and contested" (op.cit, p.4).

3.2.8 Summary

As this chapter discuss EMI, language education policy and EMI studies in Indonesia, the sections of this chapter start with outlining the conceptualisation of EMI which refers to ELF as medium of instructions. Aims and types of language policy in HE is presented in this section. After that, potential problems with the implementation of EMI are highlighted and is followed by elaborating the "E" of EMI. Afterwards, language education policy in Asia region in general and in Indonesia in particular are discussed. The last section describes several studies of EMI in Indonesian settings. EMI policy in Indonesia has been recently issued nationally, and prior to that, several sporadic studies have been done by Indonesian scholars. Most findings demonstrate that EMI gives students opportunity to practice their English. In addition, the practice of multilingualism is also done by teachers as they make use of all their language resources. Theoretical frameworks of this study conclude this chapter.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

62

4 – Research Methodology

4.1 Introduction

This chapter delineates the research method and techniques used to conduct this study. Qualitative inquiry is carried out to understand perception and attitude of participants. Multiple data collection techniques were designed to gain the evidence regarding to how English and other languages are used in Indonesia EMI classrooms, teachers' perceptions, and attitudes of EMI, English-within-multilingual and the use of language(s) other than English (LOTE).

The rationale for selecting qualitative research and the main feature of qualitative research commences in section 4.2. After that, section 4.3 describes data generating tools from justification to action. Meanwhile, the research setting is outlined in section 4.4 and recruitment of participants in section 4.5. Overview of research questions is presented in section 4.6, followed by data analysis in section 4.7. The last but not least, section 4.8 discusses the trustworthiness established in this study. The notions of credibility, transferability, dependability, and confirmability were described. Finally, before summary, section 4.9 elaborates the ethical considerations in this study. Moving on now to consider the rationale of qualitative research.

4.2 Qualitative Research

The nature of this study was qualitative, which seem to be appropriate to immerse the "Pluralisation of life worlds" (Flick, 2014, p.11). For qualitative researchers, a world was no single entity, yet brought in many meanings and interpretation. Therefore, "sensitising concepts are required for approaching the social context to be studied" (op.cit. p.12). In this study, the knowledge about this life world i.e., EMI, English, languages other than English, and International Undergraduate Program (IUP) were too limited if they are formulated into hypothesis to test. Instead, the life world of participants in current situation both individually and socially had potential rich data to be explored. Indeed, to investigate teachers' use of English and other languages in EMI context, I needed to understand how they view the EMI program, what their attitudes toward it are, how they use English or languages other than English, and in what extent they were using English only or making use of their multilingual resources.

Qualitative inquiry concerned with human as the main instrument in generating data (Lincoln & Guba, 1985), or with people in the real-world happening (Richards 2003, Yin 2011) and it provided methods to encompass meanings brought by the participants to the phenomenon and significance of actions in that setting (Richards, 2003; Silverman, 2011). Therefore, exploration of data in natural setting aimed at understanding how something works and what was going on from the participants' perception and meaning (Silverman, 2011). Denzin & Lincoln (2003) confirmed

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

63

that "qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. It is understood, however, that each practice makes the world visible in a different way. Hence, there is frequently a commitment to using more than one interpretive practice in any study "(p.5). Through the methods applied, "round understandings on the basis of rich, contextual, and detailed data" could be achieved (Mason, 1996).

However, Dörnyei (2007, p.54) criticised that "a qualitative study is inherently subjective, interpretative as well as time- and context-bound; that is, in qualitative inquiry truth is relative and facts depend upon individual perception". The lack of objectivity in qualitative research was possible as the researchers could influence the study through their own values and preconceived ideas. Concerning the subjectivity, Duff (2008) argued that no single research methodology was free from subjectivity, including quantitative research (Flyvbjerg, 2011). Therefore, qualitative researchers should be aware of the subjectivity (Blommaert and Dong, 2010). Meanwhile, in conjunction with generalisation, Merriam (1998) underlined a fundamental principle in selecting non-random sampling in qualitative research on the grounds that the aims of it was to understand a particular case in depth not to generalise it. Hence, qualitative researchers addressed generalisation with transferability or comparability (Cohen, Manion, and Morrison, 2011), a kind of transferring knowledge from researcher to readers who had their own responsibility to decide in such context the results were suitable, conformed, and connected with their own (Duff 2008).

Thus, qualitative research facilitated researchers' various approaches and techniques to develop their studies. Amongst myriad types of qualitative research, Merriam (2009) showcased six commonly used approaches to doing qualitative research i.e., basic interpretive qualitative research (case study), phenomenology, ethnography, grounded theory, narrative inquiry, and critical research. She confirmed that all those approaches shared exactly the same characteristics of a basic qualitative study but had an added dimension in each type. Describing characteristic of all those types, she highlighted that (p.37),

> "A basic qualitative study is the most common form and has as its goal understanding how people make sense of their experiences. Data are collected through interviews, observations, and documents and are analysed inductively to address the research question posed. A phenomenological study is interested in the essence or underlying structure of a phenomenon; ethnography focuses on a sociocultural interpretation; grounded theory strives to build a substantive theory, one "grounded" in the data collected; narrative analysis uses people's stories to understand experience; and critical research seeks to uncover oppression and empower".

Looking at those dimensions, I needed to adopt appropriate approaches for my study in which Merriam (2009) calls it basic interpretive qualitative research (case study). Considerations of employing this approach (a qualitative case study) were chronicled under the following

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

64

elaboration. Researchers preferred to pin questioning strategy on case studies when asking how, what, or why in their projects (Amerson, 2011; Andrade, 2009; Stake, 1995; Yin, 2014). Case studies also included "bounded entity" (Duff, 2008, p.32), which comprised of an individual or an institution and a site(s), which included contextual features that delineates connection of the two (Hood, 2009). With these features, case studies could identify operational links between events over time (Andrade, 2009; Baxter & Jack, 2008; Yin, 2014) and bound the study in time and space (Fusch, Fusch & Ness, 2017).

In this study, the bounded entities were teachers (individual), and universities and two cities where the study took place (social entities) (Duff, 2008). Meanwhile, the site was EMI classrooms where a social action (English use and other languages) took place and the contextual features such as classmates, course content, etc. intersected with teachers (individual) in the EMI classrooms (site). Up to this point, I would posit that a case study had three fundamental features, namely bounded entity (individual or social), site (where social action occurs), and contextual features (from which they intersect with entity and site). In addition to these features, it is also important to consider the case of the phenomenon in the natural settings (Cohen, Manion, & Morrison, 2018) and to obtain an in-depth and holistic understanding of situation and meaning of individual entities involved in that particular context as well (Hancock & Algozzine). Concerning all characteristics, case studies befitted to exploratory, explanatory, or descriptive and involve one or multiple organisations and locations for a comparative case study design (Yin, 2014).

Subjectivity and researcher bias were prevalent qualitative case study design (Fusch, Fusch & Ness, 2017). The data included the researcher's personal perspectives and biases (Lockett, Currie, Finn, Martin, & Waring, 2014; Marshall, 2014). More importantly, the researcher mitigated bias through the multiple methods of data collection in terms of triangulation (Fusch, Fusch, & Ness, 2017). Denzin (2012) posited that triangulation should be reframed as crystal refraction (many points of light) to extrapolate the meaning inherent in the data and thereby mitigating one's bias. The use of methodological triangulation was one method (Bekhet & Zauszniewski, 2012; Lloyd, 2011). Thus, the triangulation was essential to ensure reliability and validity of the data and results (Chenail, 2011). Another way was through iterative or cyclical process (Silverman, 2000) of data analysis done during interviews, observations, transcription when themes and categories were revealed (Chapelle & Duff, 2003). The final way was applying several ideological lenses such as post-structuralist, feminist or critical (Duff 2002, Merriam 1998) to interpret data to ensure clarity, credibility, and plausibility (Chappele and Duff, 2003). The features of qualitative case study were concluded in table 4.1 below.

Table 4. 1 The features of qualitative case study

NO	Dimension	Qualitative Case studies
1	Length	• Bounded entity (Duff, 2008) • Bounded time and space (Fusch, Fusch & Ness, 2017)

2	Focus	To obtain an understanding of situation and meaning of individual entities involved in the particular context (Hancock & Algozzine)
3	Analysis of data	Iterative or cyclical process (Silverman, 2000), applying a number of ideological lenses such as post-structuralist, feminist or critical (Duff 2002, Merriam 1998)
4	Causality links	Allows to explore causality links (Fusch et al., 2017) or events over time (Andrade, 2009; Baxter & Jack, 2008; Yin, 2014)
5	Role of researcher	Participant observation (Amerson 2011, Fusch et al 2017)
6	Setting	real life contexts (Cohen, Manion, & Morrison, 2018)
7	Findings	Thick description (Ramanathan & Atkinson, 1999)
8	Data collection	fieldwork (Dennis, 2010; Jackson, 1990) with direct observation (Gordon, 2011; Marshall & Rossman, 2016; Salem, 2008), a focus group (Packer-Muti, 2010), a reflective journal (Sangasubana, 2011), and unstructured interviews (Bernard, 2012; Rubin & Rubin, 2012)

Referring to the feature of qualitative case study, I carried my explanation on what data collection techniques and how I applied them in this study in the next section.

4.3 Data generating tools

The characteristics of data generating tools in the tradition and prevalence qualitative (case studies) often consist of fieldwork (Dennis, 2010; Jackson, 1990) with direct observation (Gordon, 2011; Marshall & Rossman, 2016; Salem, 2008), a focus group (Packer-Muti, 2010), a reflective journal (Sangasubana, 2011), and unstructured interviews (Bernard, 2012; Rubin & Rubin, 2012). Giving attention to these tools and to Hammersley and Atkinson (2007) description of qualitative case study in particular, I employed the following qualitative case study tools: participant observation, interview, and documentation. Meanwhile, the primary sources of data generation in the thesis were audio recordings, and field notes. What follows is the section of observation descriptions.

4.3.1 Observations

The first data generation tool in the study was classroom observation and this was essential to observe teachers' practice of their English and other languages. Therefore, the rationale for conducting classroom observation and its procedures is presented in the sections below.

4.3.1.1 Justification for classroom observation

Observation was defined as "a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place" (Kumar, 2011, p.140). Flick (2014) affirmed that all senses – seeing, hearing, feeling, and smelling were integrated into observation. Therefore, observation was intended to "understand the world first-hand", and in so doing, the

researcher had to participate rather than observing it at distance (Silverman, 2011, p.117). Classroom observation was important because the researcher wanted to witness teachers' factual practice of English and multilingualism in the classrooms and when researcher found critical incidents, researcher would confirm it in the interview. These practices could not be accessed through interview as it only provided views (Flick, 2018). Merriam and Tisdell (2016) advocated that participants' accounts in the interview were limited to the notions of how something was and to be. Through observation it was possible to record behaviour as it was happening.

Flick (2014) categorised observational method into five dimensions i.e., covert versus overt observation, participant versus non-participant observation, systematic versus unsystematic observation, natural versus artificial observation, and self-observation versus observing others. There were four types of participant roles, which included the complete participant, the participant-as-observer, the observer-as-participant, and the complete observer (Cohen, Manion, & Morrison 2011, Creswell 2003). With regard to this study, observation generated data and provided answers for the second question of this study, which related to the use of language or the language practices. Thus, observation was done to watch and listen to the use of English and other languages in the classroom. In other words, it "enables the researcher to find out how something factually works or occurs" (Flick, 2006, p.215). Now moving onto observation.

4.3.1.2 Classroom observation in action

In terms of official procedures, the negotiation of pursuing classroom observations and interviews was described in section 4.6 (recruitment of participants). In this section, I would report everything related to what I did when I observed teachers while they were teaching in their classrooms. Firstly, all observation was done prior to interview. I did it in this way for practical and technical reasons; I needed to observe teachers' practices first and then followed by one-to-one interviews. One influencing consideration I had when doing classroom observation was the teaching timetable as it was effective for only about two months before they got mid-term exam. Present in a situation with twelve teachers each available for two sessions, I was naturally worked as to whether all of the arrangements for classroom observations could be achieved. My concern and directing my effort towards that matter was essential for success. Of 24 times of classroom observation scheduled, 23 sessions were done successfully. One classroom observation failed because one teacher (T2) had no chance for conducting a make-up class. In addition, the duration of observation was adjusted to teaching hours participant had allocated for the classes they taught. The range was from 30 to 120 minutes. The data set of classroom observation was displayed in Chapter 5.

Secondly, my role was as a non-participant observer because I neither took part both as a student nor a teacher. In the class, I was acting as a participant as observer because I was seated into the classroom observing the use of languages during the process of teaching and learning in

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

67

the EMI. In this matter, I was present in the classrooms so that teachers and students admitted my presence. While I was engaged in the group, I could build rapport with participants. This was positive in the light of gaining insider's knowledge. However, the proximity could cause problem because the researcher could be lacking objectivity and loose a reliable observation.

Thirdly, during the observation, I took notes and recorded anything important as data to provide answers for the research questions. What I observed mainly was the routines and behaviours of the participants during teaching and was related to the use of English, other languages, and situations when they used those languages. I also considered some fundamental aspects to take into account in the observational record/protocol i.e. "descriptive notes – portraits of the participants in related to language use, a description of the physical setting, accounts of particular events, or activities; reflective notes – the researcher's personal thoughts such as speculation, feelings, problems, ideas, hunches, impressions, and prejudices, and demographic information – time, place, and date of field setting where the observation takes place" (Creswell, 2003, p.189). This activity belonged to "less structured observation" that relied on fields notes for detailed description of the EMI being observed, rather than "highly structured observation", which utilised a detailed checklist or rating scale (Mackey & Gass, 2005, p.175; Merriam and Tisdell, 2016).

Furthermore, I did not take note of irrelevant information, rather I focused on some points that were significant to answer the research questions. For example, how the participants used English and made use of their multilingual resources, what language used during teaching and interaction with students, when they used English only or used languages other than English, and so forth. Any important information which was related to the use of English and other languages were considered. While taking notes, I also used audio recording devices that I had informed the teachers in the beginning occasion prior to teaching sessions. This device allowed the researcher "to analyse language use in greater depth later and to involve outside researchers in the consideration of the data" (Mackey & Gass, 2005, p.175). One indispensable advantage was that the researcher could hear the recordings repeatedly before interpreting the interaction or drawing any conclusions from it (Kumar, 2011). Therefore, the researcher managed the presence of audio recordings in the classroom unostentatiously so that participants are not intrigued by that. The recordings were vital for researcher to do quantification of language used during the transcription. As my focus of the study was looking at teachers, in practice, I did not draw my attention to event associated with students such as how students behaved to each other and what they had spoken in their communication among them. When students did interact with teachers, I focused on how teachers responded verbally and non-verbally. The examples of classroom observation sheet could be seen in Appendix F (p.249). In the following section, I would describe the second tool used in this study, interviews.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

68

4.3.2 Interviews

Another important data generation tool in the study was interview. It was useful to clarify some critical incidents found in the classroom observation and was essential as well to look at teachers' perception of the English and other languages use. The following sections, the rationale for conducting interviews, interview protocol and administration of interview were presented.

4.3.2.1 Justification for interviews

Another qualitative tool was interview (Dörnyei, 2007). The ultimate aims of qualitative interview were "to develop a fuller picture from interviewees' points of view, rather than just simple, short, general, or abstract answers to the interviewers' questions" (Flick, 2014, p.208). In other words, the interview was directed to obtain "depth, detail and is nuanced and rich with vivid thematic material" (Rubin & Rubin, 2012, p.101). Therefore, as Mason (2002) pointed out, "qualitative interviewing is usually intended to refer to in-depth, semi-structured or loosely structured forms of interviewing" (p.62).

As attitudes, perception, feelings, motivation, and behavioural meaning were difficult to discover solely through observations, interviews were the best option to generate this kind of data (Brewer, 2000). In line with research questions, this thesis employed semi-structured interviews because it was needed to probe participants' perceptions of English and other languages in the EMI practices. In semi-structured interview, I could provide a series of pre-prepared guiding questions and guidelines in which it opened a wide room for making follow-up questions after participants gave their responses. In addition, this kind of interview also gained merit when the researcher had a comprehensive information related to phenomenon or domain reflected in the list of question. The ready-made response categories were avoided as it would limit the breadth and depth of the scope of the study. Exercising this situation, I asked each participant the same topic with different word structures and probed it in different ways (Dörnyei, 2007).

Another advantage of using semi-structure interview was that I could provide a list of questions or series of topics I wanted to cover in the interview. In other words, with an interview guide, I could focus on which direction my interview would go. Also, with this guide, I could manage the questions to be more flexible and deal with interviewees' response. Simply, through the guide, I "can probe answers, pursuing a line of discussion opened up by the interviewee, and ensue a dialogue" (Edwards & Holland, 2013, p.29). Another reason was related to the interviewees. By having a guide, the interviewee could "understand the topic(s) under discussion and what they want to convey to the interviewer and allow much more space to answer on their own terms than structured interviews but do provide some structure for comparison across

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

69

interviewees in a study by covering the same topics, even in some instances using the same questions" (ibid).

Furthermore, I could also employ two key elements of an interview (Rubin & Rubin, 2012). The first was interview guideline, which was formulated and consisted of questions to elicit the kind of answers suitable with the aims of the study and characteristic of data needed. The second was probing in which answers could be developed to be in depth and in details. The probe might either be spontaneous interventions by the interviewer or be prepared to stimulate fuller descriptions from the interviewee at certain point in the interview. Before looking at how the interviews were administered, the following section will describe the pilot study.

4.3.2.2 Pilot study

At the early stage of the interview design, I intensely reviewed ideas to be outlined in the semi-structured questions by comparing the topics of interest elicited from journals and books with the keywords of my research questions. Then, I tried to articulate those ideas in the form of questions that were composed into three headings, warming up questions, main questions, and closings. The main questions were further divided into items related to perceptions toward EMI, English, and other languages, toward factors influence their perceptions, and toward following up action because of those influences. There were 50 questions altogether in the main parts. After that, I checked those questions one by one to ensure that all relevant ideas had been accommodated. When I was confident with those questions, and then I moved on to the next stage, pilot study.

In this stage, I needed to pilot the interview items to a group of teachers who had similar features as the targeted sample of the interview. As I could not find the targeted sample of teachers, I then decided to do it with two colleagues from my country who had taught in the university and pursuing their PhD in Applied Linguistics. I interviewed them as if they were an actual interviewee and made sure that the questions I asked were well understood. At the end of interview, I asked them their general comments and then continued with their feedbacks. In general, they said that the questions were mostly understood, and they liked the way I asked them, relaxed, and engaging. However, they also gave great feedback, mostly related to specific terms such as language ideology, monolingual/multilingual minded, and linguistic resources. They also considered the interview items were too many and therefore it was quite long. They suggested to withdraw similar questions to avoid repetitions. In several question, they were confused because I did not give scaffold information to abridge one question to another.

Having all of these feedbacks, I went back to my interview questions, re-read, re-examined, and did re-wording for several questions and tried to make it comprehensive. Finally, I got 30 questions in the main parts altogether and it was ready to interview the participants. Turning now to administration of the interview.

4.3.2.3 Administration of the interview

As the schedule for observation and interview were done simultaneously, the timetable was very tight. The arrangement for fieldwork had been set up from the first week of November 2018 to the last week of January 2019. During these dates, I had interview appointments for 34 participants who had been contacted through WhatsApp messages and e-mail before I left for Indonesia. The demographic information related to participants could be seen in Chapter 5 and 6. For this purpose, I had set up a tentative schedule in the form of table informing name, institution, contact number, day, date, time, and location of appointment. In addition, information related to study had been sent to them prior my departure so that they knew what to do in the interview. Three days before appointment I had sent a gentle reminder to participants and one day before, in the evening, I officially sent them a message informing interview schedule, time and location. This way of communication was effective enough for participants because when they were unable to attend, we could negotiate for new schedule.

In every appointment, I always introduce myself, my study, and how I would conduct the interview. I also informed their right to answer or not to answer my questions if they felt uncomfortable. Even, they could withdraw from interview whenever they wanted. One final procedure that I never forgot, I always asked for permission to record the interview for the sake of transcription process. After those things were clear, I began the interview. The form consent would be signed after interview had conducted. Before this moment, I had sent the consent form to participant for their commitment to the interview. However, follow suit the local customs, signed would be given after job was done.

This semi-structured interview was done face-to face interview. It was once for each of the participant and was conducted after I observed their teaching twice. For teachers who were unable to observe, they did interview directly when they were available. The interview lasted for 30-70 minutes. In terms of language used during the interview, I relied on *Bahasa Indonesia* because it was ease for both researcher and participants to understand what was being said in detail. In addition, they were also feeling more comfortable than confused and relaxed to express their ideas in their national language. I did not limit the use of language only for Bahasa Indonesia, during the interview participants were free to use any language they prefer, local, national, or even international language. This section had described administration of the interview. The next section will discuss the third tool of data generation.

4.3.3 Documentation

The third qualitative tool I employed was documentation. The examination of documents was significant to investigate social communities as crucial information about the activities happening within the research context could be provided through it (Hammersley & Atkinson,

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

71

2007). As records of things, it could be "written, photographic, electronic or other forms" (Mason, 2002, p.110). The intent of considering a document, as considered by Marshall and Rossman (1999) was to provide support information to the stakeholders. Therefore, Savin-Baden & Major (2013) argued that document was important in the qualitative research because it would be an essential complementary information from which data collection approaches like in questionnaire, observation and interview could not be obtained.

In this study, I looked at the website document to seek information related to aims of enacting EMI program as the participants did not know or did not remember exactly the statement of mission, aims and language policy. I also found the university profiles through website documentation. When I did browse the websites, most of the website were part of university information for student admission, either written in English or in Bahasa Indonesia. Some other was special website produced by department and written in English. Even, none of both university and department provided information related to EMI program in their websites. The findings related to this information are described in 6.3.1. The following section will delineate research settings.

4.4 Research Setting

The fieldwork was conducted in two provinces in Indonesia, Special Region of Yogyakarta, and Central Java. The sites were three nationally accredited of Indonesian Higher Education Institutions (HEIs) in Special Region of Yogyakarta, and one nationally accredited university in Central Java. The first three universities were in Bantul and Sleman Regency, while the last university was in City of Semarang. The description of Special Region of Yogyakarta and City of Semarang was presented in Chapter 1. These universities were targeted as the sites of study because they offered EMI program namely International Program (IP) or International Undergraduate Program (IUP). Both IP and IUP are referring to the same notion and used interchangeably. However, IP is often used to represent the International Office (IO) or the International Relationship Office (IRO) or Office of International Affairs (OIA). Meanwhile, IUP refers to the class using English as medium instruction). The main functions of the offices are as a hub to support IUP's roles to manage admission for the international student, to organise Cultural and Educational Programs for international students and other academic activities, and to develop and initiate international cooperation and collaboration. Information regarding to teachers' perception of IUP could be further elaborated in Chapter 6. The status of universities were two state universities and two Islamic private universities. Each university provided partial EMI programs that managed by faculty or department. Here, the names of universities were pseudonym and to identify them clearly, they were called university 1, university 2, university 3 and university 4. While demographic information of the participants was presented in Chapter 5

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

72

and 6, the summary of the universities and departments' profile was presented in table 4.2 below. The next section describes how participants were recruited.

Table 4. 2 Profile of universities and departments involved in this study

NO	Aspects	University 1	University 2	University 3	University 4
1	Province	Yogyakarta	Yogyakarta	Yogyakarta	Central Java
2	Location	Bantul Regency	Sleman Regency	Sleman Regency	City of Semarang
3	Status	Islamic private university	Islamic private university	State university	State university
4	Established	1st of March 1981	28th July 1945	19th December 1949	9th January 1956
5	Number of faculties	8 faculties	8 faculties	18 faculties	11 faculties
6	Number of programs offered	• 23 undergraduate programs • 3 vocation programs • 7 master programs • 5 professional programs • 3 doctorate programs	• 25 undergraduate programs • 4 diplomas/ vocation programs • 9 master programs • 4 professional programs • 3 doctorate programs	• 68 undergraduate programs • 23 diploma programs • 104 master and specialist programs • 43 doctorate programs	• 51 undergraduate programs • 21 diploma programs • 35 master programs • 18 specialist medical doctor education programs • 3 professional programs • 13 doctorate programs

4.5 Recruitment of Participants

In this qualitative research, participants were recruited through convenience sampling in which they were voluntarily involved in this study. The procedure of this sampling "focuses on whoever is available in a particular place at a particular time" (Springer 2010: 107) or participants with geographical proximity, availability at a certain time, or easy accessibility (Dörnyei (2007). Unlike quantitative, qualitative samplings was not intended to seek representative samples (Cohen, Manion, & K.Morrison, 2011) rather reflecting diversity and therefore many potential samples for comparison (Barbour, 2008) or in Flick's (2014) term "width and depth" (p.177). Therefore, participants should be "individuals who can provide rich and varied insights into the phenomenon under investigation to maximise what we can learn" (Dörnyei, 2007, p. 126) on the research topic as well as to ensure that they "had experienced the central phenomenon"

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

73

(Creswell, 2009, p. 217). The central phenomenon of this study was the act of teaching at EMI programs, and the knowledge of and/or experiences with English and other language practices.

As social science dominated the programs, the sampling was mostly made in these disciplines for three main reasons. Firstly, the previous research revealed that EMI programs at the undergraduate level in Asia seemed to focus on humanities and social sciences (e.g., Eser & Dikilitas, 2017; Brown & Iyobe, 2013). Secondly, with range of these disciplines, there was still a room to make comparison among them on the data generated. Lastly, compare with other disciplines, these had the largest and most diverse teaching staffs. The distribution of the participants based on universities, disciplines and number of available participants were displayed in Chapter 5 and 6.

The procedures of participants' recruitment in this study were done by two steps. Firstly, I sent electronic mail (e-mail) to the Head of Departments in four universities where this study took place. In this e-mail, I articulated reasons of contacting them in conjunction with fieldwork of this study and assistance to provide list of teachers who were assigned to teach at EMI program in their departments. Not all of these e-mail communications were successful. Therefore, after I obtained the list and permission from the Head of Departments, I then proceeded to the second step. I sent an individual e-mail to each teacher to participate in my study. In the plan, I had managed to recruit only 20 participants from 4 universities. However, as this was convenience sampling, I got 34 participants altogether and 12 of them, from university 1, 2, and 4, agreed with the offer to do classroom observation and interview as well. Meanwhile, 22 teachers from all universities concurred to participate in the interview session only. Following up these responses, I sent the prospective participants documents namely the consent form, the participant debriefing form, and the participant information sheet. These documents were important for them to understand and familiarise with all related information to this study. They also agreed to sign the consent form only when I had met them in Indonesia. The summary of number of participants recruited was presented in table 4.3. The demographic information related to participants could be seen in Chapter 5 and 6.

Table 4. 3 Number of participants recruited

Name of university	International Program	Respondents Available	
		Interview	Interview + Observation
University 1	IGOV (Government Affairs)	1	0
	IPIEF (Islamic and Economic Finance)	2	0
	IMaBs (Management and Business)	3	1
University 2	IP Economics	1	4
	IP Law	2	2

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

74

	IP International Relations	2	2
	IP Communication Studies	3	1
	IP Architecture	1	0
University 3	Accountings	3	2
University 4	IUP International Relations	2	0
	IUP Management	1	0
	IUP Law	1	0
	Sub-total	22	12
	Total	34	

Regarding to participants above, I never met with all participants who taught in university 1 and 4, with 3 of 5 participants from university 3 and 5 of 17 from university 2. I had opportunity to interact with two participants from university 3 as they were Ph.D. holder from the University of Southampton. It was about 4 months interaction with them before they finish their study and came back to Indonesia. Meanwhile, of 12 participants in university 2, I knew four of them personally, but we did not communicate intensively, and I knew the last 8 teachers well and communicate with them in daily basis as we were under the same faculty. However, the proximity with these 8 teachers neither made me break the procedures in this study nor influenced them to give answer that ease me. In this respect, I did all activities and procedures through professionally and ethically based principle. Turning now to the section overview of research question.

4.6 Overview of Research Questions

Based on literature review and theoretical framework presented in Chapter 3, the research questions were formulated under three frameworks: multilingualism and ELF were contesting the monolingual ideology, it was socio-culturally constructed, and situated practices. Therefore, this study aims to provide answers for the following three questions:

1. How and why do Indonesian EMI lecturers use English and other languages in the EMI classroom?

2. What is Indonesian universities teachers' perception of and attitude toward EMI program?

3. What is Indonesian universities teachers' perception of and attitude toward the use of English and other languages in EMI program?

Those questions were "what" and "how" questions from which answering them was essentially paramount through the qualitative research (Silverman, 2017) that sought what and how aspects of a particular research topic. In addition, they were typically descriptive, which

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

75

defined by Flick (2018) as a description of a state, which was reflected in this study as perception and attitude toward EMI program, the use of English and other languages.

Regarding research question 1, it explored the teachers' use of English and other languages to discover whether they practiced English only policy or making use of their multilingual resources. This question associated with the framework of multilingualism of ELF that was a socio-culturally situated practice. Meanwhile, research questions 2 and 3 closely examined the teachers' views and attitude toward EMI program, toward the use of English and other languages in the EMI of Indonesian HE context. Teachers' perceptions toward languages were reflection of their language ideologies. This question resonated with the framework of contesting ideology. Following this section will be data analysis.

4.7 Data Analysis

Data were collected through classroom observations, semi-structured interviews, field notes, and website documentation. Observations and interviews were recorded through audio recordings and then transcribed to transform it into written texts. The number of audio recordings for observations were 23 recording and for interviews were 34 recordings. To analyse these rich and in-depth data, this study employed qualitative content analysis (QCA) which focused on thematic (or thematic coding) analysis (TCA) (Bryman, 2012). Specifically, before I analysed classroom observation data through QCA, I employed a quantification method to ensure what languages teachers exactly spoke and what percentage each language showed. I did this way because when I observed teachers, I could only generally recognised languages spoken by teachers. For example, observing one teacher speaking from starting to close the class, I was confident to comment that the teacher was exclusively speaking English. However, when I listened to recordings, he did not speak English all the time, he also spoke language other than English (LOTE).

Therefore, for this purpose, I used the quantification method proposed by Duff & Polio (1990). Quantifying the language was adapted to enumerate the percentage of languages use during the teaching. Following this method, the quantification was started from the time of the teachers greeted all the students or started the class. I counted this stage as 0:00. Teachers' utterance was examined every 15 second. Using scale in this way 00.00 – 00.15, 00.16 – 00.30, 00.31 – 00.45, 00.46 – 01.00 and the soon and the so forth made the code much easier to read. I listen to the recordings carefully to code each utterance with the coding system I had made. The example of this process could be seen in the Appendix E (p.241) and the results of quantification were displayed in Chapter 5. In the original form, Duff & Polio (1990) categorised the quantification with coding system presented in table 4.4

Table 4. 4 Duff and Polio (1990) coding systems

L1: The utterance is completely in English L1c: The utterance is in English with one word or phrase in the target language Mix: The utterance is, approximately, an equal mixture of English and the target language L2c: The utterance is in the target language with one word or phrase in English L2: The utterance is completely in target language Pause: No speech ?: The utterance is not clear enough to be coded

However, this coding system could only accommodate English and target language while I was looking at any other languages emerged in the teaching process. Then, I decided to modify the coding system, which accommodated the purpose of this study. The above symbols of categorisation were changed from the original, as they just used term L1 for the first language, and L2 for the target language. One salient feature of my modification is doing the extension of MIX code with the small letter "d"- means dominating. In Duff and Polio's (1990) original term, they use mix code to represent the utterance which is approximately an equal mixture of English and the target language. Meanwhile, I use the small letter "d" to represent the notion of mixture but emphasise of which language is dominating. Therefore, I call it a "dominating mixed". The modification of Duff and Polio's coding system was displayed in table 4.5.

Table 4. 5 Modification of Duff and Polio (1990) coding systems

E	: The utterance is completely in English
EdBI	: The utterance is in English with one word or phrase in Bahasa Indonesia
EdBIAR	: The utterance is in English with one word or phrase in Bahasa Indonesia and Arabic
EdBIARMAS	: The utterance is in English with one word or phrase in Bahasa Indonesia, Arabic, and Malay
EdLo	: The utterance is in English with one word or phrase in Local Language
EdAR	: The utterance is in English with one word or phrase in Arabic
EdARBI	: The utterance is in English with one word or phrase in Arabic and Bahasa Indonesia
EdT	: The utterance is English with one word or phrase in Thai
BI	: The utterance is completely in Bahasa Indonesia
BIdE	: The utterance is in Bahasa Indonesia with one word or phrase in English
ARdE	: The utterance is in Arabic with one word or phrase in English
AR	: The utterance is completely in Arabic
Pause	: No speech
?	: It is not clear enough to coded

After quantifying the use of English and languages other English (LOTE) in each recording, I listened to the recording for several times until I was convinced, I had identified what languages emerged, in what situation or phase of teaching those languages used, and what the patterns came up. In this step, I began to apply for QCA/TCA.

QCA/TCA could be defined as a systematic method for systematic examination/ interpretation/ analysis/ verification of content of text/written data and their messages through systematic classification process of coding, analysing, summarising, identifying meanings, themes or patterns and reporting the results (Hsieh and Shannon, 2005; Schreier, 2012; Berg, 2007; Cohen

et al. 2011; Flick 2014). This definition characterised the QCA as a systematic in terms of method, aim and process, flexible, and capable of reducing data (Schreier, 2012). As qualitative was generally deposited by rich written texts, QCA allowed researcher to manage the size into what is of the most interesting and significance to the researcher (Flick, 2014; Cohen et al., 2011). In addition, it was also vigorous procedure to determine trends, patterns, frequency, relationship, and structures of word used, and discourse of communication (Gbrich 2007). Thus, QCA accommodated researcher to reduce, simplify and interpret the data through systematic qualitative analysis. Furthermore, data set up in the manageable size were explored to understand the underlying meaning through iterative process (Zhang and Wildemuth, 2009; Dörnyei, 2007).

The meaning itself had two focuses, manifest level, and latent level (Dörnyei, 2007; Schreier, 2012; Berg, 2007). The former dealt with the "descriptive account of the surface meaning of the data" (Dörnyei, 2007, p. 245) while the latter "concerns a second-level, interpretative analysis of the underlying deeper meaning of the data" (p. 246). Dörnyei (2007) stated that process of QCA was derived from the data and was not predetermined. Therefore, Schreier (2012) underlined that "the focus of QCA is on latent meaning, meaning that is not immediately obvious" (p. 15). In this study, I analysed and interpreted the data from the latent content view. In working on the analysis, I followed Creswell and Creswell's (2018) procedures in the following figure.
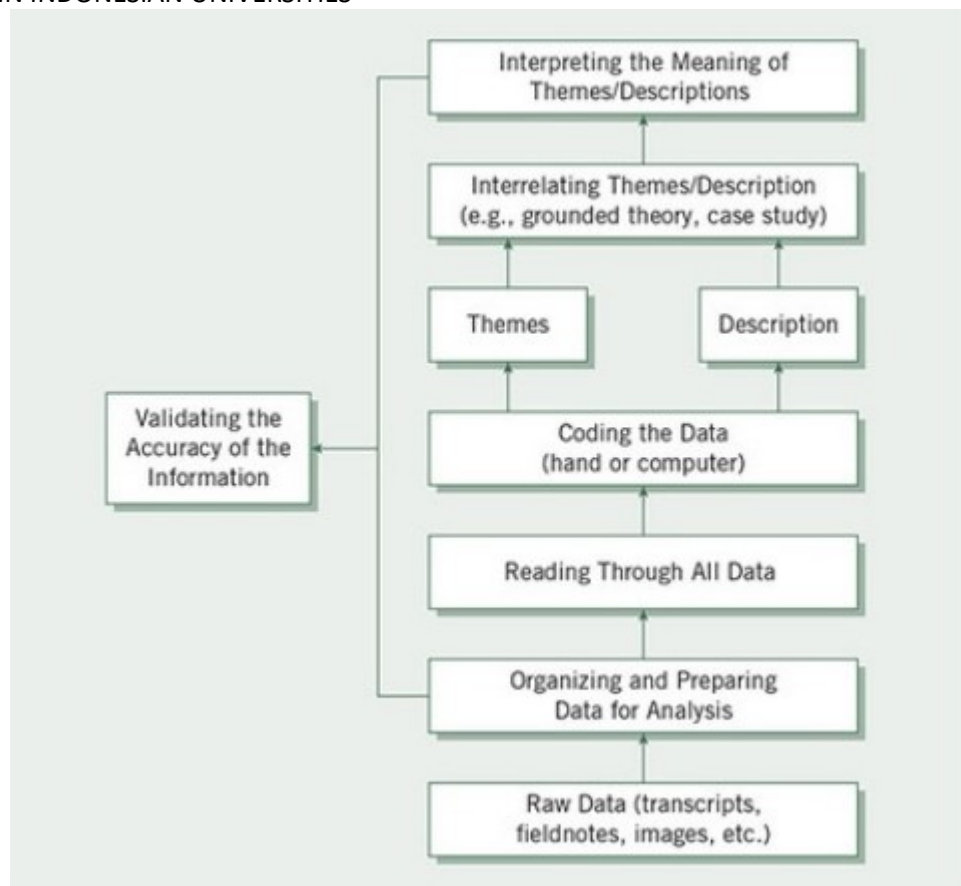
Figure 1 Steps followed in the analysis of qualitative data (Creswell and Creswell, 2018, p. 165)

Concerning the steps in the figure 6.1, I was working on the procedures of data analysis in the following ways.

Step 1. *Organise and prepare the data for analysis*. In this step, I managed three data sets: 23 sets of observation recordings, 12 sets of observation notes, and 34 sets of interview recordings. The data sets of observation recordings and of interviews were transcribed, while the observation notes were typed up. Therefore, the data in this study consisted of the classroom observation transcripts and notes and the interview transcripts. Each of the data set was contributed for different purposes. Classroom observation data and notes, and partial parts of the interview were particularly useful for the analysis of the teachers' use of English and other languages (research question 1). Interview data was especially helpful for understanding the teachers' perception of and attitude toward IUP, English and other languages (research questions 2 and 3).

All data of classroom observation were originally teachers' spoken English, meanwhile, data of interviews were naturally spoken in Bahasa Indonesia. One or two words or sentences were spoken in English. To deal with this situation, I focused on translating the most relevant fragment data of the transcripts into English to be enclosed within the finding's chapters. In addition, I drew my attention on the content of the data when the transcriptions were used to analyse. Therefore, I believe that I did not need to apply a complicated procedure in transcribing the data set. In doing so, I only concerned to include the minimal transcription features, including

some noticeable prosodic features, such as pauses, overlaps, emphasis, and laughter. When I needed to comment the context, I added it in brackets. Through these transcription process, I was getting familiar with it and was arranging to read all the transcription in the next step. All the transcriptions were done by following Richards' (2003) convention and it was listed in Appendix B (p.235).

Furthermore, all audio-recordings both classroom observation and interviews were fully transcribed to avoid missing of any useful, important, relevant data to the study (Hammersley & Atkinson, 2007). After process of transcribing finished, all the transcripts were saved on Microsoft Word and stored into a qualitative data analysis software called QSR NVivo 11. Sample transcripts were enclosed in Appendix H (p.254). Likewise, after field notes had been written up, they later were accumulated into QSR NVivo 11 during coding process.

Step 2. *Read or look at all the data.* After the data had been stored to facilitate analysis, I read all data one by one to do preliminary analysis or pre-coding "to obtain a general sense of the information and reflect on its overall meaning" (Creswell and Creswell, 2018, p. 164). While reading all the data, I highlighted important sections, took notes, and addressed my thought to grasp general ideas expressed by participants and key issues emerged from data. The ideas and issues were written in the memo link to be recalled when I did the coding. All notes in the memo were very important to sort out which data were relevant, and which were not to my study. What is more, it made data base for main coding simpler and uncomplicated. In other words, the process of pre-coding led to proper data, which might be manageable to be arranged into a meaningful framework.

Step 3. *Start coding all of the data*. To start the coding, I got back to the interview topic guide (Appendix A, p.233) first to ensure that I kept concentrating on the track with a focus on the use of English and multilingual practices. After that, I segmented the sentences or paragraphs within the data into code using QSR NVivo 11 software. As I focused on the teachers, all data related to students were set aside. I also provided the codes with a clear definition that lead to a consistent process of coding. During the process, I adopted integration approach of coding, namely inductive or bottom-up and deductive or top-down strategy. The former was emerging codes from the data and the latter was pre-established codes. These strategies were conducted because I did not only pay attention to codes that I had already determined through the interview guide. However, I also considered participants' own utterances related to the research focus and questions. When these data were interesting and new ideas were not included in the interview guide, but they were much relevant to enrich the explanation of findings, I would also take them as important key issues in this study. Although QSR NVivo was very helpful, I also did some parts of the coding manually.

Step 4. *Generates themes as findings.* Before generating themes, I did a second-coding process, it went beyond the descriptive level, involved a more critical, deeper analysis, and

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

80

narrowing down massive codes; it also went on discarding unfitting and merging overlapping codes (Dörnyei, 2007). Therefore, the transcripts were read repetitively. When in so doing, I attempted to re-categorize, redefine, re-labelling, combine, omit, add, and compare it with field notes, transcripts of observation and quantification tables. All of these efforts were intended to elaborate deep analysis so that the potential themes could be in line with the research focus and questions. During this process, I did not forget to write my thought, ideas, and interpretation in the memos or my working papers (Miles et al. 2014). One of the advantages of writing the memos was that the codes were better organised and valuable summaries of each analytical process were made available. This process resulted in an overarching theme that consist of sub-themes and codes that were considered as sub-headings in findings chapters. These findings were taken from the final coding scheme (see Appendix G, p.251). The result of generating theme for observation data was displayed in table 4.6 while for interview data was presented in table 4.7 respectively.

Table 4. 6 Theme, sub-themes, codes, and sub-codes from classroom observations

Research question (1): How and why do Indonesian EMI lecturers use English and other languages in the EMI classroom?	
Overarching theme: The use of English and other languages in EMI Settings in Indonesian universities	
Themes: 5.3 The use of English and Languages Other Than English (LOTE)	Themes: 5.4 The multilingual practices
Sub-themes: 5.3.1 The use of English	
Categories: 5.3.1.1 English and Arabic 5.3.1.2 English, Bahasa Indonesia, and Arabic 5.3.1.3 English, Bahasa Indonesia, Arabic and other languages	Categories: 5.4.1 English and Arabic 5.4.2 English and Bahasa Indonesia 5.4.3 English and Thai, Latin, Malay, Javanese 5.4.4 ELF code-switching
	Codes: 5.4.4.1 Embedded code-mixing 5.4.4.2 Separated code-mixing 5.4.4.3 Merger code-mixing 5.4.4.4 L1 direct insertion 5.4.4.5 Cross language mirroring 5.4.4.6 Cross language rebounding 5.4.4.7 Dual language back-to-back 5.4.4.8 Cross language affixes 5.4.4.9 Cross language merger

Table 4. 7 The generating themes for interview data

Research question (2): What is Indonesian universities teachers' perception of and attitude toward EMI program?	Research question (3): What is Indonesian universities teachers' perception of and attitude toward the use of English and other languages in EMI program?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

81

Overarching theme Perceptions of and attitudes toward the EMI program, the use English, and other languages	
Themes: 6.3 Teachers' perceptions of International Undergraduate Program (IUP) 6.4Teachers' attitudes toward International Undergraduate Program (IUP)	Themes: 7.2 Teachers' perceptions of English use and multilingual practices 7.3 Teachers' attitudes toward English and multilingualism
Categories: 6.3.1 Policy of IUP establishment 6.3.2 Conception of IUP 6.3.3 Staffing and shared knowledge of IUP 6.3.4 Policy of English use 6.3.5 Pedagogical matters 6.3.6 Feedback of English use 6.3.7 Policy of assessment 6.3.8 Outcomes	Categories: 7.2.1 Perceptions of English use 7.2.2 Perceptions of multilingual practices 7.2.3 Perceptions of English and multilingualism 7.3.1 Attitudes of English 7.3.2 Attitudes of multilingualism
Codes: 6.3.3.1 Recruitment of teachers 6.3.3.2 Views on owned English 6.3.3.3 Reasoning of English choice in IUP 6.3.3.4 Focus of teaching 6.3.4.1 Compulsory English 6.3.4.2 Rationale for English practice commitments 6.3.4.3 Rationale for English practice exemption 6.3.5.1 Learning principles 6.3.5.2 Teaching constraints 6.3.5.3 Teaching challenges 6.3.5.4 Teaching strategy for easing English 6.3.5.5 Teaching strategy for understanding 6.3.5.6 Teaching strategy for engagement 6.3.5.7 Teaching strategy for low achievers 6.3.7 1 Requirement for students' enrolment 6.3.7.2 Scoring exams and assignments 6.3.7.3 Students' language development appraisal	Codes: 7.2.1.1 Orientation of English use 7.2.1.2 English only policy 7.2.2.1 Language preference for teaching 7.2.2.2 Accommodation of Bahasa Indonesia use 7.2.2.3 Considerations of practicing multilingualism 7.2.2.4 Mixed between perceptions and practices of multilingualism 7.3.2.1 Multilingual mindedness 7.3.2.2 Monolingual mindedness
Sub-codes: 6.3.4.2.1 Teachers' considerations of applying full English practices 6.3.4.2.2 Teachers' considerations of applying the strict rules 6.3.4.3.1 Teachers' considerations of applying non-full English practices 6.3.4.3.2 Teachers' considerations of applying the loose rules	Sub-codes:

Step 5. *Representing themes*. This was a report of findings. The reporting of the data would be sequentially from theme to sub-themes and even from codes. As the description and interpretation of each theme was quite abundant, I reported all findings in three chapters. Chapter 5 exclusively presented classroom observation findings. Chapter 6 and 7 exposed interview findings with following arrangement. The half of analysis in chapter 6 focused on the teachers' perception and attitudes of IUP, while the other half in chapter 7 was narrowed down into teachers' perception and attitudes of the use of English and other languages. Now moving onto trustworthiness.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

82

4.8 Trustworthiness

To evaluate aspect of validity in QCA/TCA or to prove quality in qualitative research, qualitative criteria called trustworthiness (Lincoln and Guba, 1985) comes into being. Their notion of trustworthiness entails four criteria namely credibility, transferability, dependability, and confirmability (ibid). The first criteria, credibility concerns with the congruence between the findings with the reality (Merriam and Tisdell, 2016). To ensure the credibility, triangulation through multiple methods is a great way. Therefore, this study acquired Lincoln and Guba's "multiple realities" (1985, p.296) by participant observations of profound teachings sessions, audio-recordings teachers' voices, field-notes, and website documents.

The second criterion is transferability. The notion of generalisation was not appropriately taken in qualitative research. Therefore, qualitative researchers prefer to use term of transferability rather than generalisability because transferability indicates probability to transfer the results of qualitative research to other participants with similar settings, features, and phenomenon (Duff, 2008). Shenton (2004) has given a way of this transferability through providing a thick description of the phenomenon under investigation. In so doing, other participants can understand it properly and to compare between the phenomena in the setting of research and their own life. Hence, this study did not attempt to generalise Indonesian EMI teachers' perception of using English and other languages in Indonesia higher education context but to provide thick descriptions of data so that readers are allowed to contextualise it in their situation (Merriam, 1998). In other words, readers can easily consider that the findings can be applicable to their own contexts and settings.

The third criterion is dependability, which refers to whether the research findings could be replicated and therefore it should be reported in detail (Shenton, 2004) and open/transparent (Mertens, 2015). This study has described every single step from beginning to the end of research process in details and proper. All process such as recruitment of participants, data collection tools, data analysis and ethical consideration provide comprehensive but accessible for replication.

The last criterion is confirmability, which indicates that the findings reflect participants' point of view and experiences not imagination of researcher (Shenton, 2004). In this study, I have delineated the theoretical framework in Chapter 3 to explicate my interpretations and position in this study. Moreover, it was clearly shown how I analyse and interpreted the data (see data analysis section and findings in Chapter 5, 6 and 7). Turning now to ethical considerations.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

83

4.9 Ethical Considerations

When conducting social studies in qualitative research, ethical consideration was essential element because during the whole process and data generation the right of participants might be protected and respected (Cohen, Manion, & K.Morrison, 2011). The importance of ethics took place in its relation to personal and private sphere of the participants such as personal views, sensitive issues, and information (Punch, 2005). Therefore, informed consent, anonymity, confidentiality, right of refusal at any time and stage during the project, data ownership, and participation minimisation of the risks would be the ethical considerations employed in this study (Cohen, Manion, & K.Morrison 2011, Dörnyei 2007). In addition, as the ethics of social research are closely linked to the responsibilities of the researchers to those studied, I tried to avoid anything that harm the participants of this study. I also ensured that this study had followed standard responsibilities of ethical codes assured by the research literature and complied with those ethical acts assigned by ethics committee of University of Southampton.

Prior to the study, several ethical standards like informed consent, risk assessment, and participant information sheet forms had been notified to the participants. In addition, detailed information set on the research project was compliant with the institutional guidelines of the sponsor university and this information had further been corresponded to the participants. The substances including the content of the research, the reason of being chosen as participants, the participants' right (e.g., voluntary participation, withdrawal), and the detriments arising from participation were informed to the participants. All informed documents follow the format and guidelines given by Ethics and Research Governance Online (ERGO), the University of Southampton (ERGO, 2015).

Furthermore, there was no significant risk to the participants in this study. Those activities among others were taking part in the interview sessions. In these activities, it was pledged that the data they provided would be anonymously used throughout the research. In addition, their personal identities were written with pseudonyms when they reported data. Turn now on the summary of this chapter.

4.10 Summary

This chapter exposed the research methodology applied in this study. Concerning with people and its real world, this study is a qualitative inquiry. Looking at its features, this study was befitted with qualitative case studies approach. In the context of a qualitative case study, the characteristics of this study were followed suit. Firstly, the bounded entities were Indonesian university teachers (individual), and universities as well as two cities where the study were taken place (social entities) (Duff, 2008). Secondly, the site was EMI classrooms where a social action

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

84

(using English and multilingual practices) was practiced. Thirdly, the contextual features such as classmates, course content, teaching materials, language policy, etc. intersected with teachers (individual) in the EMI classrooms (site). This study aimed to explore Indonesian university teachers' perception, attitudes, and practices in using English and other language in from qualitative lens. Therefore, the focus of this study was to obtain cultural interpretation of behaviour comprehensively (Watson-Gego, 1998, p.576) which employs etic-emic principles (Lambert, Glacken, & McCarron (2011).

Of several kinds of data generating tools that a qualitative study might use, this study applied participant observation, semi-structured interview, field notes, and website documentation. Previously, the participants who were Indonesian university teachers from four universities in Special Region of Yogyakarta and Central Java Provinces were recruited. The recruitment of these participants was done by following ethical procedures guided by ethical committee of University of Southampton. Through online negotiation, 12 teachers were voluntarily willing to involve both in classroom observation and interviews, while the other 22 teachers concurred to engage in the interview session. By having data in the forms of transcription obtained from 23 recordings of classroom observation and 34 recordings of semi-structured interview, together with 12 sheets of field notes, and written information of websites, data were analysed through qualitative or thematic content analysis (QCA/TCA). Specifically for classroom observation data, I also adopted quantification method of Duff and Polio (1990). The findings were in the form of themes for both observation and interviews. Finally, to evaluate the quality of this study, four criteria of trustworthiness of Lincoln and Guba (1985) namely credibility, transferability, dependability, and confirmability were employed. In addition, to building relationships with participants during and after the fieldwork, this study complied with standardised responsibility of research ethic provided both in the research literature and by ethic committee of the University of Southampton. In the next three chapters that follow, I present findings of the research.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

85

5 – Observation Findings

5.1 Introduction

This chapter presents the findings from which classroom observation was employed in this study to answer the main research questions. The entire research questions of this thesis are presented below.

1. How and why do Indonesian EMI lecturers use English and other languages in the EMI classroom?

2. What is Indonesian universities teachers' perception of and attitude toward EMI program?

3. What is Indonesian universities teachers' perception of and attitude toward the use of English and multilingualism in EMI program?

Therefore, this chapter uncovered how the participants of this study, namely Indonesian EMI teachers, actually used their English and other languages in EMI classrooms in Indonesian context. The description of the findings was explored based on the analysed data from classroom observations including the researcher's note and related data excerpts from semi-structure interviews. It revealed that the Indonesian EMI teachers made claims about speaking English all the time from opening to closing the class. However, they did not realise that they had practiced English-within-multilingualism. During the observation, I noted that teachers made use of all their linguistic resources when they spoke and delivered the content to students. Besides using English, teachers also spoke Arabic, Bahasa Indonesia, Thai, Javanese (a local language), Latin and Malay. The description of what teacher speaks what language is presented in 5.3.

Considering the purpose of this chapter stated above, the organisation of findings was divided into several sections. Prior to the main sections, I addressed the characteristic of the classes observed which described demographic information of the research participant and characteristic of the classrooms observed. This was significant because the essential information related to the environment in the classrooms made the researcher familiar with the setting of observation which in its turn indeed helped researcher to analyse the data taken. After that, the depiction of analysis method for observation data was provided. This was important because my study and another had a different focus of analysis. As investigated, what and how many languages emerge in the classrooms when teachers managed their teaching, and to discover how they use those languages, quantification method was employed. Consequently, the analysis of these classrooms' observation contributed to the understanding of how teachers in multilingual settings use their English and made use of their linguistic resources while teaching in EMI settings.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

86

5.2 Demographic information of the research participant and characteristic of the classrooms observed

The demographic information depicted in this section provided data of participants, and attributes of the class being observed. The number of participants observed in the two sessions of teaching was twelve teachers from three universities. In demographic information table, the participants' dimensions such as gender, level of education, department, experience of teaching EMI and languages they spoke are displayed. Furthermore, as the teachers did their teaching in the classrooms, the attributes of the classrooms were also informed. Some aspects such as level of students taught, number of international students involves, using of PowerPoint Presentation (PPT) or not, and types of classrooms were included. This information was important to hold as I could observe teachers in their teaching environment.

Table 5. 1 Demographic information of research participants and classroom observed

No	Dimension	Participants (T for teacher and the number)												Freq.	%
		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12		
A	**Profile**														
1	**Gender**														
	Male	1	1	0	1	0	1	1	1	0	1	1	0	8	66.67
	Female	0	0	1	0	1	0	0	0	1	0	0	1	4	33.33
	Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100
2	**University**														
	University 1	0	0	0	0	0	0	0	0	0	0	0	1	1	8.333
	University 2	0	0	1	1	1	1	1	1	1	1	1	0	9	75
	University 3	1	1	0	0	0	0	0	0	0	0	0	0	2	16.67
	University 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100
3	**Level of Education**														
	M.A (domestic)	0	1	0	0	1	0	1	0	0	0	0	0	3	25
	M.A (overseas)	0	0	0	1	0	0	0	0	0	1	1	0	3	25
	PhD (domestic)	0	0	1	0	0	0	0	0	1	0	0	0	2	16.67
	PhD (overseas)	1	0	0	0	0	1	0	1	0	0	0	1	4	33.33
	Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100
4	**Department**														
	Economics	0	0	1	0	0	0	0	1	0	0	1	1	4	33.33

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

87

Accountings	1	1	0	0	0	0	0	0	0	0	0	0	2	16.67
International Relations	0	0	0	0	1	0	0	0	0	1	0	0	2	16.67
Laws	0	0	0	0	0	1	1	0	0	0	0	0	2	16.67
Communication Sciences	0	0	0	1	0	0	0	0	0	0	0	0	1	8.333
Managements	0	0	0	0	0	0	0	0	1	0	0	0	1	8.333
Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100

B   Classroom

1   Level of Student taught

1st year	1	1	0	1	1	0	0	0	0	1	0	0	5	41.67
2nd year	0	0	1	0	0	1	1	1	1	0	1	1	7	58.33
Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100

2   Number of Student

≤ 10	0	0	1	0	0	0	0	1	1	0	1	0	4	33.33
≤ 20	0	0	0	1	1	1	0	0	0	0	0	1	4	33.33
≤ 30	1	1	0	0	0	0	1	0	0	1	0	0	4	33.33
Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100

3   Number of International Student in the classes observed

Madagascar	0	1	0	0	0	0	0	0	0	0	0	0	1	33.33
Malaysia	0	0	0	0	0	0	0	0	0	0	2	0	2	66.67
Total	0	1	0	0	0	0	0	0	0	0	2	0	3	100

4   Using of PPT

Yes	1	1	1	1	1	1	1	1	1	1	1	1	12	100
No	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100

5   Types of Classrooms

Common room	1	1	0	1	1	0	0	0	0	1	0	1	6	50
Theatre room	0	0	1	0	0	1	1	0	1	0	0	0	4	33.33
Meeting room	0	0	0	0	0	0	0	1	0	0	1	0	2	16.67
Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100

C   Language Spoken by teachers

English, Bahasa Indonesia	0	0	0	0	1	0	0	0	0	0	0	0	1	8.333

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

88

English, Bahasa Indonesia, Javanese	1	1	1	0	0	1	0	1	1	0	1	0	7	58.33
English, Bahasa Indonesia, Javanese, Palembang	0	0	0	0	0	0	0	0	0	1	0	0	1	8.333
English, Bahasa Indonesia, Javanese, Arabic	0	0	0	0	0	0	1	0	0	0	0	0	1	8.333
English, Bahasa Indonesia, Javanese, Thai	0	0	0	0	0	0	0	0	0	0	0	1	1	8.333
English, Bahasa Indonesia, Javanese, Estonian	0	0	0	1	0	0	0	0	0	0	0	0	1	8.333
Total	1	1	1	1	1	1	1	1	1	1	1	1	12	100

Table 5.1 above showed the features of the participants. First, the number of female teachers involved in the classroom observation was half as much as the male teachers. This number showed a relatively balanced number of male and female teachers in their participation in this study. This could avoid the possibility of having bias gender in interpretation of the data. Secondly, PhD holders from overseas recruited in this study indicated that they were highly confident to be observed by other fellows. Thirdly, teachers of Economics Department including Accountings and Managements made up the highest participation. It seemed it correlated with their existing (IP Economics UII established in 1996, and IPIEF UMY established in 2009). Fourthly, the experience of teaching EMI was ranged from newcomers to experienced teacher. Although this research was not focussed on looking at the difference views between teachers who have experienced or who do not, this data was important to be considered. Lastly, section C, which is related to language spoken by teachers, showed the number of languages that were spoken by teachers not by students. Therefore, the languages spoken by students were not displayed in this table. Through this information, the teachers in this study were multilingual speakers. Majority of the participants were speaking English, Bahasa Indonesia, and Javanese (local language). The rest of them could speak Arabic, Thai and Estonian because they had ever studied in those countries.

Furthermore, the table also described the characteristics of the classrooms observed. Firstly, the students involved in this observation were mostly the second-year students. It meant that they had already experienced for EMI teaching a year beforehand. Secondly, the number of the students were spread evenly for small, medium, and big class. Thirdly, the number of international students in the whole classes was not significant. There were only three students from twelve classes observed. This showed that the classroom was not an international classroom at all, yet international at home classes. The implication of this number is further elaborated in the Discussion Chapter. Fourthly, all teachers used PowerPoints (PPTs) when they taught. It might be agreed that in terms of classroom facilities, the classrooms were well-prepared for IP programs. All teachers used PPTs from the beginning to support their explanation about a topic delivered in that day. All PPTs were written in English and the content placed in the PPTs was related to the topic delivered. They could be in the form of data, theories, or images. When they explained, they

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

89

would refer to the slide displayed. Lastly, the classes were dominated by common rooms for teaching. The layout of the classes was important in delivering the materials and teaching strategy that teachers used.

Data gained in this study were qualitative primarily taken from audio recordings of classroom observation and researcher's field notes as complementary. Those primary data required analysis and interpretation; they were kept electronically and backed up. The data set provided were primary data (23 audio recordings of classroom observation) and complementary (23 pieces of notes from fieldwork). The length of recording was from 60 to 123 minutes each. All audio recordings were transcribed. Transcription is attached in Appendix E (p.241). The findings are presented in the section below.

5.3 The use of English and Languages Other Than English (LOTE)

The results of data analyses from classroom observations revealed what and how languages were used, and when and why teachers used languages other than English during their teachings. The presentation of the results is managed to highlight each teacher observed in order, from T1 to T12. As stated earlier on in section 5.4, one of observation data analyses was quantification of languages used by teachers in their two teaching sessions. The primary objective of this method was to determine the average percentage of English and languages other than English (LOTE). The results of the quantification were described in this section. The results of quantifying of the use of English and LOTE revealed that EMI teachers in Indonesian universities indeed spoken English predominantly in their teachings from the start to the end of the class. In other words, English was the major, but it was not the only language used. It was also revealed that some other languages such as Arabic, Bahasa Indonesia, Javanese, Thai, Malay and even Latin were also used in a certain portion of time and purposes. Therefore, considering the results of quantification method, I had made categorisation in this way: English and Arabic; English, Bahasa Indonesia, and Arabic; English, Bahasa Indonesia, Arabic, and other languages. Starting from this moment, I used the term T and number such T1, T2, T3, etc. to refer to the participants of this study. Completing the results, the excerpts retrieved from classroom observations and interviews were elaborated in the following sections.

5.3.1 Teacher 1 (T1)

Profile

T1 is a male teacher who holds a PhD from United Kingdom. He speaks English, Bahasa Indonesia and Javanese and teaches *Global Production and Supply Chain Course*. T1 was practicing his teaching by starting it with a group discussion and continued with a class discussion. There was interaction between teacher and students. Students could respond to the teacher's questions in

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

90

English. In explaining the topic, T1 used his body languages optimally. The ability to speak English well and practice teaching in good way seemed to be influenced by T1's background of education.

Quantification table

Table 5. 2 Quantification of T1's use of languages

T1	LANGUAGES			
	E	EdBI	EdAR	EdLo
Lesson 1	99.74%	0%	0.26%	0%
Lesson 2	99.42%	0.29%	0%	0.29%
Average percentage	99.58%	0.15%	0.13%	0.15%
	100%			

The above table shows that T1 used English dominantly in his class, not to say a 100%. This fact can be seen from two sessions of observation. In the first occasion, he spoke English from starting to close the class. However, he cannot avoid using one or two words of Bahasa Indonesia in the second occasion of his teachings. The average percentage of using English only was high, 99.58%. When I confirmed this with him in the interview, he answered," *Yes, personally, to be honest, I wanted to keep using my English*". It seemed that what T1 had practiced with English in the class was in accordance with his own will. Besides English, the table 5.2 also displays the average percentage of English dominating other languages. In the first place, it shows the average percentage of English dominating Bahasa Indonesia (EdBI). In the field-notes, I noticed that he spoke Bahasa Indonesia when he mentioned a specific term, *KKN*. In his accounts, he remarked:

Excerpt 5.1

1. *I still remember when I was a university student. I went for **KKN**. I did*
2. *part time job to earn money. I put the film to camera. I remember it.*
3. *(Observation 2 – T1).*

In his accounts above, T1 preferred to use the term ***KKN,*** a specific of higher educational term for a community service program. One possible reason of using this term was to familiarise the context. When using the term, a community service program, students might not be able to connect it directly with the context of being talked. Meanwhile, English dominating Arabic was used when T1 was about to end the class. Reminding the student to keep learning and concluding what they learnt, T1 ended the class by greeted the students in Arabic, not in English expressions. Finally, T1 made use of his local term when he was commenting students' presentation about Harry Potter the movie. He expressed his excerpts below.

Excerpt 5.2

1. *They consider Quidditch as part of sport. It is ridiculous because*
2. *(xxx). I just (3). You can modify it with **Jaran Kepang,** for example.*
3. *Okay. Thank you for Harry Potter (Observation 2 – T1).*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

91

The use of ***Jaran Kepang*** in his explanation above was again to familiarise students with the context of Quidditch, a fictional sport invented by author J.K. Rowling for her fantasy book series Harry Potter. As people in UK consider it as a sport, T1 wanted to contextualise this sport with a Javanese traditional dance in which the dancers "ride" horses made from woven bamboo and decorated with colourful paints and cloth. Although the use of languages other than English did not significantly influence the use of English, it revealed that T1 opened with the use of his national, local language and other international language. He acknowledged that "*because of the situation, we cannot possibly to fully practice English".* Therefore, considering the use Bahasa Indonesia, he allowed his students to use it when they were deadlock and had no idea to express in English. Talking this issue, T1 remarked in the following excerpt.

Excerpt 5.3
1. *"Why do I insist on using English except for very difficult words? That's because*
2. *in their daily environment, they communicate with Bahasa Indonesia. So,*
3. *actually, it becomes a guidance, becomes a limitation, when they want to*
4. *communicate in the class, English is priority. But in understanding something if it*
5. *is not clear or arguing, they may use Bahasa Indonesia" (Interview – T1, English*
6. *translation).*

This indicated that T1 had a strong will to practice English because in daily life students had interacted through Bahasa Indonesia. Therefore, he made a guidance of speaking languages. The classroom was a best place to practice English and it was the primary language used. However, if students were struggling in their comprehension, or the explanation was confusing and students were arguing, he accommodated students to use Bahasa Indonesia. In his view, class atmosphere was divided into formal and informal situations. Discussion belonged to informal one. He would tolerate students to use Bahasa Indonesia when they were arguing because they were digging up information. When students finished arguing, they had to use English again. They came back to formal situation. That was why he was not too rigid with the rule of using English in his class. For him, the most important thing was the spirit to keep using English. As the classroom was a learning environment, he encouraged students to keep learning, communicating, and saying opinions in English and understanding it as well. The processes of learning and speaking English in the classroom environment occurred simultaneously; the student comprehension processes occurred through communication processes, such as discussion and dialogue.

5.3.2 Teacher 2 (T2)

Profile

T2 is a male teacher who holds an MA degree from home university. He speaks English, Bahasa Indonesia, and Javanese and teaches *Cost Accounting Course* and provides slides to help him explain the materials. When he displays the slides, he starts explaining what the slides show

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

92

and keeps explaining all materials. He speaks English with flat tone and students can respond what he talks. He continues with exercise when students are asked to answer the question he provides. Quantification table

Table 5. 3 Quantification of T2's use of languages

T2	LANGUAGES	
	E	EdAR
Lesson 1	99.71%	0.29%
Average percentage	99.71%	0.29%
	100%	

Table 5.3 demonstrates that the average percentage of using English was high i.e., 99.71%. This percentage was matched with my observation note that he spoke English dominantly from the beginning to the end of the class. T2 also spoke Arabic when he was about to start his class. The percentage of using Arabic was not significant as he used it for greeting the students or for praying. When I clarified the use of languages other than English, he had an open mind to use Bahasa Indonesia as and when it was necessary. T2 remarked.

Excerpt 5.4

1. *Except for certain terms that I need to; I observe that*
2. *students seem to be quite confused for one topic, I will*
3. *perhaps explain a bit in Bahasa Indonesia (Interview – T2,*
4. *English translation).*

He added his accounts.

Excerpt 5.5

1. *For myself, to communicate with me in the classroom, so,*
2. *[students] must speak English. However, when they discuss*
3. *among themselves, I apply for loose policy, meaning that they*
4. *must not always use English* (Interview – T2, English
5. translation).

These two excerpts obviously indicated that T2 was practicing his authority in the classroom by practicing his own policy in the classroom both for himself and for students. For his own interest, T2 was being positive of using Bahasa Indonesia, especially to accommodate certain circumstances such as using specific terms or students' confusion. For students' interest, T2 put forward the use of English in the classroom but at the same time he was also opened to using all linguistic resources to deal with communication in a group discussion. Furthermore, I also noticed in my field note that T2 spoke English in lower tone and seemed to be in monotonous way of speaking. The background of his education in domestic and learning English autodidact explained the way of his speaking English. When I clarified this in the interview, he expressed in his accounts below.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

93

Excerpt 5.6
1. *I do not know because in my view, <u>English is just tools</u> [[original]]*
2. *as a media for communication. So, I don't think I need to be like a*
3. *native. Because I was not born in English mother tongue, meaning*
4. *that when there are spellings that are not suited with the rule, I*
5. *will understand myself as I am not a native [[of English]]". That's*
6. *it* (Interview – T2, English translation).

His clarification signified that talking English with Indonesian accent was normal as he was not a native of English. He seemed aware of being non-native English speakers he would not speak as perfect as native English speakers. Therefore, he realised that his pronunciation would sound local as an Indonesian native speaker. This awareness revealed that his orientation of using English was not imitating Standard English norms and he was confidently using English to teach in EMI class to practice an effective communication.

5.3.3 Teacher 3 (T3)

Profile

T3 is a female teacher who holds a PhD from home university. She speaks English, Bahasa Indonesia and Javanese and leads students' presentation. T3 could communicate with her students in English well. All the interaction was conducted in English and students could respond to it well, too. As the class observed was students' presentation, teachers did not talk much. She opened the class, invited students to present, and commented on students' presentation or responded to other students' comments and questions after presentation. In those all activities, T3 always used English during the class and not even a single Bahasa Indonesia's word was spoken.

Quantification table

Table 5. 4 Quantification of T3's use of languages

T3	LANGUAGES		
	E	EdAR	ARdE
Lesson 1	99.4%	0.62%	0%
Lesson 2	99.6%	0%	0.4%
Average percentage	99.5%	0.31%	0.2%
	99.8%		0.2%
	100%		

Table 5.4 illustrated that T3 predominantly spoke English. Arabic was spoken to greet students, pray, and to open and close the class. T3 did not open with the use of Bahasa Indonesia in the classroom for whatever reason it was. She confirmed her position in the following excerpt.

Excerpt 5.7
1. *"I will try to speak a 100% in English although I believe that it*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

94

2. *was not a 100% perfect. But I try, students like to ask me, I*
3. *wonder why students often ask me whether or not I may explain*
4. *in Bahasa Indonesia. It seems that there is a chance for they dare*
5. *to ask like that. I always say NO, although it is with a great*
6. *effort. It is one of parts of the program, right?" (Interview – T3,*
7. *English translation)*

This excerpt indicated that she would speak English all the time with clarification that her English was not absolutely perfect. This clarification implied that she spoke English of her own, in which it might not be as excellent as native English speakers. Although she has a positive view of her own English, she did not allow students to use of Bahasa Indonesia. The main reason for her disagreement in using Bahasa Indonesia in her class was that as a part of the program, students must comply with the rule to speaking English and she would say NO to any request from students to speak Bahasa Indonesia whatever the circumstances. If she noticed students speak Bahasa Indonesia in the classroom, she would directly warn or remind the students to speak English. For her, LOTE could be used for informal situation outside the classroom. She further clarified her standing in excerpt below.

Excerpt 5.8

1. *"I don't want to [[allow to use Bahasa Indonesia]], although we*
2. *are doing much effort but we must keep talking in English. If it is*
3. *informal meeting, I allow them. So, it does not mean everything, in*
4. *the formal meeting, we are in the track, but we are in the*
5. *international programme, I will push a 100% in English. But if it is*
6. *informal meeting outside the classroom, like for example when*
7. *they go to a company visit; the scope is Indonesian. Well, they may*
8. *use Bahasa Indonesia. When they are there, they use Bahasa*
9. *Indonesia, it is not a problem. So, as long as it is informal*
10. *meeting outside classroom scheduled, I have no problem"*
11. (Interview – T3, English translation).

Here, it was obvious that she divided the environment into two, a classroom as a formal meeting where she could push students to speak English and outside classroom as an informal meeting where she could accept students to speak Bahasa Indonesia. These two considerations, formal and informal meeting influence her decision as to English and LOTE was used. The following sections report the number of teachers (T4 to T10) who spoke English, Bahasa Indonesia, and Arabic in the classrooms.

5.3.4 Teacher 4 (T4)

Profile

T4 is a male teacher who holds an MA degree from overseas. He speaks English, Estonian, Bahasa Indonesia and Javanese and teaches *Research Methodology Course*. In two sessions of observation, T4 greeted students and then prayed in Arabic when he opened the class. He used English to explain and communicated with students; while Bahasa Indonesia was used when he wanted to ensure the meaning of certain terms. In his teaching, T4 uses slides to display materials

he explained, and he conducts fair work discussion. The results of the discussion were written in the blackboard in the first meeting and was written in the flip-chart papers in the second meeting. After that he discusses the students' work classically.

Quantification table

Table 5. 5 Quantification of T4's use of languages

T4	LANGUAGES		
	E	EdBI	ARdE
Lesson 1	99.79%	0%	0.21%
Lesson 2	96.11%	3.89%	0%
Average percentage	97.95%	1.95%	0.11%
	99.89%		0.11%
	100%		

Overall, T4 used English during his teaching in two sessions observed. Table 5.5 showed that the average percentage of speaking English alone was 97.95%. Although the percentage of English usage alone seems to dominate, T4 also used LOTE for particular purposes and events. Similar with T2, T4 had an open mind in using LOTE as well. Taken from my field notes, I had to further clarify several aspects. Firstly, was the use of Bahasa Indonesia. On some occasions, I observed T4 trying to make students understand the concept of terms by negotiating meaning in Bahasa Indonesia. He stated his clarification in the following excerpt.

Excerpt 5.9
1.   *"Because in the class, there is another purpose that is to*
2.   *make students understand something. So, sometimes, there*
3.   *are concepts, for example, that the equivalent of English*
4.   *vocabulary was difficult. Or then I felt the concept was very*
5.   *important, well, then it used Bahasa Indonesia. Because in*
6.   *the class students must also understand the material. It could*
7.   *be giving it in Bahasa Indonesia, everyone can understand*
8.   *much more, but this is the challenge of communicating in*
9.   *English (2) Therefore, at certain times I need to convey what*
10. *it is usually called in Bahasa Indonesia, things like that".*
11. *(Interview -T4, English translation)*

The point he made in the excerpt above was that he would use LOTE for certain purpose of his teaching. He believed that students in EMI classroom needed to understand the materials. When there were concepts or terms that seemed difficult and important, T4 would use Bahasa Indonesia. In other words, Bahasa Indonesia abridged students with materials. If he spoke English, he was worried that the materials were not accepted by students well. Secondly, when he spoke English, he did it in a natural way of speaking Bahasa Indonesia. A possible explanation for this might be related to what he stated in above excerpt, simply for the ease of understanding. In other words, his natural way of speaking English came into being to accommodate students to understand the materials. Thirdly, on many occasions, T4 seemed to have a slight hesitation

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

96

between what he thought and what he was going to explain. That's why while he spoke English, there were many pauses and fillers such as *aaa* and *mmm*. He clarified this in the following accounts.

Excerpt 5.10
1. " Because sometimes there are, the material has been prepared
2. but sometimes in the class when answering questions, when
3. there are new things, after the material has been delivered, oh
4. this needs to be explained. Sometimes I know that, but then,
5. what I should say later. Something like that" (Interview – T4,
6. English translation)

It was obvious that the filler was showing his process of thinking of new things to answer questions from students. He needed to consolidate between the answers and the English he would use. He understood the content, but he needed a longer process to express it in English. I believe his brain was working on to processing the languaging. This process of thinking is reflected through fillers.

5.3.5 Teacher 5 (T5)

Profile

T5 is a female teacher who hold an MA degree from home university. She speaks English and Bahasa Indonesia and teaches *Politic and State Course*. Personally, T5 was an energetic teacher, proficient to speak English and had a very typical of American accent. She talked fast so that on several occasions, students did not really understand what she said. Therefore, she compensated it by re-explaining them in Bahasa Indonesia and by maximizing her body languages. Through all of these, her teaching was indeed easy to follow.

Quantification table

Table 5. 6 Quantification of T5's use of languages

T5	LANGUAGES		
	E	EdBI	ARdE
Lesson 1	75.61%	24.39%	0%
Lesson 2	78.95%	20.53%	0.53%
Average percentage	77.28%	22.46%	0.26%
	99.74%		0.26%
	100%		

The above table demonstrate that T5 seemed to speak more Bahasa Indonesia. The percentage of using English alone in two sessions of observation was quite constant, 75.61 % in the first and 77.95% in the second meeting. In the interview, she clarified that she used Bahasa Indonesia quite often because she taught the first-year students with inadequate English ability.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

97

That was why she spoke Bahasa Indonesia quite often in her class. Above all, she had open mind to using LOTE in her class. Clarifying the issue of speaking English fast, she agreed it is a concern. To deal with this matter, she usually delivered less material than normally given to students. She needed extra time to explain again and again until she was confident that her students understood. Her reason was "*Because I feel like I need to repeat that. Maybe they think my English is too fast, or maybe it's too complicated language*".

5.3.6 Teacher 6 (T6)

Profile

T6 is a male teacher who hold a PhD degree from Hungary. He speaks English, Hungarian, Bahasa Indonesia, and Japanese and teaches *Contract Drafting Practicum* and *Introduction to Legal Science Course.* He greeted students and then prayed in Arabic. Teacher-student interaction was begun when T6 was asking and then students were responding. His pattern was speaking, writing in whiteboard, and asking questions to students. It seemed to me his experience of pursuing his PhD in Hungary was more or less colouring the way he managed his class. He spoke most while employed English. For me, he was relaxed, fluent and confident. He used body languages to support his explanation. Only in certain cases, he spoke Bahasa Indonesia and Arabic. However, he seemed to dominate the classroom as he speaks much while students just listened.

Quantification table

Table 5. 7 Quantification of T6's use of languages

T6	LANGUAGES				
	E	EdBI	EdAR	EdLa	ARdE
Lesson 1	94.29%	5.71%	0%	0%	0%
Lesson 2	87.03%	11.6%	0.34%	0.34%	0.68%
Average percentage	90.66%	8.66%	0.17%	0.17%	0.34%
		99.66%			0.34%
		100%			

Table 5.7 reveals that T6 spoke English, Bahasa Indonesia, Arabic and Latin. In the interview, he also said that sometimes Javanese (the local language) was used when the topic was about the Customary Law. In responding to my question on using LOTE in the classroom, he said that through his teaching experience in School of Law, it was indeed very unlikely to speak a 100% of English because "*the ultimate challenge is many legal terms and concepts have not been formally translated in English*". Considering this fact, he was open with using all his linguistic resources in teaching, especially when terms or concepts of law were not available in English. He gave an example of a term he used in his practicum session of drafting a contract. In English, the

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

98

only term known was representing minor but in Bahasa Indonesia the terms used were *pengampuan* for adult, and *perwalian* for underage. English had no term for *pengampuan*, but Dutch language had*, curatele.* For this reason, he could not explain it well in English, but Bahasa Indonesia could. This excerpt explicated that it was difficult for him to speak full English and made use of the most effective terms contextually. He might use English, Dutch, Bahasa Indonesia, and even local words when he talked about Customary Law.

5.3.7 Teacher 7 (T7)

Profile

T7 is a male teacher who holds an MA degree from home university. He speaks English, Arabic, Bahasa Indonesia, and Javanese, and teaches *Human Right Law Course.* T7 greets students and prays in Arabic both to open and to end the class. After that he spoke English to explain and communicate with students. His teaching was dominated by lecturing, although he allowed students to do presentations. Therefore, he spoke a lot and students listened. In addition, T7 spoke English in the same tone all the time but his body language was working. This helped students to understand what he talked about.

Quantification table

Table 5. 8 Quantification of T7's use of languages

T7	LANGUAGES			
	E	EdBI	EdAR	ARdE
Lesson 1	94.56%	4.83%	0.3%	0.3%
Lesson 2	95.58%	3.87%	0%	0.55%
Average percentage	95.07%	4.35%	0.15%	0.43%
		99.57%		0.43%
		100%		

The emergence of English, Bahasa Indonesia and Arabic in the classroom revealed that T7 used all linguistic resources he had. He realised that multilingualism in Indonesian context was unavoidable because "[[We have already had]] *at least Bahasa Indonesia and Javanese language, so have become multi* [[-lingual speaker]]". Furthermore, when responding to my question about speaking English with Indonesian accent, he revealed that he spoke English in his normal accent. He did it in that way because he had an ELF-communication experience and learned that understanding and accommodation were keys in communication. Therefore, he was not keen on imitating native English speakers. He delineated this in the excerpt below.

Excerpt 5.11
1. *"Just natural. I have my own experience when I talk to people who*
2. *speak native English. They always try to understand us. So, they*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

99

3. *are not demanding to use their standards, instead of, they were*
4. *trying to understand what our words are. So, from that day, then I*
5. *just try to be natural. I really never learned specifically imitating*
6. *either from YouTube or from others. Purely, that is only natural"*
7. *(Interview – T7, English translation).*

5.3.8 Teacher 8 (T8)

Profile

T8 is a male teacher who holds a PhD degree from Australia. He speaks English, Bahasa Indonesia and Javanese and teaches *Firms in Competitive Markets Course*. T8 greeted students and prayed in Arabic both to open and close the class. Both were praying in Arabic in quite long sentences. T8 always used English from the beginning with his Indonesian accent. He explained the materials in English and displayed slides for presentations. It seemed that he was dominating of his talk. While doing interaction, both teacher and student spoke English that seemed to be influenced by many of Indonesian repertoires (see Chapter 6 for details explanation).

Quantification table

Table 5. 9 Quantification of T8's use of languages

T8	LANGUAGES			
	E	EdBI	AR	ARdE
Lesson 1	98.3%	1.06%	0%	0.64%
Lesson 2	95.08%	4.33%	0.2%	0.39%
Average percentage	96.69%	2.7%	0.1%	0.52%
	99.39%		0.61 %	
	100%			

Table 5.9 above reveals that T8 spoke English, Bahasa Indonesia, and Arabic in his teaching. English was spoken predominantly from beginning to the end of the class while Arabic was spoken to greet students and led the prayers. In addition, he was also open with the use of Bahasa Indonesia. He was quite tolerant when "*the student answers my question with incomplete English, I am okay".* He did not accept when students spoke all in Bahasa Indonesia. He would prefer his students to try to speak English even "*they use mix language* ". He could accept students who use LOTE or mixed language in the classroom. For him," *As long as it is not often, I think as it happens in an Indonesian-language environment, it is natural*".

He also added his clarification in the interview that when students had trouble finding the right words in English, or fresher students who were considered having low proficient of English, he would also tolerate it. For his own sake, T8 would also use words or a fragment of sentence in Bahasa Indonesia in certain occasion such as when there was a complicated or strange term, and he was wondering whether or not the students understand with what he had explained. He did it

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

100

on the ground that "*in order to make me feel great, sometimes I look for words of Bahasa Indonesia to explain".* When I was asking T8 about speaking English with Indonesia accent, he clarified this because he felt that it was the message, he conveyed that was important. Therefore, speaking English with his normal accent, he hoped that his students understand what he spoke.

5.3.9 Teacher 9 (T9)

Profile

T9 is a female teacher who hold a PhD degree from home university. She speaks English, Bahasa Indonesia, and Javanese and teaches *Trans-organisational Change Course*. On two occasions of classroom observation, the class activity conducted by T9 was students' presentation. She would open the class and explained what to do for their final project and presentation. After that she led the class discussion and commented what students have done.

Quantification table

Table 5. 10 Quantification of T9's use of languages

T9	LANGUAGES				
	E	EdBI	EdAR	AR	ARdE
Lesson 1	100%	0%	0%	0%	0%
Lesson 2	99.03%	0.24%	0.24%	0.24%	0.24%
Average percentage	99.52%	0.12%	0.12%	0.12%	0.12%
		99.76%		0.24%	
		100%			

Table 5.10 shows that T9 spoke English predominantly. It was obvious that besides English, T9 was also using LOTE in her class, Bahasa Indonesia, and Arabic. However, the percentage of using either language did not seem significant. Bahasa Indonesia was used when she commanded the students to do something with one or two words and Arabic was used to greet and pray when she opened and closed the class. Clarifying in the interview, T9 elucidated that she did not allow her student to speak Bahasa Indonesia. Yet, she accommodated students to make use of Bahasa Indonesia to express their ideas or respond to her questions when students had problem to express in English, especially when they lost their idea what to say in English.

5.3.10 Teacher 10 (T10)

Profile

T10 is a male teacher who holds an MA degree from Australia and home university. He speaks English, Bahasa Indonesia, Javanese, and Palembang language, and teaches *Indonesian*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

101

Judicial System and Judicial Power Course. T10 opened the class with Arabic greetings and praying. His teaching was nicely done. Students always followed him, laughing, and responding attentively, although they did not really much share ideas. T10 also optimised the use of body language effectively. Although there was not much occasion for students to discuss, the atmosphere of this class was lively. He used English and made use of other languages especially Bahasa Indonesia and Arabic in delivering the materials.

Quantification table

Table 5. 11 Quantification of T10's use of languages

T10	LANGUAGES						
	E	EdBI	EdBIAR	EdAR	ARdE	BI	BIdE
Lesson 1	84.55%	14.4%	0.26%	0.26%	0.52%	0%	0%
Lesson 2	73.91%	14.62%	0%	0%	0%	2.37%	9.09%
Average percentage	79.23%	14.51%	0.13%	0.13%	0.26%	1.19%	4.55%
		94.01%			0.26%	5.73%	
				100%			

Table 5.10 illustrates the emergence of languages he used in the classroom i.e., English, Bahasa Indonesia, and Arabic. The average percentage of using English was 79.23%, which was not too high as he admitted in the interview that he targeted to speak English only for up to 80% before mid-exam and will be increasing it up to 90% after mid-exam. He clarified in his accounts below.

Excerpt 5.11
1. *" Half of the last semester we had no choice but to employ a*
2. *language use strategy, at most about 50% of learning is delivered*
3. *in English and 50% in Bahasa Indonesia. But after mid-semester,*
4. *we have raised the level to at least 80-90% of using English, and*
5. *the rest is of using Bahasa Indonesia" (Interview – T10, English translation).*

He did it that way because the students were in their first year and their English proficiency was not too high. Therefore, the average percentage of using Bahasa Indonesia was quite high, 5.73%. In addition, T10 used Bahasa Indonesia especially when "*their faces have started to stare".* Once he asked his students whether or not they understood and the students had no response, it was a sign for him to start speaking Bahasa Indonesia. He was sure that if he forced himself to speak in English, the students would get nothing. He realised that delivering legal material using English was a double challenge; even if he was teaching course of laws using Bahasa Indonesia it was not that easy for students to understand special terminologies. For example, civil and criminal law was originally from British, and these two terms were not used every day. The challenge was obvious when he explained them in Bahasa Indonesia because he needed longer sentences than simple terms in original. The point T10 was made that using English

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

102

only policy might look at many considerations such as student' language proficiency, terminology used, and students' acceptance. Ignoring these aspects made teaching content through English worthless. Therefore, by considering the situation that he faced, T10 was open with using LOTE in his class.

5.3.11 Teacher 11 (T11)

Profile

T11 is a male teacher who hold an MA degree from Malaysia. He speaks English, Bahasa Indonesia, Malay, and Javanese and teaches *Media Planning and Strategy Course*. T11 opened his class by greeting students in Arabic and then continued it with long praying also in Arabic. After that he delivered his teaching in English. On some occasions, he made use of his linguistics resources such as Arabic, Bahasa Indonesia and Malay. He did it because there were two of his students were Malaysian. I noticed in my field note that he spoke loudly so that his student could hear him explaining clearly. His body languages supported the way he explained the materials. Students seemed to be joyful and engaged.

Quantification table

Table 5. 12 Quantification of T11's use of languages

T11	LANGUAGES					
	E	EdBI	EdAR	EdBIARMAS	AR	ARdE
Lesson 1	94.57%	2.174%	2.17%	1.09%	0%	0%
Lesson 2	98.29%	0.427%	0.64%	0%	0.43%	0.21%
Average percentage	96.43%	1.301%	1.41%	0.54%	0.21%	0.11%
	99.68%				0.32%	
	100%					

Table 5.12 displays that English, Bahasa Indonesia, Arabic and Malay were spoken by T11. The average percentage of English use alone was high, 99.43%. When I clarified this in the interview, he realised that: "*Yes, if it was made in percentage, it might be 90%*". Other languages were spoken but they were used only for starting and formally for greeting and when praying. Furthermore, T11 was unique in the sense that he was very strict in the classroom. He would remind his students to speak English when he knew his students spoke Bahasa Indonesia. This point was more clearly indicated in the following excerpt.

Excerpt 5.12
1. *"I remind them. So, maybe they spoke Indonesian because they*
2. *were spontaneous. I rebuke 'Please in English!' Sometimes when*
3. *they are discussing, for example, I'm often observing in the class*
4. *discussion, they chat in Bahasa Indonesia. I say 'Please in*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

103

5.   *English!' (Interview – T11, English translation)*

In addition, he would use Bahasa Indonesia for several reasons. The first was spontaneous. The second was to clarify the meaning of idioms or proverbs, even sentences. The last one was for making jokes because when it did not work when he made jokes in English. Therefore, he inserted words in Bahasa Indonesia to make students laugh and escape from boredom.

5.3.12 Teacher 12 (T12)

Profile

T12 is a female teacher who holds a PhD degree from Thailand. She speaks English, Thai, Bahasa Indonesia, and Javanese and teaches *Saving, Investment, and Financial System Course.* During my observation, I could feel that she taught enjoyably, and students seemed to live up and the atmosphere of the class was great. Students looked happy and enjoyable. They were also enthusiast and full of laughter. This was very interesting, and I thought this was incredible an example of a teacher who had a multilingual mindset. Furthermore, T12 delivered her teaching energetically and talked with great confidence. When she spoke English, she did not mimic Native-English Speakers. Together with her local style in explaining the materials, she connected her explanation with the local context. She was also using her gestures, moving her hands or head to explain something, and maximise the use of body language. All students could interact actively and communicatively. After all, students were cheerful with her teaching style. Most importantly, students did not find any problems to understand what she talked about.

Quantification table

Table 5. 13 Quantification of T12's use of languages

T12	LANGUAGES							
	E	EdBI	EdBIAR	EdAR	EdARBI	EdT	EdLo	AR
Lesson 1	91.41%	5.5%	0.34%	0.34%	0.34%	1.03%	0.69%	0.34%
Lesson 2	90.38%	4.81%	0.48%	1.92%	0.96%	1.44%	0%	0%
Average percentage	90.9%	5.15%	0.41%	1.13%	0.65%	1.24%	0.34%	0.17%
				99.83%				0.17%
				100%				

Table 5.14 shows that T12 was a great example of a teacher who was using all her linguistic resources in her teaching. Indeed, she spoke English dominantly from the beginning to the end of the class. However, she was also practicing her LOTE including Arabic, Javanese, Bahasa Indonesia, and Thai when she did a certain activity or explained a specific setting or examples during her teachings. The LOTE emerged in her class were Bahasa Indonesia, Javanese, Thai and Arabic and it revealed that she could make use of all her linguistic resources appropriately to fulfil the purpose of her teaching. When I clarified the use of Thai in her class, she clarified," *Sometimes*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

104

when I am using English or Bahasa Indonesia, students tend to be sleepy. Then, I insert Thai language to make them surprised. It is just to draw on their attention". It was obvious that Thai was spoken to electrify her class so that the students could enjoy the lesson. Meanwhile, the Javanese used in her class was a consequence of being a multilingual speaker. She asserted that "*Sometimes, I blurted out as I am a Javanese person so that I speak Bahasa Indonesia with very thick accent of that local language*". Above all, the multilingual practices that she did in the classroom was the nature of being a multilingual speaker. Talking about this issue, she remarked, "*Looks like I'm not aware. It's in my class, the style is like that. Javanese comes out, English also exists, and Bahasa Indonesia as well. I speak Bahasa Indonesia because not all students are Javanese*". From what T12 remarks, it can be inferred that she was not aware of what she had been practicing in the classroom was indeed multilingual practices. She made use all of her linguistic resources for certain purposes in her teachings.

5.4 Code-mixing: Occasions and Purposes

This section contributes to the findings of Indonesian universities content teachers' practice of multilingualism in their classrooms. In describing of each heading, I analyse on what occasions languages were used from the teachers' perspectives and how they used the language. The results of analysis data referring to the multilingual practices are elaborated in the following sections.

5.4.1 Mixing English with Arabic: Greetings, Callings, and Praying

In my field note, I wrote a routine activity namely greetings that almost teachers did when they open the class. Usually, this routine was done immediately when teachers had just come into the classroom. For example, one of my observations to T7 classroom revealed in the following excerpt.

Excerpt 5.13
1. *T7 : (4) Okay, let's start by Basmallah.*
2. *T7&Ss : Bismillahirrohmanirohim*
3. *T7 : How is today, good?*
4. *S : Great*
5. *T7 : Alhamdulillah (EK-1)*

In this occasion, T7 came into the class, went to the teacher's desk, and greeted students. The instruction was in English, but he mentioned the prayer in the Arabic. He did not split the languages, but he expresses both English and Arabic in one sentence. The patterns of praying instruction similar between all the teachers.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

105

This was the first type of praying discourse found. He did not greet students but directly calling students for starting the class by (reciting) *Basmallah*. *Basmallah* was an Arabic term or dua (pray) to say *Bismillah* (In the name of Allah) for a short version or *Bismillahirahmanirrohim* (In the name of Allah the Most Gracious and Most Merciful) for a longer version. This was an invocation used by Muslims at the beginning of an undertaking. Saying *Bismillahirahmanirrohim* alone was a sufficient invocation; this was a minimum *dua* (praying) for Muslim. Therefore, it was obvious that the choice of Arabic words for praying was influenced by Muslim practice of praying to start doing something good. As teacher said let's, both teacher and students were reciting it together. After that, T7 was greeting students before he started the lesson.

The second type was greetings, opening the class in Arabic, and asking how they are. T11 did this type of greeting. Quite interestingly, he started with reciting *Basmallah* and then greeted in Arabic, he continued it with long opening in Arabic. Although this opening was usually spoken by Muslim preacher in their preaching, reciting it in the class was also fine. Teaching in some extent was the same with preaching. After that he asked students condition before moving on to the lesson. This could be seen from the following excerpt.

Excerpt 5.14
1.　　T11: Okay**.** Bismillahirahmannirahim. Assalamu'alaykum
2.　　warahmatullahi wabarakatuh
3.　　Ss: Wa'alaykumsalam warahmatullahi wabarakatuh
4.　　T: Alhamdulillaahi nasta'iinuhu wa nastaghfiruhu, wa
5.　　na'uudzubillaahi min syuruuri anfusina, wa min sayiaati a'maalina,
6.　　man yahdillaahu falaa mudlillalah, wa man yudllil falaa haa
7.　　diyalah, asyhadu anlaa ilaaha illallahu wah dahulaa syariikalahu,
8.　　wa asyhadu anna muhammadan 'abduhu wa rosuuluhu. Ammaa
9.　　ba'du. So, how are you today?
10.　Ss: Alhamdulillah
11.　T: Alhamdulillah yeah. Good. Ok. Today, we are going to be observed
12.　 again by Dr. Sadiq. (Observation s2 – T11, transcription)

The third type was greetings, calling for praying, and short praying. This type was done by T12, T7, T6, and T3. T12 and T7 started by directly greetings in Arabic. *Assalamualaikum warahhmatullahi wabaraktuh,* which meant "May the peace, mercy, and blessings of Allah be with you". Then, they called for praying and recited a short dua. This could be seen from the following two excerpts.

Excerpt 5.15
1.　　T12　　　: (10) Assalamualaikum Warahhmatullahi wabaraktuh.
2.　　Ss　　　: Waalaikum salam warahmatullahiwabarakatuh.
3.　　T12　　　: Before we start for today. Let's say Basmallah together.
4.　　T12&Ss　: Bismillahirahmanirrohim.
5.　　T12　　　: I would like to introduce you Mr. Nizam. (Observation
6.　　　　　　　 s1 – T12, transcription)

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

106

The fourth type was greetings, calling for praying, and medium pray. T8, T9 and T10 were doing this type of greetings. The following two excerpts are coming from T8.

Excerpt 5.16
1.   *T8 : Assalamualaikum warahmatullahi wabarakatuh*
2.   *Ss : Waalaikum salam warahmatullahi wabarakatuh*
3.   *T8 : Lets' start our meeting today by praying*
4.   *T8&Ss   : Bismillahirahmanirrohim. Roditubillahirobba wabil*
5.   *   islamidina wabimuhammadinnabiyya warosulah. Robbi*
6.   ***   zidni ilma warzuqni fahma. Aamiin.***
7.   *T   : Okay. Aaa.Today we have a guess, ya. Aaa Mr. Nizam Sadiq.*
8.   *   (Observation s1 – T8, transcription)*

The fifth type was greetings, calling for praying and praying by heart which was done by T5 and T6. T5 started with saying okay and then recite *Basmallah* and greetings at the same time. After that he called for praying and both teacher and students did by heart. Both she and her students did it by heart. This can be seen from the excerpts below.

Excerpt 5.17
1.   *T5   : Okay. Bismillahirahmanirohim. Assalamualaikum*
2.   *   warahmatulahiwabaraktuh.*
3.   *Ss   : Waalaykum salam warahmatullahi wabarakatuh.*
4.   *T5   : Let's pray to start the class*
5.   *T5&Ss   : ((Praying by heart)) (Observation s1 – T5, transcription)*

To summarise, teachers used Arabic when they greeted to start the class, called for praying, and recited short, medium, long pray, and pray by heart. In terms of how they used the language, they mostly used by embedded it in English instruction, or directly used Arabic without any instruction. Finally, why they use Arabic especially for reciting pray in this occasion was because, they practiced Muslim tradition specially to start doing something good and opening pray done by preacher.

5.4.2 Mixing English and Arabic: Closings, Thanking, and Greetings

Arabic was also used to close the class. Similarly with greetings to start the class, greetings to end the class was also vary from one teacher to another teacher. There were four types of greetings found from the observation. The first type was saying goodbye and greetings. T2 did it in his teaching session. When the time was up, he says goodbye, thanking and greetings. He stated it in the excerpt below.

Excerpt 5.18
1.   *T2 : So, see you again next week, right? Thank you.*
2.   *   Assalamualaikum warahmatullahiwabarakatuh.*
3.   *Ss : Walaikumsalam warahmatullahi wabarakatuh*
4.   *   (Observation s1 – T2, transcription)*

The second type was thanking, apologizing, and greetings. T7 simply ended his class by thanking and greetings. The accounts were presented below.

Excerpt 5.19

1. *T7 : (1) Okay. Thank you. Assalamualaikum*
2. *   warahmatullahiwabarakatuh.*
3. *Ss : Waalaykumsalam warahmatullahi wabarakatuh*
4. *   (Observation, s1 – T7, transcription)*

While T11, in his first occasion of observation, announced the next meeting and then thanked. After that reminded his students about the project and thanked again before greetings. It could be clarified in the following excerpt.

Excerpt 5. 20

1. *"Ok yeah. We can continue our class Insha Allah by next Friday. 10*
2. *o'clock. So, please be on time, thank you very much for your attending*
3. *today. And please, I want to hear the progress of the second project,*
4. *yeah. Please report to me on the LINE. Thank you very much.*
5. *Assalamu'alaykum warahmatullahi wabarakatuh". (Observatin s1 –*
6. *T11, transcription)*

In his second occasion of teaching, he was thanking, and apologising before saying the greetings. What follows was the excerpt.

Excerpt 5.21

1. *T11   : Okay. Thank you very much. Sorry for inappropriate*
2. *   languages or action. Assalamu'alaykum*
3. *   warahmatullahi wabarakatuh.*
4. *Ss : Waalaykum salam. (Observation, s2 – T7,*
5. *   transcription)*

The third type was thanking, calling for praying, short praying, and greetings. This type was done by T9 and T3. T9 ended the class by calling for praying by reciting *Hamdallah*. Hamdallah was a term to say Alhamdulillah (Praise be to Allah) in short version or Alhamdulillahirabbal alamin (Praise be to Allah, the Lord of the Universe) in the long version. This was an expression of Muslim when thanking Allah for blessings. After that both teacher and students said the praying and then teacher closed the class by greetings students in Arabic. T9 stated this in the following excerpts.

Excerpt 5.22

1. *T9 : … and I hope for the next meeting will be better. Okay.*
2. *   We can close our class with saying Hamdalah.*
3. *T9&S   : Alhamdulillahi robbal alamin.*
4. *T9 : Assalamualaikum warahmatullahi wabarakatuh.*
5. *Ss : Waalaykum salam warahmatullahi wabarakatuh.*
6. *   (Observation s2 – T9, transcription)*

The fourth type was calling for praying, short praying and greetings. This type of greetings was done by T3, T6, T8, and T7. The patterns were more or less identical. They started by calling for praying and then praying after that ended it up directly by greetings in Arabic. The patterns can be seen in the following excerpts.

Excerpt 5.23

1. *T3 : Let's closing by saying Hamdallah.*
2. *T3&Ss   : Alhamdulillahi robbal alamin*
3. *T3 : Assalamualaikum warahmatullahiwabarakatuh*
4. *Ss : Waalaikum salam warahmatullahi wabarakatuh (Observation s2- T3,*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

108

5.   *transcription)*

The fifth type was calling for praying in English and then thanking without greetings. This type was done by T12, especially in the first occasion of her teaching. In the second occasion, she thanked in English first and then, called for praying mentioning an Arabic word, and said goodbye in English. These can be seen from two following excerpts.

Excerpt 5.24
1. *T12   : … Let's pray by saying Hamdallah together.*
2. *T12&Ss   : Alhamdulillahirabbal alamin*
3. *T12   : Thank you so much for group three, thank you so much Pak*
4. *   Nizam. This our class. I hope you like this. (Observation s1-*
5. *   T12, transcription).*

In summary, teachers used Arabic when they greeted students to close the class and called for praying. In terms of how they used languages, teachers mostly integrated English and Arabic to do instructions for praying, but there was one occasion when teacher used English exclusively to call for praying. Furthermore, when they were thanking, saying goodbye, and apologising, they used English completely. When they greeted, they could do it totally in English or Arabic. They used absolutely Arabic only in praying. The reason of using Arabic in praying was merely practicing Muslim tradition when they had done something good. While teachers used Arabic to start and to end the class, teachers used Bahasa Indonesia mostly when they delivered teaching. In other words, Bahasa Indonesia emerged in the classroom when teachers talk about the content. Details descriptions of using Bahasa Indonesia were depicted in the section below.

5.4.3 Mixing English with Bahasa Indonesia: Local, Domain, Constitutional, Political and Law terms

Referring to my notes, they revealed that teachers would use Bahasa Indonesia when they mentioned local terms. For example, T12 could not avoid mentioning a local store when she explained a marketplace. She mentioned *Djogjatronik*, one biggest and famous electronic market in Yogyakarta where people usually went shopping for hand phone and electronic devices. She also mentioned *UIN* - abbreviation of Islamic State University. There was one hand phone shop near KFC which was located on nearby *UIN*. She stated this in the following excerpt.

Excerpt 5.25
1. *"This iPhone probably if you are sell, if you are buy OPPO at for*
2. *example FI in near KFC near UIN and then you try to find in*
3. *Djokjatronik. (Observation s1, T12, transcription)*

Besides the name of the store, the names of national companies such as PT Garuda (Indonesian National Airways Company), PT Telkomsel (Indonesian National Telecommunication Company), and PT Pertamina (Indonesian National Mining Company) were also mentioned by the teachers when they talked about or related to economic matters. The following was the excerpts.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

109

Excerpt 5.26

1. "Multinational Company. (3) This is also the subject of international law.
2. We are not talking about Garuda Indonesia; we are not talking about (3)
3. Telkomsel, we are not talking about Pertamina, but we talk about
4. Freeport-McMoRan, Phillip Morris. We are talking about…" (Observation
5.   s2 – T6, transcription)

Teachers also could not avoid mentioning location of the company or tourism places. When they stated the place, they addressed it in Bahasa Indonesia. For example, T12 mentioned Raja Ampat which was well-known for its beaches and coral reefs rich with marine life. She stated this in the following excerpts.

Excerpt 5.27

1. "I said hhh is like Raja Ampat. Me and my husband surprise, this is
2. Africa? Is it our GPS wrong, right?" (Observation s2 – T12,
3. transcription)

In study about register, each social group has their own words to express something. Therefore, it was obvious that those words were not spoken in English. What is more, it was also inferred that using their own terms were for the sake of effective language and ease of the speaker. Interestingly, they had blended English and local terms together, showing that there were no language boundaries. In addition to local terms, teachers used Bahasa Indonesia when they used terms of address locally. When they introduced me to the students, they remarked, "Today we have a visitor, my colleague *Pak* Nizam" (T3), "I would like to introduce you Mr. Nizam" (T12) and "Today, we are going to be observed again by Dr. Sadiq. (T11). When T3 introduced me, she used *Pak*, a social attribute embedded to someone when one called somebody else who were older than s/he. If the social attribute was not used, s/he was labelled impolite. It was totally different from social norms in UK where social attribute was not matter. Thus, in Indonesian society regardless it was formal or informal settings, the younger had to use social attribute to the elder. For Indonesian people, Mr. is considered synonymous with *Pak*. While in UK, the use of Mr. should be followed by family name. When it was very formal, degree or honours was apparently used by people. Another function of using *Pak* was used to show respect to people especially those who had been married and had higher social, economic, and political status. Therefore, when T12 mentioned President Jokowi, she addressed him with *Pak* Jokowi. Likewise, when T10 mentioned the Coordinating Minister of Politic, Law, and Human Right, Prof. Mahfud, he addressed him with *Pak* Mahfud. In addition, to address people who work as law enforces, *Pak* was used to respect their profession. T6 mentioned police officer with *Pak* Policeman. They stated this in the following excerpts, respectively.

Excerpt 5.28

1. "So, when, we are an economist, our president, Pak Jokowi will
2. announce, our UMP will be higher". (Observation s1 – T12,
3. transcription)

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

110

Excerpt 5.29
1. *"He is actually one of our lecturers in the Law Faculty (2) together*
2. *with Pak Mahfud. He is one of professional person. This is true*
3. *story. He often … "(Observation s1 – T10, transcription)*

Excerpt 5.30
1. *"Please, Pak policeman, (2) I got punch in my face and it because*
2. *somebody, one of my friends in the classroom punch my face*
3. *because I did not give him money, for example". Let's police catch*
4. *him. (Observation s2 – T6, transcription)*

Interestingly, T12 used *Mbak* to address people with the same status or to respect other male or female who had been or had not been married. *Mbak* was derived from Javanese language but quite commonly used in daily communication nationally. This can be seen from the following excerpts.

Excerpt 5.31
1. *"If someone who does not collect the UK yet. I will wait for you*
2. *until tomorrow with Mbak Feby, Ok? I will wait until tomorrow".*
3. *(Observation s1 – T12, transcription)*

Thus, when teachers wanted to be closed with the interlocutor, they would use local terms of address such as *Mbak* (Javanese), or *Pak* (Bahasa Indonesia). Even they use English terms of address as they have linguistic resource to express. How they used that language, I believed they used it very flexible depending on the interlocutors, and the settings. More importantly, they could express any terms of address because they had rich linguistic repertoires for that, and they could manage to use them discursively. Why they used these kinds of terms of address, they wanted to close or respect each other. On one occasion of teaching, they also used most common terms in Indonesia. It seemed those terms were not avoidable by teachers when they explained related materials with their courses, and it seemed English words were not economical to use. This could be seen from the excerpt below, respectively.

Excerpt 5.32
1. *"…one to each other's. Why not? All people came. Because side*
2. *by side they are cleaning each other. They have gotong-royong"*.
3. *(Observation s2 – T12, transcription)*

Excerpt 5.33

1. *"As surprise, surprise, the prison ya, the room, the condition*
2. *inside the room, all the ornament, I think it is better, better,*
3. *better, ya, it is a way better than your kos-kos-an ((all*
4. *laugh)). Do you have air conditioning in your room?" (Observation*
5. *s1 – T10, transcription)*

Looking at the terms that teachers use, I predicted that they used those terms because it was not easy to find out the synonyms in English. For example, the term *gotong royong* mentioned by T12, and *kos-kos-an* by T10. The former reflected the spirit of cooperation in which a communal work could be done easier when all majority of the people in the community did that work together. The idea of gotong royong was not economical if it was explained in English. It

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

111

would be a long explanation. Therefore, rather than taking long expression, she just used the term as it was. Furthermore, the term *kos-kos-an* was also very commonly used by Indonesian people. This term referred to accommodation to rent by students or worker with small income. Usually, it was one room in the long shape building and they shared bathrooms. Now, the concept of cheap *kos-kos-an* had changed because they could offer an exclusive *kos-kos-an* for students and workers. Even, apartment had been established for students' housing.

Furthermore, Bahasa Indonesia was also used by teachers when they employed words in several domains such as Economic, Education, Constitution (governmental/institution body), and Politics and Laws. In economic domain, T12, T6 and T8 often used the Indonesian currency, *Rupiah*. It seemed to me that they used it because the effort to mention it was less than saying other currencies. They needed to calculate first to other currencies and it took time. Therefore, saying Indonesian currency was much effortless for them. That's why every time they mentioned several moneys, they directly referred to Rupiah. T12 stated this in the following excerpts.

Excerpt 5.34

1. *"Which one do you want to keep? Okay I give you five hundred*
2. *rupiah now, five hundred thousand rupiah now or I give you two*
3. *million rupiah for the next year". (Observation s2 – T12,*
4. *transcription)*

In education domain, many terms that represented local concept would be spoken by teachers through original words, Bahasa Indonesia, for example the term *KKN (kuliah kerja nyata)*. This was a part of curriculum in Indonesian HE, which offered students to do a community service program before they were graduated from university. I believed by using this term, students would be familiar with the concept of doing *KKN* rather than a community service term in which the contexts and activities were different. In terms of expressing, it in the sentence, it just went by without any constraints. This could be clarified in T1's accounts below.

Excerpt 5.35

1. *"... I still remember when I was a university student. I went for*
2. *KKN. And I did part time job, safe money and I brought a camera. I*
3. *still remember. Aa because … (Observation s2 – T1, transcription)*

On another occasion, teachers used Bahasa Indonesia when they talked about constitutional terms especially the government body. They mentioned government body which represented a concept of the *Trias Politica*, legislative, executive, and judicial powers. The term of legislative emerged were *Majelis Permusyawaratan Rakyat* (MPR) or People's Consultative Assembly that consists of two houses namely *Dewan Perwakilan Rakyat* (DPR) or the House of Representatives and *Dewan Perwakilan Daerah* (DPD) or the Regional Representatives Council. These terms could be elaborated from T6 accounts below.

Excerpt 5.36

1. *"For example, there is a contradiction between the function of*
2. *DPD and DPR. They claim each other that they can make a*
3. *law…okay? Then, if there is a dispute between DPD and DPR, then*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

112

4. they should go to constitutional court". (Observation s2 – T6,
5.   transcription)

5.4.4 Purpose of Mixing English with Bahasa Indonesia

The reasons for using this term, firstly, was students showing confused face so that the teachers needed to ensure that students understand it. The second reason, Bahasa Indonesia was used to help students to build a common sense about materials taught. Another reason was contextual and economical as it was "indeed more appropriate to use Indonesian to make it more appropriate to the context" (T24) and "directly refers to which concept" (T24).

Other terms that teacher massively used in their teachings were politics and laws terms. T6 was one teacher who used Bahasa Indonesia and its translation in English to mention political terms. He mentioned *KUHP* and *KUHAP*, two Indonesian books of law. He stated all of these in the following excerpts.

Excerpt 5.37
1. *T: Yes, what is the English translation of KUHP?*
2. *S: Criminal law*
4. *T: Criminal?*
5. *S: Criminal code*
6. *T: Criminal code. Okay. KUHP for perdata is Indonesian Civil Code.*
7. *Okay, KUHAP pidana for criminal matters it is regulated under*
8. *Indonesian criminal code. Okay? (Observation s2 – T6,*
9.   *transcription)*

As these are important terms, T6 wanted to ensure student understanding by using these names. He always asked the students what the terms in English were. This way, he hopes by using both languages he could "avoid miss understanding about the subject." Bahasa Indonesia was used when teachers were asking students about something. T 11 used *apa* (what), T6 used *artikel berapa* (in which article) and *apalagi* (what else), T5 used *paham gak* (do you understand) and *apa yang menjadi isu terbesar*… (What is the biggest issue of…). On most occasion in the teaching sessions, mostly questions were delivered in Bahasa Indonesia which were or were not translated into English. It seemed that teachers used Bahasa Indonesia to make their questions understood. Alternatively, they wanted to be direct. T6 stated these in the following excerpts.

Excerpt 5.38
1. *"And she is the authorised person under the company based on*
2. *the articles of association, artikel berapa? In which article? So, you*
3. *may use your own words I think, so you should mention that the*
4. *article of association was signed on behalf of the parties before*
5. *the public notary". (Observation s1 – T6, transcription)*

In addition, Bahasa Indonesia was also used by the teachers when they were confirming an issue that they discussed. This way of confirming was quite commonly done by teachers in their teaching sessions. For example, T7 confirmed the name of Indonesian migrant worker in Saudi Arabia. He asked students by saying *Tuti namanya? Yang belum lama ini*? If it was translated to

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

113

English, it was *the name Tuti? Who is recently?* Likewise, T10 also asked student with *Apa namanya*? To confirm what he had just explained. On another occasion, he wanted to confirm a government program related to social security protection. He asked that *dulu ada bantuan langsung tunai, apa asuransi kita sekarang?* In English, this expression could be said it used to be a direct cash assistance, what was our insurance now? Meanwhile, T7 had a different way in doing confirmation. These can be seen from the following excerpts.

Excerpt 5.39
1.   T: Tuti. Tuti? Tuti namanya? Yang belum lama ini?
2.   S: Oh, yang dihukum mati
3.   T: Yeah. One of Indonesian… (Observation s1 – T7, transcription)

Bahasa Indonesia was also used by the teachers for joking. T6, for examples, delivered two moments of joking. The first moment was when he talked about a case of Chilean President, Augusto Pinochet. He asserted that Chile was the name of the country not *sambel* or *sambal,* a kind of traditional chili sauce in Indonesia. The pronunciation of Chile was similar to chilli, the main ingredients to make *sambel* or *sambal*.   The second moment was that when he discussed about prisoner of war. He then remembered a joke written in the shirt worn by a young boy, prisoner of parents in law. This made his students laughed as the meaning of it was *tahanan mertua* in Bahasa Indonesia. This was a joke for married man or woman in Indonesia. Once you had married, you would be prisoner of parents in law. This joke was of course suitable with Indonesian context. T6 stated the first case in the following excerpts.

Excerpt 5.40
1.   "Do we have a case? Yes, Augusto Pinoche. Augusto Pinoche was
2.   a Chile President. Chile is not sambel (Laughs). Chile is a name of
3.   the country. Okay. (2) (Observation s2 –T6, transcription)

Meanwhile, T10 delivered one of his jokes when he discussed about *Pancasila*, the Indonesian state philosophy. As Indonesia consisted of hundreds of tribes and they had different ideas to build state philosophy. For some groups of people, Pancasila was fixed and final. As they did not how to write it in English, they just translated it literally word by word. Rather than writing Pancasila was fixed and final, they wrote Pancasila was death price. They just took it from *Pancasila harga mati*. *Harga* was price, *mati* was death. In addition, he also made a joke when he explained the process of one legislation to be in effect if the President did not agree to give his signature on that legislation. The main purpose of this was to avoid the vacuum of law. Then, he asserted that was not a *vakum kliner* (Vacuum cleaner). T10 stated these in the following excerpts, respectively.

Excerpt 5.41
1.   "And the second one is of course Pancasila. So, the judicial power
2.   should be based on Pancasila not to anything else. Pancasila is in
3.   bahasa milineal itu aa a death price, harga mati. It is not related
4.   to our topic, actually. ((Ss laugh)). Pancasila is death price. Apa
5.   itu, Pancasila harga mati. (2) Pancasila should be used on every
6.   laws produced by government yeah". (Observation s1 –

    7.   *T10, transcription)*

Excerpt 5.42
1. *T: Setelah 30 hari otomatis berlaku untuk menghindari*
2. *kekosongan hukum. To avoid the vacuum of law. Bukan vakum*
3. *kliner, ya! ((Ss laugh)). Okay! Any question for the process?*
4. *(Observation s1 – T10, transcription)*

Repertoire of Bahasa Indonesia cannot be easily avoided when teachers spoke English. They often used Indonesian article –*lah, -lho, dech, nih, kok, gitu* and *kan*. Although in certain context they were informal, those particles were still used in the classrooms. T12 used particle *lah* when she explained about bargaining the prices. When she said *three thousand laah*, and *eight points seventy-five laah*, she used the particle in order to make a persuasive and friendliness. She remarked, "Haaaah? Three thousand *laah*. ((Ss cheerfully comment. It is very noisy)) (T12). Meanwhile, T8 used the particles *lah* and *lho* for emphasis of the pronoun or noun he mentioned. He stated all of the use of the particles in the following excerpts.

Excerpt 5.43
1. *"Yeah, (1) I think another example, for you in Jogja ya, there are*
2. *millions of farmers. Of rice farmers, lah". (Observation s1 – T8,*
3. *transcription)*

T6 used particle *dech, nih, lah, kok*, and *gitu*. The use of *dech* in the context of *atau Rohingya dech* showed to strengthen the choice with willingness. She also used the particle *nih*, which meant this with emphasize. The particle *lah* and *kok* were used for different function. *Lah* was used to strengthen the word prior to it with willingness, while *kok* was used for friendliness. T6 used the particle *gitu* as shortened of *begitu*. The function was to emphasize. T5 stated in her accounts below.

Excerpt 5.44
1. *"Because for comparison, do you know Kurdish people in Middle*
2. *East? Tau orang orang Kurdi enggak? Diii (3) Atau Rohingnya*
3. *dech. (2) Rohingnya. What happen to them? (4) Are they part of*
4. *Nation ?" (Observation s1 – T5, transcription)*

In excerpt 5.42, it demonstrated that T10 had an opportunity of practicing translanguaging. In other words, there was a potential moment that that teacher did a discursive practice of using English and Bahasa Indonesia in their teaching. She did this because she had linguistic resources to allow her to this practice and not because of acknowledging her students as deficient of English. This phenomenon was also revealed in T7 teaching, which is taken from his account below.

Excerpt 5.45
1. *T7: Group six will be about European and inter-american right?*
2. *So, the question? Keputusan apapun boleh asal keputusan*
3. *itu, yang penting keputusan itu dibuat pengadilam HAM*
4. *Eropa atau pengadilan HAM inter-america. Kalau bisa*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

115

5. *diakses, putusan, if you can access the verdict I think the*
6. *latest verdict of European court of human right in, about the*
7. *humiliation of Prophet Muhammad between Austria, apa ya?*
8. *Eh, Australia and apa? Saya lupa Namanya, I think it's very*
9. *good. Nanti cari aja googling dulu Bahasa Indonesianya,*
10. *judulnya pengadilan eropa tentang penghinaan nabi*
11. *Muhammad, nah nanti ditelusuri keputusannya nomor*
12. *berapa nanti masuk ke websitenya-websitenya-websitenya*
13. *pengadilan HAM Eropa, nanti dicari di downloadsnya, it's so*
14. *good, uh case. (Observation s2, - T7, transcription)*

Like T10, T7 also could make use English and Bahasa Indonesia through a discursive way of communicating indicated in excerpt 5.45 above. In this fragment, T7 spoke the two languages as a unity, and he did not find any difficulties to flow his ideas from English to Indonesia and vice versa. Another good example of translanguaging was done by T4 and could be further elaborated below.

Excerpt 5.46
1. *T4: Because the identity as Indonesian, as a nation, is enough to apa*
2. *ya? To unite us tapi terdengar sangat utopia, utopia ya? Aa why*
3. *do I say this? Because for comparison, do you know Kurdish people*
4. *in Middle East? Tau orang-orang Kurdi enggak? Atau Rohingnya*
5. *dech. Rohingnya. (4) Are they part of nation? They should've been.*
6. *They should've been part of Burmese, right? But the Burmese*
7. *government won't recognize them as part of their nation. Tau enggak*
8. *kalau enggak diakui. Pemerintah Myanmar bilangnya orang*
9. *Rohingnya itu adalah imigran yang datang pada tahun 1950an atau*
10. *sekitar itu secara tidak, secara illegal masuk ke Myanmar. That's*
11. *why they don't call Rohingnya, Rohingnya. Kalau pemerintah*
12. *Myanmar manggil orang Rohingnya itu beggar. Why? Because*
13. *they accused them as those illegal immigrants coming from*
14. *Bangladesh. Bangladesh protes. Itu-itu kan sudah dari dulu sudah di*
15. *sana. Nah, they are not part of us, kata Bangladesh. Tapi, oke kita*
16. *terima nih ngungsi. Diterima di Bangladesh semuanya. (Observation s1 –*
17. *T4, transcription)*

In this account, T4 also demonstrated that as a multilingual speaker, translanguaging could possibly be practiced. Talking about nation and identity by giving example of Rohingya in Myanmar, she was able to make use of English and Bahasa Indonesia. Like T7 and T10, T4 did not do it because she could speak English well, rather she made use of all her linguistic resources discursively to make her explanation make sense.

5.4.5 Mixing English with Thai, Latin, Malay: Certain Purposes

The use of Thai, Javanese, Latin, and Malay was not as massive as both Arabic and Bahasa Indonesia. Thai and Javanese emerged when T12 taught her students. She spoke Thai in two sessions of observation, while Javanese was spoken in his first occasion of teaching. Although the use of both Thai and Japanese were not dominating, T12 made use of these two languages for different reasons. When I asked T12 in the interview, she said that using English and Bahasa Indonesia in her teaching tend to make her students sleepy. Therefore, to draw their attention on

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

116

the lesson, she spoke Thai. In other word, she wanted to give a hello effect to students by speaking language other than English and Bahasa Indonesia. The Thai expressions can be seen in the following excerpts.

Excerpt 5.47

1. *"…This a man, he is already performance like a lady. "Kah*
2. *Sawaddee kah" ((Welcoming)) ((The class becomes full of*
3. *sounds)). It should be Krab Pom ((Yes, for male)), right? And then*
4. *you said, okay". (Observation s1 – T12, transcription)*

Dissimilar with Thai, T12 said that the reason of using *Javanese* was because of slip of the tongue. As she was a Javanese person who has been raised in the Javanese environment, the emergence of Javanese was unavoidable. She admitted that this was one of her typical styles in teaching. When T12 used Javanese, she was delivering a way of bargaining in the traditional market. She stated it in the following excerpts.

Excerpt 5.48

1. *"Less than that. And then you try bargain. Usually, you go to*
2. *Malioboro and meet a local mbok-mbok (old seller women in*
3. *traditional market) and then "How much is it?" (Observation s1 –*
4. *T12, transcription)*

Furthermore, T6 mentioned a Latin language in his teaching. He admitted that based on his teaching experience, in teaching law it was difficult to speak full English. It is because the sources of the law were still original and had not yet translated to English. Conversely, when talking about customary law, there were many terms that had no English translation version. Therefore, he would speak the origin language. It can be Dutch, Latin, Local languages, etc. In this case, he mentioned Latin when he discussed about specific regulation in law. He stated this in the excerpts below.

Excerpt 5.49

1. *"In 1986, in article 27, it is regulated about Pacta Sunt Servanda.*
2. *Right? What does it mean Pacta Sunt Servanda?" (3)*
3. *(Observation s2 – T6, transcription)*

Lastly, T11 spoke a Malay in one session of his teaching. He used Malay to contextualize a Muslim festive called Eid celebration. As there were two of his students were Malaysian, he wanted to address these two students with the term he spoke in Malay. In Arabic it was called *Eid Al-fitr*, in Indonesia it was called *Hari Raya* or *Lebaran*, while in Malaysia it was called *Raye*. He stated this in the following excerpt.

Excerpt 5.50

1. *"…but on specific period, you just get all events, get more events.*
2. *For example, in Indonesia, when it comes to Ramadhan period or*
3. *Lebaran, or Raye in Malaysia, yeah?" (Observation s1 – T11,*
4. *transcription).*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

117

5.4.6 Mixing Patterns

Analysing the teachers' use of English and languages other than English in their teaching, I was convinced that they practice ELF code-switching/mixing. How they use ELF code-switching/ mixing, the next section will elaborate the patterns.

5.4.6.1 Embedded code-mixing

Embedded here meant that a word or a clause of the languages other than English was embedded in the English sentences. Almost all linguistic resources used by the teachers belonged to these patterns. Therefore, a word or a clause of the Arabic, Bahasa Indonesia, Javanese, Thai, Latin and Malay were embedded in English sentences. Some examples of these can be seen from the following excerpts.

Excerpt 5.51
1. *"No question. Alhamdulillah kalau tidak ada. ((Students laugh)). Okay, thank*
2. *you. Let's close aaa class with saying Hamdallah together". (Observation s2 –*
3. *T12, transcription).*

5.4.6.2 Separated code-mixing

On the contrary, there were also many examples of English sentences that were separated with the other linguistic resources. The teachers did not make English and any linguistic resources they had to be in one sentence. They made it separately. In the following excerpts, languages such as Arabic, Javanese and Bahasa Indonesia were spoken separately from English sentences.

Excerpt 5.52
1. *"We have, how many meetings left? Sekarang pertemuan ke? Sembilan.*
2. *So, we have five more meetings". (Observation s2 – T5, transcription)*

5.4.6.3 Merger code-mixing

In addition, teachers also combined the LOTE that was used in English sentences both embedded and separated. They were clearly spoken which word of phrase that were embedded, and which ones were separated. The following excerpts showed these patterns.

Excerpt 5.53
1. *"So, Peraturan Presiden is not equal with legislation, yeah. Jadi harus*
2. *disadari bahwa ia di bawah undang-undang. So, any perpu eh sorry any*
3. *perpres should be under legislation". (Observation s2 – T10, transcription)*

From embedded and separated point of view, the patterns of how LOTE was used could be further observed. The observation was still done in the framework of discourse analysis in the level sentence. When I did further observation to those sentences spoken by the teachers, I came

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

118

to conclusion that the ways that teacher used the LOTE in the English sentences were L1 direct insertion, cross language mirroring, cross language rebounding, dual language back-to-back, cross language affixes, and cross language merger.

5.4.6.4 L1 direct insertion

The first way of inserting linguistic resources by EMI teachers in Indonesia was that direct and one way. It meant that they mentioned a word or a phrase of linguistic resources without any translation from English to other languages or vice versa. They just said it individually in the sentence. T8 mention the word *bakso* and *mangkok* without giving its English translation version. This was happening because these words were familiar for mostly Indonesia people. The examples of this pattern can be seen in the following excerpts.

Excerpt 5.54
1. *T8: "(2) For example, ya, you are the only bakso ((meatball)) seller in the*
2. *neighbourhood, you are the only and you can sell one hundred mangkok*
3. *((bowl)), for example, a day. At ten thousand rupiah. Now, you want to sell*
4. *one hundred mangkok, can you sell them out, ya, at ten thousand rupiah as*
5. *well?*
6. *S: I am not sure*
7. *T: Of course not. Because the neighbourhood can, can buy only one hundred*
8. *mangkok at ten thousand. If you want to sell more, you reduce the price. (4)*
9. *(Observation s2 – T8, transcription)*

5.4.6.5 Cross language mirroring

The second way was mirroring. What I meant by this pattern was that teachers said a word or phrase of other linguistic resource and followed directly by its meaning in English and vice versa. Therefore, this pattern had two types of mirroring, Bahasa Indonesia – English and English – Bahasa Indonesia. The first type was mirroring of Bahasa Indonesia – English. Teachers often said a word of phrase in Bahasa Indonesia and then directly followed by English. This was a kind of direct translation. T6, for example, mentioned *sewa menyewa*, berita acara negara and piagam ASEAN in Bahasa Indonesia in his teaching and then he directly said the English term, rent agreement, state document and ASEAN Charter. He stated these words in the following excerpts.

Excerpt 5.55
1. *"(3) Okay? So, there should be agreement, international agreement by the*
2. *state. That's why to establish ASEAN, we have piagam ASEAN or ASEAN*
3. *charter". (Observation s2 – T6, transcription)*

The second type of mirroring was English followed directly by Bahasa Indonesia. This type was often done by the teachers when they explain something in their teachings. They mentioned the English version first and then repeated it directly in Bahasa Indonesia. The examples of this type can be seen in the following excerpts.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

119

Excerpt 5.56
1. *"Natural monopoly. Monopoly that aa result from the cost and the third,*
2. *ya, resources are called natural monopoly. Natural monopoly. Monopoli*
3. *alamiah". (Observation s2 – T8, transcription)*

5.4.6.6 Cross language rebounding

The third way was rebounding, which meant that teachers said expression in Bahasa Indonesia and then he would mention the English version indirectly. T7, for example, responded to his student that the act of Information and Technology (IT) was not too weak but *justru terlalu kuat* in Bahasa Indonesia. He said the English version *too strong* after he had mention it in Bahasa Indonesia beforehand. He stated this in the following excerpt.

Excerpt 5.57
1. *S: UU ITE. It is still weak. Masih lemah Pak UU-nya, makanya sering makan*
2. *korban.*
3. *T7: I think, justru karena terlalu kuat, (2) I think because of the law on*
4. *electronic and (3) transaksi electronic, I-nya apa?*
5. *S: Informasi*
6. *T7: Informasi? (2) I-T-E ((Mention it in Bahasa Indonesia)) (3). ((Two stu*
7. *dents debating about the term)) Yeah aa I think it's not because the law is*
8. *weak but too strong. So, aa so many people become a victim of applying*
9. *the law of electronic aaa … (Observation s2 – T7, transcription)*

In addition, the above accounts also revealed that student spoke one English sentence (line 1) in his communication with T7 about UU ITE (Information and Electronic Transaction Law). In his lecturer, T7 gave example of how government's law could impact a citizens' life. However, T7 forgot the name of the law and one student mentioned it in Bahasa Indonesia. The student continued it in English and then spoke Bahasa Indonesia again. As this class was the first-year students, students' ability of to speak English was not the same. In this account, the student's English ability was insufficient so that he switched his language from Bahasa Indonesia to English and to Bahasa Indonesia again.

The second type of rebounding was English followed by Bahasa Indonesia. For examples, T10, T5, T6, and T4 mentioned the term guarantee, warranty, fail, belligerent, power relation and press council in English but they didn't say the term of them in Bahasa Indonesia directly. There was a gap, could be short and long, between two of them. These type or rebounding could be seen in the T10 following excerpts.

Excerpt 5.58
1. *"You have to prove that you have collateral as a guarantee, as a warranty.*
2. *That if you cannot repay your loan, debts, the collateral will be taken as*
3. *yaa jaminan as the way for the bank to repay your debts". (Observation s2*
4. *– T10, transcription)*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

120

5.4.6.7 Dual language back-to-back

The fourth way was back-to-back in which one word both in English or Bahasa Indonesia was said twice or three times. For example, T5 mentioned two, then repeated directly with in pair and finally said it Bahasa Indonesia, *berdua-dua*. She stated it in the following excerpts.

Excerpt 5.59
1. "Please work in two, in pair. Silahkan berkelompok, di, di, berdua-dua gitu
2. ya. Aa find, find any news, any news that you remember maybe one from
3. last year". (Observation s1 – T5, transcription)

T12 mentioned the word SUN, an economic term in Bahasa Indonesia, twice. She asked the meaning, but she answered it in Bahasa Indonesia. She did not mention the term in English version. She stated it in the following excerpt.

Excerpt 5.60
1. "Inflation, increasing or tax. Sometimes. Ya, economist. Sometimes, me,
2. too, think. I say okay, government already sell SUN. What is that SUN?
3. Surat Utang Negara. What will it happen? I would see probably in the next
4. year the tax will be increase". (Observation s1 – T12, transcription)

Meanwhile, T10 mentioned the term law enforcer then followed by the version in Bahasa Indonesia. After some time, he asserted it in Bahasa Indonesia and mentioned it in English directly. He stated it in the following excerpt.

Excerpt 5.61
1. "They are also considered as law enforcer, penegak hukum. Jadi penegak
2. hukum in Bahasa, in English is not law stand up, yeah. Sebagai contoh, so
3. we call apa namanya, penegak hukum, law enforcer member, law enforcer
4. yeah". (Observation s1 – T10, transcription)

5.4.6.8 Cross language affixes

The last way was creativity or language creativity. Teachers can combine the Indonesia prefixes with Arabic and English. T10 combined Indonesian prefix *ber-* with Arabic word *kholwat* to make it *berkholwat*. *Kholwat* was a noun in Arabic when it was added by prefix *ber-*, it became a verb. He stated it in the following excerpt.

Excerpt 5.62
1. "(3) Ya, in, in Arabic term we call it ber-kholwat, yeah, kholwat. In English (5)
2. there is no such term". (Observation s1 – T10, transcription)

T8 added English word monopoly with prefix *pe-*. In English monopoly was a noun. When T8 added the prefix pe-, it became the doer. In English, to change a noun to be a person, suffixes –r or –ist, can be added. He stated it in the following excerpt.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

121

Excerpt 5.63
1. ''So, if aaa, pe-monopoly yeah, gives discount to students, it does not mean
2. that monopoly is helping the students. No. this monopoly is helping himself''.
3. (Observation s2 – T8, transcription)

T5, T7 and T19 added the word English with suffix *–nya*. Contribution-*nya*, Handphone-*nya*, website-nya, and lawyer-*nya*. Suffix -*Nya* in Bahasa Indonesia showed possessive. In English, possessive pronoun could be added to one word to show possessive. T5 stated it in the following excerpts.

Excerpt 5.64
1. T5: No. Too much contributing kalo itu (2). Gini-gini-gini, bisa. Too much
2. contributionnya, it creates positive impressionkan? Tapi
3. S: Too much involvement
4. T5: Yes, intervene. (KA-1)

5.4.6.9 Cross language merger

Another form of creativity done by teachers was through combining conjunction in Bahasa Indonesia with English phrase or sentence. T5 combined conjunction *sehingga* with *play safe*, and conjunction *tapikan* with *these days people care more about identity.* She did the combination in very natural way and was very fluent to make use of Bahasa Indonesia in English together. She stated this in the following excerpts, respectively.

Excerpt 5.65
1. "(1) Tapi takut banget gitu. Takut banget terlihat (?) gitu. Sehingga play
2. safe. Being not neutral. And state cannot be that way because it will affect
3. their policies". (Observation s1 – T5, transcription)

Excerpt 5.66
1. "Tidak boleh main aman. Tapikan these days people care more about
2. identity. People care more about popularity, right? If you take policies that is
3. not popular, even though this is a right policy ... (Observation s1 – T5,
4. transcription)

5.5 Summary

The twelve teachers being observed in their teachings obviously spoke English in the two sessions of their teachings. However, they also spoke languages other than English (LOTE). In so doing, they made use of all their linguistics resources. It was a fact that English was the major language teachers spoke in the stages of teaching, pre-, whilst, and post-teaching. The quantification of average percentage of using English alone and English with LOTE showed a high percentage. Meanwhile, Bahasa Indonesia and Arabic were used quite often. Arabic was used by teachers specially to greet and do praying both in opening and closing the class. In some cases, Arabic was also used in the whilst-teaching. Bahasa Indonesia was used predominantly by most teacher in their teaching. When teachers were explaining or talking about something, they

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

122

regularly used Bahasa Indonesia. They used it for mentioning local terms, domain terms, asking/ confirming/joking, and local repertoires. In addition to Arabic and Bahasa Indonesia, T6 made use of Latin, T11 was of Malay, and T12 was of Thai and Javanese. Although the occurrence of these languages was minor, they were inevitably emerging in the observation. Thai was spoken by the teacher to attract and build a hello-effect atmosphere for students, especially to drive out drowsiness in the classroom. Javanese was used spontaneously as the background of the teacher as a Javanese woman. When she illustrated a local setting, a local language was undeniably spoken automatically. Latin was mentioned by the teacher as many sources of law were rooted from Latin. Malay was spoken by the teacher because of the presence of Malaysian students in his class.

When those languages were used, they often combined English with the LOTE based on its context of speaking. The combination of all linguistic resources without showing any boundaries was the salient characteristic of ELF code-switching. Teachers practiced them by either embedded or separated their linguistic resources. Inside these two types of combination, teachers used them in unique ways. They can use it direct and one way in which the LOTE was just used directly without any further explanation in the English sentence. Teacher could also use it through mirroring. It meant that a term was mentioned with its translation in direct way. It could be LOTE first followed by English or vice versa. Another way was rebounding. A term was said and then the translation was presented indirectly within or outside the sentence. Similar with mirroring it could be LOTE first followed by English or vice versa. The last but not least was back-to-back. This was the way teacher mention the word or the translation repeatedly. The combination made by teacher also revealed language creativity. Teacher could make use of their linguistic resources in a creative way.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

123

6 – Interview Findings (1): Perceptions of and Attitudes toward the International Undergraduate Program

6.1 Introduction

As stated in Chapter 4, interview was used to delve into in-depth understanding of teachers' personal perspective and gain insights into their orientations towards the use of English and other languages in EMI settings in Indonesian universities. Therefore, chapter presents the findings from semi-structured interview with Indonesian EMI teachers and the results are intended for answering research question 1. The research questions are as follows.

1.   How and why do Indonesian EMI lecturers use English and other languages in the EMI classroom?

2.   What is Indonesian universities teachers' perception of and attitude toward EMI program?

3.   What is Indonesian universities teachers' perception of and attitude toward the use of English and other languages in EMI program?

The data presented here expanded on the classroom observation to elaborate on some relevant aspects related to the use of English and other languages done by teachers during the observation. It also clarified the facts recorded in the researcher's observation notes, and website document which were relevant to the research. In relation to the purpose of this chapter stated above, the structures of findings were organised as follows. I addressed the demographic information of the research participant first. This section was fundamental to be presented here because it contained of essential information related to participants' profile. Getting to know it deeply made the researcher familiar with the context of the participants. In turn, it indeed helped researcher to analyse the data taken thoroughly and comprehensively. After that, the main results were presented by following the structure of the findings of themes (see table 4.5). The following section will display demographic information of the research participants.

6.2 Demographic information of the research participant

The demographic information depicted in this section provided data of 22 participants from four universities involved in this study for interview only. Together with previous participants for classroom observation (see Chapter 5), the total number of participants for interview were 34 teachers. This demographic information displayed data regarding dimensions such as gender, level of education, department, experience of teaching EMI and languages they spoke. They were

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

124

shown in the form of statistic data to see the context of participants involved in this study. The name of teachers was written in pseudonym by using big letter T and number, in this respect T13-T34.

Table 6. 1 Demographic information of research participants T13-T24

No	Dimension	Participants											
		T 13	T 14	T 15	T 16	T 17	T 18	T 19	T 20	T 21	T 22	T 23	T 24
A	**Profile**												
1	**Gender**												
	Male	0	1	0	0	1	1	0	1	1	0	0	0
	Female	1	0	1	1	0	0	1	0	0	1	1	1
	Total	1	1	1	1	1	1	1	1	1	1	1	1
2	**University**												
	University 1	1	1	0	0	1	0	1	0	0	0	1	0
	University 2	0	0	1	1	0	0	0	0	0	1	0	1
	University 3	0	0	0	0	0	0	0	1	0	0	0	0
	University 4	0	0	0	0	0	1	0	0	1	0	0	0
	Total	1	1	1	1	1	1	1	1	1	1	1	1
3	**Level of Education**												
	M.A (domestic)	0	0	0	0	1	0	0	0	0	1	0	1
	M.A (overseas)	0	0	1	0	0	0	1	1	0	0	0	0
	PhD (domestic)	0	1	0	0	0	0	0	0	0	0	1	0
	PhD (overseas)	1	0	0	1	0	1	0	0	1	0	0	0
	Total	1	1	1	1	1	1	1	1	1	1	1	1
4	**Department**												
	Economics	0	1	0	0	0	0	1	0	0	0	0	0
	Accountings	0	0	0	0	0	1	0	0	1	0	0	0
	International Relations	0	0	0	0	0	0	0	0	0	0	0	0
	Laws	0	0	0	1	0	0	0	1	0	0	0	0
	Communication Sciences	0	0	1	0	0	0	0	0	0	1	0	1
	Managements	1	0	0	0	0	0	0	0	0	0	1	0
	Government Studies	0	0	0	0	1	0	0	0	0	0	0	0
	Islamic studies	0	0	0	0	0	0	0	0	0	0	0	0
	Architecture	0	0	0	0	0	0	0	0	0	0	0	0

	Total	1	1	1	1	1	1	1	1	1	1	1	1
5	**Experience Teaching EMI**												
	1 - 2 years	1	0	1	0	0	1	0	1	1	1	1	1
	3 - 4 years	0	0	0	0	0	0	0	0	0	0	0	0
	5 - 6 years	0	1	0	0	0	0	1	0	0	0	0	0
	7 - 10 year	0	0	0	1	1	0	0	0	0	0	0	0
	> 10 years	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	1	1	1	1	1	1	1	1	1	1	1
6	**Language Spoken by Teachers**												
	English, Bahasa Indonesia, Javanese	1	1	1	1	1	1	0	0	1	1	1	0
	English, Bahasa Indonesia, Javanese, Arabic	0	0	0	0	0	0	0	0	0	0	0	0
	English, Bahasa Indonesia, Javanese, and other local languages	0	0	0	0	0	0	1	1	0	0	0	1
	Total	1	1	1	1	1	1	1	1	1	1	1	1

Table 6. 2 Demographic information of research participants T25-T34

No	Dimension	Participants										F	%
		T 25	T 26	T 27	T 28	T 29	T 30	T 31	T 32	T 33	T 34		
A	**Profile**												
1	**Gender**												
	Male	1	1	0	1	1	1	1	1	1	1	14	63.6
	Female	0	0	1	0	0	0	0	0	0	0	8	36.4
	Total	1	1	1	1	1	1	1	1	1	1	22	100
2	**University**												
	University 1	0	0	0	0	0	0	0	1	0	0	6	27.3
	University 2	1	0	0	0	1	1	1	0	1	0	9	40.9
	University 3	0	1	1	1	0	0	0	0	0	0	4	18.2
	University 4	0	0	0	0	0	0	0	0	0	1	3	13.6
	Total	1	1	1	1	1	1	1	1	1	1	22	100
3	**Level of Education**												
	M.A (domestic)	1	0	0	0	0	1	0	0	0	0	5	22.7
	M.A (overseas)	0	0	1	0	1	0	0	1	0	0	6	27.3
	PhD (domestic)	0	0	0	0	0	0	0	0	0	0	2	9.09

												Total	%
	PhD (overseas)	0	1	0	1	0	0	1	0	1	1	9	40.9
	Total	1	1	1	1	1	1	1	1	1	1	22	100
4	**Department**												
	Economics	0	1	0	0	0	0	0	0	1	0	4	18.2
	Accountings	0	0	0	0	0	0	0	0	0	1	3	13.6
	International Relations	1	0	1	1	0	1	0	0	0	0	4	18.2
	Laws	0	0	0	0	1	0	0	0	0	0	3	13.6
	Communication Sciences	0	0	0	0	0	0	0	0	0	0	3	13.6
	Managements	0	0	0	0	0	0	0	0	0	0	2	9.09
	Government Studies	0	0	0	0	0	0	0	0	0	0	1	4.55
	Islamic studies	0	0	0	0	0	0	0	1	0	0	1	4.55
	Architecture	0	0	0	0	0	0	1	0	0	0	1	4.55
	Total	1	1	1	1	1	1	1	1	1	1	22	100
5	**Experience Teaching EMI**												
	1 - 2 years	1	0	0	0	1	1	0	1	0	1	13	59.1
	3 - 4 years	0	0	1	0	0	0	0	0	0	0	1	4.55
	5 - 6 years	0	0	0	0	0	0	1	0	0	0	3	13.6
	7 - 10 year	0	0	0	1	0	0	0	0	0	0	3	13.6
	> 10 years	0	1	0	0	0	0	0	0	1	0	2	9.09
	Total	1	1	1	1	1	1	1	1	1	1	22	100
6	**Language Spoken by Teachers**												
	English, Bahasa Indonesia, Javanese	1	1	1	1	0	1	1	0	1	1	17	77.3
	English, Bahasa Indonesia, Javanese, Arabic	0	0	0	0	0	0	0	1	0	0	1	4.55
	English, Bahasa Indonesia, Javanese, and other local languages	0	0	0	0	1	0	0	0	0	0	4	18.2
	Total	1	1	1	1	1	1	1	1	1	1	22	100

Table 6.1 and 6.2 above combined data details from participant interview only. It displayed T13-T34 or 22 teachers and added by 12 teachers in table 5.1 to make it total 34 participants for the interviews. Looking at both tables, the features of the participants could be outlined. First, the number of male and female teachers involved in the interview was not equal, but the representation is sufficient. In other words, there was not much disparity between male and female teachers in their participation in this research. Therefore, the possibility of having

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

127

gender bias in interpretation of the data could be avoided. Secondly, participants who hold MA and PhD from domestic and overseas university were also quite equal. Although this study did not do comparison, it was good for the research that the voices did not seem dominated by single minded thought, either too global or too local. Thirdly, the participants were dominated by discipline of social sciences. Fourthly, the experiences of teaching EMI were ranging from newcomers to experienced teacher. Although this research was not focused on looking at the difference views of teacher who were experienced or not, this information was important to be considered. Lastly, the participants were multilingual speakers. Majority of teachers were speaking English, Bahasa Indonesia, and Javanese (local language), while others were able to speak some other foreign and local languages. Therefore, this fact was important to elaborate whether multilingual speakers had positive view on multilingual practices or the reverse. Furthermore, data used in this research were qualitative, which were primarily taken from audio recordings of semi structured interview. The number of audio recordings of semi-structured interview were 34. The length of each recording was from 30 to 70 minutes. Interview was done after classroom observation and all recordings were then transcribed. The example of interview transcriptions is attached in Appendix A (p.233). Those data required analysis and interpretation and they were kept electronically and backed up. What follows was details of findings.

6.3 Teachers' perceptions of International Undergraduate Program (IUP)

In this chapter, I used the original name of the program namely International Undergraduate Program (IUP) as this term was easy to recognise by the teachers. I would contextualise teachers' perception of IUP with the English-Medium Instruction (EMI) term in one section in these findings. The findings revealed that teachers' perception of IUP covered a wide range of dimension from institutional foundation of IUP establishment, their conception of IUP, recruitment of teachers, language requirements for students to enrol, their views on their own English, their policy of English use, their foundation of pedagogy, their feedback of English use, their policy assessment of exam, and their views of the output of the EMI program. These findings are further classified into two themes, Institutional policy, and Individual policy. The former included institutional foundation of IUP establishment, recruitment of teachers, language requirements for students to enrol and the latter comprised their views on their owned English, their policy of English use, their foundation of pedagogy, their feedback of English use, their policy assessment of exam, and their views of the output of EMI program. These themes and sub-themes are elaborated below.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

128

6.3.1 Institutional Policy

6.3.1.1 Policy of IUP establishment

In this section, I delineated aims, and date of establishment of each IUP by combining data from interviews and website documents. I began with data I found from the websites.

Table 6. 3 Data related to IUP from websites

University	Website	Findings
University 1	IGOV	• Owned website • Language options: English, Bahasa Indonesia • Information highlighted: Lecturers, curriculum, facilities, and alumni testimonies • Date of establishment: 2004 • Aims: "Our program highly supports students' mobility in international range, started from applying English language in teaching activity, providing multinational lecturers and visiting professors, and facilitating student exchange program to global university partners".
	IFIEP	• Owned website • Language options: English, Bahasa Indonesia, Arabic • Information highlighted: Lecturers, curriculum, facilities, student exchange, and alumni testimonies • Date of establishment: 2009 • Aims: "The program aims at promoting towards a reputable programme on Islamic Economics, Banking and Finance in ASEAN by 2021"
	IMABs	• Owned website • Language options: English, Bahasa Indonesia • Information highlighted: Lecturers, curriculum, facilities, E-service, Living in Jogja, and alumni testimonies • Date of establishment: 2016 • The objective of IMaBs was to provide managerial and entrepreneurship competences graduates with global insight by conducting an international class delivered in English and promoting student mobility program abroad.
University 2	IP	• Under International Program website • Language options: English, Bahasa Indonesia • Information highlighted: Globalization at home, IUP offered, and career prospect • Date of establishment: 1996 (additional new IUPs: 2018) • Aim: Globalization at home

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

129

University 3	Accountings	• Under *Fakultas Ekonomika dan Bisnis*' website • Language options: English, Bahasa Indonesia • Information highlighted: information of student admission • Date of establishment: 2018 • Aim: "to meet the demand of today's international competition. All courses are delivered in English and the curriculum is in par with the top business school's standard"
University 4	IUP IR	• Owned website • Language options: English, Bahasa Indonesia • Information highlighted: Program description, job profiles, curriculum, and admission • Date of establishment: 2011 • Vison: To be a program that is committed to developing education and serving the community based on research in the field of International Relations, with a commitment towards a just, peaceful and civilized global society.
	IUP M	• Owned website • Language options: English • Information highlighted: Program description, prospective student, and international exposures • Date of establishment: 2005 • Aim: "to promote ethical leaders and to prepare its graduates to meet the global challenges"
	IUP Law	• Owned website • Language options: English, Bahasa Indonesia • Information highlighted: Study plan, courses, class, examination, legal research, exchange program, short courses, document downloads, and international exposures • Date of establishment: 2011 • The International Undergraduate Program (IUP) is the faculty's commitment in producing competent legal professionals who are well equipped to engage in a globalized, liberalized, and interconnected world.

Table 6. 4 Number of International Students

Continent	Countries	University 1	University 2	University 3	University 4
Asia	Thailand	66	N/A	N/A	N/A
	Malaysia	28			
	Philippine	6			
	Timor Leste	6			
	Yemen	6			
	Libya	3			
	Bangladesh	4			
	South Korea	2			
	China	2			

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

130

	Japan	1
	Turkmenistan	1
	Iran	1
	Fiji Island	1
	Tajikistan	2
	Palestine	3
	Syria	2
	Madagascar	1
Europe	Spain	1
	Russia	1
South America	Brazil	1
	Kiribati	1
	Ecuador	1
Africa	Sudan	9
	Kenya	1
	Egypt	3
	Gambia	13
	Congo	1
	Zambia	1
	Nigeria	1
	South Sudan	1
	33	172

In addition to information displayed in table 6.3 and 6.4 above, English was mentioned in both websites and a brochure was attached in website. In the IGOV website, English was mentioned in the requirement and why IGOV section in the brochure. In the former, it was said, "Achieved a minimum score of 8 in English subject and or minimum TOEFL of 450", while in the latter, English mentioned as "English stages: Medium lecturer, training, and thesis". In the IPIEF website, it was informed that IPIEF "aimed primarily at offering the comprehensive program of Islamic economics, banking and finance at international level by integrating properly the mainstream economic theories into Islamic economics paradigm". This program was declared basically as "the international class". In regarding to English, the brochure was written in Bahasa Indonesia informed that language instruction was English. Likewise, from its brief history informed, IMaBs' website described "as a response to university 1 target to become a reputable international university, we are committed to continuously improve our international performance through improving our curriculum, sending our students and staff abroad, expanding our international cooperation and inviting foreign professors and students".

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

131

From the website documents of IUP in the university 1 above, it could be inferred that the IUP highlighted international mobility, global partners, global insight, international performance, and English in teaching activity. The main goal of this IUP was to support the university 1's mission that was to reach a reputable university status. In the interview, T13 had expressed her accounts,

"Our decision is not market-based consideration, but we want to have a strategy to reach a reputable university. In the context of our study program, we have a vision that supports university 1's vision". Meanwhile, students' enrolment that required TOEFL score indicated that monolingual ideology was still strong in the mind-set of decision makers in this university. Another discussion related to ideology was presented in section 6.4.7. Furthermore, university 2 created one website for all IUP offered. The website was set up in English with link to Bahasa Indonesia version. It was clearly proclaimed on the website that this university considered the program as a "globalisation at home". They also called the program as International Program (IP). The language instructions were "foreign languages (English and/or Arabic)". A Bridging Program functioned as supporting activities for helping students to adapt with learning environments in university and as a matriculation program to improve students' academic skills. In addition, series of Character-Building Programs that aimed to strengthen the students' non-technical skills to be able to compete in global world (global leadership) were also offered. Finally, the opportunity to access international mobility activities with university's partner abroad, such as student exchanges, double degree programs, and more was provided. The policy of using a language of instruction was well informed. In general, all IP classes were fully organised in English but for Ahwal Al Syakhshiyah (Islamic Family Law) Study Program the language of instructions were Arabic (70%) and English (30%) and for Communication Studies Program, English language instruction would be used for selected subjects only.

Likewise, university 1, university 2 framed its program with global word, global leadership, global partnership, and English as language of instruction. The aims were not clearly stated, yet they declared the program as a globalisation at home. A bridging program was offered to improve students' academic skills. This situation was in line with T16 accounts in the excerpt below.

Excerpt 6.1
1. *N: What drives you to teach at this program?*
2. *T16: "Because this is a class for an international program, the program is*
3. *intended by the faculty to provide an added value to students. Thus, graduates*
4. *not only understand legal material but also, they will be able to communicate in*
5. *English both orally and in writing. (2) This equips them with the ability to*
6. *compete better when looking for work or creating jobs on their own. I think*
7. *that language is an instrument for someone to understand more. If you only*
8. *use Indonesian, the results will be very limited. Therefore, by learning English*
9. *starting from semester 1, it is hoped that students will experience the process*
10. *of mastering English better until they finish their studies here" (Interview – T16,*
11. *English translation)*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

132

Her account revealed that IP in the university 2 offered added values for students from English perspectives so that they could use the language during their study and when they were graduated. English offered during their study functioned as an instrument to access more knowledge. Meanwhile, it provided them a great tool to compete in the global market both as customers and employers.

Website of IUP in the University 3 were using Bahasa Indonesia. All materials use English as the language of instruction and the curriculum is in line with the standards of the top business schools in the world. This program consists of three majors, namely: International Business, Accounting and Economics & Finance". In this university, "all IUP students will also gain experience of being part of the global community through the double degree program or international student exchange programs". Concerning English, it was stated in the requirement section "Have good English proficiency. This requirement is necessary because all lectures will be conducted in English. Prospective students' English proficiency will be measured through the Diponegoro English Test (DET) during the entrance exam" and TOEFL ITP/TOEFL IBT/IELTS Certificate (if any) could be attached.

Similar wordings are used this university to describe the program. The phrases such as global community, top business school in the world, international student exchange, and English proficiency were covering the description of program offered. The choice of those phrase, I believe were in line with the vision of the university 3. T1 had clarified it in his following accounts.

Excerpt 6.2
1. N: What is the orientation of offering a double degree program?
2. T1: "That is because one of our visions is to become a world class university
3. and it is required to have cooperation with other universities. The double
4. degree program forces us to create a curriculum, create a teaching system
5. whose standards are considered to be at least the same as theirs. So, that is
6. expected to encourage internal change on campus. (Interview – T1, English
7. t*ranslation)*

The university aims to be a world-class university as reflected in its myriad of international activities, particularly double degree program and the T1 made that this program could bring a spirit of change internally. In university 4, both websites of International Undergraduate Program (IUP) were designed by using English. Without giving a specific name, the program was just written IUP FEB (Faculty of Economics and Business). This program promoted ethical leaders and prepared its graduates to meet the global challenges. IUP FEB consisted of 4-years undergraduate program in Accounting, Management, and Economics. To be playing important roles in the global market, IUP had provided requirement to broaden students' international academic exposure such as double degree program, student exchange program, or short-term academic program. One of these international academic exposures was compulsory as one of requirements to get *Sarjana* (Bachelor) degree. In the brochure attached on the website in the section of language

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

133

requirement, to enrol to this program one of the requirements was providing English Language Proficiency as indicated by ITP TOEFL min. 525 or its equivalent.

Meanwhile, the second program called IUPIR (International Undergraduate Program of International Relations). The website was in English, and this program has been offered to public since 2011. The aim of the program was a commitment toward a just, peaceful and civilised global society. It was explicitly stated on the website that this IUP was different from the regular class for three aspects. Firstly, IUP students were required to take credits at one of the universities' partners abroad. Secondly, English was a language of instruction (ELI). Thirdly, admission process and tuition fees were separated from the regular class.

In the same token, IUP at university 4 also developed the description of their program with phrases such as meeting the global challenge, international academic exposure, global society, and university partner abroad. Even the international exposure was one of requirements to obtain bachelor's degree. Likewise, the first three university, TOEFL certificate was included as one of documents required to enrol at this program. If IUPIR was just opened in 2011, IUP FEB had been started in 2005. IUP FEB had designed an English class with English as language of instruction. This fact showed that they established the program far earlier than the government program. Furthermore, the aim of the program in the past was not for the sake of internalisation of the university but accommodating university partners to take courses at their university. This information could be further elaborated in the excerpt below.

Excerpt 6.3
1. *N: Could you tell briefly for what purpose this program established?*
2. *T26: "Actually, IUP started in 2005/2006. Before that, there were*
3. *already parallel classes in English. The purpose of the English class is to*
4. *accommodate foreign students from our partners to take several courses. For*
5. *example, there is a finance course you can take in that class. So, there is an*
6. *Indonesian language class but one is in English. So, since the beginning, our*
7. *English courses were aimed at courses that had international content, such as*
8. *international finance. That was the forerunner of Indonesian students and*
9. *foreign students who were willing to take part in that class. So, since 2005 we*
10. *have introduced the name of international undergraduate program. This is*
11. *not a study program that is separated from the regular program, it is just the*
12. *program. This means that the method of delivery and the flavour of the*
13. *content is like that, and that's were accommodating the mobility of*
14. *international students". (Interview – T26, English translation)*

6.3.1.2 Recruitment of the Teachers

When I checked the list of teachers who were assigned to teach in their websites, I noticed all of them were Indonesian. There was one teacher from America who was assigned as part time permanent in the Faculty of Law in university 4. The rest were visiting lecturers who taught there three months at the most. The nationally Indonesian teachers were recruited by Head of Department (T13, T14) with no fixed mechanism of recruitment (T7, T14, T15, T29). From

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

134

the interview data, it was revealed that Head of Department assigned teachers to teach in IUP based on the several aspects. Firstly, teachers who were overseas graduates would have a privilege to teach (T2, T6, T14, T21, T29, and T32). Secondly, it would be highly prioritised when they were PhD holder from over overseas universities (T6, T20, T21, and T29). Thirdly, teachers who were assumed to be able speak English would be included in the list (T2, T7, T13, T14, T20). Fourthly, capability of content knowledge was another criterion (T17, T21, T32), and finally the most important those who were willing to teach through English (T15, T16).

6.3.1.3 English Required for Enrolment

Each university has made a policy related to English required to enrol at the EMI program. T6 reported that "unfortunately the student recruitment process is not handled by the Department. The recruitment system is managed by the university". This policy required the prospective students to provide a certificate of TOEFL and the threshold score was ranging from 450 to 600 (T15, T16, T17, T20, T21, T26, T29).

6.3.2 Teachers' Individual Policy

6.3.2.1 Teachers' Conception of IUP

The answer of teachers toward my question about their view of the establishment of IUP seemed to be a normative or basic one. They just mentioned the basic norms of IUP. According to T9, there were three requirements for IUP. The first was the enforcement of the fundamental rule of teaching and learning process; the second was academic environment for teacher; the third was cooperation with other universities. These characterisations were added by T11 with fees and language. With English as medium of instruction, IUP is a perfect place to habituate students with English (T20). However, it was insufficient enough and T12 completed it other two criteria, international and objective of the class. The former should be representative of students who were coming from other countries, while the latter was to enhance students' ability both in language and analytical skill. Finally, T26 locked the basic conception of IUP with international mobility program both for students and faculty member. This program was essential for IUP students, in particular. Therefore, he underlined those students had to join this program albeit short term or dual degree program. He stated his view in the following excerpt.

Excerpt 6.5
1. *N: What makes this program is different from a regular class?*
2. *T26: "There are several things that differentiate. When viewed from the*
3. *curriculum platform it's not much different. But the flavour (2) the content*
4. *(1) is given international flavour. There is cross cultural, cross nation, cross*
5. *country, things like that. Another thing is, of course, language. Then the*
6. *requirement for international mobility, students must join this. Whether it's*
7. *short term, several months or one semester, exchanges, or even dual*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

135

8.   *degrees that we need. But it's a vehicle to provide mobility of students and*

9.   *mobility of faculty as well". (Interview –T26, English translation)*

While the above teachers viewed IUP from normative lens, some other teachers expressed their views with international senses in their accounts. Answering my question about his views of IUP, T1 pointed out that the purpose of establishing an IP was to open more international horizons while encouraging students to work or to compete at a broader level. In other words, this program might give students an opportunity to open their horizons to get better opportunities or broader experience. Therefore, principally, this IUP could "encourage students to learn, to develop, to have a better future" (T1). T10 agreed with this conception, he delineated that "What we imagine in the future, IUP class is a unity of an education system in the existing school in which the level of quality can be equalised with International Relation schools overseas". I believed "we" in his accounts represented teachers of International Relations Department as a whole. In other words, this was a collective conception of what ideal for their department. I also believed that T1 and T10 educational background in UK and Australia to a certain extent influence their perception.

Therefore, in T3 perception, IUP should hold international standards in the sense of "systems, curriculum, research, conference opportunities, and collaboration. So, this is one unit, one package. Not just English-medium instruction or just inviting guest lecturers". In relation to curriculum, T29 proposed that, "Ideally, I think there should be a combination that the curriculum map must also accommodate what is applicable at the level of international standards". He argued that IUP students had to learn their own curriculum, but international insight had not been forgotten. Meanwhile, T4 and T5 emphasised that the presence of internationally based students was non-negotiable requirement for international label. Interestingly, T27 included teachers of IUP had come "from various countries" to complete the international program. Furthermore, T6 reminded the aspect of pedagogy as important things to be adjusted in IUP. He clarified that, "Not only is English as a medium of instruction, but also teaching delivery, curriculum and material should be modified for IP". For T27, teaching delivery or specified by T34 as "lecture mechanism" and "learning process" had to be in line with international standards.

Another characteristic of ideal perception for IUP was "interaction with international world" (T13). This interaction "was not just acting like tourist travellers but more on academic matters such as seminar or summer courses (T25), seat in, transfer credit, or double/dual degree (T34), scientific presentations in international forums and international service learning (T14), and empowerment program engagement" (T15).

Up to these two perceptions, basic or normative and ideal, I came to conclusion that teachers perceived IUP as a comprehensive program and therefore it did not match with the

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

136

concept of English as a medium instruction (EMI). As a program, IUP required more conditions such as internationally based curriculum, educational system, students, teachers, pedagogy, materials, cooperation/collaboration, mobility, activities, and interaction to international world. Meanwhile, the scope of EMI was just on pedagogical aspects that include curriculum, students, teachers, pedagogical approach, materials, and assessment.

Furthermore, the highest status of internalisation was achieved when several conditions were fulfilled. T26 highlighted that to be internationally recognised, there was no other ways except making all aspects international. IUP was only one aspect but other aspects such as students and teachers mighty be encouraged to have an international role. Regarding aspect of students, he said that internationalisation was not about sending students to go abroad but how to invite overseas students to study in Indonesia. Likewise, pride was not taking place in the effort to invite visiting lecturers outside the country but how teachers of home country could be taking an essential role in international community academically and non-academically. Referring to his experiences handling international activities, he justified what was to be called international. This can be further elaborated as follow.

Excerpt 6.6
1. *N: What is the reason Pak?*
2. *T26: Various. They are not comfortable using English, they don't see it as urgent. Yes,*
3. *there are various reasons.*
4. *N: But the faculty is still committed to [[use of English]] right? "*
5. *T26: If we want to play an international role, there is no other way. Indeed, making*
6. *faculty to be internationally recognised is not only about IUP. And it's not our pride to*
7. *send students outside, but foreign students come here. For lecturers, our pride is not*
8. *inviting lecturers but our lecturers are selling outside. Then, another thing is international*
9. *publications, consulting Multinational Corporation, Scopus indexed journals. Then, we*
10. *also became secretary of the Asian University Network for Business and Economics. The*
11. *secretariat is here now. Then, we also have something called International Week. …*
12. *Well, that is what we call international. (Interview –T26, English translation).*

In addition, he also challenged the teacher to be more powerful. Treated IUP as a program using English was not much benefited. Far more than that IUP might be driven to create an ecology. A transformational ecology in which teachers and students could gain positive impact from it in all aspect. Through this ecology, international program was becoming truly international. This can be clarified as follow.

Excerpt 6.7
1. *N: So, IUP is not only a matter of using English to deliver content, right?*
2. *T26: "No, this IUP is useless if it's just about language [[aspect]]. So, we must*
3. *see this as an ecology. Internationalisation is an ecology; we create an ecology.*
4. *(3) Then, we take a role outside. If I show off a little, for example, I am an*
5. *international mentor whose centre is in America. I mentored several*
6. *businesses schools in Southeast Asia. So, [[internationalisation is an]] ecology".*
7. *(Interview – T26, English translation)*

Meanwhile, some teachers referred to their past when answering my questions toward the conception of IUP. They brought their imagination when they were offered to teach in IUP. For

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

137

example, T7 defined IUP from his own perspective, an international macro perspective. Therefore, he designed all related to his classroom from international lens. However, when he wanted to go deeper, he then realised that IUP he involved in it was not truly international program but only international class. Simply, his imagination did not match with the reality. He elaborated his opinion in his account as follow.

Excerpt 6.8
1.   *N: How did you perceive IP at that time?*
2.   *T7: "In the early days I taught I tried to imagine what IP was and I defined it*
3.   *myself. ((2)) What I defined at that time was, IP is an International Program*
4.   *where all methods, teaching materials, materials, and paradigm are*
5.   *international, and the standards are international. That's what I imagined at*
6.   *the beginning and once again it was my own imagination but then the more*
7.   *I went deeper I came to another thought. Actually ((3)) this is not an IP but*
8.   *just an international class, not an international program but an international*
9.   *class, so actually this is class with English [[as language of instruction]].*
10. *That's why when I started teaching, I brought an international macro*
11. *perspective. I force students to become acquainted with international logic*
12. *and international instruments. I introduced international forums there but*
13. *gradually, my tendency has recently shifted to an international class*
14. *perspective. So, this is an English class". (Interview –T7, English*
15. *trans*lation)

There was an event when he officially changed his mind. He was assigned to review the curriculum both for IUP and regular program from the macro scheme perspectives. Having reviewed it scrupulously, his colleagues in Faculty of Law and he admitted that their program did not meet criteria for international standards. Therefore, they agreed to call their program as IC or international class with English as medium instruction. Consequently, they did not make any effort to gain recognition from any international institution, rather they just comply with Indonesian Higher Education's policy. This can be further elaborated in the excerpt below.

Excerpt 6.9
1.   *N: What made you change your orientation from IP to IC?*
2.   *T7: Initially, maybe because I did not reach my imagination. I mean, what I*
3.   *imagined was different from the reality that was encountered in the field.*
4.   *Then the second, after I taught for a long time, in the year approximately*
5.   *2015-2016, finally I was institutionally asked to see the curriculum both the*
6.   *IUP and the regular program in the macro scheme. From there, the faculty of*
7.   *Law consciously changed the status of the international program to just*
8.   *international class because if we want to apply IUP as a real IUP then it does*
9.   *not meet the requirements at all. Of the many indicators that were made to*
10. *see class as IUP, it has not met the minimum requirement, … Indeed, it must*
11. *be admitted that this is an IC 'international class'. So, the standards remain*
12. *using the Indonesian Higher Education standards, for example, accreditation*
13. *standards, Indonesian National Qualification Framework, evaluation methods*
14. *and all kinds of that, we referred to Indonesian Higher Education standards.*
15. *The class with English as medium instruction only. (Interview –T7, English*
16. *trans*lation)

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

138

While T7 observed it from curriculum, other teachers viewed it from students of IUP. According to T17, IUP was actually designed to invite as many overseas students as possible. However, this design was not working as the early objective of establishment of IUP. After running for several years, he remarked, "We have to realise that in the current classrooms the majority of students are still Indonesian". Likewise, T21 realised that his university had just opened an IUP for one year. Therefore, he hoped in the future, not for the current one, they could invite international students to study in their university so that "students are not local EMI". By the same token, T32 agreed that an ideal of international program was not achieved yet as the students were not coming from many countries. He realised that students were still dominated by home country students. This can be clarified as follow.

Excerpt 6.10
1. *N: What is an ideal concept of this program in the future?*
2. *T32: It is a fact that almost in all IUP programs, 99% of students are still the*
3. *same university students. =*
4. *N: = Do you mean domestic students?*
5. *T32: Yes, from Indonesia only. Indeed, in some classes, there is one student*
6. *exchange from Taiwan but the number is not significant. ((2)) if it is*
7. *truly an international class, there must be outbound and inbound students.*
8. *We send students out of the country, but international students must come*
9. *here and we teach them. Thus, the real international program is achieved*
10. *because students come from various countries. ((1)) But at present, 99% of*
11. *students [[come from]] Indonesia. (Interview –T32, English translation)*

Considering the aspect of its students, some teachers perceived IUP as internationalisation at home. T3 addressed it by saying, "As there are no foreign students, the internationally-sensed atmosphere is done through the use of English in the classroom". It was obvious that T3 looked at the existence of students from outbound perspectives. Meanwhile, T4 viewed it from opposite view. He remarked, "Conceptually, the program at UII is not IUP but actually International Class. In a sense, the class where many students are Indonesian, and the medium of instruction uses English". Likewise, T33 also consider the students from home country view. According to him "IUP is actually benefited for the children of this nation, not foreigners. We must help children of this nation so that they can exist in the international community". Interestingly, T31 clearly said globalisation at home and home country students together. In the first place, he remarked, "Well, that is also part of what I often say, globalisation at home". He explained it more comprehensively in his account in the following excerpt.

Excerpt 6.11
1. *N: What is orientation of this program?*
2. *T31: The students of this program are Indonesian. Why are Indonesian*
3. *students? Because we want to provide learning opportunities with, this is the*
4. *philosophy, the international atmosphere. So, this is not a matter of*
5. *implementation, not according to that idea. Its philosophy is international*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

139

6. *standard but at an affordable cost. So, this is also part of globalisation at*
7. *home. That's what we developed. So, the reason why we make*
8. *dual degree program is to improve quality of students. (Interview –T31,*
9. *English translation)*

It was obvious that T31 described the philosophy of establishment of IUP that was to provide a learning opportunity with international atmosphere in a relatively cheap and affordable. Therefore, this concept of globalisation at home was to enhance Indonesia youth's capacity to compete and exist in the international society. When IUP had been established and in stable position, it was hoped that the teachers of IUP could take part in international world. This orientation was obviously different from one that government had assigned for States University with Legal Entity in 2016.

Finally, in the practical view, teachers perceived IUP was merely an EMI class. Answering to my question about their conception of IUP, teachers mostly connected IUP with EMI. Additionally, they also compared it to regular class, which used Bahasa Indonesia as medium instruction. Therefore, most teachers usually highlighted the proposition 'what make IUP different from regular class is…' For example, T30 described that there is no significant distinction between IUP and regular class. "It's just that the delivery of IUP uses foreign languages". More specifically, he remarked, "The curriculum is the same, but its delivery is in English, that's what I see". In the same tone, T32 remarked, "Actually the curriculum of IUP is almost the same as regular. The advantage is when in the classroom, they use English more in a regular basis".

Meanwhile, T1 perceived IUP as, "a class with using English as medium of instruction". For T7, IUP that had been switched to IC was viewed as, "a class with English as medium of instruction. The language of instruction is English, the test is in English, and the final assignment is in English". In the same tone, T8 clarified that "English that differentiates between IUP and regular class". Furthermore, T23 elaborated the characteristic of its international name of IUP. According to him, the typical international name of "the program may take place more on the language of instruction used during the teaching and learning process". Likewise, T25 remarked, "IUP is seen from the language of instruction". Of three characteristics of IUP he expressed, T28 put "the use of English as a learning medium" as the first character. Turn now to staffing and shared knowledge of IUP.

6.3.2.2 Teachers' Policy of English use

This section highlighted policy that was set up by teachers in relation to the use of English in the IUP. These policies were indicated from teachers' views on their owned English, teachers' reasoning of English choice in IUP, compulsory English, what consideration teachers considered when applying for full English, and strict rule, as well as when applying for non-full English and loose rule when using English. In the section that follows, I presented the first issue of this section.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

140

6.3.2.2.1 Teachers' Views on Their Owned English

Of 34 participants interviewed, only 8 teachers explicitly expressed their views about their owned English. The summary of their excerpts was displayed in the following table.

Table 6. 5 Teachers' views of their owned English

Teacher	Excerpts
T2	I think my English is quite good. What I said could be understood by students. Then, when I made the exam questions, the students' answers were not much different from what I expected. It means they understand what I'm saying, so I feel my English is good enough. (Interview – T2, English translation).
T4	My English falls into the @@@ emergency category. So, I can only speak English during emergency situations. Actually, I feel that my English is far from standard for teaching English classes, but we in this study program force ourselves to be brave [[to open an IUP program]]. This is the first year, so I consider whatever the conditions I must be dared to start. (Interview – T4, English translation).
T6	I realized the quality of my English was not perfect, but I always read more. Then, I built communication both formally and informally with guest lecturers from abroad and team teaching with our foreign lecturers and even with our foreign students. (Interview – T6, English translation).
T7	I myself realized that my English was not very good. I know there are actually a lot of things that I might be wrong but because I am not an expert in English, so I think it is still not good. (Interview – T7, English translation).
T8	@@@ It's a bit difficult [[to give my view of my own English]]. I feel the important thing is that the message I conveyed can be accepted by students. This means that students who have the ability to understand English can understand it. I am aware of the structure. So, sometimes I pay a little attention to my structure, and I realize it's a bit stuck too. But so far, because of my teaching experience, it's been pretty smooth. This means that there is no difficulty in conveying the material. (Interview – T8, English translation).
T11	So, if I can judge for myself, my English is still really lacking. Maybe it's 60% but I always say I won't be ashamed to admit it because I'm still learning. (Interview – T11, English translation).
T15	For me, it is because my English skills are conversation. So, I try my best to be organized, for example I speak with the correct sentence structure. Sometimes, I forget my past tense or else my past tense should be using the present. (Interview – T15, English translation)
T23	My English skills are poor. Seriously. I studied English since I taught at IUP, and I have never lived abroad for a long time which made me accustomed to using English. (Interview – T23, English translation).

The table above reveals that most of teachers perceived their English ability are ranging from poor to good. Some teachers (T4, T6, T7 and T11) pointed out that their English is insufficient. However, considering my observations in their classrooms, as well as my descriptive notes, those teachers' perceptions does not seem as bad as they thought. They could deliver the materials in English and

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

141

the students could follow what teacher said. In their excerpts above they had already mentioned that student's acceptance of their English could be seen from their effort in conveying the materials. When students understood what teachers' have spoken, it was convinced enough that their English is sufficient. What follows was reasoning of using English in IUP.

6.3.2.2.2 Teachers' Reasoning of English Choice in IUP

The foremost reason of using English was because the class was international or the program was international and agreed by the founder of the program (T7, T11 and T15). Another reason was English a familiar language in terms of language taught in the schools, reading sources, and used in daily life. Thus, familiarity with English was the main consideration of employing English in the IUP. This reason was stated by T16 in her accounts below.

Excerpt 6.13
1. *N: What is the main consideration of applying English no other languages,*
2. *for example, Arabic, in this program?*
3. *T16: So, the main consideration in choosing English is because in the*
4. *Indonesian context, the people are more familiar with English. In*
5. *addition, English has started to be taught from kindergarten and*
6. *elementary school. … and this has made English become*
7. *familiar. Then, most of the reading materials are written in English,*
8. *although there are also sources in Spanish, German, and so on, but*
9. *they are not very familiar. While Arabic is understood by certain*
10. *people only. So, English has become commonly used because English is*
11. *so familiar to Indonesian people. This is one of the reasons for*
12. *choosing English and not choosing, for example, Mandarin, German, or*
13. *Japanese" (Interview – T16, English translation)*

Some other teachers claimed that English could be useful for students to wider the opportunity to the employment in the English-speaking countries or international companies who employed English (T17). Meanwhile, T13 and T27 highlighted it from the side of acceptance in the international world, an international language that was the most popular (T14), a universal language that used to write common law document (T7).

The more practical reason was delivered by T13 as "the language that is easiest for lecturers to grasp is English. This English ability is the most feasible thing for lecturers".

6.3.2.2.3 Compulsory English

There were 7 of 34 teachers who did not provide answer about compulsory English use policy. From teachers' views, English was compulsory to use in the following conditions or activities including communication in social media (1), discussion (1), presentation (1), aspect of teaching (3), thesis writing and defence (5), exam (6), materials (6), and teaching delivery (6). Table 6.6 displays the summary of aspect, number of teacher and excerpts data, which referred to compulsory English use policy.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

142

Table 6. 6 Compulsory English

NO	Aspect		Teacher	n	Excerpt
1	Not applicable	T1, T2, T4, T12, T18, T22, T23,	7	Not available
2	Material	T10, T24, T25, T20, T27, 29,	6	All reading materials are in English (T10). To support that, we try to provide material which is all in English and instructions in the classroom are always in English, the delivery of the material is also in English (T10). Because they are used to it, not only reading but also presenting and interacting with lecturers, students use English, so I think it's good (T20). Apart from its delivery that is using English, the materials are in English. So, the book used is also in English (T24). Yes, that's right. The question is written in English, the answer is also in English (T24). I prepare materials that use English (T27) And indirectly the textbook must be in English (T29)
3	Discussion	T11	1	When carrying out discussions, I require students to speak English. So, once again the IP is English, no excuse. I don't take any excuse for this (T11).
4	All aspect of teaching	T5, T13, T21	3	Yes, meaning that all interactions, assignments, and exams are in English. That's what I understand (T5). N: You also use English for the exam, ma'am? M: Yes Sir. N: All in English? M: SMS in English. M&N: LOL M: Using WhatsApp also uses English. E-learning also uses English (T13) The one semester course is all English. Lecturers, syllabus, presentations, making papers, all use English (T21).

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

143

5	Exam	T5, T6, T7, T14, T17, T32	6	They took the exam, the questions were written in English, I corrected them in English (T14). The exams are done in English (T32). Yes, the exam is also in English, meaning that the questions are in English, they also have to answer in English. (T17). One more difference, when they were in their final project, they also had to write it in English, defence also in English (T17). We have made rules in the IUP program, questions and answers are only provided in English (T6). Because this is an international program, here is the English area, so students want to use English (T6).
6	Communication through social media	T15	1	In group chat, students communicate using English (T15).
7	Thesis writing and defence	T7, T16, 19, T26, T28, T30	5	The language of instruction is English, the exam is in English, and the final assignment is in English (T7). For the final project, students must write it in English and they also have a language advisor. (T16). We emphasize to always speak English with the aim that students are accustomed to presenting when the thesis exam (T19) When writing a thesis, students must use English correctly (T26). Yes, students write a thesis in English, and present it in English (T28). If I'm not mistaken, all study programs require students to write a thesis in English (T30). Teaching delivery is using English (T30)
8	Presentation	T3	1	So, they must be able to present in English (T3)
9	Teaching delivery	T7, T8, T9, T31, T33, T34	6	I use English. So, they are forced [[to communicate in English]] (T8) For me, I don't want to teach by using other language than English. Even though sometimes students whisper in Bahasa Indonesia with their friends in the class (T9) Because for us, bilingualism is inconsistent (T31). In my period of teaching, [[if students use]] Bahasa Indonesia, they will be fined 10 thousand Rupiahs. [[the money] is put in a special box @@@@ (T33) For me, as much as possible I must use English (T34)

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

144

6.3.2.2.4 Teachers' Rationale for English Practice Commitment

One important question that I queried to the teachers in the interview was why they insisted to speak English in the IUP classrooms. They responded to this question with two dimensions i.e., consideration of applying for full-English with strict rule, and of applying for non-full English with loose rule. These two dimensions were divided and are described in the following sections respectively.

6.3.2.2.4.1 Teachers' Consideration of Applying (full) English Practices

One consideration that teachers considered when applying for full-English was commitment to the marketing offered. T20 in his account clarified this consideration.

Excerpt 6.14

1. *T20: That's right. So [[if not using English it]] doesn't <u>fit the serve</u>. We*
2. *are often called by parents. What they say =*
3. *N: = How is this the offer =*
4. *T20: = @@@@. The offer said [[it is delivered]] in English (Interview –*
5. *T20, English translation)*

Besides T20, T3, T9, T13 and T27 also expressed the same view. They considered that speaking English in the classrooms was their commitment with the offer in the marketing. Meanwhile, other considerations such as to comply with policy made by faculty or faculty regulation (T11, T15, T20, T22 and T26), the international program factor, (T21 and T27), the presence of international students in the classrooms (T2 T6), the encouragement to be confident to speak English, the raising awareness of being ready with English when enrolling IUP, and the practical skills of English (T13), the commitment as staff and the expensive tuition fees, the parents' demand (T20), the discipline technical term and upper semester students (T19, T32), and the familiarity of students with international environment (T21). Turn now to consideration of applying the strict rules.

6.3.2.2.4.2 Teachers' Consideration of Applying the Strict Rules

It came out from teachers' views that T3 was very strict with the rule of speaking English. For her "while in the classroom, I will push 100% [[to use English]]. She did want to know "even though we both struggle, we must speak in English". It seemed that T3 set up a strict rule without tolerance. Meanwhile, for some others, they applied for strict rule but with tolerance. For example, T34 in his accounts remarked," For me, I made it a little strict. When I heard students in the classroom communicating in Bahasa Indonesia, I would say 'please use English in every time, okay!'". However, he also accommodated students with Bahasa Indonesia in the condition "when they don't know how to convey it in English, I will facilitate them by using Bahasa [[Indonesia]]". Move now on teachers' rationale for English practice exemption.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

145

6.3.2.2.5 Teachers' Rationale for English Practice Exemption

Besides commitment to English practices, teachers also accommodated exemptions of using English. Teachers' consideration of applying non-full English practices and loose rule of practicing English in the classrooms will be described in the sections below respectively.

6.3.2.2.5.1 Teachers' Consideration of Applying (non-full) English Practices

One salient consideration of applying for non-full English was students' low English proficiency (T6, T17, T19, and T32). This view was pointed out by T17 in his accounts below.

Excerpt 6.15

1. *N: How do you manage the rule of using English in the classroom? Strictly*
2. *or not, why?*
3. *T17: No, because of the previous reason, the students' English skills,*
4. *especially mine, were not yet perfect. Students have different levels of*
5. *understanding. So, sometimes I give them a chance. Instead of*
6. *discouraging to ask, I ask them to try using Bahasa Indonesia, then I'll try*
7. *to translate it into English. Are students completely prohibited from*
8. *speaking Indonesian? It's not at that point yet. (Interview – T17, English*
9. *translation).*

In this excerpt, T17 did not apply for full-English policy in his classroom he realised that his own and his students' English was insufficient. Therefore, he accommodated his students with speaking Bahasa Indonesia if needed. The keyword was encouragement to speak English and opened for speaking LOTE.

In addition to this consideration, some other teachers also gave their reasons of applying non-full English including "it was no point to concentrate on the language if students did not understand" (T32), "when students were blanks of words" (T13), "it was impossible to speak a 100% in English" (T6), "as this class was the pioneer, I have agreed with student to set up this semester as adaptation period" (T24), "it was tolerated for students in semester 1-3" (T19), "in personal communication through smartphone, they could use English or Bahasa Indonesia" (T15), "it depends on situation and condition" (T16, T34), "in the beginning, I am too stand out for an English only policy made by faculty" (T18), and "I need to consider that besides English, there is understanding aspect. Here, the use of Bahasa Indonesia becomes vital" (T4). What follows was teachers' consideration of applying the loose rules.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

146

6.3.2.2.5.2 Teachers' Consideration of Applying the Loose Rules

This consideration was taken into account by teachers in the new establishment of the program. These teachers said that they did not apply for strict rule because "we are in just the first semester and the first batch of IP" (T5). Therefore, "The rules are still lost because if we use strict indicator standards, for example they must speak 100% English that is a bit problematic, especially for students. So, we need to empathise by giving students this process first to reach their abilities naturally" (T10). In the same token, T28 also underlined the natural process of using English in the following accounts.

Excerpt 6.16
1. N: How do you manage the rules of speaking English, strictly or loosely?
2. T28: As far as I can remember, I never enforced written rules for that
3. [[strict rules]]. So, such rules are not written in the syllabus. The process
4. runs naturally, so I always try to speak English with students. But
5. sometimes if I want to say something that specifically Indonesian
6. contexts and I don't know it in English, I use Indonesian. Sometimes
7. when they comment or ask, and then they need to say something that
8. they don't know what it is in English they often say to their friends, what is
9. this called? But that's okay, it doesn't matter to me. (Interview – T28,
10. English translation).

As described above, T28 preferred to let the class atmosphere naturally in terms of speaking English. He was trying to practice English with students in the class all the time, but he was also aware that sometimes there was occasions that they knew nothing about words or expressions in English, so Bahasa Indonesia was inevitable. More specifically, when he wanted to articulate something in Indonesian context and he did not know any English words for that purpose, Bahasa Indonesia was the best alternative. Deal with these situations, T28 was aware of applying the leniently rules of speaking English in the classroom. The following section carried on describing teachers' views on pedagogical matters.

6.3.2.2.6 Teachers' Pedagogical Foundation and Strategies

This section exposed teachers' views in relation to their focus on teaching EMI, learning and teaching principles, teaching constraints, teaching challenges, and teaching strategy for the ease of using English, for understanding, for engagement, and for low achievers. I presented the first issue of this section below.

6.3.2.2.6.1 Focus on Teaching Content

All teachers agreed that they focus on content, not the language. T20, T26, T29, and T30 addressed the concept of CLIL comparing to existing class they had nowadays. Concerning this

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

147

issue, T29 remarked, "So, at least there is a mechanism that ensures that the development of student language skills is accommodated. It's just a question too, IP is under the auspices of a certain program that generally doesn't concentrate on language, right? Actually, their concern is the substance of their respective disciplines". From this account, he wanted to call for the top management' attention to facilitate a measuring mechanism for students' English progress. However, it would be problematic for the program as they concentrate on their discipline contents not language. On the contrary, the concept of CLIL had been applied by one department in university 1. Represented by T19, it was informed that "This is also a new policy, we recruit an English lecturer, Mrs. Ani. In the process, Mrs. Ani learned for a while, because English for economics is different". It was obvious that they recruited an English teacher as a language expert to help them managing students' English development.

Others said that their focus was on content with different emphasis, for examples, focus on content with accommodating LOTE (T4, T5, T15), focus on content with adjustment of syllabus (T21), focus on content with students' personal development and language to delivery content (T16), focus on content with direct feedback (T13), focus on content with cooperation with other institutions to take care of students' English development but it is not included in the teaching process (bridging program) (T4, T7, T14, T15, T16, T22, and T32), and focus on content with language as complementary (T17). It seemed that most teachers perceived this program more likely in connection with CLIL notions. The next section describes the teacher's learning principles.

6.3.2.2.6.2 Language Learning/Teaching Principles

Practicing their teaching, teachers were under influenced of their teaching or learning principles. These were diverse from one to another. For example, T23 said that "I have a principle that I must communicate with students. It means I am not just communicating in one direction, and they are just listening". For T23, two-way communication was the key. Meanwhile, T1 indicated that learning should not be limited by walls of classrooms. Learning could be doing anyplace, anywhere, and anytime. Making use of these principles, he believed that students could develop their unlimited potential capacity so that they were encouraged to learn, to develop, and to have a better future. T1 clarified this in his accounts below.

Excerpt 6.17
1. *"Right, I believe that learning in class is limited. If people want to*
2. *study they have to [[take advantage of the time]] because there is a lot*
3. *of time [[available]] outside the classroom. Class is just an obligation,*
4. *just a stimulant, but they have to do more activities outside the*
5. *classroom because there are many things that cannot be taught in the*
6. *classroom. The environment must be built, in my opinion. If it is built,*
7. *the learning atmosphere and student development will be very rapid*
8. *because they can recognise their environment, can interact, then can*
9. *seek information and experience / create activities that will train many*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

148

10. things later. For example, leadership, train to communicate, train to
11. interact, that kind [[of things]]. So, the environment outside that class
12. must be supported in IUP. In principle, I encourage students to learn,
13. to develop, to have a better future". (Interview – T1, English translation).

Furthermore, T11 pointed out learning from qualitative point of view. In his view, learning was not about numerical numbers because statistic can be cheating and manipulated. Therefore, he built rapport and good relationship with students. He clarified this in the following excerpt.

Excerpt 6.18
1. "As for me, my philosophy, which is important for students, is that I don't
2. look at numbers because numbers can be deceiving, we can manipulate them.
3. That's why it is important for lecturers to build closeness. ...." (Interview – T11,
4. English translation).

Furthermore, T7 upheld the principles taught by his parents "Teaching is not about showing off knowledge, teaching is how our children get something good from us". Therefore, he highlighted that during his teaching he is focusing on good thing, motivating, and inspiring his students. Some other teachers delineated their learning principles as active, interactive, mutual interaction, and engagement (T4, T10 and T22). Turn now to the third issue of this section.

6.3.2.2.6.3 Teaching Constraints

Teaching at IUP was not without constraints. Each teacher had different constraints and concerns. T34 described one phenomenon of students input, which was not high quality, both in language and motivation. Because of this, he was struggling to explain the materials by repeating it again and again. The constraints of input were also shared by T5, T18, T25, and T29. T34 conveyed his view in the following accounts.

Excerpt 6.19
1. My biggest obstacle is sometimes [[taking place]] in giving explanations
2. [[that I need]] to be more patient, [[explain]] twice, [[even]] over and
3. over. Sometimes, I say something in English, but they can't understand it.
4. Besides thinking about content, they also have to think about the
5. meaning in English. Another obstacle is students' low motivation. Some
6. students come to class because of being pushed by their parents.
7. Therefore, their quality is not necessarily better than the regular class. If
8. the regular class is actually selected from all over the nation, this IUP has a
9. separate selection. There was a stereotype of 'wow, they can enrol
10. because they have money not because of their performance'. (Interview –
11. T34, English translation).

Other constraints emerged from findings including "not all lecturers are willing to teach at IMABS" (T23), "Both students and teachers are under the influence of local insight" (T19), "Students' English proficiency is generally low" (T24), "What becomes an obstacle for such a course is the reference" (T29), "The biggest obstacle is the ability to write and argue" (T1), and

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

149

"assigning lecturers who could articulate well was not easy" (T31). The next sub-section presents the fourth issue of this section.

6.3.2.2.6.4 Teaching Challenges

Teaching content through English was also challenging. T34 still found it difficult to perform appropriate style of teaching that which he did when teaching in his mother tongue. In IUP classroom, he was still struggling to teach in a relaxed and flexible atmosphere. It seemed that English influenced him over fluidity and humour. His view could be further elaborated in the following excerpt.

Excerpt 6.20
1. *Frankly speaking, I still find it difficult myself, and I still haven't*
2. *found a form. When I teach in Bahasa Indonesia, I can throw jokes but*
3. *when I use English, I find it difficult how to make jokes in English.*
4. *Finally, students seem to think of my teaching style was a bit more*
5. *serious. In essence, I still haven't found a pattern that is as fluid as*
6. *teaching a regular class (Interview – T34, English translation).*

Meanwhile, T2 and T5 shared the same views that was ensuring students' understanding of the materials delivered was a big challenge for them. In his accounts, T2 pointed out that his biggest challenge was to ensure students understand certain topics he delivered. Therefore, he needed to process and simplify the material before teaching so that students can comprehend it. Other challenges that teachers had included how difficult it is to find English-based materials (T22), diverse level of students' English ability (T29), and difficulty to provide hands-on materials that were relevant with curriculum (T28). Moving now on the fifth issue of this section.

6.3.2.2.6.5 Teaching Strategy for Easing English

When teachers acknowledged that students' English proficiency were low, they tried to accommodate that through easing their English. Teacher would facilitate students with anything that encouraged them, ranging from choosing a very basic and general English to provide direct feedback. The following was what T5 clarified in her accounts.

Excerpt 6.21
1. *In terms of language, I try to use as simple English as*
2. *possible. So, [[it]] is very Basic English, general and not very scientific in use. I also*
3. *can't use scientific English @@@. And when, for example, they speak in English,*
4. *there are those-they then stop. 'It's okay to just continue if something goes*
5. *wrong, I'll help you later, oh you mean this'. When they want to say something,*
6. *what happening for all the time is like that. I usually tell them which of their*
7. *English is not good enough, wrong, or incorrect. Later they realise, 'Oh*
8. *yes miss, I got it' then they will understand. (Interview – T5, English*
9. *translation)*

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

150

Other teachers eased their students in different ways such as explaining something in English first, then repeated in Bahasa Indonesia, and vice versa (T24), employed a clarifying strategy (T29), and used a simple word choice (T25). What follows is the next issue of this section.

6.3.2.2.6.6 Teaching Strategy for Understanding

As understanding was one of teachers' concerns, they did several strategies for this from questioning to exam. The chronicles of teachers' strategies to help students to improve their understanding including fast reading, repeating and checking and review concept strategy (T23), assignment-related reading materials (T5), article-based resuming (T29), cases and article reviewing, peer tandem presentation, paraphrasing and body language (T3), discussion (T25), discussion-assignment-presentation (T26), quizzes (T3, T11, T18, T19, T21, T27), repeating and checking (T23), recapping (T24), reviewing previous materials (T4), Questioning/response (T1, T25, T32), and choosing familiar topic (T1), presentation (T28) and exam (T28, T4). The next sub-section is teaching strategy for engagement.

6.3.2.2.6.7 Teaching Strategy for Engagement

T11 and T5 built engagement with students through social media group communication as a strategy to facilitate learning. Engagement with students was intended to build a good rapport so that the class atmosphere would be supportive to achieve the learning outcomes. Otherwise, the class might be tense and not be conducive to learning. This view was conveyed by T11 in the following accounts.

Excerpt 6.22
1. *There is a line group. I made it so that there is closeness, I don't*
2. *want any gaps because when there is a gap, the class will be uptight.*
3. *When there is a gap, students are afraid to talk, don't dare to laugh,*
4. *don't dare to joke, I don't like that. That's why in the classroom, just*
5. *what it is, just teach, so that there is closeness to students. (Interview – T11,*
6. *English translation).*

Other strategies were immersion-like class strategy (T10), and double-language strategy (T18). Moving now on teaching strategy for low achievers.

6.3.2.2.6.8 Teaching Strategy for Low Achievers

As teachers were aware of students' achievement were not all the same, they practice the teachers' role to facilitate these students, personally and group therapy. For personal therapy, some kinds of assistance teachers did such as one-to-one advising session and assignment (T19), one-to-one personal and informal communication (T5), mentoring and academic approach (T26), and assigned as personal assistant (T12). Meanwhile, for group therapy, teacher did a peer group discussion (T21). Turn now to the next section, teachers' feedback of English use.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

151

6.3.2.2.7 Teachers' Feedback of English use

Having had teachers' perception of pedagogical matters, this section looked at teachers' feedback of English use that highlighted their views of effective English use. One factor of making English used effective was "depending on the subject. There are mathematics, statistics, econometrics, and Islamic subjects" (T19). She further elaborated how effective use of English came into being. She remarked, "For me, I mentioned the Arabic term, but I conveyed the explanation in English. So, I use Arabic terms in Arabic but to describe it I use English. For example, when I explain in English, when there is a term in Arabic, yes, use Arabic, but yes, it must be translated into English. So, they know 'oh this term was used for this, that term was used for that'". In addition, she, along with T14, went on mentioning the second factor "Well, that was because we taught it by level. The level depends on the semester, for example, if the first semester students are already strict in English, they will be stressed". In the next section that follows, I presented teachers' policy of assessment of exam.

6.3.2.2.8 Teachers' Policy Assessment of Exam

This section unpacked teachers' method of doing the assessment. In relation to ideology, it would be started by looking at the language requirement to enrol in the program. After that, what are the teachers' made when they did score of students' assignments and exams. Finally, what teachers' views of students' language development. These two issues of this section were presented below respectively.

6.3.2.2.8.1 Teachers' Policy of Exams and Assignments Scoring

The issues highlighted in this sub-section were related to whether teachers looked at the content alone or content with language or not. Almost half of the teachers delineated that they did scoring of content not language because "English is again not a component of assessment for me" (T34). Although they focused more on content than language, they highlighted activities to English support. The activities done by those teachers were summarised in the following table.

Table 6. 7 Teachers' focus on content with additional activities

NO	Teacher	∑ n	Focus on content with…
1	T13	1	Direct feedback to English
2	T20, T26, T29, T32	4	No language experts
3	T19	1	Language experts
4	T4, T5, T15, T34	3	Accommodating LOTE
5	T6, T14, T16, T22	4	Cooperation with other language institution

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

152

6	T17	1	Language as "the bonus"
7	21	1	Adjustment to syllabus
Total		16	

Interestingly, for some teachers, when students answered it with Bahasa Indonesia, they would cut the score. One excerpt below showed this matter.

Excerpt 6.23
1. *N: Does it include a test?*
2. *T19: Yes, including a test.*
3. *N: When students write down the answer in English, do you reduce the score if they*
4. *use Bahasa Indonesia? Why?*
5. *T19: Yes, I will reduce the score. I have emphasised that students who enrol the*
6. *international program, they must do their best to be able to express it in English.*
7. *(Interview – T19, English translation).*

Together with T29, they had the same policy, reducing students' exam score when they used Bahasa Indonesia. They were both applying a strict rule of using language. Meanwhile, represented by T6, some other teachers would do scoring both on content and language. T6 remarked, "If they cannot explain it correctly, it must be wrong because the language of the law must be clear". The next sub-section describes the third issue of this section, student language development appraisal.

6.3.2.2.8.2 Teachers' Policy of Students' Language Development Appraisal

The last issue in this section was on how teachers looked at students' language development. One salient way of looking at this was on occasions when students did their undergraduate thesis defence (T16), as T32 clarified in his accounts as follow.

Excerpt 6.24
1. The exams are in English. The test score is the assessment of
2. lecturers to students, but for the global assessment it will be with
3. a thesis. The extent to which children increase from the first
4. semester to the end can be seen from the TOEFL's score and
5. thesis. (Interview – T32, English translation)

It was obvious that students' language development was considered from thesis defence and TOEFL score. This matter was highlighted by many teachers, such as T12, T13, T14 who mentioned the score required was ≥ 500, 570 (T15), and 500 (T19, T32). Meanwhile, T4, T5, T15 did not explicitly mentioned the TOEFL score threshold. The next section presented the teachers' views of the output of EMI.

6.3.2.2.9 Teachers' Views of the Output of EMI

Outcomes of IUP graduates could be seen from two aspects, English language proficiency and employability. In terms of English, T8 acknowledged that English proficiency of IUP graduates "But even, I think it is better. Their English language skills are a good valued added." More

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

153

specifically, T26 mentioned the achievement," They are great, our IUP is great. Now they are better than the regular students. From the scholastic aspect they are more excellent, their English score for TOEFL is 600, that's normal. So, they are smarter than their lecturers for English, mostly that's true".

In terms of employability, IUP graduates showed that they were of high potential. One excerpt could clarify this below.

Excerpt 6.25
1. T14: *"We do tracer studies in general. So, let me put in this way,*
2. *IPIEF alumni, if s/he's smart, s/he is indeed very smart. But if s/he*
3. *is mediocre, yes, they are mediocre @@@. Those who are smart,*
4. *their quality is indeed exceptional. No wonder, they can be*
5. *accepted at the bank, some at the IDB [[International*
6. *Development Bank]], at BAPPENAS [[National Development*
7. *Planning Agency]]. So, those with relatively good English maybe*
8. *when they interviewed by the company or something, they can*
9. *manage it. These are their strengths as they used to English, so it*
10. *is easy for them to express it English". (Interview – T14, English*
11. *translation)*

In his accounts, T14 expressed that a qualified IUP graduate could be employed in the prestigious company or government institutions. One of advantages of the alumni was their English. It was no doubt that English was a powerful instrument for graduates to compete in the high level of employability. In addition, IUP graduates' achievement were also fantastic in academic fields. T7 in her accounts remarked, "So, many of them have not graduated yet, but they have already got approval for undertaking S2 in other countries. Second, many of them have not graduated but they have been identified by the institutions that want to employ them. Then, they can be accepted to continue their Master program on campuses where lecturers may not be accepted. They can enrol at that program. For example, in what school, I forget, in the university in America, being admitted to very competitive school and he was the first Indonesian to be accepted there".

This section of 6.3 has described the findings elicited from interviews. It has shown teachers' views of IUP from a to z aspects. The section that follows (6.4) moves on to consider the teachers' attitude of IUP.

6.4 Teachers' Attitudes toward International Undergraduate Program (IUP)

Having asked teachers about their attitudes toward the existence of IUP, I found that most of them supported the establishment of IUP. Their supports were based on their consideration on institutional, classrooms, students and graduates, and teachers' perspectives. Detailed description of each account is presented below.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

154

Teachers supported or agreed with the establishment or the existence of IUP in their universities for diverse institutional-related perspectives. For example, T21 strongly support the establishment of IP in his university as this was one of strategies created by his university to be a world class university. This target was embedded in the mission of the university. Gained status as one of state Universities with Legal Entity, this university must reach a top 500-world ranking. Therefore, he personally stood for the establishment of IUP as a strategic plan to make his university's mission into reality. This can be clarified as follow.

Excerpt 6.26
1. *T21: Yes, I agree, in the context that I work at university 4, which is now holding a Legal*
2. *Entity State University status, and one of its key performance indicators is to achieve the*
3. *world's top 500 rankings. To achieve that target, teachers who will play a pivotal role.*
4. *Who else is carrying out the target of reaching the top 500 in the world if not the*
5. *teachers. That's my answer. (Interview –T21, English translation)*

Furthermore, T1 agreed with IUP I as long as "Institutions must make good policies". IUP was indeed considered as university good policy and therefore, "The choice is on students' hand, whether they want to take it or not". The same support was also expressed by T28. He remarked, "I personally see this as actually a good policy". However, T28 warned that this program "must be managed properly so that there is no impression that we only raised for money but forget about quality and equity. Because tuition fees for IUP are much greater than regular class". Other reasons that T28 shared was "Because I did not want to, IUP was branded a massive dredge, and the regular was instead set aside". Indeed, he avoided a bad reputation of IUP when it caused a bad impact.

Meanwhile, T4 made a strong case for advocating this program and pointed out that "it is a part of department long term vision". Therefore, like a dream came true, he wanted to share how happy he was. By the same token, T17 also supported IUP on the grounds that "the idea of school toward internationalisation is in line with the university action plan". More specifically, T10 and T14 highlighted their support as IUP "accelerate quality improvement in the study program (T10-ja) and "develop study programs, especially for international cooperation" (T14). Quite distinctive, T23 positioned herself as one of key policy makers. Because of this position, her attitude "is positive and supportive. The ultimate reason behind her support was "because, you know, I myself have the responsibility here". She continued describing her main role, "I am responsible for overseeing the implementation of this international class. I am burdened with targets that must be achieved, if it cannot be achieved it means I will get a red report for that".

Another consideration of teachers' support for the IUP was classroom-based perspective. T2 agreed with the existence of the IUP for a main reason that IUP class would be a place to

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

155

maintain or to improve both students' and teachers' English. Through regular practices in the class, their skills will be sharpened up. They were accustomed to use English in daily communication. In its turn, students would be ready to have a communication using English. This can be further elaborated as follow.

Excerpt 6.27
1. *T2: In my view, it fits my expectations. Again, the reason why the IUP exists. So, to*
2. *maintain or improve students' English skills and of course the lecturers as well. Because*
3. *with practice, at least students' English skills will sharpen up, the development may not*
4. *be too significant but honed. This means that when it is used for communication it*
5. *becomes something we usually use. So that when using this IUP class, it is hoped that*
6. *students will be ready when they must communicate using English. (Interview –T2,*
7. *English translation)*

Meanwhile, T27 was quite positive with the establishment of IUP in her university with two significant notes. Firstly, the international program was "ideally opened for all departments" and secondly, the environment of IUP, particularly classroom, was "not made exclusive". Both international and regular class might be well integrated. Besides classroom-based perspectives, teachers also based their answer on the importance of IUP for students. Mostly teachers went along with IUP as they regarded their viewpoints from students' and graduates' aspects. T6 asserted his agreement with the establishment of IUP for it "is designed to create graduates who are not only ready to compete on a domestic scale but also abroad". This reason was also expressed by T32, saying that "students can compete with foreign students". Furthermore, T9 really supported the presence of IUP as she examined that students' average weakness took place in the English proficiency. According to her, "With the establishment of IUP, students were helped as any job now requires English skills. So, it familiarises and provides them with global insight". In brief, she pinpointed that IUP would familiarise students with English and provide students with global insight. The improvement of English skills was also testified by T24 who supported IUP 100%, and global insight was also expressed by T19, but she added on "networking" as another benefit students could take from it.

A 100% of agreement was clarified by T7 remarked, "IUP graduates were excellent". When I asked him about what the explanation was of "excellent", he completely described it in excerpt 7.31.

Excerpt 6.28
1. *T7: So, many of them who have not graduated have received approval for their Masters'*
2. *degree in other countries. Then the second, many of them have not graduated but have*
3. *been identified by the institutions that want to employ them. Then, they can be*
4. *by S2 in campuses where the lecturers may not even qualify. For example, in America, at*
5. *a university, in a very difficult department, and it was the first time an Indonesian was*
6. *accepted there. So, I mean, I myself don't position education in IC or in IUP like one that is*
7. *already established, Harvard for example, but I position IC or IUP and my paradigm,*

8. *reflecting on students in class, is that I prepare them to be able to continue their*
9. *education to a better level. For example, the paradigm to motivate. It gives an idea that if*
10. *they want to continue their study, this is what they have to learn, they have to register*
11. *here, and to do something there. So, motivations like that are very good for students …*
12. *(Interview –T7, English translation)*

From T7 remarked above, it could be clarified that IUP graduates had excellent prospects for both their further study and walk of live, even before they have graduated. The key that he had was motivating paradigm. Through this paradigm, students followed his footprints to interact with international communities. That's why he supported IUP a 100%, he had simply experienced the benefits for IUP graduates.

The same advantages were also experienced by T20. He was confidently saying, "The outcomes, in this case graduates, are brilliant". The first benefit students could take was that "they can improve their English as they have an environment to practice it regularly". While the second benefit was that "they can enrol to master program in the reputable universities overseas". T20 further clarified that IUP does not have a direct correlation with the success of students studying at the postgraduate level or working abroad. The tangible gain of studying in IUP was that they have a practice habit of speaking English. Talking about this issue, he remarked, "Yes (2) students can practice. With that habit, many of them can be accepted at Oxford and Cambridge. Because of them, that means when…maybe the correlation is not straightforward, but (3) when they study using Indonesian and now, they are making an application in English, extra effort is needed. But when he got used to it, it got easier".

In addition to students and graduates-based perspectives, teachers also considered their answer from teachers' side. Teachers' attitude toward IUP was also seen from teachers' side. T24, for example, pointed out," of course with my involvement in this IUP, I clearly support because I am a teacher at this IUP". Meanwhile, T16 supported IUP for two reasons. The first was related to English skills and the second corresponded with pedagogical skills. She clarified her answer in the following excerpt.

Excerpt 6.29
1. *T16: I support because through teaching at IUP, my English is well-practiced*
2. *and well-maintained. The existence of IUP is a challenge and an opportunity*
3. *for me, because I want to or not, I have to keep managing how I can teach*
4. *well. Well, although it is not perfect, but at least I don't find hard to express*
5.   *in communication through English. (Interview –T16, English translation).*

Likewise, T32 also elaborated the opportunity to use and learn English in the IUP classrooms. He used to speak Arabic as he was there four years for study. However, he did not use Arabic in daily communication so that he forgets it. Having said that, he was strongly supporting IUP for at least providing him an environment to speak English regularly. This can be seen in the following excerpt.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

157

Excerpt 6.30
1. *T32: I myself strongly support this IUP. From my own perspective, IUP*
2. *encouraged me to continue to practice my language and to be able to*
3. *continue learning English even though we are in Indonesia. If language is not*
4. *used it will be forgotten. Incidentally, I can also speak Arabic, I been four*
5. *years in Saudi Arabia, I didn't use it for a long time, and I also forgot it. In fact, I now
prefer to speak English rather than Arabic. (Interview –T32, English translation)*

The last response of the teacher was disagreement. This is the only dissenting opinion made by teacher. The only teacher who disagreed with the establishment of IUP was T18 for three reasons. Firstly, the approval from government had not yet released but the program had been running. He criticised this policy, "the principle of 'running first' is illegal and this is my point of criticism". He asserted that the establishment of IP was complex. Many things should be considered. English alone was not sufficient. Therefore, the establishment of IP was not suddenly. It needed a very good preparation. The second, there was no roadmap of development. He remarked, "So, why not use a roadmap, why not talk about it first, why not build a foundation". As a consequence of having no roadmap, there was no clear guidelines for setting up the actions. The third was that the government had subsidised a profound budget to establish IP but the international students who registered were not significance. He further remarked, "Yesterday we met with officers from the Directorate of Higher Education, and that point was criticised. Because the funds are huge for international programs, not only for international programs, but for international universities, the funds are huge, many tens of billions, but the percentage of foreign students is not more than one percent".

6.5 Summary

Teachers' perceptions toward the establishment of IUP were split into conceptualisations and attitudes. Teachers' perceptions of IUP covered whole dimension related to teachers' responsibility as part of faculty members. Therefore, aspects such as policy of IUP establishment, concept of IUP, staffing and shared knowledge of IUP, pedagogical matters, scoring, feedback and outcome were elaborated. Through this elaboration, it was found that IUP and EMI was not equal because IUP could be seen as a program, an institutional program or a class in which English used as a language of instruction (ELI). Some teachers called it International Class (IC) but some others still used IUP for all use, both program and class. In this respect, ELI or IC could be considered as localised-EMI.

Attitude toward the establishment of IUP had revealed teachers' support. The supporter side was an absolute majority, while the contra side was very minimal or almost nothing. When teachers supported IUP, they based their agreement from institution's, classroom settings', students and graduates', and teachers' perspectives. Meanwhile, one disagreement was looking at

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

158

more on the legal formal of the procedure, the well-prepared actions, and the criticism toward massive fund spent for this program than for showing off.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

159

7 – Interview findings (2): Perceptions of and Attitudes toward the Use of English and Other Languages (LOTE)

7.1 Introduction

This chapter is an extension of previous chapter that presented findings of semi-structured interviews. Chapter 6 focused on describing teachers' perceptions of and attitudes toward International Undergraduate Program (IUP) and this chapter highlighted teachers' perceptions and attitudes toward the use English, languages other than English (LOTE) and multilingualism. Therefore, this chapter is presented to answer research question 2 and 3. The research questions of this thesis are presented below.

1. How and why do Indonesian EMI lecturers use English and other languages in the EMI classroom?

2. What is Indonesian universities teachers' perception of and attitude toward EMI program?

3. What is Indonesian universities teachers' perception of and attitude toward the use of English and other languages in EMI program?

To start with, I described teachers' perceptions of using English and LOTE in EMI settings from which the factors influencing teachers' perception were inserted in that description. Followed by description of teachers' attitude of using English, LOTE and multilingualism. Turning now to the first section.

7.2 Perceptions of using English and languages other than English (LOTE)

This section aims at describing the findings of teachers' perceptions of using English and LOTE. In order to gain specific insight of the findings, the sections were divided into three sub-headings i.e., perception of using English, perception of using LOTE, and perception of English and multilingualism. What follows was the presentation of the first sub-headings.

7.2.1 Perceptions of using English

Besides clarifying the things that I had written in the field notes, I was asking teachers about their perceptions and experiences of using English in EMI program. The results of the interview showed that teachers' perception of English use could be further elaborated into the orientation of using English, and the policy of using English. Moving now on the first issue of this section.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

160

Before proceeding to describe the findings, it was important to add my propositions about the term full English in page 31. This term originally spoken by all almost participants in interview sessions. When teachers mentioned this term, they wanted to express "I speak English all the time" or "I speak mostly in English". Despite using these expressions, they used the shortest-term full English during the interview. This was typical of an informal language, which was short and simple. This term was unusual to use for speaking a language, rather it was originally used to express 'full English breakfast'. However, in many parts in this thesis, I used the original term spoken by teachers, full English. Moving now on to consider the findings.

7.2.1.1 The orientation of using English

In the interview, teachers had indicated that their orientation of using English was not imitating native English speakers (NESs) and it was evident in their accounts. T14 remarked, "We don't make a policy that teachers have to be like native [[English speakers]], there is no [[such a policy]]". Similarly, T32 confirmed that "No, it doesn't have to be a native [[English]] speaker". The factors that influenced teachers to view their orientation was students' English proficiency in the lower semester. They observed in their classroom, that most of students in the first year were still struggling with their English. They even experienced that when they spoke English all the time, students did not get the points.

Likewise, T29 also realised that students' English ability was not equal. Therefore, he did not force his students to imitate NESs. He clarified his opinion in this account," I usually apply easy listening and easy understanding only, so it is not setting up to be like an English native speaker because the conditions of the students are indeed diverse. In the two existing classes, students' English language skills much differ from one to another". I believed that in the classrooms, teachers were in the position of compromise, whether they emphasised on content only or language as well. The choice of not imitating NESs, despite they were Indonesian, seemed to be a sound decision. It was proven by applying his language strategy of using easy listening and understanding, T29 accommodated students' inadequate skills in English.

Meanwhile, T7 asserted that "Not at all, but from the beginning, in my own opinion, I didn't have to be an Englishman to speak English. So, for example in terms of pronunciation, I don't force myself to be like an Englishman". It was also obvious that his standpoint of not imitating NESs was much influenced by her experience of English as lingua franca (ELF) communication with his colleagues. Moving now to the English only policy.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

161

7.2.1.2 The language education policy of using English

This group of teachers (T3, T21, T26, T31 and T33) perceived that English only was the policy applied in the English-medium instruction (EMI) program. Through this policy, students were required to speak English only in the classroom. They argue by giving exposures to student with English, sooner than later students could speak English. In addition to this argument, teachers were enmeshed with IP/IUP as packaging or showcasing for marketing purpose. They insisted that IUP/IP was English. No other languages were allowed to be spoken but English. When other languages were spoken in EMI classroom it was no valid to call it as IP/IUP anymore. Therefore, in their mind, English was considered as the only legitimate language practiced in the classrooms. Interestingly, reasons for perceiving English as such varied from one to another. The following extracts represent well the accounts of the lecturers who argued that formal and informal settings would determine which language to speak.

Excerpt 7.1
1. *T3: I don't want to [[students speak Indonesian]]. [[We]] just carry on [[using*
2. *English]]. Even though we both struggle, we still use English. If it is an*
3. *informal meeting, they may [[speak Bahasa Indonesia]]. It means it's not*
4. *everything, but during the formal meeting, keep going in the track, we are in*
5. *an international program, I will encourage 100% [[speaking]] in English. But if*
6. *it is informal, for example outside the classroom like yesterday [[they]] joined*
7. *a company visit, the scope is Indonesia, right? Well, they can use Indonesian.*
8. *Then, during they were in the company they also use Indonesian. Was that*
9. *problem? No at all. So, as long as it was an informal meeting outside of the*
10. *concern, I had no problem. (Interview - T3, English translation).*

The response of T3 above revealed that she insisted on using English in whatever situation she would face in the classroom. She clearly argued that EMI classroom was a formal setting and therefore, she believed English had to be spoken in the classroom. According to her, this was the correct track; EMI meant the English only policy. Conversely, Bahasa Indonesia was allowed to be used in the informal setting which she referred to outside the EMI classroom. Therefore, T3 would allow students to speak other languages than English in the informal setting, but not in the EMI classroom. She went on to comment "But if we don't start from the class, then from where we will start? Because [[the only opportunity to meet]] face to face with my students [[was]] there. So, it is my chance to provide support, provide opportunities, give them hope that they can, if they try".

Not only that, but she also confirmed her position to use English only policy "Because I feel [[the use of English is intended]] to make them feel themselves as international students and they know this is an international program. They have chosen it even though it is hard [[for them to going through it]]". What T3 expressed in her accounts demonstrated that EMI was a compulsory by-designed class for students to practice English. This conception matched with T21 perception.

Based on his argument on the international academic exposure called a double degree program, T21 argued that the prominent aims of establishing international undergraduate

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

162

program (IUP) was to give international atmosphere for students, especially for those who would take a double degree. For that purpose, the environment in home country had to be similar with those overseas. Therefore, as he asserted, using Bahasa Indonesia in IUP classroom would be problematic as students would not find people speaking Bahasa Indonesia in the universities overseas. Yet again, he underlined his statement by saying," *what I counted was not the number of languages spoken but the environment. This means that if students were familiar with an English environment, when they studied at universities overseas with English speaking environment, at least they would feel the same environment*". Therefore, this atmosphere was in conjunction with the self-habit, student high proficient of English, and commitment with the marketing packages.

The English only policy was not but a familiarity. This perception elaborated by T33. His reason was basically practical saying that "English had no relationship with intellectuality but familiarity. Therefore, it must be familiarised. The first year was usually stressful because of that being forced but in the second year they will be happy." To be consistent with his explanation, T33 remarked," when I was in the classroom, [[I made rules]]. [[Students who speak]] Bahasa Indonesia would pay fine for 10,000 rupiah. [[The money is]] put into the box [[provided]] @@@".

Furthermore, when students had already adequate proficiency in English, there was no point to accommodate the mother tongue anymore. This argument conveyed by T26 as he observed his students with adequate proficiency in English and they had no problem with English. For this reason, he urged the students not to use Bahasa Indonesia in the classroom.

Finally, the policy of using English was a form of commitment with the offer to public. T31 argued that allowing Bahasa Indonesia use in IUP classrooms contravened the objective of establishing IUP. He affirmed, "because for us, bilingual is inconsistent [[with the objective of establishing IUP]]. So, we are indeed [[consistent]], if it is not because the lecturers do not have the capacity, then we prohibit bilinguals". However, he gave terms and conditions to this situation," So what I am just saying is that we do not [[choose]] bilingual [[options]] first. [[Bilingual is allowed]], when we are in emergency situation [[such as]] when the lecturer is not ready [[with English]] and there is no other lecturer who can replace it".

7.2.1.3 The Perception Aspects of the English Use

Furthermore, teachers perceived the use of English from many aspects. From teacher aspect, they suggested to do a thorough preparation before teaching using English (T22, T27). For T15, the use of English was no other choice, but she had to negotiate with the circumstances (T15). In a specific account, T22 remarked, "Using English to lecture in IP class, in my opinion, neither easy nor difficult. From the lecturer's point of view, it can be helped by making maximum preparations by utilising a variety of technologies".

From pedagogical aspect, English was used for all things including interaction, assignment, exam, reading materials (T5), and "Two-way communication is more important than I speak English" (T22). From language aspect, T16 remarked, "It's a bit strange because I think English is a foreign language. They have their own accents. There is British, there is America, then there is also Australia. They have their own style of speaking. But I try to speak English without practicing my thick accent like I speak Bahasa Indonesia @@@. Because foreigners will hear it strange "(T16). It seemed that T16 perceived speaking English with monolingual ideology perspective. Meanwhile, T21 were confident with the fact that English had been learnt since elementary school, using English in IUP might not be a constraint anymore; Students' English ability and teachers' teaching style influenced how teachers use English in the classroom (T15); English was only spoken in the classroom, so it was not a big deal (T32); English was for capacity development and therefore English might be practiced but first or heritage language was their daily language, it was language for life, therefore they might speak their first or heritage language outside the classroom (T4); IUP provides massive English exposure (T6, T10, T16, T19, T20, T27).

From global aspect, they argued that English was needed as a big dream to interact and communicate with international society (T17, T24) and needed to keep in touch with academician from all over the world (T4). From political aspect, teachers were convinced that it had no relation with nationalism (T16, T17, T32), nor inferiority (T17), and nothing to do with language imperialism (T21). From student aspect, T18 pointed out that students' English proficiency is unequal. Moving now on the next section that will present attitude of multilingualism.

7.2.2 Perceptions of using languages other than English (LOTE)

This section discovered teachers' perception of using language other than English, which focused on their language preference for teaching, their accommodation of LOTE use, their consideration of multilingual practices, and their shuttling-position: perceptions and practices of LOTE. What follows presents teachers' language teaching preference.

7.2.2.1 Teachers' Language Preference for Teaching

When I asked teachers about language preferences for teaching, they preferred to primarily use English, when that wasn't possible, they either used Bahasa Indonesia or mix of Bahasa Indonesia and English to ensure comprehension. The first view was represented by T19, T20, T21 and T22. They preferred to use English for different reasons. For T19, English was more preferable to use in IUP than Bahasa Indonesia because she wanted to keep practicing English after learning it for long time. She did not want that her English was just gone when she did not practice it. Her perception of language preference was influenced by her concern to maintain her English ability.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

164

For T20, "I am more comfortable teaching in English". Involved in the student's English debate association and he was a student, and students' evaluation at the end of semester, he realised that he spoke Bahasa Indonesia as if translating something into English. Hence, it sounded less natural. This convinced him that he felt comfortable to teach in English. Meanwhile, T21 preferred to teach in English because "I am used to speaking English, it doesn't matter to me. I've been used to living abroad for 4.5 years even more @@@. I have no problem teaching in English". Personal experiences engaging with English seemed to influence both T20 and T21 preference for language used in teaching. Meanwhile, T22 preference of language used in IUP was influenced by her flexibility to express many things comfortably using English. Comfortably here did not mean excellent as she realised that her English was not proficient enough.

For some of the teachers such as T15, T17, T23, T24, T25 and T27, they preferred to teach using Bahasa Indonesia rather than English for diverse reasons. T15 believed and felt comfortable when learning through her mother tongue. T17 was also fairly contented teaching with Bahasa Indonesia but English gave him challenge to choose diction so that what he delivered could be understood by students. T23 pointed out that language preference was not about comfortable or not but a responsibility of being assigned to teach at IUP. When she taught in Bahasa Indonesia, she could do improvisation and tell stories without language barriers, and it was definitely more flexible. T24 preferred to use Bahasa Indonesia because of the course she taught and her students' English ability. Meanwhile, the influence factor of T25' language preference was mother tongue. Although he preferred to use Bahasa Indonesia it did not mean he was not able to teach using English. Finally, T27 preferred to teach in Bahasa Indonesia "because conveying it in Bahasa Indonesia is more understandable to students and it is easier for me to produce it".

The last group of teachers who preferred both English and Bahasa Indonesia as language used in IUP. Represented by T4 and T32, they were both comfortable to use both languages for different reason. T4 preference was influenced by students' demand. Therefore, she was comfortable to use English and Bahasa Indonesia. Meanwhile, T32 would feel more secure using mixed language because "For me, the mix model trains myself more". Turn now to the second issue of this section, experience of ELF communication.

7.2.2.2 Teachers' Accommodation of Bahasa Indonesia

As a mother tongue or a second language, Bahasa Indonesia was apparently used by teachers in the classrooms. This sub-section elaborated aims, what conditions, and activities from which Bahasa Indonesia was used.

Firstly, teachers intended to use Bahasa Indonesia to avoid the class from being in a vacuum. Answering in his accounts, T32 said that he had already done maximal efforts to ask

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

165

student to use English. However, when students got stuck, he allowed students to speak Bahasa Indonesia in order to keep the class lively. Meanwhile, T27 added that there were conditions where she would accommodate Bahasa Indonesia, particularly when it was "usually in a way of thinking and arranging words that are very different from English". She knew that in several cases, English could not be exactly expressed the same sense of feeling with Bahasa Indonesia. In addition, T22 would use Bahasa Indonesia when she maintained the class atmosphere from boredom by interspersing her teaching with stories. When telling the stories, she sometimes cannot "avoid using Bahasa Indonesia". Telling stories was closely related with experiences, senses, and proximities, in certain condition, English could not play that role.

Secondly, Bahasa Indonesia was allowed to be used when students got stuck, including when they did not get the point of teachers' questions, when they were difficult to understand the materials, when they were arguing, or when they did not know the words in English (T32, T1, T34 and T8). The second condition was when a terminology gap emerged, including no equivalent or similar terms in English, no international term for that, or too stylistic (T6, T15, T19, T22, T24, T25, T26). The third condition was when explaining complicated concepts in which students potentially lost the substance, teachers needed to underline the concept, authentic concept was written in the highly academic style, or when "the level of complexity of the material [[is high]] so that Bahasa Indonesia was spoken to avoid miss understanding about the subject" (T29) (T24, T27). The fourth condition was when making jokes. The apparent reason was that making jokes through English was not funny (T24, T28). The fifth condition was that when all efforts gained no results (T17). The sixth condition was when the situation was informal (T23). The seventh condition was when students had no response for teachers' questions, clarification, or confirmation (T4). The eighth condition was when there were no international students in that class (T28). Finally, the last condition was when teachers and students had low proficiency of English (T24).

Thirdly, teachers would allow the use Bahasa Indonesia in activities such as group discussions (T2, T17 and T28), and presentation (T29). In both activities, when students found difficult to express themselves in English, Bahasa Indonesia would a great alternative. Turn now to consideration of practicing multilingualism.

7.2.2.3 Teachers' Considerations of Using LOTE

Generally, teachers concurred with multilingual practices in their classrooms by heeding the following considerations. First, the courses were related to social and cultural studies (T19, T24). Second, English was still often used in highly big portions (T4). Third, only Bahasa Indonesia could apply (T25). Fourth, interlocutors might be considered (T16). Fifth, it might be contextual-based use of language (T8). Sixth, it was encompassed between identity and necessity (T5). Finally,

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

166

as multilingual speakers, spontaneity could not be avoided (T15, T16, and T25). The next sub-heading will present the last issue of this section.

7.3.4 Teachers' Shuttling-Position: Perceptions and Practices of LOTE

The teachers (T5, T8, T13, T16 and T23) shared inconsistencies in viewing the multilingualism in terms of perspectives and practices. T5 believed that students would be able to enhance their English through practicing or speaking only English. Because of this belief, she was unsure about the idea of practicing multilingualism. She misconceived the practice of multilingualism with using Bahasa Indonesia dominantly in the classroom. This perception did not match with what she had been doing in the classroom. She allowed students to speak Bahasa Indonesia when students found difficulties in speaking English.

T8 had a positive view on multilingualism. He said that multilingual practices were something natural as they lived in the Bahasa Indonesia speaking society. Therefore, Bahasa Indonesia was allowed for certain T's and C's. However, when I asked him to make use of all his linguistic resources in EMI classroom, he did not agree with that idea. According to him, by doing so, it inhibited students to express in English. It showed that T8 has an inconsistent view of using Bahasa Indonesia and all linguistic resources. When he allowed use of Bahasa Indonesia, he simply made use of all his linguistic resources. However, he contradicted himself in this respect. The following extracts represented his perception.

Excerpt 7.3
1. *T8: I mean this, the student understands-he can better understand the*
2. *material by using mother tongue but when he took an exam*
3. *or answered a question in English. He did understand, but when it came to*
4. *expressing [[in English]] he could be stunted, possibly incapable. It would be*
5. *more effective if it was delivered in English or in combination. ...*
6. *(Interview - T8, English translation).*

The above excerpt revealed that he doubted that multilingual practices could provide a scaffold for both students understanding and English practices. In his view, giving more chance to use Bahasa Indonesia would affect students English, especially when they were undertaking exams.

T8 allowed students to use Bahasa Indonesia when they had problems in expressing in English. He also used a particular word from Bahasa Indonesia in order to make students understand what he taught or explained. He also used Indonesian linguistic repertoire to make his teaching meaningful. However, when I asked him about these practices, he rejected that he was practicing multilingualism as he "uses words instead of sentences". In other part of his interview he also said, "But I also can't tolerate them using full sentences in Indonesian, for example ". From these responses, it seemed that T8 perceived multilingualism when he or his students spoke full

sentences of Bahasa Indonesia. When saying one or two words, he did not take it as multilingualism practices. In addition, T8 also declined with the term making use of his linguistic resources in his teaching by saying "I never practiced" but actually he did in the teaching practices he used and accommodated his students to use Bahasa Indonesia.

Another view was coming from T13. She did not agree with the use of LOTE because it was "indeed making the process of communication fluid but damaging". Therefore, mixing languages could ruin students' languages – both languages would be defective. She illustrated the damages of practicing both languages "when speaking Bahasa Indonesia, it is not good, and when speaking English, it is also not good". She also gave example of Malaysian people. According to her, Malaysian English was not perfect because they mixed it up with Malay language. Considering this, she refused to make use of all her linguistic resources as it did not bring advantages for international students in the EMI classroom. For her, making use of all linguistic resources was suitable for regular class as it could motivate students to practice English. This disagreement was confusing because she allowed students to use Bahasa Indonesia for certain T's and C's. To be consistent with English, she applied a fine system for student who were speaking Bahasa Indonesia in her class. She stated clearly in the following excerpt.

Excerpt 7.4
1. *T13: [[when student speak]] Bahasa Indonesia will be fined for 500 rupiahs*
2. *@@@@*
3. *N: Is that really working?*
4. *T13: Yeah @@@*
5. *N: When students speak Bahasa Indonesia, they will get fined 500 rupiah,*
6. *right? =*
7. *T13: = There is a treasurer*
8. *N: Are students okay with this rule?*
9. *T13: Yes, what else? [[They]] Complain, but what else?*
10. *N: Why does it have to be fined for all that? What is the purpose?*
11. *T13: Ehmm. Actually, they are capable [[to speak English]] but sometimes*
12. *their confidence doesn't appear. (Interview - T13, English translation)*

What T13 did in her class revealed that she managed the use of English strictly. On many occasions, teachers said that only through practicing English, students' English would develop. Therefore, they were very strict with using English in the classroom without considering students' English proficiency. T16 was one of teachers who believed in this idea. She said that English was a language of medium of instruction and was only an instrument. Apart from English, Bahasa Indonesia was allowed for certain T's and C's. Giving a chance to use Bahasa Indonesia did not mean that she viewed multilingualism positively.

For her, using languages other than English would make students confused and distracted. Therefore, she did not make use of her linguistic resources in the EMI classroom. T16 argued that it was from the beginning the class was designed to use English so that students would speak

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

168

English fluently. However, when it had to be mixed with Bahasa Indonesian, it would distract students' English. Accommodating Bahasa Indonesia in this program would undermine the concept that they had set up in the beginning. What was more, it would give student opportunity to speak more Bahasa Indonesia than English. This perception seemed to be misplaced and was unaware of the idea of practicing multilingualism. It was no doubt that perspectives and practices were conflicting.

In addition, T23 also had no clear idea about multilingualism as she perceived it as only mixing up languages in one sentence. She underlined her answer in mixing up languages. When I tried to give a better explanation about making use all linguistic resource to make teaching meaningful, she still disagreed. She did not have any idea of practicing multilingualism because she applied no Bahasa Indonesia option in her class. However, she was not consistent because she would use Bahasa Indonesia when she wanted to underline a certain thing in her explanation, or she allowed students to use Bahasa Indonesia when it was an emergency situation.

Teachers' conflicting perceptions and practices of multilingualism were influenced by misconceptions of multilingual practices, standard language ideology views or monolingual perspectives, and vicious-like circle situations. Misconception of multilingual practices lead teachers to argue that multilingualism had no advantages for students. Monolingual perspectives was hegemonic so they still kept bearing in their mind that mother tongue influenced the fluency of English. Finally, vicious-like circle had caused teachers to be in conflicting situations. At one side, teachers needed to adhere with the English only policy but at the other sides teachers might be dealing with students' lower ability in English.

As a result, teachers who did not consider the students' lower ability in English would refute of using languages other than English. On the contrary, teachers who had open mindedness on multilingualism, they would manage to accommodate all linguistic resources. In addition, for teachers who had not a clear stance toward multilingualism, they seemed to blend their perceptions and practices. Conceptually they disagreed but practically, they practiced it. What follow was description of perceptions of English and multilingualism.

7.2.3 Perceptions of English and LOTE

Majority of the teachers (24 of 34) expressed a positive view on the use of English and LOTE. Through myriad of expressions, they articulated their perspectives through certain keywords such IUP was English and Bahasa Indonesia was allowed to use for certain T's and C's (T2, T11, T15, T25, T28, T29, T30, and T34); English was the core/compulsory/language of program but Bahasa Indonesia was not rejected (T1, T4, T9, T14, T17 and T27); Using English was challenging/ good and Bahasa Indonesia was accommodated (T10 and T20). The statements made by teachers demonstrated that they accommodated LOTE and made use of those languages in their teachings.

The following excerpt represents well the accounts of the lecturers who stated that he accommodated Bahasa Indonesia in his teaching.

Excerpt 7.5
1. *N: On several occasions when you teach, I have noticed that in conveying*
2. *certain terms, you always mention its term in Bahasa Indonesia. Why did you*
3. *do that?*
4. *T7: Because not all students understand certain terms.*
5. *N: Is there anything to do with the material or content?*
6. *T7: Yes, it is related to substance because each discipline in laws has unique*
7. *terminologies. It could be possible that those who teach criminal law do not*
8. *understand these terminologies but on the other hand, I do not understand*
9. *certain terminologies used by colleagues in the department of Civil Law.*
10. *N: So, because of the material and content reasons, Indonesian terms are*
11. *always followed for certain terms.*
12. *T7: Yes. Yes. I think so. Students did not understand some of the terminology*
13. *and then I changed it. … So, when I teach, I explain it. It is related to two*
14. *things: In terms of substance, because it is still in the first semester, they may*
15. *have never heard of a lot of terminologies at all. The second is also related to*
16. *language skills. (Interview – T7, English translation)*

This excerpt showed that although in the observation T7 spoke English predominantly, he would look at student's situation. When he noticed that the students did not understand specific terms mentioned, he would switch from English to BI. In other words, he accommodated his students by speaking his mother tongue in his teachings. This practice was done when he taught students in the lower semester by considering that they were freshers so that they had not been familiar with terms used in Law. In addition, T7 also realised that lower semester students who came to class had low proficiency in English. He was also aware of this kind of multilingual practices as natural for people who were living in the multilingual country. He said, "at least we speak Indonesian and Javanese. So, we've been multi [[lingual speakers]]". In this respect, T7 considered a bilingual was common practice in bi-/multilingual education. In the same vein, his colleague under the same faculty, T6 shared the same view about multilingual practices. He gave an example of terms in the Customary Law such as *patok bumi* (earth peg). He considered it was difficult to find out similar term in English. The closest meaning of it was peg on earth, yet the idea was quite dissimilar. Therefore, to make it meaningful for his students' repertoire, he referred to use the original term rather than one from English.

In addition, T6 gave another situation why multilingualism was inevitable in his classroom. He asserted that Indonesian' law derived from Dutch's Civil Law. Therefore, there were still lots of Dutch terms used as some terms had no English translation versions. Sometimes, new terms were internationally developed but were not available in Bahasa Indonesia. It was also possible; the terms were profoundly local and no English translation for these terms. In this situation, T6 could use local, Bahasa Indonesia, or Dutch but the explanation was in English, depended upon which course she taught. Hence, for T6 using English only when teaching seemed to be in contrast with this fact.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

170

Furthermore, students' English ability and teacher's fluency was considered as a challenge. Therefore, to deal with this challenge, T12 makes use of all linguistic resources. On several occasion of her teaching, she employed Javanese, a local language with dominant speakers in the country. As a multilingual speaker, T12 could not refuse to speak all her linguistic resources in the classroom as the language could come out spontaneously or intentionally. She could use either language reversibly depending on what purpose or in which situation the language was used. She gave an example of making use of her linguistic resources at another class, which I did not observed, as follows. "I explained in English because there were Arab and Yemeni students, they understood. But for Indonesians, it's a bit difficult to explain it, students look a little confused, finally Javanese comes out. I became accustomed to it and for certain terms the Javanese language was needed to be able to explain in more detail". Obviously, T12 was aware of the reason of practicing her multilingualism. It was no doubt that she was making use of her multilingual practices through five languages Javanese, Bahasa Indonesia, English, Arabic and Thai (See Chapter 5 for details description).

Likewise, T19 also practiced her multilingualism from the beginning. The ultimate reason was the type of the course. Excerpt explains well how the course needed to accommodate many languages.

Excerpt 7.6
1. *"It's in my course. For example, one of the tools that must be conveyed in*
2. *Islamic methodology, understanding Islamic law, is using custom. Al Kurf is a*
3. *culture that can become the root of law in Islam. So, when I use culture, I*
4. *have to give an example of culture too. For example, some cultures in Malay,*
5. *Sundanese custom, I also use terms related to it. … There used to be*
6. *Malaysian students studying here, all the lecturers taught in English but when*
7. *I taught, because they knew I had lived in Malaysia, they asked me to teach in*
8. *Malay. Finally, all efforts go out in Malay, the native of Malay language".*
9. *(Interview –T19, English translation)*

Another consideration was terminological aspect of study. The terminology was used to contextualise it with students' life so that they could use and understand the terminology well. Therefore, which language T19 would use would be determined by what topic was delivered on what occasion. If she would explain a certain phenomenon in Indonesia, she would use Bahasa Indonesia. On another occasion, she would use Arabic-English. She would use the Arabic terms followed by an explanation in English. Besides terms, T19 would consider students' background. She would look at who were her students in the classroom. Once she knew there were Arabic students in her classroom, she would adjust her explanation in Arabic. One final consideration she made was which language was most effective and if the original term was the most effective, she retained it.

T22 asserted that as the setting was in Indonesia, and teaching might be of interactive type and a two-way process, she needed to interact communicatively with her students. Two-way

interaction seemed her teaching principle; therefore, she was not really concern about speaking a 100% English or not. To allow her to interact without language barriers, she would allow students to use Bahasa Indonesia. She expressed it in the section below.

Excerpt 7.7
1. *I think because we are in Indonesia, I don't feel guilty about using Bahasa*
2. *Indonesia when teaching because it doesn't dominate. If you have questions,*
3. *is it okay to use Indonesian? Or why don't I speak English continuously? As*
4. *long as students can speak full English, it is okay. However, each person has*
5. *different teaching goals. I don't want to just teach; I want students to get*
6. *something more significant. Therefore, teaching must be interactive. We can*
7. *discuss a lot with the topic. So, we're both active, it's a two-way process. Two*
8. *directions are more important than I speak English. Therefore, not speaking*
9. *100% English doesn't really matter to me because for me, the two-way*
10. *interaction is more important. (Interview –T22, English translation)*

Teachers' perceptions on English-within-multilingualism are influenced by the degree of open mindedness the teachers have toward making use of their linguistic resources. As expressed earlier, teachers said that they allowed the use of Bahasa Indonesia for certain T's and C's, they did not reject Bahasa Indonesia in their EMI classes, and they accommodated the use of Bahasa Indonesia during English practice. It was obvious for these teachers that using English and Bahasa Indonesia in EMI classroom was inevitable. In other words, all linguistic resources might be used in the classroom as long as it corresponds to the needs and objectives of communication contextually. This section had described teachers' perceptions of English use and multilingual practices. The next section presented teachers' attitudes of English and other language.

7.3 Attitudes of using English and LOTE

This section highlights teachers' attitude of English and multilingualism. The first section presents attitudes of English and the second section described attitudes of multilingualism. What follows was description of the former issue of this section.

7.3.1 Teachers' Attitudes of Using English

All teachers had positive views of the use of English in IUP. They either agreed or supported it. Those who agreed argued that English was obliged in this program (T11, T27), and English as language instruction offered a big opportunity to market (T1). Meanwhile, those who supported the use of English in this program argued that this was international class therefore it made sense of using English as language of instruction (T24, T28) and it was only affordable for English language (T25), English used in IUP emphasised on daily English (T32), when using English, teachers tolerated for low achievers (T23), and "Yes, it is very positive and encourages students to

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

172

use it even though their abilities are sometimes still very limited, but there are always things that stand out" (T17).

7.3.2 Teachers' Attitudes of Using Other Languages

Teachers' attitudes of using other languages were split into two poles, agreed, and disagreed. The map of teachers with their agreement and disagreement of multilingualism is displayed in the table 7.1 below.

Table 7. 1 Teachers' who are agree and disagree with multilingualism

NO	Attitude			
	Agree		Disagree	
	Agree and practice it in the classroom	Agree with concept of practicing multilingualism	Totally disagree	Disagree
1	T1 – inévitable in certain conditions	T14 – combination	T13 – no mixed	T23 – with T&C
2	T10 – gradually	T15 – mixed	T16 – distracting students	T30 – but no choice
3	T11 – inserting Bahasa Indonesia	T17 – teacher own decision	T20 – no mixed	T9 – keep speaking English
4	T12 – accommodating LOTE	T26 - Indelish	T21 – no use	
5	T18 – bilingual		T27 - IUP means English	
6	T19 - implicit – mixing, teaching purpose – functional		T3 – the goal of IUP	
7	T2 T&C apply		T31 – inconsistent with the goal	
8	T22 – make use of any languages		T33 – fined system	
9	T24 – characteristic of the course allows to use any language			
10	T25 –tolerable			
11	T28 – opportunity to speak Bahasa Indonesia			

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

173

12	T29 – need to further elaboration	
13	T32 – bilingual	
14	T34 – accommodating Bahasa Indonesia	
15	T4 – comprehension goal	
16	T6 – have non-English terms	
17	T7 – terms and characteristic of the course	
18	T8 – secure to use Bahasa Indonesia	
19	T5 - Mixing the language	
	Total 23	Total 11

Table 7.1 above reveals that teachers' attitudes who agreed with idea of using other languages, both in their perceptions and in their classroom practices, and who disagreed and totally disagreed with the use of other languages than English in EMI classrooms.

7.3.2.1 Teachers' Supporting Attitudes of Using Other Languages

Teachers who agreed with the use of languages other than English (LOTE) had different points of views. In her accounts, T22 remarked, "So, I see it in this way because the goal is to focus on material, interaction and the language becomes the medium of instruction. What language to use? Yes, any languages. Although the main term is English or Bahasa Indonesia or Javanese or later, if he is from Padang, then Padang language is used or Sundanese if he is from *Sunda*. I really use languages as a bridge from A to B". From this excerpt, considerations of who were the audiences and what was the purpose of a language used were taken as rationale of practicing multilingualism. Thus, accommodation and objective of communication were applied in these considerations. In this respect, multilingual practices were intended to develop students understanding and therefore, making use of all linguistic resources was possible. Furthermore, T24 pointed out that "So, it would be more appropriate if, for example, we could use all the resources we have, the languages we have in order to provide understanding".

7.3.2.2 Teachers' Opposing Attitudes of Using Other Languages

Some of the teacher did not agree with the use of other languages of multilingualism. They were questioning the benefits of practicing multilingualism and put their views under the monolingual perspectives. T21 was confident, "So, what is it for [[using other languages]]?" For him, practicing multilingualism did not match with the goal of the organisation to be internationally standardised, be equivalent to overseas universities and be internationally recognised. Similar cynical questions were asked by T13, "What are the benefits of [[practicing multilingualism]]? She believed that multilingualism would damage both languages. When speaking Bahasa Indonesia, their way of speaking Bahasa Indonesia was not good and when speaking English, their way of speaking English was not either. She went on remarked, "Maybe because I haven't seen the benefit yet. Moreover, our IP is projected to go abroad one day. If it's for the regular class, maybe it is good. Even this gives benefits for them because students in regular class will be motivated to talk. But in IP, I haven't seen the benefits. That such a pity for Thai or Chinese international student [[if multilingualism is practiced]]". Other teachers (T13, T14, T16, and T23) just were not sure about the practice of multilingualism. They still thought about structure deficient, students' confusion, distraction, and just mixing the language. Those questions and unbelievable of using other languages revealed that they did not have proper insight of multilingualism. On the contrary, many of their views were under the influence of monolingual mindedness. T8, for example, believed that "the student understands or better understands the material using a language other than English". However, he did not believe "when he takes exams or answers English questions. He did understand, but when it came to expressing it in English it could be hampered, he could not be able to answer it". Therefore, he insisted that "It will be more effective for student to convey it in English too". This view was also typical of monolingual perspectives when seeing language as two different containers in one place. Yet again, it was lack of multilingualism insight.

7.4 Summary

Thirty-four teachers were interviewed to discuss their perception of using English and LOTE in EMI program in Indonesian universities. Their perceptions of using English were elaborated into two categories, the orientation of using English and the policy of using English. The orientation of using English was not imitating Native English speakers. Meanwhile, having perceived English only policy, teachers expressed that English was the only language might be of practicing in the classroom and LOTE was totally not allowed to be spoken. These teachers argued that EMI education was formal setting. On the ground of that, English might be used exclusively in

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

175

the formal setting. Another reason was interrelated with the concept of double degree. They believed that a double degree program had to be reflected on their EMI classroom where students only speak English. Because of this reason, they insisted on their view that allowing Bahasa Indonesia to use in IUP classrooms violated their offer and contravened the objective of establishing IUP. Their final reason was that IUP was a perfect environment for familiarising students with English.

Those perceptions were much influenced internally by their personal experience on International Undergraduate Program (IUP), personal perception toward English and personal negative belief on multilingualism. Meanwhile, the influencing factors for external were teachers' view on students, EMI classrooms, IUPs, and university policies. As a result, teachers applied a strict policy toward speaking English in their classrooms.

Meanwhile, teachers who mixture of negative views and permissible practices stated their inconsistency in viewing the multilingualism in terms of perspectives and practices. They had the same view with teachers who insisted on English policy that EMI was English. However, these teachers accommodated Bahasa Indonesia for certain terms and conditions as well. These things were unusual because in the conceptual level they did not agree with multilingualism but in the practical level, they indeed made use of LOTE in their teachings.

Those perceptions were influenced internally by misconception of teachers toward bilingual or multilingual practices. Most of teachers argued that mixing languages had no advantage for students. Meanwhile, external factor that influenced teachers was a vicious-like circle situation. They indeed needed to comply with the university policy to speak English in EMI classrooms. However, the other two factors they found in their teaching: unavailability of specific terminology in the courses and students' lower ability in English meant teachers had no choice. As a result, they disagreed with the perspective of multilingual practice, but they practiced it in their teaching. Therefore, teachers changed language use strategies by running a multilingual policy, modify English with easy listening and speaking and promote teacher roles such as counsellor and motivator for their students.

Eventually, teacher who perceived English and multilingualism have indicated their positive view on it. They articulated their perspectives by welcoming English and LOTE to use in their classrooms for certain T's and C's. Simply, they demonstrated their stance as multilingual speakers with open mindedness toward multilingual practices. This perception was internally influenced by their open mind-set toward making use of their linguistic resources. Meanwhile, external factors that influenced teachers were wide-range spectrum factors from students, English ability, type of courses, to aspects related to IUP. As a result, teachers applied no strict rule of using English but control the use of Bahasa Indonesia in the classroom either tightly or loosely. These teachers made use of their linguistic resources and opened their mind toward multilingual practices in the classroom that corresponded to the needs and objectives of learning contextually.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

176

8 – Discussions and Conclusions

8.1 Introduction

The main emphasis of this chapter is to discuss the key findings of data analysed in chapter 5, 6, and 7 respectively and in connection with my research questions and the literature discussed in Chapters 2 and 3. The presentation of this section was arranged by presenting a synthesis of my findings, followed by the answers to the research questions outlined below, and then highlighting the implications that this study has for the development of EMI globally, regionally, and locally, and directions for future research; finally, the limitations of this study, and the key message of this thesis are presented. The entire research questions of this thesis were presented below.

1. How and why do Indonesian EMI lecturers use English and other languages in the EMI classroom?

2. What is Indonesian universities teachers' perception of and attitude toward EMI program?

3. What is Indonesian universities teachers' perception of and attitude toward the use of English and other languages in EMI program?

8.2 Discussion of findings

8.2.1 Observation findings

This section discusses research findings from classroom observations. Through observations and my field notes, I could gain an insight into what twelve participants actually do in their classrooms. Findings from observations are essential to reveal how teachers use their English and other languages in EMI classrooms in four universities in Indonesia. The analysis of my observations has also helped me to examine how teachers use the content of their English and other languages. Three themes emerged from observations and the data gained which are are discussed below.

8.2.1.1 The Use of English and Other Languages

Having analysed data from classroom observations, I found what languages the EMI teachers used in the classrooms, and how, when, and why teachers used languages other than English during their teachings. In terms of what languages used, the results of quantification revealed that Indonesian EMI HE teachers spoke English predominantly in their teachings from the start to the end of the class. While English was the major, but it was language used, English was

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

177

not used exclusively. Other languages such as Arabic and Bahasa Indonesia were spoken by almost all teachers, Javanese and Thai were used by T12, Malay was spoken by T11, and Latin was employed by T7 for a wide range portion of time and for different purposes. Another result of observation analysis was referring to how teachers use those languages. Looking at them within the fragments of teachers' teaching allotted time, I categorised them into which languages were mostly spoken in those fragments. The results were English and Arabic (T2 and T3); English, Bahasa Indonesia, and Arabic (T4, T5, T6, T7, T8, T9, and T10); English, Bahasa Indonesia, Arabic, and other languages (T1, T11 and T12). In terms of when and why questions, this category explored occasions and reasons from which those languages were used. For example, T1 used Bahasa Indonesia when he spoke a specific term from a university program, and he wanted to familiarise the context of his explanation by using that term. T2 accommodated the use of terms in Bahasa Indonesia when he observed that his students got confused with his explanation, and when students are doing group discussion to allow students to express ideas during those discussions.

Meanwhile, T3 insisted on refusing students permission to use other languages than English during her teachings. Her main reason was influenced by her believe that EMI was nothing but English. T4 was open with using Bahasa Indonesia in his classroom. In some points of observation, I found T4 trying to make student understand the concept of terms by negotiating meaning in Bahasa Indonesia. Comparing with other teachers, T5 used Bahasa Indonesia at a higher percentage level than other participants of this study. She clarified this fact by arguing that she taught the first-year students with inadequate English ability. These reasons were also highlighted by T10. T6 was also open minded with making use of all linguistic resources while he taught. His main consideration of this was that it was almost impossible to teach Law materials only in English as terms of Laws were coming from many sources such as Latin, Dutch, or even local language when the materials were about Customary Law. T7 was aware of the consequence of being a multilingual speaker who live in a multilingual society.

Consistent with his awareness, therefore, he was just fine to make use of all his linguistic resources while he was teaching. T8 was tolerant with the use of Bahasa Indonesia in his class on one condition that the portion of using Bahasa Indonesia did not exceed English. Similar with T3, T9 did not allow her student who had to speak Bahasa Indonesia except students had problem to express in English, especially when they lost the idea of what to say in English. She also accommodated students to make use of Bahasa Indonesia to respond to her questions. Although T11 was quite strict in encouraging students to speak English, he allowed students to speak Bahasa Indonesia. For his personal reason, he would use Bahasa Indonesia for several reasons such as spontaneous, clarification meanings of idioms or proverbs, even sentences, and making jokes. He argued that when he made jokes in English, it did not work. Therefore, he inserted words in Bahasa Indonesia to make students laugh and escape from boredom. T12 used Arabic, English, Bahasa Indonesia, Thai, and Javanese languages in her teachings. She could make use of all her linguistic resources appropriately to fulfil the purpose of her teaching. She points out Thai

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

178

was spoken to electrify her class so that the students could enjoy the lesson. Meanwhile, the Javanese used in her class was a consequence of being a multilingual speaker. These findings support and complement those of Mujiono, Poedjosoedarmo, Subroto, & Wiratno's (2013) study of code switching in Indonesian context. They found that English lecturers employ English, Arabic, and Indonesian languages during English as foreign language instruction. They do code switching for following reasons: (1) linguistics factor, (2) to continue speaker's pronouncement, (3) addressee specification, (4) information clarification, (5) intimacy, (6) affected with the addressee , (7) unpleasant feeling, (8) to create humour, (9) repetition used for clarification reiteration of a message, (10) to strengthen request or command, (11) to make questions, (12) to give advice, (13) to balance the addressee's language competence, (14) to make it easier to convey speaker's message, and (15) discourse marker.

8.2.1.2 Code-mixing: Occasions

The language education policy both in Asian region in general (Kirkpatrick and Liddiocat, 2019) and in Indonesia in particular (Kohler, 2019) highlighted those existing languages need harmonisation, the national language, English and local languages. However, in practices, the national languages and English were predominantly used as language of instruction in schools or a special program for teaching content through English. The twelve teachers observed demonstrate this phenomenon from which teachers mainly speak English and accommodate use of their national language for certain purposes but almost no teachers spoke their local languages (see sections 5.3.1, 5.3.1.1, 5.3.1.2, 5.3.2.3, 5.4.1., 5.4.2, and 5.4.3). This reinforced my belief that it seemed difficult for teachers to only use English when teaching in the multilingual classroom settings. As a general picture, English was spoken predominantly by all teachers, and it was in fact that English was a major language used as medium instruction during their teachings. The percentage in the quantification tables reveals this fact. The average percentage of using English alone is high and when it was accumulated with English mixed with LOTE the percentage will be even higher than previously.

However, the emergence of LOTE (Arabic, Bahasa Indonesia, Javanese (local language), Thai, and Malay (pp.78-89) could not be ignored. Although the average percentage was not significant, the emergence of these LOTEs demonstrated that making use of all their linguistic resources in multilingual educational setting was possible. Arabic was used by teachers specially to greet students and to say prayer both in the opening and the closing of the class. In some cases, Arabic was also used when teachers explained about Islamic events such as the holy month of Ramadhan, or when they referred terms to Arabic such as *Alhamdulillah* to praise God and *Insha Allah* to ensure the promise.

Meanwhile, although the percentage is considered as low, Bahasa Indonesia was undoubtedly used quite often after English when teachers were referring to local common terms. As the national language setting up by the government as the language of instruction in schools, it

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

179

is natural for teachers to use Bahasa Indonesia in the EMI class. Particularly, when they talked about local entities such as name of places, department stores, national companies, and government offices; when explained terms in particular domain in local settings such as education, governmental bodies, politics, and laws; when they asked and confirmed students with particular local-based sense of expressions; when they made jokes; when they expressed their local repertoires; and when they added on extra explanations to ensure that students understood what they spoke about.

Furthermore, other LOTE such as Javanese, Thai, Malay, and Latin were also practiced during their teachings. Although the occurrence of these languages was minor, and restricted to one another, they were inevitably emerging in the quantification table for observation data. One teacher spoke Javanese in the classroom. When I clarified this matter, she confirmed that she was a Javanese woman who live in the Javanese society and Javanese was her mother tongue. Therefore, she did not deny that her mother tongue could come out spontaneously in any event of communication she involved including when she taught in the classroom. It made sense that she spoke Javanese automatically. In addition, giving illustration of local-related to Javanese cultures or events, she would make use her Javanese language.

Likewise, Thai was spoken in the classroom not without reason. The particular reason of speaking Thai was to draw students' attention and to build a hello-effect so that the class atmosphere could keep running well. The teacher realised that sometimes students looked bored, and they were drowsy in the classroom. Therefore, to get rid of this boring situation, teacher spoke Thai. Another reason for using LOTE was that sources or materials of the course were originally coming from different languages. For example, in the Law department, it was notified that the principles of law could be rooted from various sources with diverse languages such as British, Latin, Dutch, and even customary law in Indonesia. As Indonesia was under Dutch's occupation, almost all terms of those principles were taken for granted from Dutch language. Therefore, when a teacher explained one principle from Latin, it was obvious. The final reason was also making sense that some of the students were Malaysian. Teacher used Malay to contextualise it with the term Malaysian people understood. Although Bahasa Indonesia and Malay were originally coming from the same root of language, they had slightly different terms and meanings. Therefore, to ensure that his Malaysian students understood the term, the teacher used Malay language.

8.2.1.3 Mixing Patterns

Teachers made use of linguistic resources while they were teaching. They used a particular language or languages for certain purposes and contexts of speaking. They demonstrated that the use of those languages was not hampered by language boundaries, but they did it because they could do it. Therefore, in their teaching practices they could switch or mix between English and

both national and local languages, as well as other international languages. Having analysed the way teachers make use of their linguistic resources, there were some patterns emerged. They are: 1) Embedded code-mixing referred to a word or a clause of the languages other than English was embedded in the English sentences. (Section 5.4.4.1), 2) Separated code mixing was a word or a clause of the languages other than English was separated from the English sentences. (Section 5.4.4.2), 3) Merger code-mixing was a word or a clause of the languages other than English was embedded in and separated from the English sentences. (Section 5.4.4.3), 4) L1 direct insertion was inserting a word or a phrase of linguistic resources without any translation from English to other languages or vice versa. They just inserted it individually in the sentence. (Section5.4.4.4), 5) Cross language mirroring was a word or phrase of other linguistic resource and followed directly by its meaning in English and vice versa. (Section 5.4.4.5), 6) Cross language rebounding was expression in Bahasa Indonesia and then mentioning the English version indirectly. (Section 5.4.4.6), 7) Dual language back-to-back was one word both in English or Bahasa Indonesia was said twice or three times. (Section 5.4.4.7), 8) Cross language affixes were a combination of Bahasa Indonesia prefixes with Arabic and English. (Section 5.4.4.8), and 9) Cross language merger was combining conjunction in Bahasa Indonesia with English phrase or sentence. (Section 5.4.4.9).

These patterns are relevant with Cogo' (2018) study that in ELF communication code-switching is not a reflection of speakers' linguistic deficiency but a strategy of competence bilingual or multilingual speakers. These speakers are proficient users of their multifaceted linguistic repertoire and through this proficiency they could contribute to communication without any language barrier concerns. Therefore, Cogo (2018) points out that the use of code-switching in this respect shows their expertise in making use of their linguistic repertoire so that their communication is effective and meaningful. These patterns also supported four multilingual practices observed by Wang and Curdt-Christiansen (2019). They were bilingual label quest that meant something was said in one language and then explained in another; simultaneous code-mixing was simultaneous for and use of both English and Chinese in the process of meaning making. Two pieces of utterances from two languages and had different meaning, the meaning was incomplete when both were not joined; cross language recapping that referred to one language, repeated in another; and dual language substantiation in which one English disciplinary concept and then explained contextually in Chinese. When I compared my findings to Wang & Curdt-Christiansen's, I was convinced that patterns 2 (separated code mixing) and pattern 9 (cross language merger) of my findings was the same concept with simultaneous code-mixing of Wang & Curdt-Christiansen's. In addition, patterns 5 (cross language mirroring) and pattern 7(dual language back-to-back) of my findings was also identical concept with cross language recapping of Wang & Curdt-Christiansen's.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

181

8.2.2 Interview findings (1)

Interviews have given me an opportunity to understand how EMI teachers perceive and respond IUP and EMI policy in Indonesian EMI HE. It also helped me to explore the effects of English language policies on teachers and how the policies are actually implemented in practice.

8.2.2.1 Teachers' perceptions of International Undergraduate Program (IUP)

Teachers' perceptions of IUP could be seen from two general dimensions, Institutional policy, and Individual policy. The institutional policy data, especially the foundation of IUP establishment and language required for students to enrol the program were taken from both website document and interview transcripts, and recruitment of teachers' data were synthesised from participants' accounts from interview transcripts. Meanwhile, teachers' individual policy was all summarised from interview documents. Both institutional and individual policy are discussed below.

The foundation of IUP establishment in university 1 was taken emphasised on support for the university's mission to reach a reputable university status. Therefore, IUP was framed by international mobility, global partners, global insight, international performance, and English in teaching activity campaigns. Meanwhile, written up in Both English and Bahasa Indonesia, the foundation of IUP establishment in university 2 was clearly proclaiming a "globalisation at home" in which the language instructions employed were "foreign languages (English and/or Arabic)". The policy of language of instruction used was well informed with exception for three disciplines including School of *Ahwal Al Syakhshiyah* (Islamic Family Law), which used Arabic (70%) and English (30%) and School of Communication Science in which English language instruction would be used for selected subjects only. Furthermore, foundation of IUP establishment in university 3 found in the department's website, which is written in Bahasa Indonesia, was imposed by government program to pursue a world class university. To frame this foundation, university 3 highlighted the program with marketing campaign such as global community, top business school in the world, international student exchange, and English proficiency were covering the description of program offered.

The foundation of IUP establishment in faculties in university 4 generated from their website was not meant for the sake of internalisation of the university but accommodating the university partner to take course their university. In terms of using English, all four universities stated in their website that English as language of instruction. The policy set up by all the universities that encourage English as language instruction is in line with two Laws (Law No.24, 2009 and Law No.12, 2012) which are implicitly stated that monolingual pedagogy is encouraged for national education. Foreign languages in this respect English are given opportunity as a

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

182

language of instruction in higher education (Law No.12, 2012) when the purpose of using them is to support students' foreign language skills. For these universities, English is strongly aligned with the economic development (Kohler, 2019).

However, the way they frame their foundation of IUP was similar with the first three universities above. School of Economic and Business, for example, required the students to take one of the following international academic exposures such as double degree program, student exchange program, or short-term academic program as a compulsory requirement before they obtained a bachelor's degree.

Drawing on the date of the establishment from each IUP program from four universities above, only IUP in university 2 that was opened under consideration of a state university with legal entity status (See section 1.3 for detail description). Meanwhile, the other three universities (1, 3 and 4) were established long before the government policy about state university with legal entity issued. However, the policy of establishing an IUP is generally top-down. This finding confirms the results of the Dearden's (2015) study that most of EMI establishment were introduced top-down by policy maker and education managers.

Another issue that was set up through institutional policy was recruitment of the teachers. Although policies containing recruitment criteria are determined by the head of the department, this policy becomes an institutional policy that applies within each department. Therefore, the procedure of recruitment was different from one to another department. However, PhD holders graduated from overseas universities have a privilege to teach in IUP. The main consideration was that they are considered as able to speak English fluently and assumed have no problem to deliver materials through English. This policy seems unfair for PhD holders from domestic universities but because most of them cannot speak English appropriately, this policy is not perceived as a discriminatory policy. Interestingly, one criterion offered by head of department for PhD holder from domestic universities is willingness to each in English.

The last issue that was institutionalised was English language required for students to enrol the program. Each university has made a policy related to English required to enrol at the EMI program. This policy required the prospective students to provide a certificate of TOEFL and the threshold score was ranging from 450 to 600 (T15, T16, T17, T20, T21, T26, T29). The policy makers assumes that all materials use English as the language of instruction so that students need to have a good English proficiency. Students' enrolment that required TOEFL score indicates that monolingual ideology is still strong in the mind-set of decision makers in this university. These findings matched with those observed in earlier studies such as Tajeddin, Alemi & Pashmforoosh (2018) who explored the perceptions of non-native English teachers toward idealised native speaker linguistic and pragmatic norms in English as an international language in Iran. They found that their participants suggested to follow the native speakers' linguistic norms simply because English was a language that they learnt. What is more, where there are concerns that these relate

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

183

to the potentially socially divisive nature of EMI because instruction through English may limit access from lower socio-economic groups and/or a fear that the first language or national identity will be undermined.

In conjunction with teachers' individual policy, the findings emerged from interview were widely varied in dimensions including their perceptions of IUP, policy of English use, foundation and strategies of pedagogy, policy of assessing exam, and views of EMI output. In terms of their perception of IUP, teachers did have different views. While T9, T11, T20 and T26 viewed IUP from normative or general lens, some other teachers (T1, T3, T10, T26) expressed their views with international senses in their accounts such as the purpose of establishing an IP was to open up more international horizons while encouraging students to work or to compete at a broader level and in the future the level of quality can be equalised with international schools (hold international standard). For more specific perception, T29 proposed his ideal curriculum in which both local and international should be combined. In terms of pedagogy, teaching delivery and materials (learning process and lecturing mechanism) should be modified for international class atmosphere (T6, T34). Meanwhile, T4, T5, T17 asserted that the presence of international students was indispensable requirement for IUP. Not only were students, but the teachers should also come from various countries (T27). Some other group of teachers (T13, T14 T25, T34) pointed out the academic engagement should unlikely be manage as tourist travellers but more on academic matters such as seminar or summer courses, seat in, transfer credit, or double/dual degree, scientific presentations in international forums and international service learning, and empowerment and engagement program (T15). Beyond these perceptions, T26 envisioned his ideal of IUP that treated IUP as a program using English was not much benefited. According to him, far more than that IUP might be driven to create an ecology. A transformational ecology in which teachers and students could gain positive impact from it in all aspects. Through this ecology, international program was becoming truly international.

Meanwhile, some other teachers perceive IUP through their reflection. For example, doing a critical reflection, T7 switched his ideal concept of IUP from international macro perspective to international class. He admitted that their IUP did not meet criteria to be called an international standard. Therefore, he proposed to call their IUP as IC or international class with English as medium instruction. Consequently, they did not make any effort to gain recognition from any international institution, rather they just comply with Indonesian Higher Education's policy. Other teachers such as T17 and T32 reflect on the presence of the international students. They both agreed and admitted that after running IUP program for several years in the current classrooms, the majority of students are still Indonesian. The same feeling was also expressed by T21, and she did hope that they could invite international students in the future. Meanwhile, drawing on with up-to-date condition, T3, T4, and T31 reflect that the on-going IUP was not truly an international program but an internationalisation or globalisation at home. For specific argument, T31 and T33 pointed out that the initial philosophy of IUP establishment in 1996 was to

provide a learning opportunity with international atmosphere in a relatively cheap and affordable for home country so that this program could enhance Indonesia youth's capacity to compete and exist in the international society. One final striking of the teachers' reflection was that IUP was always being compared with regular class in which Bahasa Indonesia is used as medium instruction (T8, T23, T25, T28, T30 and T32). They highlighted that there was no significant distinction between IUP and regular class in terms of the curriculum. The only distinctive feature was IUP was delivered through English (the language of instruction is English, the test is in English, and the final assignment is in English (T7). Other than English, both IUP and regular class was identical. These findings support the potential problems with the implementation of EMI asserted by Macaro (2018). He has pointed out that these two models of using different language for medium instruction are problematic and raised several questions such as how the curriculum is apportioned to the two languages? Which teachers will teach what? He also argues that when teachers are assigned based on language ability, proficient of English or not, this way of assigning teacher is likely unusual allocation.

In terms of teachers' policy of English use, it highlighted teachers' views on their owned English, teachers' reasoning of English choice in IUP, compulsory English, what consideration teachers took into account when applying for full English, and strict rule, as well as when applying for non-full English and loose rule when using English. Viewing their owned English, eight (of 34) teachers explicitly confirmed that their owned English were ranging from poor to good. Half of them (T4, T6, T7 and T11) were humbled when they said that their English was insufficient. What they said in their accounts was different from my reflective note of observation. These teachers' view of their owned English does not seem as bad as they thought. I was witnessing that they could deliver the materials in English and the students could follow what teacher said. The parameter was clear, students' acceptance of their English in conveying the materials. When students understood what teachers' spoke, it was convinced enough that their English was sufficient.

However, English was chosen as language of instruction in the classroom because of the label of the class or the program as international and the agreement of the founder of the program (T7, T11 and T15). Another reason was that English considered as familiar language because it was taught in the schools, was used as reading sources, and was used in daily life. Thus, familiarity with English was the main consideration of employing English in the IUP. T17 claimed that English could be useful for students to wider the opportunity to the employment in the English-speaking countries or international companies who employed English. Meanwhile, English was widely accepted language in the international world (T13 and T27), was the most popular international language (T14), was used to write common law documents (T7) and was the most feasible language for teachers (T13).

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

185

Furthermore, twenty four of thirty-four teachers provided their views concerning a compulsory English use policy. English was compulsory to use for communicating in social media (T15), discussion (T11), presentation (T5, T13, T21), aspect of teaching (T5, T13, T21), thesis writing and defence (T7, T16, 19, T26, T28, T30), exam (T5, T6, T7, T14, T17, T32), reading materials (T10, T20, T24, T25, T27, T29), and teaching delivery (T7, T8, T9, T31, T33, T34). As teachers agreed to use English in IUP classrooms, they applied for different approach in managing English practices in the classrooms. Some of the teachers applied a full-English with strict rule policy for marketing concern (T20), or commitment with the offer in the marketing T20, T3, T9, T13 and T27), compliance with policy made by faculty or faculty regulation (T11, T15, T20, T22 and T26), international program factor, (T21 and T27), presence of international students in the classrooms (T2 T6), encouragement to be confident to speak English, the raising awareness of being ready with English when enrolling IUP, and the practical skills of English (T13), commitment as staff, expensive tuition fees, parents' demand (T20), discipline technical term and upper semester students (T19, T32), and the habituation of students with international environment (T21). For more specific practice, T3 set up a strict rule without tolerance and T34 applied for strict rule with tolerance.

In contrast, some teachers applied for a non-full English with loose rule policy due to following considerations, 1) students' low English proficiency (T6, T17, T19, and T32), 2) preference for understanding rather than language (T4 and T32), students were blanks of words (T13), impossible to speak a 100% in English (T6), adaptation period (T24), tolerance for lower semester (1-3) (T19), communicating through smartphone, they could (T15), flexibility (T16, T34), and stick out with faculty policy (T18). Meanwhile, teachers' policy of applying the loose rules is solely considered based on commencement of the newly established program (T5). Consistent with this consideration, teachers realise that asking students to speak a 100% English will be a bit problematic for students. It is, therefore, teachers need to empathise by giving students opportunity to speak English naturally (T10, T28). This finding has the same resonate with a study by Cho (2012). He reported that the implementation of EMI is "ineffective and unsuitable in delivering course content due to the limited English proficiency of professors and students" (p.135).

In conjunction with pedagogical foundation and strategies, the findings showed that teachers are focusing teaching content, promoting language learning/teaching principles, sharing teaching constraints and challenges, and highlighting strategies for easing English, for understanding, for engagement, and for low achievers. Regarding their taking emphasise on teaching content, T20, T26, T29, and T30 compare the concept of CLIL to existing class they had nowadays and encourage the top management to facilitate a measuring mechanism of students' English progress. One department in university 1 applied the CLIL concept as they recruited an English teacher as a language expert to help them managing students' English development. In

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

186

addition, although they focus on content, they have different emphasis. T4, T5, T15 focus on content with accommodating LOTE, T21 focus on content with adjustment of syllabus, T16 focus on content with students' personal development and language to delivery content, T13 focus on content with direct feedback, T4, T7, T14, T15, T16, T22, and T32 focus on content with cooperation with other institutions to take care students' English development but it is not included in the teaching process and T17 focus on content with language as complementary. This finding does not give any information about how teachers arrive at the principle in operating two languages to teach when the primary focus of teacher is on content (Macaro, 2018).

As teachers involved in pedagogy, they promote their perception of language learning/ teaching principles. For T23, the key in teaching is a two-way communication, while T1 believes that learning should not be limited by walls of classrooms. Learning could be doing anyplace, anywhere, and anytime. Furthermore, in his conception, T11 asserts that learning was not about numerical numbers because statistic can be cheating and manipulated. Therefore, building a rapport and a good relationship with students is essential for him. Inspired by his parent message, T7 promotes his teaching principle that teaching is not about showing off knowledge, teaching is how our children get something good from us. Some other teachers delineated their learning principles as active, interactive, mutual interaction, and engagement (T4, T10 and T22). As Macaro (2018) points out that when two languages are spoken, it is not clear of what principles teachers operate. When the principles are not operating, how teacher manage the use of the two languages is also unclear. In this study, teachers are not given an authority to switch between the languages and let teacher decide what language to use for what content or circumstance, as the university has stated that English is the only policy.

Teachers also share their teaching constraints and challenges. T34 finds struggling to explain materials to students who have different quality in both language and motivation. The constraints of input were also shared by T5, T18, T25, and T29. Other constraints emerged from findings included limited staffs who are willing to teach at IUP and have adequate English capability (T23), local insights are still dominating teachers and students (T19), Students have low English proficiency (T24), references are still local (T29), and students' low ability to write and argue (T1). Teaching content through English was also challenging. T34 still found it difficult to perform appropriate style of teaching like what did in regular class, teaching with his mother tongue. For T2 and T5 ensuring students' understanding of the materials delivered was a big challenge for them. Other challenges are in the form of finding out appropriate English-based materials (T22), treating students with diverse English ability (T29), and providing a relevant hands-on material with curriculum (T28).

When teachers acknowledged that students' English proficiency were low, they tried to highlight some strategies such as easing their English by facilitating students with using very basic and general English or providing direct feedback (T5). Other strategies employed including explain

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

187

something through English first, then repeated in Bahasa Indonesia, and vice versa (T24), employed a clarifying strategy (T29), and used a simple word choice (T25). Besides employing easing English strategy, teachers are also doing some strategies to make students understand. The chronicles of teachers' strategies to help students to improve their understanding including fast reading, repeating and checking and review concept strategy (T23), assignment-related reading materials (T5), article-based resuming (T29), cases and article reviewing, peer tandem presentation, paraphrasing and body language (T3), discussion (T25), discussion-assignment-presentation (T26), quizzes (T3, T11, T18, T19, T21, T27), repeating and checking (T23), recapping (T24), reviewing previous materials (T4), Questioning/response (T1, T25, T32), and choosing familiar topic (T1), presentation (T28) and exam (T28, T4).

To build a good rapport with students, T11 and T5 get in touch with students through social media group communication as a strategy to facilitate learning. This connection is needed to create a great class atmosphere. When the atmosphere is supportive, teacher could manage the class well and learning outcomes could finally be achieved. In addition, teachers also applied immersion-like class strategy (T10), and double-language strategy (T18). Having aware of the fact that students' achievements are not the same, they practice teachers' role to facilitate these students, personally and group therapy. For personal therapy, some kinds of assistance teachers did such as one-to-one advising session and assignment (T19), one-to-one personal and informal communication (T5), mentoring and academic approach (T26), and assigned as personal assistant (T12). Meanwhile, for group therapy, teacher did a peer group discussion (T21). Based on their teaching experiences, teachers perceive what make effective English use. According to them the subject being taught was one determinant factor of making English used effective (T19). Another factor was the level of semester. The higher the semester is, the more effective use of English (T14).

Teachers' individual policy could be seen from the way teachers assess students' exam. The main concern related to this policy is that whether or not teachers looked at the content alone or content with language. Sixteen teachers (see table 6.7) did score of content not language. However, they highlighted supported activities when assessing students' exam. The use of English or Bahasa Indonesia is one consideration of reducing the score (T19, T29). T6 would do scoring both on content and language as content should be clearly through English. Another issue related to teachers' individual policy is how teachers assess students' language development. T16 would witness students' language development in the event of undergraduate thesis defence (T16). In addition to the thesis defence, T32 also make use of TOEFL score in evaluating students' language development.

Final dimension of teachers' individual policy is teachers' views of EMI output. Teachers look at the output from two aspects, English language proficiency and employability. In terms of English, T8 acknowledged that English proficiency of IUP graduates is better, and it is a good

valued added. Agreed upon T8, T26 mentioned that the EMI graduates are great. Comparing to the regular class, EMI graduates are better and seeing from the scholastic aspect and TOEFL score they are excellent. In terms of employability, teachers reported that IUP graduates were potential (T14). They could be employed in the prestigious company or government institutions because their English is a powerful instrument for graduates to compete in the high level of employability. IUP graduates academic achievement were also fantastic (T7). They can be accepted to continue their Master program on campuses in America.

8.2.2.2 Teachers' attitudes toward International Undergraduate Program (IUP)

All teachers' support the existence of IUP in their universities for institutional-related perspectives. IUP is one of university strategic plan to reach a top 500-world ranking. Therefore, he personally agrees for the establishment of IUP. T1 and T28 point out that IUP is a good university policy, but is should be well-managed and avoid bad impact on the regular class. Meanwhile, T4 and T17 realise that IUP is line with university's internationalisation program. Therefore, they both agree with the establishment of IUP. T10 and T14 support IUP as it accelerates the quality of their department (T10), especially for international cooperation" (T14). Taking role as one of key policy makers, T24 is responsible for overseeing the implementation of the international class. Other teachers also support the existence of IUP as they get benefit from the class from which teachers and students could maintain or improve their English (T2, T9, T20, T24). Through regular practices in the class, their English skills are sharpened up and they were accustomed to use English in daily communication. T27 is very positive with the establishment of IUP in her university because the environment of IUP and regular class is great, and they are integrated in which no classroom is made exclusive. With global insight and international networking, IUP graduates attain many benefits for their future career (T7, T19). From teachers' side, T24 is happy that she is being fully support by the institution.

Meanwhile, T16 supported IUP for two reasons. The first was related to English skills and the second corresponded with pedagogical skills. T32 has a positive view toward IUP because he gains benefit to use and learn English in the IUP classrooms. For T32, IUP provides him an environment to speak English regularly. The only teacher who has a negative view of IUP is T18. He criticises the policy enactment of IUP based on running first policy. The establishment of IP was complex and therefore many things should be considered and well-prepared. English alone was not sufficient. Because of the running first policy, he evaluates that there was no roadmap of development of IUP. Because of having no roadmap, teachers have no clear guidelines for setting up the actions. One final critic he conveys is that the budget to establish IP is profound, but the international students registered were not significance. Therefore, it should be main concern to be evaluated. This criticism is in line with a teacher who disagreed with the establishment of IUP with the current approach. Regarding the classes taught by twelve teachers, there were only three international students in those classes. The least number of international students involved in the

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

189

IUP is of course raising questions and concerns. Instead of the newly establishment of IUP in Indonesia, these questions and concerns must be addressed by policy makers in the macro and meso level wisely.

These questions and concerns also imply at least two things. Firstly, Indonesian EMI program must change their orientation especially in terms of the program offered. For example, Indonesian EMI program should think of building a unique program from which this is not offered by university overseas. Secondly, by having mostly home students, the language education policy should alter local language, national language, and English. In other words, the policy makers should accommodate all linguistic resources that students and teachers have. Through this policy, it might be possible to develop a multilingual education, which is celebrated by multilingual speakers. At the very least, a bilingual education is inevitable.

8.2.3 Interview findings (2)

8.2.3.1 Teachers' Perceptions of English and Other Languages Use

8.2.3.1.1 Perceptions of Using English

Teachers' perceptions of using English in EMI program are elaborated into the orientation of using English, the policy of using English, and the perception aspects of using English.

8.2.3.1.1.1 The Orientation of Using English

Teachers did not orientate their English use to imitate native English speakers (NESs). Revealed in his accounts, T14 remarked, "We don't make a policy that teachers have to be like native [[English speakers]], there is no [[such a policy]]". The same orientation was confirmed by T32 in his account when I asked him whether or not he orientated his English to mimic NESs. He asserted my question by saying "No, it doesn't have to be a native [[English]] speaker". These two teachers' orientation of English was shaped by their observation of their students' English proficiency. As they taught the first-year students, they noticed that their students were still struggling with their English. They even experienced themselves when they spoke English all the time, students did not get the points. Consequently, to accommodate his students' English, T29 "usually apply easy listening and easy understanding, so it is not setting up to be like an English native speaker because the conditions of the students are indeed diverse". The choice of not imitating NESs, despite they were Indonesian, seemed to be a sound decision. It was proven by applying his language strategy of using easy listening and understanding, T29 accommodated students' inadequate skill of English. Meanwhile, reflecting on his experience to communicate with his ASEAN colleagues, T7 asserted that he "didn't have to be an Englishman to speak English". In terms of pronunciation, he "did not force himself to be like an Englishman".

8.2.3.1.1.2 The Language Education Policy of Using English

For T3, T21, T26, T31 and T33, English only was the best micro policy applied in the English-medium instruction (EMI) program. Through this policy, they require students to speak English only in their EMI classrooms. This policy was taken into emphasised as they argued that by giving students all English exposures, sooner than later students could speak English well. In addition to this argument, teachers were enmeshed with IP/IUP as packaging or showcasing for marketing purpose. They insisted that IUP/IP was English. No other languages were allowed to speak in IUP but English. According to them, when other languages were spoken in EMI classroom it was no longer valid to call it as IP/IUP anymore. Therefore, in their mind, English was considered as the only legitimate language practiced in the classrooms.

8.2.3.1.1.3 The Perception Aspects of the English Use

Teachers' perceptions of using English were expressed through teacher, pedagogical, language, global, political and student aspects. The first aspect was closely related to teacher who needed to do a thorough preparation before teaching using English (T22, T27), and to negotiate with the circumstances (T15). The next aspect was using English must be done in all aspects of teaching including interaction, assignment, exam, and reading materials (T5, T22). From language aspect, T16 perceived the English use in the IUP classroom from monolingual ideology perspective. Meanwhile, T21 were happy that familiarity with English made English might not be a constraint anymore; Students' English ability and teachers' teaching style influenced how teachers use English in the classroom (T15); English was only spoken in the classroom, so it was not a big deal (T32); English was for capacity development and therefore English might be practiced but first or heritage language was their daily language, it was language for life, therefore they might speak their first or heritage language outside the classroom (T4); IUP provides massive English exposure (T6, T10, T16, T19, T20, T27). From the global aspect, teachers argued that English was needed to interact and communicate with international society (T17, T24) and needed to keep in touch with academician from all over the world (T4). From political aspect, teachers were convinced that it had no relation with nationalism (T16, T17, T32), nor inferiority (T17), and nothing to do with language imperialism (T21). From student aspect, T18 pointed out that students' English proficiency is unequal.

8.2.3.2 Perceptions of Using Languages Other than English (LOTE)

Teachers' perception of using language other than English demonstrated their language preference for teaching, their accommodation of LOTE use, their consideration of practicing multilingual, and their shuttling-position: perceptions and practices of LOTE. What follows presented teachers' language preference for teaching.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

191

8.2.3.2.1 Teachers' Language Preference for Teaching

Teachers preferred to use English, then followed by preferring to use Bahasa Indonesia and finally preferring to be mixed English and Bahasa Indonesia. The first view was represented by T19, T20, T21 and T22. They preferred to use English for different reasons such as to keep practicing English, to speak English more natural than Bahasa Indonesia, used to speaking English, and English was more flexible than Bahasa Indonesia. Meanwhile, T15, T17, T23, T24, T25 and T27 preferred to teach using Bahasa Indonesia than English for diverse reasons, including felt comfortable to use mother tongue, fairly contented teaching with Bahasa Indonesia, could do improvisation and more relaxed, the course taught and students' English ability, and more understandable to students and it is easier for teacher to proceed. The last group of teachers represented T4 and T34 preferred to both English and Bahasa Indonesia as language used in IUP, for following considerations, students' demand and felt secured of using mixed language. This finding contributes to complete Dewi's (2017) study that "English had a positive impact upon Indonesian national identity" (p.252), and English also would potentially devastate national identity. Although the author realised that it is not easy and straightforward to connect between English and national identity, the study suggest that English could enhance national identity as English "facilitates communication, relation and knowledge building, and economic development" in the global world. In this respect, English should not be considered as a threat as English and Bahasa Indonesia as a symbol of national identity could be "able to co-exist" (p.250).

8.2.3.2.2 Teachers' Accommodation of Bahasa Indonesia

Teachers intended to use Bahasa Indonesia to avoid the class from being vacuum (T32), to speak expressions that cannot be spoken through English (T27), and to maintain the class atmosphere from boredom (T22). Furthermore, Bahasa Indonesia was allowed to use when students got stuck, including when they did not get the point of teachers' questions, when they were difficult to understand the materials, when they were arguing, or when they did not know the words in English (T32, T1, T34 and T8), when terminology gap emerged, including no equivalent or similar terms in English, no international term for that, or too stylistic (T6, T15, T19, T22, T24, T25, T26), when explaining complicated concepts in which students were potentially lost the substance, teachers needed to underline the concept, authentic concept was written in the highly academic style, or when "the level of complexity of the material [[is high]] so that Bahasa Indonesia was spoken to avoid miss understanding about the subject" (T29) (T24, T27), when making jokes as making jokes through English was not funny (T24, T28), when all efforts gained no results (T17), when situation was informal (T23), when students had no response for teachers' questions, clarification, or confirmation (T4), when there was no international students in that class (T28), and when teachers and students had low proficiency of English (T24). Teachers would

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

192

allow to use Bahasa Indonesia in activities such as group discussions (T2, T17 and T28), and presentation (T29). The findings of this study, particularly related to teachers' account of strong support of multilingual practices in their classrooms, were in line with prominent ELF scholars' studies, in particular those were represented through English as a lingua franca in academic settings (ELFA). Multilingual practices in which English was used with any other LOTE were argued as legitimise variable English use as they shifted their ideological stance from adherence to a single Anglophone standard norm to critical multilingualism (Jenkins 2015). Another point made was all proficient users of English were treated with equal status regardless of nativeness (Jenkins, 2014). Therefore, the multilingual nature of ELFA placed significant emphasis on English as part of a multilingual repertoire that accommodated a range of linguistic resources (Jenkins, 2015; Jenkins & Mauranen, 2019).

8.2.3.2.3 Teachers' Considerations of Using LOTE

Generally, teachers agreed with the idea of practicing multilingualism in their classrooms by considering several terms and conditions, including the courses were related to social and cultural studies (T19, T24), English was still used in highly big portions (T4), only Bahasa Indonesia could apply for this practice (T25), who the interlocutors are might be considered (T16), it might be contextual-based use of language (T8), it was encompassed between identity and necessity (T5) and as multilingual speakers, spontaneous could not be avoidable (T15, T16, and T25). Although they agreed with that idea, it seemed that teachers were in their shuttling-position between perceptions and practices of LOTE. Next section presents this position.

8.2.3.2.4 Shuttling-position: perceptions and practices of LOTE

T5, T8, T13, T16 and T23 were inconsistent with their perspectives and practices of LOTE. As expressed by T5 in the interview, she considered multilingualism as letting students to use Bahasa Indonesia dominantly in the classroom. This perception did not match with what she had been doing in the classroom where she allowed students to speak Bahasa Indonesia when students found difficult to speak English. Meanwhile, T8 had positive view on multilingualism as it was natural practices in the multilingual society. Therefore, conceptually speaking, he allowed students to speak Bahasa Indonesia with certain T's and C's. However, what he perceived and practiced was not always going hand in hand. He did not agree to make use of all his linguistic resources in EMI classroom because it inhibited students to express in English. He just doubted that multilingual practices could scaffold both students understanding and English practices. In his view, giving more chance to use Bahasa Indonesia would affect students' English, especially when they were undertaking exams. When I confirmed what he did in his teaching, he rejected that he was practicing multilingualism as he claimed that he only used words instead of sentences. This showed that T8 did not understand with the concept of multilingualism such as code-mixing as he practiced while teachings.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

193

A firm refusal of practicing multilingualism was clearly stated by T13. Her main argument was that making use of all linguistic resources had a damaging effect to all students' languages. According to her, none of the languages could develop well when they were spoken discursively in daily communication. Therefore, she refuted to make use of all her linguistic resources in her teachings as it did not bring advantages for international students in the EMI classroom. For her, making use of all linguistic resources was suitable for regular class as it could motivate students to practice English. This disagreement was confusing because she allowed students to use Bahasa Indonesia for certain T's and C's. The same condition was also conveyed by T16, although she allowed students to use Bahasa Indonesia in her classroom, she did not view multilingualism positively. For her, using languages other than English would make students confused and distracted.

Accommodating Bahasa Indonesia in this program would undermine the concept that they had set up in the beginning. What was more, it would give student opportunity to speak more Bahasa Indonesia than English. This perception seemed to be misplaced and was unaware of the idea of practicing multilingualism. It was no doubt that perspectives and practices were conflicting.

In addition, T23 also had no clear idea about multilingualism as she perceived it only as mixing up languages in one sentence. She underlined her answer in mixing up languages. When I tried to give a better explanation about making use all linguistic resource to make teaching meaningful, she still repudiated. She did not have any idea of practicing multilingualism because she applied no Bahasa Indonesia option in her class. However, she was not consistent because she would use Bahasa Indonesia when she wanted to underline a certain thing in her explanation, or she allowed students to use Bahasa Indonesia when it was an emergency situation.

Teachers' shuttling-position between perceptions and practices of multilingualism were influenced by misconception of multilingual practices, standard language ideology views or monolingual perspectives, and vicious-like circle situations. Misconception of multilingual practices lead teachers to argue that multilingualism had no advantages for students. Monolingual perspectives were hegemonic so that conception of mother tongue influenced the fluency of English was still kept bearing in mind. Finally, vicious-like circle had caused teachers to be in conflicting situation. At one side, teachers needed to adhere with the English only policy but at the other sides teachers might be deal with students' lower ability in English. As a result, teachers who did not consider the students' lower ability in English would refute of using languages other than English. On the contrary, teachers who had open mindedness on multilingualism, they would manage to accommodate all linguistic resources. In addition, for teachers who had not a clear stance toward multilingualism, they seemed to blend their perceptions and practices. Conceptually they disagreed but practically, they practiced it. Multilingual practices are understood "in terms of contesting the traditional, often monolingual and monological

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

194

conceptualisations of language, languages and language users" (Pietikäinen & Dufva, 2006, p.64). Monolingual ideology is no longer relevant with the current era of linguistic diversity (May 2004, Jenkins 2015). In the interview, teachers had indicated that their orientation of using English was not imitating NESs and it was evident in their accounts (section 7.2.1.1). However, this position was quite contradicted with their practices when some of teachers applied for English only policy when they taught (section 7.2.1.2). Therefore, it was no wonder that teachers' language preference went to three choices, English, Bahasa Indonesia, and mixed (section 7.2.2.1). What follow was description of perceptions of English and other languages.

8.2.3.3 Perceptions of English and LOTE

Majority of the teachers (24 of 34) expressed a positive view on the use of English and LOTE. Through myriad of expressions, they articulated their perspectives through certain keywords such IUP was English and Bahasa Indonesia was allowed to use for certain T's and C's (T2, T11, T15, T25, T28, T29, T30, and T34); English was the core/compulsory/language of program but Bahasa Indonesia was not rejected (T1, T4, T9, T14, T17 and T27); Using English was challenging/ good and Bahasa Indonesia was accommodated (T10 and T20). The statements made by teachers demonstrated that they accommodated LOTE and made use of those languages in their teachings. Meanwhile, although he did not mention a specific proposition about English and other languages, T7 would observe his students first, especially when he taught in the lower class. When students did not understand specific terms mentioned, he would accommodate to use BI or his mother tongue in his teachings. T7 have assumed that as students were freshers so that they had not been familiar with terms used in Law. He also realised that lower semester students who came to class were having low proficiency of English.

In addition, T7 was aware that he could make use all of his linguistic resources as he believed that practicing English and other languages in the multilingual classroom settings was natural for people who were living in the multilingual country. This awareness was also shared by T6 from which he realised that there were many terms applied in Laws that come from different law systems and therefore employed different languages. He added that it was often that new terms were internationally developed but were not available in Bahasa Indonesia or the terms were profoundly local and there was no English translation for these terms. For T6, using English only when teaching deceived the nature of multilingualism in Law terms. Furthermore, the main component of learning/teaching, student and teacher, was also the main concern of T12. She observed that student' English ability and teacher's fluency was considered as a challenge. T12 accommodated to make use of all linguistic resources to deal with that challenge. Beside speaking English and Bahasa Indonesia, she also employed Javanese, one local language with dominant speakers in the country. She could not avoid making use of her mother tongue as it was spoken both spontaneously and intentionally depended upon to what purpose or to which situation the language was used. She was aware of why she practiced English and other languages, which

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

195

include Javanese, Bahasa Indonesia, Arabic and Thai, in her classrooms. The same argument also delivered by T19. Evaluating the type of the course, she would determine of which language spoken beside English based on the topic discussed/delivered. Students' background and which effective terminological aspects available were also considered to make use of which language she will employ. Meanwhile, T22 focussed on interaction in which she needed to interact communicatively with her students. Consistent with her teaching principal approach, T22 did not really concern with speaking a 100% of English or not. She preferred to make use of Bahasa Indonesia to keep communicating interactively with students in her classroom.

8.2.3.4 Teachers' Attitudes toward English and Other Languages

8.2.3.4.1 Teachers' Attitudes of Using English

All teachers had positive views, either agree or support, of the use of English in IUP. Those who were agreed argued that English was obliged in this program (T11, T27), and English as language instruction offered a big opportunity to market (T1). Meanwhile, those who supported argued that it was made sense of using English as language of instruction in the international class (T24, T28) and it was, therefore, English was a legitimised language in the IUP (T25) although it emphasised on daily English (T32), and the students were insufficient of English ability (T17 and T23). This finding is in line with Dewi's (2018) study in which the participants view the presence of English in tertiary education positively. Therefore, most participants are in support of using English in EMI classrooms. English is supported to be taught in HE curricula because it is needed for interaction in international academic sphere and for competing in job market. Therefore, they make use of English only as medium instruction. Other participants prefer to use Bahasa Indonesia as medium of instruction from which preserving Indonesian and the status of Bahasa Indonesia as a national identity are their bases of the reasons. For these participants, English should be taken place after Bahasa Indonesia and consequently not many teachers are willing to use English as medium instruction. The last group of participants would prefer to combine English and Bahasa Indonesia as their language instruction in the classroom. Regardless of these varied views, all participants agree that English must be facilitated by universities to give a rich exposure of English through international interaction, reading and understanding academic literatures, conversation clubs, and other sources of information. More importantly, the participants also perceive the needs of manage English and Bahasa Indonesia as co-existence medium of instruction without necessity of having equal use or status in the curriculum.

8.2.3.4.2 Teachers' Attitudes of Using Other Languages

Teachers' attitudes of using other languages were split into agreement and willingness to practice other languages in their classrooms (T1, T2, T4, T5, T6, T7, T8, T10, T11, T12, T18, T19, T22, T24, T25, T28, T29, T32, T34); agreement with the concept of practicing other languages

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

196

(T14, T15, T17, T26); totally disagreement (T3, T13, T16, T20, T21), T27, T31, T33); Disagreement (T9, T23, T30).

8.2.3.4.2.1 Teachers' Supporting Attitudes of Using Other Languages

Teachers who agreed with the use of languages other than English had different point of views. For example, T22 considered who the audiences and what purpose of a language used were taken as rationale of using other languages. Meanwhile, T24 pointed out that the use all the linguistic resources in order to provide understanding.

8.2.3.4.2.2 Teachers' Opposing Attitudes of Using Other Languages

Teachers who did not agree with the use of other languages as they were questioning the benefits of using those other languages and were being cynical (T13, T21). Other teachers (T13, T14, T16, and T23) just were not sure about using other languages than English in their classrooms. They still thought about structure deficient, students' confusion, distraction, and just mixing the language. Those questions and unbelievable of practicing multilingualism revealed that they did not have proper insight of multilingualism. Meanwhile, T8 believed that it was not effective to use other languages than English in the teaching content through English classrooms. This view was also typical of monolingual perspectives when seeing language as two different containers in one place. Yet again, it was lack of multilingualism insight.

8.3 Answers to the research questions

This section aims to answer three research questions outlined in section 8.1 in the light of the findings and discussion presented above. The answers to each research question are presented below.

8.3.1 How and Why Indonesian EMI Teachers Use of English and Other Languages in the EMI Classroom

The answers of the first research question are categorised into three sub-headings namely what languages the EMI teachers used in the classrooms, and how teachers use those languages, and when and why teachers used other languages than English during their teachings.

What languages used in EMI classrooms:
Indonesian EMI HE teachers spoke English dominantly in their teachings from the start to the end of the class. The quantification of average percentage of using English alone and English mixed with other languages showed a high percentage. Although English was spoken dominantly, teachers also spoke other languages such as Arabic (almost all teachers), Bahasa Indonesia (almost

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

197

all teachers), Thai (T12), Latin (T6), Malay (T11), and Javanese (T1, T5, T6, T7, T8, T10, T11) for restricted occasion and for both pedagogical and other communication purposes.

How teachers use those languages:

Indonesian university EMI teachers spoke English in tandem with Arabic only (T2 and T3), with Bahasa Indonesia, and Arabic (T4, T5, T6, T7, T8, T9, and T10), and with Bahasa Indonesia, Arabic, and other languages (T1, T11 and T12). The way teachers spoke these languages is mainly using code-mixing strategy, while there are potential opportunities to practice translanguaging. Teachers made use of all linguistic resources while they were teaching. They used a particular language or languages for certain purposes and contexts of speaking. They demonstrated that the use of those languages was not hampered by language boundaries, but they did it because they could do it. Therefore, in their teaching sessions they could practice code-switching, code-mixing, and translanguaging. The patterns emerged when teachers do multilingual practices are: 1) Embedded code-mixing referred to a word or a clause of the languages other than English was embedded in the English sentences. (Section 5.4.4.1), 2) Separated code-mixing was a word or a clause of the languages other than English was separated from the English sentences. (Section 5.4.4.2), 3) Merger code-mixing was a word or a clause of the languages other than English was embedded in and separated from the English sentences. (Section 5.4.4.3), 4) L1 direct insertion was inserting a word or a phrase of linguistic resources without any translation from English to other languages or vice versa. They just inserted it individually in the sentence. (Section5.4.4.4), 5) Cross language mirroring was a word or phrase of other linguistic resource and followed directly by its meaning in English and vice versa. (Section 5.4.4.5), 6) Cross language rebounding was expression in Bahasa Indonesia and then mentioning the English version indirectly. (Section 5.4.4.6), 7) Dual language back-to-back was one word both in English or Bahasa Indonesia was said twice or three times. (Section 5.4.4.7), 8) Cross language affixes were a combination of Bahasa Indonesia prefixes with Arabic and English. (Section 5.4.4.8), and 9) Cross language merger was combining conjunction in Bahasa Indonesia with English phrase or sentence. (Section 5.4.4.9).

When and why other languages were used:

Arabic was used specially to greet and do praying both in opening and closing the class. In some cases, Arabic was also used as loan words as these words were commonly used in teachers' daily communication. It was no doubt that the influenced of Islamic tradition came into being in these respects. Meanwhile, Thai, Latin, Malay, and Javanese were also spoken for small bits of teachers speaking. Thai was spoken to attract and build a hello-effect atmosphere for students, especially to drive out drowsiness in the classroom. Javanese was used spontaneously as the background of the teacher as a Javanese woman and was used to illustrate a local setting. Latin was mentioned as many sources as possible of law were rooted from Latin. Malay was spoken because of the presence of Malaysian students in his class.

As a mother tongue, Bahasa Indonesia was undoubtedly spoken dominantly besides English. The ultimate aims of using Bahasa Indonesia were to avoid from vacuum, to maintain the class atmosphere from boredom, to tell the stories, to familiarise students with the context, to

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

198

allow students to express ideas during discussion sessions, to negotiate meaning so that student understand the concept of terms, to accommodate students' inadequate English ability, to deal with technical issues, to be consistent with identity as a multilingual speaker who live in a multilingual society, to get rid of the emergency situation from which students did not know what to say in English, and to be spontaneous, to clarify for meanings of idioms or proverbs, and sentences and for making jokes.

There were certain conditions for teachers to use Bahasa Indonesia, especially when: a) students got stuck or did not get the point of teachers' questions, difficult to understand the materials, arguing, or did not know the words in English, b) teachers found terminology gaps, c) teachers needed to underline the concepts because the concepts were complicated and the authentic concepts were written in the highly academic styles, d) teachers made jokes, e) teachers had done all efforts but gained no results, f) the situations were in informal, g) students had no response to teachers' questions, clarification, or confirmation, h) all students were Indonesian, i) students had low proficiency of English. Bahasa Indonesia was allowed to use in the classrooms in mostly in activities such as group discussions, and presentation, j) teachers were mentioning local terms, domain terms, asking/confirming/joking, and local repertoires, k) students were doing group discussion.

8.3.2 Teachers' Perceptions of and Attitudes toward IUP Program

The teachers' perceptions of IUP are best seen from institutional policy and individual policy. The former policy is reflected from the foundation of IUP establishment, the language required for students to enrol the program, and the recruitment of teachers.

The foundation of IUP establishment in each university is different from one to another. University 1 based its foundation to endeavour the university's mission to reach a reputable university status. University 2 proclaimed its foundation as a "globalisation at home". University 3's foundation is imposed by government program to pursue a world class university. The foundation of IUP establishment in university is part of their cooperation with university partners, especially to welcome students from these university partners to seat in or take courses in the university 4. Drawing on the date of the establishment of IUP from these four universities, only university 2 as a state university with legal entity holder that established IUP under consideration of government's policy toward higher education (See section 1.3 for details description). The rest universities have established IUP for long time before that policy was issued in 2012. However, they envisioned their program with identical propositions such as international mobility, global partners, global insight, global community, international student exchange, international academic exposure, double degree program, student exchange program, and short-term academic program. One salient uniformity that those university take emphasise is that English as the language of instruction in IUP classrooms.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

199

Another aspect of institutional policy is the teacher recruitment. The head of department played a significant role as policy maker in each department. Although the head of department is a central figure, this policy is considered as an institutional policy. One important requirement that is agreed without any objections from any institutions is that PhD holders from overseas universities will automatically be assigned to teach in IUP. The reason is obvious. They are assumed to speak English fluently and have no problem to deliver materials through English. Meanwhile, for PhD holder from domestic universities, readiness, and willingness to teach IUP are the key points. When they are willing, they understand the between the lines message, they need to teach in English. The requirement related to English proficiency is also a policy, which is set up by institutions. This policy is likely unanimous as all IUPs require the prospective students to provide a certificate of TOEFL with which the threshold score was ranging from 450 to 600. Students' enrolment that required TOEFL score indicates that monolingual ideology is still strong in the mind-set of decision makers in these universities.

Meanwhile, teachers as authoritative agents in the classroom have autonomy to make their own policy of English use, and policy of assessing exam. Teachers perceive IUP in different point of view from generic to visionary one. Drawing on the interplay of those perception, it is likely that pedagogical aspects such as integrated curriculum, teaching delivery, lecturing mechanism, and academic engagement are teachers' salient concern. It seems to me that these pedagogical concerns have implication to enhancement of quality of the teaching practices of EMI in Indonesian university settings. This implication has been envisioned by one the teachers to accrue substantial benefits through the establishment of IUP. According to him, IUP needs to drive a transformational ecology in which teachers and students could gain all positive impacts from it. Through this ecology, a truly international program is inevitable. That is why some teachers who perceive IUP through their reflection switch their ideal concept of IUP from international macro perspective to international class, which comply with Indonesian Higher Education's policy. One essential reason they provide is very few international students apply for this program. This issue must be a great challenge for these universities in general and government in particular. In addition to this issue, binary classes namely regular classes and IUP classes seem to be problematic as there is no significant distinction between the two but the language of instruction. Therefore, they need to evaluate this program thoroughly so that they could decide whether to keep promoting the international program or developing new program which highlighting bilingual education.

In doing their teachings, Indonesian EMI teachers tend to focus teaching content with different emphasis such as focus on content with accommodating LOTE, with syllabus adjustment of syllabus, with students' personal development and language to delivery content, with direct feedback, with cooperation with other institutions to take care students' English development, and with language as complementary. Meanwhile, four teachers (T20, T26, T29, and T30) perceive EMI as the CLIL so that encourage the top management to facilitate a measuring mechanism of

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

200

students' English progress. They also promote their language learning/teaching principles, which influence how they manage the use of English and other languages in their classrooms. The principles include teaching is a two-way communication, learning should be beyond classroom walls, learning was not about numerical/statistical numbers, teaching is not about showing off knowledge, and teaching is how our children get something good from us, and teaching should be active, interactive, mutual interaction, and engagement. However, the teachers realise that they find different constraints and challenges in teaching in EMI classrooms. Majority of teachers (9 of 15) admitted that student's input is very diverse in terms of English proficiency, knowledge, and motivation. These differences make teachers struggle to ensure students understand the materials that is being delivered, to find out appropriate English-based materials and references, to treat students with diverse English ability, and to provide a relevant hands-on material with curriculum. Another concern is that one teacher still finds it difficult to perform appropriate style of teaching like that which is conducted in regular class, teaching with his mother tongue.

To overcome all of these challenges, teachers employ one of the following strategies for ease to use English (4 teachers), for understanding (22 teachers), for engagement (4 teachers), and for low achievers (7 teachers). In terms of language use, two teachers facilitate students with using very basic and general English or providing a direct feedback, one teacher explain something through English first, then repeated in Bahasa Indonesia, and vice versa and one teacher employ a clarifying strategy. Each teacher uses different strategies to ensure that students understand the material given. The synthesise of strategies are repeating checking, reviewing, resuming, recapping, questioning article/concept/case/material, assignment-related reading materials, peer tandem presentation, paraphrasing and body language, discussion-assignment-presentation, quizzes/exam, and choosing familiar topic. Meanwhile, teachers also do many strategies to engage or build a good rapport with students. Interaction through social media is one best option taken by two teachers, while other teachers apply for immersion-like class strategy, and double-language use strategy. As the input is not equal, teachers do personal and group therapy strategy for students who are low achievers. The forms of personal therapy that students do including one-to-one advising session and assignment (T19), one-to-one personal and informal communication (T5), mentoring and academic approach (T26), and assigned as personal assistant (T12). Meanwhile, for group therapy, teacher did a peer group discussion (T21).

Final dimension of teachers' individual policy outside the language policy is teachers' views of EMI output, which are perceived from two aspects, graduates' English language proficiency and employability. In terms of the former aspect, three teachers point out that graduates' English proficiency is developing, and it is a good valued added for them. In terms of employability, two teachers reported that IUP graduates were potential as some of them could be employed in the prestigious company or government institutions and their academic achievements are also fantastic as one example of graduates can be accepted to continue their Master program on campuses in America.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

201

In terms of teachers' policy of English use, it highlighted teachers' views on several aspects including their own English, teachers' reasoning of English choice in IUP, compulsory English, what consideration teachers took into account when applying for full English, and strict rule, as well as when applying for non-full English and loose rule when using English. Eight (of 34) teachers explicitly confirmed that their owned English were ranging from poor to good, while other four teachers were humbled when they said that their English was insufficient. These teachers tend to agree with the fact that they speak English normally like they speak their mother tongue, or Bahasa Indonesia. They apply for English as language of instruction in the classroom because of the label of the class or the program as international, the agreement of the founder of the program, the familiarity of language, the status of widely accepted language in the international world, the language of common law documents, and the most feasible language for teachers.

In addition, twenty four of thirty-four teachers provided their views concerning a compulsory English use policy. For these teachers, English was compulsory to use for communicating in social media (T15), discussion (T11), presentation (T5, T13, T21), aspect of teaching (T5, T13, T21), thesis writing and defence (T7, T16, 19, T26, T28, T30), exam (T5, T6, T7, T14, T17, T32), reading materials (T10, T20, T24, T25, T27, T29), and teaching delivery (T7, T8, T9, T31, T33, T34). However, they applied a different approach in managing English practices in the classrooms by imposing a full-English speaking policy with strict rule for marketing concern/offer (T20, T3, T9, T13 and T27), compliance with policy made by faculty or faculty regulation (T11, T15, T20, T22 and T26), international program factor, (T21 and T27), presence of international students in the classrooms (T2 T6), encouragement to be confident to speak English, raising awareness of being ready with English when enrolling IUP, commitment as staff, expensive tuition fees, parents' demand (T20), discipline technical term and upper semester students (T19, T32), and attempt to familiarise students with international environment (T21).

In contrast, some teachers applied for a non-full English speaking policy with loose rule due to following considerations, students' low English proficiency (T6, T17, T19, and T32), preference for understanding rather than language (T4 and T32), students were blanks of words (T13), impossible to speak a 100% in English (T6), adaptation period (T24), tolerance for lower semester (1-3) (T19), communicating through smartphone (T15), flexibility (T16, T34), and stick out with faculty policy (T18). Teachers' consideration of applying the loose rules policy is solely considered based on commencement of the newly established program (T5). Consistent with this consideration, teachers realise that asking students to speak a 100% English will be a bit problematic for students. It is, therefore, teachers need to empathise by giving students opportunity to speak English naturally (T10, T28).

When teachers assess students' exam, teachers also apply for their individual policy with two main concerns, assessing the content alone or the content with language. Sixteen teachers

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

202

(see table 6.7) did score of content alone. For others, two teachers would see what language students use when they answer the exam questions as it would be consideration of reducing the score (T19, T29). One teacher (T6) would do scoring both on content and language as content should be clearly through English. Teachers also evaluate students' language development through witnessing the use of language in the undergraduate thesis defence orally and written (T16), or through their TOEFL score (T32).

8.3.3 Teachers' Perceptions of and Attitudes toward the Use of English and Other Languages

Teachers' orientation of using English was not imitating NESs and it was evident in their accounts. However, they perceive EMI as English and therefore, they believed English was the only language might be of practicing in the classroom. The teachers' perceptions were not all true because in the practice, they accommodate the use of other languages when they taught. For some teachers (T4, T5, T6, T7, T11 and T12), they practiced multilingualism such as code-switching/mixing for restricted opportunities and occasion during their teaching sessions. For others, they accommodated using LOTE for emergency needs, but they did not want to call it practices of multilingualism in their classrooms. Therefore, teachers' perception of English and multilingualism was not simple but complicated. All teachers had positive views of the use of English in IUP. They either agreed or supported it. On the contrary, although many teachers were cynical with multilingualism, some of them agreed with the idea of multilingualism with some terms and conditions applied.

8.4 Limitations and Further Research

I found it positive to accomplish this study with its potential strength in theoretical and practical aspects of EMI settings in Indonesia universities. However, inevitably there were limitations to this study to declare as follow. First, in terms of field study, amidst Indonesian teachers, ELF was not yet as familiar as EFL-perspectives. As English had been introduced in all levels of education since 1950's, it was adopted as the ultimate foreign language in which Standard English norms applied. Although most English teachers are multilingual speakers, it is not easy for teachers to change their perspectives from monolingual perspectives to multilingual perspectives. Therefore, in their interview accounts, it was revealed that teachers' perspectives on English and multilingualism were often conflicting. In such a case, there were problems in the praxis of English and multilingualism. Conceptually, they did not agree with the use of English and other languages in the context of EMI teachings but in their practices, they allowed to switch from English to Bahasa Indonesia for any reasons. In addition, EMI as a national program has just begun and limited to Legal Entity State Universities within the last four years. These states universities had privileges or autonomy of academic and non-academic administration and management. However, the name was not EMI but IUP. For these universities, the establishment of IUP was one

of the requirements. Meanwhile, for well-established private university, EMI was represented in IUP since 1990's. Unlikely, the current IUP at that time was only for home students. Therefore, experience of the teachers was very wide ranging from novice to expert. However, this study did not analyse and report these particular distinctions.

Second, the research method used in this study was a qualitative study employing case studies approach, therefore the research instruments to collect data applied were mainly using observation and interview. The observation was limited only in two teaching sessions and continued with one opportunity for interview. As the objective of this study was exploring teachers' practices and perspectives, these two collection data tools were sufficient. However, when a bigger picture of teachers' practices was needed, it was, of course, classroom only observations were limited.

Third, having 34 participants from four universities in very tight schedule was very challenging. What's more, one university that was located four hours from the other three added other complexities on managing the time. With all of these challenges, the time interval for conducting observations and interview was short and in several cases were occurring in the same day. Consequently, I didn't have enough time to listen the observation recordings before I conduct the interview with the same participant. The only instrument that I could use to help providing items to confirm in the interview was my observation notes. Ideally, prior to having interview, all critical incidents related to the use of English and other languages have been summarised from observation recordings.

Fourth, in addition to recordings of observation, I also did manual note takings. However, in line with limitedness, there was no chance for me to do transcription and analyse it before I did interview with participants. I maximised manual note takings to be further confirmed in the interview. However, this was not sufficient, as I realised when I analysed the transcripts of observations later, the manual notes might have failed to capture all prominent aspects of teachers' practice of using English and multilingualism.

Lastly, the process from transcribing 23 and 34 recordings of both observations and interviews to follow up with analysing them was very challenging and hectic. I mostly spent my time to do these processes. Although it was absolutely taking times, I kept focus working on this thesis to ensure that all processes of qualitative method had been done in the correct procedures. In addition to the limitations of study, recommendation for further research was also highlighted. As multilingual, multicultural, and multi-religious country, Indonesia provided a wide room for ELF-based pedagogy research. However, the proper research in this field not had full attention by the scholars in Indonesia. There were two possibilities of this situation. Firstly, the scholars were not interested in exploring this topic and secondly, they did not acknowledge the myriads perspectives of this field have been developed by scholars in, particularly, the European countries. I did believe that the latter fact was the primary cause. Therefore, besides encouraging home scholars to do research in ELF field, making them aware of this field development was obligatory as well.

Reflecting on this study, several recommendations for future research seeking to explore ELF, EMI, and multilingualism could be presented. In terms of topic, language ideology of teachers

sounded interesting as this study focussed on the role of ELF, the use of English and multilingual practices, and the perception and attitude toward EMI. When there was contact among languages, language ideology was behind the reason why one language was used, and the other were ignored. In other words, conflicting ideology seemed to be latent for multilingual speakers. In addition to language ideology, other topics such as ELF and language policy, ELF and inter- or transcultural communication in EMI settings, ELF-based assessment, and ELF-based material development could be the alternative.

In terms of method, focussing the research on grounded study for future research would be worth doing. In my study, I acknowledged that two or three teachers who were very insightful perspectives toward the use of English and multilingualism. However, the policy of IUP establishment was strongly top down. It would be interesting to explore how teachers harmonise his idealism, students' expectation, and university policy under the perspectives of ELF.

In terms of participants, as this study focused on teachers, it is highly recommended to investigate students' voices or experiences in the EMI settings. Future research could explore students' views on the internationalisation at home concept, on their expectation of EMI classroom, on their English development, or on their identity. Meanwhile, students' experiences are also great alternative focus. Doing ethnographic case study on great achiever students for example is an extremely good opportunity to explore activities, engagements, learning habits, and any other efforts students did for that.

Finally, in terms of research setting, students' contact through online communication could be further developed for future research. This mode of research gives a big opportunity to explore English and multilingualism as they seem to communicate in a more relaxed way than in face-to-face communication. It is also good to see how students involve their mother tongue, multi-modality, and other creative way of communication with their peers. In addition, other advantages of undergoing online communication are that the participants could come from many people from all parts of the world. In addition to recommendation to further research, the contributions, and implications of this study to EMI pedagogy will be presented in the next section.

8.5 Implications

The findings related to IUP, English and other languages can benefit those who are involved in EMI pedagogy, especially for faculty of university leaders, teachers, teacher educators, and academic support developers. For faculty or university leaders, the findings of this study in relation to concept of IUP revealed that there were no differences between IUP as program and IUP as classroom with English-medium instruction (EMI) or in teachers' familiar term English as language of instruction (ELI). Therefore, it could be a stepping point to do evaluation or reflection to reorganise the concept of international class or just ELI classroom. For teachers, it was revealed that English only policy with very strict rules seemed to be unnecessarily applied in the classroom

as many factors had proved that English and other languages use was inevitable for multilingual education settings. Therefore, protecting this kind of classroom settings from making use of languages other than English should be changed by promoting English and other languages use. In its turn, multilingual pedagogy could inspire teacher educators to manage all linguistics resources when they teach in the similar classroom settings. Moreover, In Indonesian education settings, secondary teachers were under hegemony of monolingual ideology. Promoting English and other language practices would not be easy yet challenging. Finally, for academic support developers, these findings revealed that academic supports were offered to students but not to teachers. Therefore, academic support for teachers should be made to balance as they taught content using English. They were not English teachers and therefore they did not really pay attention to language aspects. It is in this sense, academic support developers needed to build awareness for teachers to manage their classroom with up-to-date insight from academia.

Globally, the findings of this thesis would be giving contribution and implication particularly in multilingualism and ELF research. Teachers' perception of English and other languages demonstrated that teachers were accommodating their English to students. They did not impose English when students were not capable of doing that. Besides applying teaching strategies (sections 6.3.5.4, 6.3.5.5, 6.3.5.6, and 6.5.3.7), teachers also made use all their linguistic resources and reflected it in code-mixing/switching practices. It was inevitable that English and other languages use was developed in non-Anglophone countries.

In addition, the findings also revealed that although it was very limited, T12 spoke Thai and T11 spoke Malay, two languages of Indonesia neighbour countries. When they transported within ASEAN countries, it was possible that they met in the contact zone and communicate with English in the ELF communication, where English was not necessarily spoken or speak English as a lingua franca within ASEAN, which multi-culturally rich and linguistically diverse milieu (Kirkpatrick, Subhan, and Wilkinshaw, 2016). The final section below will summarise the key message from this study.

8.6 Key Message

Exploring teachers' perception and attitude of IUP, and of the use of English and other languages, this study provides several significant findings that contribute to the existing knowledge within the area of English-within-multilingualism in particular and teaching content through English in general. Indonesian EMI HE teachers spoke English predominantly in their teachings from the start to the end of the class. Although English was spoken dominantly, other languages such as Arabic, which was spoken by almost all teachers, Bahasa Indonesia by almost all teachers, Thai by T12, Latin by T6, Malay by T11, and Javanese by T1, T5, T6, T7, T8, T10, T11 are also used for restricted occasion and for both pedagogical and other communication purposes. Therefore, on certain occasion, English could be in tandem with Arabic only (T2 and T3), with

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

206

Bahasa Indonesia, and Arabic (T4, T5, T6, T7, T8, T9, and T10), and with Bahasa Indonesia, Arabic, and other languages (T1, T11 and T12). In other words, teachers made use of all linguistic resources while they were teaching for certain purposes and contexts of speaking. The use of those languages was not hampered by language boundaries or because of their deficiencies but they did it as a reflection of proficient multilingual speakers. Therefore, these teachers are able to apply for code-mixing as a main with nine patterns of mixing, switching, and trans- the languages' strategies in their communication.

In terms of language of instruction, all four universities have clearly emphasised to set English only as the policy. However, in its practices, this policy is implemented differently by teachers. As authoritative agents in the classroom, teachers have autonomy to make their own policy of English use. Eight (of 34) teachers explicitly confirmed that their own English were ranging from poor to good, while another four teachers were humbled when they said that their English was insufficient. These teachers tend to agree with the fact that they speak English normally like they speak their mother tongue, or Bahasa Indonesia. In addition, teachers' orientation of using English was not imitating NESs and it was evident in their accounts. However, they perceive EMI as English and therefore, they believed English was the only language that might be practiced in the classroom. The teachers' perceptions were not all true because in the practice, they accommodated the use of other languages when they taught. For some teachers (T4, T5, T6, T7, T11 and T12), they practiced multilingualism such as code-switching/mixing for restricted opportunities and occasion during their teaching sessions. For others, they accommodated using LOTE for emergency needs, but they did not want to call it practices of multilingualism in their classrooms. Therefore, teachers' perception of English and other languages was not simple but complicated. All teachers had positive views of the use of English in IUP. They either agreed or supported it. On the contrary, although many teachers were cynical with the use of other languages than English, they agreed with the idea of accommodating other languages than English to use with some terms and conditions applied.

The policy related to foundation of IUP establishment demonstrated that only university 2 that establishes the IUP program, which is under the compliance of the government's top-down policy as its status as a state university with legal entity holder, while the other universities has established IUP for a far longer time before that policy was issued in 2012. The policy made for teacher recruitment was assigned by the head of department as a significant policy maker in each department. Although the policy reflects the head of department as a central figure to regulate the IUP program, this policy is considered as an institutional policy. Through this policy, PhD holders from overseas universities will automatically be assigned to teach in IUP as they are assumed to speak English fluently and have no problem to deliver materials through English. Meanwhile, for PhD holder from domestic universities, readiness, and willingness to teach IUP are the key points. When they are willing, they understand the between the lines message, they need to teach in English. As the criteria is much placed on the Head of Department's shoulder, it needs to consider a clear criterion of recruiting the IUP teachers in the future. The last policy, which is

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

207

set up by institution, is a language requirement for enrolling the IUP. This policy is likely unanimous for all universities as they require a certificate of TOEFL for prospective students. The threshold score varies ranging from 450 to 600. This policy indicates that the mind-set of decision makers in these universities is still very much influenced by monolingual ideology.

The most salient issue found in this study was using English only in multilingual education settings was impossible. Factors such as type of discipline, students' English proficiency, learning context, and language-in-education policy influenced teachers to practice or not practice of English only. Therefore, teachers and top decision makers in the university should be aware of these factors and not make one-size-fits-all policy. In the level of university (policy in the meso level), the influence of monolingual ideology was obvious. They imposed English only policy. However, in the micro level, teachers mostly practice English and other languages. On many occasions, teachers practiced code-mixing, and some potential occasion they are practicing translanguaging. This was to lesser extent, they promoted English-within-multilingual practices. As a matter of fact, promoting English and other languages practices would not impact on the label international for marketing strategy. This was one of reasons why monolingual ideology was hegemonic. It was good for marketing strategy. However, promoting English-within-multilingualism was not just about marketing and fund. Rather, it was about awareness of being multilingual speakers who were learning in the multilingual education settings. If they were aware, in ELF-perspectives, the "E" of EMI was considered of ELF (English as lingua franca). It was revealed that English they were using was their owned or local English. This is an indication of using Indonesian ELF (INDELF) in their teaching practices in Indonesian EMI HE. This was evident that Indonesian universities' decision makers had to switch the language policy from applying Standard English norms to Global Englishes. To be more practical option, the top-level managers could design an international class from which all students are Indonesian with bilingual education, and they could also promote INDELF communication in Indonesian EMI HE settings.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

208

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

209

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

211

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

212

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

213

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

216

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(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

218

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

220

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Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

221

Tables

Figures

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

223

APPENDIX A: Interview Guidelines

Samples of Interview questions

Warming up:

1. Could you tell me about yourself?
2. How long have you been teaching through English?
3. What motivate you to teach through English?

Main interview:

1. What do you understand about EMI?

a. What is the main reason to establish the International Program Class in which English as a medium of instruction?

b. What is your personal opinion toward the policy of teaching through English?

c. What is your position toward the government policy to teach through English?

d. What is the main consideration to employ English as medium of instruction?

e. How do you define/view this English?

f. What do you know about English as a lingua franca?

g. How do you present your teaching with EMI?

h. Which is the focus of EMI practice, content and language?

i. Who practices EMI? What is the main qualification to teach in EMI class?

j. Do you bring native English speakers or Indonesian norms in teaching? Why?

k. What is your orientation toward the use of English in your EMI class?

l. How do you like your student to speak English?

m. What is your response, when you see your students who does not only speak English but also other languages s/he has in the class?

n. How many languages can you speak?

o. How many languages do your students have?

p. How do you define/view multilingual speakers?

q. In such a multilingual environment, how do you think English and multilingual can be practiced together in the class?

r. How do you use all your linguistic resources in your teaching through English?

s. How do you define yourself: a multilingual speaker who express a monolingual mindedness or a multilingual speaker with multilingual mindedness?

2. What factors influence your understanding and orientation?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

224

    a.   What influence does….(your view on language, government and university policy, linguistic practices, classroom interaction, cultural and religion background)…have on your understanding toward the EMI practices?

    b.   What other factors influence your understanding toward EMI practices?

    c.   What influence does….(your view on language, government and university policy, linguistic practices, classroom interaction, cultural and religion background)…have on your orientation toward the EMI practices?

    d.   What other factors influence your understanding toward EMI practices?

3.   How do these factors influence you in using English or making use of your multilingual resources in EMI programs?

Closing:

Apakah ada hal lain yang ingin Bapak/Ibu sampaikan yang tidak ada dalam pertanyaan yang saya ajukan tadi?

Is there anything else that you want to add that I did not ask you?

APPENDIX B : Transcription Conventions

Symbols	Descriptions	Examples
.	Falling Intonation	That was great.
,	Continuing contour	I bought ice cream, butter, and honey.
?	Questioning intonation	Where was it happening?
!	Exclamatory utterances	Watch out!
[]	Overlap	A: He did it [again] B: [oh]
[[]]	Additional words to make the meaning clearer	[[for that]] purpose and [[other]] reasons
[[	Speakers start at the same time	[[A: So, I repeat [[B: Then, you
=	Latched utterances	A: They escaped from prisoner. = B: = And died
(xxx)	Unable to transcribe	I did not (xxx) that matter
(send)	Unsure transcription	He clarified his (answers)
(())	Other details	We Negotiated ((the price))
-	Abrupt cut-off	I take – I bring
""	Direct speech	They screamed "Oh My Goodness!"
' '	Intended word(s)	I called it "mantul"
@@@	Laughing	That's funny @@@
Italic	Non-English words	*Hebat* is great.
((Italic))	Out of the topic being discussed	That's another thing. ((Very traumatic, and impolite))

Adapted from Richard's (2003) convention of transcription

APPENDIX C: Consent Form

Study title: The Teachers' Use of English and Multilingual Practices in English-Medium

Instruction (EMI) Settings in Indonesian Universities

Researcher name: Nizamuddin Sadiq

ERGO number: 46036

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (18/10/2018/version no.1) and have had the opportunity to ask questions about the study.	
I agree to take part in this research project and agree for my data to be used for the purpose of this study.	
I understand my participation is voluntary and I may withdraw at any time for any reason without my participation rights being affected.	
I understand that should I withdraw from the study then the information collected about me up to this point may still be used for the purposes of achieving the objectives of the study only.	
I agree to take part in the interviews and observations for the purposes set out in the participation information sheet and understand that these will be recorded using audio and video recordings.	

Name of participant (print name) ……………………………………………………………………………
Signature of participant……………………………………………………………………………………….
Date…………………………………………………………………………………….……………..

Name of researcher (print name)……………………………………………………………………………
Signature of researcher …………………………………………………………………………………………
Date…………………………………………………………………………………………………….

Optional - please only initial the box(es) you wish to agree to

I understand my participation is voluntary and that I may withdraw at any time for any reason without my medical care or participation rights being affected.	

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

227

APPENDIX D: Participant Information Sheets

Study Title: Teachers' Use of English and Multilingual Practices in English-Medium Instruction (EMI) Settings in Three Indonesian Universities

Researcher: Nizamuddin Sadiq

ERGO number: 46036

You are being invited to take part in the above research study. To help you decide whether you would like to take part or not, it is important that you understand why the research is being done and what it will involve. Please read the information below carefully and ask questions if anything is not clear or you would like more information before you decide to take part in this research. You may like to discuss it with others, but it is up to you to decide whether or not to take part. If you are happy to participate you will be asked to sign a consent form.

What is the research about?
I am Nizamuddin Sadiq, a PhD student at the University of Southampton, UK. This research is for the completion of a PhD degree in Applied Linguistic for English Language Teaching. The aim of the research is to investigate the use of English and multilingual practices in English-Medium Instruction (EMI) settings in three Indonesian universities. The questions raised in this research related to the view of language which plays an important role in using languages in EMI classrooms. In multilingual settings, views toward languages seem to be contested and therefore will influence teachers to decide which language she/he will use. In addition, ELF is the contesting ideology. When the monolingual perspective is being criticized, ELF offer English which is within the framework of multilingualism. However, this framework is not being aware by many teachers in the countries where English is not their native language. Therefore, it is important to investigate how views of language and ELF are considered as fundamental driving factors in practicing English in EMI settings. Through this research, the outcomes are hoped to contribute teachers to be more aware of language views and ELF role in implementing EMI program. It is also hoped that it will be useful to design an appropriate English-Medium Instruction model for multilingual speakers in the future.

Why have I been asked to participate?
This study is aimed at investigating the teachers' voices. Therefore, I will select 20 participants who are teaching subject through English in multilingual environment and teaching in the International Undergraduate Programs as well. Teaching experience is not the ultimate requirement and Native-English speakers, or non-native English speakers are both welcomed. If you are keen at sharing information about your experience in teaching in EMI settings, your views toward language, your practices of English and multilingualism in EMI programs, you are then eligible to take part in my study.

What will happen to me if I take part?
When you take part in this study, you will be observed twice while you are teaching in the International Undergraduate Programs for the whole sessions. Each observation will be done in every other week. When all observations are done, you will be scheduled for following up interviews that will last for approximately 60 minutes. In this occasion, I will clarify and confirm activities or practices that are related to the use of English and multilingualism. Furthermore, I will ask you several questions in relation to your view toward language and your understanding and orientation toward EMI practices. You will also get the chance to discuss with me your thoughts about factors influence your understanding and orientation toward EMI, and how these factors influence you to use English and multilingual practices. For the purpose of transcription and data analysis, the interview will be audio recorded. The research method in this study is qualitative enquiry with using ethnographic tools as an approach.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

228

Are there any benefits in my taking part?

Once you participate in this study, you will have a great chance to understand the practice of EMI from one to another setting of EMI programs. You can also discuss with me your views on language use and multilingualism practices, even ideas of betterment toward the language practices can be shared. You will also get the chance to raise your awareness on ELF rather than English as a foreign language (EFL) perspective. More importantly, your participation in this study could give a future impact on reformulating of the use of languages in EMI in your discipline.

Are there any risks involved?

The study will be held in the classroom and the office at each university. Observations and interviews seem to be safe activities during the study. Therefore, no risks to be worried about as all activities will be arranged at a mutually convenient time and availability. In the case of observations and interviews are approaching the lunch time, the refreshment will be provided.

Refreshments will also be provided during the focus group discussion to avoid fatigue.

What data will be collected?

Data being collected in this study are your views, understandings, orientations toward EMI programs and the practice of English and multilingual practices in your classrooms. These data will be collected through observations and interviews. It is clear that personal data such as religious beliefs will not be part of required data in this study. All collection of the data and recordings will be securely stored on my private computer, and they will be protected from anyone who wants to have access to them. Meanwhile, your identity will not be revealed, and your coded information will be used for the purpose of data analysis. Only your contact details that will be stored for the duration of the study. The contact will only be used for important calling such for clarifications, if needed, during my data analysis.

Will my participation be confidential?

Your participation and the information I collect about you during the course of the research will be kept strictly confidential. I will be the only person who has direct access to the data and nobody else can see it until it is coded. Your real name will not appear in any part of the study, and I will be using pseudonyms instead. You can also choose the name that you think best represents you. Recordings will be stored safely on my password protected computer and all the raw data will be destroyed as soon as it has been coded. My supervisor and other members of the University of Southampton may have access to the coded data for monitoring purposes and/or to carry out an audit of the study to ensure that the research is complying with applicable regulations. Individuals from regulatory authorities (people who check that we are carrying out the study correctly) may require access to your data. All of these people have a duty to keep your information, as a research participant, strictly confidential.

Do I have to take part?

No, it is entirely up to you to decide whether or not to take part. If you decide you want to take part, you will need to sign a consent form to show you have agreed to take part. I will send both the consent form and this participant information sheet to your email so that you can read it carefully. When you agree with all the contents/statements, you can confirm your agreement to participate in my project through email.

What happens if I change my mind?

You have the right to change your mind and withdraw at any time without giving a reason and without your participant rights being affected. As a consequence, all data taken up to the point of your withdrawal will be wiped out.

If you withdraw from the study, we will keep the information about you that we have already obtained for the purposes of achieving the objectives of the study only.

What will happen to the results of the research?

Your personal details will remain strictly confidential. Research findings made available in any reports or publications will not include information that can directly identify you without your specific consent. The results of the research will be compiled as an academic writing (thesis) for the purpose of obtaining a PhD

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

229

degree, and therefore it may possibly be published. I will be happy to provide a copy of the research results, if the participants want to have one.

Where can I get more information?
For further questions, concerns, and communications, please free to contact me Nizamuddin Sadiq at Nizam.Sadiq@soton.ac.uk or my supervisor Jennifer Jenkins at J.Jenkins@soton.ac.uk

What happens if there is a problem?
If you have a concern about any aspect of this study, you should speak to the researcher who will do my best to answer your questions.

If you remain unhappy or have a complaint about any aspect of this study, please contact the University of Southampton Research Integrity and Governance Manager (023 8059 5058, rgoinfo@soton.ac.uk).

Data Protection Privacy Notice
The University of Southampton conducts research to the highest standards of research integrity. As a publicly funded organization, the University has to ensure that it is in the public interest when we use personally identifiable information about people who have agreed to take part in research. This means that when you agree to take part in a research study, we will use information about you in the ways needed, and for the purposes specified, to conduct and complete the research project. Under data protection law, 'Personal data' means any information that relates to and is capable of identifying a living individual. The University's data protection policy governing the use of personal data by the University can be found on its website (https://www.southampton.ac.uk/legalservices/what-we-do/data-protection-and-foi.page).

This Participant Information Sheet tells you what data will be collected for this project and whether this includes any personal data. Please ask the research team if you have any questions or are unclear what data is being collected about you.

Our privacy notice for research participants provides more information on how the University of Southampton collects and uses your personal data when you take part in one of our research projects and can be found at http://www.southampton.ac.uk/assets/sharepoint/intranet/ls/Public/ Research%20and%20Integrity%20Privacy%20Notice/ Privacy%20Notice%20for%20Research%20Participants.pdf

Any personal data we collect in this study will be used only for the purposes of carrying out our research and will be handled according to the University's policies in line with data protection law. If any personal data is used from which you can be identified directly, it will not be disclosed to anyone else without your consent unless the University of Southampton is required by law to disclose it.

Data protection law requires us to have a valid legal reason ('lawful basis') to process and use your Personal data. The lawful basis for processing personal information in this research study is for the performance of a task carried out in the public interest. Personal data collected for research will not be used for any other purpose.

For the purposes of data protection law, the University of Southampton is the 'Data Controller' for this study, which means that we are responsible for looking after your information and using it properly. The University of Southampton will keep identifiable information about you for 10 years after the study has finished after which time any link between you and your information will be removed.

To safeguard your rights, we will use the minimum personal data necessary to achieve our research study objectives. Your data protection rights – such as to access, change, or transfer such information - may be limited, however, in order for the research output to be reliable and accurate. The University will not do anything with your personal data that you would not reasonably expect.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

230

If you have any questions about how your personal data is used, or wish to exercise any of your rights, please consult the University's data protection webpage (https://www.southampton.ac.uk/legalservices/what-we-do/data-protection-and-foi.page) where you can make a request using our online form. If you need further assistance, please contact the University's Data Protection Officer (data.protection@soton.ac.uk).

Thank you.
I would like to extend my highly appreciation and gratitude for all your kindly help and participation in this study

APPENDIX E: Sample Observation Transcript

181105_T12_University 1-Observasi#1.

Speaker: 00.11. Assalamualaikum Warahhmatullahi wabaraktuh.

Speaker: 00.13-00.15 Waalaikum salam warahmatullahiwabarakatuh.

Speaker: 00.16 before we start for today. Let's say Basmallah together.

Speaker: 00.23 Bismillahirahmanirrohim.

Speaker: 00.28 I would like to introduce you Mr. Nizam. Would love to come here to observe. Observe me to teach. ((Researcher laughs, some students cheer)) That will observe me. Don't worry. He will expect to stay with us. Observing me how to teach, teaching you. And ummm…

Speaker: 00.47 He will be here in our class today for one meeting. So, how is your competency, take home competency test? Have you already done it? =

S   = Yeah.

SS   Yeeesss =

Speaker: = Okay thank you.

((The sound of papers is massive. Students are busy collecting the papers))

Speaker: 01.30 Please sign only two. Because one for competency test and the other is today's meeting.

Speaker: 02.16 yesterday we talked about welfare and consumer surplus sales in production circles.

Speaker: 02.19 I would like to remind you again. What is the meaning of efficiency? So, efficiency comes with the total surplus that you achieve. When you have, during the day, a value to the buyers, and the costs to the sellers that should see it. They are assumed by the cost highly and include by producers in the lowest cost. That's efficiency meaning.

Speaker: 02.54 also, when you want to increase or reduce. They will not increase, or they will not receive changing the number of the total surplus as the efficiency meaning. Aaa I would like to remind you that consumer surplus reveal. Consumer surplus will be met, when there is a willingness to pay and really needs to sell to royal consumers. Right. And for example, this is an equilibrium, right?

SS   Yaaa

Speaker: 03.53 it means that in this price or in state of our service, very, rupiah eighteen thousand rupiah. And in this case, this is the number of one dealing with equilibrium.

((One student get cough and other students laugh and comments))

Speaker: I think, our viruses are already spread. ((T and SS laugh)). Actually, I try to be hero for this.

Speaker: 04.35 but honestly, after one week it will be better. I get cough. Even, when I speak, speak louder after that I just like throwing up on the phone with the all the sirens go off. I just go to bed, drink coffee. But today I'm trying to calm down and hope to be cough less. Again, I don't know. There will be no accident of vomiting in here. So, let us remember that our equilibrium prices 30 for example, and quantity is Q E or around 100 images.

T :   05.30 it means that if there is a price around forty doll aa rupiah here. Do you want to buy it?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

232

S No.

Speaker: 05.42 if you have price for about 25, you want to buy it?

Ss Yeeees.

Speaker: 05.49 Oh you are trying to find surplus, huh? ((Ss laugh)). So, it means, this one is what? This one is willingness? To buy or to pay?

Ss To pay.

Speaker: 06.20 so when you are having less than 30, it means you are willing? =

Ss = To pay.

Speaker: 06.30 More than 30?

Ss Less.

Speaker: 06.35 Less than that. And then you try bargain. Usually, you go to Malioboro and meet a local mbok-mbok and then "How much is it? 10.000. Haaaah? 3000 thousands laah. ((Ss cheerfully comment. It is very noisy)). From 10.000 rupiahs you try to bargain 3.000 rupiahs.

Speaker: 06.57 But usually. Since, we want to achieve benefit for us, right? Oh man I cannot do that can I sell around 5 aaa 9.000 I mean. Oh that's already very, very cheap.

Speaker: 07.16 ((Ss laugh cheerfully)). Eight point seventy five, laah. ((Ss laugh again, T laugh as well)). Noo, if you try to bargain again, I will pay you 4.000. ((Laughter fills the class)).

Speaker: 07.33 and he said, Okay. The middle is 8.000. You pay. Okay, this is your willingness to pay. And you took that thing from your brand. I got this ten thousand rupiah. I buy it yesterday five thousand. ((Ss laugh out loud)). That can anything wrong, but ten thousand is already paid as willingness pay, right? That's one of our take home exam is about willingness pay and demand. This is actually the answer that, so when you are willing to pay, it states the demand side, of your demand side. Okay. So, the buyer, the values, and the goods most highly are the one you can choose. So, that one is, for example, is 5.000. That's the meaning of willingness to pay. And then, all the sellers, in the perspective of the seller, they are reducing. When the cost of producing is less than eight thousand, for example, because of the cost of producing is 5.000, people sell it.

Speaker: 09.33 but if it is more than that they don't sell it. They keep it. If the cost is less then eh sorry more than eight thousand. That's why the equilibrium is becoming from the production process.

Speaker: 10.03 for today, actually we would like talk more about ((3)) perfect competition. Do you have any presentation actually or? =

S = Three.

Speaker: Three? Group three? I need the name for it.

Speaker: 10.32 where is the windows actually? Group three Are you already preparing yourself?

S Yees ((unsure tone, other ss and T laugh out loud))

Speaker: 10.45 unfortunately, I have to be, fortunately I am not such bad criminal. You should say,"Yes, Mam". ((Sound very confirm)). Okay. Are you ready for that?

S Ha-ah.

Speaker: 10.57 well, good luck for today. Can you do it, both of you? Both of you, present?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

233

Speaker: 11.18 I was totally chasing after that for AC. One. Is it okay? Both of you? How many.
Members in one group?

Ss   3. 4.

Speaker: 11.33 four actually but there's only three. Is okay for you both to do the presentations?
Group three we welcome you for your presentation today. Well, I would like to deliver that after their
presentation, I would like to describe about competitive market, what is minimal marginal value, and for
that I will show you how to calculate total revenue, total cost, and how it is related to average revenue. The
third, how does the competitive firm determain the company maximize profits or so I will welcoming you a
mathematic equation for today.

Ss   Yeaaaayyy

Speaker: 12.35 if you're thinking that Economies is not the same with mathematic, you are wrong.
Unfortunately, Mathematics is the whole (laugh), whole problem solving of Economy. After presentation, we
will talk more about it.

Speaker: 13.05 Okay. Are you ready? Still turning on the laptop. If you have a flash disk, you can use on
my laptop.

Speaker: 13.32 so, in the market ((3)) since we are waiting for the group three. Let's us discuss about
perfectly competition. In the market, for example, for vegetables.

Speaker: 13.53 why you call it, vegetable is stranger in the PERFECT competition. Because they have
many, yaa ((2)) many vegetables and sellers. And even many of the buyers are very competitive. And their
product for sale are largely the same. If, for example, me, I usually go on Sunday to market, traditional
market by myself. And during, that Sunday, totally, what is that, total like calculation day. Few days after
that, okay, based on my income salary I am negative bla-bla-bla. Something like that because people always
found increasing price. The increasing price will be followed by others sellers. It's rare to find a seller, who
are selling cabbage. One kilo. Five thousand five hundred and the others sellers, come on, come on. Please
buy me, it is three thousand. It's nonsense. Sometimes I cannot find it. Usually five thousand five hundred
eighty five thousand five hundred they have the same. Price. That's showed a highly perfectly competitive. If
some sells or sold 5.400. I believe. Everyone who in there would just let the seller just pointing at those.

Speaker: 15.42 Wani owe yo? ((all ss laugh)). Dodol semono.

Speaker: 15.48 it's nonsense in competitive market.

Speaker: 15.52 but there will be some sellers will reducing their prices, small amounts, etc. and the firm
will very anger and exit the market. For example, when you are in the traditional market then you bring.
Suddenly your cousin coming from others village. Bring cabbages, 1 tons, full @@@@ ((ss are clamouring)).

Speaker: 16.24 aha, right, economies. You need to safe it. You will not consume it. 1 tons.

Speaker: 16.36 and then you come to the market. And then you sell it. It's in the other seller arguing,
"Heh! Why do you sell cabbage in here? Get lost. Get lost". Something like that. Is that happening? The
seller just said, "Okay, if just you want to sell, sell it. I also have it. I sell it. My other neighbourhood have the
cabbages. He sells it.

Speaker: 16.59 because a lot sellers. It will be different, if you have. If you branded by iPhone. And
then open iPhone se ((3)) aa iPhone store. I believe the Apple Store from Ambarukmo Plaza, or Malioboro,

somewhere. They just ask you. Who are you? Are you new? One is coming here. Are you having that license? They will ask you many questions. Even there is no competitive. Okay, for Apple store. So, the different is for perfect competition. Is the firm will be free to enter and exit the gate overseas? Largely the same. And maybe buyers and maybe sellers. That's the deal in perfect competitions. For example, suddenly there's private institutions. Selling. Trying. Ticket. Rather than buying. I believe they will ask," who are you? Why? Because. It is not everyone here. Not everybody has been offering ticket. So, this is the perfect competition. That is why. Each buyer and seller is a price taker. They cannot increase the price. Settle the price. If you are having cabbage, a lot of cabbage. And then you sell it around 8.000 among 5.000. You cannot. Yeah, you can make it but you know that no buyer coming. Trust me that.

Speaker: 19.06 it is totally price taker. What is the price taker already state by the government? That's the price you have to sell. Different type of some clothes which is little bit rare to sell, like cell phone, and others.

Speaker: 19.30 This iPhone probably if you are sell, if you are buy OPPO at 9 for example FI in near KFC near UIN and then you try to find in Djokjatronik. Probably, different prices only 3.000 something excluding internet because totally the price takers cannot sell more than it should be.

Speaker: 20.00 different with PT KAI, they make the price. They are the price maker. So far they do not have competition. Now, while we are waiting for group three, I would like introduce you concerning the revenue. Ready? Do you want to start? Is okay, if three of you are already ready.

Speaker: 20.54 go. Go. Please! OK. So we will have a group three presentation first, after that we will talk more revenue in competitive firm.

Students' presentation: 22.50 – 46.10

Speaker: 46.10 is it difficult to do presentation? No. Yes there is a question, is there any relationship between the intention and minimum wage in province? Is there any relationship between that?

Speaker: 47.42 well, how to determain minimum wage in a provincial level? How determain it? Barang-barang di daerah mahal. Terus, barang industry. It means that the price. In each region will be different income of which level. Yes indeed, because the PBS is calculate from the number of minimum consumption. For example, should be, their best measurement in carbohydrate and protein they have to it in this level. And then, housing, they have to be electricity in this level. Human-based consumption. Based on that, the minimum wage in the province level determain. So it is based on what we consume. So, if information coming, is it influence to our UMP? Of course. Because inflation do not know, it is x for Bu Diah. Okay. Okay. It will be higher, higher price. No. The price will be the same, right? That is why when inflation coming, as meat, flies, sugar, everything will be increase. They do not want to see any this decrease. Because inflation basically inflation diminishes is increasing of the price.

Speaker: 49.40 so that is why, inflation increasing. Why UMP probably increase in the next year? Yes because of the consumption rate is increasing. So, when, we are an economist, Pak Jokowi or the president will announce, our UMP will be higher. You are economist, you think. OK. There will be two choices, then. Inflation, increasing or tax. Sometimes. Ya, economist. Sometimes, me, too, think. I say okay, government already sell SUN. What is that SUN?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

235

Speaker: 50.34 Surat Utang Negara. What will it happen? I would see probably in the next year the tax will be increase. You have to pay the tax. Because government has to pay the interest rates of selling SUN (Surat Utang Negara). We are economies. Sometimes they said, probably, they sell SUN to all our citizens. All economist will say, okay there will be another tax paid. Increase. What kind of tax again will be increased.

Speaker: 51.20 all right, you have boga extra tax, right? (All students are cheering and laughing) I told you SUN already produced. Now, UMY boga have tax. Alhamdulillah. They are very funny.

Speaker: 51.41 economist, you have to know, prepare and plan. Okay. Group three already talk about income and cost. In this place, I will say, sorry. I will say revenue and cost. Revenue. When you are producers. When you say, my total revenue. And you are producing something and sell. Your total revenue is came from selling product times by price.

52.30 When you are selling melted brownies 2.000 rupiah in one melted brownies. And then you can sell ten thousand brownies one month. It means that. Your income or your revenue is two Thousand times, how many production? I forgot. 10.000. It means. Your total revenue is price times by quantity of brownies. Your average revenue. I have to say should be, sorry. Total revenue divide Q or as you average. And then marginal revenue. Marginal.

Speaker: 53.39 I say marginal. It means that additional one unit in production are the changing of something which is revenue, cost and the natural revenue, marginal cost. So marginal would be the change in something from selling one more unit. If I say marginal revenue so it means the change from your total revenue when you are additional selling one unit product. Marginal…So, we already gain Mathematics word of economics. Now, let me return here. If the price is ten dollars, the quantity is zero. How much is total revenue?

Ss   Zero

Speaker: 54.51 zero. If you are selling one. How much is your total revenue?

Ss   Ten =

Speaker: = 54.58 ten. And then you sell 2.

Ss   Twenty

Speaker: 55.01 three.

Ss   thirty.

Speaker: 55.04 so, it means that your total revenue. In this part can be calculated. But how about your average revenue. All of them will be ten.

Speaker: 55.39 so if average revenue will be almost all of them. Almost all of them are ten because divided total revenue divided Q, quantity. And how about marginal revenue?

Speaker: 55.59 marginal. So, this the difference is in here. ((Ss: ten)). Divided here ((2)) ten. And how about if you rent here.

Ss   Ten.

Speaker: Everything are ten.

Speaker: 56.31 not, it is said MR equal to price. So, what happened then to marginal revenue equal to price? It means that it is a cooperative firm. So, for ourselves or institution, company cannot do anything. Just totally, you have to be play safe there.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

236

Speaker: 57.01 competitive firm can keep increasing. It's our goal without affecting the market price. As we say it as the price taker. So, if each one unit increasing in quantity cause revenue raises the fee. Cause marginal revenue is equal to price. And marginal revenue equal to price is only happened in competitive market. And if it is moment of quantity, monosomy, oligopoly, and other others you can find it.

Speaker: 57.50 so, how to maximize the profits? What is the act maximizing the firm profit there? So, if you want to, have it, you have to know the margin. If it increases Q by 1 by one unit revenue raises by MR, Mr and cost revenue raises by marginal cost.

Speaker: 58.21 if marginal revenue more than marginal cost, so increasing. Quantity can raise your profit.

Speaker: 58.29 but when you see that your marginal revenue are at additional price revenue from selling one product, is less than marginal cost. You need produce the Q or quantity means that to raise the profit.

Speaker: 59.04 it will reduce a marginal profit. So you have to find when you are playing in the uh ((2)) market. In order to be competitive, you have to find and do more analysis.

Speaker: 59.18 is it difficult to find? Aa, yes ((laugh)). It is common in a market and then you have to prepare yourself with market demand. And then creativity, program, and anything that could bring you more revenue. Rather than the cost. But selling, marketing is costly. Yes. Sometimes this is competitive Market. Uh, the challenge of people. Honestly, in traditional market, do you feel that the seller will bring more attractive. I remember one of the seller of coffee. Drinking actually. Drink. There are insane, in Thailand, I saw it in Kho khaen. They are the same like stall. Drink stall. Drink coffee stall there. Almost the stalls selling the same. But we always choose that lady, oh not lady, that man actually. He is like lady. ((One student laughs)). Manly lady. ((T and ss laugh)). This a man, he is already performance like a lady. "Hak sahadiva?" (Thai language) (The class becomes full of sounds).

Speaker: 60.52 it should be kongka? Oke already announced as she. So I said I always choose. Because you always keep attraction. What do you want to drink? Something like that. Over the same time. Milk tea. Drink tea. All the market is the same. But the way he chooses, like dancing ((all laugh)). We were always waiting for her, him. To do some tricks. In a load of price is the same. Bu we always going to them. Great. Even, I saw that our drinking.

Speaker: 61.44 time with me is less than others. Do you really want to go there? We are insist there. She is feeling happy to, willing to (pai and part?) And actually for example what kind of sweater should be here right. But he only said this. No one willing to pay. It's totally perfectly competitive markets. But we are doing in that in stall. Because we want to know the attraction.

Speaker: 62.28 he likes using pink. The hair is pink.

01.02. 30 T: He always use the lady dress and always smile. ((T imitate the Thai)) "Ladiha hepiha" ((all laugh)). So, the perfect competitive market.

Speaker: 62.49 it will be interesting about it. I know that you raised the profit more because you sell phone, iPhone X. The other is iPhone 6 iPhone 5 already. The lady has iPhone 8. He use laptop and good at Thai dancing. And sing a song, something like that. Her laptop is Macbook. You welcome. I said.

Speaker: 63.28 Yes. Yes, I find you laptop, huh?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

237

Speaker: 63.31 totally like feeling, what is the differences? Between. Among. They have the same product. The same price. But we are insist to go there because of the attractions. Marketing, right? Actually he, SHE ((all laugh)). She always asking me that.

Speaker: 01.04.00 – 01.04.14 T: Am I do? Your economist, acan. Do I okay do this? Yes. It's the attraction. It means that marketing program. Asking, inviting, buyers. Selling something, you invite buyers. ''Coming here. And then usually for the, She. She is really friendly lady. ((All laugh)). But all the man really like, enjoy it. Texting. Trying to use her skill like five vendors.

Speaker: 64.42 seem that, they try to attract people there. Usualy, ((T imitates the seller behaviour in doing something)). They are doing something like squeezing.

Speaker: 65.02 eat some drink and chat through the mail. I like oooh My Goodness. But it seems that their marginal of the profit is increasing because so much marginal revenue was more and then marginal cost is increase. Actually selling ice tea in here is marginal revenue rather than the marginal cost, right? We only buy one ice tea but it can sell until how many glasses.

Speaker: 65.47 in Malaysia ICO. Like ICO instead, No, milk. So, totally we have a lot of profits.

Speaker: 65.59 so. Earlier. Based on earlier, for example that mean have total revenues but our total cost in this place is $5, 9$, and so on. So how much is marginal cost? The marginal cost is differentiate between this minus this one. Total is 6, 8 and 12. So, we found our profit here.

Speaker: 66.51 in here, your profit is one with the marginal cost. The profit for marginal revenue and marginal cost is 420 minus 2.

Speaker: 67.02 so if you are a manager, how many ((3)) Q ((2)) that need to increase? Increasing Q raising the profit. So, MQ and MR is less than MC. It will be reducing Q. So, which one, MR less than MC. This one, right? MR less than MC then reducing Q raises profit. If MR more than MC, it will make Q raises the profit.

Speaker: 67.58 so this is for you to ask the managers. When you will achieve the profit? Profit maximization. So, it means when you are in here you are feeling better. You want to raise your Q again.

Speaker: 68.27 you are raising your Q, it means that you are already reduce the profit. So I call you as a manager. You also have to think how to choose the number of quantity that you need to produce. Mam, it means that I have to produce only one. Because your profit will be gained at 6.

Speaker: 68.54 I add more tom my profit only four. And then produce only 2 Q. Means that you need to have another creative or another profit. If you only produce 1, 1, and 1 you will reach but slowly, right? Only slowly. So that you need to uh think more.

Speaker: 69.29 OK. This is about profit maximization and next week I will talk more about First Supply Decision. In this case, I would like to ask you,

01.09.45 T: Have you already collect all of your UKA here?

S   Yes

Speaker: If someone who not collect the UKA yet. I will wait (01.10.00 – 01.10.14) for you until tomorrow with Mbak Feby, Ok? I will wait until tomorrow.

Speaker: OK. For today I would like to close for our meeting. Thank you for your attention.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

238

Next week I will talk more about Profit Maximization. But, I am sorry, about First Supply Decision. I will refresh our knowledge about total revenue, total cost and (01.10.30) marginal revenue and marginal cost (3).

Speaker: 01.10.36 Thank you so much for today. But before we close our meeting today, let's pray by saying Hamdallah together.

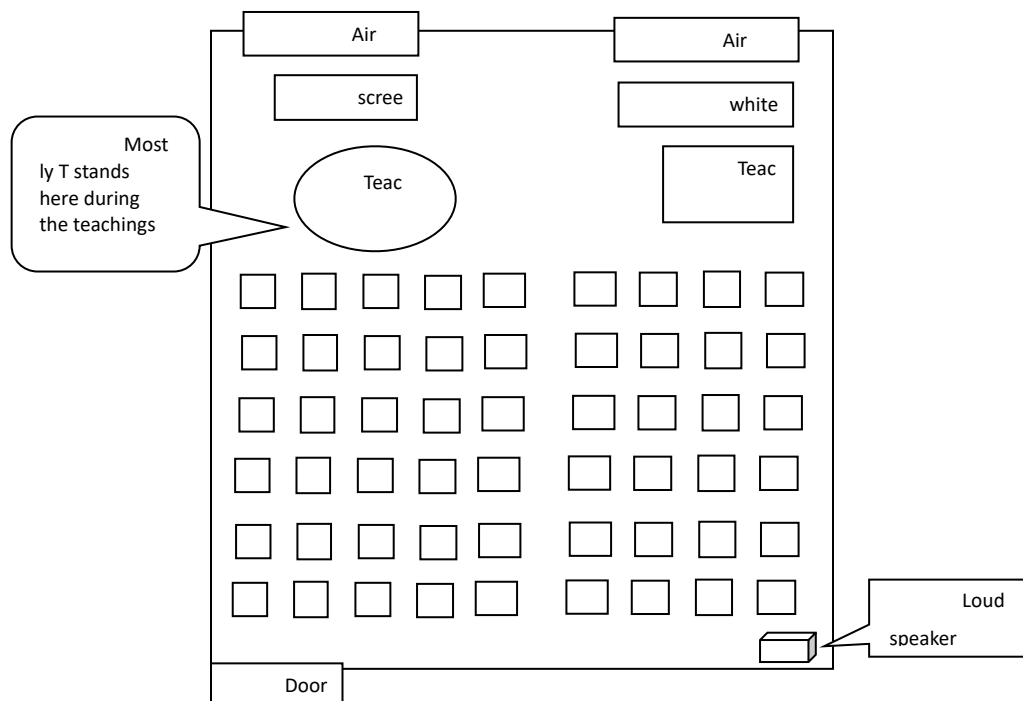01.10.45 – 01.10.59 Tand SsAlhamdulillahirabbal alamin.

Speaker: Thank you so much for group three, thank you so much Pak Nizam. This our class. I hope you like this.

APPENDIX F: Sample Field-notes

Fieldnotes#1

Day/Date   : Monday, 12 November 2018

Teacher name   : T5

Discipline   : International Relations

University   : University 2

Observer   : Sadiq, N

Lesson time   : 10.40

Type of lesson   : Lecturing

Number of students: 19 students, 11 male, 8 female

Semester   : 1

a. Description of physical setting   : This is a conventional classroom.
b. Description of the social environment   : small students but classroom size is big
c. Description of participants and their roles : Teacher dominates speaking
d. Topic   : Politics and the States
e. Layout of the class   :

*Shoes must be put off when entering the classroom

f. Details of observation   : in the table below

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

240

NO	Observation	Reflection
1	The class has begun when I come in.	
2	10.40 Apa ya?	Bhs Indonesia
3	The T asks SS about the concept of the state. SS do not really respond to it.	T talks fast. It seems that SS do not really understand what T say.
4	10.47 apa?	Bhs Indonesia
5	T displays PPT. while delivering the topic, T ask SS regularly. One and two SS answer it. Other SS write what has been displayed in PPT.	It seems that the T's accent is American.
6	10.52 Bhs Indonesia, 10.53 gagal Bhs Indonesia	
7	10.54 one students comments in English and then continues it in Bhs Indonesia	
8	10.55 Susah diatur, 10.56 yang mendukung Prabowo enggak, 2019gantipresiden. SS laugh.	Only one male and two female SS can respond to the T. While the rest are just listening.
9	10.57 Sidoarjo, Surabaya, deket-deket 10.58 RTH ruang terbuka hijau 10.59 Wah enak ya di sini 11.03 harus mencermati kecelakaan pesawat 11.05 mendinglah 11.07 tinggal di mana di Indonesia? Itu apa ya? Tau ga Kurdi atau Rohingya dech? 11.10 Satu bangsa satu tanah air as we feel 11.12 pengen menunjukkan bahwa… 11.14 Paham ga? Are you following so far? What is worst is udah ga free 11.17 orang Indonesia juga 11.19 gini2 paling dilanjut 11.23 any question so far? 10. 26 T calls student names for presence check.	Javanese Bhs Indonesia Javanese Bhs Indonesia Slang Translanguaging? Translanguaging
10	T gives a task: Find news and analyse the role of the country based on the form. SS are in group of two. They speak in Bahasa.	
11	11.41 SS ask in Bahasa, T answers it in English.	
12	T: 3 more minutes. Anyone finish? No? 11.44 T takes SS' paper 11.48 sudah semua, cuma kamu yg belum 11.49 SS respond to the T in a very hard way to speak in English 11.50 one student reads their writing, the accent is really similar with Bahasa Indonesia. 11.54 answer student, female talks, quite fluent and understand.	

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

241

General comments:

T speak English fast. She is energetic, though. So, it does make SS sleepy. Her body language supports the

way she explains the materials.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

242

APPENDIX G: Coding Structures

Observation analysis themes, sub-themes, categories and codes

CODES	CATEGORIES	THEMES	
	English and Arabic	The use of English	The use of English and Languages Other Than English (LOTE)
	English, Bahasa Indonesia, and Arabic		
	English, Bahasa Indonesia, Arabic and other languages		
	English and Arabic	The multilingual practices	
	English and Bahasa Indonesia		
	English and Thai, Latin, Malay, Javanese		
Embedded code-mixing	Translanguaging		
Separated code-mixing			
Merger code-mixing			
L1 direct insertion			
Cross language mirroring			
Cross language rebounding			
Dual language back-to-back			
Cross language affixes			
Cross language merger			

Observation analysis themes, sub-themes, categories, and codes
THEME 1: PERCEPTION

CODES	CATEGORIES	SUB-THEMES	DESKRIPSI
AIMS OF ESTABLISHING IUP	ESTABLISHMENT OF IUP	POLICY OF ESTABLISHMENT	What aims of IUP establishment
TYPES OF ESTABLISHMENT POLICY			How IUP is established, top down or bottom up?
BRIEF HISTORY OF IUP			When it is established
ASPECTS OF IUP	DEFINING IUP	CONCEPT OF IUP	What teachers' perception about the concept of IUP
CRITERIA OF IUP	CONCEPTION OF IDEAL		Ideal concept of IUP

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

243

DOUBLE DEGREE	PEAK PERFORMANCE OF IUP		The succeed of IUP: double degree
CRITERIA FOR TEACHER RECRUITMENT	TEACHER RECRUITMENT	STAFFING AND SHARED UNDERSTANDING OF IUP	How teachers are recruited. What the criteria are.
SELF-EVALUATION OF OWNED ENGLISH	OWNED ENGLISH		How teachers view their owned English.
RATIONALE OF CHOICE OF ENGLISH AS MEDIUM-INSTRUCTION	ENGLISH USE IN IUP		Consideration of employing English as medium of instruction
TEACHING EMPHASIS AND CONDITION	TEACHING FOCUS		What the focus, Content? Language? Or both
TEACHER-BASED COMPULSORY POLICY OF USING ENGLISH	COMPULSORY ENGLISH	POLICY OF ENGLISH USE	In what circumstances English is compulsorily used.
DEPARTMENT-BASED COMPULSORY POLICY OF USING ENGLISH	COMPULSORY ENGLISH		What institution policy of compulsory English.
TEACHERS' CONSIDERATION OF APPLYING (FULL) ENGLISH	ENGLISH PRACTICE COMMITMENT		How teachers' attitude toward the policy of using English. What considerations.
TEACHERS' CONSIDERATION OF APPLYING STRICT RULE	ENGLISH PRACTICE COMMITMENT		Consideration of applying the strict rule.
TEACHERS' CONSIDERATION OF APPLYING LOOSE RULE	ENGLISH USE EXEMPTION		Consideration of not applying the strict rule.
TEACHERS' CONSIDERATION OF APPLYING (NON-FULL) ENGLISH	ENGLISH USE EXEMPTION		Consideration of not applying English all the time.
UNDERSTANDING CHALLENGE	TEACHING CHALLENGE	PEDAGOGICAL MATTERS	What teachers' challenges.
TEACHER-RELATED CONSTRAINTS	TEACHING CONSTRAINTS		What constraints found.
STUDENT-RELATED CONSTRAINTS	TEACHING CONSTRAINTS		What constraints found.
PEERSONAL VIEW OF LEARNING	LEARNING PRINCIPLE		Teaching principles.
WAYS OF EASING ENGLISH	EFFECTIVE ENGLISH		Teaching strategies.
INDIVIDUAL WAYS OF SUPPORTING UNDERSTANDING	TEACHING STRATEGY FOR UNDERSTANDING		Understanding
ACTIVITY-BASED STRATEGY FOR ACCEPTABILITY	TEACHING STRATEGY FOR ACCEPTABILITY		Acceptability
TEACHERS'POINTS OF VIEW OF USING ENGLISH	ENGLISH USE	FEEDBACK OF ENGLISH	Teachers' view of the use of English.

FACTORS OF EFFECTIVENESS IN USING ENGLISH	EFFECTIVE ENGLISH	ENGLISH USE	Teachers' view of effectiveness in using English.
REQUIREMENT FOR ENROLMENT	STUDENT ENROLMENT	POLICY OF ASSESSMENT	How teachers do assessment. Requirement for enrolment with TOEFL IELST.
CRITERIA OF SCORING	SCORING		How do scoring. What considerations.
STUDENTS LANGUAGE DEVELOPMENT APPRAISAL	APPRAISAL		Parameter of English development.
SKILLS AND EMPLOYMENT	VALUE ADDED OF GRADUATES	OUTCOMES	Graduates profile.

THEME 2: ATTITUDE

CODES	CATEGORIES	SUB-THEMES	Description
PERSONAL VIEW TOWARD IUP	ATTITUDE OF IUP AS A PROGRAM	POSITIVE ATTITUDE OF IUP	Teachers' attitude of IUP as a program
TEACHERS' POSITIVE VIEW OF USING ENGLISH	ENGLISH USE	ENGLISH USE ATTITUDE	Teachers' attitude of using English.
POSITIVE VIEWS	MULTILINGUALISM MINDEDNESS	MULTILINGUALISM	Teachers' positive attitude of multilingualism.
NEGATIVE VIEWS	MONOLINGUAL MINDEDNESS	MULTILINGUALISM	Teachers' negative attitude of multilingualism.

THEME 3: ENGLISH AND MULTILINGUALISM

CODES	CATEGORIES	SUB-THEMES	Description
CHOICE OF LANGUAGE PREFERENCE	LANGUAGE PREFERENCE	BILINGUALISM	Teachers' view of language preference.
COMMUNICATION WITH L2 USERS	EXPERIENCE OF ELF COMMUNICATION	ELF COMMUNICATION	Teachers' experience in ELF communication.
ORIENTATION OF USING ENGLISH	ELF ORIENTATION	ELF PERSPECTIVE	Orientation of using English.
TEACHERS' USE OF LOTE	LOTE USE ACCOMODATION	ELF MINDED	The use of LOTE.
CONDITIONS TO APPLY FOR MULITILINGUALISM	MULTILINGUAL EXPERIENCE	MULTILINGUAL PRACTICES	Teachers' consideration of practicing multilingualism.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

245

APPENDIX H: Sample of Interview Transcripts

T20, Male, Laws, University 3, 26 October 2018

56 minutes

N: How many years has Pak Rangga been involved in IP X?

R: I became a lecturer in 2013. At that time, the Uni system-the IUP used to have the authority to "outsource". So at that time we had a lot-So we have many guest lecturers. Lecturers who are not permanent civil servants from Uni, but because of expertise or because of experience and other things, become lecturers at IUP. At that time I had just returned from my Masters, from Netherland. Then because I got the DIKTI scholarship, I must return to campus. At that time I had not been appointed as a lecturer but was already employed at IUP. So I have been involved since 2013 as a lecturer, part timer job.

N: At that time, the IUP already had a class, right?

R: Yes. It's been five years then.

N: So when Pak Rangga came =

R: = fifth year. IUP Uni, IUP FH has been running for the first year with 4 students. By the time I became a lecturer, the students were already in their 70s, so they were already developing.

N: What motivated Pak Rangga to carry out the teaching subject through English?

R: If I can be honest, when I came back from my Masters I knew I would teach and I was more comfortable teaching in English. May be, it means =

N: = Ehm ((1)) So when you returned from the Netherlands, you already had an plan ((1))

R: Oh not yet ((1)) but I know that will go back to the Faculty of Law and they have established an IUP. But at that time I didn't know whether to teach at IUP or not, I didn't know.

N: So, when you were asked to teach at IUP, How did you say at that time?

R: I'm really happy, Sir.

N: So the reason you have just mentioned, right? ((1))

R: I am more comfortable teaching in English. I got it, I got an evaluation every semester, yes, the evaluation of lecturers in the regular class in Indonesian. I once got an evaluation, that's anonymous. So I don't know who wrote it. He said when I speak in Indonesian I am like someone who translates something in English.

N: mmm ((1)).

R: My Indonesian language sounds less natural. This is said by one of my students.

N: And that what make you =

R: = I am more comfortable speaking in English.

N: @@@

R: For me.

N: Pak Rangga, do you know why Faculty of Law Uni opened the IUP program at that time?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

246

R: Oh the reason of its establishment, I don't know why, Sir. But certainly, I know when it was enacted. In 2006, there was already a decree. There was already aa Chancellor's approval at that time, but the first class was only opened in 2008. But I don't know why they established IUP. May be a trend =

N: = and FoL is not the first faculty to establish IP, right? ((1))

R: Aaa ((1)) I don't really know either Sir.

N: You said the trend=

R: = there are several, such as Faculty of Medicine for example ((1))

N: Oh FoM=

R: = Yes, IP for FoM

N: In Uni2, the name is also IP

R: Uni2?

N: Yes, there is no U @@@@

N: So Pak Rangga, Do you not with this kind of program?

R: Why EMI?

N: Yes ((1)) a kind of IP program for example ((1)) teaching in English. What do you think this program personally?

R: From the point of view of using English, I really agree. Because in my opinion, when I enrol Uni3 in 2006 and at that time I liked it, I registered at the international law. All literatures are in English. And in my opinion, it makes it easier when students learn English. When he reads the text is easier to understand. And in terms of the quality of graduates, in terms of language proficiency, it also makes it easier for them when ((1)) going to study Masters abroad. I think that is very good. Especially in training their proficiency even though there are no language classes in their lectures. But they will be accustomed to not only to reading but also presentations and interactions with English speaking lecturers, I think it's good.

N: So it's more like the future vision. What is the name? Future impact?

R: Yes ((1)) you can practice. With this habit, many of them can be enrolled at Oxford, Cambridge. Because they, that means when-maybe the correlation is not straightforward but when study with Indonesian language then when making an application in English requires extra effort. But when he got used to it, it got easier.

N: Interestingly, is this student special or not? Are there any special requirements for admission to IUP?

R: Yes sir. If I may elaborate, there are two stages in the selection. The first is administration.

N: Ok

R: Here, we read a motivation letter in English. And there is a TOEFL test requirement. The TOEFL test requirement is actually not a determinant because-sorry there are 3 stages, then. Administration. Then we are doing our own TOEFL test at Uni3 in the context of the admission test. TOEFL and aptitude tests are in English. From there we see only the TOEFL score and its aptitude after that we have the interview.

N: Aaa ((3)) so even though the score of TOEFL and aptitude tests are High, it is not guaranteed they will be immediately accepted.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

247

R: So, the TOEFL and aptitude tests are one package, after that the interview. Trends in 2013 since I participated in the selection and we just implemented this system in2016. 50% students fail in TOEFL aptitude.

N: ok. ok.

R: So for example they have already tested TOEFL, TOEFL iBT 600, but at Uni3 the TEOFL score is below 500, so he/she doesn't pass. So there is a threshold, Sir.

N: Okay after that interview?

R: Interview.

N: What was assessed during the interview?

R: So, I remember again, in that test, on the day of the interview there were 2 things that happened. The first interview, the second FGDs. In this interview, we really want to test their English skills. Their motivation. Because so many have entered the Faculty of Law, for example because their father are lawyers. It is more because of the family attachments but he did not know what to study at the Faculty of Law. In this FGD, we provide a case that triggers them to debate. So we really look at critical thinking, how they face confrontation and so on. So the interview with two lecturers for 20 minutes is approximately. We ask really basic things. But maybe they are nervous, so ((2)) after that we can see what is it ((2)) the performance.

N: When they pass this then they were just accepted, right?

R: Just after pass that.

N: Is this [[program]] government policy or UGM policy?

R: Uni3, sir.

N: Uni3, this is special.

R: Uni3 particularly. If I was not mistaken, this case has been brought to the court (Court of Justice).

N: Is the case for the secondary school?

R: Right. It used to run an international school. But the impact is gone to us.

N: Oh, that's right.

R: So, it is apparent that students protested. They claim that it is a privilege opportunity, whatever, but technically it doesn't apply to us because it's secondary school. So we pass it over there.

N: But personally do you agree with this government policy?

R: I agree.

N: Do you agree?

R: Because I mean, the quality is tangible, Sir. Students ((3)) students who are average, who are not very good, are definitely there. But those who shine and receive training are also capable in IUP.

N: But it is not discrimination if there is a special class

R: I understand the concern because this is a different path, but =

N: = I mean this, for a moment, I will go back to admission later, it's different from non-English class=

R: =Different

N: What's the name?

R: Regular class

N: Yes, what ((2)) uhm ((2)) like SNMPTN

R: Different

N: So that's special

R: Specifically and at the same time with SNMPTN they have to choose

N: Oh, when they didn't pass this phase, they won't continue to the next step?

R: Yes, so it is strategised like that. What's the question? Is there a discrimination due to different

treatment?

N: Yes, it seems unequal because how regular classes could improve their English if they only have 2 credits

per week, right?

R: In fact, now there is no English course offered.

N: Nothing offered anymore?

R: There is no English course.

N: Wow ((3)) that is what I mean, ((2)) the equality to get English is not the same.

R: Ah I understand what you mean. But even in regular admissions, we provide many routes, SBMPTN and

SNMPTN are different. SBMPTN has a test while SNMPTN uses an invitation. That's what happened when I

left. So in terms of admission varieties there are already differences. And what is the ecosystem in the

Faculty of Law, the ecosystem of students in our Faculty of Law does not make them separate, you see ((2))

apart from the class, it is separated, the IUP class is in English and the regular class in Indonesian, but in

students' organizations such as student institutions =

N: = remain one

R: No problem, ha ah. They also interact with other regular class students.

N: Okay ((2)) okay

R: I don't want to say that there is no discrimination, it must be one or two, but we can sanction it that way.

N: When teaching, did you orient your English as English as a foreign language?

R: Uhm ((2)) I wasn't even aware of that sir=

N: =You are not aware.

R: Not aware. I am aware of the term EFL because TOEFL is the Test of English for Foreign Language. But I

don't consciously refer to that term when teaching. In terms of English, I also use English as I learned.

N: What do you mean?

R: So, what's is it, I received an English education in the Netherlands. Well, that kind of English I use. Um

((3)) maybe because I don't understand that categorization.

N: Therefore, you also never heard the term of ELF - English as Lingua Franca, right?

R: Oh yes, I read in your file that EMI and ELF. EMI is English as a medium of instruction, but English as a

Lingua Franca doesn't have any abbreviations there.

N: Actually EFL and ELF are different in terms of orientation, EFL is oriented towards native-speakerism,

while ELF is oriented towards non-native English speakers.

R: Is that like Indonesian people?

N: We should have an ELF not EFL orientation. The reason is simple =

R: = I see. [Wow]

N: [why] not EFL? Because Indonesians rarely communicate with =

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

249

R: = English

N: No, with native English speakers.

R: I see ((2)) @@@

N: Very rarely, you know ((2)) compared to say Singaporean, they interacted with NES relatively often. Indonesian is very rare, maybe only in a few places, such as foreign embassies, foreign companies and tourism places.

R: We are in IUP because we have been quite established every semester, there are always foreign students. At least at that time there were 10 people from various countries including England. Netherlands, France, Japan. Maybe there I see still interacting with English because there is no alternative language. But Jogja is a region that is"friendly" to foreigners. Jogja is one of the tourist cities. And my uni has INCULS, so an institution for foreigners to learn Indonesian.

N: But foreigners are not necessarily native English speakers?

R: Yes, not necessarily native English speakers. What I want to say is that Native English speakers are quite commonplace.

N: So that's why ELF is suitable. Because we interact more often with ASEAN, Japanese and so on. They learn English as second language users.

R: Okay, I see.

N: Do you always use English from the beginning to the end of class, right?

R: Yes, full English. Maybe it's too strict, but for me, if you want to take an IUP, you have to use English.

N: At the office, too?

R: Yes, you have to use English.

N: How about when you meet students on the street for example

R: It's rare because when you see students from a far away, they usually avoid it. I am not very popular on campus.

N: Because they were afraid, right? When you meet students you will invite them to speak in English.

R: Exactly, it will be big problem when they meet me @@@@. ((Avoiding lecturers rather than meeting and being invited to speak in English)).

N: Okay, but the point is you speak full English

R: Yes, full English.

N: So what is the focus of teaching in the IUP, the content or the language?

R: Ehmm, I don't think so. It is not more exclusive one than the other. So our focus is of course legal higher education but how we convey it in English that high school graduates can understand.

N: Is there a language supporting system for students then?

R: There are no courses for students. So the system is like this, the institution does not provide courses or training, for example language as a subject.

N: It doesn't have to be in the form of courses or training, for example activities?

R: I see, I see.

N: Yes, supporting not compulsory subject

R: Like extracurricular activities?

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

250

N: Yes, more or less like that. Activities to support their language skills outside classroom.

R: Yes, but not mandatory. And what makes students happy is that students don't need to make us, we don't need to encourage them. They could go alone. Suddenly they came to me with a proposal to ask for funds. He wanted to participate in the MUT court competition like the MUT court in Bangladesh. I don't know when the selection is, suddenly they inform me that they got accepted. In my opinion that is one of the admirable ones so they trigger themselves because of their environment =

N: = Oh, that program is not institutionalized?

R: Yes, not institutionalized. But active students could participate in the academic activities such as students' conferences. Because the IUP students' socioeconomic situation is indeed higher. So they are a lot like that. But we don't oblige.

N: So, there is no sessions for language consuls, for example?

R: Nothing. Because besides being a lecturer, I am also an academic secretary. So I take care of all my academic activities. So all proposals run to me before entering the Head of Study Program. I know what piles up, what they follow, where they are going, I know.

N: If there is a special qualification for lecturers so that they can teach at IUP, or the important thing is they want to, can they teach?

R: When I left there were no specific criteria.

N: So what is the process of determining who can teach or not?

R: Since I was accepted, my status is a permanent non civil servant lecturer. And that is why the criteria for admission are English qualifications. We are provided with a text, and we are told to teach in English. So microteaching with the Dean. And he accepted it based on that.

N: How IUP of Law recruit teacher?

R: So in my era, the recruitment of Law lecturers, one of the criteria I was looking for is good at speaking English. But of course, postgraduate graduates like me at Uni 3 can still teach. So the difficulty is when we are asked to teach basic course which needs a doctoral level but the doctors are either very busy or don't have ability to speak English. This is common at Uni 3. As an academic secretary, I have to assign it. At the beginning of each semester I always send an email to the head of the department, please assign assigned lecturers who are able to teach these courses. For these courses, I said that I need PhD holder. For examples, methodology or an introduction to legal science, it can't be taught by Master holders. So the difficulty is there, the new doctors came home, but then they immediately got busy as an extraordinary lecturer, meaning that they are busy outside, rarely on campus. Many have done projects around the world, but he was never in Jogja. The trouble is there. So the disparity may be there. Our students in English are very good but there are some lecturers whose English is not proficient. So the reality is like that.

N: Do you orient students' English should be like a native speaker or what?

R: At the beginning I was like that. As a new lecturer, I was an idealistic lecturer. So I thought, if I could, because I didn't, before I went to graduate school, I had never been exposed to English language education. So I learned from scratch. And that's what I project to students. But, you know, at the end of the day, that's people's idealism. I mean, the important thing is that you understand that you can compose sentences, S-V-

O, well in English and can answer exams with the IELT-code, that's efficient sorry sufficient. But yeah ((2)) @@@.

N: What makes idealism change?

R: Because in my opinion it's an unrealistic standard. I'm not a native speaker. I made a grammar mistake. And I am not biased towards me, that means it's hypocritical if I say you, in English you have to be very proficient, whereas I am not proficient myself. So and in my opinion the emphasis is on legal education earlier. If they can answer well because they write correctly, writing with a stylistic grace form is different. That's later, if we have PhD, and have to write in a journal.

N: So, for undergraduate students who can write well is enough?

R: Right. Because their burdens are a lot. In one semester, with the course weighing 2 credits they can take 10 to 12 courses. Each of which has his own duties. So in my opinion, it won't be realistic.

N: How about speaking, that was an example of writing =

R: = He..eh.

N: Speaking doesn't have to be native [like]

R: [I] have no problem, sir.

N: the important thing is to understand, you can respond. That's enough huh =

R: = Yes, one of the reasons is we don't have a counsellor. So all their academic problems have to meet me. And I have that rule, so for example, if you are an IUP student you have to speak English to me. If I oblige them to speak English very well, they don't want to come.

N: Oh, yes afraid they =

R: =They are afraid and they were intimidated. I haven't spoken, they had already been afraid. So that means, especially during emergencies, for example, they feel left behind in the college, in that situation I will speak all in Indonesian. I'm not strict about it.

N: Have you ever experienced it, when you were in class, students talk in Bahasa Indonesia?

R: Yes

N: Then how do you react Sir?

R: I ordered they to speak English

N: I see. Isn't that spontaneous, right?

R: Because my class is strict sir. You know, sometimes students find it difficult to communicate, because we are Indonesians. Yes, I just said, can you repeat it English?

N: Are you always ask students to repeat in English?

R: Yes, I always do. It's just because of caring. They pay 25 million per semester. If they don't have extra effort. Parents are sacrificed. 25 million is big money. It is more than enough for me to finish 4 years of undergraduate program. The entire fees wasn't even that much.

N: May be you can spend it for all degrees from undergraduate to doctoral program @@@. Now=

R: = per semester

N: How many languages do you speak?

R: I am active in English and I understand a little Japanese.

N: Bahasa Indonesia?

R: Active

N: Local language?

R: Minang language is passive. Because both of my father and mother are from Padang. When they talk, I understand but can't actively speak.

N: So, you speak English and Bahasa Indonesia actively.

R: Yes. Sometimes I speak Javanese a little bit, even though I have been living in Jogja for 11 years.

N: Oh, do you speak Javanese actively as well?

R: No, just passive.

N: What about students, how many languages can they speak?

R: The average is bilingual, Bahasa Indonesia and English. Many of them go to schools where the language used is English. So, we can accept a high school graduates or IB certificate holders.

N: oh IB, international =

R: = Baccalaureate and many of them are included using the IB.

N: What is your viewpoint with people who communicate in two languages?

R: I think language skills are very useful. Because um ((3)) I don't know what the theory is but we think differently when we use different language. So if they speak a lot of languages, it opens up their horizon, in my opinion. But I'm not a theorist, so I'm not, only what I feel when I try to write in Indonesian and in English, that's a different way of thinking. If I project it to students I think it will be different [vision] for them. When they speak English, they think differently from those who speak Indonesian. It could be that there is a comparison, oh if I speak Indonesian, how come I think about coming here right away? How come in English here? In my opinion language skills are very-very useful.

N: It occurred to you not to use these two languages in one=

R: =what do you mean?

N: What is the name in communicating that way =

R: = Hmm ((1)) ahmm

N: mix=

R: = oh mixed talk. I talk mixed up.

N: No, I don't mean that bilinguals tend to talk in a mixed way. But in this context they can use more than two linguistic resources.

R: Can you give an example. You mean, in class, for example?

N: There is a growing trend in America because of many immigration. At that time, he followed the English Only policy at school. And that made this immigrant disciple to =

R: = [catch] up

N: [catch] up. Because they =

R: =Not native English

N: So that's why to solve that, this is official, they try to implement what is called translanguaging. So all linguistic resources they have can be used.

R: Wow!

N: So if they can use all available linguistic sources. For the old one, there is a term code-switching.

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION
(EMI) SETTINGS IN INDONESIAN UNIVERSITIES

253

R: Code-switching

N: Now, code switching has developed into translanguaging. Experts explore and develop translanguaging theories. And this is widely developed in America, especially. Europe is also booming now. In the Indonesian context this is quite fitting. But do we have any concern for=

R: = accommodate that. I haven't thought about that.

N: How do you view of the current development of language, because you are very strict and always using English?

R: I would repeat first, I am strict because the rules are like that. So in IUP, the communication is in English, which I apply extra when it is outside, when they meet me they use English but in class the rules are like that.

N: That's the rule of =

R: = Faculty. It's all in English. And it has indeed become a concern because there are several lecturers like I [said]

N: [teach] using Indonesian

R: Teaching using Indonesian too. Indeed, still don't mind. But if we wanted to =

N: = the goal earlier=

R: = right. Make it not fit the serve. So we often get calls from parents. What they said =

N: = how come this offer =

R: Ahha. The offer said it is in [English],

N: [but] why use Indonesian

R: Especially when the parents of these students are targeting their children to join the double degree program. We will have a double degree program with several universities. If they want to take a double degree, it means they will at some point go to a university abroad. Say in Holland, in Australia, in Shang Hai or in France. So they will speak English full time. When they are spoiled in Indonesia with Indonesian language in the classroom. This means that they will not be used to preparing for departure later. But I in that class did follow the rules. If this theory ((translanguaging, me}) is widespread, it will be widely recognized and accepted, so later we will accommodate it and it doesn't even rule out the possibility not only for IUP but also in regular classes.

N: Yes, it seems we are often too late to accept access to new theories

R: I see

N: For example with the ELF that I said earlier.

R: Looking at the information I gave you earlier, the tendency of my English is to in line with ELF. I don't care or expect them to be like native ((English)) speakers. But I am not aware of the theory.

N: Yes. Well, the awareness should be raised because the development of the approach is in teaching=

R: =the approach is really good.

N: Likewise with the concept of EMI, previously they were still oriented as a native English speaker but recently, people have seen ELF at EMI

R: Wow!

Running Head: USE OF ENGLISH AND OTHER LANGUAGES IN THE ENGLISH-MEDIUM INSTRUCTION (EMI) SETTINGS IN INDONESIAN UNIVERSITIES

254

N: Do you think you are more appropriate to identify yourself as a monolingual who express multilingualism mindedness or multilingual speaker with monolingual mindedness?

R: I don't understand the term mindedness

N: It is simply related to the perspective of EFL and ELF I said earlier on.

R: Aaa ((3)) if you look at the traces of my life, I wrote a thesis, and now I'm receiving education in English. It seems that I am more inclined towards monolingual mindedness. Because my mentor ((2)) that always meant=

N: = but that's it, it's a bit different, I mean like this, the environment is fine. But if you are in class, does mindedness carry over to the classroom?

R: Oh no. The monolingual mindedness to me. In class, I don't mind what it is because I can't project it, but for myself I want to be like that ((natively)) because my M.Phil. Supervisor at Cambridge that I admire is not only scientifically from an academic perspective. Accurate, consciousness but also his writing is almost poetic. That quality of writing that I wanted to imitate. But I can't project it to my student. When I read students script, and I find the wrong grammar, I can ask them to improve it. I can't say, try to write more gr acefully. I can't do it for my students but I want it for myself without leaving my Indonesian language. Because however =N: =it means for you, you are multilingual with monolingual mindedness, but if it comes out you are multilingual minded.

R: Yes. Because I teach. It's hard if you have to be like that. You can't get it later. So it's not fair for them perhaps.

N: I see. You don't get carried away in practices.

R: No.

N: You are neither really strict

R: No.

N: Is all the information that you convey is influenced by your view of language?

R: I am not aware of it, so no.

N: Government or university policy?

R: That's, perhaps.

N: Language practices?

R: No.

N: Classroom interaction?

R: It's more because of university policy.

N: Are there other factors that influence?

R: All of these factors affect me how I can hold that standard. But when it is externally, these factors do not affect.

N: It means that those that affect the views and practices of you in the class are due to university regulations

R: Yes because I am an employee. And at the same time I am also the manager. So, I have to give examples to a certain extent.

N: So, you are very strict in the class, but it is not outside the class.

R: Yup, in the classroom it is very strict because of the rules of the Faculty not the University. But outside of the classroom I don't have the jurisdiction to regulate that.

N: So outside the class, it doesn't matter if they speak Indonesian

R: No problem, but for IUP children, I often say let's practice in English. Because when they face me it is generally related to college concerns. Like, can I change my schedule? When I demand them to use English they try to be able to communicate with English. But if it's an emergency, again I can't force it.

N: Is there anything else that you want to add?

R: Nothing.

N: Okay.