

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study, which explores translanguaging practice in an Indonesian EMI science education classroom at a state university in Bandung, Indonesia. It consists of seven sections: (1.1) background of the study, (1.2) statements of problems, (1.3) objectives of the research, (1.4) significance of the research, (1.5) scope of the study, (1.6) clarifications of terms, (1.7) the organization of the thesis.

1.1. Background of the Study

University internationalisation has been accompanied by an increase in English-medium instruction (EMI). The two are inseparably connected since English facilitates the mobility of teachers and students while also promoting English as a worldwide lingua franca. The use of English as a Medium of Instruction (EMI) has grown rapidly over the world (Macaro, 2019).

According to Macaro (2018), EMI is the practice of using the English language to instruct students in academic subjects other than English in nations or jurisdictions where English is not the primary language. In recent years, the number of EMI studies conducted in higher education institutions across a wide range of academic disciplines has increased (Macaro & Curle, 2018), demonstrating that English is not only taught as a skill-based subject but also as an instructional language to support the teaching of other disciplines (Rose et al., 2018).

In the classroom, English as a Medium of Instruction (EMI) serves as a vehicle for subject matter learning. According to Deardean (2014), EMI refers to the use of the English language to instruct students in academic disciplines in nations where English is not the majority language (L1). On the other hand, Madhavan, McDonald, and Paris (2014) claims that EMI fundamentally refers to the teaching of a subject through the English language, but without any specific goals for language learning and in contexts where English is not the native

tongue. The primary goal of EMI is not to substitute the place of their mother tongue. It means that the purpose of EMI is not to replace or eliminate students' mother tongues, but rather to supplement and improve their language skills, particularly in English, which is regarded a worldwide lingua franca. EMI's goal is to provide students with a bilingual or multilingual education in which they become proficient in both their mother tongue and English, providing them with essential language and communication skills for a globalized world (Dearden, 2015; Hu & Lei, 2014).

For several decades, there has been debates regarding adopting English as the medium of instruction (EMI) at the tertiary level of education. It first appeared in the mid-twentieth century, when former British colonies disputed whether to keep English or switch to native languages (Hamied & Lengkanawati, 2018). The second wave of debate occurred in the late twentieth century as a result of globalization and the increased need for English proficiency. Concerns regarding language imperialism and educational access were prominent during this time period. The fact that EMI is being used more frequently is due in large part to globalization and improvements in worldwide communication. Due to historical, political, and sociological circumstances, English has evolved to play the role of an international tongue and is extensively used as both a lingua franca and an international tongue (Wysocka, 2013).

An "international tongue" is a language that is used and understood for international communication across different countries and cultures. It is widely used in fields such as diplomacy, trade, education, and worldwide interactions. English has evolved into the position of an international language, and it is widely utilized as a lingua franca as well as an international tongue (Wysocka, 2013). In contrast, a "lingua franca" is a language that is used as a common medium of communication among people who speak various original languages. It acts as a bridge language, allowing people from different linguistic origins to converse efficiently. Lingua francas have historically evolved in many locations, such as Latin, Arabic, French, and Swahili, to promote communication among speakers of different languages.

English serves as both an international language and a lingua franca. It is recognized and used globally for communication beyond individual linguistic communities as an international tongue. English is used in international organizations, multinational corporations, academic conferences, and other contexts where people from different language origins interact. English, as a lingua franca, allows communication among non-native speakers who do not share a common first language. For example, two people from different nations may use English to talk and understand each other despite the fact that it is not their native language.

Implementing EMI at the Higher Education (HE) levels has inevitably been seen as the best strategy to ensure success in the global economy (Dearden, 2014). Additionally, according to several studies (Chen & Kraklow, 2014; Jiang et al., 2019), EMI techniques specifically help students' academic competency, English language level, and learning motivation. As a result of the Bologna Process, which has been in effect since 1999, several European institutions, including those in the Netherlands, Germany, Sweden, and other countries, have adopted this technique throughout the past 20 years (Coleman, 2006). Around 2,637 HE institutions in Europe provide more than 8,089 English-taught programs (Lanvers & Hultgren, 2018).

Several Asian nations, including Japan, China, Taiwan, and Indonesia, have attempted to implement English as the medium of instruction (EMI) in their educational systems, particularly at the tertiary level (Doiz et al., 2013; Huang, 2015). In Indonesia, the use of EMI in instructional procedures is not a brand-new concept. The government initiated its implementation through the International Standard Bilingual School (SBI) at the school level as part of the internationalization of educational institutions (Rahmadani, 2016).

English is the prevailing instructional language in an EMI classroom for a wide range of course topics, including science, mathematics, history, and literature, among others (Wright, 2014). Indonesian government intends to increase access to technical and vocational education by establishing additional vocational schools in industrial areas. Graduates in scientific, technology, and vocational fields will need

to be fluent in English, the region's lingua franca. As a result, EMI moves to the forefront of educational policy in this regard (Hamied & Lengkanawati, 2018).

In Indonesia, there is no formal government policy that permits for the practice of EMI at the higher education level. The Minister of Research, Technology, and Higher Education (Menristekdikti, formerly Kemdikbud) once referred to EMI as a "Bilingual Class" (Nasir, 2015). The EMI program is regarded as one technique for countering foreign competition. The attractiveness of EMI implementation appears to be driving institutions to offer more EMI programs. The initiatives are intended to support teacher and student exchange programs, as well as international students attending universities. They are either offered in already existing courses or as accidental courses. However, given the trend of internationalizing HE institutions began only about ten years ago, research on recording EMI practice in Indonesia is still in its early stages (Simbolon, 2018).

While it is recognized as the primary language for instruction and learning, the actual practice within EMI classrooms reveals that English is not the only language spoken. Because teachers and students share linguistic resources, instruction in languages other than English may be provided. As a result, translanguaging is common during class.

Translanguaging at the higher education level, particularly in English education, requires the use of all linguistic resources by using all of the languages spoken by the lecturer and students to guarantee smooth communication (Garcia, 2014). Both students and teachers gain from the use of translanguaging in classroom interactions. Translanguaging empowers students not only to improve their language skills (Basturkmen & Shackleford, 2015), but also to take responsibility for their studies and socially integrate into the community of courses relevant to their field of study (Garcia, 2009). In other words, translanguaging may be one of the helpful tools for students to demonstrate their abilities while studying.

Studies on translanguaging practices in EMI classrooms have begun as a result of growing interest in pedagogical translanguaging in education settings. While most research in the EFL education context focuses on teachers' translanguaging techniques in secondary and tertiary education, there has been a

research gap connected to English as a medium of instruction (EMI) in higher education classrooms. In particular, this applies to an international program of science education contexts at a state university in Bandung, Indonesia, where students who are not native English speakers are learning science through the medium of English.

The current study examines translanguaging practices enacted by lecturers and students, their advantages, and their perceptions of EMI implementation in relation to translanguaging practices. It also aimed at gaining an understanding of how the lecturers and students in an international program of science education classroom promote learning through the flexible deployment of their multilingual linguistic repertoires. It is hoped that EMI teachers in both public and private higher education institutions will find these insights useful and be inspired to actively employ pedagogical translanguaging techniques to promote globally qualified content course learning.

1.2. Statement of the Problems

Regarding the background of the study previously delineated above, the problems that the researcher tried to answer are presented as follows:

1. How do the lecturers and students enact the translanguaging practices in a classroom of the international science education program?
2. What are the lecturers' perceptions of EMI and translanguaging practice in a classroom of the international science education program?
3. What are the students' perceptions of EMI and translanguaging practice in a classroom of the international science education program?

1.3. Objective of the Research

In relation to the statement of the problems above, this research aims to:

1. Describe the translanguaging practices enacted by EMI lecturers and students in the international program of science education.
2. Find out the lecturers' perception of EMI implementation along with the translanguaging practices in the international program of science education.

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3. Find out the students' perception of EMI implementation along with the translanguaging practices in the international program of science education.

1.4. Significance of the Research

The finding of this study is expected to contribute to the field of English language instruction, especially in the context of higher education programs that use English Medium Instruction (EMI). This research has the potential to deliver both theoretical and practical benefits. This study aims to identify effective teaching strategies for optimal instructional outcomes. Moreover, in terms of the research's practical benefits, this study will assist EMI teachers and students to improve their translanguaging skills and understand how valuable it is for the learning process of EMI classrooms in order to get both learning outcomes: English language skills and content course knowledge.

1.5. Scope of the Study

This research is limited to the language used in teaching and learning activities by two lecturer and first year students in an Indonesian EMI classroom, specifically in an international program on science education at a state university of Bandung, Indonesia. This research focuses on how the translanguaging is practiced in the classroom and students' perceptions of the EMI implementation along with the translanguaging practice.

1.6. Clarification of Terms

1. English Medium Instruction (EMI)

English as a medium of instruction (EMI) refers to the use of the English language to teach academic topics other than English in countries or jurisdictions where the majority of the population does not speak English (Dearden, 2015).

2. Translanguaging

Translanguaging is a pedagogical strategy that promotes language development by simultaneously using two or more languages in classroom activities (Garcia & Wei, 2014; Mazafferro, 2018).

3. International Program of Science Education

The program of a state university in Bandung, Indonesia which aims to call the needs of global competence science teachers where the teaching-learning process apply English as the medium of instruction (EMI).

1.7. Organization of the thesis

Chapter 1 comprises the background of the study, the research questions, the objective of the study, significance of the study, and the scope of the study. This chapter also presents the definition of key terms of the study and the organization of the whole thesis.

Chapter 2 reviews the literature related to the study. It involves definitions of EMI, benefit and controversies of EMI implementation, EMI in science education, definition and concept of translanguaging, elements of translanguaging, benefits of translanguaging, translanguaging in EMI science education classroom, and previous studies on translanguaging and EMI.

Chapter 3 discusses the research methodology used by the researcher in this study. It consists of several major components, including research design, study site and participants, data collection procedures, and data analysis techniques.

Chapter 4 elaborates findings and discussion of the study. The sequence this chapter is based on the research questions.

The final chapter of this paper is Chapter 5, which includes conclusions and recommendations. It summarizes findings and discussion of this study. In addition, this chapter also covers recommendations for further research.

