

## **Investigating the Advantages of English Medium Instruction (EMI) in the Indonesian Workplace**

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### **Abstract**

This study investigates how the alumni of an English medium university in Jakarta Indonesia perceive the education that they received as applied in the workplace. Data collected from 139 conveniently sampled respondents reveal that there is a positive correlation between self-reported English language proficiency and job effectiveness, while there is a weak correlation between language proficiency and perceived respect gained in the workplace. It can be construed that the respondents put value on their English medium education as relevant in navigating workplace requirements. While the study cannot rebut the argument that English as a medium of instruction (EMI) may water down content expertise, the results of the study indicate that studying in the medium of English may offer a competitive advantage in the workplace. The study asserts that EMI may be a step in the right direction considering the widespread use of English as a business lingua franca and that the perceived advantages of an EMI education far outweigh the perceived disadvantages as reported in the literature.

**Keywords:** advantages, English medium instruction (EMI), Indonesian workplace

### **Introduction**

The exponential growth of English as a medium of instruction (EMI) in countries where English is either a second or foreign language has been problematized in an ever-growing literature on the subject mainly due to issues of effectiveness and generalizability. Macaro, Curle, An, and Dearden (2018) lamented that a large body of research into the topic of teaching through English failed to provide a broader perspective on this “rapidly growing... phenomenon” (p. 36) across all levels of education. Much of the literature on EMI touched upon teacher conceptions (Fenton-Smith, Stillwell, & Dupuy, 2017; Trent, 2017; Dewi, 2017; Yuan, Chen, & Peng, 2020), institutional and governmental policies that supported the use of English as a language of teaching, learning, and assessment (Bolton, & Botha, 2017; Kim, 2017; Nguyen, Walkinshaw, & Pham, 2017; Rahman, Singh, & Karim, 2019), and classroom learning (Thompson, Aizawa, Curle, & Rose, 2019; Rose, Curle, Aizawa, & Thompson, 2019).

Much research into these areas relied on single institution studies which might have failed to address issues on generalizability. A critical inquiry into current EMI research argued that many of these studies failed to establish the overall effectiveness of EMI programs (Macaro, Curle, An, & Dearden, 2018).

This paper argues that the problematized aspects of research into EMI may be due to a methodological myopia in terms of choosing the respondent cohorts, research locales, and overall research approach. Looking at EMI from another angle other than those which have already been investigated may provide deeper insights into the practice of EMI and how it is able to address educational goals. This study, then, investigates how the alumni of an EMI institution attribute their success or failure in the workplace to their perceived abilities in English language. Moreover, this study assumes that the benefits of English may well be seen over an extended period and can be well proven or evidenced in settings like the workplace.

Making use of an Indonesian context, this research, therefore, investigates the perceptions of alumni of an EMI institution on how English has helped them navigate the workplace English language requirements and how their self-perceived proficiencies in the English language affect or impact their careers and work lives.

Specifically, the following questions are addressed in the study:

1. What is the perceived level of English proficiency of the respondents? Are there significant differences in the overall perceived level of English proficiency considering their positions and the types of businesses they work for?
2. What is the perceived extent of use of English in the respondents' workplaces?
3. What is the relationship between perceived job effectiveness, gained respect, and self-reported English proficiency level?

## **Review of Literature**

### **English in Indonesian Education: A Love-Hate Relationship**

To map Indonesia within Kachru's model of concentric circles for World Englishes means putting it alongside countries in the expanding circle where English does not have an official status (Kachru, 1997). English in these countries is spoken as a foreign language, and it is not used by their governments to carry out their day-to-day operations at least within their territories. In other words, the language of business, commerce, and law is the mandated national language other than English. In Asian countries belonging to the outer circle, on the other hand, English assumes an official status, which means that alongside a national language that is native to these countries, English occupies an official status in domains such as education, commerce and trade, and government affairs. The inner circle countries like the USA, the UK, Canada, Australia, and New Zealand are native-speaking countries that set the norms for the use and study of English.

A number of evaluations of Kachru's model have come up ever since its inception, which have resulted in different models to describe the spread of English, but this study finds that it is sufficient to use the Kachru model to situate Indonesia within the broader spectrum of English users across different geographical locations, regardless of the ramifications of the situation and the simplicity of the model itself as viewed by many scholars (Jenkins, 2003).

Figure 1 below illustrates how Indonesia is placed within Kachru's three-circle model of World Englishes which strikingly illustrates how the inner circle countries are outnumbered by outer and expanding circle countries (Jenkins, 2003, p. 16).

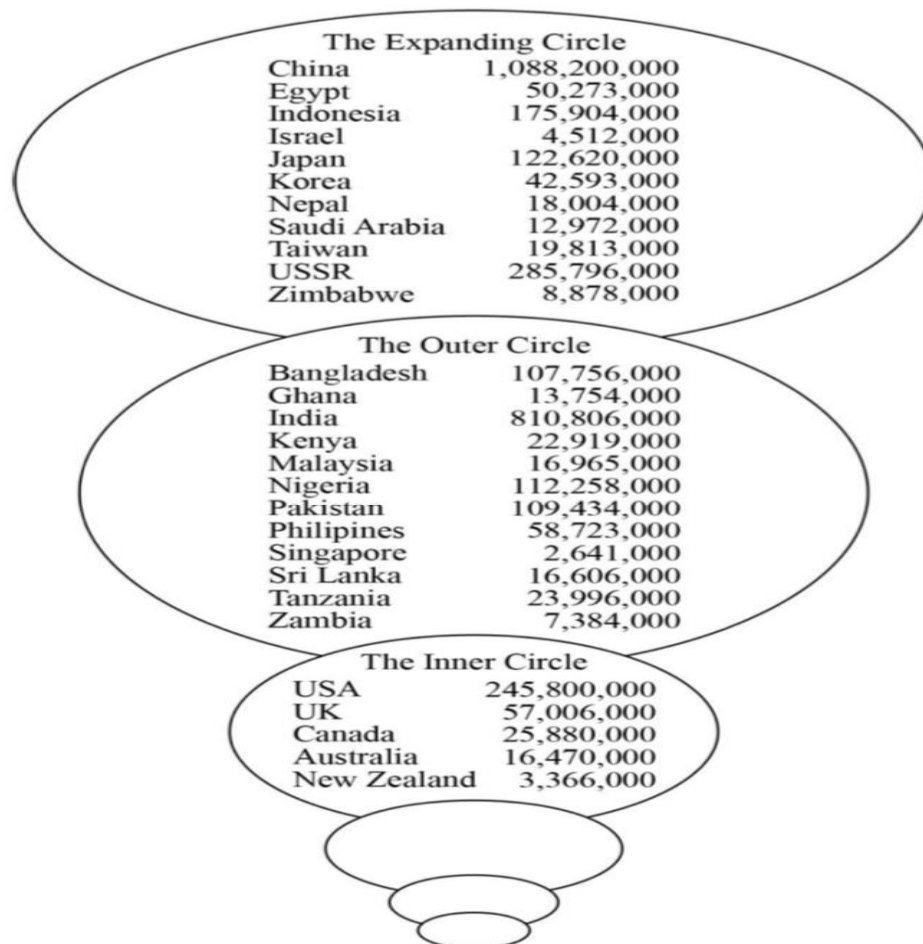


Figure 1. Kachru's Model of World Englishes

Consequently, the ascribed status of English as a language for international communication has affected policymaking across various levels of education in Indonesia. English has earned its reputation as “the most important of the foreign languages to be taught” (Lauder, 2008, p. 11). This is reflected in a report commissioned by the British Council which cites Indonesia as one of the 55 countries that have official policy statements that directly or indirectly refer to English as an important language in educational settings (Dearden, n.d.).

However, policymakers have time and again introduced regulations that were detrimental to the development of English despite its growing importance as a foreign language. In 2013, for example, the Ministry of Education scrapped English as a mandatory subject in the 2013 basic education curriculum of state schools and relegated it as an extra-curricular subject (“*Indonesia to end teaching of English...*,” 2012). English, therefore, is studied as a mandatory subject only in the junior and senior high school curricula.

In higher education, English is listed as one of the basic subjects to learn across programs, but it can be deduced that English does not have a strong presence in the curriculum as standing policies in higher education mandate the learning of English as a standalone course, but not as a medium of instruction. A milestone policy decision, however, was reached in 2015 when the Minister of Research, Technology, and Higher Education, Muhammad Nasir, announced that a bilingual curriculum would be compulsory in the Indonesian higher education system starting in 2016 (“*Bilingual curriculum to be compulsory in universities,*” 2015). This move essentially meant that Bahasa Indonesia and English would

have a singular function as a medium of instruction, although intuitively, in varying degrees. The move aimed at accelerating the integration of higher education institutions (HEIs) in Indonesia into regional educational cooperation initiatives considering the overall internationalization efforts of the Association of Southeast Asian Nations (ASEAN), whose official language is English.

It must be noted, however, that even before 2015, English medium educational institutions from the primary to the tertiary levels had already been operating in the country. In basic education, for example, private institutions that taught through English called themselves ‘international schools’ until a government ban on the use of the term was enacted to restrict it only to embassy-run schools. These private schools, however, continued to teach in English using a combination of an international curriculum and the national curriculum. In the public schools, the Ministry of Education tried to institutionalize *International Standard Schools* between 2007 and 2013, but due to issues ranging from constitutionality to teacher and student competence in the medium of instruction, the idea of applying EMI in public schools was abandoned in the country (Dewi, 2017).

Kirkpatrick (2014) observed that Indonesia is the only country in the region where English is not mandatorily offered despite its high demand. Dewi (2017) reported that the use of English in the country is driven by “social factors” (p. 245), in which parents, for example, are encouraged to enroll their kids in English medium schools amid weak or incomprehensive regulations from the government. These two observations imply that the absence of a comprehensive agenda on a medium of instruction does not impinge upon the growth of English as a medium of instruction in Indonesia.

In spite of the obvious lack of strong and clear governmental policies regarding the use of English in education, HEIs have formulated their own institutional policies, resulting in differing practices in implementing the EMI agenda of these universities. It is common for universities in Indonesia to have ‘international programs’ which primarily employ English as a delivery mode. Some universities may have a special campus that solely delivers classes in English across all programs, while some others may identify a few classes within certain programs in which English is used as a method of instruction. In both cases, these universities may set a minimum English proficiency score for students to enroll in these ‘international programs.’

In terms of faculty recruitment, some universities have an English proficiency ‘profiling’ system for their faculty members. At English-only campuses, faculty candidates are tested for their English before and during demo teaching sessions and further checked for their credentials, which should reflect their previous international experience, either as students or professionals.

The Organization for Economic Cooperation and Development (OECD) reports that there are 3,834 HEIs in Indonesia, 81 percent of which are privately owned, while the remaining 17 and 2 percent are Islamic and private universities respectively (2015), but the extent to which these HEIs have ‘Englishized’ their programs is not known. It should be noted, however, that the rationale for using English stems from the internationalization agenda of universities in which an obvious need for a common language is critical for mobility across integrating institutions (Knight, 1999). With this in mind, ‘international programs’ do not simply rely on the medium of instruction but also on other internationalization criteria such as faculty and student exchange programs. For obvious reasons, the acquired status of English as a lingua franca is paramount in this context.

The English First (EF) test of English which generates country reports on proficiency may give an idea as to how countries fare in terms of language ability. It must be noted, however, that the EF test does not give an adequate measure of proficiency (Renandya, Hamied, & Nurkamto, 2018), although it claims to be the “world’s largest ranking of

countries and regions by English skills” (EF EPI, 2019, para. 1). Table 1 below provides a list of countries in the Southeast Asian region which have taken the test.

**Table 1. 2019 EF English Proficiency Index in Southeast Asia**

Country	Proficiency Level	World Rank	Score
Singapore	Very High	5	66.82
Philippines	High	20	60.14
Malaysia	High	26	58.55
Vietnam	Low	52	51.57
Indonesia	Low	61	50.06
Thailand	Very Low	74	47.62
Cambodia	Very Low	86	43.78
Myanmar	Very Low	94	46.0

### **English as a Business Lingua Franca**

In today’s business landscape, international cooperation is necessary for success and the importance of communication cannot be underestimated. Multinational companies, for example, have put in place “language management strategies” (Feely & Wil-Harzing, 2003) which highlight the significant role of language in business. In an international corporate set-up where a plethora of languages exists across borders, the need for an efficient management of communication may be a top priority.

In a study covering Finnish business professionals who use English in their corporate lives, Kankaanranta and Louhiala-Salminen (2010) shared the same perspective as they argued that “the communication know-how of today’s business practitioners is an integral part of their business know-how” (p. 4). The informants believed, however, that “mastering business-related issues informed the basis for communicative success” (p. 10). To them, the workplace is not about mastering a language but learning how to properly contextualize it in a business setting considering the overall processes in which language is just one of the many layers to consider for success. In other words, language accuracy takes a back seat and what matters more is how the work gets done. In Finland, which has Swedish and Finnish speaking populations, English is the most studied foreign language (Official Statistics of Finland, 2010). Finland and Indonesia are similar in this sense.

In a Malaysian study of professionals working for multinational companies (Kassim & Ali, 2010), it was found out that oral communication skills in English are essential in the workplace. This has led other researchers to investigate human resource development (HRD) trainees in terms of their perceptions of what language skills are relevant to the workplace (Moslehifar & Ibrahim, 2012). The specific cohort perceived that oral skills are important with specific skills, such as “discussing projects, proposals, plans, and designs; reporting problems; and making formal oral presentations” (p. 532), occupying the top three most important activities carried out in the English language.

Although English may not be used at all times in the workplace among certain cohorts such as support staff, the use of the language is spurred by the need to communicate with English-speaking clientele (Ting, 2002). In this case, success in the workplace in terms of moving up the corporate ladder may be determined by English language proficiency. Indeed, Kaur (1995) emphasized that English is a valuable skill in the workplace, especially in a multilingual setting like Malaysia.

The extent of use of English and one’s competence in communicative events, however, may be dependent on specific business fields (Kassim & Ali, 2010). While the

Finnish study pointed out that English takes a secondary role to job delivery, a study conducted among accountants in Hong Kong revealed that accuracy in written English is a valued skill in the workplace as it reflects the credibility of accounting firms (Forey & Nunan, 2002). The study revealed that a considerable amount of time is spent by junior and senior accountants in preparing reports. In Hong Kong, the role of English in the workplace has never waned despite the British turnover of the territory to mainland China. The status of English in the former British colony has not diminished in the workplace despite a popular perception that English was in a decline during the political handover period. Up to this day, written and oral English continue to flourish and its use has become more prevalent among professionals in certain positions and with considerable experience (Evans, 2010).

In one Indonesian study which investigated how employers of multinational companies operate in the oil and gas sector, employers reported that English is an essential skill that they look for in applicants and they are willing to train them for such a skill if newly hired employees “do not meet the standards” (Baso, 2014, p. 50). The study highlighted that there could be a disconnect between what is offered in the English language curriculum and the language demands in the workplace. The language skills gap of employees in multinational set-ups is an important concern for employers so much so that it has become common in Indonesian workplaces, whether they are local or multinational companies, to have corporate language training programs which may require hefty corporate spending. Language training programs in the workplace have also been reported in Taiwan where one engineer reported that there is a “need to cultivate an English environment in the office, provide courses, and test regularly” (Cambridge English Language Assessment, 2016, p. 25).

Overall, these studies have highlighted the shared acknowledgment of the fact that English has become an integral part of corporate life, but the extent, depth, and specificity of its use vary according to the unique workplace demands. It might be interesting to find out further, however, whether such importance attributed to the English language translates to getting practical benefits and prestige in the workplace and whether certain aspects of success in the workplace are attributed to the English language skills that EMI graduates have acquired over their years of study.

## Methodology

The research study conducted a descriptive-quantitative survey in which the respondents filled out a survey questionnaire distributed to the alumni of one private English-speaking campus, who received their undergraduate degrees between 2013 and 2018. Out of the total population of 1203, the survey generated 139 responses. Since the study could not control who returned the survey questionnaires, it may have been exposed to a significant sampling bias which meant that the results could not be used to generalize about the whole population (Fricker, 2008). The quantitative data analysis tools of the study included an analysis of variance (ANOVA), a correlation analysis, and multiple comparisons using SPSS 18. Descriptive statistics were also used to summarize the data.

The respondents occupy staff to management positions from business types such as family businesses, private multinational companies, private small-to-medium enterprises, and state-owned enterprises. Eighty-two percent of the respondents have a bachelor's degree, while the remaining 12 percent have finished a master's degree. In terms of their years of formal schooling in the medium of English, most of the respondents have up to four years of study (44.6%). Those who have five to eight years of exposure to English in school accounted for 25.2%, while 20.1% of the respondents have more than 12 years of exposure to EMI. Slightly more than 10 percent have up to 12 years of exposure to EMI.

Table 2 below specifies the distribution of respondents in terms of their positions and types of companies, which are the two major intervening variables considered for the study.

**Table 2. Profile of the Respondents (N = 139)**

Position	Staff-Officer 54 (38.8%)	Supervisor 16 (11.5%)	Manager-Director 39 (28%)	Top-level 3 (2.2%)	Self- employed 27 (19.4%)
Type of company	Family business 23(16.5%)	State enterprise 6 (4.3%)	Private small and medium enterprise (SME) 63 (45.3%)	Private multinational company (MNC) 47 (33.8%)	
Years of professional experience	1-2 years 56 (40.3%)	3-5 years 48 (34.5%)	6-8 years 21 (15.1%)	9 years or more 14 (10.1%)	

## Results and Discussion

### Perceived Level of English Proficiency

Table 3 below presents the self-perceived level of English proficiency of the respondents. Most of the respondents rated themselves as being proficient (51.8%) and very proficient (34.5%) in English, while almost 13 percent reported that they were adequately proficient. One person from the group reported that he was not proficient at all in English language.

**Table 3. Perceived Proficiency in English Language (N=139)**

	Frequency	Percentage
Not Proficient	1	0.7
Adequately Proficient	18	12.9
Proficient	72	51.8
Very Proficient	48	34.5
Total	139	100.0

This high level of reported proficiency is attributed to the fact that the respondents may have a high degree of confidence in the education through the medium of English that they received in their university. It would be an ideal situation to compare language proficiencies or at least perceptions of abilities among alumni of EMI schools, but a lack of literature on this area of investigation makes it impossible to do so. In addition, it must be noted that there is no official country data to reflect the English proficiency of Indonesian students (Renandya, Hamied, & Nurkamto, 2018), although some private initiatives such as the EF English Proficiency Index (2019) have attempted to measure the proficiency of countries and regions around the world. In such a test, Indonesia has registered a low level of proficiency. The huge difference in the reported proficiency of the respondents of this study may reflect how disparate the levels of proficiencies are in the country. This study, however, subscribes to the notion that unequal proficiencies are omnipresent in any multilingual society. Moreover, the absence or presence of EMI policies in higher education institutions may account for differences in educational outcomes or at least in belief systems or language ideologies (Rahman, Singh, & Karim, 2019).

In terms of specific language skills, the respondents rated themselves as competent to very competent in skill areas such as speaking and listening, writing, and reading. Communicative events like conducting and participating in meetings and delivering presentations were the indicators to measure the respondents' self-perceived levels of proficiency in speaking and listening. Writing emails and other forms of business correspondence was the indicator to measure self-perceived ability in writing, while understanding technical manuals, journals, and other similar documents in English for professional needs indicated the reading comprehension ability. A contextualization of language skills in a business setting is necessary to determine success in a workplace where English may be required as a medium of communication (Kankaanranta & Louhiala-Salminen, 2010).

A test of variance considering the nature of the positions occupied by the respondents and the types of businesses they work for revealed that these two variables did not generate any significant differences in their self-perceived English language proficiency. The statistical treatment resulted in non-significant differences between and within groups for the two variables.

### **Extent of English Usage in the Workplace**

When asked whether English is used in their respective workplaces, 34 percent of the respondents reported that English is always used, while 38.8 percent said that English is used often. Nineteen percent of the respondents said that English language is sometimes used in the workplace. Less than one percent reported that English is rarely used, if at all. However, it must be noted that there are significant differences in the responses considering the type of business as a variable. The total mean score of 4.46 for respondents from private multinational companies which is described as *English is always used* is significantly different from other mean scores generated for the other groups. This result is not very surprising as multinational companies require a business lingua franca which, by default, is English. State enterprises, on the other hand, received the lowest mean score, which is also not a surprise as government entities in Indonesia rarely subscribe to everyday English usage. In terms of Kachru's concentric circles (1995), Indonesia belongs to the expanding circle of English users, which means that the language does not enjoy a special place in governmental affairs.

This study, however, predicts that there will be wider domains where English will be used in the future, not just in business and education, as the country prepares to take a more active role in diplomacy and international relations, thus all the more legitimizing the role of English in education to prepare the Indonesian human resources.

Based on the perceived frequency of English usage in the workplaces of the EMI graduate respondents, the need for English competency in the workplace seems apparent. All the respondents rated communicative events such as writing letters and other forms of business correspondence, including business reports, and presenting before an audience as equally very important. The survey, however, did not ask the extent to which these tasks are done in English, but the high frequency of English use points to the fact that a substantial amount of communication in English takes place in the work areas surveyed in the study. Other essential skills like organizing, problem solving, and collaborating as done in the medium of English are also rated very important in the workplace. The extent to which these specific skills are carried out in English was not considered in the study.

Table 4 below shows the distribution of the mean scores related to the overall extent of the use of English in the workplace according to the type of business or company of the respondents.



**Table 4. General Extent of English Usage in the Workplace**

	N	Mean
Family Business	23	3.5217
State Enterprise	6	3.3333
Private SME	64	3.8125
Private MNC	46	4.4565
Total	139	3.9568

An analysis of variance indicated that the perception of the extent of English usage in terms of the type of business was significant,  $p=.000$ . A post hoc analysis using Scheffe's test of significance also showed that the average use of English in private multinational companies ( $M=4.45$ ,  $SD=.65$ ) was higher than others at the  $P < .05$  level. [ $F(3, 135) = 7.551$ ,  $p=.000$ ].

As seen in Table 4 above, English is highly used in private multinational companies (MNCs), followed by private small-to-medium enterprises (SMEs) and family businesses. English is least used in state enterprises, which is not surprising as Indonesia does not use English as an official medium of communication in public governance, which may be different from the case of Hong Kong, for example (Forey & Nunan, 2002; Evans, 2010).

### **Relationship between Perceived Level of English Proficiency and Perceived Level of Task Effectiveness**

Around 85 percent of the respondents attribute their task effectiveness to their English proficiency as they reported that their task effectiveness was *highly* and *very highly* moderated by their ability in the language, whereas the remaining 15 percent revealed that their task effectiveness was *moderately* and *less moderately* affected by their English ability.

Andrews and Higson (2008) in their extensive study of four European countries investigated "soft business-related skills" (p. 415) to include communication skills in the workplace. They found out that writing as taught in a university is important in the business workplace. This perceived importance of writing is common across the three countries of Romania, Slovenia, and Austria. It is interesting to note, however, that the study discovered that the respondents, including those from the UK, thought that they could have developed their presentation skills while in college. In the same vein, the findings of this study reveal that the respondents consider writing and speaking in English as important skills and that a majority of the respondents' self-reported levels of proficiency in these areas range from 'competent' to 'very competent.' This finding is also similar to Kassim's and Ali's findings in their study (2010) of one Malaysian workplace.

Table 5 below shows the relationship between task effectiveness and overall proficiency in English. The questions that have been correlated are the following: 1) Rate your overall proficiency in English in both formal and informal situations in the workplace; and 2) How much do you attribute your level of effectiveness in your task performance to your English proficiency?

**Table 5. Correlation between Self-perceived English Proficiency and Respondents' Task Effectiveness**

		Level of Task Effectiveness
Level of self-perceived English proficiency	Pearson Correlation	.597**
	Sig. (2-tailed)	.000
	N	139

\*\* Correlation is significant at the 0.01 level (2-tailed).

A quantitative analysis shows that there is a strong positive linear relationship between two variables. The correlation is significant with a Pearson correlation value of .597. The significant 2-tailed level (p-value) of .000 ( $P < .001$ ) indicates that the coefficient is significantly different from 0; therefore, it can be concluded that there is strong evidence to suggest that the overall level of self-perceived English proficiency is related to the perceived level of effectiveness in task performance. As the self-perceived English proficiency level increases, the effectiveness of task performance in the workplace increases ( $r = .597$ ,  $N=139$ ,  $P = .000$ ).

### **Relationship between Perceived Level of Proficiency and Perceived Level of Respect Gained in the Workplace**

Table 6 below reveals that slightly over 27% of the respondents reported that the respect that they gain from the workplace has nothing to do with their English ability, while 30 percent believe that their English ability determines the added respect that they acquire in the workplace. Over 40 percent of the respondents feel that English, in some instances, is a factor for gaining respect in the workplace.

**Table 6. Relationship between English Language Ability and Gained Respect**

	Frequency	Percentage
No, the respect I gain in the workplace has nothing to do with my English language abilities.	38	27.3
Yes, in some instances.	59	42.4
Yes, always.	42	30.2
Total	139	100.0

A quantitative analysis, however, shows that there is a very weak positive linear relationship between perceived level of English proficiency and gained respect in the workplace. The correlation is not significant with a Pearson correlation value of .003. The significant 2-tailed level (p-value) of .972 ( $P > .001$ ) indicates that the coefficient is not significantly different from 0; therefore, it can be concluded that there is no evidence to suggest that the overall level of self-perceived English proficiency is related to gained respect from colleagues ( $r = .003$ ,  $N=139$ ,  $P=.972$ ).

Overall, it can be construed that the alumni of an EMI university in Jakarta derive benefits from having studied through the medium of English. At the outset, their positive self-perception of the advantages of studying in English can be an indication of the premium that they place on their university education. This is backed by 72% of the respondents who reported that studying in an EMI institution was one of the best decisions they have made. A majority of the respondents also said that learning in English was not detrimental to learning

the content of their specializations. Over 30% of the respondents *highly agreed* with the notion that content learning in the medium of English was not a problematic aspect of their education, while almost 44% of the respondents *agreed* with the notion. This implies that the alumni of the EMI institution under investigation value English as a medium of instruction in the university setting. The positive correlation between perceived English language proficiency and job effectiveness indicates the importance of English language skills in their professional life. On the other hand, the non-correlation between perceived English ability and respect gained in the workplace may be because of the fact that many facets of workplace competencies determine the respect accorded in the workplace. It surely is worth investigating, however, using a different methodology.

Indeed, the EMI graduates think that their English language abilities offer a competitive advantage in the workplace. This study, then, argues that EMI is a step in the right direction amid a globalizing world economy, since a business lingua franca such as English allows for communication to take place in diverse business environments such as multinational company set-ups.

While this study cannot establish whether hard skills or content expertise may be lacking in EMI alumni to rebut the assumption that English use may water down content learning, it has supported the notion that English ability is a competitive advantage in the Indonesian workplace. The frequency of English use in the workplaces of the respondents may point to an ever-increasing need for employers to consider English language proficiency as a necessary criterion for hiring. As Indonesia becomes an active player in the international business arena with a marked presence of private multinational companies where more than 30 percent of the respondents of this study work, having English as a part of the skill set for Indonesian professionals may be much more needed today and in the future as economies become more globally integrated.

## Conclusions

This study shed light on the EMI phenomenon by looking at the perceptions of EMI alumni from one private university in Jakarta. The study attempted to establish how the role of English in a university setting might have an impact on EMI graduates as they navigate their workplace requirements. The study established a positive relationship between task effectiveness and proficiency, while a weak relationship between gained respect and English proficiency was revealed. The study argued that EMI graduates provide a unique perspective from which to see the relevance of an EMI education with the assumption that the English language abilities required of employees in the workplace are picked up or developed early on in the university setting.

## Recommendations for Future Research

Since this preliminary study relied solely on self-reports, it is recommended that follow-up investigations be done to include employer surveys along with an analysis of actual communication events that take place in Indonesian workplaces. It would also be beneficial to widen the scope of the samples of the study to include EMI alumni from other universities in Indonesia. Ultimately, EMI researchers may also look into supranational comparisons in order to provide a much wider understanding of this ever-growing phenomenon in education, especially within the remit of the regionalization and internationalization of higher education.

In order for English to flourish in educational settings, effective and consistent governmental policies on the use of English in the Indonesian educational landscape need to be achieved. There must be a strong private and public sector collaboration for this to happen as the former supports much of the EMI initiatives in Indonesia. The strong societal

push for an English medium education should not be seen as an elitist but rather as a progressive approach to education. Governmental efforts must be channeled into making English medium education accessible to everyone regardless of social status.

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