



Why Do Students Opt for English Medium Instruction in Humanities and Social Sciences in Sri Lanka?

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ABSTRACT

English medium instruction (EMI) has become popular among students in humanities and social sciences around the world due to the perceived benefits of EMI. A similar tendency can be observed in Sri Lanka too. In particular, faculties of humanities and social sciences of Sri Lankan universities have also introduced their degree programmes in English. However, limited studies have been conducted to investigate the factors that influence students' selection of EMI in these disciplines. Thus, employing non-probability sampling techniques the present study selected seventy-one (N-71) humanities and social sciences students from a state university in Sri Lanka. The data was collected through a Google form questionnaire to investigate the factors that influenced them to select EMI. Qualitative data obtained through the questionnaire were analyzed using directed content analysis approach. Employment prospects, developing English language skills, increased access to study materials, higher study prospects, upward social mobility and promotion of local culture were identified as the key determinants in selecting EMI among the participants. These findings are useful for various stakeholders including content teachers involved in EMI in universities, English language teaching staff, material designers and university administration to make appropriate decisions regarding English medium degree programmes and introduce appropriate English language programmes to enhance these students' English language skills.

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1. Introduction

The use of English medium instruction (EMI) in higher education is widespread around the world and has grown in popularity over the last two decades (Galloway, 2020; Kao & Liao, 2017). For instance, English has become “the language of higher education” in Europe (Coleman, 2006), and non-Anglo-American countries (Byun et al., 2011). Candlin (1991) argues that “English, a second language for most of the people of the world has increasingly become the international language for business, commerce, science and technology and international relations and diplomacy. Other professional intercourse such as the proceedings of meetings of health practitioners or educators from many different parts of the world is often conducted in English, a second language for many participants.” Also, there is evidence in the recent years that EMI has become popular in universities in non-English-speaking countries (Coleman, 2006; Costa & Coleman, 2013). Particularly, EMI is widely used in science, technology, engineering, and mathematics (STEM) (Galloway, 2017). In recent years, Asian countries, such as Japan, Korea, China, and Taiwan, have been especially aggressive in creating an international atmosphere for academic studies by offering EMI degree programmes (Kao & Liao, 2017).

English plays a significant role in Sri Lanka too. When the British took over Sri Lanka in 1815, they introduced their culture, religion, administrative system and more importantly their language, English to Sri Lanka. Since then, English has been playing a dominant role in Sri Lanka. According to Silva (2022), English has a bit of an ‘elitist’ image here in Sri Lanka and in fact, many university students call it the Kaduwa (sword) as people who are fluent in Kaduwa can cut the others down in job interviews and other social contexts. Thus, English plays a dominant role in Sri Lanka. Almost all of the medical, engineering, management and science faculties of Sri Lankan universities offer their degree

programmes in English (University Admissions Handbook, 2021/2022). There is an attempt at present to popularize EMI among students in arts faculties and faculties of humanities and social sciences of Sri Lankan universities too (University Admissions Handbook, 2021/2022),

English medium instruction (EMI) has become popular both locally and internationally due to various reasons. First, most of the academic books and research articles are published in English, and students who prefer to stay updated in their field of study select EMI (Leug & Leug, 2015). Content and vocabulary in most of the technical fields are available in the English language. In addition to these pragmatic reasons, students tend to select EMI due to the view that EMI is a way to speed up their upward social and economic mobility (Dearden, 2014). Further, students tend to believe that EMI programmes will improve their English language proficiency while enhancing knowledge of their subject, and this will help students gain better jobs in the future.

Despite all the potential benefits, there are some challenges to choosing EMI. For instance, Christensen (2009) and Gottlieb (2009) claim that one learns academic content better in the mother tongue than in English. This implies that students’ comprehension, participation, and exam performance could be negatively affected by EMI. Also, low proficiency of the lecturers and students, lecturers’ inconsistent praxis in assessing and teaching students, the shortage of training programmes on EMI, and arbitrary administration issues including the recruitment of EMI lecturers are identified as problems pertaining to EMI in Sri Lanka (Jayathilake, Hettiarachchi & Pereira, 2021). The competence of the university academics to deliver EMI effectively is further questioned by Uehara and Kojima too (2021). Further, all the humanities and social sciences faculties of Sri Lankan universities do not seem to offer

support programmes such as English for academic purposes courses to facilitate EMI. When students believe that adequate language support is not available for the students to enhance their English language skills in the university, only those who enter the university with good English proficiency tend to select EMI. Others who believe to possess poor English language proficiency are compelled to follow their degree programmes in the mother tongue. This can foster social inequality and contribute to the reproduction of elites as Lueg and Lueg (2015) argue. According to Lueg and Lueg (2015), social strata is a key determinant in choosing EMI, and only those who are already competent in the English language tend to choose EMI while students coming from social backgrounds where English is not often used tend to continue their studies in the university in their mother tongue. Lack of facilities and opportunities for such students further fosters social inequality as Leug and Leug (2015) argue.

The development of employability skills is becoming an increasingly important topic in higher education today, especially among the students of the humanities and social sciences faculties. Alsop (2015) points out that graduates have poor workplace skills such as oral communication, critical thinking and teamwork. There is a similar situation in Sri Lanka too. For instance, Ariyawansa (2008) reviews determinants of graduates' employability of Sri Lankan universities and claims that those who pass out from Sri Lankan state universities do not possess required professional skills such as communication, negotiation, interpersonal, teamwork, analytical and intellectual skills. According to Chandrakumara (2015) who conducted a similar study to identify the determinants of employability of new graduates in Sri Lanka points out that the graduates of humanities and social sciences faculties, in particular, find it difficult to find jobs competitively in the labor market due to lack of required skills. State universities have introduced different programmes to

develop the employability skills of the graduates. Introduction of humanities and social sciences degree programmes in English medium can be identified as an effective solution in this regard. Thus, changes are taking place at present in some humanities and social sciences faculties in Sri Lankan state universities although Ariyawansa (2008) stated that most of the arts and social sciences degree programmes are conducted in Sinhala medium and provide facilities for learning English separately. For instance, according to the University Admissions Handbook (2021/2022), EMI is increasingly used in humanities and social sciences of Sri Lankan universities at present. However, low proficiency of the lecturers and students, lecturers' inconsistent praxis in assessing and teaching students, the shortage of training programmes on EMI, and arbitrary administration issues including the recruitment of EMI lecturers are identified as issues pertaining to EMI in Sri Lanka (Jayathilake, Hettiarachchi & Pereira, 2021).

Although EMI has become the medium of instruction for academic subjects in humanities and social sciences disciplines, limited studies have been conducted in Sri Lanka to investigate the factors that influence the selection or non-selection of EMI. For instance, a recent study has been conducted to examine the lecturers' practices of EMI in Sri Lanka (e.g. (Jayathilake, Hettiarachchi & Pereira, 2021). However, it is important to examine why arts, humanities and social sciences choose EMI because "...learners are hardly ever asked in any overt systematic way about their language learning experiences" (Barkhuizen, 1998, p.85). Chavez (2003) also argues that "...only the learners themselves can allow us to glimpse their attitudes, judgments, and perceptions" (Chavez 2003, p.164-165). Hence, the present study aims to explore the principal factors influencing the decision of humanities and social sciences students in a Sri Lankan state university to opt for English medium instruction (EMI).

1.1 Research Question

Thus, this study answers the following research question:

Why do students pursuing subjects in humanities and social sciences choose English medium instruction in Sri Lanka?

Studies conducted in different contexts (e.g. Leug & Leug, 2015 and Tsou & Kao, 2017) propose that students select EMI due to various reasons such as better employment prospects, higher social status, further education in developed countries, etc. It is important to find out the reasons why Sri Lankan undergraduates select EMI. The findings of the present study may be useful for the content teachers involved in EMI in universities, English language teaching staff and university administration to make appropriate decisions regarding English medium degree programmes and introduce appropriate English language programmes to enhance the English language skills of the relevant students.

2. Materials and Methods

2.1 Sample Selection

Two-hundred and sixty (N-260) second-year students, who were following EMI in a humanities and social sciences faculty in a state university in Sri Lanka, were selected as the sample of the study using non – probability sampling techniques, namely convenience sampling and snowball sampling. These participants usually come more or less from similar socioeconomic backgrounds, and the mean age is 22 years. The standard deviation represents that age of the respondents varies from 0.73 above or below the mean age (See table 1). Of the 260 participants, 146 participants stated in the Google form questionnaire that their degree was offered only in the medium of English. In other words, these 146 participants had no choice in the selection of medium but to follow the degree in the English medium.

Therefore, their responses were not taken for analysis. The other 114 participants had the opportunity to select either Sinhala medium or English medium, and therefore, their reasons for their selection of EMI were obtained in order to explore the factors behind their selection of EMI. After further clearing the data, seventy-one (N-71) participants' responses were obtained to conduct the data analysis of the present study.

2.2 Data Collection

A Google form questionnaire adapted from Leug and Leug's (2015) study was shared among two-hundred and sixty (N-260) participants of the study to examine the factors influencing their selection of EMI. The questionnaire was piloted and refined further before it was finally distributed among the participants. It is important to mention here that the participants of the present study were given pseudonyms in order to ensure the confidentiality of the participants.

2.3 Data Analysis

Data gathered through the open-ended questions of the Google form questionnaire were mainly analyzed qualitatively using directed content analysis approach (Hsieh & Shannon, 2005; Lichtman, 2010). According to Hsieh and Shannon (2005) directed content analysis "starts with a theory or relevant research findings as guidance for initial codes" (Hsieh & Shannon, 2005, p. 1277). Elo et al. (2014, p.1) further point out that "qualitative content analysis can be used in either an inductive or a deductive way." According to Kondraki, Wellman, and Amundson (2002), with an inductive approach, the researcher first examines the communication messages in question without preconceived notions or categories. Researchers identify categories, key words and themes that can be used on their own or as the basis for forming categories for later quantitative analysis. This type of analysis is "grounded" in the sample messages. Using an

inductive approach, the researcher frequently shifts directions and reanalyzes sections of text as emerging results provide new insights. With a deductive approach, the researcher begins with predetermined key words, categories, or variables (based on relevant literature and/or other resources) and sifts the data using these variables (Kondraki, Wellman, & Amundson, 2002, p. 224). The present study used the deductive qualitative content analysis method. Accordingly, based on the themes emerging from the EMI literature, data obtained from the open-ended question of the Google form were transcribed and analyzed. Apart from the content analysis approach, basic information of the respondents was analyzed quantitatively using Microsoft Excel to carry out the descriptive data analysis.

3. Results and Discussion

The study mainly collected information from the second year undergraduates. Therefore, the age levels of the respondents were mainly ranged between 21 years to 23 years.

Table 1. Age Analysis of the Respondents

Age	Frequency	Percentage
21 years	23	32%
22 years	33	47%
23 years	15	21%
Mean	21.88 years (approx. 22 years)	
Mode	22 years	
Standard Deviation	0.73	

Source: Authors Compilation using sample data

According to table 1, the respondents were 22 years old, and mean age is also approximately 22 years. The standard deviation represents that age of the respondents varies from 0.73 above or below the mean age.

Figure 1 depicts the gender analysis of the students who participated in the present study. As per the chart, it can be observed

that, a majority of the respondents were female undergraduates and the minority is male undergraduates.

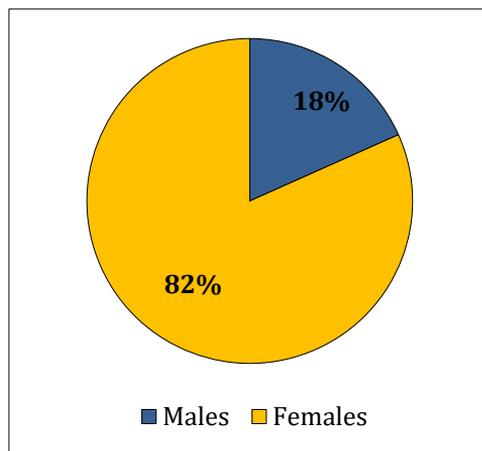


Figure 1. Gender Analysis of the Respondents

It is 82% and 18%, respectively. These results help us to conclude that most of the students who are in the selected faculty of humanities and social sciences are females and the rest includes males.

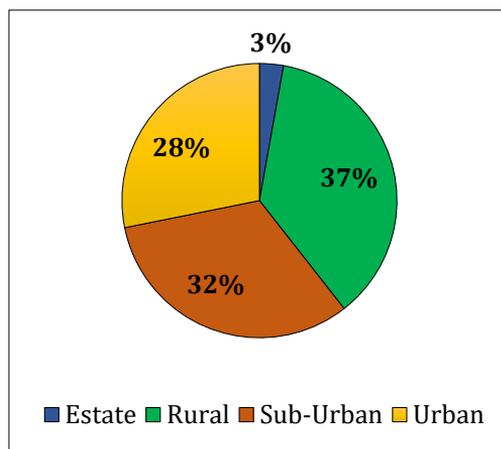


Figure 2. Living Area of the Sample Respondents

Students who live in sub-urban and rural sectors represent 32% and 37% respectively. Only 28% remarked the urban sector as their living area. It can be observed that students living area is fairly distributed among three main sectors namely, urban, rural and urban

sectors. Therefore, it can be forecasted that 60% of the sample has a high chance to enhance their English proficiency with the generally available facilities of the sub-urban and urban sectors with compared to rural and estate sectors which cover the 40% of the sample.

Table 2. Field of Study of the Respondents

Field of Study	Frequency	Percentage
Anthropology	4	6%
Buddhist Philosophy	2	3%
Business Statistics	5	7%
Criminology and Criminal Justice	9	12%
Dance and Cultural Studies	1	1%
Economics	7	10%
Geography	14	20%
Hindi	1	1%
General	4	6%
Philosophy	4	6%
Political Science	4	6%
Psychology	13	18%
Social Statistics	1	1%
Sociology	2	3%

The responses obtained have spread among 13 fields of studies excluding the students who follow degrees in the faculty of Humanities and Social Sciences. It can be observed that choosing EMI is not limited to a single field of study. But based on several reasons, it can be seen that students from different fields of study are willing to follow their degree programme in the English medium. In the sample, a majority of the respondents were from the field of Geography and Psychology. It is 20% and 18% respectively as a percentage. Moreover, only one response was received indicating

reasons for the selection of EMI from the fields of Dance and Cultural Studies, Hindi and Social Statistics. As well as, an equal number of responses were received from the fields of Anthropology, Philosophy, Psychology and from general degree programme followers. Based on the factors provided by the students of the above-mentioned fields with regard to EMI, Content Analysis was conducted manually.

1.2 Qualitative Data Analysis

As the first step, all the qualitative data were coded as shown below in Table 3.

Table 3 Code Names and Definitions

Code	Definitions
Employability	This code refers to the statements regarding the better employment opportunities of the graduates in the future
Developing English language skills	Statements related to the development of English language skills
Increased access to study materials	Statements regarding access to study materials
Social status	Importance of EMI to ensure upward social mobility

These codes are commonly found in studies conducted to examine the factors influencing the choice of EMI (e.g. Galloway, 2020, Kırkgöz, 2014, Leug & Leug, 2015). Thus, these were used as initial codes to identify the themes in the qualitative data. During the initial data analysis stage, when evidence was found for the existing codes, a code from the existing list was assigned. Transcribed data were read several times in order to identify evidence for existing codes and ensure accuracy. Those that did not represent a category that already exists were assigned new codes. This was useful to identify new codes and themes emerging from the data

itself. Accordingly, the following two new codes were inductively derived from the qualitative data of this study.

Table 4. New Themes Observed

Code	Definition
Higher study prospects	This code refers to the statements made regarding the importance of EMI to continue (higher) studies
Promotion of local culture	This code refers to the statements made regarding the promotion of local culture

According to the data presented in tables 3 and 4, it is evident that students from humanities and social sciences select EMI in order to secure a better employment, develop English language skills, access latest study materials that are mostly available in English, continue higher studies in English, ensure upward social mobility and promote local culture through English. Most of these factors are interconnected. For instance, the link between the English language proficiency and the possibility of finding a suitable job is closely related. For instance, Ariyawansa (2008) and Chandrakumara (2015), among others, identify English language proficiency as a key determinant for the students of humanities and social sciences faculties to obtain a job. Ariyawansa (2008) argues that most humanities and social sciences degree programmes are conducted in the medium of English and teach English separately, and this does not motivate learners to acquire English language skills as they do not see a true necessity for learning English. Therefore, these students demonstrate comparatively less English language proficiency. As a result, the students in humanities and social sciences find it difficult to obtain a job suitable for their qualifications. Having realized the importance of EMI, some humanities and social sciences faculties in Sri Lankan universities now offer their degree

programmes in English, and the students also tend to choose EMI in order to improve their English language proficiency and thereby to enhance their employment prospects. Data of the present study reveal it as discussed below. Further, it is evident that most of the interviews are either conducted in English, or preference is given to those who can use English. Hence, students in humanities and social sciences faculties tend to choose EMI.

The participants of the present study shared their views supporting the view that they selected EMI in order to enhance their employability prospects. For instance, Menaka (a pseudonym) explained that “since there are few job opportunities in Sri Lanka, and a suitable position is not given to the deserving person, I took steps to get my degree in English medium with the aim of going to a foreign country.” A similar view was shared by Manel who said that “English is the most useful language, and in the future, it is a must and gives more advantages to us like a good job with good salary.” As English is an international language, the participants of the present study believed that pursuing their degree in the English medium will help them to secure a better job. For instance, Kaushalya, another participant in the study stated that “I think we can have many job opportunities in the future because Sinhala language is only used in Sri Lanka while English is used internationally.” Hence, some participants of the study are of the opinion that English medium education helps them find a job either locally or internationally. For instance, Supun claimed that “English medium was the best way to get a valuable national or international job for me.” Thus, the participants of the present study were of the opinion that English medium degree can enhance the job prospects of the graduates. Studies conducted in other contexts too draw similar conclusions. For instance, Lueg and Lueg (2015) and Tsou and Kao (2017) point out that students choose EMI in order to secure better job opportunities.

Some participants of the present study have chosen EMI in order to enhance their English language competencies. However, Galloway (2020) questions the impact of EMI on the development of English language skills and points out that there is mixed evidence concerning the effectiveness of EMI for English language development. Yet, the participants of the present study believed that following their degree in English medium would help them enhance their English language competencies. For instance, Ashoka who participated in the present study pointed out that “The main reason to follow this degree in English medium is to improve my English knowledge.” Mahinda, another participant of the study held a similar view and stated that “I selected English medium for the second-year studies because I want to improve my writing, speaking, listening, and reading better, so this is the path to improve my English skills.” Some students have chosen EMI in order to improve their English grammar, vocabulary and other language skills such as reading, writing, speaking and listening. For instance, Amal, another participant of the study pointed out that he selected his degree in in English medium as it helps him to improve his vocabulary, grammar and language skills. Thus, students choose EMI in order to enhance their English language competencies. This finding is consistent with the findings of previous studies (e.g. Galloway, 2020). Also, Dearden (2014) draws similar conclusions and claims that students improve their English language skills by pursuing their degrees in English medium. The argument developed by Dearden (2014) seems convincing that “The students would improve their English by being exposed to it, by having to express themselves and by reading and writing” (p. 6). The enhancement of English language skills inevitably leads to the development of students’ communication skills, which in turn enhances the employment opportunities of the students because Ariyawansa (2008) and Chandrakumara (2015) argue that graduates who pass out from Sri Lankan state

universities do not have required professional skills such as communication, negotiation and interpersonal skills, which can be attributed to the lack of English language competency.

Increased access to study material is another key factor that influences some students to select EMI. In fact, most of the academic books and articles are published in the English language today. For instance, Liu (2017) points out that English is often the dominant language of academic research and teaching materials around the world, and more scholarly publications are printed in English than any other language (Liu, 2017). The participants of the present study also believed that following their degree in the English medium will allow them to access the latest research publications. For instance, Menaki stated in the Google questionnaire that “I have chosen to study in English medium because the opportunities that I can gain by studying in English medium is high. It is easier to access English language study materials.” A similar view was shared by Anula who said that “...we can easily refer to any reference around the globe.” As Galloway (2020) also points out English often plays a dominant role in academic world around the world, and most of the academic publications are made in English. Similarly, online materials are mostly available in English. Therefore, most of the scholars read academic texts written in English and write critiques and reviews about such texts. Exposure to such materials allows the learners to get the updated knowledge of their respective academic disciplines.

Upward social mobility is yet another common reason reported by the participants of this study for selecting EMI. Therefore, at present there is a tendency among arts students to move out of this traditional frame and join the elite class that speaks English. For instance, Gunasekara (2005) points out how English has become the language of elite class in Sri Lanka. The data of the present study too support such claims, and students

tend to choose EMI in order to ensure upward social mobility. For instance, Mahesh who joined the study pointed out that, "My only hope is to improve the social status of my family by learning English and getting a good job opportunity." This suggests that the participants view English as a means that ensures upward social mobility. Aruna shared a similar view. "I really enjoy the way lecturers are speaking. One day I want to be like them." Thus, students have chosen EMI in order to secure upward social mobility. This is a common belief that many view EMI as a way of getting into the higher social strata in the society. Leug and Leug (2015) argue that students who graduate from elite universities and from elite backgrounds secure better jobs. However, the findings of the present study suggest that students follow their degree programmes in English medium in order to join the elite class. The findings of the present study provide evidence for this claim. Dearden (2014) also shares a similar view and claims that some parents see EMI as a way of enabling their children to join the social elite class. Thus, the findings of the present study support the findings of the previous studies that claim that following a degree in English medium is a way to become a member of the elite class (Lueg & Lueg, 2015).

The participants of the present study have selected EMI with the hope of continuing their future studies. Many students exhibit a tendency to migrate and pursue their education in European countries, and this desire often influences their decision to choose English medium instruction (EMI). For instance, Nihal stated in the Google form questionnaire that "I think English medium is a good solution to continue my studies." Praneeth, another participant of the study, shared a similar view. According to him, "Learning through English medium is important for future plans in my life. It is important because I am planning to study abroad and settle there." Lahiru also expressed a similar view and pointed out that following the degree in English medium helps

him to continue his higher studies in a foreign university. It is a trend now that high ranking universities attempt to attract international students to their universities by offering their courses in the English medium. Students, on the other hand, tend to follow their degree programmes in local universities in English in order to further continue their education in high-ranking foreign universities. There is a match between the needs of the students and the expectation of universities that offer English medium degree programmes. Simply because of this very reason, there is a competition among universities to offer their degree programmes in English. For instance, Tsou and Kao (2017) point out that educational institutes in Asia tend to offer their courses in English at the elementary and secondary levels. As a result, ability to teach in English may become a commonly required skill for subject teachers. They further point out that private secondary schools and some public schools in Hong Kong and Singapore already offer EMI. Similarly, some local governments in Taiwan encourage total English instruction in English classes first and then EMI in subject courses (Tsou & Kao, 2017).

The situation is similar in Sri Lanka. While STEM subjects are compulsorily offered in English in universities, at present humanities and social sciences degree programmes are also available in English. As findings of the present study revealed, some students chose EMI with the aim of continuing their education further in a foreign university. Therefore, it can be concluded that English medium education is beneficial to the students in the long run i.e. to continue their post-graduate studies. Another interesting finding found in the present study is that some participants selected EMI in order to promote their local culture internationally. For instance, Ajantha stated that "I want to take Sri Lankan traditional dance to the world like Russian ballet. So, I want to be a teacher or lecturer with fluent English language competency and want to conduct research studies regarding traditional dance in

English. That is why I am studying dancing degree in the English medium.” This kind of nationalistic and patriotic view has not been reported before. Therefore, findings of the present study revealed a new factor that influenced the selection of EMI i.e. students pursue their degree in the English medium in order to promote their local culture internationally. This is a new theme that emerged during the data analysis process of the present study.

4. Conclusion and Recommendation

The study was conducted to investigate the factors influencing the choice of EMI among students of a humanities and social sciences faculty at a state university in Sri Lanka. Results revealed that the students selected EMI due to various reasons. Among them, employment prospects, developing English language competencies, increased access to study materials, higher study prospects in foreign countries, upward social mobility and promotion of local culture were found to be the key determinants in selecting EMI by the humanities and social sciences students.

The findings of this study have practical implications for various stakeholders, including English for Academic Purposes (EAP) practitioners and subject lecturers. These findings can assist them in designing and updating curricula and developing appropriate materials that align with the needs of humanities and social sciences students in the context of English medium instruction (EMI). Also, the findings of the present study are useful to the administrators in higher education as they can make appropriate decisions regarding English medium degree programmes for the students of the humanities and social sciences faculties. Significantly, the role of English language lecturers seems to further expand, and they need to be ready to move beyond general English language teaching, and be prepared to undertake new tasks such as teaching English for academic purposes and teaching English for specific purposes in

order to better prepare the students in humanities and sciences faculties for the modern cooperate world. General English teachers need to be trained to accomplish these kinds of new tasks because there are misconceptions among language lecturers as well as content lecturers that EMI means translating content available in the first language into the second language. More importantly, language lecturers need to closely collaborate with the content lecturers and develop materials considering the new language requirements of the learners. If these recommendations are implemented, and new programmes are introduced to better equip the learners with new language requirements, humanities and social sciences faculties in Sri Lanka will be able to cater to the true needs of their students. However, the findings of the present study should be used cautiously as we observe a few limitations in this study. First, the sample was selected from one university in Sri Lanka, and most of the participants being females (82%), the findings may be gender biased. Second, a limited number of students following aesthetic subjects such as dance, music and performing arts responded to the questionnaire. It is important to examine the reasons for their selection or non-selection of EMI. Finally, a limited number of participants represented the estate sector (3%) in this study. Therefore, future studies can be conducted using a larger representative sample where more or less equal number of males and females and more participants from the state sector and students following aesthetic subjects share their views regarding the factors influencing the choice of EMI. Also, future studies can be carried out to investigate the impact of the social background on the selection of EMI by Sri Lankan students because Leug and Leug (2015) argue that students who graduate from elite universities and from elite backgrounds in Denmark secure better jobs. Such studies may shed further light on this under-explored phenomenon of EMI in Sri Lankan higher education.

In spite of the limitations discussed above, the findings of the present study are useful to plan EMI programmes more effectively as such programmes are believed to offer various benefits to the students in terms of higher employment prospects, better English language competencies, increased access to study materials, upward social mobility, opportunities to continue higher studies in high-ranking foreign universities and promotion of local culture internationally. Therefore, the faculties of humanities and social sciences in state universities in Sri Lanka need to act more aggressively in order to promote EMI among their students because the biggest allegation against the graduates who pass out from humanities and social sciences faculties is that they become a burden to the society as they are often identified as unemployed or without the required skills to do a job.

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