

Indonesian EMI Teachers' Challenges: Voices from Primary Education Teachers

Zanuba Jamilatul Ula Al Hikmah; Widiawati; Novita Ramadhaning Tyas

Department of English Language Education
Faculty of Education,
University of Jember
Jember, Indonesia
E-mail: zanubajamilatulula@gmail.com

Abstract: This study was conducted to understand the challenges faced by EMI teachers when teaching in the classroom, especially when they have to deliver materials and ensure students understand important concepts using English at the elementary school level in Indonesia. Using a narrative research approach, the researchers explored the teachers' experiences through in-depth interviews with three EMI teachers who teach at National Plus schools, schools that use the national curriculum plus an internationally recognized curriculum. Through thematic analysis, this study identified five types of challenges faced by the teachers: (1) Language Proficiency, (2) Professional Development, (3) Classroom Dynamics, (4) School Culture, and (5) Emotional Challenges. These results indicate that the teaching process is not simple. It involves many interconnected aspects. Therefore, teachers need well-designed support, such as relevant training, supportive school policies, and learning approaches that are appropriate to the culture and context in which they teach. This study provides practical benefits or implications for teachers, principals, and policymakers to improve EMI practices in elementary education contexts that are rich in linguistic and cultural diversity.

Keywords—English Medium Instruction; EMI teachers; primary school; teacher challenges; Indonesia

1. INTRODUCTION

English is one of the means of communication across countries and plays an important role in the world of education in the era of increasingly complex and complicated globalization. According to Macaro et al. (2020), as cited in Gu et al. (2024), English as a medium of instruction (EMI), by definition, refers to 'the use of English to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English. Many countries have adopted the EMI (English-Medium Instruction) policy in their education systems for political, social, educational, and economic reasons (Anaam & Kerouad, 2024). Education in teaching using English has mushroomed in many countries, with learning English is used as an international language in various fields, such as science and technology (Macaro et al., 2020, as cited in Anaam & Kerouad, 2024).

English Medium Instruction has usually been implemented from primary to tertiary education, where learners can acquire English as an international language by learning English terminology in all disciplines. On the other hand, the implementation of EMI also poses its own challenges for teachers, which is due to the lack of EMI teacher training. In previous studies, there is still a lack of research that discusses the challenges and needs of EMI teachers for training and professional development. Macaro et al. (2020) and Alhassan (2021) stated that there are still many shortcomings in training and certification programs for EMI teachers in the field. EMI teachers in elementary schools face several challenges in teaching EMI, as evidenced by several

previous studies (Hu, 2023; Macaro et al., 2020; Alhassan, 2021), which show that there are several challenges faced by subject teachers in teaching EMI in delivering subjects using English. Findings from Hammou & Kesbi (2023) science teachers in Moroccan secondary schools often feel linguistically and pedagogically unprepared despite their enthusiasm for teaching English, due to inadequate training and top-down policy implementation. These findings indicate that EMI teachers in developing countries face systematic challenges such as proficiency in English, institutional support, and professional readiness. The broader context shows that the challenges faced by elementary school teachers in Indonesia in teaching EMI are part of a global pattern of unprepared EMI teachers.

In recent years, the integration of English into non-language subjects or content learning has now evolved from traditional English as a medium in EMI teaching, which means it not only focuses on the language of instruction but rather emphasizes the pedagogical balance of content teaching and language support. Hu (2023) proposed the concept of *CLIL-based EMI*, a hybrid model that combines the principles of Content and Language Integrated Learning (*CLIL*) with EMI practices. This model aims to make learning more effective for students with diverse English language abilities, so that students have simultaneous mastery of content and language (cognitive and linguistic processes). This model reflects the current development of global education to reduce the gap in students' understanding of academic materials in a multilingual environment.

This study aims to determine how teachers view EMI and the challenges they face; it is hoped that practical

solutions can be found and applied to students to achieve optimal learning outcomes. This article analyses the main challenges faced by teachers in EMI-based teaching in primary schools from the teachers' perspective. Research Objective: to explore the key challenges faced by Indonesian EMI teachers within the primary education context.

2. Literature Review

2.1 The Development of EMI in Education

On a larger scale, EMI has been implemented in recent years, driven by the global demand for English language proficiency and as the language of scientific, technological, and international discourse (Macaro et al., 2020). EMI is using the English language to teach other subjects than the English language itself, and its use is gaining in countries where it is not an official language at both primary and higher levels of education (Gu et al., 2024).

Through immersion, EMI helps students improve their abilities in the English language, which will have a positive effect on future academic and career opportunities for them. Moreover, attuning the national curriculum to international standards and encouraging standardization of education between different regions, EMI will facilitate the global mobility of students. However, the increasing use of English as a Medium of Instruction presents challenges, particularly for non-native speaking instructors and students who may find the explanation of sophisticated concepts difficult in a foreign language (Macaro et al., 2020). In the EMI context, teachers are faced with the central role of balancing content delivery with language teaching. Particularly, this task is very demanding when teachers are not adequately trained and when students have large differences in their proficiency in English. These challenges impact the quality of teaching and learning outcomes for students.

Studies conducted across regions underscore the increasing adoption and ongoing challenges associated with EMI implementation. For instance, in Saudi Arabia, a review by Alqarni et al. (2024) indicates that while there is institutional backing for English-medium initiatives, this frequently leads to challenges related to language that teachers encounter alongside concerns about training and teaching materials. Students express feelings about EMI, combining excitement for global prospects with worries about their language skills. Additionally, mismatches in policy and the absence of protocols add complexity to classroom activities. These findings demonstrate that not only language ability but also institutional readiness and teacher support systems can influence whether EMI flourishes.

2.2 Challenges Teachers Face in English-Medium Instruction

2.2.1 Language Competence

The biggest challenge facing EMI teachers is their language proficiency. Some are not native speakers of the target instruction language-English, yet they teach in English. This brings a lot of anxiety to some and impedes effective communication, especially when trying to convey a difficult argument. Academic English is also a problem for most practicing teachers who are not native speakers of English; this consequently affects the way students receive information in class.

2.2.2 Professional Development and Training for Teachers

Another major concern is the poor preparation of teachers for teaching EMI. Most teachers lack proper training for teaching in English and the ability to combine language with subject matter appropriately. There is a need, therefore, for specially designed training programs which concentrate equally on language pedagogy and subject content. Without such training, teachers can be made to feel unprepared with regard to their capacity to teach within an EMI context. Alhassan (2021) ini yang cite siapa? Bukan jurnlnya ya(2023), also pointed out that the poor EMI training forces teachers to use personally developed strategies instead of evidence-based pedagogy. According to the study, systematic professional development programs that combine linguistic and content pedagogy would support EMI teachers' motivation and teaching effectiveness.

2.2.3 The Classroom Dynamics and Diverse Learners

EMI classrooms usually include students from different linguistic backgrounds with different levels of proficiency in English. Therefore, teachers find it challenging to promote students' English language development and, at the same time, ensure that all students comprehend the subject matter (Macaro et al., 2020). It can be challenging and time-consuming for teachers to modify teaching approaches to suit each of the students.

2.2.4 Institutional and Cultural Difficulties

Other significant barriers in an EMI environment include institutional considerations and cultural differences. Teachers are likely to feel much pressure since some schools may not offer enough resources or support for EMI instruction within the teaching and learning environment. In addition, there are a number of cultural attitudes toward English and its place in education that may influence the way EMI is implemented. There could be pressure on the teachers to teach in English if students are not well prepared. This is a cause that arises from the mismatch between the teacher's methods and the students' expectations.

In Southeast Asia, the teachers have developed a localized form of EMI and adjusted it to local linguistic and educational contexts. For instance, Sangkawong & Bucol (2025) conducted research into the challenges faced by Thai teachers who deliver content courses through English. Accordingly, their results revealed that a number of factors

impede effective teaching and learning, such as a lack of English proficiency, shortages in instructional materials, and reliance on translation. Despite these limitations, teachers have employed adaptive strategies such as code-switching, peer collaboration, and the use of visual aids to scaffold comprehension. Through these adaptive practices, EMI shows contextual flexibility and shows how educators negotiate between content objectives and the language needs of their students.

3. METHOD

The study's research design was qualitative. Qualitative research is dependent on natural phenomena or facts, such as the prevailing conditions in a particular population. This study aims to collect data from the concerned phenomena of the study through detailed information collection (Creswell, 2018). The narrative inquiry research design is used in this qualitative study. Narrative inquiry is an intellectually rich tradition, both inside education and outside education. Narrative inquiry is therefore more universally used in studies of educational experience. This research, therefore, used a narrative inquiry strategy to look into teachers' perceptions of students' difficulties with English Medium Instruction (EMI). Narrative inquiry, in itself, focuses on human life experiences (Connelly & Clandinin, 1990). Human experience will be studied to enable the individual to describe the experience in depth. Next, the experience will be studied and learned about as a key source of knowledge and awareness (Clandinin, 2016). Human experience is a multilevel phenomenon with personal, family, social, institutional, professional, linguistic, cultural, and historical narratives to order their lives (Dayal et al., 2021).

This study was conducted in an international elementary school in East Java Province, Indonesia. The reason for picking this setting is extremely relevant to the reality that the school has adopted EMI as one of the principal media of instruction to assist students with varied linguistic backgrounds. This setting identified a cluster of EMI-related issues, especially in the context of primary education, whereby English language proficiency varies enormously among students. The school encouraged multiculturalism through the integration of the international and local curricula, and thus, it is even more important to know the teachers' perceptions about issues that confront the students. The conclusions derived from this research will add to the current literature on EMI and give pragmatic implications to educationists and policymakers in similar settings.

Three teachers participated in this study and were chosen purposely. They were chosen based on the following selection criteria: Teachers who teach subjects using English as an EMI and who met certain conditions. The selection process considered participants who had been teaching for

over a year and had experience handling EMI in their classrooms. This was expected to provide a wide range of information on issues confronted by the teachers in EMI teaching.

3.1 DATA COLLECTION

The data collection method used in this study was an interview. An interview was the exchange of information between two or more people about a particular problem (Showkat & Parveen, 2017). Meanwhile, Prastyo & Ashadi (2020) claimed that an interview was a way of collecting data in terms of questioning and answers based on the problem or information to be acquired. An interview was conducted between the researcher and participant; transcripts were produced, and sessions were provided for further discussion and are part of an ongoing narrative note (Connelly & Clandinin, 1990). There were three types of narrative interviews, i.e., topical narratives, personal stories, and life stories as a whole. In collecting this narrative data, the researcher used personal narrative because the researcher needed to hear stories or experiences from one's own life without other people, e.g., family members or coworkers. The interviews covered one theme, which was teachers' difficulties in English-medium instruction (EMI).

3.2 Data Analysis

The data were analyzed using thematic analysis, a method of identifying, analyzing and reporting patterns (themes) in data. Thematic analysis was used because of its theoretical flexibility and capacity to carry out an in-depth yet subtle interpretation of the data (Braun & Clarke, 2006). Through the process, the researcher gained an in-depth understanding of the participants' experiences and perceptions about the research focus. It also served as an effective instrument to make meaning and ensure the ease of the findings' readability.

3.3 Ethical Considerations

Ethical concerns within qualitative research played a major role in ensuring research integrity and safeguarding the rights of the research participants. To this end, the research made sure that it received informed consent to conduct the research where the purpose of the study, objectives, and procedures were properly disclosed with a focus on a voluntary basis, free will to withdraw without repercussion. Anonymization of data through confidentiality and anonymity also ensured that data were stored in a secure place where the researcher could access them, and discarded after the research was complete. To reduce the damage, the interviews were carried out in a friendly environment, with subtly worded questions not cause discomfort. The research was culturally aware, taking into consideration the multicultural nature of the school, and communication was friendly and non-judgmental. Openness was made possible by a clear

presentation of the research purpose and credible reports of results. The ethical approval of the study was obtained from an institutional review board and also, and it also adhered to all the relevant guidelines. This research was carried out upon receiving ethical consent from the ethics committee of the Language and Arts Education Department, University of Jember.

4. Result

This section presents findings from a thematic analysis of narrative interviews with three elementary school teachers implementing English Language Learning (ELL) in an international school setting in Indonesia. The aim is to identify the core challenges faced by educators, interpreted through theoretical perspectives informed by existing ELL literature. These themes are categorized based on an analytical framework: linguistic, pedagogical, institutional, and affective dimensions.

4.1 Participant Profiles

Participants Mr. Edo, Mrs. Diny, and Mr. Vendo are teachers who teach several subjects in EMI learning. All these teachers have many years of teaching experience. Their experiences with EMI varied, particularly in terms of English language proficiency and content-specific pedagogical preparation.

Pseudonym	Teaching Experience (Years)	Subjects Taught	Educational Background
Mr. Edo	5	Science, Mathematics	Non-English major
Ms. Diny	4	English, General Studies	English major
Mr. Vendo	3	ICT, formerly English	Self-trained in the EMI context

This diversity provided the main resource data on how EMI is operationalized across different subject areas and teacher profiles.

4.2 English as a Medium of Instruction: Teacher Challenges

4.2.1 Language Proficiency

Issues related to language were present in all three cases to be examined. Teachers reported having low English proficiency for academic purposes, especially in technical

vocabulary in the fields of Science and Mathematics. Mr. Edo believed:

Many of the terms were unfamiliar because my education was in the Indonesian language. It was difficult to teach scientific concepts in English.

These findings are consistent with research by Sameepheth et al. (2025), who mention how important subject-specific academic English training is for instructors who teach in English.

4.2.2 Professional Development

All participants mentioned that they were not offered formal training in the practice of EMI teaching. Mr. Vendo declared:

I was tasked to give EMI classes, but no proper EMI training whatsoever was offered to me.

Improper professional development resulted in the fact that the teachers honed their skills in practice. As told by Mr. Edo:

The first and second years were very challenging. In the third year, classroom management became more emphasized.

Teachers also reported difficulty in catering to the needs of highly gifted students, as seen in Mr. Edo:

Because the students were smart, I had to prepare more advanced and varied materials.

The above observations support findings by Alhassan (2021). They argue that EMI schemes usually downplay the tremendous pedagogical challenges for subject teachers, especially in primary school settings.

4.2.3 Classroom Dynamics

One common issue that came up in all the interviews was the diversity among students regarding their English levels and learning styles. The teachers explained how there were students within their class who were already at a higher level, while others were still lagging. Mr. Vendo explained:

We can't take the middle. The fast ones need enrichment work, while the slow ones need less, something they can do.

Ms. Diny went on to say that students' classroom behavior was highly disparate:

Unless on the move, some students learn. Others are distractible and must be seated in front.

The above case calls for the use of differentiated instruction, as recommended by Macaro et al. (2020). They recommend adaptive pedagogy in linguistically diverse classrooms.

4.2.4 School Culture

Institutional and cultural barriers refer to the challenges within a school's structure and culture that hinder the effective implementation of English Medium Instruction (EMI). Institutional barriers include the lack of clear EMI policies, limited administrative support, and insufficient resources, such as access to technology or learning materials. Cultural barriers, on the other hand, involve attitudes and behaviors of stakeholders like teachers adapting methods individually without coordination, or parents exerting pressure when communication is unclear. These barriers highlight the need for cohesive leadership, clear guidelines, and inclusive community engagement to ensure EMI is successfully implemented. Also surfaced as the second key problem. Teachers cited the absence of clear EMI policies as well as inconsistent administrative assistance. This situation reflects a broader issue identified by Purwanti & Prasanti (2025), who found that limited teacher authority under top-down EMI policies often limits teachers' ability to adapt teaching strategies to their classroom realities. When teachers lack autonomy and institutional support, EMI implementation tends to be inconsistent and stressful. Enhancing teacher authority—by enabling teachers to participate in policy formation and pedagogical decisions—can improve instructional coherence and overall teacher well-being. Mr. Vendo explained:

There is no official EMI policy in our school. Teachers adapt their methods individually.

Inadequate resources were also mentioned, specifically regarding learners' challenges in accessing digital technology and learning materials:

Other students have no gadgets at home, so their ability to catch up with the lesson is minimal.

Furthermore, outside pressure, i.e., parents, added to the problem. Mr. Edo stated:

Parents are very active and often complain if something is not clear.

These findings support the work of Gu et al. (2024), emphasizing that effective institutional support and clear policies are of utmost importance to the sustainable adoption of EMI.

4.2.5 Affective Challenges

In addition to the linguistic and institutional barriers, the affective aspects of anxiety, motivation, and emotional well-being turned out to be an essential, but frequently ignored, area of EMI implementation challenge. Mr. The emotional depth involved in teaching a student with special needs that Vendo refers to shows the complexity of the emotional experience that EMI teachers go through,

especially when language teaching and various needs of learners collide:

"There was a student with special needs. I had to find a way to explain things very clearly and keep the atmosphere positive. It was emotionally demanding."

This story explains the two types of emotional work: the mental work to meditate on the contents in a second language and the emotional sensitivity to cater to frail learners. This affective load, in addition to a linguistic alienation environment that teachers are already in, may worsen the sense of inadequacy, stress, and burnout.

In addition, educators complained about inconsistent motivation and interest levels among students in EMI classrooms, which in many cases depended on the different degrees of their language proficiency. As an example, when students cannot follow the teachings, it often results in loss of interest and disappointment, and this has an impact on the classroom setting and the morale of the teacher. Mr. Vendo observed:

"Some students enjoy learning in English, but others shut down when they don't understand. That affects the whole class energy."

Cases like these bolster Dewaele and Dewaele's (2023) framework on affective orientation in language teaching by assuming that both positive and negative affective experiences in language learning directly influence the learning outcomes of learners and classroom interactions. Educators should therefore be not only content and language specialists, but also need to be sensitive facilitators.

However, this emotional support to maintain this role did not exist much in the described institutional setting. There was no training on how to cope with affective needs in EMI classes, and teachers were left to develop their own coping strategies, which in most cases were through trial and error. Unless they have structured emotional scaffolding like mentorship, reflective practice groups, or EMI teachers run the risk of emotional burnout without the manner of SEL (social-emotional learning)-oriented professional development.

Overall, the emotional issues outlined by the interviewees suggest a more comprehensive view of EMI implementation, that is, taking into account not only linguistic and pedagogic competence, but also emotional strength and vulnerability. Such results indicate that upcoming EMI training courses must consider the aspect of affective awareness and effective approaches to regulating emotions, inclusive communication, and teaching that is driven by empathy.

4.2.6 Interconnected Patterns Across Challenges

The information shows that the concerns mentioned were not separate but rather connected. As a case in point, poor training was always associated with poor teacher morale, which in turn affected classroom management and student motivation. Besides, the lack of resources added more to the linguistic and pedagogical barriers, forming a cycle of causation that required comprehensive teacher flexibility.

These findings imply that EMI teaching is not an action of linguistic competence but rather a multilateral practice that must be considered by the pedagogical, institutional, and emotional considerations.

5. Discussion and Conclusion

5.1 Discussion

This study explored the threats that the English-Media instruction primary teachers face in an international school environment in Indonesia. The study confirms and adds to the earlier studies concerning the practice of EMI and recognizes five areas of concern (interrelated) as language proficiency, professional development, classroom dynamics, school culture, and affective challenges. They interact, and the ways that they interact with each other are complex to generate a rich instructional tapestry of complexity.

The problems outlined earlier are in line with the results of Hosan et al. (2022), who examined the instruction of academic subjects in China using English. Their research demonstrates that even non-native teachers do not always manage to strike the right balance between the delivery of content and language support, especially in cases of teaching complex academic content. The authors stress that poor linguistic preparation and institutional support may ruin the understanding and interest of students. They suggest lifelong learning and development of context-sensitive models of EMI, which combine pedagogical and linguistic issues. The relevance of teacher training and curriculum design to effective EMI implementation has been highlighted by such findings.

5.1.1 Language Proficiency

Research shows that a limiting factor in the effective implementation of EMI is teachers' rather limited academic English proficiency, especially in content learning. Indeed, parallel to Sameepheth et al. (2025), teachers highlighted their difficulties related to using academic English and the structures needed for explaining the concepts in content learning. It is as a consequence that teachers mostly rely more on self-directed strategies-translating or modifying texts into simpler forms. However, all these strategies are just short-term solutions without responding to the real needs of EMI learning, which requires higher or deeper mastery in academic

English. This is consistent with findings elsewhere on the critical need for organized support to improve the academic discourse competence of subject teachers.

5.1.2 Professional Development

As Alhassan (2021) also stated, the first significant observed constraint was the lack of professional development in EMI methodologies. Teachers were merely put into the EMI environment with no prior training in the EMI methodology; thus, they were expected to learn through trial and error. It was, however, clear that some pedagogical adaptation took place after considerable time, but the neglect of focused EMI training may have entailed a compromise in content accuracy and instructional clarity, especially during the initial stages of the implementation. This highlights the necessity of integrating EMI pedagogy into teacher education programs as well as in-service training frameworks.

5.1.3 Classroom Dynamics

In line with Alhassan's (2021) concerns, the unstructured professional development of EMI strategies poses a significant barrier. Teachers are merely transitioned into EMI environments without sufficient preparation, forcing them to rely on trial-and-error methods. While certain aspects of pedagogical adaptation have been recognized over time, insufficient training in English Medium Instruction (EMI) may have compromised both content accuracy and instructional clarity, especially during the early stages of implementation.

5.1.4 School Culture

Seeing from institutional conditions that do not have formal EMI policies, a lack of resources, more complicated efforts than teachers, and inconsistent administrative guidance. Previous studies by Gu et al. (2024) emphasize that EMI's success depends on a strong institutional framework. Another finding is the pressure of students' expectations of parents, linguistic readiness that is often inappropriate, students are burdened with teachers, strong emotional stress, and professional teachers.

5.1.5 Affective Challenges

In the development of student learning in the classroom, the teacher shows a strong emotional level, especially when handling students with special needs or who have motivational obstacles. This finding is in line with Purwanti & Prasanti (2025) state that the dynamics of the EMI class are influenced by the emergence of affective variables, such as teacher anxiety, pleasure, and resilience. These findings align with Signori et al. (2024), who examined the self-efficacy of prospective EMI teachers in Indonesia and found that emotional regulation, self-confidence, and self-

perception significantly influenced their teaching performance. This study demonstrated that affective resilience and a sense of competence are crucial for effective EMI teaching. This suggests that teacher training should not only focus on linguistic and methodological skills but also include affective and emotional support mechanisms to help teachers maintain their confidence in the EMI environment.

5.1.6 Interconnected EMI Challenges

In this study, the challenges in teaching with English (EMI) do not stand alone, but are interconnected and influenced by each other. For example, in the delivery of material, if the teacher is not fluent in English, not only is the material difficult to convey, but also the confidence of the teacher can also decrease. As a result, the classroom atmosphere became less conducive, and students were less motivated. Likewise, if the school does not provide sufficient support, the teacher can feel emotionally tired and confused in teaching. Because all these problems are connected to each other, the solution must also be comprehensive. That is, EMI improvements must include several things at once: teacher training, teacher emotional health, policies from schools, and ways of teaching in class.

5.2 Conclusion

This study contributed to the study of EMI (teaching with English) by providing concrete evidence from elementary schools in Indonesia, a context that is rarely discussed in EMI studies. The research results show that EMI not only changes the language of instruction to English, but also involves changes in teaching methods, emotional challenges for teachers and students, and impacts the entire education system. So, Emi needs comprehensive support from educational institutions.

Some challenges found include: Limited teacher language, lack of professional training, diversity of students' needs, obstacles from the school or system, as well as emotional pressure. All of this shows that the application of EMI at the elementary level is complicated and cannot be considered trivial. Although the teachers show toughness and the ability to adapt to be appreciated, the limitations of the environment in which they work make the implementation of EMI unable to run optimally.

6. Implications

6.1 Teacher Education

Teacher education programs, both still in college (pre-service) and those who have taught (in-service) need to include special training on EMI. The focus must be on how to use academic English and how to teach with a two-language approach (bilingual). So, teachers are not

only taught language, but also how to teach material in that language.

6.2 Policy Development

Schools need to make EMI rules or policies that are clear and in accordance with their respective conditions. This policy must also be supported by practical implementation guidelines and adequate distribution of resources (such as time, funds, or supporting staff).

6.3 Learning resources

There needs to be a serious effort to make and spread teaching materials that support EMI, especially those that are bilingual (for example, text in Indonesian and English). The teacher cannot work optimally if there is no appropriate material.

6.4 Support System

The teacher needs to get emotional and professional support. Examples can be through mentoring programs from fellow teachers or reflective sessions with companions. This is important to prevent mental fatigue and improve the quality of teaching in class.

6.5 Inclusive Teaching

EMI's strategy must be flexible and adapted to the needs of different students, including children who have special needs. Not all students can learn the same way, so Emi's approach must pay attention to this diversity.

7. Limitations and Future Research

This research only involves three teachers from one school, so the results cannot be considered to represent the conditions in general. Therefore, the findings in this study are still limited and cannot be generalized to all schools.

In the future, research can be done with a more diverse approach - for example, combining qualitative and quantitative methods, involving more participants, and carried out for a longer period of time. This is important to be able to see how the application of EMI runs in various types of schools and different regions.

In addition, it will be very useful if there is research that focuses on the effects of EMI training specifically for teachers, whether the training really improves their teaching skills and student learning outcomes.

REFERENCES

[1] A. Alhassan, "Challenges and professional development needs of EMI lecturers in Omani higher education," *Sage Open*, vol. 11, no. 4, 2021.

[2] O. M. Alqarni, H. S. Mahdi, J. K. M. Ali, and S. Curle, "English medium instruction in Saudi Arabia: A systematic review," *Language Teaching Research Quarterly*, no. 42, pp. 21–37, 2024.

[3] F. Anaam and S. Kerouad, "Using English medium instruction in Moroccan secondary schools: Mathematics and science teachers' perceptions," *Issues in Educational Research*, vol. 34, no. 2, pp. 401–418, 2024.

[4] V. Braun and V. Clarke, "Using thematic analysis in psychology," *Qualitative Research in Psychology*, vol. 3, no. 2, pp. 77–101, 2006.

[5] D. J. Clandinin, *Engaging in Narrative Inquiry*. Routledge, 2016.

[6] F. M. Connelly and D. J. Clandinin, "Stories of experience and narrative inquiry," *Educational Researcher*, vol. 19, no. 5, pp. 2–14, 1990.

[7] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. SAGE, 2018.

[8] H. Dayal, G. Buck, and D. J. Clandinin, "A narrative inquiry into counsellor trainees' experiences of working with trauma," *Reflective Practice*, vol. 22, no. 4, pp. 474–487, 2021.

[9] J. M. Dewaele and L. Dewaele, "The dynamic interplay between learners' emotions and language learning," *Language Teaching Research*, vol. 27, no. 1, pp. 36–55, 2023.

[10] M. M. Gu, Z. J. Li, and L. Jiang, "Navigating instructional settings of EMI," *Journal of Multilingual and Multicultural Development*, vol. 45, no. 2, pp. 564–578, 2024.

[11] S. Ben Hammou and A. Kesbi, "English medium instruction in Moroccan secondary schools," *Studies in Second Language Learning and Teaching*, vol. 13, no. 2, pp. 271–292, 2023.

[12] S. Hosan, N. A. Masud, and M. T. N. Subarna, "Teaching academic subjects in English and challenges in EMI," *International Journal on Social and Education Sciences*, vol. 4, no. 3, pp. 358–371, 2022.

[13] H. Hu, "CLIL-is ed EMI: The next trend of education?," *Higher Learning Research Communications*, vol. 13, no. 2, pp. 1–8, 2023.

[14] E. Macaro, M. Akincioglu, and S. Han, "Professional learning for educators teaching in English-medium instruction," *Teaching in Higher Education*, vol. 26, no. 8, pp. 987–1001, 2020.

[15] R. L. Prastyo and A. Ashadi, "Teacher's strategies in improving student reading interest," *Eralingua*, vol. 4, no. 2, p. 224, 2020.

[16] E. Purwanti and S. Y. Prasanti, "Enhancing English teaching in elementary schools," *ELTEJ*, vol. 8, no. 2, pp. 105–117, 2025.

[17] B. Sameepheth et al., "English medium instruction in East Asia," *REFlections*, vol. 32, no. 2, pp. 1165–1190, 2025.

[18] N. Sangkawong and J. L. Bucol, "EMI in content courses: Thai teachers' challenges," *Walailak University Journal*, vol. 22, no. 1, pp. 79–96, 2025.

[19] N. Showkat and H. Parveen, "In-depth interview," *Media & Communication Studies*, pp. 1–10, 2017.

[20] T. Y. Signori, N. A. Drajati, and K. A. Putra, "Pre-service teachers' self-efficacy in EMI," *LEARN Journal*, vol. 17, no. 1, pp. 416–439, 2024.