

English Medium Instruction in Secondary Education: An Investigation of Teacher-Related Challenges

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Abstract

The implementation of English as a Medium of Instruction (EMI) has become a significant educational reform in secondary schools, aiming to enhance students' English language proficiency and global competitiveness. However, the successful implementation of EMI largely depends on teachers' ability to overcome various instructional challenges. The present study investigated the teacher-related challenges in the implementation of English Medium Instruction among secondary school teachers. A descriptive survey method was employed, and a sample of 200 secondary school teachers was drawn from 20 secondary schools using the stratified random sampling technique to ensure adequate representation of teachers across different categories using a standardized Teacher-Related Challenges Scale developed by the researcher. The scale comprised 39 items distributed across three dimensions: Classroom Communication Challenges, Psychological and Emotional Challenges, and Resource and Material-Related Challenges. The collected data were analysed using Mean, Standard Deviation, Percentage Analysis, Reliability Analysis, and Exploratory Factor Analysis. The findings revealed that secondary school teachers experienced a high overall level of challenges in implementing EMI (Mean = 149.90; Percentage Mean = 81.02%). Classroom Communication Challenges emerged as the most prominent challenge (81.01%), followed by Psychological and Emotional Challenges (77.50%) and Resource and Material-Related Challenges (75.38%). The majority of teachers reported moderate levels of challenges across all dimensions. Further, the Teacher-Related Challenges Scale demonstrated excellent reliability (Cronbach's Alpha = 0.932) and satisfactory construct validity. The study highlights the need for continuous professional development, language proficiency enhancement, psychological support, and adequate instructional resources to ensure the effective implementation of EMI in secondary schools.

Keywords: English Medium Instruction (EMI), Secondary School Teachers, Classroom Communication Challenges, Psychological and Emotional Challenges, Resource and Material-Related Challenges.

1. Introduction

The medium of instruction plays a crucial role in the teaching–learning process as it serves as the primary means through which knowledge is transmitted from teachers to learners. An appropriate medium of instruction helps students understand concepts more effectively, facilitates clear communication in the classroom, and enhances their ability to participate actively in learning activities. When learners are taught in a language they are familiar with, they can focus on understanding the subject matter rather than

struggling with language barriers, leading to improved academic performance and deeper conceptual understanding.

Furthermore, the medium of instruction significantly influences students' cognitive, linguistic, and social development. It helps develop essential language skills such as listening, speaking, reading, and writing, which are necessary for academic success and lifelong learning. A suitable instructional language encourages critical thinking, problem-solving, creativity, and self-expression. It also promotes meaningful interaction between teachers and students, fostering a positive learning environment where learners feel confident to ask questions, share ideas, and engage in collaborative learning experiences (Benson, 2011). In addition, the medium of instruction contributes to educational equity, cultural preservation, and future opportunities. Teaching through a familiar language helps reduce learning difficulties and ensures greater inclusion of learners from diverse backgrounds. At the same time, proficiency in widely used languages such as English can provide access to higher education, scientific knowledge, technology, and global career opportunities (Karunanithi & Sivanadhan, 2025). Therefore, the selection of an appropriate medium of instruction is essential for achieving effective teaching, meaningful learning, and the holistic development of students.

2. Conceptual Background

English as a Medium of Instruction (EMI) refers to the use of English for teaching academic subjects other than English itself. In many countries, particularly in higher education and secondary schools, English is increasingly adopted as the language of instruction to provide students with access to global knowledge, scientific advancements, and international educational opportunities. EMI enables learners to engage with a vast range of academic resources, textbooks, research publications, and digital learning materials that are predominantly available in English (Ducker, 2019). As a result, students can broaden their academic horizons and develop competencies required in an increasingly interconnected world.

The use of English as a medium of instruction also contributes significantly to the development of students' language proficiency and communication skills. Through regular exposure to English in classroom interactions, discussions, assignments, and assessments, students improve their listening, speaking, reading, and writing abilities. EMI can enhance learners' confidence in using English for academic and professional purposes, thereby increasing their competitiveness in higher education and employment sectors. Moreover, it promotes the acquisition of critical thinking and problem-solving skills by enabling students to access diverse perspectives and sources of information available in the global academic community.

However, the successful implementation of EMI depends on several factors, including teachers' language proficiency, pedagogical competence, and the availability of adequate instructional resources. Students who have limited English language skills may initially face challenges in understanding subject content and participating actively in classroom activities. Therefore, effective teacher training, learner support mechanisms, and appropriate teaching strategies are essential to ensure that EMI enhances both content learning and language development. When implemented effectively, English as a Medium of Instruction can serve as a powerful tool for improving educational quality, fostering global competencies, and preparing students for participation in a knowledge-based society (Farid et al., 2023).

The adoption of English as a Medium of Instruction (EMI) in Indian schools has gained significant momentum over the past few decades due to the perceived advantages associated with English proficiency in higher education, employment, and global communication. Parents and policymakers often view EMI as a pathway to social mobility and economic advancement. Consequently, many government and private schools have shifted from regional languages to English-medium education. While this transition aims to enhance students' competitiveness in a globalized world, its effectiveness remains a subject of debate among educators and researchers.

One of the major concerns regarding EMI in Indian schools is its impact on students' comprehension and learning outcomes. A substantial proportion of students, particularly those from rural and socio-economically disadvantaged backgrounds, enter school with limited exposure to English. When academic subjects are taught through a language that learners do not fully understand, conceptual learning may suffer (Ernawati et al., 2021). Students often resort to rote memorization rather than meaningful understanding, leading to superficial learning and lower academic achievement. Research has consistently highlighted that learning in one's mother tongue during the foundational years promotes better cognitive development and stronger academic performance.

Another critical challenge is the preparedness of teachers to implement EMI effectively. Many teachers in government and low-fee private schools possess limited English language proficiency and lack specialized training in bilingual or multilingual pedagogies. As a result, classroom instruction frequently involves code-switching between English and regional languages, which may create inconsistencies in content delivery. Furthermore, inadequate teaching resources, large class sizes, and the absence of continuous professional development programs further hinder the successful implementation of EMI. These challenges raise questions about whether the mere adoption of English as the instructional language can ensure quality education.

Despite these limitations, EMI continues to offer important advantages, including access to global knowledge, higher education opportunities, and improved employability prospects. Therefore, the issue is not whether EMI should be adopted, but how it can be implemented in a manner that balances language acquisition with effective learning. A more inclusive approach would involve strengthening foundational learning in the mother tongue while gradually introducing English through well-designed bilingual or multilingual models. Such an approach aligns with the recommendations of the National Education Policy (NEP) 2020 and can help ensure that EMI contributes to both educational equity and academic excellence in Indian schools.

3. Challenges in the Implementation of English as a Medium of Instruction (EMI)

a) Classroom Communication Challenges

Classroom communication is one of the most significant challenges in the implementation of English as a Medium of Instruction (EMI). Many students, particularly those from vernacular-medium backgrounds, possess limited English proficiency, making it difficult for them to understand instructions, explanations, and subject-specific terminology. Teachers often face difficulties in conveying complex concepts entirely in English and may resort to code-switching between English and the mother tongue. This situation can reduce the effectiveness of classroom interactions, limit student participation, and create barriers to meaningful discussion and collaborative learning (Azarias, 2022). Consequently, both teachers and

students may struggle to maintain effective communication, which directly affects the quality of teaching and learning.

b) Psychological and Emotional Challenges

The use of English as the medium of instruction can create various psychological and emotional challenges for students and teachers. Students with inadequate English language skills often experience anxiety, fear of making mistakes, low self-confidence, and communication apprehension. They may hesitate to ask questions, participate in discussions, or express their opinions due to fear of criticism or embarrassment. Similarly, teachers who lack confidence in their English proficiency may experience stress and anxiety while delivering lessons. These emotional pressures can negatively affect classroom engagement, motivation, and academic performance (Stander, 2022). Over time, such challenges may lead to reduced interest in learning and lower levels of classroom participation.

c) Resource and Material-Related Challenges

The successful implementation of EMI requires adequate instructional resources and learning materials, which are often insufficient in many schools. Teachers may face difficulties in accessing quality English-language textbooks, digital resources, teaching aids, and reference materials that are appropriate for students' language proficiency levels. In rural and government schools, limited technological infrastructure and inadequate library facilities further restrict access to learning resources. Additionally, many available materials are designed without considering the linguistic and cultural backgrounds of learners, making them difficult to comprehend. The lack of suitable resources not only affects content delivery but also limits opportunities for students to improve their English language skills alongside subject learning (Candrawati & Purbani, 2025).

4. Teacher Readiness, Teacher Effectiveness, and Techno pedagogical Concerns in English as a Medium of Instruction (EMI)

Teacher Readiness in EMI refers to the extent to which teachers are prepared to teach academic subjects through English. Effective implementation of EMI requires teachers to possess adequate English language proficiency, subject knowledge, pedagogical skills, and positive attitudes toward English-medium teaching. Many teachers, particularly in government and rural schools, face challenges due to limited fluency in English and insufficient professional training in EMI practices. Lack of confidence in using English for classroom instruction may affect lesson delivery, classroom interaction, and students' comprehension (Anggraini, 2023). Therefore, continuous professional development, language enhancement programs, and EMI-specific training are essential to improve teacher readiness and ensure successful implementation.

Teacher Effectiveness in EMI plays a crucial role in determining students' learning outcomes and overall classroom success. An effective EMI teacher is capable of balancing subject content and language instruction while creating an engaging and supportive learning environment. Such teachers employ diverse instructional strategies, encourage student participation, provide clear explanations, and use appropriate scaffolding techniques to facilitate understanding (Vinay Kumar, 2026). However, teacher effectiveness may be compromised when educators struggle with English proficiency, classroom management, or adapting content to students' language levels. Consequently, the quality of EMI depends not only on the

language of instruction but also on teachers' ability to communicate concepts effectively and support learners' academic and linguistic development (Richards, 2023).

Techno pedagogical Concerns in EMI involve the integration of technology with pedagogy to enhance teaching and learning through English. The increasing use of digital tools, online resources, multimedia content, and educational technologies offers significant opportunities for improving EMI classrooms. However, teachers often face challenges related to limited digital competence, inadequate technological infrastructure, insufficient training, and lack of access to appropriate digital learning materials (Vinay Kumar, 2026). These issues can hinder the effective use of technology for content delivery, language development, and student engagement. Addressing techno pedagogical concerns requires systematic teacher training, improved digital infrastructure, and the development of technology-supported instructional strategies that facilitate both subject learning and English language acquisition (Prabjandee & Jitpaisarnwattana, 2026).

5. Need and Significance of the study

The secondary school curriculum serves as a crucial stage in students' educational development, focusing on the acquisition of advanced knowledge, skills, values, and competencies required for higher education and future careers. It encompasses a wide range of subjects, including languages, mathematics, science, social studies, and co-curricular activities, designed to promote cognitive, social, emotional, and moral development. In many Indian states, the curriculum is increasingly delivered through English as a Medium of Instruction (EMI) to enhance students' access to global knowledge and improve their competitiveness in higher education and employment (Zahedi & Hussain, 2025). The effectiveness of curriculum implementation largely depends on students' ability to understand the language of instruction and teachers' capacity to deliver content effectively.

Despite its growing popularity, the implementation of EMI in secondary schools faces several obstacles. One of the major challenges is the limited English language proficiency of both students and teachers, particularly in rural and government schools. Students often struggle to comprehend subject content presented in English, while teachers may encounter difficulties in explaining complex concepts fluently and confidently. Additional obstacles include inadequate teacher training, scarcity of quality English-medium learning materials, insufficient technological support, and large classroom sizes. These factors can hinder effective communication, reduce student participation, and negatively affect academic achievement.

EMI offers several advantages in the context of secondary education. It enhances students' English language proficiency, enabling them to access a vast range of academic resources, digital content, scientific literature, and global information. English proficiency also improves opportunities for higher education, professional advancement, and international communication. EMI can foster confidence, communication skills, and employability in an increasingly globalized world. Furthermore, exposure to English during secondary education helps students prepare for competitive examinations and higher studies where English is often the dominant language of instruction (Bhattarai, 2025).

However, EMI also presents certain disadvantages that require careful consideration. Students with weak English language backgrounds may face difficulties in understanding lessons, resulting in reduced

comprehension and reliance on rote memorization. The emphasis on learning through a second language can create psychological stress, anxiety, and lower self-confidence among learners. Additionally, excessive dependence on English may undermine the importance of mother tongue languages and local cultural knowledge. Without adequate support systems, EMI may widen educational inequalities between students from privileged backgrounds and those from linguistically or socio-economically disadvantaged communities. Therefore, a balanced and inclusive approach is essential to maximize the benefits of EMI while minimizing its potential drawbacks.

Despite the growing implementation of EMI, there is limited empirical evidence regarding the specific challenges faced by secondary school teachers, particularly in government school contexts. Identifying and analysing these challenges will provide valuable insights into the practical realities of EMI implementation and help bridge the gap between educational policy and classroom practice.

6. Review of Related Literature

Macaro et al. (2018) conducted a systematic review of 83 studies on English Medium Instruction (EMI) in higher education across different countries. The review examined teachers' and students' perceptions, language learning outcomes, and content learning through EMI. The findings revealed that both teachers and students expressed concerns regarding language proficiency, instructional effectiveness, and classroom communication. The study emphasized that successful EMI implementation requires adequate teacher preparation, pedagogical support, and language competence. The review highlighted the need for further research on classroom practices and teacher-related challenges in EMI contexts. **Pun, Thomas, and Bowen (2023)** critically reviewed literature on language challenges and coping strategies in English Medium Instruction classrooms. Analysing 66 empirical studies, the researchers found that teachers frequently experienced difficulties related to language proficiency, explaining subject concepts in English, classroom interaction, and student comprehension. The review suggested that teachers require specialized training, instructional support, and effective pedagogical strategies to address EMI-related challenges. The study also emphasized the importance of balancing content teaching and language development in EMI classrooms. **Cankaya (2017)** examined the challenges encountered in the implementation of English Medium Instruction from the perspectives of teachers and students. The study reported that inadequate English proficiency, lack of confidence in communication, and insufficient instructional support were major obstacles in EMI classrooms. Teachers experienced difficulties in maintaining effective classroom interaction and ensuring students' understanding of content. The study concluded that professional development programmes and language support systems are essential for improving EMI implementation. **Pun (2024)** investigated the teaching and learning processes in EMI secondary school science classrooms. The study explored teachers' and students' perceptions, classroom interactions, and the use of code-switching in EMI settings. The findings revealed that teachers faced challenges in delivering subject content through English, particularly when students possessed limited language proficiency. The study emphasized the importance of teacher training, language support, and context-specific pedagogical strategies for improving EMI effectiveness at the secondary school level. **Rose, Sahan, Wei, Aizawa, Zhou, and Shepard (2026)** conducted an updated systematic review of EMI research published between 2016 and 2023. The review synthesized findings from 196 empirical studies and reported persistent challenges related to language proficiency, academic communication, and instructional practices. Teachers were found to experience difficulties in balancing content delivery and language support, especially in

multilingual educational settings. The study recommended strengthening teacher preparedness, language training, and pedagogical development to ensure effective EMI implementation.

7. Objectives of the Study

1. To identify and classify the challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools among secondary school teachers.
2. To identify the Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools with respect to
 - a) Classroom Communication Challenges,
 - b) Psychological and Emotional Challenges, and
 - c) Resource and Material-Related Challenges.

8. Methodology

The present study adopted a quantitative research design to investigate the teacher-related challenges associated with the implementation of English as a Medium of Instruction (EMI) in secondary education. The study was conducted among secondary school teachers working in East Godavari District of Andhra Pradesh. A sample of 200 secondary school teachers was drawn from 20 secondary schools using the stratified random sampling technique to ensure adequate representation of teachers across different categories. Data were collected through a structured questionnaire developed and validated by the researcher to assess teacher-related challenges in EMI. The instrument comprised 39 items distributed across three dimensions: Classroom Communication Challenges, Psychological and Emotional Challenges, and Resource and Material-Related Challenges. The responses obtained from the participants were analysed using appropriate statistical techniques to identify the nature and extent of challenges experienced by teachers in implementing English Medium Instruction.

The questionnaire consisted of 39 Likert-type items distributed across three major dimensions: Classroom Communication Challenges, Psychological and Emotional Challenges, and Resource and Material-Related Challenges. Respondents were asked to indicate their level of agreement with each statement on a five-point scale ranging from Strongly Agree to Strongly Disagree. The collected data were analysed using appropriate descriptive and inferential statistical techniques to identify the nature and extent of challenges experienced by teachers in EMI classrooms.

To ensure the quality of the research instrument, its reliability and validity were established through standard procedures. The instrument demonstrated a high level of internal consistency with a Cronbach's Alpha coefficient of 0.89. The test-retest reliability coefficient was found to be 0.85, indicating good stability over time. Furthermore, the instrument established acceptable construct validity with a coefficient of 0.60. Ethical principles were strictly followed throughout the study, including obtaining informed consent from the participants, ensuring voluntary participation, and maintaining the confidentiality and anonymity of the respondents.

9. Data analysis

The collected data were analysed using descriptive statistics, namely Mean (M) and Standard Deviation (SD), to determine the level of teacher-related challenges in the implementation of English Medium Instruction (EMI). For the classification of respondents, the researchers adopted an empirical criterion

based on the Mean \pm 1 Standard Deviation. Teachers scoring below (M – 1SD) were categorized as having a Low Level of Challenges, those scoring between (M – 1SD) and (M + 1SD) were categorized as having a Moderate Level of Challenges, and those scoring above (M + 1SD) were categorized as having a High Level of Challenges. This classification procedure was applied to the overall challenge score as well as to each dimension, namely Classroom Communication Challenges, Psychological and Emotional Challenges, and Resource and Material-Related Challenges, to assess the extent of challenges experienced by secondary school teachers in EMI classrooms.

Objective-1: To identify and classify the Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools.

Table 1. Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools

Whole sample	N	Mean	S.D	% of mean
200		149.90	21.48	81.02

Interpretation:

The results presented in Table 4.1 indicate that the overall mean score of secondary school teachers on teacher-related challenges in the implementation of English as a Medium of Instruction (EMI) was 149.90 with a standard deviation of 21.48. The percentage mean score was 81.02%, which reflects a high level of teacher-related challenges experienced by the respondents. This finding suggests that secondary school teachers encounter considerable difficulties in implementing EMI, particularly in areas related to classroom communication, psychological and emotional factors, and the availability of instructional resources and materials. The relatively moderate standard deviation indicates that the perceptions of teachers regarding these challenges were fairly consistent across the sample. Therefore, it can be inferred that teacher-related challenges constitute a significant concern in the effective implementation of English Medium Instruction at the secondary school level.

Classification of Teachers based on the level of Challenges

The Secondary School Teachers were classified into three groups – high, moderate and low groups based on their score range.

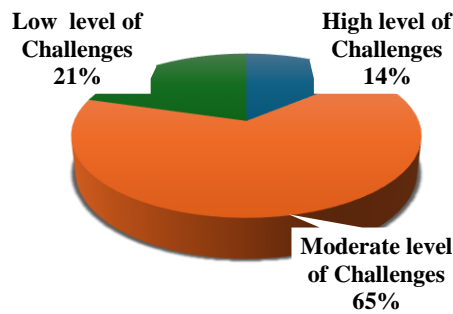
Table 1. Classification of Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools

Sl.No.	Score Range	Category	Sample	%
1	171.38 and above ($\geq M + 1SD$)	High level of Challenges	28	14
2	128.42 to 171.38 (between M – 1SD and M + 1SD)	Moderate level of Challenges	131	65.5
3	128.42 and Below ($\leq M - 1SD$)	Low level of Challenges	41	20.5

Interpretation:

The classification of secondary school teachers based on their level of teacher-related challenges in the implementation of English as a Medium of Instruction (EMI) revealed that the majority of the teachers (n

= 131, 65.5%) experienced a moderate level of challenges. Further, 28 teachers (14.0%) were found to experience a high level of challenges, whereas 41 teachers (20.5%) reported a low level of challenges. These findings indicate that most secondary school teachers encounter a moderate degree of difficulty in implementing EMI, suggesting that challenges related to classroom communication, psychological and emotional factors, and resource availability are prevalent but manageable for a substantial proportion of teachers. The presence of a notable percentage of teachers experiencing high levels of challenges highlights the need for targeted professional support, language enhancement programmes, and improved instructional resources to facilitate effective EMI implementation in secondary schools.



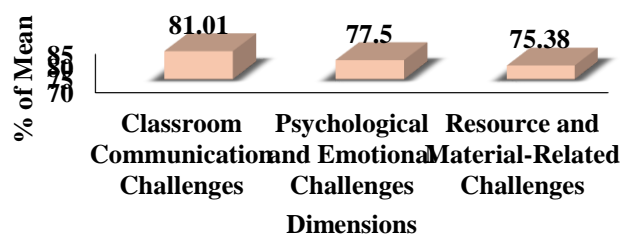
Graph 1. Classification of Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools

Objective-2: To identify the Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools with respect to

- Classroom Communication Challenges,
- Psychological and Emotional Challenges, and
- Resource and Material-Related Challenges.

Table 3. Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools in different dimensions

Dimensions	N	Mean	S.D	% of Mean	Rank
Classroom Communication Challenges	200	56.71	7.17	81.01	I
Psychological and Emotional Challenges	200	44.18	9.12	77.50	II
Resource and Material-Related Challenges	200	49.00	8.16	75.38	III



Graph 2. Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools in different dimensions

Interpretation :

The results presented in Table 3 indicate that secondary school teachers experienced varying levels of challenges across the three dimensions of English Medium Instruction (EMI). Among the dimensions, Classroom Communication Challenges recorded the highest mean score (M = 56.71, SD = 7.17) with a percentage mean of 81.01%, securing the first rank. This suggests that difficulties related to classroom communication, language use, student interaction, and instructional delivery constitute the most significant challenges faced by teachers in implementing EMI. Psychological and Emotional Challenges ranked second (M = 44.18, SD = 9.12; 77.50%), indicating that issues such as anxiety, stress, lack of confidence, and fear of making language errors also substantially affect teachers' effectiveness in EMI classrooms. Resource and Material-Related Challenges obtained the lowest mean score (M = 49.00, SD = 8.16; 75.38%) and ranked third, suggesting that although shortages of instructional materials and resources remain a concern, they are perceived as comparatively less challenging than communication and psychological factors. Overall, the findings reveal that classroom communication challenges are the predominant teacher-related barriers to the effective implementation of English Medium Instruction in secondary schools.

Classification of Teachers based on the level of Challenges in dimensions

The Secondary School Teachers were classified into three groups – high, moderate and low groups based on their score range.

Table 2. Classification of Teacher related challenges in the implementation of English as a Medium of Instruction (EMI) in secondary schools in different dimensions

Dimensions	Score Range	Category	Sample	%
Classroom Communication Challenges	63.88 and above ($\geq M + 1SD$)	High level of Challenges	29	14.5
	49.54 to 63.88 (between $M - 1SD$ and $M + 1SD$)	Moderate level of Challenges	152	76.0
	49.54 and Below ($\leq M - 1SD$)	Low level of Challenges	19	9.5
			200	100
Psychological and Emotional Challenges	53.3 and above ($\geq M + 1SD$)	High level of Challenges	27	13.5
	35.06 to 53.3 (between $M - 1SD$ and $M + 1SD$)	Moderate level of Challenges	128	64.0
	35.06 and Below ($\leq M - 1SD$)	Low level of Challenges	45	22.5
			200	100
Resource and Material-Related Challenges	57.16 and above ($\geq M + 1SD$)	High level of Challenges	26	13.0
	40.84 to 57.16 (between $M - 1SD$ and $M + 1SD$)	Moderate level of Challenges	136	68.0
	40.84 and Below ($\leq M - 1SD$)	Low level of Challenges	38	19.0
			200	100

Interpretation:

The classification of secondary school teachers based on the levels of challenges experienced in the three dimensions of English Medium Instruction (EMI) revealed that the majority of teachers fell under the moderate level of challenges category across all dimensions. In the dimension of Classroom

Communication Challenges, 76.0% (n = 152) of the teachers experienced a moderate level of challenges, while 14.5% (n = 29) and 9.5% (n = 19) experienced high and low levels of challenges, respectively. Similarly, in Psychological and Emotional Challenges, 64.0% (n = 128) of the teachers reported a moderate level of challenges, whereas 13.5% (n = 27) experienced high levels and 22.5% (n = 45) experienced low levels of challenges. With regard to Resource and Material-Related Challenges, the majority of teachers (68.0%, n = 136) experienced a moderate level of challenges, followed by 19.0% (n = 38) with low levels and 13.0% (n = 26) with high levels of challenges. These findings indicate that most secondary school teachers experience a moderate degree of challenges in classroom communication, psychological and emotional aspects, and resource-related issues while implementing English as a Medium of Instruction, highlighting the need for continuous support, training, and resource enhancement to facilitate effective EMI practices.

10. Major findings of the study

1. The majority of secondary school teachers (65.5%) experienced a moderate level of teacher-related challenges in the implementation of English as a Medium of Instruction, while 14.0% and 20.5% reported high and low levels of challenges, respectively.
2. Classroom Communication Challenges emerged as the most significant teacher-related challenge in implementing English Medium Instruction (M = 56.71, 81.01%), followed by Psychological and Emotional Challenges and Resource and Material-Related Challenges.
3. The majority of secondary school teachers experienced a moderate level of challenges in Classroom Communication (76.0%), Psychological and Emotional (64.0%), and Resource and Material-Related (68.0%) dimensions of English Medium Instruction.

11. Discussion

The findings of the present study revealed that secondary school teachers experienced a high overall level of teacher-related challenges in the implementation of English as a Medium of Instruction (EMI), with an overall mean percentage of 81.02%. The majority of teachers (65.5%) reported a moderate level of challenges, while 14.0% experienced high levels of challenges. These findings suggest that although teachers have adapted to EMI practices to some extent, substantial barriers continue to affect the effective delivery of instruction through English.

Among the three dimensions examined, Classroom Communication Challenges emerged as the most prominent challenge, followed by Psychological and Emotional Challenges and Resource and Material-Related Challenges. The predominance of communication-related challenges indicates that teachers encounter difficulties in expressing concepts clearly in English, facilitating classroom interaction, and ensuring students' comprehension. This finding is consistent with the observations of Dearden (2014), who reported that teachers in EMI contexts often struggle to maintain effective communication due to limitations in language proficiency and pedagogical adaptation. Similarly, Macaro et al. (2018) highlighted that communication barriers constitute one of the most significant obstacles to successful EMI implementation across educational settings.

The study further revealed that a considerable proportion of teachers experienced Psychological and Emotional Challenges, including anxiety, lack of confidence, fear of making language errors, and stress while teaching through English. These findings support the view that EMI implementation places

additional cognitive and emotional demands on teachers. Similar results were reported by Airey (2012), who found that teachers frequently experience apprehension and self-doubt when required to teach complex subject matter in a language that is not their first language. Likewise, research by Pun and Thomas (2020) emphasized that teachers' confidence and emotional preparedness significantly influence the effectiveness of EMI classrooms.

Although ranked third, Resource and Material-Related Challenges were also found to be substantial. Teachers reported concerns regarding the availability of suitable English-language instructional materials, digital resources, and culturally relevant teaching aids. These findings corroborate the work of Hamid, Nguyen, and Baldauf (2013), who argued that inadequate instructional resources often hinder the successful implementation of language-related educational reforms, particularly in developing educational contexts. The findings also align with studies indicating that effective EMI implementation requires continuous institutional support, access to quality teaching materials, and ongoing professional development opportunities.

The factor analysis conducted in the study further supported the multidimensional nature of teacher-related challenges in EMI. The extracted factors broadly aligned with the theoretically proposed dimensions of Classroom Communication Challenges, Psychological and Emotional Challenges, and Resource and Material-Related Challenges. This finding suggests that teacher-related challenges in EMI are complex and interconnected, requiring comprehensive interventions rather than isolated solutions. The high reliability coefficient (Cronbach's Alpha = .932) and satisfactory construct validity provide additional evidence that the identified dimensions accurately represent the challenges experienced by secondary school teachers.

Overall, the findings underscore the need for systematic teacher support mechanisms, including language proficiency enhancement programmes, EMI-focused pedagogical training, psychological support, and improved access to instructional resources. Addressing these challenges is essential for ensuring the successful implementation of English Medium Instruction and improving the quality of secondary education.

12. Educational Implications

1. Regular English language proficiency training programmes should be organized for teachers to enhance their classroom communication skills in EMI settings.
2. Schools should provide continuous professional development programmes focusing on EMI pedagogy, classroom interaction, and language-support strategies.
3. Counselling and mentoring support should be made available to reduce teachers' anxiety, stress, and lack of confidence associated with teaching through English.
4. Educational authorities should ensure the availability of adequate English-medium instructional materials, digital resources, and bilingual teaching aids in schools.
5. School administrators should establish supportive learning environments that encourage collaboration, peer learning, and resource sharing among teachers implementing EMI.

13. Conclusion

The present study concludes that secondary school teachers experience considerable challenges in the implementation of English as a Medium of Instruction (EMI). The findings revealed that the overall level

of teacher-related challenges was high, with the majority of teachers reporting moderate levels of difficulty. Among the identified dimensions, Classroom Communication Challenges emerged as the most significant challenge, followed by Psychological and Emotional Challenges and Resource and Material-Related Challenges. The factor analysis supported the multidimensional nature of teacher-related challenges, while the high reliability of the scale confirmed its suitability for assessing EMI-related issues. These findings highlight that successful implementation of EMI requires strengthening teachers' language proficiency, enhancing their confidence and emotional preparedness, and ensuring the availability of adequate instructional resources and institutional support. Therefore, focused professional development programmes, continuous pedagogical support, and improved educational infrastructure are essential for enabling teachers to effectively implement English Medium Instruction in secondary schools.

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