

English as a Medium of Instruction (EMI) in Indonesian elementary schools: Features, problems, possibilities, and prospects

¹Emilius German,* ¹Ani Pujiastuti, ¹Ryan Besa Estillomo

¹Elementary Teacher Education, Faculty of Social Science and Education,
President University, Indonesia

***Corresponding Author**

Email: germanexcellent@president.ac.id

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Abstract

The implementation of English as a medium of instruction (EMI) in Indonesian primary schools has resulted in positive and negative effects. The objective of this study is to identify the characteristics, challenges, possibilities and prospects of EMI in Indonesian primary schools. A convergent parallel mixed approach was employed to obtain insight from 32 teachers working in EMI schools. The results show that the dual-medium strategy is the main approach assisting students in gradually transitioning from their mother language to English based on their various language proficiency and their parents' favor. However, many teachers find it difficult to explain difficult concepts in English, particularly to students who have limited competencies. Although the majority of teachers believe that there are enough EMI teachers, there is a shortage of certified and experienced educators as well as limited opportunities for ongoing professional development. The prospects for EMI remain optimistic despite these challenges. Participants expect future expansion powered by enhanced institutional support, improved teacher training, optimized resource distribution, and increased stakeholder engagement. These elements are essential for the sustainable and effective implementation of EMI within Indonesia's diverse educational setting.

Keywords: EMI; features; possibilities; problems; prospects

INTRODUCTION

English-medium instruction (EMI) has become extensively popular in many countries. A significant increase in the number of students studying academic content in English has resulted from the recent expansion of the English language in multilingual educational settings (Dafouz & Smit, 2019). Since English is not commonly used in everyday life in emerging EMI environments like Indonesia, there are worries that students who are not academically proficient in the language could cause issues during teaching and learning activities. Since English-medium instruction has not specifically addressed language acquisition, and since many content teachers do not view language support as a component of their responsibilities, these issues may go neglected.

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There were several problems related to using English as a medium of instruction at the elementary school level, including the fact that students still require motivation and training on the importance of English in the era of globalization (Ernawati et al., 2021). Many students were still unfamiliar with English terminology, while some pupils used it as a second language and others used it as their first language or in everyday talks with their family. Understanding the material was typically not a major challenge for students who spoke English as their first or second language.

Despite their disagreement with the policies, teachers must utilize English as often as possible in their lessons, which presents another problem when it comes to employing it as the medium of instruction. One such adaptation is the use of Indonesian. Preparing resources for transparent EMI practice in the classroom is essential to the professional development of EMI. Reflective techniques are also crucial for EMI teachers to build resilience and resources to deal with problems and shifts in the use of English as the language of instruction in the future (Ferrel, 2020).

Students benefit from using English as a medium of instruction in elementary school in a number of ways, such as facilitating their learning of the language at a higher level (Sepyanda, 2017), and boosting their self-esteem (Cahyati & Madya, 2019). Due to their unique advantages and desire to establish a strong school profile, private schools are the primary users of EMI (Tsou & Kao, 2017).

The features of the EMI program, how it is implemented, the issues that arise during implementation, and the prospects for the EMI program in Indonesian elementary schools have not been thoroughly examined, despite the fact that there have been reports of both the advantages and difficulties of implementing EMI at the elementary school level. Therefore, this study will offer information about characteristics, issues, possibilities, and future prospects to assess English as a medium of teaching in Indonesian elementary schools.

Literature review**Features**

English as a Medium of Instruction (EMI) refers to the practice of teaching subjects other than English in countries where English is not the primary language spoken by the population (Macaro et al., 2018). This approach involves instructing in a specific subject in a non-English-speaking country while using English as the medium of instruction, without a primary emphasis on language learning objectives. This is also evident in Spain as EMI is implemented in formal education to expose students to the English language. In the study of Breeze & Roothoof (2021), it analyzed the perspectives of 60 lecturers teaching in English as a medium of instruction (EMI) at five universities in northern Spain concerning the use of their first language (L1) in the classroom. While some lecturers were against L1 usage, the majority allowed it only under certain conditions, underscoring the difficulties of effectively integrating English in EMI contexts that are less established.

Furthermore, Al-Hakim (2021) emphasizes that English as a Medium of Instruction (EMI) programs are designed to teach subjects in English, which

increases students' exposure to the language. The idea is that by engaging more in English during educational activities, students' proficiency in the language will improve effectively.

The introduction of English as a Medium of Instruction (EMI) at the elementary level in Indonesia is a relatively recent development, primarily observed in private and international schools and select public international standard schools in urban areas with more flexibility in curricular options. EMI at the elementary level focuses on subjects like mathematics, science, and social studies with English used as the primary instructional language in these areas to promote bilingualism from an early age. However, in most cases, the schools adopt a bilingual approach using both English and Bahasa Indonesia to ensure students' understanding of basic concepts (Lie, 2017).

In terms of assessment, it is essential to identify which activities and approaches are beneficial and understand the knowledge, skills, and challenges that teachers and students face when learning a language. Assessment helps identify effective teaching methods and activities while highlighting the strengths and challenges of both teachers and students. Through evaluation tests and other tools, teachers gain insights into student progress, and students can pinpoint areas for improvement. Testing serves as a method for evaluating students' routines and acts as a clear criterion for assessing their learning progress (Tosuncuoglu, 2018).

Richards and Pun (2022) divide EMI into many categories including curriculum models, assessment, EMI introduction, and EMI accessibility. Curriculum models include the more flexible or bilingual Dual Medium, Collaborative, or Sheltered models, as well as the more traditional Single Medium approach, which teaches all subjects in English. Assessment may concentrate on language proficiency, content mastery, or a mix of the two. Different educational levels, such as early childhood, secondary, or higher education, may see the introduction of EMI, which is categorized as Early, Middle, or Late EMI. The ability of students to move smoothly into English-medium learning is based on their language proficiency and support networks, which include models like the Selection Model, Preparatory Model, or Multilingual Model.

Nevertheless, EMI in Indonesia still offers a valuable opportunity to improve English proficiency and prepare students for global engagement, especially through bilingual instruction in urban and international schools (Baa et al., 2023). The challenges in implementing this approach can be effectively addressed through careful adaptations to the rich cultural and linguistic diversity of Indonesia. Through a culturally sensitive methodology, EMI can not only provide young students with necessary language skills but also incorporate the country's linguistic heritage, which will result in a more globally aware educational experience.

Problems

There are unique challenges encountered by Indonesian elementary school students and their linguistic needs because of the implementation of EMI. These challenges include teacher proficiency, the developmental readiness of students,

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and contextual relevance. (Sukma et al., 2023) highlights a significant challenge regarding the English proficiency of teachers. Many elementary school teachers lack the necessary language skills and pedagogical training to effectively implement English as a Medium of Instruction (EMI). While some private schools invest in teacher development, many public schools and less-resourced private schools struggle to provide adequate training, resulting in inconsistent quality of EMI.

In Thailand, teachers face significant criticism as a primary factor in the failure of English education in the country, and they consistently become targets of educational reforms. These teachers work long hours and have numerous responsibilities. In many ways, English language teachers significantly influence the success or failure of English education. One major issue is the presence of unqualified teachers who lack sufficient English language skills and a cultural understanding of native speakers (Apichat & Fatimah, 2022).

Another challenge is that young Indonesian students have limited English language exposure and cognitive capacity for language acquisition, especially when learning academic content. (Zein, 2017) found that elementary students struggle with comprehension when academic content is delivered in English, as they are still developing literacy skills in their first language. This can lead to confusion and slower progress in core subjects, especially in rural or less urbanized regions.

Teachers encounter significant challenges when it comes to integrating content and language effectively in the classroom. This situation does not only happen at the elementary level. Many universities around the world have implemented English Medium Instruction (EMI) for teaching subjects. Corrales et al. (2016) examined the perceptions of computer science professors, students, and a program administrator at a Colombian University regarding the impact of EMI on learning and intercultural competencies (ICCs). As revealed in the findings, EMI does not only offer several benefits, but it also brings certain challenges. However, through the integration of the elements of the Content and Language Integrated Learning (CLIL) approach, the educational outcomes have improved.

Students face several challenges related to English as a Medium of Instruction (EMI). The key issues that have been identified are the need for qualified instructors and a lack of training and support for teachers who are transitioning to delivering their curricula in English. Hence, students find difficulties in understanding lectures, taking notes, and effectively communicating the subject matter. These language-related challenges reported by both teachers and students bring out problems in the language proficiency required for the successful implementation of EMI (Galloway and Ruegg, 2022).

In Indonesian schools, English as a Medium of Instruction (EMI) is increasingly being used. Although this provides advantages for students, there are also disadvantages that can lead to cultural disconnect. Therefore, in order to make the students' language learning experience more meaningful, the local contextualization of the use of the English language must be adapted.

Possibilities

The use of English as a Medium of Instruction (EMI) at the elementary level brings significant potential. Students who are exposed to English at an early stage can develop long-term bilingualism, which can help in their cognitive development and provide better future opportunities in the global arena. Moreover, relevant local contextualization in the use of English improves the students' engagement, and it creates more meaning in what they are learning.

Teachers' language skills and teaching strategies are two of the several important factors in the improvement of EMI in elementary schools. Professional development is important where teachers receive training in English language proficiency and bilingual instructional methods. Teaching in elementary schools using English requires teachers to have a solid foundation in the use of the language, and appropriate teaching strategies and methods. There are private organizations or international programs that provide English as a Medium of Instruction (EMI) training-workshops that enhance teachers' skills. These organizations provide training-workshops, resources, and tools to help teachers develop a stronger EMI approach. Through these international programs, teachers keep on reskilling and upskilling themselves to make them effective EMI teachers (Sulistiyo, 2016).

Another effective opportunity for implementing English as a Medium of Instruction (EMI) in elementary education is through a bilingual approach that gradually increases exposure to English while preserving Bahasa Indonesia. Kurniati (2023) indicates that bilingual models employ English for interactive activities and utilize Bahasa Indonesia for more complex explanations. This approach assists primary students to stay interested in their studies while learning English. By local adaptation of EMI content, schools can make learning more meaningful for students. This is in line with Pontier et al. (2020) who highlight the importance of dynamic language practices in early childhood education to encourage and promote children's active use of English.

To support language learning, the use of technology must be highlighted. Educational videos, interactive applications, and games are some of the increasingly used technology in EMI programs to keep young students engaged. The use of multimedia resources in EMI classrooms makes young students' comprehension and their language acquisition more engaging. Through the use of interactive tools, the barriers that hinder language learning are not just broken, but it also helps students comprehend abstract ideas during the learning process (Kurdi, 2023).

Therefore, to reach the full potential of English as a Medium of Instruction (EMI), a collaborative effort is needed to help enhance relevant programs that include teacher training programs, contextualization of the curriculum, and resources that are accessible to students across backgrounds. If these initiatives are properly implemented, EMI could significantly transform the Indonesian educational landscape that will produce skillful student population who are proficient in the English language

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Prospects

English as a Medium of Instruction (EMI) at the elementary level in Indonesia depends on the effectiveness of policy-making and educational reforms that integrate linguistic and cultural factors. With the expansion of EMI in elementary schools, bilingual education needs to be supported. Khasbani (2019) emphasizes that government support is necessary to achieve the promises of EMI, particularly for schools in rural and under-resourced areas. The government must provide subsidies for teacher training and EMI resources that can definitely help reduce significant differences and make EMI more accessible.

Bilingual development in Indonesian elementary schools EMI in Indonesian elementary schools see a lot of potential. In private and international schools, EMI aims to provide bilingualism from an early age which provides students with the language skills they need in exploring the globe. It offers long-term benefits in language retention and adaptability. There are studies that suggest the early exposure of the students to a second language promotes flexibility, enhances memory, and provides higher retention of language skills (Bialystok, 2017). The results of the research reveals that early bilingualism strengthens language acquisition and cognitive control that allow young students to more easily retain and utilize both languages in academic and social settings.

English as a Medium of Instruction (EMI) in Indonesian elementary education possesses several potentials. With full support of the government, EMI can extend beyond private and international schools. Hence, it can reach a more different and as many student population as possible. The use of EMI in elementary schools enhances the country's educational foundation. As long as the relevant curricula are locally contextualized, it follows a bilingual approach, and the students' native language is still preserved, this will definitely come a long way. Ultimately, EMI will equip Indonesian students to be globally competitive while ensuring that they maintain their linguistic and cultural identities. This indicates a strong community that promotes the collaboration of local and global lenses.

In summary, numerous studies on English as a Medium of Instruction (EMI) have focused on higher education or general education program design, as well as teacher-student perceptions. These studies discuss and analyze various issues, including lecturers' attitudes toward the use of English as a Medium of Instruction, challenges related to teacher proficiency, and students' difficulties in comprehending subject matter taught in English. In Southeast Asia, research often critiques teacher quality and systemic weaknesses; in Indonesia, earlier work has emphasized the secondary and tertiary levels of EMI implementation.

However, there is a lack of research addressing EMI at the elementary level in Indonesia, where the developmental readiness of students, bilingual practices, and the cultural-linguistic context present unique challenges. There are limited systematic studies on its effectiveness, adaptability, and implications for younger students, even though international and private schools have delivered lessons with EMI. Moreover, the integration of bilingual approaches, culturally relevant pedagogy, and technological tools in elementary EMI

classrooms is underexplored. Therefore, the novelty of this study lies in the examination of EMI specifically at the elementary level in Indonesia with a focus on comprehensive characteristics, issues, possibilities, and future prospects. The previous studies mentioned focus on higher-grade or university students and generalized frameworks. This research presents how early EMI implementation interacts with teacher proficiency, young students' linguistic development, and Indonesia's cultural and educational realities. Through this, it provides new insights into how EMI can be adapted and sustained for younger students in an environment that is multilingual and multicultural.

METHOD

To reach the objectives of this study, convergent parallel mixed methods design was employed to investigate the present use of English Medium Instruction (EMI) in primary education in Indonesia by assessing its characteristics, recognizing the obstacles encountered by educators and learners, and evaluating its potential and future opportunities. Creswell (2014) characterizes the convergent parallel mixed methods design as an essential method in which a researcher simultaneously gathers both quantitative and qualitative data, analyzes each dataset independently, and subsequently integrates the results to determine whether the findings confirm, differ, or enhance one another.

Respondents

This Study involved elementary teachers who work permanently in EMI schools and preservice teachers who were studying at President University majoring in Elementary Teacher Education (ETE). Before participating in this study, the preservice teachers had already finished their first internship in EMI elementary schools. Having these two different groups provides unique insight on the problems and chances regarding the implementation of EMI in elementary classrooms. In short, by combining these two groups, the study gained ideas from both experienced and beginner teachers.

Instruments

A bilingual questionnaire, composed in English and *Bahasa Indonesia*, was created to gather data from participants. The survey aimed to address four important aspects: the characteristics of EMI within the educational framework, the challenges encountered by educators and learners, the opportunities EMI offers for enhancing learning, and the future outlook of EMI in Indonesia. Open-ended questions were also developed to enable participants to provide responses that reach beyond the closed-ended ones. To maintain anonymity, participants were requested to identify their institution for categorization, although no names were used in the final report. This method intended to deliver a deep perspective on EMI application while preserving the respondent's confidentiality.

Procedures and Data analysis

The data was gathered via a survey that was developed with Google Forms, facilitating convenient participation throughout Indonesia. Quantitative data was examined with pivot tables to discern trends and highlight essential findings. Thematic analysis was used to examine open-ended responses, revealing interesting insights into the participants' experiences and perceptions.

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The study combined quantitative and qualitative data, providing a thorough understanding of EMI's current state, challenges, and opportunities in Indonesian primary school.

RESULTS AND DISCUSSION

The research began with an initial sample of 64 volunteer teachers. Following the application of strict inclusion criteria, 32 participants were excluded for various reasons. Fourteen participants were from non-elementary levels; the names of two participants were not disclosed, and sixteen were from non-EMI schools. The reduction resulted in the exclusion of 32 participants, leaving 32 final participants who met all necessary criteria for this research. The participants were evaluated to provide insights into the implementation and challenges of English Medium Instruction (EMI) in Indonesian elementary schools. Data indicates that 84% of participants are full-time teachers, whereas 16% are intern teachers. It implies that most participants in the study are experienced teachers, while a lesser proportion consists of individuals in internship or training roles. The participants were from 23 different EMI elementary schools.

Features

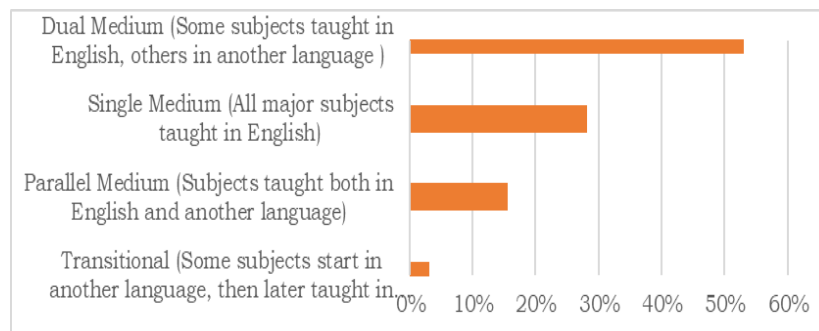


Figure 1. Form of EMI curriculum mode

The chart illustrates the various curricula employed in English Medium Instruction (EMI) contexts within Indonesian primary education. The primary type is the dual medium, comprising 53%, where specific topics are taught in English and others in a different language. This is followed by the single medium (28%), in which all primary subjects are taught in English, and the parallel medium (16%), which employs both languages for instruction. The transitional model is the least utilized, accounting for 3%, wherein instruction transitions from another language to English.

The primary approach of integrating instruction in both English and local language is dual medium mode. This method aligns with the findings of LO and LIn (2019), who emphasized its adaptability in accommodating students with varying English skill levels while maintaining local linguistic identity. This methodology in Indonesia minimizes student overwhelm from total immersion in English, facilitating a gradual adaptation to the language. Maharani et al. (2024) highlighted parents' inclination for this approach to preserve cultural identity while guaranteeing global competitiveness.

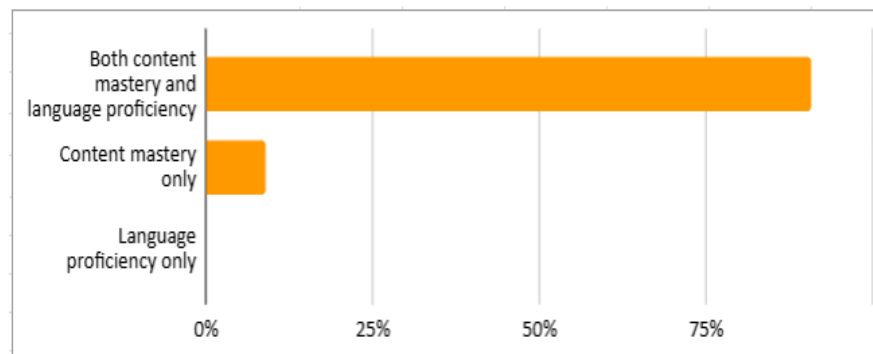


Figure 2. Type of assessment

The chart provides information about the types of evaluations. Ninety-one percent utilize integrated assessments that evaluate both content knowledge and language skills. In contrast, 9% concentrate solely on content, while 0% evaluate language skills independently. This indicates EMI's dominant strategy of integrating academic and language assessment. This is consistent with global best practices in English Medium Instruction contexts. This approach emphasizes the dual objectives of improving subject knowledge and improving English language ability, as observed by Huang and Singh (2014). Kim et al. (2022) illustrate the importance of balanced evaluation, particularly in multilingual environments where English functions as both a medium of instruction and a learning goal. This dual-focus strategy enhances cognitive engagement and equips children with essential academic and linguistic competencies for future success.

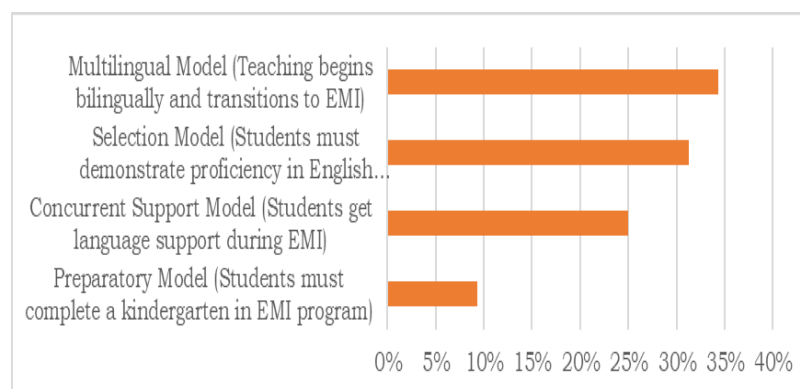


Figure 3. Kind of language support

The chart shows the responses of participants on the language preparation models for EMI context. The predominant method is the multilingual approach (34%), which begins with bilingual education prior to shifting to English Medium education (EMI). The Selection Model (31%) mandates that pupils exhibit English competency before initiating English Medium Instruction (EMI). The Concurrent Support Model (25%) offers linguistic support during English Medium Instruction (EMI), while the Preparatory Model (9%), which integrates EMI in kindergarten, is the least employed.

The multilingual model shows how English is being added in a gradual way, which helps students meet the language needs of EMI while yet staying

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connected to their original language. Lo and Lin (2019) noted that gentle transitions improve subject understanding and language learning, which reduces cognitive overload for students while they are studying. Research conducted in Hong Kong indicates the usefulness of this strategy, demonstrating that bilingual instruction fosters linguistic diversity and aids students in transferring to full English Medium Instruction (Yuen & Lin, 2019).

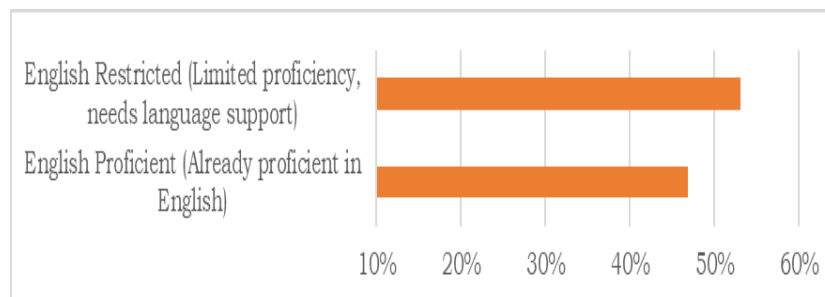


Figure 4. Typical level of English proficiency for students entering EMI

The graphic shows what participants thought about the skill levels of students at the start of EMI in primary schools. According to the data, 53% of the people who took part said that kids usually don't have good English skills, which shows that they require more help. Conversely, 47% of participants indicated that students demonstrate English competency, having exhibited adequate English skills upon joining EMI. The research shows that a small majority of students start EMI with poor English skills. This shows that they require help to improve their language skills.

Problems

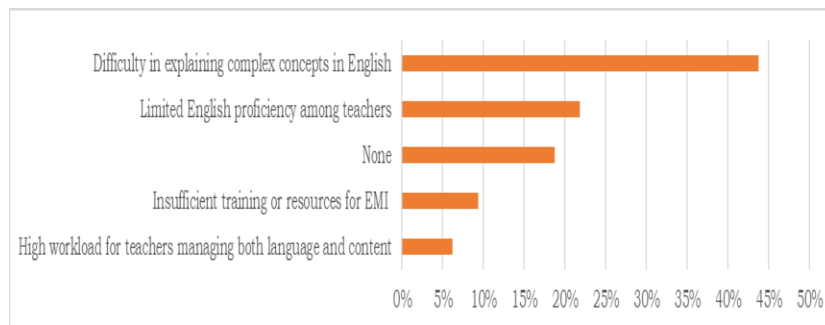


Figure 5. The most common challenges faced by teachers in delivering EMI

The chart shows the problems that come with teaching using English Medium Instruction (EMI). The main problem is that 44% of respondents said it was hard to explain complicated topics in English. The second biggest problem is that 22% of respondents said their teachers didn't speak English well enough. Nineteen percent said they didn't have any problems, 9% said they didn't have enough training or resources, and 6% said it was hard to manage both language and subject matter. Language complexity and teacher proficiency pose substantial challenges to the efficacy of English Medium Instruction (EMI).

This problem affects 44% of teachers and is often caused by not having enough good teaching methods for making content easier to understand for

students who don't speak English as their first language. Zein (2017) noted that educators in Indonesian elementary schools often find it challenging to translate subject-specific concepts into language that is accessible to children with limited English competence. This problem makes it harder for students to understand and participate, which shows how important it is for teachers to get training on how to communicate well in English.

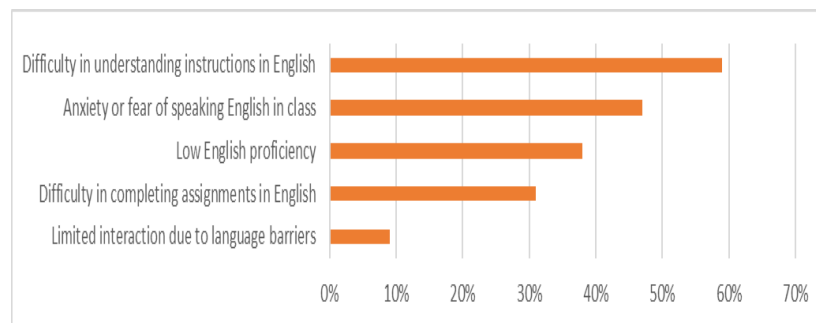


Figure 6. Challenges students face in learning through EMI

The poll shows that pupils in English Medium Instruction at the elementary level have a lot of problems. The main problem is that 59.4% of people have trouble comprehending instructions. The next biggest problem is that 46.9% of people are anxious about speaking English, and 37.5% of people are not very good at it. Other worries include problems with finishing projects (31.2%) and not being able to engage with others (9.4%). The results show that understanding and using language are major barriers to effective English Medium Instruction (EMI).

Huang and Singh (2014) emphasized that unclear explanations make things harder for students, which leads to uncertainty and makes it harder for them to participate in lessons. Zein (2017) stressed that this problem is especially clear among Indonesian elementary school children, who often do not have the language abilities they need to grasp instructions. This barrier makes it harder for students to learn, which leads to dissatisfaction and less interest in class activities.

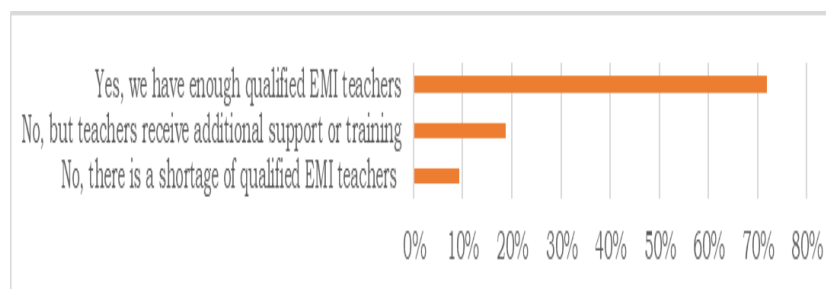


Figure 7. Availability of qualified teachers to teach in EMI school

The data shows that 72% of the people who took part think there are enough trained EMI teachers. Nineteen percent, on the other hand, say that these teachers need more help or training, and nine percent say that there aren't enough qualified EMI teachers. This means that even though there are usually enough teachers, EMI won't work until they get more training and assistance.

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This shows that there are problems with basic education or job training. Sulistiyo (2016) underscores the importance of training in English fluency and bilingual education. Richards and Pun (2022) also suggest targeted teacher development to improve EMI content and teaching methods to better meet the needs of the 9% who say there aren't enough instructors, which will help both present and future teachers satisfy EMI demands.

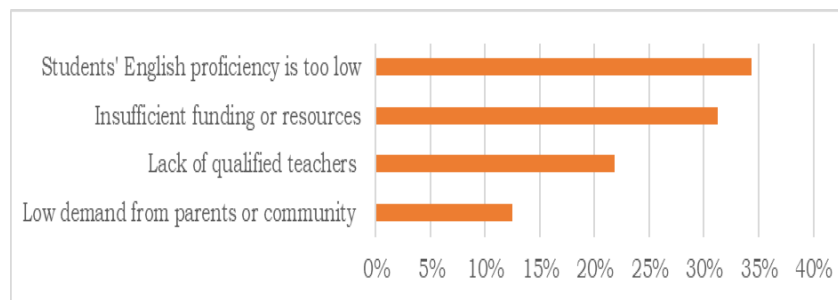


Figure 8. Key barriers to expanding EMI in schools

The figure illustrates significant barriers to the expansion of English Medium Instruction in educational institutions. The primary concern is students' inadequate English proficiency (34%), followed by insufficient funding or resources (31%), a lack of qualified educators (22%), and minimal community or parental demand (13%). The findings indicate challenges related to language readiness, resource availability, and external support for the effective implementation of English Medium Instruction (EMI).

The qualitative data identified multiple obstacles in the expansion of EMI. A persistent concern was the difference in student English skills, as one participant stated: *'with different English levels in one classroom, it is hard to use full English to explain the lesson and instruction because the teacher needs to re-explain it sometimes (P23).'* Another significant issue was the insufficiency of EMI-specific professional development, with respondents reporting that *'for now, only the EMI training is inadequate'* and that there was *'no English training designed for teachers (P28).'* In inclusive educational environments, participants highlighted that students with different learning requirements had challenges in processing language and content simultaneously: *'As an inclusive school, we have students with diverse learning needs... they may face challenges in understanding both the content and the language simultaneously... they need more tailored assistance, such as simplified explanations, visual aids, or additional time (P29).'* Proposed improvements included both institutional and individual approaches, particularly the recruitment of highly skilled English-speaking educators as stated by one of the participants, *'What if we hired foreign teachers to teach EMI in our school and to motivate other teachers to become fluent in English (P24).'*

To solve the insufficient English proficiency among students, as noted by 34% of survey respondents, an effective approach is the introduction of preparatory courses (Richards & Pun, 2022) tailored for those who fail to meet the requisite language standards. These courses provide students with essential English skills necessary for effective engagement with EMI content, thereby minimizing the learning gap prior to their participation in EMI programs. Preparatory or bridging programs are essential in facilitating

students' transition into EMI environments, thereby improving program effectiveness and accessibility.

Possibilities

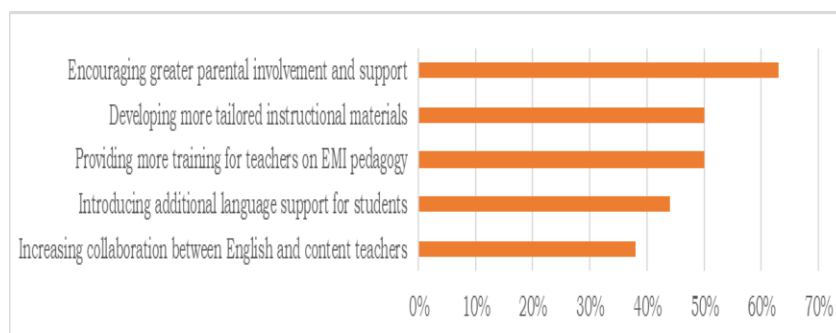


Figure 9: Strategies to improve EMI implementation in schools

The survey results showed that the most popular suggestion for improving the use of EMI in elementary schools was to get parents more involved and supportive, with 62.5% of respondents saying so. After that, 50% of the participants voted to create more particular teaching materials and provide teachers more training on EMI pedagogy. 43.8% of people suggested more language help for pupils, while 37.5% said that English and content teachers work together more.

Based on the chart, getting parents to be more involved and supportive with 62.5% respondent is the top suggestion for improving the use of EMI in primary school. This is followed by 50 % of them who voted to create more particular teaching materials and provide educators more training on EMI pedagogy. Meanwhile, 43,8 % of participants suggested language assistance for students and 37.5% of them suggested the English and content teachers work together more. This indicates that family engagement and teacher readiness are just as important as curriculum creation and collaboration amongst teachers for EMI to be successful. This supports previous studies indicating that parental participation and attitudes are critical to the effectiveness of English EMI (Al-Qahtani & Al Zumor, 2016). This also aligns with other studies which highlight the importance of teacher preparation and ongoing professional development to make sure the optimal learning outcomes in EMI school (Hu & Lei, 2014).

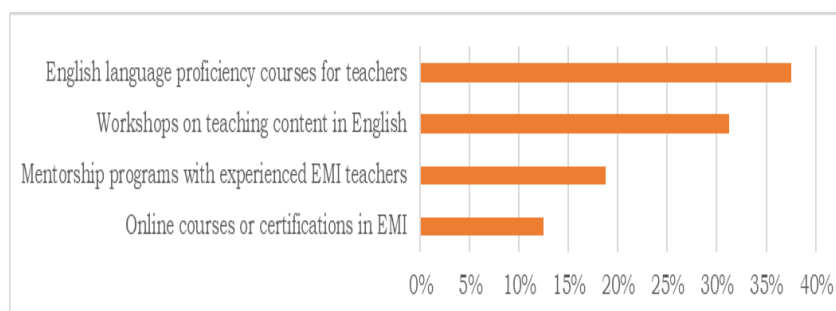


Figure 10. Most beneficial professional development for EMI teachers

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The chart provides information about the professional development preferred by teachers in the EMI context. English proficiency training is the most preferred one chosen by 36% of teachers, followed by workshops or training which focus on the teaching content in English at 31%. Nineteen percent of teachers chose mentorship with EMI experts while 13% of them preferred online EMI courses. This indicates that to improve the impact of EMI, teachers should be provided with continuous support in language learning and pedagogical skills.

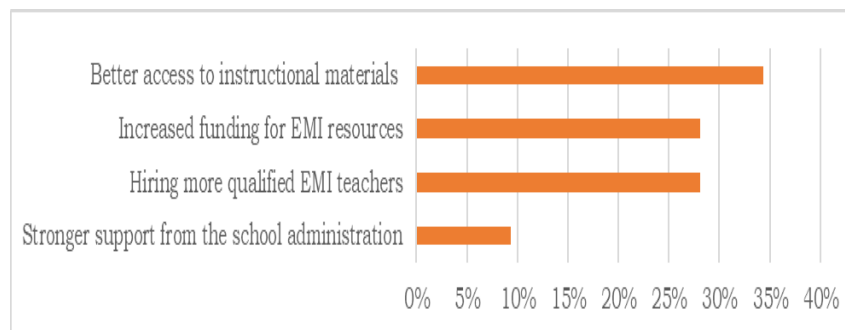


Figure 11. Policy or resource changes needed to expand EMI in schools

The chart illustrates essential requirements for facilitating EMI growth. The primary focus is on access to instructional materials (34%), with increased funding and more qualified teachers following closely at 28% each. Only 9% consider stronger support from school administration to be essential. This indicates that enhancing resources, funding, and teacher recruitment is essential for the effective implementation of EMI. On the other hand, qualitative data indicate that ongoing professional development and teacher training are essential for enhancing confidence and effectiveness in delivering EMI lessons. As one participant emphasized, “Providing regular training for teachers to improve their proficiency in English and teaching methods in English as a Medium of Instruction (EMI). This can help teachers feel more confident and effective in delivering lessons (P28).” It was emphasized that effective implementation of EMI, when routine, can substantially improve students' skills. Furthermore, the availability of additional resources and organized teacher development programs was identified as advantageous for the effective implementation of EMI practices.

Prospects for EMI Growth

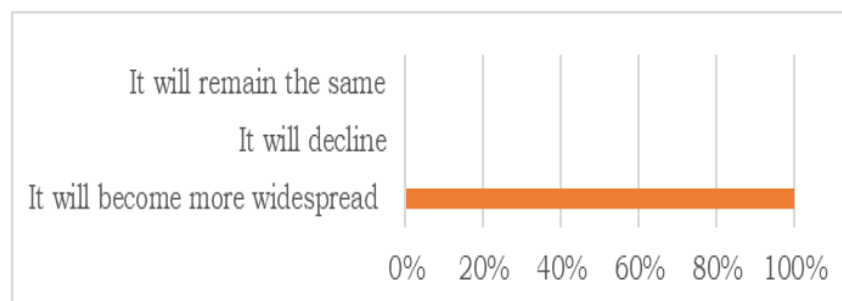


Figure 12. Future evolution of EMI in elementary education over the next 5-10 years

The graphic presents predictions regarding the future of English Medium Instruction (EMI) in primary schools over the next 5-10 years. It indicates that

all respondents anticipate an increase in the amount of EMI. The majority view indicates strong confidence in the growth and increasing acceptance of EMI in primary school sectors. Education stakeholders, such as legislators, school administrators, and teachers, must anticipate this growth. This growing trust in EMI expansion corresponds with empirical studies indicating EMI's rising importance in non-English-speaking educational systems (Nyoni et al., 2023). Achieving high-quality English Medium Instruction involves major investments in teacher training, curriculum adaptations, and supportive resources, as effective implementation relies on proficient educators, contextually relevant curricula, and institutional preparedness (Nyoni et al., 2023; Shao et al., 2024).

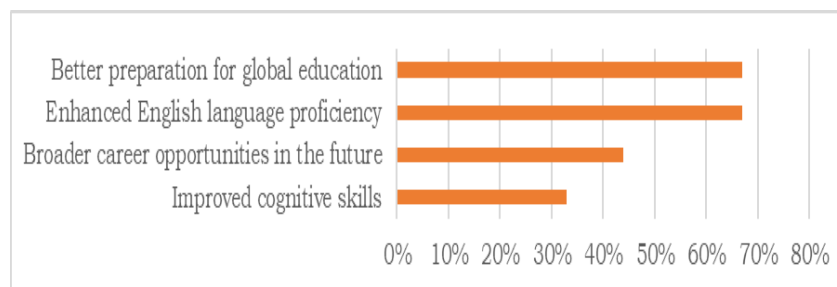


Figure 13. Opportunities EMI offers for students

The survey indicated that the two most frequently recognized benefits were enhanced English language proficiency and improved preparation for global education, each reported by 66.7% of respondents. Subsequent factors included broader career opportunities in the future (44.4%) and improved cognitive skills (33.3%). The data suggests that stakeholders regard EMI as a successful tool for improving language proficiency and preparing students for success in global academic and professional contexts, while also potentially fostering cognitive development.

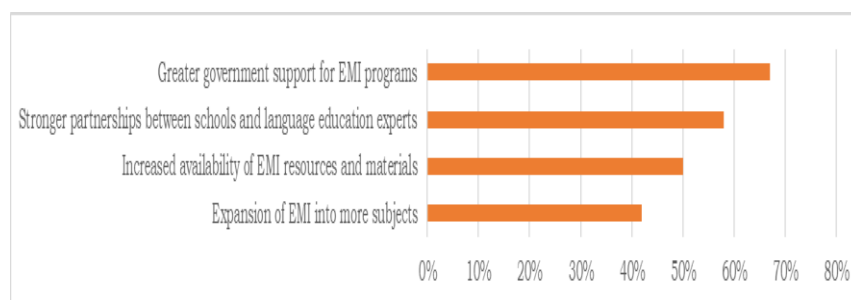


Figure 14. Foreseen developments in support for EMI

The survey responses indicate that the most anticipated development to support English Medium Instruction (EMI) in elementary education is increased government support for EMI programs, as noted by 66.7% of respondents. The next expected improvements include better teamwork between schools and language education experts (58.3%), easier access to English Medium Instruction (EMI) resources and materials (50.0%), and expanding EMI to cover more subjects (41.7%). The findings indicate a significant need for systemic, institutional, and infrastructural support to enhance the long-term

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implementation and sustainability of English Medium Instruction in primary education.

In line with the quantitative data above, qualitative data indicates several promising developments for the future implementation of EMI. Respondents anticipate enhanced support via the development of engaging learning materials, improved teacher training, and a greater integration of technology, including interactive applications and virtual classrooms. As one participant explained, “We might see more support for EMI in elementary schools through better and more fun learning materials for young students and improved training for teachers on how to teach in English (P1).” This viewpoint highlights the significance of resources and teacher preparation as essential foundations for future development.

Furthermore, in accordance with the aforementioned points, participants emphasized the importance of enhanced government support. Additionally, some participants saw pedagogical innovation as crucial for the improvement of English Medium Instruction (EMI), highlighting the significance of technology and collaborative learning frameworks in improving teaching success. For example, one response noted, “Integration of technology in EMI ... can provide more dynamic ways to teach English and subject content simultaneously (P29).” Participants also perceived EMI as a means to foster a global perspective and enhance competitiveness, aligning with broad educational objectives.

CONCLUSION

Indonesian elementary schools utilize English Medium Instruction (EMI), and the dual-medium model is the most frequent way to do this. This methodology is flexible because it combines learning English with keeping local languages and cultures alive. This fits with what parents prefer and the different language backgrounds of the students. In EMI schools, assessments have two main goals: to help students learn the material and to help them improve their language skills. Strategies for multilingual preparation and scaffolded language support have effectively facilitated students' transfer into EMI contexts, particularly for those with weak English ability upon entry.

Even though EMI has these good features, there are still numerous problems that need to be solved before it can be used. It can be hard for teachers to communicate complex content in English, especially when students do not have the language abilities to fully understand it. Language problems can make students anxious and make them lose interest in school, and many teachers are not well trained in EMI pedagogy. These problems get worse because there is not enough assistance from the school, the teachers are not good enough, and the students can not obtain the resources they need. To make EMI work in elementary schools, these issues need to be fixed by language bridging programs, multilingual teaching materials, and ongoing teacher training.

Successful implementation of EMI involves an integrated approach that involves developing teacher competency, producing setting-appropriate instructional resources, and promoting collaboration between language and subject instructors. Involving parents and other stakeholders is also essential, particularly when it comes to helping pupils improve their language abilities at home. Prioritized investments in professional development, particularly in EMI

pedagogy and English language proficiency, must be paired with improved access to instructional materials and programs to recruit qualified teachers to limited resources areas.

In Indonesian elementary education, the future of EMI seems promising. Given the potential to enhance students' long-term professional readiness, English proficiency, and global competencies, stakeholders are optimistic that it will grow over the next five to 10 years. To keep this promise, strong institutional and policy-level initiatives are needed, and these efforts should involve continuous investments in EMI infrastructure, curriculum development, and teacher preparation.

As the results of this study, future research could highlight the effectiveness of various instructional methods, especially the dual- medium approach that integrate both local and English language. Doing this can provide insights for educators and policymakers. It is also important to examine teacher preparation because this can assess the impacts of EMI- specific professional development programs and their impacts on improving teaching quality. Those areas can guarantee that teachers and students get the help they need in EMI classrooms. Additionally, future research could examine educational resources, parental involvement, psychological experiences of both parents and students. Exploring digital tools might reveal innovative ways for resource problems while identifying school-parent strategies could uncover a successful approach for enhancing student support at home.

AUTHOR STATEMENTS

Emilius German was in charge of gathering and evaluating the data, as well as writing the methodology, results, discussion, conclusion, and abstract parts. He additionally made sure that the manuscript was formatted according to the journal's rules and read every version of the paper carefully. The second author, **Ani Pujiastuti**, was in charge of writing the introduction. **Ryan Besa Estillomo** composed the literature review and assisted with the discussion sections.

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