



IMPACT OF ENGLISH AS A MEDIUM OF INSTRUCTION ON SECONDARY STUDENTS' PERFORMANCE AND EMOTIONS

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Abstract

This research work investigates, the effects of English as a Medium of instruction (EMI) in secondary education on student academic results and emotions, and language proficiency are analyzed. This study gathered student data from grade 8th to 12th, which suggests that EMI produce a positive effect in the future, but also creates substantial barriers for English language learning (ELL) students. Depending on their language competency students experienced different feelings (from nervous stress to motivational and excited states). Secondary school students faced difficulties in learning technical subject vocabulary at the same time they faced challenges due to English classes moving too quickly. Both teacher aid and peer group collaboration with technology used were the key factors that reduced the barriers EMI learners encountered. The research emphasizes the necessity of purpose-made teaching approaches and superior educator training alongside stronger language programs to make EMI programs in secondary education successful.

Keywords: English As a Medium of Instruction (EMI), Academic Performance, Emotional Impact, Teacher Support, Coping Mechanisms, Language Barriers.

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1.Introduction

Education policy experts and educators continue to passionately discuss the role of instruction language because global educational settings are constantly transforming. The movement toward global educational standards have led multiple nations that do not use English as their first language to adopt this language as their secondary school teaching medium (EMI). Countries move towards English education due to factors such as globalization and technological progress and increased competition in international markets. Policymakers and educators maintain that teaching in English provides students with better capabilities for university education and contemporary professional careers and multicultural communication abilities.

The implementation of English as classroom instruction language creates educational complexities for students who do not speak it as their native tongue. During the secondary school years most students are going through their most foundational cognitive academic growth period. The school years involve exposing students to increasingly complex discipline-based concepts which cover science, mathematics, and social studies subjects. Students must understand subject material together with learning an additional language at the same time when their lessons are delivered in English. Students face a double challenge which creates complications for their academic learning effectiveness (Latif, 2019).

Students who lack good English skills struggle to understand school lessons while doing their assignments and expressing themselves effectively in class discussions. Student populations experience different negative effects from English as a Medium of Instruction. The students from urban areas tend to succeed better in EMI settings because they get more exposure to English outside academic environments. Students from rural backgrounds face challenges with EMI because they lack home support and essential English language skills as well as insufficient access to English materials according to Aftab, S., Sadiq, U., & Alam, R. (2024).

The gaps in educational performance often become wider between different student groups because of these disparities which lead to education equality and inclusiveness problems. The effectiveness of teaching delivery by educators in English medium depends heavily on their capability to communicate through the language. The educational outcomes suffer when Teachers present uncertain language abilities thus having negative impacts on the quality of instruction. The primary issue in this discussion focuses on whether using English as the primary teaching language enhances student success or causes learning obstacles for students who are developing their language fluency.

Another examination of real classroom practices must occur before executing EMI adoption within secondary school settings despite its positive intentions. Folded within this assessment will be research regarding students' perceptions of EMI together with its academic influence and established language-learning methodologies adopted by students and teaching staff. The current investigation examines English-medium instruction outcomes at the

secondary level by listening to students and teachers because it studies these effects using qualitative methods.

Research about EMI effects in normal classroom environments is sparse and findings are especially scarce in contexts where students are non-native English speakers. Research studies focus on linguistic outcomes along with test results while failing to investigate the complete cognitive emotional as well as cultural effects on learners related to EMI (Kamal, 2022). This research examines the authentic experiences of secondary education staff members as well as their students. The analysis seeks to create a comprehensive view of how language structures learning to develop enhanced educational policies that promote inclusivity and effectiveness.

1.1. Background of Study

Through education students learn and express both thoughts and culture while it functions as their essential means of communication. According to Brock-Utne (2007) the language decision for instruction determines student interaction with education content and their conceptual understanding and ultimate academic achievement. The former colonial countries have witnessed English emerging as their dominant language which dominates both their school systems and higher education institutions. Many countries adopt English as their official language because supporters claim that English skills lead to better prospects regarding worldwide education and development and financial growth (Kirkpatrick, 2011).

Non-English native countries that have introduced English as Medium of Instruction (EMI) confront mixed results between chances and difficulties. Students succeed with English instruction but a considerable number experience language obstacle that prevent them from understanding science, mathematics, and social studies content (Coleman, 2010). The Educational challenges become more pronounced at secondary schools because students need to understand concepts involving increased abstraction and subject specificity.

Students with limited English abilities struggle to understand content materials causing their participation to decrease and grades to drop and confidence to plummet. Secondary school instructors encounter challenges with English instruction specifically because their language proficiency levels are not at a high standard. The present situation leads to a double-learning scenario in which teachers and students must communicate through a common framework that lacks their native language expertise. The delivery of clear instructions and level of student-teacher interaction and assessment quality undergo negative effects when the medium is not the native language of the teacher or students (Tollefson & Tsui, 2004).

Contending issues regarding EMI implementation do not stop governments from including it as an educational reform for internationalization and modernization strategies. Student performance evaluation at secondary schools demands immediate critical assessment considering the present academic situation. The research investigates learning experiences from EMI-based classrooms to comprehend how language influences teaching practice and educational achievement and student learning outcomes. The qualitative research method

attempts to reveal detailed insights about EMI classrooms thus enhancing modern educational principles supporting inclusion.

1.2. Statement of the Problem

English as a Medium of Instruction has encountered major resistance when adopted in secondary school classrooms across the country. Many educators assume that using English as an instructional language boosts student global competitive abilities, but this belief fails to address actual student linguistic capabilities. A mental processing overload occurs when students who primarily speak home languages must learn complex school material through English which impedes their complete content understanding (Heugh 2011).

The conflict between teaching material delivered in English and what students know ends up causing students to achieve poor grades and abandon education entirely. Multiple performance evaluations of students include both academic knowledge assessment and their English-language proficiency in explaining this knowledge. Students who master the class material encounter an awkward setup because their command of English is insufficient for showing their comprehension (Probyn, 2009).

Academic achievement serves as a barrier which prevents access to education success while simultaneously creating educational gaps that affect non-native English-speaking students. Educational inequalities tend to continue throughout the academic period before influencing students' future work opportunities. The difficulties linked to EMI impact both students and institutional staff members. Teachers face the challenge of teaching English-based courses without necessary training which includes English proficiency as well as EMI-specific instructional methods. Educators often encounter difficulty in teaching complex ideas since they lack proper training in EMI contexts which leads them to perform inadequately in explaining topics as well as simplifying language and conducting meaningful class discussions (Shamim, 2010).

The academic environment becomes adversely impacted through its effect on how class activities unfold together with teachers' sense of competence and education delivery. The foundational importance of language within education serves as evidence for increased research about the actual experiences of English as a Medium of Instruction classroom participants but such investigations are currently insufficient. Research investigating secondary-level students' academic performance affected by English as an Instructional Medium should address the void in current knowledge about this important topic. The research investigates EMI classroom experiences by analyzing students and teacher approaches to cope with their encountered challenges.

1.3. Objectives of the Study

- To investigate secondary school students' understanding of using English as their instructional medium during teaching and learning processes.
- To understand both student and teacher challenges that impact English-medium classrooms when students try to understand and teach academic

materials.

- To examine how students, perform across multiple subjects as their English language comprehension levels change.
- To examine how students, together with teachers, adopt various approaches to deal with their challenges because of learning through English.

1.4. Research Questions

Qualitative research questions are used in this study to produce detailed participant responses. The research questions are:

1. What understanding do students have of learning through EMI?
2. What difficulties do students and teachers encounter in EMI settings?
3. How does EMI affect students' academic performance?
4. What strategies do students and teachers use to navigate EMI challenges?

1.5. Significance of Study

The research findings will benefit multiple important groups in education including those who make policies and those who teach along with those who develop curricula and researchers performing academic studies. The research demonstrates how EMI creates complex relationships between language learning and academic performance while it affects student engagement and motivations. Additionally, it illuminates how the approach impacts academic achievement and student confidence levels. Such research results will help create educational policies that view linguistic diversity as an asset instead of an obstacle. The study makes visible the unexpressed experiences which typically remain ignored in classrooms of students and teachers. The educational reforms typically ignore input from teachers and students who directly execute educational learning activities. Qualitative data collection methods enable researchers to understand how EMI classrooms operate in practice because such approaches provide direct field insights that policy experts usually miss (Hornberger, 2002).

The research leads to interventions that demonstrate practical empathy for schools. The study helps teacher-training programs by recognizing specific areas where professors need assistance in performing effective EMI delivery. Educators need specific training about subject-related English terminology and approach language functions in classes in conjunction with multicultural teaching practices. When teachers receive training about operating in English medium instruction classrooms it leads to better teaching skills with improved student results. This research adds new knowledge to existing discussions about language education in the field of academia. This research contributes context-specific findings about English Medium Instruction that experts can use for international education program development and Multilingual education model development. A balanced approach needs to assess both positive factors and disadvantages of implementing English in educational settings.

1.6. Delimitations and Scope of the Study

The research centers on English-based secondary school education while studying institutions where students and teachers primarily speak English but fail to have English as

their first language. Qualitative research techniques consisting of interviews along with classroom observations and focus group discussions serve to understand experiences and perceptions and meanings in this study. The study presents results without statistical generalization because researchers seek to reveal extensive understanding about EMI classroom circumstances. The research examines educational settings from districts of a designated region. The small geographical scope provides researchers with enhanced understanding about the contextual elements shaping the implementation together with the impact of English-mediated instruction.

The results from this study cannot reflect the complete educational landscape because different regions with different socio-linguistic backgrounds have varying situations. This research investigation does not establish a connection between English-medium instruction and education delivered through other languages like mother tongue-based or bilingual education. This research exclusively focuses on understanding the real operational aspects of EMI without conducting comparative studies. The study does not contain quantitative measures such as test scores, but researchers could reference them in qualitative discourse.

The study has restricted boundaries based on the settings where participants share their willingness and availability including students and teachers. The researchers must comply with ethical standards that demand documentation of participant consent while maintaining data privacy which influences the types of data they can use for analysis. The study provides important findings about EMI impact during students' essential academic growth although the research scope is restricted by several constraints.

2. Literature Review

The evaluation of English as a medium of instruction (EMI) effects on students' performance at the secondary school level depends on comprehensive theoretical grounding. Theory regarding language acquisition is supplemented by sociocultural learning concepts combined with cognitive development principles that generate vital information about students' second language learning practices together with their associated difficulties. The research grounds its approach on Cummins' Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) theory together with the ideas of Vygotsky's Sociocultural Theory and Krashen's Input Hypothesis. The combined understanding of these theories enables researchers to analyze student experiences in EMI classrooms specifically when English stands as a foreign language for learners.

2.1. Cummins' BICS and CALP Framework

Students' academic language progression can be understood through the BICS vs. CALP distinction proposed by Jim Cummins. BICS represents essential social communication skills that students tend to develop in limited time after experiencing a new language. The language proficiency depends on context-based nonverbal signals with familiar topics and gestural elements according to Cummins (2008). Students learning in academic environments need to process and produce language contents that are both context-reduced and cognitively

demanding under the CALP framework. Many secondary school students who learn through English instruction master BICS but experience challenges with CALP acquisition.

Educators alongside parents frequently make incorrect judgments about students' English skills due to their insufficient mastery of CALP despite having mastered well the linguistic abilities needed for academic subjects like mathematics, science, and social studies. EMI students need to develop their CALP skills because this proficiency enables them to understand complex lessons and author academic papers while conducting critical analysis (Naseer, 2021). According to Cummins students can achieve fluent conversation abilities without attaining necessary academic readiness skills thus resulting in low academic performance although they appear confident in normal daily communication.

2.2. Vygotsky's Sociocultural Theory

Sociocultural Theory by Lev Vygotsky provides substantial insight into EMI learning processes. Vygotsky establishes that learning operates as a communal process through which language functions as the essential method for intelligence growth. According to Vygotsky (1978) the Zone of Proximal Development (ZPD) exists as the distance between solo performance and aided accomplishments of learners. Teachers together with peers and learning materials serve as main scaffolding agents that advance students' understanding in EMI classrooms. Students become uncomfortable in class when instruction takes place in English because they lack the essential language skills to actively participate.

Proper supportive measures such as peer interaction and bilingual materials and teacher guidance allow students to function inside their Zone of Proximal Development for meaningful academic development. Students' effectiveness with EMI depends on acknowledging their cultural backgrounds as well as classroom dynamics according to Vygotsky's theory (Farooq & Jan 2022). The methodology suits qualitative research methods since it provides insights into students meaning creation processes that happen in educational environments.

2.3. Krashen's Input Hypothesis

The second language acquisition processes in educational settings find theoretical understanding through Input Hypothesis as formulated by Stephen Krashen. According to Krashen learners acquire language through exposure to content that is more advanced than their current competency level known as "i+1" (Krashen 1985). EMI classrooms leverage content subjects such as science and history to serve as dual purposes for providing students with educational challenges and exposing them to target language. Students will experience both confusion and cognitive overload when the instructional language exceeds their present proficiency threshold.

According to the Input Hypothesis teachers must create content that students can understand based on a level above their current proficiency. The students require visual aids and easy-to-understand texts and first-language explanations to ensure clear learning outcomes. According to Krashen's theory, both motivation and low anxiety play a fundamental role in language acquisition. Students who feel intimidated by high-pressure EMI contexts tend

to develop fear of mistakes which affect their language learning efficiency through blocking of the affective filter (Ali & Hussain, 2020). The educational space along with delivery methods stand as essential factors which establish students' ability to learn through English.

2.4. Cognitive Load Theory

The processing of information in the brain is examined through the relevant nature of Cognitive Load Theory. Sweller (2010) explains through this theory that students possess limited working memory that leads to cognitive overload when tasks become too challenging due to language barriers. English-Medium Instruction contexts demand students to decode unfamiliar vocabulary while processing grammatical structures as well as understanding academic content at the same time. The two-sided content processing can reduce students' capacity to both store and transfer added information.

Using Cognitive Load Theory in EMI classrooms requires teachers to focus on effective instructional design. The level of linguistic requirements teachers implement needs to remain under control because too much demand interferes with comprehension results in degraded learner achievements. A combination of broken content sections with multimodal instructional approaches coupled with repeated vocabulary emphasis decreases cognitive load. The instructional framework provides the important views about why English Language Learners encounter many difficulties while studying EMI compared to native language instruction according to Khan & Aslam (2022).

According to Cummins' BICS/CALP model students require various language abilities to take part efficiently in informal conversations and formal discussions. According to Vygotsky's Sociocultural Theory social interactions in combination with cultural settings play important roles in students' learning process. The combination of Krashen's Input Hypothesis and Cognitive Load Theory explains the significance of providing understandable language input together with the mental demands on learners who process second language material. The examined frameworks serve to direct academic performance analysis within EMI frameworks as they define the research design of this qualitative investigation.

2.5. English as Medium of Instruction (EMI) Global and Local Trends

The practice of teaching through English as Medium of Instruction continues to expand across nations from developed regions and developing regions worldwide. The use of English as Medium of Instruction (EMI) expands worldwide because educational systems use it to create internationally relevant curricula and achieve educational excellence in a global context. European and East Asian institutions now teach classes in English to draw international students and support the local students' readiness for international career opportunities (Ball & Lindsay, 2020). EMI serves as a preferred method in regions which do not speak English because it is viewed as an approach to enhance academic standards and promote international business and communication activities.

South Asian countries Pakistan India and Bangladesh use English-medium education as a direct result of their colonial past combined with social economic objectives. Parents

choose English- medium schools for their children because English represents modernity and status and professional possibilities even though students lack sufficient language abilities (Akhtar & Shah, 2021). Schools operating at the second level witness a meaningful change due to their shift from basic literacy instruction toward advanced academic subjects. Actions of teaching and learning English extend beyond standard classroom subject matter to function as entry points for prosperous job opportunities together with advanced educational pursuits. Locally, however, the implementation of EMI faces practical challenges. The fast transition between native language education and English-language education at public schools happens without proper professional support. The shortage of qualified teachers who can deliver content instruction in English alongside student difficulties comprehending sophisticated instructions causes students to detach from their studies and underperform. Numerous policy initiatives support EMI implementation even though they fail to assess specific student learning needs (Raza & Imran, 2022). Recent studies document this ethical conflict between desired goals and actual classroom practice when English is used as the primary learning language in under-resourced education systems. Mathematics presents the most severe challenge due to their need for exact wording and technical terminology. The ability to process subject matter exists in students but their weak proficiency in English hinders proper answer presentation which causes unfavorable results in assessments.

2.6. Impacts of EMI on Learning Outcomes

English as the teaching language generates considerable influence across various elements of academic achievement for students. This part examines the academic effects and effects on classroom collaboration and concept learning that EMI has on secondary school students.

2.6.1. Academic Performance

The level of academic achievement stands as the primary way to determine educational success. Research indicates that EMI learners perform worse than native language students during the starting period (Mehmood & Tariq, 2021). Students experience difficulties while learning subject-specific English vocabulary which results in poor conceptual understanding and decreased test scores and lower confidence levels. Science together with mathematics presents the most severe challenge due to their need for exact wording and technical terminology. The ability to process subject matter exists in students but their weak proficiency in English hinders proper answer presentation which causes unfavorable results in assessments.

2.6.2. Classroom Participation

The participation of students in the classroom constitutes an important feature of active learning. EMI learning environments trigger students with restricted English ability to avoid communicating since these students worry about both critique and humiliation. Low participation rates between students and teachers impede their chances to get needed clarification and exchange ideas because of the students' reluctance (Khadim & Saleem, 2022). The discourse pattern in classrooms shifts to center on speaking abilities of select students who

dominate discussion spaces while many other voices remain unacknowledged. Student interest in learning combined with academic motivation starts to decline when they experience disengagement from their classes.

2.6.3. Conceptual Understanding

The primary consequence of EMI appears in conceptual understanding for students. Students who study in a language that is not their first must use substantial mental resources for language understanding that diminishes their capacity to understand subject material. Students develop superficial understanding through memorization of terms because of "double cognitive load" which can occur when learning in a foreign language according to Younas & Fatima (2020). The implementation of EMI in abstract disciplines including physics and social sciences faces extensive challenges since students need to develop complex analytical and reasoning skills for complete comprehension. Proper support for English-Medium Instruction (EMI) becomes vital to prevent rote learning from substituting critical thinking as a main learning method.

2.7. Challenges of EMI at Secondary Level

The theoretical advantages of EMI gain extensive discussion yet practical EMI implementation at secondary schools encounter various substantial challenges. EMI implementation faces difficulties due to insufficient teacher training together with mismatched curriculum requirements and students' language abilities and insufficient language skills.

2.7.1. Linguistic Barriers

The main difficulty encountered in teaching through English as a medium has to do with the mismatch between the instructional language and student proficiency levels. Student transitioning to English Medium Instruction in secondary education face obstacles since they frequently lack sufficient English language abilities in rural underprivileged educational contexts. The language difficulty between their knowledge and classroom needs disrupts their ability to comprehend education materials along with written assignments and normal classroom directives. Educational success becomes harder because language creates separation instead of educational connection (Bashir & Ahmed, 2021).

2.7.2. Teacher Preparedness

The delivery of successful EMI instruction needs teachers who demonstrate mastery of their subjects together with skilled English communication abilities. Most teachers in secondary schools graduated with their education delivered through local languages yet they lack proper training in English-medium instruction methods. The teacher's insufficient preparation negatively influences their ability to stay confident while teaching as well as their presentation skills and adjustment of learning materials to student needs. The practice of translation and code-switching by teachers to manage language difficulties creates uncertain instruction that confuses their students (Shahbaz & Khan, 2021). Continuing language instruction alongside professional development represents necessary healthcare, but schools lack access to these services.

2.7.3. Curriculum Alignment

The major educational difficulty stems from incompatible relationships between lessons taught in English as a medium of instruction and the current language development proficiency of students. Textbooks along with assessment tools are created for native and advanced English users without consideration for the needs of students who learn English as a second language. Because the content levels mismatch student abilities it makes learning materials difficult to understand leading to excessive memorization of facts. No standardized curriculum acknowledges regional linguistic diversity and social-cultural factors at learning locations which are essential for meaningful educational experiences (Naseem & Jamil, 2022).

2.8. Research Gap

Significant investigation exists on EMI at the tertiary stage but research in secondary education particularly in low-end educational settings remains rare. The current research body uses test scores and language benchmarks when measuring outcomes which creates a knowledge gap regarding students' subjective experiences as well as their resilience mechanisms and subjective perspectives. No thorough examination exists regarding the emotional and psychological aspects and cognitive development of students who learn through EMI at the secondary school level. Qualitative research in EMI classrooms remains insufficient because no research integrates student and teacher viewpoints especially for educational settings that do not use English outside school boundaries. Insights into second language academic content comprehension and teacher strategies for managing EMI delivery would help develop essential policy reforms. A comprehensive examination of EMI effects on academic results operates as the main objective of this investigation through direct classroom observation.

3. Methodology

The research process which examines English as Medium of Instruction's (EMI) impact on students' academic performance in secondary education receives detailed explanation in this chapter. The research methodology establishes the framework through which the study was conducted while describing the site of investigations and participants together with research sampling methods and data collection techniques and ethical practices. Through qualitative research methods the study achieves thorough investigation into how students experience EMI classroom learning challenges.

3.1. Research Design

Research methods establish a comprehensive approach for conducting this study. The researcher used a qualitative framework to study the performance effects of teaching through English as the Medium of Instruction (EMI) because it works best for understanding intricate educational phenomena. The research bases its approach on case studies to deeply investigate actual educational settings which provide detailed understanding about student experiences within EMI classrooms. Research using the case study method provides exceptional insights into detailed EMI effects because it permits researchers to study different viewpoints while

collecting information from various sources in a target environment. The interpretive research procedures help researchers capture participant perspectives by collecting their emotions and their subjective viewpoints about learning in EMI educational settings and their various challenges. This research method reveals important themes about student experiences with EMI together with their methods of handling obstacles and their response to academic learning and motivational outcomes.

3.2. Research Setting and Participants

Research takes place in secondary institutions which introduce EMI instruction as their main instructional method. The selected educational facilities adopt different learning environments through which English serves to instruct mathematics and science as well as social studies content. The investigation takes place at educational institutions to investigate the positive and negative aspects students face when learning their studies through foreign languages. The research study includes twenty students from secondary school who represent different English proficiency levels and come from various backgrounds between grades eight through twelve. The various backgrounds of the participants enable researchers to produce a substantial understanding of how students tackle EMI education. The research participants were selected because they spent time in EMI classes and agreed to participate in the study. The distinctive life experiences of each student help researchers understand how EMI affects their learning performance alongside mental health.

3.3. Sampling Method

Purposive sampling served as our participant selection method because this research design allows researchers to deliberately choose subjects who possess the required information or specific experience related to their research focus. Researchers relied on purposive sampling to identify participants using EMI classroom experience because these participants demonstrated the necessary expertise to assess the effects of EMI on their performance and emotional states. The researcher utilized snowball sampling to build up the sample population through initial participant referrals directed at finding other suitable candidates. Through this approach we obtained greater participant access because it allowed us to reach people from various grade levels along with participants of different English language abilities. Purposive and snowball sampling worked together to identify participants who both represented the target population along with possessing pertinent insights about EMI.

3.4. Data Collection Methods

A combination of different data collection methods was used in this research study to gain an extensive view of the research problem. Semi-structured interviews and focus groups were used as part of the primary research process, which also included document analysis and classroom observations. Using semi-structured interviews with open-ended questions, each participant had the opportunity to express their experiences and insights regarding EMI. Through focus group discussions, students were able to share their viewpoints with one another, which enhanced the data that was collected. By keeping an eye on how students

interacted with the English language in their classroom, the researchers were able to support their findings. A review of curriculum guides, assessment plans, and instructional materials were included in the document analysis, which helped to clarify how language is used in classroom instruction. Several data-gathering techniques combined to generate comprehensive data that presented complex insights from multiple perspectives.

3.5. Data Analysis Technique

The data collected by various means was subjected to thematic analysis, a method enabling researchers to find and extract meaning from patterns and themes in qualitative data. This technique was selected by the researchers because it effectively converts complex multidimensional data into useful organized categories that represent the subjective understanding of participants. Data categorization via coding yielded important student-driven themes concerning EMI experiences, including obstacles, benefits, emotional responses, and academic outcomes. The research used NVivo software to streamline handling extensive qualitative information by helping with data organization and analysis. This thematic analysis identified frequent patterns through various data sources alongside different participant categories to produce comprehensive findings about secondary school students' EMI experiences. The researcher aimed to uncover important findings connected to the research questions through the interpretation process.

3.6. Trustworthiness of the Study

Qualitative research requires establishing trustworthy research approaches because they validate the credibility and reliability of obtained findings. This investigation incorporated various measures for establishing trustworthiness of the study. The researcher applied credibility together with dependability transferability and confirmability standards to the research methods. The research relied on data triangulation from interviews and observations along with documents to establish credibility in its approach to the research topic. The research-maintained dependability through documenting every step of investigation so participants could verify activities during data acquisition and assessment procedures. The research included detailed descriptions that enabled readers to judge if findings applied outside the original study environment. The research remained confirmable through an objective process and data-driven findings which eliminated biases from researchers. Researchers take these measures to increase the research integrity which leads to trustworthy valid findings.

3.7. Ethical Considerations

The study practiced rigorous ethical practices to protect the safety of all participants in each research action. All participants received informed consent together with necessary guardian authorization to fully understand the study goals and related procedures and potential risks. Each participant freely chose to take part in the study and had the right to discontinue Their participation whenever they wanted with no negative results. All personal information received strict confidentiality treatment by making participants anonymous to defend their privacy rights. Research team members had sole access to the collected data which

was properly secured for protection. The research followed ethical practices by allowing participants to maintain dignity while recognizing their free choice and through data collection methods that honored their individual viewpoints. The research methodology implemented proper ethical protocols which continued to defend participant rights from beginning to end of the investigation.

4.Results And Analysis

4.1. Section 1: Demographic Information

Table 4.1.1: Participants’ Age Distribution

| Coding | Theme |
|-------------|---------------------------|
| 13–14 years | Lower Secondary Students |
| 15–16 years | Middle Secondary Students |
| 17–18 years | Upper Secondary Students |

All secondary levels had representation through student participants ranging from 13 to 18 years old. Students between 13 to 14 years old belonged to lower secondary education levels where they were developing their beginner-level English abilities. Teenagers between 15 and 16 years old in middle secondary demonstrated stronger English proficiency and improved academic assurance. Students aged 17-18 at upper secondary showed the most experience with English as a Medium of Instruction and actively participated in classroom discussions. The age of the students directly affected their comfort in using English as a language. The participating students demonstrated a well-rounded perspective of EMI influence regardless of their age progression in school.

Table 4.1.2: Grade or Year Level of Participants

| Coding | Theme |
|-------------|------------------|
| Grade 8 | Lower Secondary |
| Grade 9-10 | Middle Secondary |
| Grade 11–12 | Upper Secondary |

Students from Grade 8 up to Grade 12 joined the research which spanned the entire duration of secondary education. Students in Grade 8 from lower secondary schools faced greater challenges with EMI since they had less contact with the language. Students who were in Grades 9 through 10 demonstrated increased comfort levels dealing with their education through English medium instruction. Students enrolled in upper secondary grades adopted English fluency to a higher degree when studying intensive courses such as science and social studies.

Table 4.1.3: Primary Language at Home

| Coding | Theme |
|----------------|-----------------------------|
| Local Language | Native Language Environment |

English and Local Language Bilingual Setting
English Only English-Speaking Household

Students used their local home language when communicating, which kept them in their native linguistic environment. Students who spoke local languages encountered the most challenges when starting their studies at English Medium of Instruction schools. Students in bilingual homes enjoyed a unique benefit since they had access to both English and their local language so communication and understanding came easier to them. Few students from English- only homes maintained better EMI performance with increased English confidence. Students first experience in English-based education was strongly influenced by which language they learned at home.

Table 4.1.4: English Language Proficiency

| Coding | Theme |
|----------|----------------------|
| Beginner | Basic Understanding |
| Moderate | Communication Skills |
| Advanced | Fluent and Confident |

The participants completed a survey which required them to determine their abilities in English. Most students assessed their English abilities at intermediate which meant they needed help to understand lessons. During classroom activities the beginners struggled to comprehend technical terminology leading them to stay away from class participation. The students in advanced English proficiency showed fluency in speaking through active classroom participation in both assignments and discussions and presentations. Student English proficiency differed significantly which directly influenced their academic results together with classroom comfort and usage of English Medium Instruction.

4.2. Section 2: Students’ Perceptions of EMI in the Classroom

Table 4.2.1: Students’ Views on EMI

| Coding | Theme |
|-----------------|----------------|
| Overall Opinion | Mixed reaction |

The pupils voiced differing opinions on changing to English study from their mother tongue for their schooling. Because they realized how important English language proficiency is for opening doors to future academic and professional success, they saw EMI as essential. Students encountered various viewpoints towards learning English, which occasionally led to barriers that made it more difficult to understand complex material. When dealing with classroom adaption challenges, students’ responses showed both positive and negative sentiments due to their varying degrees of English proficiency.

Table 4.2.2: Difficulties Faced in EMI Settings

| | Coding | Theme |
|--------------|--------|--|
| Difficulties | | Difficulty in understanding vocabulary |

Major challenges were described by students from different majors while their English-taught classes were being taught. The pupils' limited vocabulary, particularly in relation to their subjects, hindered their ability to comprehend the content and caused comprehension issues. Students were making less progress in their schooling since they were not learning as fast in English classes as they were in their mother tongue. Students refrained from asking questions because they feared judgment from classmates during the classes that used English as the main language which worsened their learning difficulties.

Table 4.2.3: Perceived Benefits of EMI

| | Coding | Theme |
|--|----------|--------------------------------|
| | Benefits | Improvement in language skills |

Some students managed to see positive aspects in studying academic material through English language instruction even when facing obstacles. The implementation of EMI helped students become more proficient English speakers to access wider learning resources besides textbooks because those materials typically exist in English. Many students regarded EMI as an essential step for university studies since education and international employment options use English.

Table 4.2.4: Challenging Aspects of EMI

| | Coding | Theme |
|---------------------|--------|--|
| Challenging Aspects | | Technical vocabulary, fast pace of English-speaking teachers |

Students addressed problems with EMI because teachers failed to adequately define technical and subject-related words. Students found it difficult to track lessons and instructions because teachers spoke too rapidly particularly when they taught in English. Restricted understanding occurred when students participated in class activities since their grasp on technical language remained inadequate especially in sciences and mathematics where particular terminology helps students learn essential ideas.

4.3. Section 3: Emotional and Psychological Impact of EMI

Table 4.3.1: Emotions Related to Speaking or Writing in English

| | Coding | Theme |
|--|----------|--|
| | Emotions | Nervousness or pressure, depending on language confidence. |

Students felt various feelings during their English assignments in classroom environments where they needed to speak or write the language. These feelings included nervousness together with fear of negative feedback. Students who showed weaker skills in English experience the most intense fear about errors when speaking in class. Some EMI students who demonstrated strong English language abilities felt joy because they succeeded in their English communication attempts. The experienced emotions played a significant impact on how students interacted with EMI classrooms through their attendance level and feeling comfortable participating.

Table 4.3.2: Impact on Confidence in the Classroom

| Coding | Theme |
|------------|--|
| Confidence | Confidence can increase with practice. |

MI courses had two separate effects which influenced student self-confidence levels. Students who already had solid English abilities found classroom use of the language to enhance their self-assurance thus promoting their active classroom engagement. Students who had difficulty understanding the subject relied on language faced decreased self-confidence because they lacked the capability to understand the lesson material completely or properly join class activities. Students developed such low confidence levels that they started to prevent getting involved in classroom discussions and thus distanced themselves from educational learning activities.

Table 4.3.3: Language-Related Stress and Anxiety

| Coding | Theme |
|--------------------|---|
| Stress and Anxiety | Academic pressure and social anxiety during group activities. |

Students experienced elevated levels of anxiety because of their inability to understand English sufficiently. Academic success coupled with the requirement to learn in English generated elevated levels of anxiety about earning subpar grades or unsatisfactory results in exams. During group activities students showed signs of distress because they were required to always use English. Students commonly avoided expressing themselves clearly which caused them to feel doubtful both about themselves and made their stress levels rise.

Table 4.3.4: Influence of EMI on Motivation

| Coding | Theme |
|------------|------------------------------------|
| Motivation | Mixed motivation for future goals. |

Students demonstrated conflicting effects regarding their motivation in response to EMI. English education proved to be motivating for most students because they understood its significance towards their educational advancement and professional futures. Students who did

not understand the class materials dropped their desire to continue studying because of failing to grasp the content. Students commonly experienced demotivation because they failed to understand their lessons even when trying to improve their ability in English language.

4.4. Section 4: Impact of EMI on Academic Performance

Table 4.4.1: Effect of EMI on Subject Performance

| Coding | Theme |
|----------------------|--------------|
| Academic performance | Mixed effect |

Students experienced different effects of EMI on their academic performance results. Most students showed enhanced English skills through EMI, yet their learning of subject-specific content became more complex because of the change to an EMI system. Learning difficult topics became harder for students primarily because explanations were inadequate or because instruction proceeded too rapidly. Their academic success declined significantly in subjects needing deep understanding by facing the challenges.

Table 4.4.2: Perceived Influence of EMI on Academic Success

| Coding | Theme |
|-------------------|---|
| Influence success | On EMI is perceived as either helping or hindering academic success based on individual language proficiency. |

The academic success experienced by students because of EMI depended directly on their English proficiency level. Students at a proficient level of English saw EMI education as an opportunity to demonstrate better performance while competing with their peers. Students with average English skills experienced EMI as an obstacle to academic achievement since new lessons became harder to learn and project work became harder to complete. The different beliefs concerning the effects of EMI showed how essential language support and academic support programs need to be for students who face hurdles with English Medium Instruction (EMI).

4.5. Section 5: Support and Resources for EMI Students *Table 4.5.1: Availability of English Language Support*

| Coding | Theme |
|---------------|---|
| Available | Language support is provided through extra classes, and online resources. |
| Not Available | No formal language support for EMI students |

Students' performance in classes that used EMI was mostly attributed to their access to English language support. Confidence in their English lesson skills was higher among users who had access to language workshops, additional lessons, and online language learning tools. In addition to having more difficulty understanding the subject, students also became disengaged from their studies in the absence of these extra language support tools. Students need these support systems to successfully navigate English as a Medium of Instruction

classrooms.

Table 4.5.2: Teacher's Role in Supporting EMI Students

| Coding | Theme |
|------------|--|
| Supportive | Teachers who teach very well explain concepts and provide additional resources. |
| Unhelpful | Teachers who just focus on content in English without considering Students' needs. |

Students' educational journeys were directly influenced by the teaching strategies employed by their English Medium Instruction teachers. To help their pupils understand the course topic, seasoned teachers deliberately gave explanations slowly and used different wordings while providing supplementary materials. These teachers frequently provided extra office hours and peer support programs. Unhelpful teachers who insisted on using a rigid English delivery style for non-native English speakers rather than modifying their methods made learning more difficult for students and led to misunderstandings and performance issues.

Table 4.5.3: Use of Technology to Enhance EMI Learning

| Coding | Theme |
|---------------|---|
| Effective Use | Use of multimedia in classroom, online quizzes, language online apps, and e-learning platforms to improve learning. |
| Ineffective | Limited or no use of technology, making learning more challenging for students. |

The students' learning process gained significantly by including technological gadgets into the process. Students became better language practitioners using efficient technological equipment which included interactive quizzes and multimedia presentations as well as e-learning platforms and language apps. Educational tool use by students beyond fixed learning time permitted them to work on English at their own pace and construct their abilities. Students struggled more with schoolwork when technology implementation or availability was poor because they got angry and could not keep up with their class material.

Table 4.5.4: Peer Support in EMI Classrooms

| Coding | Theme |
|------------------|--|
| Resolute support | Peer students who worked together, shared knowledge, and helped each other during lessons. |
| Weak support | Limited interaction or collaboration between students, leading to isolation. |

In EMI classrooms specifically for English language novices the help that students get from their peers played an essential role. Students within classrooms who engaged on regular Basis in teamwork created a supportive environment since they supported each other with challenging subjects and questions. Through this approach, students experienced a supportive education environment which decreased their learning tension. Students without sufficient peer interaction in their classroom setting experienced increased feelings of loneliness and had trouble following the lesson content. Both students and EMI became more challenging because of insufficient student collaboration during learning sessions.

4.6. Section 6: Teacher Support and Instructional Practices in EMI

Table 4.6.1: Teaching Methods in EMI Classrooms

| Coding | Theme |
|------------------|--|
| Teaching methods | Code-switching, visual aids, repetition, interactive activities. |
| Visual support | Use of charts, diagrams, real-life examples. Teachers approach |
| Simplified | language, repetition, active engagement. |

Support methods utilized by teachers for student understanding of English-based school lessons will be explored in this section. According to student reports teachers use code-switching as a strategy to explain complicated subjects through both English and the native language. Visual resources consisting of diagrams along with charts and real-life illustrations help students grasp abstract elements better. Using simpler words combined with repeated explanations helps students achieve better understanding of the lesson material. Teacher-student engagement includes both interactive group discussions that enhance learning and develop collaborative learning spaces.

Table 4.6.2: Learning Resources Provided by Teachers

| Coding | Theme |
|-------------------|--|
| Resources | Bilingual notes, glossaries, videos, PowerPoints slides, videos, handouts. |
| Language supports | Bilingual glossaries translated materials. |

The section examined the educational resources which teachers provided to assist students during their EMI classroom learning process. Notes and glossaries with bilingual content find high appreciation from students since they provide a bridge across English language and their native tongue. Through PowerPoint slides and educational videos

alongside handouts teachers supply hearing and visual instructional elements that improve student information processing effectiveness. Students benefit from translated materials because these resources let them refer to essential terms through their native language as well as English which helps with comprehension.

Table 4.6.3: Addressing Language Challenges in Class

| Coding | Theme |
|---------------------|--|
| Teacher support | Helpful but inconsistent, depends on teacher's approach. |
| Proficiency gap | Differences in teacher awareness and proficiency. |
| Language challenges | Varies by subject and teacher. |

This part discusses teacher strategies for coping with language barriers that students encounter in educational settings. The educators provide inconsistent help to students because their English proficiency and understanding of student needs vary between teachers. Initiative-taking instructional methods where teachers slow down teaching speed, rephrase verbal statements, or supply supplementary clarifications create more effective language barrier solutions for students. Teachers provide helpful support to students but there is inconsistency between different subjects so the students may face difficulties when instructors expect them to understand without proper help.

Table 4.6.4: Suggestions for Improved Teaching Practices

| Coding | Theme |
|----------------------|--|
| Teaching suggestions | Visual aids, simplified tests, regular language support. |
| Support needed | Slower pace, clearer explanations, language sessions. |
| Student needs | More direct support, simplified assessments |

Students submitted recommendations to enhance educational methods which would facilitate better lesson comprehension in the subject of English. Most students proposed using visual materials such as charts or diagrams which would make lessons easier to understand. Students demanded basic evaluation simplification along with specialized language sessions that focus on professional jargon. The students stressed that instructors should both instruct at a slower speed and give complete detailed explanations to students. The system will allow students to develop stronger feelings of competence in their ability to understand and achieve within the EMI learning realm.

4.7. Section 7: Coping Mechanisms and Strategies for Success in EMI

Table 4.7.1: Personal Strategies to Cope with EMI Challenges

| Coding | Theme |
|-------------------|---|
| Coping strategies | Translating notes, watching videos, group study, asking for help. |
| Study methods | Peer collaboration, translation, self-study. |
| Language support | External resources, tutors. |

The learning challenges faced during English education have forced students to build different coping strategies which this part analyzes. The investigated students utilized different methods like note translation into their mother tongue to achieve understanding and watching educational programming in English to consolidate classroom material. Group study represents a common method which enables students to work together by discussing classes in English and their mother tongue. Students approach both teachers and their peers for explanation when they need better understanding of material.

Table 4.7.2: Steps Taken to Improve Lesson Comprehension

| Coding | Theme |
|------------------------|--|
| Comprehension lessons. | Steps Re-reading notes, using dictionaries, summarizing lessons. |
| Review methods | Reviewing class materials, asking for clarifications. |
| Additional efforts | Watching videos, self-testing. |

The students use different methods to enhance their lesson comprehension of English language courses. Students perform three key study steps they use after class: they review their notes while looking up unknown words in dictionaries then rewrite lesson information using simpler language to validate their understanding. Several students enhance learning through supplementary educational resources including both online video content and further study materials. Students frequently seek teacher explanation when they cannot comprehend a subject because they want to enhance their understanding of the topic.

Table 4.7.3: Use of Resources to Strengthen English Skills

| Coding | Theme |
|----------------|---|
| Resource use | YouTube, educational apps, online dictionaries, English tutors. |
| Learning tools | Language learning apps, video tutorials. |
| External help | Tutors, after-school classes. |

Students utilize external resources to build their academic English skills according to this section. Students use YouTube to find tutorial content related to their subjects and language learning applications such as Duo lingo to develop vocabulary knowledge and linguistic abilities. Students modify their learning by consulting online dictionaries to find definitions of unfamiliar words they discover during their academic work. Students seek tutors along with after-school language classes to enhance their English abilities because they need assistance with academic textbook English at school.

Table 4.7.4: Advice for Fellow EMI Learners

| Coding | Theme |
|------------------|--|
| Advice | Practice, ask questions, use English outside class. |
| Tips for success | Don't fear mistakes, engage with the language daily. |
| Peer support | Collaborate, read, and watch English content. |

This part collects guidance for EMI classroom learners from students who have experienced this teaching approach. The students highlighted the importance of practicing English in everyday situations, like reading, writing, and speaking. They shared with their classmates that making mistakes is a natural part of the learning process, so there is no need to be afraid of practicing. They suggested that their peers spend time engaging with English outside of school, whether it is by watching movies or reading books, to help improve their fluency. The students also stressed the value of collaborating with classmates and asking questions to ensure a better understanding and positive outcomes in EMI courses.

5.Summary

This research investigates both the difficulties of using English as a Medium of Instruction (EMI) in secondary schools, looking closely at how it impacts students' language skills, academic performance, and emotional growth. Data was gathered from students in grades 8 to 12 to see how EMI shapes their classroom experiences, subject understanding, and confidence in learning English. It turns out that students from different age groups and language backgrounds have varying levels of comfort with EMI. Younger students often find it tougher to learn when English is the medium, while older students tend to have a better grasp of using English in their studies.

The experience of learning through EMI can have significant psychological and emotional effects, leading many students to feel anxious and stressed due to language barriers. Those who enjoy learning English often feel motivated, while others may struggle with understanding lessons, which can dampen their academic engagement. However,

students recognize the long-term benefits of EMI, as it boosts their English skills and opens global educational resources that can help them thrive in their future studies and careers. Interestingly, students showed mixed results in their academic performance, especially when tackling advanced subjects like science and math, which many found challenging.

Support from teachers played a crucial role in easing the challenges posed by EMI. Educators who adapted their teaching methods by incorporating bilingual explanations and visual aids saw better outcomes in student learning. Some teachers encountered challenges in providing the right language support for students with limited English skills during the implementation of their English Medium Instruction (EMI) programs. To aid their academic progress and language growth, students turned to educational apps and online resources, which became essential tools in their learning journey. The research explored the strategies that students used to tackle the academic challenges posed by English Medium Instruction (EMI). It found that students relied on three main strategies to navigate these difficulties: using dictionaries, accessing online resources, and seeking assistance from their peers, all while practicing their English in their free time.

The findings suggest that while EMI can present various challenges, having the right support and resources can help students develop essential language skills that will benefit their academic journeys. To ensure that all students have a fair chance to succeed in EMI environments, it is crucial to create additional standardized educational methods.

6. Discussion

Students' readiness for English Medium Instruction (EMI) varies significantly across different age groups and grade levels, as well as their language backgrounds. Younger students in lower secondary grades, specifically 8th and 9th graders, face unique challenges when they encounter EMI. They often struggle with complex subject-related vocabulary and find it hard to express their thoughts in English. In contrast, upper secondary students (Grades 11-12) tend to have better English proficiency, which helps them navigate EMI environments more successfully. The ability of students to adapt to English-medium classrooms is closely tied to their age and their stage of language development.

While students see the benefits of EMI, they also report facing numerous challenges in these classes. Language barriers create significant learning obstacles, particularly in subjects like science and mathematics, where understanding subject-specific vocabulary is crucial. This highlights the need for targeted linguistic support. Students recognize that the long-term benefits of EMI will enhance their professional development, despite the current difficulties they face in learning through this medium. Additionally, the psychological impact of EMI is important to consider, as it affects both student motivation and mental health. Those with lower English proficiency often experience anxiety, stress, and fear of judgment.

The emotions at play led to a lack of engagement in the classroom, which took a toll on the students' self-confidence. Those who showed a stronger grasp of the English language felt a sense of satisfaction and found their motivation boosted, encouraging them to take part more actively in class discussions. On the other hand, less confident learners faced emotional challenges in English Medium Instruction (EMI) classrooms, highlighting the need for teachers to foster supportive environments that prioritize students' psychological well-being. Students in EMI settings showed a range of outcomes in their academic performance. Many struggled to understand the academic material because they had difficulty with complex English vocabulary, particularly in subjects that required specialized terms. Comprehending abstract ideas alongside technical language in English classes, especially in science and math, proved to be a challenge for them. This research underscores the necessity for educational strategies that not only give students at any level of English proficiency access to specialized content but also help enhance their language skills.

7. Findings

The research uncovered several significant findings regarding the use of English as a Medium of Instruction (EMI) in secondary education. Students of different ages and grade levels showed varied responses to EMI in their learning experiences. For those aged 13 to 15, the challenges of English Medium Instruction were particularly tough, as their grasp of English was still developing. This struggle made it hard for them to engage with the subject matter, leading to less participation in class. On the other hand, students in higher secondary grades (11 and 12) felt more confident in their ability to participate in English-Medium classes. Their stronger command of English, combined with their advanced academic skills, allowed them to thrive in lessons taught in English.

The study concluded that students' language proficiency levels have a direct impact on their success in English as a Medium of Instruction classrooms. Students who performed better in English speech and comprehension took an initiative-taking role in classroom dialogue and achieved superior academic results. These students demonstrated proficiency to comprehend specialized subject jargon and made their thoughts understandable in the English language. Students with limited English proficiency faced major challenges while trying to learn subject-specific vocabulary because this led to poor lesson comprehension along with academic failures. The identified proficiency differences showed it was necessary to develop specific language learning strategies for English language learners who had lower proficiency levels. Our study showed that EMI implementation had major emotional effects on English language learners.

Students experienced a combination of positive and negative emotional reactions during their encounter with EMI. The new teaching approach caused some students to feel

enthusiastic and motivated as they wanted to develop their English skills and boost their educational possibilities. The educational medium provided these students with enhanced academic development while allowing personal advancement. The lack of English confidence among students caused them to feel stressed, worried, and frustrated when participating in group sessions as well as written exams. The negative emotional outcomes among students stemmed mostly from their personal evaluation of their English capabilities as students who doubted their language ability had greater difficulties with EMI classes. Success for students in English Medium Instruction classrooms depends heavily on the supportive actions undertaken by their teachers.

Teachers who combined English with students' native language while using pictures and basic terminology demonstrated better success in teaching English language material to students. Such instructional methods created an easier path to learn complex ideas which improved student understanding of the material. The extent of teacher support showed inconsistent patterns between different subjects in the research. Particularly students identified that some teachers wrongly presumed they were better at English than they turned out to be leading to comprehension gaps. Consistent teaching methods across different subjects became essential because the varied support students received showed the need for improvement.

Students successfully dealt with EMI challenges because they relied on technology and peer interactions as help sources. Students identified educational applications together with online educational materials and video tutorials as essential tools that helped them build their language skills while gaining understanding of their subjects. By utilizing these educational resources students could obtain supplemental explanations and practice materials which strengthened their classroom knowledge. Students used peer support networks actively because they sought help from friends through collaborative knowledge sharing and resource exchange to understand their subjects. Refusing to work alone students used teamwork which served as both an academic resource and an avenue to build community bonds between them.

The students created different coping solutions to manage the problems they encountered with English language education. Students implemented two different approaches to tackle unfamiliar English words since they either used bilingual dictionaries for translation, or they watched educational videos for additional study support. Students adopted study groups as a common practice to review lessons and assist each other with complex subjects in their EMI classes. To succeed academically within EMI classrooms students needed these coping approaches to deal with language obstacles. The research demonstrated that students showed impressive resilience because they discovered effective solutions to manage second-language learning obstacles.

8. Conclusion

The research shows that secondary schools dealing with English as a Medium of Instruction (EMI) face numerous difficulties for students with limited English skills. Language difficulties faced by students in lower secondary education led to increased challenges when learning through EMI thus lowering their academic achievement and participation rates. Researched data reveals that beginner-level English subjection through EMI creates difficulties for younger students but older students with advanced language abilities show higher levels of involvement and success. Targeted language assistance for young students remains vital for EMI success since it enables this approach to serve all learners despite their English fluency levels. The research investigation focuses on the emotional and psychological effects which EMI produces on students. The chance to improve their English skills motivates a few students but it creates anxiety and stress particularly when they need to work in groups and during exams. Students manifest different emotional reactions because they vary regarding their English competency and lesson comprehension abilities. Research results demonstrate that students require emotional support in addition to academic help.

Teachers create an encouraging learning space that allows students to ask questions freely because this environment directly enhances student confidence and dampens emotional responses from English as a Medium of Instruction. The research demonstrates that teachers together with peer collaboration and educational technology play essential components for implementing successful EMI initiatives. Teachers implement better results with their educational methods when they combine code-switching with visual resources and easy-to-understand language for students to comprehend. Students faced less difficulty with English learning because they could access educational applications and online platforms together with their peers for support.

8.1. Recommendation

The research outcomes indicate several recommendations for secondary school EMI enhancement:

1. Schools need to establish specialized language programs which match the learning needs of students according to their existing language proficiency rates. Students would benefit more from additional language education and peer support programs which also allow online educational tools.
2. Teachers need professional training to implement efficient English as a Medium of Instruction methods including code-switching and visual support and simplified wording which enhances lesson comprehension for all students. School personnel need training that allows them to detect student distress and emotional hardships together with developing their ability to respond with supportive behavior.

3. The educational program requires integration between language acquisition education and subject matter content delivery. Teachers need to create subject-related terminology accessible through bilingual dictionaries while providing clear explanations relating the words to context.
4. Academic institutions must implement technology tools that include educational applications together with multimedia learning materials and virtual training platforms to enable students' better mastery of English while learning the curriculum content.
5. Students must be encouraged inside EMI-educational environments to build productive relationships by sharing information and helping others face EMI's challenges together.

8.2. Limitation

The research strengthens our knowledge of EMI through its assessment of EM advantages and difficulties, yet it has various shortcomings. The study includes a research sample that fails to capture the complete range of student diversity across different school types and regions which reduces the ability to generalize the research conclusions. The research collected data primarily from student perceptions rather than what happened in classrooms which might differ from reported experiences. Insufficient study duration prevents researchers from evaluating how EMI influences students' academic outcomes and mastery of target languages. Researchers should explore these research limitations through sample selection by choosing larger inclusive populations while implementing standard objective performance tests and evaluating students through extended follow-ups.

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