

Exploring the Typology, Teachers' Perceptions, and Challenges of EMI Implementation at a Private Primary School

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Abstract

The trend of implementing EMI is getting raised across countries including Indonesia. Yet, the majority of previous studies merely focused on exploring EMI practices in tertiary education rather than primary-secondary education. Thus, this study is intended to uncover the implementation of EMI in a private primary school by focusing on three main issues: typology, teachers' perceptions, and challenges. Qualitative approach featured with semi open-ended questionnaire and semi structured interview were applied in this study. The results reported the kind of EMI implemented in the school. Also, teachers' perceptions and challenges of implementing EMI, and pedagogical implication are discussed in this study.

Keywords: *EMI, primary school, teachers' challenges, teachers' perceptions, Typology*

INTRODUCTION

The use of English as a way of teaching subject content is generally referred to English as a medium instruction (EMI). However, there are many other related and exchangeable terms referring to the use of English for teaching subject content such as content-based learning (CBI), content and language integrated learning (CLIL), immersion education, theme-based language teaching, and bilingual education (Richards & Pun, 2021). Those terms were used variously across the world including in North America which called the phenomenon of teaching content subject through English as immersion, content-based learning (CBI), content-based language learning or content-based language education, and in Europe it was commonly labelled as content and language integrated learning (CLIL), integrating content and language in higher education or English-taught programs. Meanwhile, EMI was generally used but not limitedly to represent the teaching of subject content through English in higher education level (Macaro et al., 2018). In this case, some secondary and primary schools take account of the application of EMI though the percentage of EMI application in both school levels was relatively lower than in university level. To add, EMI was more frequent to be implemented by private universities than public universities (Macaro et al., 2018).

The trend of implementing EMI is getting raised recently, including in Indonesian educational context. Again, most of the previous research focused on exploring the practices of EMI in higher education context (Abduh et al., 2021; Dewi, 2017; Floris, 2014; Pritasari et al., 2019). The findings of those studies relate to problems, strategies, motivations, perceptions of students and lecturers of EMI implementation in higher education. The findings truly contribute to the enrichment of EMI literature. Yet it is only uncovering the EMI practices in higher education context. Meanwhile, the EMI practices in primary and secondary education context are still limitedly explored. Looking at the gap, thus, the present study tried to

investigate the EMI practices in a private primary school by administering three focuses: the typology, teachers' perceptions, and challenges of implementing EMI. The research questions are formulated as follows:

1. What kind of EMI (typology) is implemented in the private primary school?
2. What are the teachers' perceptions of EMI implementation in the private primary school?
3. What challenges do the teachers face during the EMI implementation?

English as a Medium of Instruction (EMI)

Historically, the emergence of EMI cannot be separated from the practice of teaching subject contents in a second language in the late of 1950s across European countries. To illustrate, French-speaking students studied at school whose subject contents were taught in English and English-speaking students attended a school with French immersion (Barnard, 2014). At that time, this aimed at building multilingual and multicultural education. In Europe, this teaching approach was popularly known as Content and Language Integrated Learning (CLIL) where additional language was used to teaching both the content of a subject and the language itself (Cenoz et al., 2014; Marsh et al., 2012). Thus, CLIL has dual focuses: teaching the subject content and the additional language. Such instructional programs applying CLIL was increasingly adopted across educational institutions in Europe, especially in higher education. As the programs grew rapidly attracting many international students to join, some European universities expanded their educational services to Asia by establishing branch campuses in several countries especially the British former colonized countries such as Hong Kong, Taiwan, Malaysia, and Singapore (Tsou & Kao, 2017). The teaching of academic subject contents through English in British former colonized countries obtained positive responses. Thus, they built wider relationships to other non-British colonized Asian countries such as Japan, China, and Indonesia to offer the educational services. Offered in a different context, the approach became slightly different carrying out the teaching of subject contents (other than English subject) mediated by English where its goal was only on the achievement of the subject contents and this was called English as Medium of Instruction (EMI) (Richards & Pun, 2021).

Interestingly, the term EMI is commonly confused with CLIL and content-based instructions (CBI) as indeed those terms may have similarities and somewhat overlap (Soruç & Griffiths, 2018). The key difference among those terms is generally located in their focus of instruction between content-driven and language-driven (Richards & Pun, 2021). Adapted from Thompson and Mckinley (2018), Richards and Pun (2021) created an illustration of EMI continuum as follows:

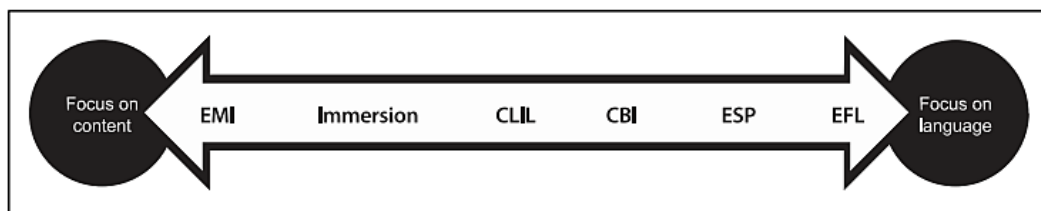


Figure 1. The continuum of EMI illustrated by Richards and Pun (2021) and adapted from the work of Thompson and Mckinley (2018)

Briefly, it can be summarized that EMI focuses on teaching subject content mediated by English, CLIL focuses on both teaching subject content and English/target language, and CBI focuses on teaching the academic skills of English/target language by drawing topics, texts, and tasks from subject matter (Brown & Bradford, 2017).

Similar to the other types of businesses, education was also impacted by globalization. Globalization decreases space, time, and country borders allowing people, goods, services, and information to come across countries effortlessly (Appadurai, 1996; Suárez-Orozco & Qin-Hilliard, 2004). Thus, educational institutions had to compete with not only the local intuitions but also the international ones in the global market (Tsou & Kao, 2017). This made the educational institutions provide distinct facilities to attract student candidates. One of the alternative strategies was adopting EMI to be an excellent program. Likewise, through EMI, the educational institutions could improve their employability (Coleman, 2006) and competitiveness (Byun et al., 2011). Also, EMI allowed the process of internationalization for the education institutions (Doiz et al., 2011) since English played a role as a lingua franca (Galloway et al., 2017). Therefore, EMI became a global trend for educational institutions around the world especially the non-English speaking countries (Hu & Lei, 2014). Furthermore, Richards and Pun (2021) mentioned some reasons of educational institutions to implement EMI such as to improve English learning, provide a common language instruction in multilingual countries, promote economic competitiveness, produce globally literate graduates, attract international students, raise institutional rankings, increase institutions' prestige, promote institution competitiveness, facilitate regional-international communication and develop students' intercultural communication skills.

Characteristics of EMI

Richards and Pun (2021) formulated ten characteristics to identify EMI practice in a particular educational context: purposes of EMI, assessment in EMI, curriculum models, introduction of EMI, access to EMI, the English subject course and EMI, the EMI content teacher, the English subject teacher, the EMI learner, and instructional materials in EMI. The descriptions of each characteristic are presented in table 1. The ten characteristics were used to be the framework of the present study to figure out the typology of EMI implemented in the private primary school.

Table 1. The summary of EMI characteristic descriptions (Richards & Pun, 2021)

Purposes of EMI	<ul style="list-style-type: none"> ▪ Content EMI (Studying academic content/skills with English). ▪ Bilingual content EMI (Studying academic content/skill in two languages). ▪ Intercultural EMI (Studying intercultural communication skills). ▪ Proficiency EMI (Improving English proficiency).
Assessment in EMI	<ul style="list-style-type: none"> ▪ Content assessment (Content mastery-based assessment). ▪ Content and language assessment (Content mastery and language proficiency-based assessment). ▪ Language assessment (Language proficiency-based assessment).
Curriculum models	<ul style="list-style-type: none"> ▪ Single medium (All subjects except English are taught in English). ▪ Dual medium/partial EMI (Several subjects taught in English while others in another language). ▪ Parallel (Several subjects taught both in English and another language). ▪ Transitional (Firstly, several subjects are taught in another language and later taught in English).

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	<ul style="list-style-type: none"> ▪ Collaborative (Both the content and the English teacher collaborate in teaching content classes). ▪ Interdisciplinary (Teachers coming from different disciplines share the teaching). ▪ Sheltered (Content teacher teaches a content course specifically designed for L2 students). ▪ Adjunct (Content and language courses are linked by the same content based and coordinated tasks). ▪ Bridging (Transitioning to EMI through a preparatory/bridging course).
Introduction of EMI	<ul style="list-style-type: none"> ▪ Early EMI (EMI is introduced since pre-school or primary school and continues to higher education). ▪ Middle EMI (EMI is introduced since secondary school and continues to higher education). ▪ Late EMI (EMI is implemented in higher education only).
Access to EMI	<ul style="list-style-type: none"> ▪ Selection model (Students are required to demonstrate their English proficiency). ▪ Preparatory model (Students are required to complete a pre-university program prior to EMI). ▪ Concurrent support model (Tertiary level students are offered additional language support). ▪ Multilingual model (Performing initial bilingual teaching for enabling students to transit to EMI).
The English subject course and EMI	<ul style="list-style-type: none"> ▪ Independent (The English course is not linked to EMI) ▪ Supportive (The English course provides support for EMI). ▪ English for academic purposes (The English course contains a range of general academic and literacy skills required for EMI). ▪ Thematic approach (The English course contains a range of general academic content). ▪ English for specific purposes (The English course prepares students for a particular competence of a specific disciplinary area).
The EMI content teacher	<ul style="list-style-type: none"> ▪ Monolingual teacher (Unilingual/can only speak English). ▪ Bilingual native speaker teacher (Native speaker of English and can also speak the students' language). ▪ English proficient (Teachers are proficient in English as a L2). ▪ English restricted (Teachers have low proficiency of English). ▪ English competent (Teachers are required to pass an English proficiency test). ▪ English certified (Teachers are having special English training in using EMI). ▪ EMI trained (Teachers are given special pedagogical training in using EMI). ▪ Experienced content teacher (Teachers have experiences in teaching content subjects in inner circle countries). ▪ EMI experienced (Teachers have EMI experiences).
The English subject teacher	<ul style="list-style-type: none"> ▪ English native speaker (Teachers belong to unilingual native speakers of English). ▪ Bilingual English native speaker (Teachers are native speakers of English and can speak students' language). ▪ Bilingual local English speaker (Teachers are bilingual and native speakers of English with local variety/accents). ▪ English proficient (Teachers are proficient in English as L2). ▪ English certified (Non-native speaker teachers are required to pass an English proficiency test). ▪ English enhanced (Teachers receive in-service English language training).
The EMI learner	<ul style="list-style-type: none"> ▪ English certified (Students must have a certain English proficiency level). ▪ Unilingual (Students are unilingual). ▪ Bilingual (-) English (Students are bilingual/multilingual other than English). ▪ Bilingual (+) English (Students are bilingual/multilingual including English). ▪ Inexperienced EMI (Students have no previous EMI experiences). ▪ Experienced EMI (Students have previous EMI experiences).
Instructional materials in EMI	<ul style="list-style-type: none"> ▪ Authentic materials (Using authentic texts from the content subjects). ▪ Designed materials (Created materials specially designed for teaching content subjects in EMI practices). ▪ Native speaker materials (Created materials designed for English speaking countries with English native speaker teachers and students). ▪ Bilingual materials (Materials are presented in English and another language). ▪ Cross-language materials (Teaching materials are in English but the instructions are carried out in another language).

Perceptions and Challenges of EMI

Some previous studies exploring perceptions and challenges of EMI became the reference of the present study. First, a study explored EMI in an Asian business school situated in one of the state universities in Bandung, Indonesia (Pritasari et al., 2019). The study focused on investigating the level of English language competence of the Asian business school students. The results showed that most of the students had difficulties with their writing skills due to the inability to write journal papers in correct English. In fact, they already passed the requirement test entry of the business school programs with minimum band 6 of IELTS score. Yet, the score was lower than other Australian and UK universities demanding 6,5 as the minimum score. The L1 of the students contributed to interfere them in using English. The students argued that additional English courses with specific discipline were needed yet excluded from the main credits. The second study focused on studying teachers' practices, teachers' perceptions, students' learning motivations, and needs with the EMI practices in the mainland China (Jiang et al., 2016). The findings reported that instruction and communication were mostly done through pragmatic strategies involving the use of code-switching and written prompts. In this case, teachers emphasized on the content yet the goal of promoting English was not heeded. It was suggested to increase access to ESP course and make collaboration between subject and language specialist to provide students with both adequate subject knowledge and language skills. In addition, the ESP course was also potentially enhancing students' motivation to improve the quality of their English imposed by EMI study (reading materials from original sources and future career expectations). Third, a study investigated students' and teachers' perspective of EMI implementation in their institution (Floris, 2014). The results confirmed that both the students and teachers were aware the importance of English as a medium of instruction. Yet, they experienced some problems including more higher burden of studying materials in English, lack understanding of material of the content subjects due to low proficiency of English, and probability of language barrier to affect the students' academic performances. Some possible solutions covered intensive content-based EAP courses for the students and pedagogical and language trainings for the teachers. Lastly, a study explored challenges, adjustments, and opportunities of EMI implemented in a Ukrainian University (Goodman, 2014). The results indicated that teachers were either language experts with low content knowledge or content experts with low English proficiency. In terms of material resources, it was hard to find textbooks and other print resources in English. Then, during instructions, several teachers found some challenges related to speaking pace, discipline and general classroom discourse. Overall, both the teachers and students realized the opportunities of implementing EMI.

METHOD

Research design

The ultimate goal of the present study was exploring the practice of EMI in a private primary school. Thus, a qualitative approach seemed relevant to be applied in this study since the nature of qualitative research is uncovering social practices including human activities, experiences and phenomena (Creswell, 2009; Merriam & Tisdell, 2016; Saldana, 2011; Yin, 2016). Specifically, the present study employed case study as its procedure for conducting the research. The rationale

included the specific context of the present study, use of multiple data methods, and researchers as the key instrument. One of the eminent characteristics of case study is its research focus which typically identifies a specific case covering a person, a location, an organization, a community or event (Creswell & Poth, 2018). Likewise, this study positioned a private primary school implementing EMI as the case and teachers of the school would be the research focus or simply known as 'unit of analysis' (Yin, 2014). Next, this study utilized multiple data collection methods: semi-open-ended questionnaire and semi-structure interviews which were discussed in further section. The use of multiple data collection methods enhanced the quality of data as well as became the characteristic of case study (Yin, 2003). Lastly, like the other types of qualitative research, a case study put the researcher as the key instrument (Merriam, 2009). Correspondingly, this study allowed the researchers to directly collect and experience data from research participants.

Participants and context of the study

This study was conducted in a private primary school located in Bandung City, Indonesia. The school was founded in 2006 and had been implemented EMI for around 15 years. Three content teachers of the school participated in this study. They were science, math, and art and craft teachers. The teachers had been teaching within the range of 1-7 years. Though they had only short period years of teaching EMI at the school, they were moderately familiar with the EMI system. The three content teachers were Carla, Stefany, and John (pseudonyms). Orderly, the participants taught science, math, and art and craft. All of the participants obtained Bachelor degree in education specifying on each subject that they taught. In terms of teaching experiences, John had the longest period of teaching 6-7 years while Carla and Stefany were young teachers with less than 2 years of teaching experiences. Interestingly, among all of the participants, John was the only teacher who never took English proficiency test. Meanwhile, Carla and Stefany had taken the latest TOEFL test two years ago. Their scores were 450 and 510. The summary of participants' demographic is presented in table 2.

Table 2. The demographic of participants.

	Carla	Stefany	John
Subjects	Science	Math	Art and Craft
Educational background	Bachelor education	Bachelor education	Bachelor education
Years of teaching	1,5 years	1,3 years	6-7 years
The latest English proficiency test	450	510	Never
Year of taking the test	2019	2019	Never

Data collection and analysis

As mentioned earlier, the present study employed two types of data collection methods: semi-open-ended questionnaire and semi-structured open-ended interviews. Due to the presence of COVID-19 pandemic, all of data collections were done virtually. The questionnaires were created though Google Form and distributed online to the participants while the interviews were done by having virtual meeting with the participants. The questionnaires consisted of closed-ended questions representing the ten characteristics of EMI and open-ended questions asking for participants' profile background and understanding of EMI. Each of the closed ended questions was featured with additional short answers

allowing participants to add any other relevant information. Meanwhile, the interviews consisted of several questions asking for participants' perceptions and challenges of implementing EMI. The questionnaire items and interview guide were attached in the appendix. Moreover, the collected data were analyzed thematically to emerge themes. In this case, the process of coding (open, axial, selective) was done to categorize the data (Miles et al., 2014). Thus, data were presented into three sections in regards with the research questions.

Researcher positionality and ethical consideration

In terms of positionality, the researchers did not have any power over the research participants. The relationship between the researchers and participants were relatively pure as data collectors and sources of data. There was no prior socially-closed relationship among them. Also, the researchers did not belong to the part of cohort. Meanwhile, the researchers distributed informed consents to the participants before collecting data and used pseudonyms when report the data results in order to maintain the research ethic (Denzin & Lincoln, 2011).

RESULTS AND DISCUSSION

Typology of the implemented EMI

Data from participants resulted rich information related to the kind of EMI implemented in the participants' school. As mentioned earlier in the literature review, some aspects used to describe the typology of EMI included purposes, assessment, curriculum models, introduction, access, English subject course and EMI, content teachers, English subject teachers, EMI learners, and teaching materials. Table 3 presents the kind of EMI implemented in the school.

Table 3. The descriptions of EMI implemented in the participants' school

Characteristics	Descriptions
Purpose of EMI	Content EMI (Studying academic content/skills with English).
Assessment	Content assessment (Content mastery-based assessment).
Curriculum model	Single medium (All subjects except English are taught in English).
Introduction of EMI	Early EMI (EMI is introduced since pre-school or primary school and continues to higher education).
Access to EMI	Selection model (Students are required to demonstrate their English proficiency).
The relationship between the English subject course and EM.	Independent (The English course is not linked to EMI)
EMI content teachers	English competent (Teachers are required to pass an English proficiency test).
English subject teachers	English certified (Non-native speaker teachers are required to pass an English proficiency test).
Students' language background	Bilingual (-) English (Students are bilingual/multilingual other than English). English certified (Students must have a certain English proficiency level).
EMI teaching materials	Designed materials (Created materials specially designed for teaching content subjects in EMI practices).

First, the purpose of EMI conducted in the participants' school was focusing on content EMI. This meant that English was functioned as a medium of instruction only. In this case, teachers emphasized on the delivery of content subject materials rather than language achievement. Likewise, the assessment was conducted to

measure students' learning progress in the content subjects. In terms of curriculum model, the participants argued that their school adopted single medium. This indicated that English was used as the language of instructions for all of the content subjects. Since the school provided education for only primary school, the participants viewed the implementation of EMI in their school as an early EMI. Next, the access to EMI in the school was based on selection model. To enter the school, students were required to demonstrate their English proficiency through an interview session. Yet, official certification of English proficiency like TOEFL and IELTS was not necessarily. Furthermore, the relationship between English subject and EMI is independent or not linked. In this case, English was purely used by content teachers to deliver their own materials without prioritizing the quality of English either themselves or learners. The learners' English ability became the responsibility of English subject teachers.

Moreover, all of content teachers including the participants belonged to English competent teachers. They had sufficient ability in using English as language of instruction. Although they were not required to show English proficiency certificate (TOEFL/IELTS) when applying to the school, the content teachers had to demonstrate their ability to teach in English through interview and micro teaching sessions. However, they argued that their English competence still needed more improvement. In the same way, the English subject teachers were mostly English certified teachers yet they did not necessary to attach/pass TOEFL, IELTS or any other English proficiency certificates/tests. However, the English subject teachers must be graduates of English language education study program and pass the interview and micro teaching sessions. Meanwhile, students belonged to English certified and bilingual (-) English. Like the teachers, students were required to pass interview sessions to demonstrate their English competence. This helped the school to identify potential learners having adequate quality of English though they were not demanded to pass/have English proficiency test such as TOEFL or IELTS. In addition, most of the students mastered at least Bahasa Indonesia and one local language. Lastly, the majority of content teachers utilized designed materials. The school already provided textbooks as the basic source of materials relevant to the adopted syllabus and curriculum.

Teachers' perceptions of EMI

Various opinions about the implementation of EMI were successfully gathered from participants. Their opinions were related to some aspects of EMI including its process, requirement of English test, teachers' English competence, students' English competence, English language training program, and collaboration between content and English subject teachers. In general, Carla, Stefany, and John had positive arguments towards the implementation of EMI in their school. Based on their teaching experiences, they viewed that the process of delivering content subject materials through English could be done successfully. Also, the EMI program supported the process of civilizing students' use of English. Thus, they had more exposure and opportunities to the use of English as they did not only learn English in the English class but also practice English in other classes (content subject classes).

Excerpt 1

“So far, the EMI program could be done well because students and teachers can communicate in English during the class”

In terms of English proficiency test/certificate to be the requirement for students to take EMI program, participants had different arguments. Carla and Stefany agreed that English proficiency certificates such as TOEFL or IELTS can be included in the requirement of entering the EMI program. This ensures the quality of English of the student candidates as well as becomes a screening process. Likewise, it makes teachers easy to explain materials in English. Meanwhile, Rico believed that English could be learned autonomously through self-practices in and outside classrooms. Thus, he argued that English proficiency certificates were not necessarily to be included in the requirement of taking the EMI program. Instead, interview sessions become an alternative, representative, and authentic way to check the student candidates' English proficiency.

Excerpt 2

“For students, I think we can just do interview sessions”

Talking about participants' English language competence, most of the participants thought that they were in the intermediate level. They could explain materials in English moderately though the accuracy and fluency of using proper English still needed improvement. In addition, they lacked classroom language and specific vocabulary related to their majors.

Excerpt 3

“I often feel difficult to speak English formally, especially when teaching”

“I still have to study more about vocabulary and terms in science”

Meanwhile, according to participants, students' English competence was fairly good since the students could understand materials explained by teachers. Also, they could deliver their opinions in English during the lesson. Most of the students having good quality of English were upper grade students (grade 4,5,6). On the contrary, the lower grade students (grade 1,2,3) were frequently having difficulties with English language instructions. This happened due to different period of time of studying in English. The upper grade students relatively had longer experience in learning both content and English subject delivered in English. Thus, the upper grade students had better quality of English.

Excerpt 4

I think my students already have good English, especially the grade 4 and above”

When asked about training program for EMI teachers, all participants gave positive responses. They agreed that training program for content teachers should be provided by the stakeholders. They expected that the training program could improve their pedagogical skills especially in teaching with English. Classroom language, specific vocabulary/ terms of each content subject, communicative teaching method, and contextualizing content subject materials in English were some aspects that the participants wanted to learn in the training program.

Excerpt 5

"The training is really needed, especially to train us how to teach in English, how to apply the EMI program correctly, and increase vocabulary of our subjects"

Lastly, participants gave their opinions about the idea of doing collaboration between English subject teachers and content teachers in applying EMI program. All of the participants agreed that the collaborating potentially gave positive impacts for the implementation of EMI program. In this case, content teachers might have consultation with the English subject teachers in terms of vocabulary, use of common expressions, specific terms, and classroom language. Also, they might have discussions on the lesson plan/study, learning activities and learning topics. However, they argued that the teaching process in the classroom had to be done by the content teachers only.

Excerpt 6

"It's good to have such collaboration to discuss like topics or lesson study. But in the classroom, I think I prefer to teach by myself, so I'm gonna be more focus"

Teachers' challenges of implementing EMI

There were some challenges faced by participants during their EMI teaching practices. The problems related to material explanation, language skills, and students' burden of studying in English. Meanwhile, the participants did not find any problems with the L1 interference, effect of EMI towards students' learning motivation and achievement, and searching for EMI materials.

As described in the previous section, many of the participants viewed themselves to be still weak in terms of contextualizing their teaching into English, especially when they were explaining materials. This happened due to the lack of classroom language and specific vocabulary/ terms related to their own subjects. They felt hard to give technical instructions such as telling the procedure of creating certain handicrafts, explaining steps/laws of science experiments, and describing mathematical formula. As a result, some students still did not understand the materials clearly. What the participants could do was just giving concise, compact, and clear explanation with simple words. Also, they asked the clarity of their explanation to students and requested the students to re-explain materials.

Excerpt 7

"Explain materials concisely, compactly, and clearly by using simple and easy to understand sentences"

In terms of language skills, participants had difficulties with listening and writing. When teaching in English, they had to make sure the clarity of their pronunciation so that students could understand well about the materials being explained. However, sometimes the students did not catch what their teachers said because of unclear pronunciation although the students' English proficiency level might also contribute to this issue. Additionally, technical aspect like low internet connection during online teaching (in the pandemic of Covid-19) caused unclear voices of the teachers when explaining materials. The second skill was writing. Due to the lack of specific vocabulary/terms related to content subjects and grammatical

knowledge, the participants felt difficult to write teaching materials in English. In fact, they were demanded to prepare understandable materials.

Excerpt 8

“Many factors affecting the clarity of our audio voices when teaching through online platforms”

“Writing could be the hard skill because we have to compose sentences with some specific terms and good grammar”

The last challenge faced by participants was students’ burden of studying content subjects in English. Some students were burdened to comprehend materials in English especially the lower grade students. This happened due to the limitation of their vocabulary. In the same way, the complexity of vocabulary in the content subjects like science and math contributed to make students more difficult in understanding materials. In fact, content subjects emphasizing the use of logical reasoning contained more challenging and complex materials. Thus, the students were not only facing the complexity of the content subject materials but also experiencing difficulties in understanding materials delivered in English. Therefore, this might double the students’ learning load. However, generally, this happened only in the lower grade students. As they became more adjusted and civilized with English instructions, they would relatively face less problems dealing with the use of English in the upper grades.

Excerpt 9

“I think some of my students feel hard to study, especially the ones who are still in grade 1 or 2”

Meanwhile, in terms of L1 interference, effect of EMI towards students’ learning motivation and achievement, and obtaining EMI materials, participants did not find difficulties to deal with. The participants felt that Bahasa Indonesia (L1) did not really interfere their use of English. It was only local accent which affected their English yet the accent did not significantly decrease its clarity. Then, the participants viewed that the use of English as a medium of instruction did not significantly give impact to their students’ learning motivation and achievement. In their point of view, students’ learning motivation was generally affected by the use of interactive teaching methods, media, and activities while students’ achievement was commonly associated with cognitive ability, learning motivation, socio-economic status, and ages. Next, teaching materials were basically facilitated by the participants’ school. There were some available textbooks designed based on the adopted syllabus and curriculum. Thus, the participants could just use the textbooks. However, they were allowed to add any relevant materials gained from other resources either printed or digital sources.

Discussion

The discussion focuses on three main findings of this study namely typology of the implemented EMI, teachers’ perceptions and challenges of implementing EMI. The result of data analysis confirms that EMI program implemented in the participants’ school corresponds to the framework suggested by Richards and Pun (2021). However, there are some aspects showing slightly different results towards

the framework. The purpose, assessment, and curriculum model adopted by the school indicate that EMI program is purely applied in which content-driven is more emphasized than language driven. Yet, this kind of EMI is generally applied in tertiary education (Richards & Pun, 2021) while the school was serving primary education. Then, early EMI is typically implemented in British post-colonial countries where English is already massively used by local citizens for long period of time (Richards & Pun, 2021). In fact, the participants' school serving education for primary level is located in Indonesia which is not categorized as British post-colonial country. Also, there were many studies reporting EMI program implemented in primary-secondary education in Indonesia (Haryanto, 2012; Khasbani, 2019; Rahmadani, 2016).

Next, students who are commonly local citizens mastering Bahasa Indonesia and local language are not required to attach English proficiency certificates (e.g., TOEFL and IELTS) in the process of registering for the EMI program in the participants' school. The students are just demanded to demonstrate their English ability in interview sessions. Differently, most of EMI program at universities required a certain standard score of English proficiency test (Floris, 2014; Hu & Lei, 2014; Pritasari et al., 2019). In the same way, the school did not demand its English subject and content teachers to attach English proficiency certificates when applying to the school. The teachers are just requested to demonstrate their English ability in interview and micro teaching sessions. In fact, in general context of EMI, both English subject and content teachers must have high qualification of English proved by standardized test of English proficiency (Richards & Pun, 2021) since English proficiency becomes one of the key factor in the successful implementation of EMI program (Cheng, 2017). Meanwhile, two other aspects: the relationship between English subject and EMI, and teaching materials correspond to the framework. In the school, English subject is not linked to EMI and this commonly happens in countries where English becomes a foreign language like Indonesia (Richards & Pun, 2021). Then, the use of designed materials provides easy access for students to comprehend them since the materials suit to the students' needs (Gray, 2013; Richards & Pun, 2021).

Moreover, there are some perceptions of participants that either supporting or opposing the previous studies. In terms of English proficiency certificates (e.g., TOEFL and IELTS) to be the requirement of entering EMI program, one participant disagree with the policy. The reason is that English can be learnt autonomously and gradually by students both inside or outside classrooms. Also, there is an interview session allowing teachers and school committee to check the quality of each student candidate. On the other hand, a study revealed that EMI university students still found difficulties learning content subjects in English especially in the skill of writing papers though the students already passed the minimum requirement of IELTS score band 6 (Pritasari et al., 2019). In addition, the majority of EMI program at university set minimum score of English proficiency test results (Floris, 2014; Hu & Lei, 2014; Richards & Pun, 2021). This implied that setting minimum score of English proficiency test to be the requirement of entering EMI program is crucial. Even, the ones who already set up minimum score of English proficiency test still find students facing difficulties studying in English. Next, the participants expected a language training program focusing on the proper use of classroom language, specific vocabulary/terms related to their subjects, communicative

teaching method and contextualizing content subject materials into English. This corresponds to the previous study revealing that increasing access to ESP and pedagogical training might help content teachers in improving their quality of English (Floris, 2014; Jiang et al., 2016). In addition, the participants may have collaboration with English subject teachers to discuss wider range of vocabulary/specific terms in regards with their majors, classroom language and use of common expressions. This can help the participants to prepare better teaching as well as provide students with both adequate subject knowledge and language skills (Jiang et al., 2016).

Some challenges faced by participants are relatively the same as challenges found in EMI practices in the previous studies. The challenges include the difficulty of explaining materials, listening and writing skills, and students' burden of studying content subjects in English. Yet, the participants do not feel that L1 interferes their English performance, EMI affects students' motivation and achievement, and EMI materials are hard to find. The participants often felt hard to explain materials due to the lack of classroom language, specific vocabulary/terms, and complexity of the materials. Thus, what they can do is just explaining the materials concisely with simple words. Similarly, it was reported by a study that mostly content teachers apply pragmatic strategies involving the use of code-switching and written prompts (Jiang et al., 2016). In terms of language skills, the participants consider listening and writing to be the most difficult skills to deal with. Ensuring the clarity of their pronunciation, unclear voices due to poor internet connection, lack of specific vocabulary/terms, and grammatical knowledge became the challenges of those skills.

Likewise, difficulties on particular language skills might be experienced by both teachers and students (Pritasari et al., 2019). Furthermore, the participants admit that some students are burdened studying content subjects in English due to their limitation of vocabulary master, complexity of vocabulary/terms in the content subjects, and complexity of the content subject materials emphasizing on logical reasoning (e.g., math and science). This corresponds to the previous study which confirmed that students experienced higher burden when studying materials in English (Floris, 2014). Meanwhile, the participants of the present study claim that they do not have problem with their L1 interference, do not see the effect of EMI on students' learning motivation and achievement, and do not feel hard to find EMI materials. Conversely, the previous studies mentioned that L1 contributed to interfere the use of English during instructions, probability of language barrier affects students' academic performance, EMI study affects students' learning motivation (especially to learn English), and EMI materials were relatively hard to find (Floris, 2014; Goodman, 2014; Jiang et al., 2016).

CONCLUSION

This study was conducted to explore the typology, teachers' perceptions and challenges of implementing EMI in a private primary school. Based on the data gathered from participants, it can be concluded that EMI program in the school is purely applied in which content-driven is more emphasized than language-driven. However, unlike the other EMI programs which generally require a certain minimum score of English proficiency test (e.g., TOEFL or IELTS) both for teachers and students to prove their quality of English when entering the EMI

program, the school did not apply this kind of policy. Instead, the school demanded student and teacher candidates to demonstrate their English ability through interview and micro teaching (for teachers) sessions. In terms of viewing the implementation of EMI in the school, the participants gave positive responses. Meanwhile, some challenges faced by the participants during their EMI instructions included the difficulty of explaining materials, listening and writing skills, and students' burden of studying content subjects in English. Thus, the participants expected a language training program focusing on improving the proper use of classroom language, specific vocabulary/terms related to their subjects, communicative teaching method and contextualizing content subject materials into English. This is intended to train them to deal with the difficulty of explaining materials and acquiring language skills. Once the participants are more skillful and knowledgeable in serving EMI program, they are expected to keep innovating and serving fun, less-tensed learning in order to decrease the students' burden of studying in English.

Pedagogically, this study implies that EMI program can be implemented in various ways in regards with the needs, contexts, and policy of every unit of educational institutions. Though much literature set the general outline/design of EMI, there is no single official rule imposing any educational institutions to select which type of EMI they have to apply. Yet, essential aspects for serving highly qualified EMI program such as the entry requirement of a certain minimum score of English proficiency tests have to be considered. Furthermore, a language training program designed for improving the English quality of EMI teachers focusing on their field problems ought to be carried out. Further research is suggested to explore the expected language training program by EMI teachers and students based on their necessities, lacks, and wants.

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