

# Implementation of English as a Medium of Instruction Policy in Schools: A Systematic Review

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## Abstract

English as a medium of instruction (EMI) has been increasingly implemented in schools globally, including in non-English-speaking countries. This implementation aims to prepare students for the global workforce and improve their proficiency in English as a lingua franca. However, the effectiveness of EMI has been a widely debated topic in education. This systematic literature review aims to provide insights into the implementation of EMI in schools by analyzing studies published in academic journals. The review shows that EMI implementation varies depending on the context and stakeholders involved. It highlights the importance of considering factors such as teachers' qualifications, students' language proficiency, and curriculum design. The review also reflects the impact of EMI on students' academic achievement, language proficiency, and socio-cultural development. The review suggests that implementing EMI can result in improved language proficiency and academic outcomes when appropriately designed and executed. However, the review also highlights concerns about the potential negative impact of EMI on the cultural and linguistic identity development of non-native English speakers.

## Keywords

Implementation, Systematic Literature Review, English as a Medium of Instruction, Policy

## 1. Context

The world continues to experience continuous debates about English as a medium of instruction in schools and this has always brought a lot of complications in so many ways. For instance, UNESCO (2023) strongly supports the use of mother tongues in education, emphasizing that mother tongues are the basis for

effective learning and cognitive development. The organization believes that learning in your native language provides a solid foundation for academic success and improves your understanding and engagement with the material. Critics of UNESCO's stance on mother tongue education argue that it may oversimplify the complex dynamics of language in education. Some argue that prioritizing mother tongues alone may not adequately prepare students for a globalized world where proficiency in major international languages is often important.

Again, at the international level, there is an ongoing debate regarding EMI within global education policy. Countries that participate in international achievement tests, such as the Program for International Student Assessment (PISA), are struggling to decide in which languages these tests should be administered, and discussions about fairness, equity, and cultural relevance are becoming increasingly difficult. At the national level, policy differences are evident, with some countries fully adopting EMI guidelines, while others favouring local language or bilingual approaches. This difference highlights the complexity of developing a standardized approach to language in education across diverse cultural and linguistic landscapes. On the ground level, pedagogical approaches become central to the debate. Educators and scholars have engaged in discussions about the cognitive benefits of teaching in a student's native language versus the perceived advantages of English proficiency for global competitiveness. These debates inform the complications in implementation, including language proficiency challenges. For instance, multicultural classrooms may face difficulties ensuring that students, with varying language proficiency levels, can effectively comprehend and participate in lessons conducted in English. These complexities underscore the need for nuanced and context-specific approaches to EMI implementation. These have emerged as an issue because language and education are two inseparable entities and we use language to teach concepts in schools. Nonetheless, there are increasing concerns that children are learning very little, with millions lacking basic literacy and numeracy skills even after spending several years in school (Neff, 1977). Such a low start in learning implies that learners do not master competencies and do not understand what is being taught in classes and language is one of the factors causing this problem.

Yazıcı et al. (2010) remind us that policies are challenged, mediated, and differentially represented by different actors in different contexts. This argument supports the debate on EMI implementation in the world where these arguments are being viewed and represented differently by different countries. Studies have shown that EMI implementation debates have continued to emerge for years now as English continues to become a widely used international language. It has brought together many scholars in the field of education language, comparative education, and other fields who have critically discussed these issues at length from the postcolonial era context to the 21st century. Almost all low- and middle-income generating countries that were once colonized use English or another language of their colonial master as a medium of instruction in their schools, starting from primary level to tertiary education. Other developed countries are

also implementing it for different reasons.

Although EMI implementation has been happening so fast in the world, researchers have raised concerns that its implementation has a lot of issues. The implementation will always remain new and much hope is only left to teachers and students whose proficiency in the language has the power to threaten the implementation process (Hamid et al., 2013). Policymakers also see EMI implementation as a way of improving English for learners but have also come under criticism for viewing English as the only superior language. Recent research has suggested that insufficient English proficiency among EMI learners is one of the most recurrent obstacles to EMI implementation.

EMI implementation has often been considered a vital key to opening a door of opportunities for many people in the world. Subsequently, it has also that many countries with a native language other than English are on the verge of implementing EMI in their schools. A lot of factors have indeed influenced the implementation of EMI; such factors as increasing demand for the English language on the global market and so many other innovations in the field of science and technology of today. Ajsic (2011) argues that English plays a significant role in increasing employability, facilitating international mobility like migration, tourism, and studying abroad, unlocking development opportunities, accessing crucial information, and acting as an impartial language. It has been associated with socio-economic realities that English is needed mainly for global employment and higher studies. Sah (2020) argues that EMI implementation is ideologically perceived as a means of acquiring the linguistic capital, often believed in providing access to the global economy therefore standing as a liberating tool for socioeconomically minoritized groups in different societies. It has also been argued that English as a medium of instruction is a solid foundation for accomplishing English as a second language (ESL) and English as a foreign language (EFL) for helping students achieve their academic and professional goals in schools. Years of research evidence shows how consequently for many students living in communities where English is not spoken outside of school, English medium of instruction acts as a barrier to engagement with the curriculum.

The current state of English as a medium of instruction (EMI) in schools reflects a broader global trend, with many education systems adopting English as the primary language of instruction. This is based on the belief that knowledge of English enables students to succeed in an increasingly connected world. Nevertheless, this overall change has given rise to ongoing debate and complex challenges in its implementation. The upcoming systematic review focused on “Implementation of English as a medium of instructional policy in schools” will critically analyze the current scenario and explore the successes and difficulties while considering different perspectives on EMI policy. Through this investigation, this review aims to contribute to a comprehensive understanding of the impact on students, educators, and education systems at a global level. As Neff (1977) argues, some multilingual countries have constitutional clauses and even

education documents that honor the rights of diverse groups to use their languages and promote their own cultures, but meanwhile, the same countries lack implementation strategies that would benefit such groups in real terms. Such profound understanding calls for better resolution to giving important updates so that education systems can perform better.

### **1.1. Implementation of EMI**

The term English as a medium of instruction (EMI) is defined as the use of English to teach academic subjects in educational institutions in countries where English is not used as a first language (Rose et al., 2021).

Implementation—the process of putting a plan, design, or idea into action or practice. Implementation refers to the process of putting a plan into action. It involves translating the goals and objectives into concrete actions, programs, and practices that can be carried out on the ground. Implementation is a critical stage in the cycle as it determines whether a will be successful in achieving its intended outcomes (Viennet & Pont, 2017).

### **1.2. Aim of the Review**

The rationale for conducting a systematic review on the implementation of English as a medium of instruction (EMI) policy in schools is that there is an urgent need to comprehensively assess and understand the current status of language policy in education. Given the rapid evolution of educational practices and policies, the period selected for this review is specifically tailored to capture the latest developments in EMI implementation. This temporal focus allows for a detailed analysis of contemporary practice and ensures that the results are not only relevant but reflect the dynamic nature of language education policy. By examining the impact of EMI policies over time, this review also aims to identify long-term trends and provide insight into the maturity, challenges, and adaptability of these policies. The contextual relevance of the research is emphasized, recognizing that educational systems are shaped by a variety of factors, including global trends, sociopolitical changes, and advances in pedagogy. The purpose of this systematic review is to provide practical insights for educators and policy makers by addressing practical needs and decision-making processes in the evolving landscape of language policy in education. The study used the 2012-2022 period to see how history has shaped the change in the implementation of EMI policy. This helped in answering the following questions as presented by the review:

- 1) How has English as a medium of instruction policy been implemented in diverse school settings?
- 2) What contextual, institutional, and pedagogical factors impact the effective implementation of English as a medium of instruction?
- 3) What evidence-based strategies and best practices exist for the effective implementation of English as a medium of instruction in schools, considering variations in resources, cultural contexts, and student populations?

## 2. Methodology and Methods

The interest in conducting this topic resides in understanding the subject phenomenon under study through the use of a systematic literature review. Systematic reviews, according to Wright et al. (2007) is defined as a review of the evidence on a formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant primary research, and to extract and analyze data from the studies that are included in the review. A systematic review provides an unbiased assessment of these studies. Such reviews emerged in the 1970s in the field of social sciences (Moher, 2009). The systematic review that this study employed assisted in making contributions to the implementation of English as a medium of instruction in the schools. The study presented necessary contributions that will help implementers recognize the need to concentrate on current issues being unobserved affecting the implementation of EMI and specifically help them improve EMI effectiveness in the schools by creating other possible future strategies to solve these issues. The study will help stakeholders recognize the need to practically support the governments by partnering with them in different programs that have the impact of improving the EMI in the schools which will bring in other possible means of solving this issue.

The study adopted the protocol for this review by adopting procedures based on the general guidelines of the Campbell Collaboration (Mazerolle et al., 2013) and EPPI-Centre (Oliver et al., 2023). Accordingly, we 1) followed a predetermined set of inclusion/exclusion criteria, 2) screened and extracted data, 3) assessed the relevance of the reviewed studies, and 4) synthesized the results for this systematic review.

### 2.1. Inclusion/Exclusion Criteria

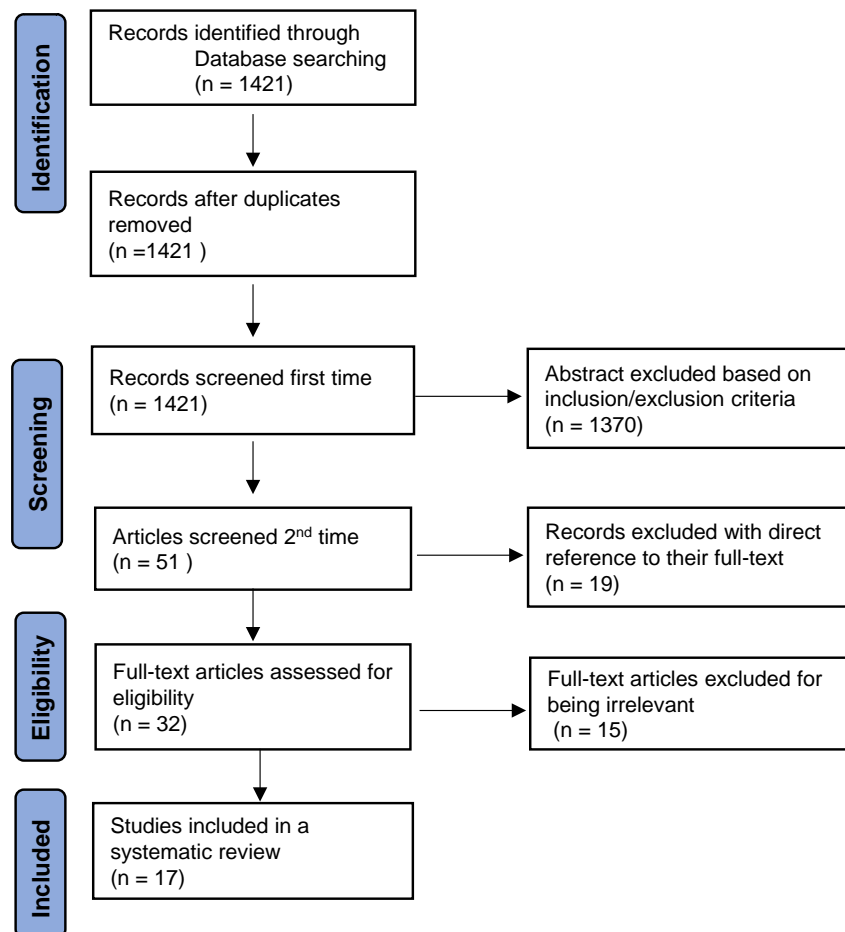
The study developed seven inclusion criteria to determine the relevant studies from our preliminary search: 1) published between 2012 and 2022; 2) contained in the abstracts all six keywords or synonyms, as determined from the search base: (a) implementation, (b) English, (c) medium of instruction, (d) policy, (e) school, and (f) schools; 3) written in English, 4) source type, 5) subject area, (a) social sciences, (b) art and humanities, 6) Document type and 7) All open access. A checklist based on these criteria was created to screen the studies that were relevant to the topic under study.

The review used three reference peer researchers (two experts in the teaching of English subject and the other with expertise information) and also used one of the most popular reputable databases called Scopus. Scopus uniquely combines a comprehensive, expertly curated abstract and citation database with enriched data and linked scholarly literature across a wide variety of disciplines. The reviewers used Boolean Operators founded by George Boole to help search for information. The search terms included the following:

“implementation” AND “English” AND “medium of instruction” AND “Policy” AND “school” OR “schools”.

## 2.2. Data Screening and Extraction

As summarized in **Figure 1**, of 1421 abstracts from the publication sources in the Scopus database, 720 abstracts were excluded because they were unrelated to the Implementation; 201 were excluded because they were not talking about English medium; 154 were excluded because they were not representing the instruction of English but rather a medium of analysis; 192 were also excluded because they were not talking of policy; and 74 and 84 were also excluded because they not referring to school or schools as the implementation place. Fifty-one (51) abstracts met all of the requirements and were cross-screened for the second time with direct reference to their full texts. Nineteen (19) papers were excluded for not being in line with the implementation of the EMI in schools. Any mismatch between the three reviewers (first three authors) concerning the inclusion or exclusion of an article was then discussed and resolved. The process resulted in 32 publications for independent detailed evaluation. Data from the included studies were then extracted onto a Microsoft Excel sheet, containing categories drawn from the research questions and other factors. All data extraction was cross-checked by the second reviewer and third reviewer to enhance



**Figure 1.** Literature search and selection of articles for review (adapted from PRISMA 2009).

reliability. This was done by following these procedures; quality assessment where they looked at the study design, study sample, data collection methods, and analysis techniques. This helped ensure that only reliable studies were included in the review. They also helped in duplication removal which the reviewers checked to avoid including multiple studies that reported the same results and was done through the use of a Microsoft Excel sheet downloaded from the Scopus database where results were transferred to confirm duplicates. They also ensured that data extraction was done well. The reviewers also helped in extracting relevant data from the studies selected for the review, to ensure that the data is being extracted accurately and consistently to avoid extracting unimportant data. They also helped in confirming the authenticity of the sources used.

### **2.3. Study Relevance Assessment**

The reviewers assessed the 17 articles in terms of their relevance to the current systematic review's objectives. The study followed loosely the "weight of evidence," which refers to a framework for the appraisal of the quality and relevance of evidence (Gough, 2007), to decide the extent of relevance in determining which studies were to be retained. Accordingly, 15 papers were excluded because of irrelevance to the systematic review's research questions, they failed to match well with the selection categories that the reviewer set for this study. Such an understanding prompted the reviewer to remove this number as portrayed in the Prisma diagram. The remaining 17 studies were then included in the final review.

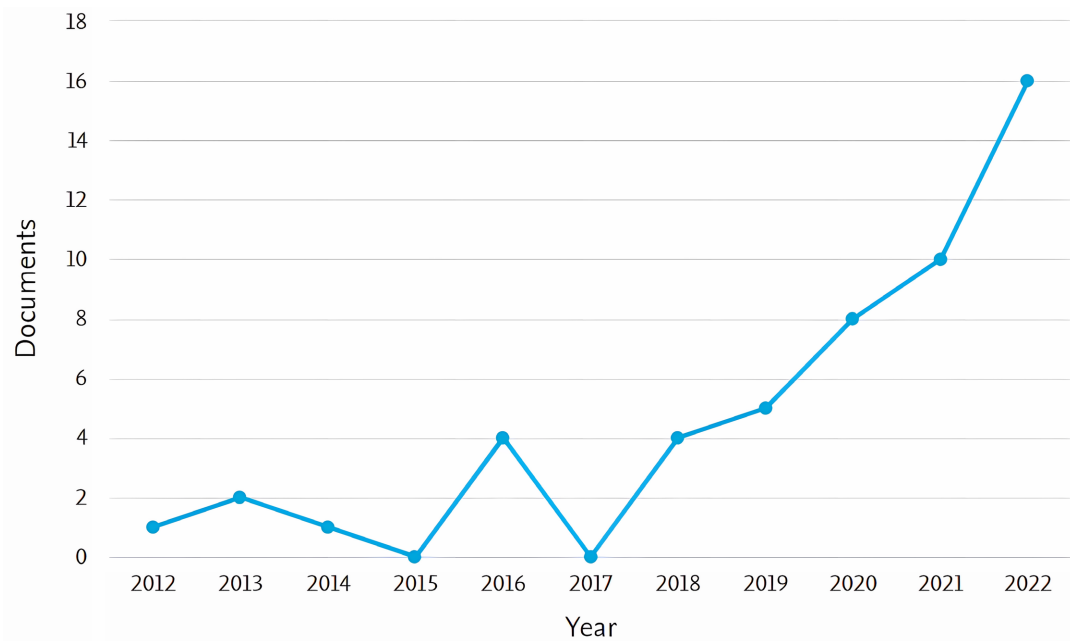
### **2.4. Data Synthesis**

Data was categorised to correspond to different aspects of the research questions. The reviewers together went through the information under each category and unanimously synthesized the results across the studies. The main aim of this cross-study synthesis was to seek common overall trends and explore potential emerging comparisons on the implementation of EMI policies in schools.

## **3. Findings**

### **3.1. Findings in Figure 2**

The study findings have been presented in two categories. These are through descriptive statistics and literature classification. The findings have been descriptively put in the following categories; year, journal, country, subject area, and database in literature classification. The findings have been presented through the method of data analysis, contextual base, relationship analysis, and treatment differentiation. From the findings, it can be observed that in 2012 there was 1 publication on the implementation of English as a medium of instruction policy in schools, in 2013 there were 2 publications on the implementation of English as a medium of instruction policy in schools, in 2014 there was 1 publication



**Figure 2.** Documents published by year.

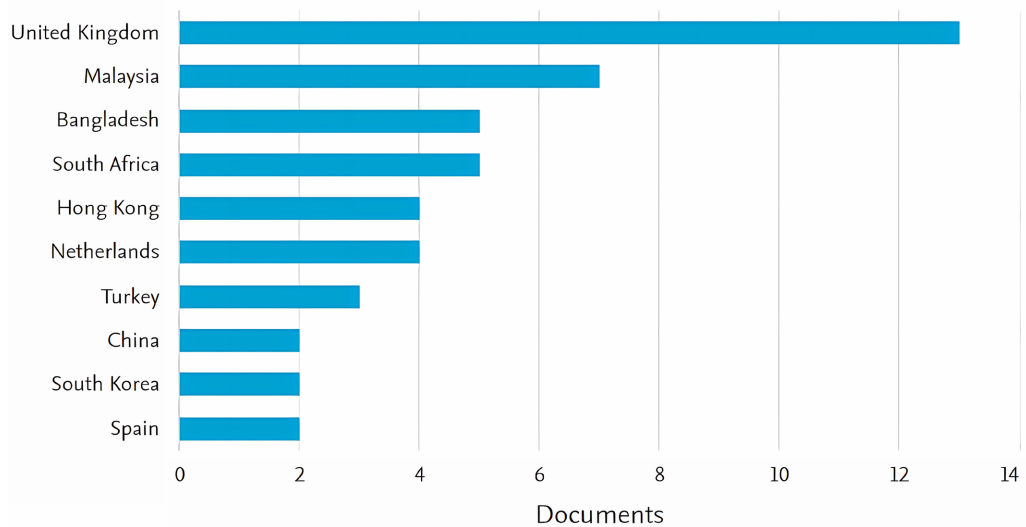
on the implementation of English as a medium of instruction policy in schools, 2015 there was 0 publication on the implementation of English as a medium of instruction policy in schools, 2016 there were 4 publications on the implementation of English as a medium of instruction policy in schools, 2017 there was 0 publications, 2018 there were 4 publications on the implementation of English as a medium of instruction policy in schools, 2019 there was 5 publications on the implementation of English as a medium of instruction policy in schools, 2020 there were 8 publications on the implementation of English as a medium of instruction policy in schools, 2021 there were 10 publications on the implementation of English as a medium of instruction policy in schools, 2022 there were 16 publications on the implementation of English as a medium of instruction policy in schools.

### 3.2. Findings in Figure 3

Findings have also shown that countries have publication variations. The table below also portrays countries that have published more articles on EMI implementation policy compared to the others. From the review, with some articles including more than one country, the United Kingdom is at the top of the countries that have a lot of research publications on EMI implementation policy followed by Singapore. They are followed by Malaysia with 7 papers, Indonesia and Thailand with five publications, and Cambodia with 2 papers. The remaining countries or territories in line with ascending order are Bangladesh, South Africa, Hong Kong, Netherlands, Turkey, China, South Korea and Spain. Among the 56 publications in total were produced from all the countries which highlights what has been happening all along the history.



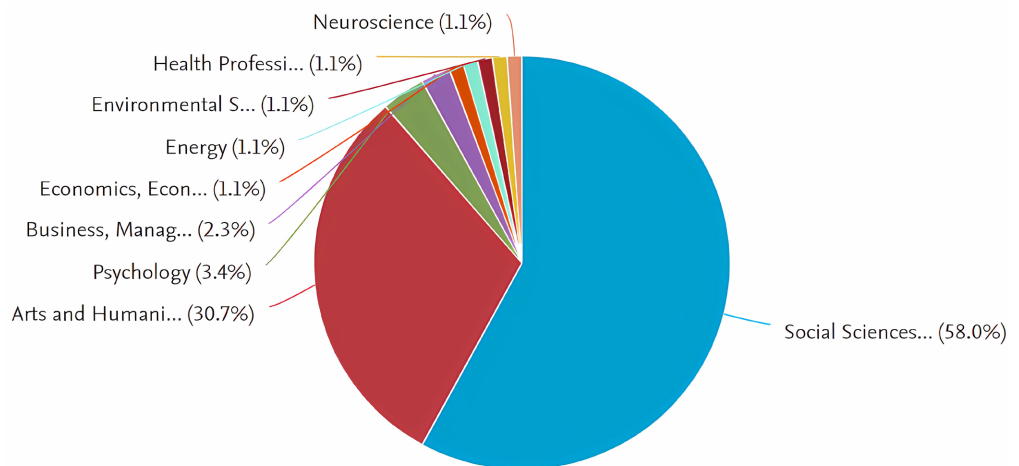
Compare the document counts for up to 15 countries/territories.



**Figure 3.** Documents by countries or territory.

### 3.3. Findings in Figure 4

The findings below also show the fields that produced so many publications concerning the topic under study which was the social science field (58.0%) out of all the total publications which was the first in the list of disciplines that have covered so much on EMI implementation. This means that more ideas are coming from the social science field. Other publications are coming from the field of Arts and Humanities and have (30.7%), psychology field have (3.4%), business, management, and accounting field have (2.3%), economics, econometrics, and finance field (2.2%), Energy field (1.1%), environmental science field (1.1%), health professions have (1.1%) and neuroscience field has (1.1%). All these documents have different citations and also stipulate different areas they have concentrated on. The findings give a clear foundation of how the EMI policy issue has been handled differently in different countries.



**Figure 4.** Documents by subject area.

### 3.4. Findings in Figure 5

Findings have also shown how documents by a source like journals have been produced in relation to time. The information in the figure below clearly points out that in 2013 only 1 document was produced in the Journal of Theories and Practice in Language Studies, followed by 2016 with 1 journal from comparative history journal publications then from 2018 to 2022 four journals in the Journal of Asia Tefl and one in Asian Englishes. All show a high rate of citations.

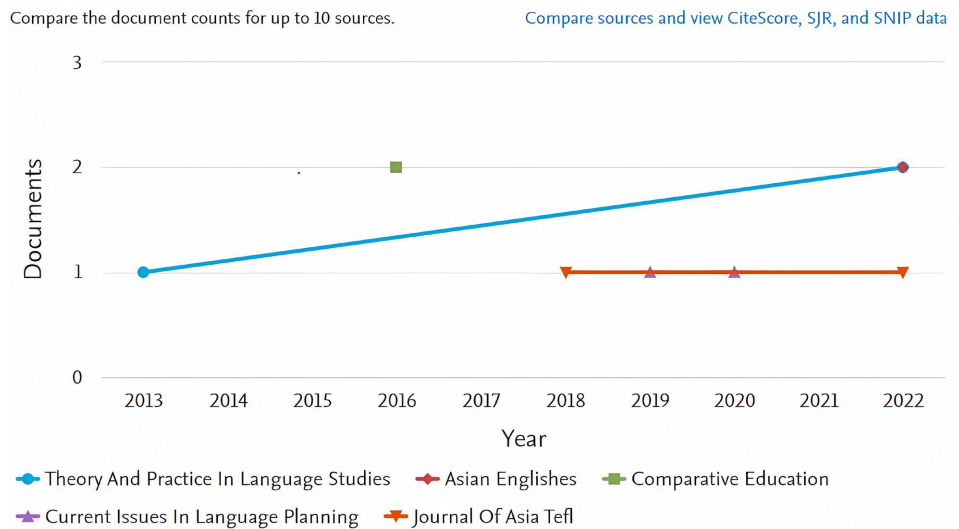


Figure 5. Documents per year by source.

### 3.5. Findings in Figure 6

The last findings have been represented as documents by articles which have shown that Scopus has 52 representing (100.0%) documents that are giving a picture of the topic under study. All documents are related to the implementation of EMI policy and have high citations.

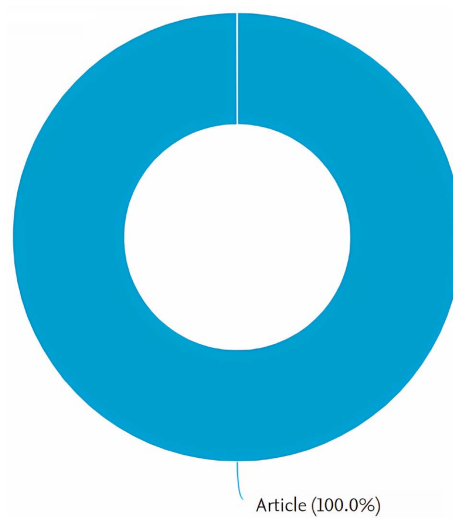


Figure 6. Documents by type.

Findings from the literature classification have also highlighted a lot of areas to concentrate on. Some of these issues have been presented as follows;

Studies have shown that out of the 17 studies included for systematic review, 10 have used a qualitative approach to studying this topic, 2 have used a quantitative design and 5 have used mixed design. For instance, one of the papers titled “English as a Medium of Instruction: A Case Study at a Gifted High School in Vietnam”. This paper aims to examine the perceptions of teachers and students at a gifted high school in Central Vietnam about teaching science subjects such as Maths, Chemistry, Physics, and Biology through English. Using questionnaires, in-depth interviews, and class observations as research instruments, this study also explores the challenges the administrators, teachers, and students are facing in adopting English as a medium of instruction (EMI). The findings revealed that leaders, teachers, and students appreciate the project and show interest in EMI, but that its implementation experiences a lot of dilemmas and tensions partly owing to English competence, pedagogical methods, materials, and management. From these findings, the study suggests some implications to help make EMI implementation more applicable and effective at the high school level. Such a topic samples how researchers have handled the topic under study.

#### 4. Discussions of Findings

This part discusses some important themes that emerged from the above findings and offers some recommendations for practice.

Although EMI policy implementation has been happening fast in the world, researchers have raised concerns that its implementation has a lot of issues. The implementation will always remain new and much hope is only left to teachers and students whose proficiency in the language has the power to threaten the implementation process (Hamid et al., 2013). Policymakers also see EMI implementation as a way of improving English for learners but have also come under criticism for viewing English as the only superior language. Recent research has suggested that insufficient English proficiency among teachers and learners is one of the most recurrent obstacles to EMI implementation.

EMI implementation has often been considered a vital key to opening a door of opportunities for many people in the world. Subsequently, it has also shown that many countries with a native language other than English are on the verge of implementing EMI policy in their schools. A lot of factors have indeed influenced the implementation of EMI; such factors as increasing demand for the English language on the global market and so many other innovations in the field of science and technology of today. Ajsic (2011) argues that English plays a significant role in increasing employability, facilitating international mobility like migration, tourism, and studying abroad, unlocking development opportunities accessing crucial information, and acting as an impartial language. It has been associated with socio-economic realities that English is needed mainly for global employment and higher studies. Sah (2020) argues that EMI implementa-

tion is ideologically perceived as a means of acquiring the linguistic capital, often believed in providing access to the global economy therefore standing as a liberating tool for socioeconomically minoritized groups in different societies. It has also been argued that English as a medium of instruction is a solid foundation for accomplishing English as a second language (ESL) and English as a foreign language (EFL) for helping students achieve their academic and professional goals in schools. Years of research evidence shows how consequently for many students living in communities where English is not spoken outside of school, English medium of instruction acts as a barrier to engagement with the curriculum.

#### **4.1. The Implementation**

Systematic literature reviews of the implementation of English as a medium of instruction (EMI) policy in various countries reveal several commonalities.

##### **4.1.1. Clear and Comprehensive Language Guidelines**

In various countries, systematic literature reviews have highlighted the importance of clear and comprehensive language guidelines for the successful implementation of English as the language of instruction (EMI). Countries that have effectively integrated EMI often have policies in place that clearly outline the language proficiency expectations of both teachers and students. These guidelines typically establish mechanisms for monitoring and evaluating language use in education and provide a structured framework for the successful implementation of EMI initiatives.

##### **4.1.2. Teacher Training Programs**

Another commonality identified in the systematic literature review concerns the important role of teacher training programs in EMI implementation. Successful examples unanimously highlight the need for educators to be adequately prepared to adapt to English-speaking environments. The aim is not only to improve teachers' language skills, but also to equip them with teaching strategies specifically tailored to EMI. Countries that prioritize comprehensive teacher training programs demonstrate a more seamless integration of EMI into their education systems.

##### **4.1.3. Stakeholder Engagement and Communication**

Reviews consistently highlight the importance of stakeholder engagement and effective communication for successful implementation of EMI guidelines. Collaboration between policy makers, educational institutions, teachers, and parents is critical to creating an environment that supports language learning. Transparent communication channels can help align expectations, address concerns, and build collective support for EMI initiatives. Countries that have fostered strong cooperation between these actors have demonstrated greater resilience and success in addressing the complexities associated with implementing EMI.

#### **4.1.4. Continuous Evaluation and Adjustment**

A systematic literature review highlights the importance of continuous evaluation and adjustment of EMI guidelines based on empirical evidence and feedback. Successful implementation is not a static process. A dynamic approach is required that allows for continuous evaluation and adjustment. Countries that regularly assess the impact of their EMI policies, identify challenges and adapt their strategies accordingly demonstrate an ability to evolve and improve over time. This adaptive approach ensures the sustainable success of EMI initiatives in the face of changing educational environments and varying language environments.

### **4.2. Factors Affecting the Effective Implementation of English as a Medium of Instruction**

EMI being one of the most important areas in the provision of better education has not escaped hindrances towards its success. Research has shown that there are so many factors affecting the implementation of EMI policy. The information below highlights the main factors that have largely affected EMI implementation.

#### **4.2.1. Unavailability of Teaching, Learning and Assessment Resources**

The unavailability of teaching, learning and assessment methods has a huge impact on students learning. It is not only about using the language when delivering instructions in the classroom but also grasping the content of the students on the subjects being taught in the classroom. Teaching English requires a lot of resources and lack of resources affects students in different ways. A student's learning process is impacted by the lack of resources to the point that they will learn various subjects and classes but not receive the whole education they should. Their learning is severely impacted, and the teachers' ability to deliver lessons is severely compromised. The Common Wealth Institute (2017) reports that pupils attending high-poverty schools perform worse on standardised tests, have higher rates of chronic absences during the school year, are more likely to fall behind in their grades and have a lower chance of graduating on time. This demonstrates how a lack of resources can negatively affect students' growth in the classroom. It is simpler to implement EMI when students can use the resources to learn how to use English outside of the classroom, which emphasizes the value of resources.

#### **4.2.2. Multilingualism**

In multilingual countries where the official language is different from the native language and where there is no native language, it is a difficult task and issue for most governments through their ministries to initiate a far-reaching language for education in the country, which has a positive impact on the students learning. This has hurt many multilingual countries that have resorted to taking shortcut policies and they hurt the student's academic success. They end up using a language that is not their native language. They use powerful language

which is the second language for classroom instruction instead of the native language. It has also been observed that the language of instruction has had many effects on students' performance which has also affected its implementation (Manthalu & Ngwira, 2020).

There is a positive and significant connection between your performance in the language and your performance in other subjects (Owu-Ewie, 2012). This means students who are proficient in the language that is being used for instruction in the classrooms generally perform better in the subjects taught in the medium they are fluently proficient. This also implies that students who are not proficient in the medium of instruction generally perform poorly in the subjects taught in such a medium. This is mostly observed when a native student's language is used to answer the same information the student failed. This has proved the power the language of instruction has toward understanding concepts. An example that shows how implementation has also failed is from research that was done in Ghana. Pedagogic language in Ghana and its implementation in primary schools of Ketu Education in the Volta Region among primary schools found that teachers agreed not using such an instruction (Mensah, 2010). This suggests how teachers failed to put much effort into English as a medium of instruction, students ended up being affected.

#### **4.2.3. Teacher's Inadequate Level of Language Proficiency**

General language proficiency has been viewed as one of the key factors determining a teacher's implementation of English medium instruction (Rose et al., 2019). Teaching using English as a medium of instruction requires a lot from teachers. Teachers are the main contributors to students' learning and academic achievement. Teachers have to, therefore, demonstrate a communicative command of the language with an understanding of the subject matter. They must be fluent and confident in their use of the language of instruction in the classroom. Studies have shown that implementation of English as a medium of instruction has not been easy with most teachers also having problems with speaking English. This is why scholars believe that a minimum level of English proficiency should be required for EMI teacher's successful teaching (Yazıcı et al., 2010). Some countries have also suggested teachers' general English proficiency, for instance, the Common European Framework of Reference (CEFR) suggested that the level of C1 (proficient users) could meet the minimum proficiency level (tertiary) (Green, 2022). Teachers using English as a medium of instruction also lack general language abilities, and professional language knowledge to effectively teach students in the schools which many teachers do not have.

English-speaking teachers need general language ability, academic language ability, and professional language knowledge to effectively teach. It is also viewed that having good general language proficiency is not enough for the teacher's classroom teaching (Freeman, 1996). Teacher effective teaching does not only need proficiency in the language, but also some language skills such as giving instructions, questioning, and signaling and this is a necessary part of the teaching

process. This is why teachers' competence in the language in most bilingual education has always been put into question.

#### **4.2.4. Student's Inadequate Level of Language Proficiency**

Student's level of language proficiency has an impact on EMI policy implementation. These issues are often encountered by non-native students as they struggle to understand the accented English of native teachers and they have difficulties to understand teacher's content delivered in English in general (Hellekjær, 2017). On the other hand, students face many challenges in EMI implementation, where they are unable to comprehend published academic literature in the English language because of their inadequate English proficiency. This, as reported by (Fabricius, 2013) refers to an example of Dutch students who have problems following EMI programs at Maastricht University because of their inadequate English language proficiency. Overall, there is a general concern in the EMI literature, often attached to self-perception or touching on the basic assumption that students may fall short of possessing adequate English proficiency (Haugh, 2013). On the other hand, EMI teachers are concerned about the linguistic challenge posed by the heterogeneity seen in the language proficiency among students.

### **5. Recommendations for Other Research**

The review saw some areas that need attention for a better understanding of what is needed in the implementation of EMI policy in schools.

#### **5.1. Recommendations for Empirical Research**

The study also observed a few areas that we need to make the point clear on as far as the implementation of EMI policy is concerned. Kennard (1954) argues that has always supported mother tongue instruction as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers. It also supports bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies and also supports language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights. With all these factors aside globalization, employment and other opportunities have also affected the UNESCO agenda. This is an area that contemporary researchers must discuss to see how best to handle this problem.

#### **5.2. Recommendations for Other Reviews**

Looking at the factors considered in this study, the researcher further suggests to other reviewers to consider looking at a broader picture of EMI policy implementation so that we must have a unified system that favors all without necessarily bringing language issues to distortion. English as a medium of instruction must not be built on shaky ground but rather a solid foundation for a better to-

morrow. It is also important for other reviews to cover gray literature, such as government documents, unpublished thesis, and NGO reports on the implementation of EMI policy. This has a high impact in assisting to capture information from all impossible angles. It has the power of also helping in bringing more rich information from all countries such that it will help bring us together towards a common goal.

## 6. Conclusion

The implementation of English as a medium of instruction (EMI) policy in schools has been researched extensively but for the better continuation of language provision to the schools, these factors must always be considered to make the implementation of EMI policy in the schools successful. There is no doubt that using English as the primary language of education has a lot of potential. In addition to providing students with a useful tool for the future, it is in line with worldwide communication trends and opens up prospects for further study and employment abroad. It is impossible to overstate the fundamental worth of knowing English in the present world.

However, the research results have highlighted the significant difficulties related to this shift in EMI policy implementation. Teacher readiness is one of the main concerns. Concerns concerning their own English language skills and preparedness to instruct in English were voiced by the majority of teachers in the findings of the study. This emphasises how vital it is to fund thorough programmes for teacher preparation and professional development in order to address these issues which are more important for consideration.

The difficulties also encompass Malawi's diverse language and cultural landscape. Even while English promotion is important, local languages and cultural traditions must also be respected. Approaches that are bilingual or multilingual present a viable means of bridging this divide by guaranteeing English proficiency while promoting a strong sense of cultural identity to all generations.

Furthermore, it became clear that one of the most important success factors was having access to English-language teaching resources, such as technology tools, learning materials, and textbooks for students. Prioritising equitable distribution and resource allocation will enable all students to have access to the resources they need for successful learning hence very important to make it available always.

Support and involvement in the community are essential. Involving local communities, guardians, and parents in the EMI policy implementation process can have a big impact on its success. In order to guarantee that the switch to English is well-received and actively supported, it is advised to implement initiatives that foster collaboration between schools and communities, such as frequent parent-teacher conferences and community awareness programmes.

To determine the success of the English-medium education policy, a strong system of ongoing assessment and monitoring needs to be put in place. With



this strategy, educators and decision-makers will be able to monitor kids' development, locate areas in need of improvement, and make well-informed choices.

To meet the varied requirements of pupils, teaching strategies must be flexible and differentiated. It is unlikely that a one-size-fits-all strategy will be sufficient to accommodate each learner's particular challenges and capabilities. It is important to investigate and put into practice ways to assist students who might struggle to adjust to English instruction. Some of these strategies include extra support programmes and English as a Second Language (ESL) projects.

## Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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