

CHAPTER II

LITERATURE REVIEW

2.1. Learning English

Learning English refers to the process through which learners develop their ability to understand and use English for communication, academic purposes, and professional development. Unlike first language acquisition, learning English as a foreign language (EFL) generally takes place in formal educational settings where exposure to the language is relatively limited. Consequently, successful English learning depends not only on learners' individual abilities but also on the quality of instruction, the learning environment, and opportunities to engage with the language in meaningful contexts.

In addition, from the perspective of Second Language Acquisition (SLA), language learning is a gradual process that develops through continuous exposure to meaningful language input and active language use. According to (VanPatten et al., 2020), learners acquire a second language when they receive comprehensible input that is slightly beyond their current level of proficiency. However, language development does not rely solely on input. Interaction with others and opportunities to produce language also play essential roles in helping learners recognize gaps in their linguistic knowledge, negotiate meaning, and gradually improve their communicative competence. Therefore, effective English learning requires a balance between language exposure, interaction, and meaningful language production.

In the Indonesian context, English is taught as a foreign language rather than being used as the primary language of daily communication. As a result, learners generally have limited exposure to authentic English outside the classroom and rely heavily on formal instruction to develop their language proficiency. Classroom learning therefore becomes the primary source of language input and practice, making teaching strategies, classroom interaction, and learning activities essential components of successful English learning (Wahyudi, 2023)

The process of learning English becomes more demanding when English is used not only as the subject being learned but also as the language of instruction in academic courses. This approach, commonly known as English as a Medium of

Instruction (EMI), requires students to understand academic content while simultaneously processing information in a foreign language. Consequently, learners experience greater linguistic and cognitive demands than those enrolled in conventional English language courses (Wingrove et al., 2025). These characteristics make the English learning experience in EMI settings substantially different from that in regular EFL classrooms.

Considering these differences, learning English in an international class requires students to cope with additional academic and communicative demands beyond ordinary language learning. Understanding the characteristics of English learning within this context is therefore essential before examining the specific challenges experienced by English Education students in the International Class Program at Universitas Muhammadiyah Bengkulu. The following section discusses the concept of the International Class Program as the educational context in which these learning challenges emerge.

2.2 International Class

1. International Class Program

International Class Programs have become one of the strategies adopted by higher education institutions to respond to the increasing demands of globalization and the internationalization of education. These programs are generally designed to enhance students' academic competitiveness by providing learning experiences that meet international standards, including the use of English as the primary language of instruction, internationally oriented curricula, and opportunities to develop intercultural communication skills. Through these characteristics, International Class Programs aim to prepare graduates who are capable of participating in global academic and professional environments (Lambey et al., 2024).

One of the defining characteristics of many International Class Programs is the implementation of English as a Medium of Instruction (EMI). Disparate conventional English courses, where English is the subject being learned, EMI uses English as the language through which disciplinary knowledge is delivered. Consequently, students are expected not only to develop their English proficiency but also to understand course content presented in English. This dual role of

English increases the linguistic and cognitive demands placed on learners and distinguishes International Class Programs from regular academic programs (Bolton et al., 2023; Coleman et al., 2024).

In Indonesia, the implementation of International Class Programs has expanded across many universities as part of broader institutional efforts to improve educational quality and strengthen international collaboration. However, previous studies have reported that the implementation of EMI in Indonesian higher education remains challenging. Students often enter International Class Programs with varying levels of English proficiency, while lecturers and institutions continue to adapt teaching methods, learning materials, and assessment practices to accommodate English-medium instruction (Bolton et al., 2023; Muslim et al., 2022). These findings suggest that the success of an International Class Program depends not only on institutional policies but also on the readiness of both lecturers and students to engage in an English-medium learning environment.

At Universitas Muhammadiyah Bengkulu (UMB), the International Class Program in the English Education Study Program reflects these general characteristics while maintaining several institutional distinctions. Based on information obtained from the Head of the English Education Study Program (personal communication, June 2026), the International Class follows the same curriculum structure and credit requirements as the regular class. However, several courses are adapted from an American-based General Education curriculum and are delivered in English by lecturers selected based on their English proficiency. Some lecturers are recruited from outside the university and conduct classes online. Student admission is determined through a basic English placement test, and students who have been assigned to the International Class remain in the program throughout their study. Although the curriculum and language of instruction differ from those of the regular class, the assessment system follows the same academic regulations.

The characteristics of the International Class Program at Universitas Muhammadiyah Bengkulu indicate that students are expected to learn academic content through English while adapting to an English-medium learning

environment. These conditions may create various linguistic, pedagogical, and affective challenges throughout the learning process. Therefore, understanding the nature of the International Class Program provides an important foundation for examining the challenges experienced by English Education students, which are discussed in the following section.

2. International Program of English Education (IPEE) at University Muhammadiyah Bengkulu

The International Class Program at Universitas Muhammadiyah Bengkulu (UMB) is one of the programs established to provide students with a learning environment that supports the improvement of their English proficiency. Compared to the regular class, the International Class offers greater opportunities for students to use English in academic activities and to participate in various programs designed specifically for International Class students. Through this program, students are expected to improve not only their English skills but also their confidence and readiness to compete in a wider academic environment.

One of the characteristics of the International Class Program is the use of several courses adapted from the American General Education (Gen-Ed) curriculum. General Education is a curriculum that aims to provide students with broad knowledge and essential academic skills before they focus more deeply on their major. This curriculum emphasizes the development of critical thinking, communication skills, problem-solving, ethical awareness, and interdisciplinary understanding (Association of American Colleges and Universities [AAC&U], 2011; Gaston, 2015). Although the International Class and the regular class follow the same curriculum structure and total credit requirements, several courses in the International Class are designed based on the General Education framework to enrich students' academic experience.

In terms of the learning process, the International Class has many similarities with the regular class because students take almost the same courses. However, the main difference is the language used during classroom activities. In the International Class, English is used as the primary language of communication. Lecturers are expected to deliver the lessons in English, and students are encouraged to communicate, ask questions, participate in discussions, and give

presentations in English. This learning environment provides students with more opportunities to practice English in real academic situations.

The lecturers who teach in the International Class are selected based on their English proficiency and teaching competence. In addition to lecturers from Universitas Muhammadiyah Bengkulu, the program also involves lecturers from other universities who teach either face-to-face or through online learning, depending on the course schedule. The involvement of lecturers from different institutions is expected to provide students with broader learning experiences and different teaching perspectives.

To become a member of the International Class, prospective students are required to take an English placement test. The purpose of this test is to identify students' English proficiency before they begin their studies in the International Class. The placement test helps the study program determine whether students have sufficient English skills to follow courses that are delivered primarily in English.

Based on these characteristics, it can be seen that students in the International Class are required to learn academic content while using English as the language of instruction. This condition makes the learning process more challenging than in the regular class because students need to understand course materials and communicate in English at the same time. Therefore, understanding the characteristics of the International Class Program is important before discussing the challenges experienced by English Education students in learning English.

2.3 Students' Challenges in Learning English

Learning English in an International Program presents greater challenges than learning English in a regular classroom because students are required to use English not only as a subject of study but also as the language of instruction. In this learning environment, students must understand academic content while simultaneously using English to communicate, participate in discussions, and complete various academic tasks. Consequently, students may experience different types of challenges throughout the learning process.

In general, students' challenges in learning English can be categorized into two main dimensions: linguistic challenges and pedagogical challenges. Linguistic

challenges are related to students' language knowledge and language skills, while pedagogical challenges are associated with the teaching and learning process, including teaching methods, learning materials, classroom interaction, and instructional practices. These two dimensions are closely related because difficulties in language proficiency may affect students' participation in classroom activities, while the way lecturers organize learning may either reduce or increase students' language difficulties. Therefore, understanding both linguistic and pedagogical challenges is important to obtain a comprehensive understanding of students' experiences in learning English in an International Class Program.

1. Linguistic Challenges

Linguistic challenges in English-medium instruction (EMI) refer to the challenges students encounter when they are required to use English to understand academic content, participate in classroom interaction, and complete academic tasks. These challenges are closely related to students' ability to draw upon core language resources, including listening, speaking, reading, writing, grammar, and vocabulary (Webb & Nation, 2020; Richards & Pun, 2023). In an EMI setting, these language skills are not used separately from academic learning. Rather, students are expected to use them simultaneously to understand explanations, interpret academic texts, respond to questions, express ideas, and complete assignments. Therefore, linguistic challenges in EMI may be more complex than those encountered in ordinary English language learning because English functions not only as the object of learning but also as the medium through which disciplinary knowledge is accessed and communicated.

Vocabulary is one of the central linguistic aspects in EMI because students need sufficient lexical knowledge to understand both general academic language and discipline-specific terminology. Webb and Nation (2020) explain that vocabulary knowledge involves more than knowing the meaning of individual words; learners also need knowledge of word form, meaning, grammatical function, collocation, and appropriate use. This distinction is particularly relevant in EMI because students may recognize a word in general English but still struggle to understand its meaning when it is used in an academic or disciplinary context. Academic vocabulary may also occur repeatedly in lectures, textbooks, journal

articles, and assignments, making limited vocabulary knowledge a continuing challenge rather than an isolated language problem. Rose et al. (2020) similarly found that success in English-medium study is influenced not only by students' general English proficiency but also by their academic skills and ability to cope with the demands of studying through English. Consequently, insufficient vocabulary can affect students' ability to follow explanations, interpret academic readings, and express their understanding of course content.

The challenge also extends to academic language and disciplinary discourse. University-level learning requires students to engage with language that is considerably more specialized and information-dense than the English used in everyday communication. Dippold et al. (2022) point out that students moving into disciplinary studies need to negotiate new linguistic practices as they encounter unfamiliar academic conventions, disciplinary terminology, and ways of constructing knowledge. Academic texts may contain complex grammatical structures, dense information packaging, nominalization, passive constructions, and discipline-specific expressions. These features require students not only to recognize vocabulary but also to interpret how information is organized and connected within academic discourse. Karakaş (2023) further demonstrates that students in EMI classrooms may draw on flexible language practices, including translanguaging, when dealing with demanding academic content. This suggests that linguistic challenges are not simply a matter of students lacking English proficiency; they are also connected to the complex linguistic practices required for participating in disciplinary learning through English.

Listening represents another important linguistic challenge because students must process spoken English while simultaneously interpreting the academic content being presented. In an EMI classroom, students cannot always rely on the possibility of repeated explanation or translation. They are expected to understand lectures, classroom discussions, instructions, and explanations as they occur. Listening becomes more demanding when lecturers speak rapidly, use unfamiliar pronunciation patterns, or employ discipline-specific terminology. Galloway and Rose (2021) emphasize that language-related challenges and students' linguistic preparedness are important considerations in the implementation of EMI and that

appropriate language support is necessary to help students cope with learning through English. Thus, listening challenges may arise not simply because students have weak listening skills, but because they must process language and academic information at the same time.

Variation in accents may further influence students' listening experiences. EMI environments are increasingly characterized by multilingual and international forms of English, meaning that students may encounter lecturers who speak with different first-language backgrounds and pronunciation patterns. From the perspective of intelligibility research, an accent should not automatically be regarded as a barrier to communication. Munro and Derwing (2020) explain that accentedness, comprehensibility, and intelligibility are related but distinct dimensions, and speech can be strongly accented while remaining intelligible. Nevertheless, students who have had limited exposure to different varieties of spoken English may initially require greater effort to understand unfamiliar speech patterns. Repeated exposure and interaction can gradually support students' ability to adapt to variation in pronunciation and accent. Therefore, the linguistic challenge lies partly in the process of adjusting to different forms of spoken English rather than in the accent itself.

Speaking is also significant because EMI requires students to communicate their understanding orally, particularly during classroom discussions, presentations, question-and-answer sessions, and group activities. Students may understand course content but still hesitate to participate when they are uncertain about grammar, vocabulary, pronunciation, or sentence construction. Richards and Pun (2023) highlight that EMI involves interaction between language and content, making students' ability to communicate their knowledge an important component of classroom learning. In this context, speaking challenges may affect not only students' language production but also their classroom participation. When students spend considerable time mentally translating ideas from their first language into English, they may need more time to formulate responses and may consequently participate less actively in spontaneous classroom interaction. Such challenges can become more visible when classroom activities require students to respond immediately or communicate complex academic ideas.

Grammar is similarly connected to students' ability to communicate accurately and confidently in EMI classrooms. Although grammatical knowledge is only one component of communicative competence, students may become concerned about tense, subject–verb agreement, sentence structure, and word order when expressing academic ideas. These concerns can influence students' willingness to speak, particularly when they perceive that grammatical errors may negatively affect how their academic competence is evaluated. In addition, grammatical challenges may become more demanding when students are required to produce formal academic writing. Assignments, reports, reflections, and other academic tasks require students to organize ideas logically while maintaining appropriate grammatical accuracy and academic style. Thus, grammar in EMI should be understood as part of a broader academic language demand rather than as an isolated language component.

Reading and writing constitute another interconnected area of linguistic challenges. Students in EMI programs are commonly expected to read textbooks, journal articles, lecture notes, research papers, and other academic sources in English. Compared with general English texts, academic materials often contain more complex sentence structures, specialized terminology, implicit relationships between ideas, and discipline-specific ways of presenting arguments. Dippold et al. (2022) argue that entering disciplinary studies involves a linguistic transition in which students must learn to engage with new academic and disciplinary practices. This transition requires students to develop not only language proficiency but also the ability to interpret how knowledge is constructed and communicated within a particular field. Reading challenges can therefore influence students' ability to understand course concepts, identify important information, and use academic sources effectively.

Writing requires students to transform their understanding of course content into coherent written English. This means that students must manage several demands simultaneously, including generating ideas, organizing arguments, selecting appropriate vocabulary, constructing grammatically accurate sentences, and following academic conventions. In EMI, these demands may become more pronounced when students are required to demonstrate their understanding

entirely through English. Galloway and Rose (2021) therefore emphasize the importance of language and academic support in EMI environments. Without adequate support, students may devote substantial cognitive attention to language formulation, leaving less attention available for developing and communicating the content of their ideas.

Overall, linguistic challenges in EMI should be viewed as interconnected rather than as separate problems involving individual language skills. Limited vocabulary may affect reading and listening comprehension; difficulties in understanding lectures may influence students' ability to participate in speaking activities; and uncertainty about grammar and academic language may influence both speaking and writing. More importantly, these challenges can influence students' access to disciplinary knowledge because language is the primary medium through which academic content is presented, discussed, and assessed. Therefore, examining vocabulary, grammar, listening, speaking, reading, and writing provides a comprehensive basis for understanding how students experience learning English through an EMI environment.

2. Pedagogical Challenges

Pedagogical challenges refer to challenges arising from the ways teaching and learning are organized, delivered, and supported in an EMI classroom. These challenges involve not only the lecturer's teaching approach but also the pace of instruction, classroom interaction, opportunities for clarification, and the selection and use of instructional materials. In EMI, pedagogical practices have particular importance because students are required to understand academic content through a language that may itself require substantial processing. Consequently, the effectiveness of an EMI classroom depends not only on students' English proficiency but also on how lecturers organize instruction to make academic content accessible.

The relationship between pedagogy and language is particularly important in EMI because content and language cannot always be separated during classroom learning. Students need to process what the lecturer is saying while also determining the meaning of unfamiliar words, expressions, or explanations. This creates a greater demand on students' attention, particularly when the content is

conceptually complex. Shao and Rose (2024), in their cross-case study of EMI programs in China, Japan, and the Netherlands, show that teaching through English creates particular pedagogical considerations for lecturers, including the need to balance content delivery, communication, and students' language-related needs. Similarly, Arega et al. (2024) demonstrate that the use of English as a medium of instruction can create instructional challenges when teachers have difficulty maintaining effective English-medium classroom practices. These findings indicate that EMI pedagogy requires lecturers to consider not only what content should be taught but also how that content can be made comprehensible through English.

Teaching methods are therefore an important dimension of pedagogical challenges. Teaching methods refer to the ways lecturers organize and deliver learning activities, explain course concepts, facilitate classroom interaction, manage learning time, and provide opportunities for students to participate. In a conventional lecture-oriented approach, students may spend much of the class listening to extended explanations. While lectures can be appropriate for presenting complex information efficiently, they may provide fewer opportunities for students to check their understanding, ask questions, negotiate meaning, or clarify unfamiliar expressions. In EMI, these limitations may become more significant because students can lose access to both language and content when they fail to understand an explanation at the time it is delivered.

Interactive teaching methods can provide opportunities to reduce this problem by allowing students to process information through discussion, questioning, pair or group activities, and other forms of classroom interaction. Interaction gives students opportunities to clarify meaning, hear explanations in different forms, and use English to communicate their understanding. This does not mean that lecture-based teaching is inherently ineffective; rather, the pedagogical challenge concerns the extent to which a particular teaching method accommodates students' linguistic and content-related needs. Richards and Pun (2023) emphasize the importance of considering the interaction between teaching practices and learners' experiences in EMI. When teaching is predominantly lecturer-centered

and opportunities for interaction are limited, students may have fewer opportunities to identify and address misunderstandings before they accumulate.

The pace of instruction is another important pedagogical consideration. When lecturers move rapidly through explanations, students may have insufficient time to process unfamiliar language while also understanding the academic concept being presented. This becomes particularly relevant when lectures contain technical terminology or complex theoretical explanations. Shao and Rose (2024) demonstrate that EMI teaching requires lecturers to make decisions about how content is communicated to students, suggesting that teaching through English involves more than simply replacing the usual language of instruction with English. Adjusting explanations, providing clarification, repeating important information, and checking students' understanding can therefore be important pedagogical practices in EMI classrooms.

Opportunities for clarification and feedback are equally important. In an EMI classroom, students may understand only part of an explanation but remain reluctant to ask questions because they are unsure how to formulate their questions in English. If classroom interaction does not provide sufficient opportunities for clarification, these partial understandings may remain unresolved. Arega et al. (2024) found that EMI implementation can involve instructional and language-related challenges that influence classroom practices, reinforcing the importance of teacher support and appropriate instructional strategies. From this perspective, pedagogical challenges are not solely determined by the teaching method itself but also by how effectively the method responds to students' needs during the learning process.

Another dimension of pedagogical challenges concerns the role of lecturers. EMI lecturers are often subject specialists rather than language teachers. Therefore, they may primarily focus on delivering disciplinary knowledge and may not always explicitly address the linguistic demands embedded in their teaching. This distinction is important because students may require support with academic vocabulary, terminology, discourse patterns, and instructions even when the lecturer's primary responsibility is content teaching. Galloway and Rose (2021) argue that the expansion of EMI has increased the need for language

support within higher education, highlighting the complementary role that language specialists and academic support can play in helping students access content through English. Similarly, Richards and Pun (2023) emphasize that effective EMI involves consideration of both teaching and learning processes rather than treating English simply as a neutral medium of instruction

In the Indonesian higher education context, these pedagogical considerations are particularly relevant because EMI is often connected to institutional internationalization. Muslim et al. (2022) discuss English-mediated internationalization in Indonesian higher education and highlight the broader institutional and linguistic issues associated with the increasing use of English in universities. Their discussion suggests that implementing English-medium programs involves more than establishing English as an institutional language; universities also need to consider the resources, practices, and forms of support required to make English-mediated learning meaningful for students. At Universitas Muhammadiyah Bengkulu, the use of English in the International Program of English Education similarly creates a need to examine how teaching practices respond to students who are learning disciplinary content through English.

Instructional materials represent the second major dimension of pedagogical challenges in this study. Instructional materials refer to resources used by lecturers to support the teaching and learning process, including textbooks, journal articles, presentation slides, lecture notes, and other academic resources. In EMI, materials are particularly important because they provide students with additional access to course content outside the lecturer's oral explanation. Well-selected materials can reinforce concepts, introduce key terminology, and provide opportunities for students to review information at their own pace. However, materials can also become a source of pedagogical challenge when their linguistic and conceptual demands exceed students' current academic English abilities.

Academic textbooks and journal articles may be particularly demanding because they are generally written according to disciplinary conventions and may contain specialized terminology, complex sentence structures, dense arguments, and implicit relationships between ideas. Dippold et al. (2022) explain that

students' transition into disciplinary studies involves learning to engage with new academic and disciplinary forms of communication. Consequently, students may need to develop both language knowledge and disciplinary literacy to use academic materials effectively. In an EMI program, this means that providing materials in English does not automatically ensure that students can access or benefit from them. The suitability of the material, its level of linguistic complexity, and the support provided by the lecturer all influence how students engage with it.

Presentation slides may provide a different level of linguistic demand because lecturers can select key points, use shorter expressions, and organize information visually. However, slides may become less effective when they contain excessive text, unfamiliar terminology, or insufficient explanation. The pedagogical value of slides therefore depends on how they are integrated into classroom instruction rather than on their use alone. Tomlinson (2008) emphasizes that learning materials should facilitate language learning and meaningful engagement with content, suggesting that materials need to be considered in relation to learners' needs and the learning context.

The use of journal articles is particularly relevant in higher education because students are expected to engage with research-based knowledge. However, research articles require students to interpret not only vocabulary and grammar but also academic argumentation, evidence, methodological terminology, and discipline-specific conventions. For students who are still developing academic English, these demands can make journal reading a substantial challenge. Karakaş (2023) shows that students in EMI settings may use flexible linguistic resources to make sense of content, indicating that students actively negotiate linguistic demands when engaging with academic learning. This reinforces the importance of providing appropriate guidance when academic materials are used in EMI classrooms.

Therefore, instructional materials should not be viewed merely as supplementary resources. They are part of the pedagogical environment through which students access disciplinary knowledge. The selection, level of difficulty, organization, and explanation of materials can influence students' ability to

understand and use academic information. When materials are appropriately selected and supported, they can reduce students' reliance on spontaneous comprehension of lectures. Conversely, when materials are highly complex and provided without sufficient guidance, they may add to the linguistic burden already experienced during classroom instruction.

Based on the discussion above, pedagogical challenges in this study are specifically examined through two aspects: teaching methods and instructional materials. Teaching methods concern how lecturers deliver content, organize classroom activities, manage the pace of instruction, facilitate interaction, and provide opportunities for clarification. Instructional materials concern the academic resources through which students access and review course content, including slides, textbooks, journal articles, and related learning resources. These two aspects are closely connected to linguistic challenges because the way content is taught and the materials through which it is presented can either support or increase students' efforts to understand English-medium academic learning. Examining these aspects therefore provides a more comprehensive understanding of the challenges experienced by students in the International Program of English Education at Universitas Muhammadiyah Bengkulu.

2.4 Previous Studies

Several studies provide relevant context for understanding linguistic and pedagogical challenges in EMI settings. Lambey et al. (2024) examined the internationalization of the Indonesian higher education sector and identified linguistic readiness among students and staff as a recurring constraint on programs seeking to implement EMI at scale. Similarly, Coleman et al. (2024) analyzed EMI policy and practice across Indonesian universities and found that institutions frequently adopt EMI pragmatically, often without corresponding investment in language support structures, resulting in a persistent gap between policy intent and classroom-level implementation.

Focusing more specifically on staffing, Muslim et al. (2022) reported that Indonesian universities pursuing English-mediated internationalization often depend on externally recruited, English-proficient staff, a pattern that can introduce inconsistency in instructional continuity and raises concerns about linguistic

hegemony in how EMI programs are staffed. Bolton et al. (2023) further documented that EMI implementation across Indonesian higher education institutions tends to prioritize access and enrollment growth over rigorous entry-level proficiency requirements, a tension that resonates directly with UMB's placement-test-based admission model described in the previous section.

At the level of individual student experience, Simbolon et al. (2025) examined the challenges faced by students in EMI courses within an international student mobility program and found that linguistic difficulties in comprehending lectures and completing coursework persisted even as students gained more exposure to English-medium instruction over time. In a related line of inquiry, Rose et al. (2021) reviewed pedagogical research on Global Englishes and language teaching and reported recurring mismatches between student and instructor expectations in EMI classrooms, particularly regarding how much linguistic support students require to comprehend content-heavy instruction. Table 2.1 summarizes these and other relevant studies alongside their key findings and their relationship to the present study.

Table 1 Relevant Studies

No	Author(s) & Year	Study Title (Abbreviated)	Journal & Year	Key Findings	Difference from Current Study
1	Rose, H., McKinley , J., & Galloway, N. (2021)	Global Englishes and language teaching: review of pedagogical research	<i>Language Teaching</i> (2021) A	Found recurring mismatches between student and instructor expectations in EMI classrooms regarding	General EMI review across contexts; this study examines linguistic and pedagogical challenges specifically at UMB.

No	Author(s) & Year	Study Title (Abbreviated)	Journal & Year	Key Findings	Difference from Current Study
				language support.	
2	Bolton, K., Hill, C., Bacon-Shone, J., & Peyronnin, K. (2023)	EMI (English-medium instruction) in Indonesian higher education	<i>World Englishes</i> (2023)	Found Indonesian EMI programs often prioritize enrollment access over rigorous entry-level proficiency requirements.	Institutional-policy focus; this study examines lived linguistic and pedagogical challenges of individual students.
3	Coleman, H., Ahmad, N. F., Hadisanto, N., Kuchah, K., Lamb, M., & Waskita, D. (2024)	Common sense and resistance: EMI policy and practice in Indonesian universities	<i>Current Issues in Language Planning</i> (2024)	Found a persistent gap between EMI policy intent and classroom-level language support across institutions.	Broad multi-institution policy scope; this study focuses on a single International Class Program in Bengkulu.
4	Muslim, A. B.,	Linguistic hegemony in	<i>Policy Futures in</i>	Found reliance on	Institutional staffing lens;

No	Author(s) & Year	Study Title (Abbreviated)	Journal & Year	Key Findings	Difference from Current Study
	Suherdi, D., & Imperiani, E. D. A. (2022)	global recognition: English- mediated internationalisa tion at Indonesian HEIs	<i>Education</i> (2022)	externally recruited, English- proficient staff shapes EMI staffing and instructional continuity.	this study links staffing patterns to students' pedagogical challenges at UMB.
5	Lambey, L., Usuh, E. J., Lambey, R., & Burgess, J. (2024)	Challenges and opportunities to internationalize the Indonesian higher education sector	<i>Business, Management and Economics</i> (2024)	Identified linguistic readiness among students and staff as a recurring constraint on EMI implementat ion.	Sector-wide perspective; this study narrows to English Education students' linguistic experiences at UMB.
6	Simbolon, N. E., Sadiq, N., & Curle, S. (2025)	Student challenges in English Medium Instruction (EMI) courses: Insights from an International	<i>Studies in English Language and Education</i> (2025)	Found linguistic difficulties in comprehend ing lectures persisted despite	Mobility- program context; this study examines a regular, ongoing International

No	Author(s) & Year	Study Title (Abbreviated)	Journal & Year	Key Findings	Difference from Current Study
		Student Mobility Program		increasing EMI exposure over time.	Class Program in Bengkulu.
7	Al-Hakim, M. A. (2021)	Revealing the potential impacts of English-medium instruction (EMI) in Indonesian higher education context	<i>IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature</i> (2021)	Found EMI implementation coexists with regular tracks and creates uneven linguistic demands across programs.	General impact analysis; this study provides an in-depth account of specific linguistic and pedagogical challenges.
8	Richards, J. C., & Pun, J. (2023)	A typology of English-medium instruction	<i>RELC Journal</i> (2023)	Proposed a typology showing pedagogical demands of EMI vary by discipline, delivery mode, and staffing structure.	Conceptual typology; this study applies related pedagogical dimensions empirically to the UMB International Class.

2.5 Conceptual Framework

Drawing on the theoretical description and previous studies discussed above, this study develops a conceptual framework that traces the flow of the phenomenon under investigation, beginning with the students themselves and moving toward the findings of the study. The framework starts from English Education students enrolled in the UMB International Class Program, situated within an institutional context of full EMI delivery, placement-test-based admission, and a partly rotating, partly online teaching staff. Within this context, these students encounter various challenges in learning English, encompassing linguistic and pedagogical dimensions as discussed in the Literature Review, as well as any other challenges that may surface during data collection. Rather than determining a fixed set of categories in advance, this study analyzes all challenges that emerge from the data and interprets them in relation to relevant theories (including SLA perspectives discussed under Learning English and self-regulated learning theory) and the previous studies reviewed above. This process allows themes from the data to surface inductively while remaining grounded in existing theoretical and empirical literature; these themes may include linguistic challenges and pedagogical challenges as anticipated from the literature, or other themes should they emerge and be supported by theory. These themes are then synthesized into the research findings, consistent with this study's aim of producing an in-depth, phenomenological account of the difficulties English Education students face in learning English within the International Program of English Education at Universitas Muhammadiyah Bengkulu.

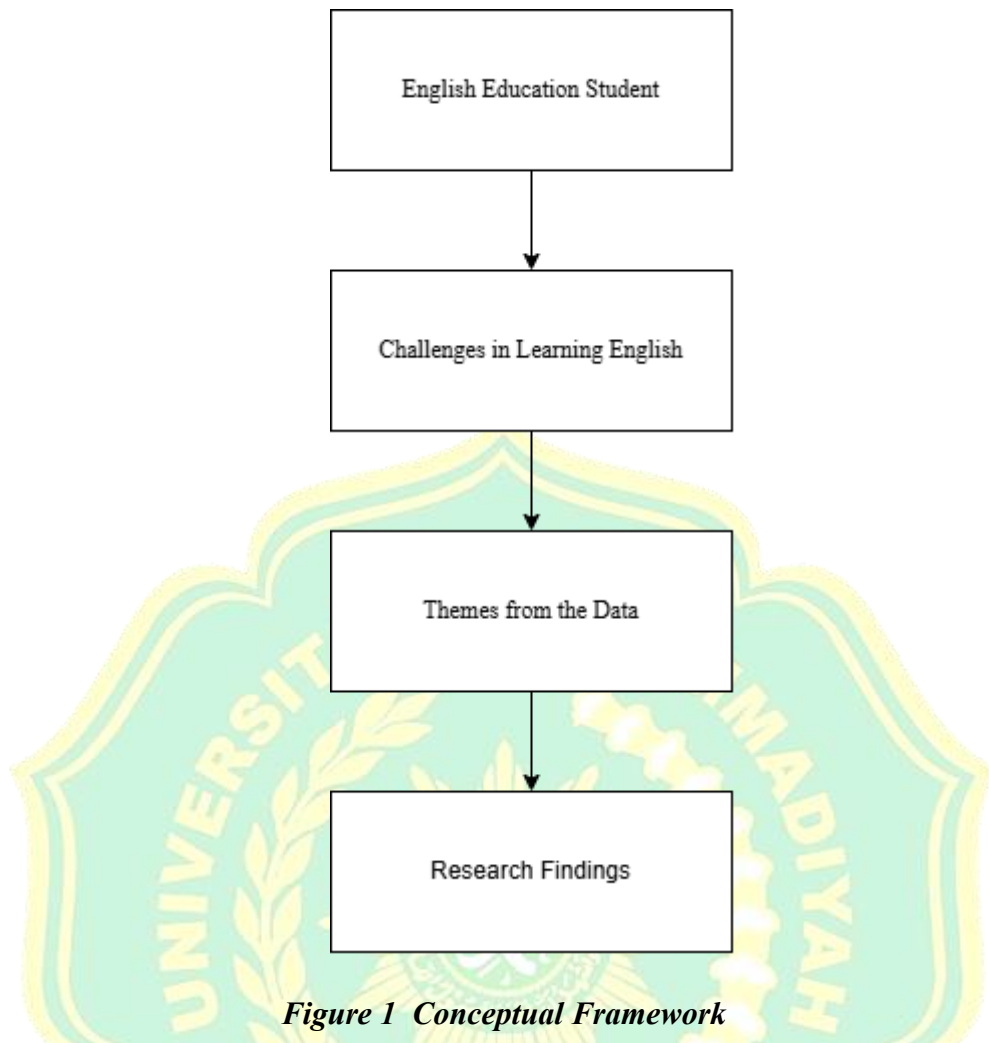


Figure 1 Conceptual Framework

[Figure 1 presents a vertical flow diagram consisting of four sequential boxes connected by arrows: (1) English Education Students, representing students enrolled in the UMB International Program of English Education (IPEE); (2) Challenges in Learning English, representing the range of difficulties these students encounter within the EMI institutional context; (3) Themes from the Data, representing the themes that emerge from the data, such as Linguistic Challenges, Pedagogical Challenges, or other themes that arise and are supported by relevant theory and previous studies; and (4) Research Findings, representing the findings produced by synthesizing these themes.]