

# Non-English Major Teaching English Subjects

*Rose Tolentino-Suarez*

English plays a significant role in the Philippine educational system as one of the country's official languages and a primary medium of instruction. Its prominence stems from its historical use as a language of administration and education during the American colonial period (Santos et al., 2022). Recognizing its importance in developing learners' communication competence, the Department of Education (2016) continues to uphold standards for the integration of English within the K-12 curriculum. The use of English in basic education is intended to enhance students' language proficiency, which is considered essential for academic achievement and global competitiveness (Canilao, 2018).

To further strengthen English language instruction, Executive Order No. 210 (2013), signed by former President Gloria Macapagal Arroyo, promoted the use of English as a medium of instruction. The policy sought to improve the quality of English education through enhanced teacher training and the provision of adequate instructional materials and learning resources (Saraceni, 2018). These initiatives reflect the government's commitment to ensuring effective English language teaching and learning across educational levels.

Despite these efforts, challenges remain, particularly for non-English major teachers who are assigned to teach English subjects. Unlike teachers who specialize in English language education, non-specialist teachers may have lower levels of proficiency and confidence in using the language, which can affect their ability to explain complex concepts and facilitate meaningful student learning (Tuan & Lan, 2024). Even qualified teachers may experience uncertainty regarding vocabulary, grammar, and pronunciation, challenges that are often more pronounced among non-native or non-specialist educators (Perry, 2023). These difficulties underscore the need for continuous professional development, targeted language support, and instructional interventions to strengthen teachers' English proficiency and enhance the quality of English language instruction.

### **Classroom Use of English by Non-English Major Teachers**

English as a Medium of Instruction (EMI) offers several benefits for both teachers and students, particularly in promoting meaningful learning, improving instructional practices, and enhancing learner confidence. One of the most significant advantages of EMI is its contribution to teachers' language development (Drijača Margić & Vodopija-Krstanović, 2018; Peng & Xie, 2021). Regardless of their initial level of English proficiency, educators who regularly teach through English are exposed to continuous opportunities to strengthen their linguistic competence while delivering subject content.

For primary teachers, engagement with instructional materials in English facilitates the development of both general and specialized language skills (Thom & Thuy, 2019). Through the process of teaching content, educators refine their command of subject-specific vocabulary, functional expressions, and instructional language used in explanations, descriptions, and classroom interactions. Unlike traditional language learning approaches, EMI

provides a contextualized and practice-oriented environment in which language development occurs alongside content instruction (Yu & Kaur, 2024; Zhou et al., 2025). This dual role of teaching and language learning makes EMI a dynamic and authentic professional experience that supports continuous improvement in both pedagogical and linguistic competence.

Beyond enhancing language proficiency, EMI contributes to teachers' professional growth by increasing their confidence in using English across various instructional contexts. As teachers become more proficient and comfortable communicating in English, they are better equipped to facilitate classroom discussions, explain complex concepts, and engage learners in meaningful academic interactions. Consequently, EMI serves not only as a tool for student learning but also as a mechanism for teachers' ongoing professional and language development (Rifiyanti & Dewi, 2023).

## **Challenges in Teaching English Among Non-English Major Teachers**

Teaching English outside one's field of specialization remains a significant concern in educational systems worldwide. Commonly referred to as out-of-field teaching, this practice occurs when teachers are assigned to teach subjects for which they lack formal qualifications, training, or expertise (Plessis, 2013; Hobbs, 2013). Despite limited preparation in the subject area, these teachers are expected to deliver quality instruction and meet the same professional standards as subject specialists.

Out-of-field teaching is often driven by practical challenges such as teacher shortages, staffing limitations, and hiring constraints, which compel schools to assign educators to subjects beyond their areas of specialization. As a result, teachers must make substantial adjustments to accommodate unfamiliar content, pedagogical approaches, and instructional demands. These

circumstances can create difficulties in lesson preparation, content delivery, and classroom instruction, potentially affecting both teacher effectiveness and student learning. Consequently, students may experience lower levels of engagement and understanding, while teachers may struggle with confidence in their ability to teach the subject effectively.

The impact of out-of-field teaching extends beyond instructional challenges. When educators are assigned to areas outside their expertise, they may experience reduced self-esteem because their specialized knowledge and competencies are not fully utilized (Tran, 2023). This mismatch between qualifications and teaching assignments can also contribute to lower job satisfaction and diminished performance (Huo, 2025). These challenges are broader systemic issues related to teacher deployment that require targeted professional development, mentoring, and institutional support to help non-specialist teachers effectively fulfill their instructional responsibilities.

### **Teachers' Coping Mechanisms in English-Medium Instruction**

To address the challenges associated with EMI, both teachers and students employ a variety of coping strategies to facilitate effective teaching and learning. Students, in particular, utilize self-regulated learning strategies to overcome language-related difficulties and enhance comprehension. Yu et al. (2021) identified several approaches, including L1-mediated, L2-mediated, tool-mediated, and community-mediated strategies. These involve using the native language to support understanding, consulting translated materials, utilizing learning tools, and engaging in peer collaboration to navigate academic content delivered in English.

Students also adopt practical learning techniques that help them actively participate in EMI classrooms. These include asking questions, activating prior knowledge, inferring meaning from context, and using visual

aids to support comprehension. Some learners further manage their learning environment by taking detailed notes and positioning themselves strategically in the classroom to improve attention and engagement. Such strategies demonstrate students' active efforts to adapt to the linguistic demands of EMI and take responsibility for their own learning.

Despite the value of learner-initiated strategies, their effectiveness is greatly influenced by the support provided by teachers. Teachers play a critical role in helping students navigate language challenges by offering appropriate scaffolding, clarifying complex concepts, and creating opportunities for meaningful participation (Soruç & Griffiths, 2018). Consequently, successful implementation of EMI requires instructional approaches that are responsive to learners' linguistic needs and foster inclusive, supportive, and engaging learning environments. Through effective teacher support and strategic learner engagement, the challenges associated with EMI can be mitigated, leading to improved learning outcomes and greater confidence among students.

## **RESEARCH FOCUS: The Lived Experiences of Non-English Major Teachers in Teaching English Subjects**

This study explored the lived experiences of non-English major teachers assigned to teach English subjects, with particular emphasis on how these experiences influence their personal and professional lives. Specifically, the study sought to identify the challenges they encounter, the coping strategies they employ, and the implications of these experiences for teacher development.

The study employed a qualitative research design using narrative inquiry. Narrative inquiry was selected because it focuses on understanding and documenting participants' personal stories, experiences, challenges, and coping mechanisms, thereby providing a deeper understanding of a particular

phenomenon (Mertova & Webster, 2019). Through this approach, the researchers captured and organized the experiences of non-English major teachers into meaningful narratives that reflected their realities of teaching English outside their field of specialization.

The study involved seven purposively selected non-English major teachers from Aklan, Philippines who had at least three years of experience teaching English subjects. Data were gathered through open-ended interviews and focus group discussions, supplemented by empirical observation. To enhance the credibility and trustworthiness of the findings, triangulation techniques were employed, including peer debriefing, expert validation, and the use of field notes. These procedures helped ensure the consistency, accuracy, and reliability of the collected data.

Ethical standards were strictly observed throughout the research process. Approval was secured from the appropriate authorities, and informed consent was obtained from all participants prior to data collection. Interview data were recorded, transcribed, and analyzed using Colaizzi's method of phenomenological analysis, which involved extracting significant statements, formulating meanings, and organizing them into thematic categories. This systematic approach enabled a comprehensive interpretation of participants' experiences while ensuring confidentiality, credibility, and research integrity.

### ***Experiences in Teaching English that Affected Personal Life***

***Time-consuming preparation.*** A dominant theme among participants is the extensive time required to prepare lessons and instructional materials. Teachers reported sacrificing rest and family time to meet the demands of teaching English.

*"I need to exert more time to prepare my lessons especially I am teaching elementary pupils. Example, instead of sleeping early at night or*

*having fun with my family, I need to make more interactive learning materials such as doing power point presentations so that they can listen attentively to my lesson.” (Teacher A)*

*“Teaching English subject is difficult but fulfilling because I learned a lot. You need to be resourceful and patient it doing learning materials especially if you’re lesson is literature. I stay up late at night in doing learning materials that I am going to used such as doing my lesson plan, presentations, and looking up in the internet or Merriam Webster of unfamiliar words found in the reading selections so that my students could understand it better.” (Teacher B)*

*“One of the experiences that I encountered in teaching the English subject that affects my personal life was the time that I spent to study the lesson. There are times, I stayed up late at night to study the lesson for the next morning or the next day. I rushed with my food and doesn’t have enough sleep and I also wonder if I really give justice in teaching the subject.” (Teacher G)*

**Lack of self-confidence.** Teaching English subjects can be daunting for non-English majors. Despite their dedication, they often struggle with confidence and preparation. Teacher B and C shared they experiences of having lack of self-confidence in teaching the subject.

*“Spending time to search in the internet and review all the lessons so that I could teach or give justice to the lesson. There are times that I need to look up in the dictionary or Merriam Webster the meanings of words that I am not certain on its meanings so that I can answer correctly the questions of my students because I feel ashamed if I failed to answer their questions.” (Teacher B)*

*“Teaching English has profoundly influenced my personal life and shaping my mindset and skills. I was expose myself in diverse content of the subject through literature, essays, and discussions, as well as the appreciation*

*of different culture. Aside from that, I need to sharpened and improved my communication skills, develop my self-confidence, and vocabulary. These have helped me convey my ideas effectively and efficiently. (Teacher C)*

***Positive life-changing experiences.*** Despite of tiring process of preparing the lessons in teaching the English subject, all teacher-participants narrated positive life changing experiences in teaching the subject that inspires them to love the subject and their profession.

*“Maybe it was my students that I considered as mna very slow reader because he finds difficulty in reading. Every day after class, I conducted remedial reading with him in exchange of free snacks so that he can enjoy turning back until he reads faster and it was fulfilling on my part as a teacher.” (Teacher A)*

*“As a teacher, we have to embrace challenges and accept whatever is given or assigned to us. This is the experience that influence me as a person or an individual. There is no room to say “no” but to always say “yes” and in this point of view help me to grow and to be versatile in work and as an individual.” (Teacher B)*

*“Through teaching English subject, I develop different skills such as proper pronunciation of words, proper usage of grammar, and it develop my self-confidence in speaking in front of people using the English language.” (Teacher D)*

*“In teaching this subject, it enhanced my resourcefulness and creativity. I found it more interesting and engaging especially in doing learning materials which I also adopt in my other subjects.” (Teacher E)*

### ***Experiences in Teaching English that Affected Professional Life***

***Pressure to adapt to curriculum changes.*** Non-English major teachers face significant challenges in adapting to curriculum changes, affecting their

competence in crafting lesson plans and other instructional materials. Majority of the teacher-participants shared their experiences of being pressured in adapting curriculum changes in teaching the subjects which brought big impact to their professional lives.

Teacher D shared that she struggled in crafting the lesson plans and preparing learning materials to meet the competencies in English, *“It was difficult to make lesson plans and other support instructional materials in English especially it is not my field of specialization. I need to cut-out pictures, make slideshows and others so that my students can understand it more and I can be able to meet the learning competencies.”* Teacher B shared that she also struggled to meet the learning competencies in teaching the English subject, *“The experience in teach English is very challenging since you don’t have the broad knowledge about the subject. Since, I have to deal with it professionally and conscientiously. I have to study to gain more knowledge in every lesson to provide effective and quality teaching-learning outcome and to meet the learning competencies in each lesson”* Teacher C revealed that it’s difficult to adapt curriculum changes. She openly stated, *“It was difficult especially in my first encountered in handling the English subject because I need to meet all the learning competencies stated in the curriculum guide especially in writing sentences, paragraphs, and essays since it has the rules in writing. It is much better that my students can gained higher learning competencies.”*

***Development of creativity and resourcefulness.*** Despite not having specialized training in certain subjects, non-English major teachers have found ways to develop their creativity and resourcefulness. They go above and beyond by dedicating time to develop engaging and interactive materials, methods, and strategies that help make learning more effective. Majority of

the teacher-participants develop their creativity and resourcefulness in preparing the lessons in English.

*“I have encountered many difficulties in crafting my lesson plans and preparing engaging activities for my lesson delivery such as what learning materials or examples should I present so that my students will be attentive. Mostly, in literature lessons I downloaded videos or movies.”* (Teacher E)

*“Actually, it was really hard to prepare lessons and learning materials even though there are more available downloaded learning resources online but the location of school does not have good internet connection. So, I still need to use the traditional ways of learning materials wherein I cut-out pictures, drawing, and others.”* (Teacher A)

*“Some of my experiences were staying up late at night to make PPT or other activities. It harnesses my technical skills and made used of the internet to look for supplemental activities. Also, I search in google and Pinterest of good and engaging activities/games about the subject.”* (Teacher G)

Despite lacking formal training in the subject, these educators find innovative ways to engage their students. They dedicate time and effort to ensure that their lessons are interesting and effective, even if they are not fully equipped with specialized knowledge in English.

***Enhance communication skills.*** Teachers who are not English majors improve their communication skills by teaching the subject. Through explaining complex ideas and interacting with students, they develop stronger and more effective ways to convey information. Most of the teacher-participants discovered that they enhanced their communication skills in teaching the English subject.

*“It was fulfilling on my part as a non-English major teacher especially if my students can answer and share their ideas using English language. I am happy if they can write simple English sentences, paragraphs, or essays. It was good*

*to know that all my efforts are worthy in studying on how to improve and enhance my communication skills. (Teacher D)*

*“My main goal in teaching the English subject is to enhance my communication skills both speaking and writing. There are terms or words that I thought it was easy or correct in terms of its pronunciation or enunciation. It was difficult but the same time, I am happy because through teaching this subject, it adds my learnings which I applied to other subjects.” (Teacher C)*

*“Teaching English subjects has helped me improved my knowledge in English. It has improved my speaking skills. Also, being able to deliver the lesson effectively has given me a sense of fulfillment as a teacher and its build a strong relationship to my students and to my fellow teachers.” (Teacher E)*

*“These experiences have greatly impacted my professional development and career trajectory. These have enhanced my adaptability, allowing me to thrive in teaching subjects beyond my specialization, which reflects my versatility as an educator. Facing challenges in teaching English encouraged me to continuously learn and improve, fostering a growth mindset essential for professional advancement. Additionally, these experiences honed my communication, critical thinking, and problem-solving skills, which are transferable to various aspects of my career. It also boosted my confidence, proving that I can succeed outside my comfort zone.” (Teacher F)*

### ***Challenges Encountered in Teaching the English Subject***

***Diversity of learners.*** Non-English major teachers often face challenges in addressing the diverse needs of their learners when teaching in English. The variety of backgrounds, learning styles, and language skills among students can make it difficult to effectively engage and support everyone in the classroom. Majority of them said that dealing with the

diversity of the learners find them more challenging in teaching the subject. Teacher F shared that it was challenging to handle different learners with different backgrounds, *“As a Math major teaching English, I faced several challenges while delivering lessons. One significant challenge was mastering the content, as English required a different skill set from my specialization. I had to relearn grammar, syntax, and effective communication strategies to confidently teach the subject. Another difficulty was creating engaging lesson plans that catered to diverse student needs, especially when I lacked prior experience in language instruction. Addressing students’ language-related misconceptions and editing their outputs were also daunting, as I needed to ensure accuracy and clarity despite my limited background in English.”* Teacher B and D have the same experiences. They were also challenged on how to deal with different students with different backgrounds and what learning styles and strategies should they employ to make their teaching meaningful. Teacher B says, *“The challenges I have faced while delivering English lessons is the diverse learning levels of the learners. It is difficult to deliver the lesson because of the different proficiency levels. Another, is the language barriers since learners struggles with complex vocabulary, grammar rules, and pronunciation and sometimes keeping the learners motivated since they find it difficult and challenging in learning English.”* On the other hand, Teacher D shares, *“In my class, there are different types of students, not all are smart, in short, I have heterogenous class. As a teacher, I need to adjust to the needs of my learners to be suited to the level of their abilities and capabilities to do the tasks given. It is needed that my activities or objectives were suited to their level of understanding.”*

***Appropriateness of assessment.*** Teachers who are not English majors often face challenges when creating English tests. To effectively assess students' understanding, it's important to ensure that the test content and

language match the students' level and abilities. Majority of them shared that in constructing English tests, it must be appropriate to student level to ensure effectively assess student's understanding of the material.

*“When constructing English tests, I make sure that it was suited to the level of understanding of the students and it was based on the learning objectives of every lesson that I had given.”* (Teacher A)

*“When constructing examination, I always take into consideration the use of words appropriates to the level of understanding of the learners.”* (Teacher E)

*“I considered the level of capabilities of my students. The given instructions and test items are clear and the grammar is correct.”* (Teacher G)

*“When constructing English tests, it is essential to consider several factors to effectively assess students' learning. The test should align with the specific learning objectives, ensuring that questions evaluate the skills and knowledge intended. It is also important to cover a range of language skills: listening, speaking, reading, and writing while balancing the difficulty level to accommodate different proficiency levels.”* (Teacher F)

***Student-centered approach.*** Non-English teachers focus on creating instructional materials that are suited to the students' level of understanding and needs. They use of localized examples and a mix of traditional and modern resources to ensure the lessons are engaging, relevant, and accessible to all students. They shared particular effective approach they have been used in preparing instructional materials to support their English lesson.

*“In preparing my instructional materials, I made sure, that it should be in the level of understanding and capacity of my students. I priority more on using indigenized and localized examples and materials so that my students understand it more.”* (Teacher A)

*“In preparing instructional materials, I ensure that my learning materials are contextualized and indigenized by using localized examples that reasonable with learners, making the content more relatable. I incorporate a variety of traditional and modern support instructional materials (SIMs) and provide group activities to support differentiated instruction, catering to the diverse learning needs of my pupils.” (Teacher B)*

*“In preparing instructional materials, I choose materials that are readily available in our community. Those are the materials that are familiar to them even in giving examples.” (Teacher C)*

*“To prepare instructional materials that effectively support my English lessons, I started by identifying the key learning objectives and ensuring that the materials align with them. I then select appropriate resources, such as textbooks, online content, and multimedia, that can help students grasp the concepts being taught. When creating my own materials, I focus on clarity and relevance ensuring that the content is engaging and accessible to all students.” (Teacher F)*

### **Coping Mechanisms in Dealing with the Challenges from Teaching the English Subject**

***Time management.*** Effective time management is a core strategy. They highlight how managing time wisely helps them stay on track with lesson planning, instructional materials, and meeting deadlines. By organizing their schedules and preparing in advance which avoid stress and last-minute cramming.

*“Time management is one of my coping mechanisms in addressing the challenges in teaching the English subject. Through this, I met the deadlines of my lesson plans and other instructional materials needed in due time.” (Teacher A)*

*“The proper management of time in crafting my supported instructional materials to be used in my class to avoid stress. (Teacher C)*

*“To address the challenges, I see to it that I have the mastery of the lesson. In order for me to have the mastery of the lesson, I always spend time in preparing a well-structured lesson plan to provide the accurate and applicable strategies to provide an efficient and quality teaching and learning outcomes. (Teacher B)*

*“Before, it was stressful on my part in preparing the SIM’s needed for the subject. But I discovered that I need to manage my time wisely. During my vacant time, I prepared ahead of time these materials to avoid cramming. (Teacher D)*

**Self-care and well-being.** Teachers use self-care and prioritize their well-being as essential coping mechanisms to manage the demands of their role. They find that taking care of their health helps reduce stress and improves their overall effectiveness in the classroom. Majority of them shared that managing their health through self-care was vital to staying effective in their roles and avoiding illness or exhaustion.

*“It is effective. I make sure to take regular breaks, get enough rest, and at the same time engage myself in activities that help me relax and recharge to avoid illness. As a teacher, I need to prioritize also my health through self-care and free from stress.” (Teacher D)*

*“Based on my experiences, it’s a yes. Being wise in managing my time, this helps me to stay focused and maintain my well-being while facing challenges.” (Teacher E)*

*“Yes, based on my experiences, I believe my coping mechanisms are effective in helping me navigate the challenges I face as an educator. My resourcefulness allows me to find solutions and adapt when faced with new responsibilities, like teaching English.” (Teacher F)*

*“Through watching uploaded videos in teaching English lessons, I think these are effective ways. It reset myself and feel the readiness in teaching the lessons to my students.” (Teacher G)*

## **Conclusion**

The non-English major teachers navigate teaching English through resilience, adaptability, and continuous learning. While they face challenges such as workload, low confidence, and diverse learner needs, they employ effective coping strategies and develop professional competencies. However, these experiences also highlight systemic gaps in training, support, and resource allocation. Addressing these gaps is essential to ensure sustainable teaching practices and improved learning outcomes.

## Bibliography

- Canilao, M. L. E. N. (2018). English in the teaching of mathematics: Policies, realities, and opportunities. In I. P. Martin (Ed.), *Reconceptualizing English education in a multilingual society* (Vol. 13, pp. 137–161). Springer. [https://doi.org/10.1007/978-981-10-7528-5\\_9](https://doi.org/10.1007/978-981-10-7528-5_9)
- Carroll, A., Forrest, K., Sanders-O'Connor, E., Flynn, L., Bower, J. M., Fynes-Clinton, S., York, A., & Ziaei, M. (2022). Teacher stress and burnout in Australia: Examining the role of intrapersonal and environmental factors. *Social Psychology of Education, 25*(2–3), 441–469. <https://doi.org/10.1007/s11218-022-09686-7>
- Drljača Margić, B., & Vodopija-Krstanović, I. (2018). Language development for English-medium instruction: Teachers' perceptions, reflections and learning. *Journal of English for Academic Purposes, 35*, 31–41. <https://doi.org/10.1016/j.jeap.2018.06.005>
- du Plessis, A. E. (2015). Effective education: Conceptualising the meaning of out-of-field teaching practices for teachers, teacher quality and school leaders. *International Journal of Educational Research, 72*, 89–102. <https://doi.org/10.1016/j.ijer.2015.05.005>
- Hobbs, L. (2013). Teaching “out-of-field” as a boundary-crossing event: Factors shaping teacher identity. *International Journal of Science and Mathematics Education, 11*(2), 271–297. <https://doi.org/10.1007/s10763-012-9333-4>
- Huo, M. (2025). Untangling teacher burnout: A network analysis of demands, resources, and out-of-field teaching challenges in rural China. *Frontiers in Public Health, 13*, Article 1633952. <https://doi.org/10.3389/fpubh.2025.1633952>
- Mertova, P., & Webster, L. (2019). *Using narrative inquiry as a research method: An introduction to critical event narrative analysis in research, teaching and professional practice* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429424533>
- Peng, J.-E., & Xie, X. (2021). English-medium instruction as a pedagogical strategy for the sustainable development of EFL learners in the Chinese context: A meta-analysis of its effectiveness. *Sustainability, 13*(10), Article 5637. <https://doi.org/10.3390/su13105637>
- Perry, S. (2023). Non-native English-speaking teachers and self-appreciation: How non-native English-speaking teachers can gain equity by learning to appreciate themselves. *Merits, 3*(4), 654–667. <https://doi.org/10.3390/merits3040039>
- Rifiyanti, H., & Dewi, D. U. (2023). English as a medium of instruction (EMI) in learning practice: Perspectives and strategies of educators.

- Tamaddun*, 22(2), 183–192.  
<https://doi.org/10.33096/tamaddun.v22i2.551>
- Santos, A. L., Fernandez, V. D., & Ilustre, R. G. (2022). English language proficiency in the Philippines: An overview. *International Journal of English Language Studies*, 4(3), 46–51.  
<https://doi.org/10.32996/ijels.2022.4.3.7>
- Saraceni, M. (2018). English in education in the Philippines: From research to policy. In I. P. Martin (Ed.), *Reconceptualizing English education in a multilingual society: English in the Philippines* (Vol. 13, pp. 213–226). Springer. [https://doi.org/10.1007/978-981-10-7528-5\\_13](https://doi.org/10.1007/978-981-10-7528-5_13)
- Soruç, A., & Griffiths, C. (2018). English as a medium of instruction: Students' strategies. *ELT Journal*, 72(1), 38–48.  
<https://doi.org/10.1093/elt/ccx017>
- Thom, N. T. T., & Thuy, P. T. T. (2019). Primary English language teachers' engagement in professional development. *VNU Journal of Foreign Studies*, 35(1), 60–71. <https://doi.org/10.25073/2525-2445/vnufs.4342>
- Tran, H. L. (2023). Teaching outside area of expertise: A barrier to or enabler of teachers' sense of competence? *VNU Journal of Foreign Studies*, 39(6), 86–99. <https://doi.org/10.63023/2525-2445/jfs.ulis.5162>
- Tuan, D. M., & Lan, L. T. D. (2024). Overcoming a stumbling block: Challenges of English-medium instruction for Vietnamese tertiary students. *Studies in English Language and Education*, 11(3), 1393–1411. <https://doi.org/10.24815/siele.v11i3.36650>
- Yu, S. Y., & Kaur, J. (2024). Increasing student comprehension in the English-medium instruction (EMI) context: Lecturers' use of explicitness strategies. *International Journal of Educational Research Open*, 7, Article 100334. <https://doi.org/10.1016/j.ijedro.2024.100334>
- Yu, S., Wang, Y., Jiang, L., & Wang, B. (2021). Coping with EMI (English as a medium of instruction): Mainland China students' strategies at a university in Macau. *Innovations in Education and Teaching International*, 58(4), 462–472.  
<https://doi.org/10.1080/14703297.2020.1784248>
- Zhou, S., Fung, D., & Thomas, N. (2025). Towards deeper learning in EMI lectures: The role of English proficiency and motivation in students' deep processing of content knowledge. *Journal of Multilingual and Multicultural Development*, 46(7), 1749–1764.  
<https://doi.org/10.1080/01434632.2023.2248078>