Researching English Medium Instruction

In the rapidly evolving landscape of English Medium Instruction (EMI), the need for comprehensive research methodologies has never been more pronounced. This pioneering guide offers an in-depth exploration into quantitative research methods tailored specifically for EMI. Going beyond the surface, the volume bridges the cultural divides of East and West, ensuring that insights are inclusive of diverse educational levels, settings, and backgrounds. Whether you are an academic researcher, a policymaker, or an educator in the field, this book serves as an invaluable resource. Not only does it fill a notable gap in the literature, it also presents readers with practical, adaptable research strategies that can be employed globally, which are illustrated with a range of case studies that bring the methods to life. With this volume, understand the nuances of EMI across different contexts, and equip yourself with the tools needed to contribute meaningfully to the discourse on global EMI practices, challenges, and solutions.

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To our parents

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Preface

The use of English to teach content subjects has been a growing trend in many parts of the world. There has been a rapid interest in exploring various aspects of research in the context of English Medium Instruction (EMI), focusing on language and content learning, teaching disciplinary language, evaluating the effectiveness of EMI implementation at primary, secondary, and tertiary levels, and conducting research to investigate teachers', students', policymakers', or other stakeholders' perceptions toward the use of English for instruction.

McKinley and Rose (2020) recently published a book on research methods titled *The Routledge Handbook of Research Methods in Applied Linguistics* in applied linguistics, providing a comprehensive handbook to cover the rapid changes in these methods. According to McKinley and Rose (2020, p. 1), there are two main types of researchers in applied linguistics: "researcher-practitioners who are interested in exploring teaching and learning within language classrooms, and educational psychologists who are interested in exploring the cognitive and psychological processes of language learning." The use of English for instruction and research exploring the role of teaching content subjects through English have captured researchers' attention (Macaro, 2018), extending from language into various other disciplines such as science, technology, mathematics, engineering, medicine, business, history, and sociology.

This implies that when conducting research on EMI, one needs to intertwine multiple disciplines, such as applied linguistics, education, or language policy, in order to formulate a research agenda that addresses research questions about what is best for teaching and learning both language and content. It is also important to understand how individual classroom practices could be affected by a school-based language policy, how they shape individual teachers' practices, and how students develop coping strategies in their classrooms. Additionally, it is crucial to consider the directions of schools or universities in implementing EMI. Adopting a cross-disciplinary approach to investigate issues within the EMI context may require researchers to apply a wide range of research methodologies or designs specific to each discipline, ensuring that the

findings are applicable to researchers, policymakers, school administrators, language teachers, and EMI practitioners.

We hope this volume provides enlightening perspectives to researchers in the realm of educational linguistics, particularly those focusing on English language teaching, content-based instruction, content and language integrated learning, and EMI.

Acknowledgments

We would like to express our sincerest gratitude to all the contributors to this volume. We deeply appreciate the insightful and beneficial recommendations our peers and partners have provided, as these have considerably influenced the material encompassed in each chapter. The diverse views brought forth by each chapter shed new light on the quantitative methodologies employed in EMI research.

We extend our gratitude to all the reviewers whose valuable feedback and helpful proposals contributed to the creation of this volume. We also acknowledge the staff at Cambridge University Press for ensuring the process was executed as seamlessly as possible.

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