

American University of Afghanistan

Zohra Arsalaie

46877

ENG 215 (Researched Expository Essay) - Section 4

Research Proposal

Dr. Tristan Purvis

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A Preliminary Title: An investigation of the quality of learning and/or feedback within online instruction in our EMI environment at AUAF and under emergency circumstances\* (i.e. how teaching and learning at AUAF through EMI have been affected by the shift to emergency remote education).

**Summary and Aims of the research:** EMI is presently experiencing a surge in popularity as an instructional approach in educational sectors around the world, and its worth has increased even more since the change to emergency remote education. This is a rapid conversion of a huge amount of face-to-face course material into an online format. As a result of this transition, improvised solutions are needed to support a new mode of learning (Shisley, 2020).

A number of recent publications have thrown light on the subject of online education, particularly in the English medium system. Most of the findings are in line with previous, in general, the online platform results in worse student performance than in-person. In other words, students who are less intellectually competent suffer the most unfavorable consequences of attending online courses. "New evidence from 2020 also suggests that the switch to online course-taking in the pandemic led to declines in course completion. However, a few new studies point to some positive effects of online learning" (Cellini, 2021).

The purpose of the current research is the extent to which the switch to online teaching at AUAF has had positive/negative effects on teaching and learning, and the extent to which English as a Medium of Instruction has played a role in these effects.

**A Preliminary Literature review:** The impact of online instruction on student performance is the subject of a growing amount of study. This study explored a variety of approaches to better understand how students' learning and teaching practices have influenced the educational system. It has also concentrated, to some extent, on the role of English as a Medium of Instruction in online instruction.

Several studies have looked at how the COVID pandemic affects the education system by shifting studies from face-to-face to online instruction. For example, Querol-Julián & Camiciottoli (2019) looked at how university lectures are going in response to new change occurring recently, by taking two primary trends into consideration: innovative online instructional technology and the growth of English as Medium of Instruction (EMI). Additionally, to shift the focus on EMI's role, with a particular focus on how instructors and students perceive this relatively new style of learning. They found that the studies reviewed by researchers were carried out primarily in face-to-face bilingual/multilingual university teaching-learning situations. As a result, the most frequently investigated topics were those related to language.

Yüksel (2021) used online survey from different institutions to investigate how students enrolled in English as a medium of instruction (EMI) programs considered the transition from face-to-face to online learning, as well as to see if there is a link between perceived belief in academic second language (L2) use, quality of engagement, and course satisfaction. He found that EMI students had a medium level of self-efficacy in academic L2 use. In terms of perceptions of interaction quality in online classes, the overall mean calculated was lower in academic L2 use level as compared to self-efficacy.

Other research by Lim, Murdoch & Cho (2021) during the COVID-19 epidemic focused on investigating the perspectives of Korean university online EMI learners and their contribution to offering insight into their behavior, willingness to study, and effective teaching qualities revealed. It was found that online EMI students who had previously taken an EMI class were more engaged for performance gains than students who had never taken an EMI lesson. They were also shown to have higher levels of Emotional and Skill engagement. Students who participate actively in one online EMI class component are more likely to participate actively in other categories, with the biggest linkages being Skills-Emotional and Participation-Emotional. Students who have positive feelings about teaching and learning in one component are more likely to have positive feelings about other aspects.

Cicillini & Giacosa (2020) investigated to learn about lecturers' experiences when teaching online EMI classes for sophomores in 2019 and 2020. It also aims to identify interaction barriers and facilitators in order to increase communication and involvement in online EMI classrooms, which could be critical in assuring high-quality distance education. They found that during online classes, there have been some internal and external roadblocks. The individuals' inner emotional responses are linked to internal obstacles. 70% of instructors noticed a shift in their students' attitudes and motivations, as well as a drop in their welfare and mental health. As a result of incorrectly operating electronic content, internet hiccups, and background noise, 40 percent of lecturers complained about several technical issues they had throughout their online classes.

Despite this, little research has been done on the influence of COVID-19's psychological instability on student performance. It just focuses on pupils' performance rather than their age, gender, or location. Furthermore, the study is limited to the COVID epidemic and ignores the security concerns that are occurring in a number of nations.

As a result, the current research focuses on the quality of learning or feedback inside online education in our EMI environment at AUAU, as well as in emergency situations, while taking gender, age, and area into account.

Research Question: The research will analyze the effects of emergency remote learning on EMI-based educational sector specifically at AUAF. To do so, it will seek to answer the following questions:

Q1: To what extent the switch to online teaching at AUAF had positive/negative effects on teaching and learning?

Q2: To what extent English as a Medium of Instruction had played a role in these effects?

The research was conducted using a mixed method approach. Data is gathered from students who completed an online questionnaire. Qualitative methods include case study research. Quantitative approaches are most commonly used to analyze numerical data or data that may be quantified in other ways, such as tracking frequency of category-based data. The satisfaction ratings and ratings of online vs. face-to-face learning are the measurable data on this study questionnaire. Although primary data is our primary focus, secondary data is also employed in study. The data is limited to a single school district and is based only on a sample survey. Because an online form is being utilized, informed permission is required. Participants will be provided written explanations of the study before filling out the form. Participants will be assured that the data they provide is properly secured, and that data will be automatically deleted once a period of time has passed.

#### References:

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