



#### Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz http://pressto.amu.edu.pl/index.php/ssllt

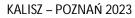
#### Editors:

Founding Editor and Editor in Chief: Mirosław Pawlak (Adam Mickiewicz University, Kalisz, Poland) Editor: Anna Becker (University of Fribourg, Switzerland) Editor: Kata Csizér (Eötvös Loránd University, Budapest, Hungary) Editor: Mariusz Kruk (University of Zielona Góra, Poland) Editor: Aleksandra Wach (Adam Mickiewicz University, Poznań, Poland) Editor: Joanna Zawodniak (University of Zielona Góra, Poland)

## Vol. 13 No. 2 June 2023

#### Editorial Board:

Ali Al-Hoorie (Royal Commission for Jubail and Yanbu, Jubail, Saudi Arabia) Larissa Aronin (Oranim Academic College of Education, Israel, Trinity College, Dublin, Ireland) Helen Basturkmen (University of Auckland, New Zealand) Adriana Biedroń (Pomeranian University, Słupsk, Poland) Simon Borg (University of Leeds, UK) Anne Burns (Aston University, Birmingham, UK, University of New South Wales, Sydney, Australia) Anna Cieślicka (Texas A&M International University, Laredo, USA) Robert DeKeyser (University of Maryland, USA) Ali Derakhshan (Golestan University, Gorgan, Iran) Jean-Marc Dewaele (Birkbeck College, University of London, UK) Krystyna Droździał-Szelest (Adam Mickiewicz University, Poznań, Poland) Majid Elahi Shirvan (University of Bojnord, Iran) Rod Ellis (Curtin University, Perth, Australia) Danuta Gabrys-Barker (University of Silesia, Poland) Tammy Gregersen (American University of Sharjah, United Arab Emirates) Carol Griffiths (University of Leeds, UK, AIS, Auckland, New Zealand) Laura Gurzynski-Weiss (Indiana University Bloomington, USA) Rebecca Hughes (University of Nottingham, UK) Hanna Komorowska (University of Social Sciences and Humanities, Warsaw, Poland) Terry Lamb (University of Westminster, London, UK) Diane Larsen-Freeman (University of Michigan, USA) Barbara Lewandowska-Tomaszczyk (State University of Applied Sciences, Konin, Poland) Chengchen Li (Huazhong University of Science and Technology, Wuhan, China) Jan Majer (State University of Applied Sciences, Włocławek, Poland) Paul Meara (Swansea University, UK) Sarah Mercer (University of Graz, Austria) Anna Michońska-Stadnik (University of Wrocław, Poland) Carmen Muñoz (University of Barcelona, Spain) Anna Nizegorodcew (Jagiellonian University, Kraków, Poland) Bonny Norton (University of British Columbia, Canada) Terrence Odlin (Ohio State University, USA) Rebecca Oxford (University of Maryland, USA) Aneta Pavlenko (University of Oslo, Norway) Simone Pfenninger (University of Salzburg, Austria) François Pichette (TÉLUQ University, Quebec, Canada) Luke Plonsky (Northern Arizona University, USA) Ewa Piechurska-Kuciel (Opole University, Poland) Vera Regan (University College, Dublin, Ireland) Barry Lee Reynolds (University of Macau, China) Heidemarie Sarter (University of Potsdam, Germany) Paweł Scheffler (Adam Mickiewicz University, Poznań, Poland) Norbert Schmitt (University of Nottingham, UK) Michael Sharwood Smith (Heriot-Watt University, Edinburgh, UK) Linda Shockey (University of Reading, UK) Teresa Siek-Piskozub (Adam Mickiewicz University, Poznań, Poland) David Singleton (University of Pannonia, Veszprém, Hungary, Trinity College, Dublin, Ireland) Merrill Swain (Ontario Institute for Studies in Education, University of Toronto, Canada) Elaine Tarone (University of Minnesota, USA) Amy Thompson (West Virginia University, USA) Pavel Trofimovich (Concordia University, Canada) Ewa Waniek-Klimczak (University of Łódź, Poland) Stuart Webb (University of Western Ontario, Canada) Maria Wysocka (University of Silesia, Poland)



FOUNDING EDITOR AND EDITOR IN CHIEF: Mirosław Pawlak

EDITORS: Anna Becker Kata Csizér Mariusz Kruk Aleksandra Wach Joanna Zawodniak

© Copyright by Wydział Pedagogiczno-Artystyczny, UAM Poznań

Proofreading: Anna Becker, Kata Csizér, Mariusz Kruk, Aleksandra Wach, Joanna Zawodniak Language Editor: Melanie Ellis Cover design: Joanna Dudek Typesetting: Piotr Bajak

ISSN 2083-5205 eISSN 2084-1965

Published by: Department of English Studies Faculty of Pedagogy and Fine Arts, Kalisz Adam Mickiewicz University, Poznań

Contact information: 62-800 Kalisz, ul. Nowy Świat 28-30 tel. +48 61 829 64 20 fax +48 61 829 64 21

Printing and binding: Perfekt Gaul i wspólnicy sp. j., ul. Świerzawska 1, 60-321 Poznań

Print run: 40 copies

### Print and online editions

*Studies in Second Language Learning and Teaching* is published both in print (ISSN 2083-5205) and online (eISSN 2084-1965), with the print edition being the original version.

### Indexing and abstracting

*Studies in Second Language Learning and Teaching* is currently indexed and/or abstracted in the following databases:

- Social Sciences Citation Index (WoS Core Collection)
- Journal Citation Reports Social Sciences (WoS)
- Scopus
- European Reference Index for the Humanities (ERIH PLUS)
- Education Resources Information Center (ERIC)
- Index Copernicus
- Central and Eastern European Online Library (CEEOL)
- The Central European Journal of Social Sciences and Humanities (CEJSH)
- The MLA International Bibliography
- The MLA Directory of Periodicals
- Directory of Open Access Journals (DOAJ)
- EBSCO
- Linguistic Abstracts
- WorldCat (OCLC)
- Current Contents Social and Behavioral Sciences (WoS)
- Essential Science Indicators (WoS)

# Special issue: English medium instruction: Areas of research needing urgent attention

Guest editors: Ernesto Macaro Heath Rose



#### Studies in Second Language Learning and Teaching Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz Volume 13, Number 2, June 2023 http://pressto.amu.edu.pl/index.php/ssllt

## Contents

Notes on Contributors
Editorial: Introduction to special issue on English medium instruction: Areas of research needing urgent attention257
Articles: Salah Ben Hammou, Abdelaziz Kesbi – English medium instruction (EMI) in Moroccan secondary schools: Science teachers' perceptions271
Nadee Mahawattha, Romola Rassool – "A smooth transition or a giant leap?" The challenges posed by the transition from secondary education to higher education in relation to EMI in Sri Lanka
Jang Ho Lee, Hansol Lee, Yuen Yi Lo – Effects of EMI-CLIL on secondary-level students' English learning: A meta-analysis
An Nguyen – Unraveling EMI as a predictor of English proficiency in Vietnamese higher education: Exploring learners' backgrounds as a variable
María del Mar Sánchez-Pérez – The impact of EMI on student English writing proficiency in a Spanish undergraduate engineering context
Dogan Yuksel, Adem Soruç, Barıs Horzum, Jim McKinley – Examining the role of English language proficiency, language learning anxiety, and self-regulation skills in EMI students' academic success
Sihan Zhou, Gene Thompson – A longitudinal study on students' self-regulated listening during transition at an English-medium transnational university in China
Jiye Hong – Content teachers' and lecturers' corrective feedback in EMI classes in high school and university settings

Jiangshan An, Ann Childs – <i>Teacher questions, wait time, and student</i>
output in classroom interaction in EMI science classes: An interdisciplinary
<i>view</i>

lotes to Contributors495
--------------------------



Studies in Second Language Learning and Teaching Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz http://pressto.amu.edu.pl/index.php/ssllt

## Notes on Contributors

Jiangshan An is Assistant Professor in Linguistics at Purdue University Fort Wayne, USA, and an ESL teacher trainer in Indiana, USA. She obtained her PhD at the University of Oxford, the UK, and is a certified secondary school English teacher in Hong Kong. Her research interests include classroom interaction, bilingual education, CLIL pedagogy, and ESL teacher training. Her work has been published in *Language Teaching, System, Language Teaching Research, Linguistics and Education, Journal of Immersion and Content-based Language Education*, among others.

ORCID ID: https://orcid.org/0000-0003-4214-4283

*Contact details:* Department of English and Linguistics, Purdue University Fort Wayne, Indiana, USA, IN 46805 (anj@pfw.edu)

Ann Childs completed her PhD in chemistry at Birmingham University in 1982 and then trained to be a science teacher at Oxford University, UK. She taught for 11 years in Oxfordshire and in Sierra Leone for Voluntary Services Overseas (VSO). During her work as a teacher in Oxfordshire she mentored beginning science teachers on the Oxford Internship Scheme. She took up her current post as Associate Professor in Science Education in 1997 where she now teaches on the PGCE and is director of the Masters in Teacher Education. Her research interests have focused on policy and practice in teacher education, nationally and internationally, and the professional development of in-service and pre-service science teachers. She has had the privilege to work in a number of international contexts with colleagues in teacher education, most recently in Bhutan and Papua New Guinea.

ORCID ID: https://orcid.org/0000-0001-5918-739X

*Contact details:* Department of Education, University of Oxford, Oxford, OX2 6PY, UK (ann.childs@education.ox.ac.uk)

Salah Ben Hammou is a fourth-year PhD student at Hassan II University of Casablanca, faculty of Arts and Humanities, Mohammadia, Morocco. Mr. Ben Hammou is also a teacher of EFL in a public secondary school and a Fulbright alumnus. He attended a five-month professional training program at the faculty of education at the College of Saint Rose in Albany, New York. His research focuses on bilingual education, content and language integrated learning, language policy and planning, English medium Instruction, sociolinguistics and EFL teaching.

ORCID ID: https://orcid.org/0000-0001-8002-4288

*Contact Details*: Department of English Studies, Interdisciplinary Research in Human and Social Sciences Laboratory, Faculty of Arts and Humanities, University of Casablanca, Mohammadia, Casablanca, Morocco (salahbenhammou937@gmail.com, salah.benham mou-etu@etu.univh2c.ma)

Jiye Hong is a senior researcher at the Institute of Education at Sungkyunkwan University, South Korea. Her research interests include classroom interaction in English medium instruction and Korean medium instruction settings and students' disciplinary literacy development in the first and second language.

ORCID ID: https://orcid.org/0000-0001-8035-3065

*Contact details:* Institute of Educational Research, #516 Hoam hall, 25-2 Sungkyunkwan-ro, Jongno-gu, Seoul 03063, South Korea (jhon860@skku.edu)

Barıs Horzum is Professor at the Department of Computer Education and Instructional Technologies at Sakarya University, Turkey. He is interested in carrying out research on computer education and instructional technologies, as well as internationalization of higher education. He has published extensively in journals like *Computers in Human Behavior*, *Education and Science*, *Technology*, *Pedagogy and Education*.

ORCID ID: https://orcid.org/0000-0003-3567-0779

*Contact details:* Department of Computer Education and Instructional Technologies, Sakarya University, 54300 Hendek/Sakarya, Turkey (mhorzum@sakarya.edu.tr)

Abdelaziz Kesbi, PhD, is Senior Professor at Hassan II University of Casablanca, Faculty of Arts and Human Sciences Mohammedia, Morocco, and teaches EFL at the English Department, Faculty of Letters and Human Sciences. He is a lecturer in sociolinguistics, language studies, linguistics, and intercultural communication. He presents papers at conferences locally and internationally. He has published a number of articles. At the Faculty of Letters and Human Sciences in Mohammedia, he belongs to the Laboratory of Interdisciplinary Research in Humanities and Social Sciences. Professor Kesbi was also invited, within the scope of the Mevlana Exchange Programme, to give lectures at Adiyaman University in Turkey in 2017 and Munzur University in Tunceli, Turkey in 2018. He was also a professor visitor at Lusail University Doha-Qatar in 2021.

#### ORCID ID: https://orcid.org/0000-0002-5957-6739

*Contact details*: Department of English Studies, Interdisciplinary Research in Human and Social Sciences Laboratory, Faculty of Arts and Humanities, University of Casablanca, Mohammadia, Casablanca, Morocco (aabd.kesbi@gmail.com)

Hansol Lee received his doctoral degree in Education from the University of California, Irvine, USA, and is Professor of English at Korea Military Academy, Seoul, Republic of Korea. His research interests include methods and statistics, education, and literacy. His work has been published in *Education Research Review, Child Development, Applied Measurement in Education, Applied Linguistics, Language Learning, Modern Language Journal, Language Learning & Technology, Journal of Language and Social Psychology, Annual Review of Applied Linguistics, among others.* 

ORCID ID: https://orcid.org/0000-0002-6912-7128

*Contact details*: Department of English, Korea Military Academy, Nowon-gu, Seoul, Republic of Korea (hansol@kma.ac.kr)

Jang Ho Lee received his doctoral degree in education from the University of Oxford, UK, and is presently a professor at the Department of English Education, Chung-Ang University, Republic of Korea. His areas of interest are the bilingual approach to L2 teaching, vocabulary acquisition, and AI-based language learning. His work has been published in *Education Research Review, Applied Linguistics, Language Learning, Language Teaching Research, Language Learning & Technology, TESOL Quarterly, the Modern Language Journal, ReCALL, System, Oxford Review of Education, among others.* 

ORCID ID: https://orcid.org/0000-0003-2767-3881

*Contact details*: Department of English Education, Chung-Ang University, 84 Heukseokro, Dongjak-gu, Seoul, Republic of Korea (jangholee@cau.ac.kr)

Yuen Yi Lo is Associate Professor at the Faculty of Education, the University of Hong Kong. Her research interests include bilingual education, professional development of teachers in content and language integrated learning (CLIL) and issues related to CLIL assessment. Her research has been published in *Review of Educational Research, International Journal of Bilingual Education and Bilingualism, Language Teaching Research* and *System.* She has recently published her book *Professional Development of CLIL Teachers* (Springer, 2020).

ORCID ID: https://orcid.org/0000-0002-0850-5447

*Contact details*: Faculty of Education, The University of Hong Kong, Meng Wah Complex, Pok Fu Lam Rd, Hong Kong (yuenyilo@hku.hk)

Ernesto Macaro is Emeritus Professor of Applied Linguistics, Department of Education, University of Oxford, UK. For many years his research has focused on second language learning strategies and on the interaction between teachers and learners in second language classrooms. More recently it has centred on classrooms where English is the medium of instruction. He has published widely on these topics.

ORCID ID: https://orcid.org/0000-0002-0886-2057

*Contact details:* Department of Education, University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY, UK (ernesto.macaro@education.ox.ac.uk)

Nadee Mahawa**tt**ha is Senior Lecturer in the Department of Marketing Management, Faculty of Management Studies, Sabaragamuwa University of Sri Lanka. She obtained her PhD and MPhil in Linguistics from the University of Kelaniya, Sri Lanka and her BA (Honors) in English from the University of Sri Jayewardenepura, Sri Lanka. Before she joined the university system, she worked as an Assistant Teacher of English in two state schools and as a Temporary Lecturer in the Ruwanpura National College of Education, Sri Lanka. Her research interests are English medium instruction (EMI), content and language integrated learning (CLIL), and academic literacies.

ORCID ID: https://orcid.org/0000-0003-1099-1488

*Contact details*: Department of Marketing Management Faculty of Management Studies, Sabaragamuwa University of Sri Lanka, PO Box 02 Belihuloya 70140. Sri Lanka (nadi@mgt.sab.ac.lk)

Jim McKinley is Associate Professor of Applied Linguistics in higher education at University College London (UCL), Institute of Education, UK. He has taught in higher education for more than 20 years in the UK, Japan and Australia. His research explores the teaching-research nexus in higher education, and implications of globalisation for second language writing. He currently serves as Editorin-Chief for the journal *System*.

ORCID ID: https://orcid.org/0000-0002-9949-8368

*Contact details:* University College London (UCL), Institute of Education, 20 Bedford Way London WC1H 0AL, UK (j.mckinley@ucl.ac.uk)

An Nguyen is a PhD candidate at the Faculty of Wellbeing, Education and Language Studies at the Open University, UK. Her research interests focus on EMI, internationalization of higher education, sociology of education, and mixed-methods research. ORCID ID: https://orcid.org/0000-0002-1335-4890 *Contact details:* Faculty of Wellbeing, Education and Language Studies, the Open University, Walton Hall, Kents Hill, Milton Keynes, MK7 6A, UK (an.nguyen@open.ac.uk)

Romola Rassool is Senior Lecturer and currently Director of the Postgraduate Institute of English of the Open University of Sri Lanka. She obtained her PhD in Sociolinguistics from the University of Melbourne, a master's degree in Teaching English to Speakers of Other Languages (TESOL) from Teachers College, Columbia University, New York, and a BA (Honors) in English from the University of Kelaniya, Sri Lanka. Her research interests include academic literacies, preservation of lesser-known languages, and minority language rights.

ORCID ID: https://orcid.org/0000-0002-2507-0836

*Contact details*: Postgraduate Institute of English, Open University of Sri Lanka, P O Box 21, Nawala, Nugegoda, Sri Lanka (dirpgie@ou.ac.lk)

Heath Rose is Professor of Applied Linguistics at University of Oxford, UK, and the coordinator of the EMI Oxford Research Group. His research explores the curriculum implications of the globalization of English. He is author of several books including *Global Englishes for Language Teaching* (Cambridge University Press, 2020).

ORCID ID: https://orcid.org/0000-0002-6434-6663

*Contact details*: Department of Education, University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY, UK (heath.rose@education.ox.ac.uk)

María del Mar Sánchez-Pérez is Associate Professor at the University of Almeria, Spain. She holds a PhD in applied linguistics, and her research interests include FL/L2 teaching methodology, English for specific purposes (ESP), English for academic purposes (EAP), content and language integrated learning (CLIL), English-medium instruction (EMI), integrating content and language in higher education (ICLHE), and internationalization in higher education.

ORCID ID: https://orcid.org/0000-0002-6550-9030

*Contact details:* Department of Philology, University of Almería, Carretera Sacramento s/n, 04120 La Cañada de San Urbano, Almería, Spain (mmar.sanchez@ual.es)

Adem Soruç is Associate Professor of Applied Linguistics at the Department of English translation and Interpreting, the University of Samsun, Turkey. He is carrying out research on EMI and individual learner differences. He has published a wide range of articles in reputable journals such as *System, ELT Journal, IRAL*, or *RELC Journal*. He has also co-authored and published a monograph on individual learner differences with Palgrave. ORCID ID: https://orcid.org/0000-0003-4165-6260

*Contact details:* Department of Translation and Interpreting, University of Samsun, 55000 Ondokuzmayıs/Samsun, Turkey (adem.soruc@samsun.edu.tr)

Gene Thompson is Associate Professor in the Department of Global Business at Rikkyo University, where he serves as the Director of the Bilingual Business Leader Program. He is a member of the EMI Oxford Research Group with a teaching background in content and language integrated learning (CLIL) for learners preparing to enter EMI settings. His EMI-related research focuses on the intersection between learner self-beliefs and behavior, appearing in journals such as *International Journal of Bilingual Education and Bilingualism, Studies in Higher Education, System,* and *Language Teaching Research*.

ORCID ID: https://orcid.org/0000-0002-2406-1364

*Contact details:* Department of Global Business, College of Business, Rikkyo University, 3-34-1 Nishi-Ikebukuro, Toshima-ku, Tokyo 171-8501, Tokyo, Japan (thompson@rikkyo.ac.jp)

Dogan Yuksel is now working as a researcher at Open University, Faculty of Wellbeing, Education & Language Studies, UK. His research on EMI has been published in journals such as *Applied Linguistics Review* and *System*. His research on other topics, such as corrective feedback, has appeared in such journals as *IRAL* and *International Journal of Applied Linguistics*.

ORCID ID: https://orcid.org/0000-0001-9131-3907

*Contact details*: Faculty of Wellbeing, Education & Language Studies, Open University, Walton Hall, Kents Hill, Milton Keynes MK7 6A, UK (dogan.yuksel@open.ac.uk)

Sihan Zhou is Assistant Professor in the Department of Curriculum and Instruction, Faculty of Education, the Chinese University of Hong Kong. She gained her DPhil at the University of Oxford, where she also taught on the program of MSc in Applied Linguistics for Language Teaching. She is a member of the EMI Oxford Research Group. Her research focuses on students' self-regulated learning and language support in EMI higher education, appearing in journals such as *Language Teaching, System, ELT Journal, Applied Linguistics Review*, and *RELC Journal*.

ORCID ID: https://orcid.org/0000-0002-1815-5938

*Contact details:* Department of Curriculum and Instruction, Faculty of Education, the Chinese University of Hong Kong, Shatin, Hong Kong SAR, China (sihanzhou@cuhk.edu.hk)