METHODOLOGICAL FRAMEWORK A CASE STUDY OF ENGLISH-MEDIUM INSTRUCTION STUDENTS

Scientific supervisor: **Saloxiddinov M.Sh**
Tolibova Muhabbat Shuhrat qizi
Faculty of English Language, 4th-year student
Samarkand State Institute of Foreign Languages
Email: tolibovamuhabbat8@gmail.com

ANNOTATION*:* The methodological framework plays a crucial role in guiding research on English-Medium Instruction (EMI) students, particularly in understanding how language and content learning interact in academic settings. EMI refers to the use of English to teach non-language subjects in contexts where English is not the first language of the majority of students. As this approach becomes increasingly widespread, it is important to examine the methods used to investigate students' experiences, challenges, and learning outcomes. The aim of this study is to present a methodological framework for analyzing the academic and linguistic development of EMI students through a case study approach. The research focuses on identifying effective tools and strategies for collecting and interpreting data related to students' language proficiency, classroom interaction, and subject comprehension. To achieve this, qualitative and quantitative methods are combined, including interviews, classroom observations, and survey analysis. The findings indicate that a mixed-methods approach provides a comprehensive understanding of EMI students' learning processes. It allows researchers to explore not only measurable outcomes but also individual perceptions and contextual factors influencing learning. Moreover, the case study method highlights the complexity of EMI environments and reveals how institutional, linguistic, and cultural elements shape students' experiences. This methodological framework contributes to more reliable and in-depth research in the field of English-Medium Instruction.

Keywords: English-Medium Instruction, EMI students, methodological framework, case study, mixed methods, language learning, academic performance, higher education

INTRODUCTION: Language plays a significant role in education, especially in contexts where it is used as a medium of instruction. The way knowledge is delivered and understood often depends on the language used in the classroom. In recent years, English-Medium Instruction (EMI) has become increasingly popular in many countries, where English is used to teach academic subjects to students whose first language is not English. This shift has created new opportunities as well as challenges for both students and educators. English-Medium Instruction can be defined as the use of the English language to teach non-language subjects in educational institutions. As a result, studying EMI requires a clear and well-structured methodological framework.

Studies show that both linguistic and educational aspects must be considered when analyzing EMI contexts. From a methodological perspective, research on EMI students focuses on combining different methods to capture the complexity of their learning experience. It involves analyzing not only measurable outcomes but also individual perceptions and institutional factors. Therefore, a well-designed methodological framework is essential for providing a deeper understanding of how EMI functions in practice and how it affects students' academic development.

LITERATURE REVIEW: According to R. Wilkinson, research on English-Medium Instruction (EMI) focuses on how language influences students' academic performance and learning processes. The author explains that EMI requires students to engage with subject content through a second language, which may affect comprehension and participation. Wilkinson emphasizes that language proficiency plays a key role in students' ability to succeed in EMI settings. Furthermore, the study highlights that effective teaching strategies and institutional support are necessary to help students overcome linguistic challenges. From this perspective, the

methodological approach to studying EMI must consider both linguistic and academic factors in order to provide accurate results [4, 77-79].

According to David Marsh, English-Medium Instruction is closely related to the development of international education and globalization. The author points out that EMI is widely used in higher education to improve students' access to global knowledge and academic resources. Marsh also explains that research in this field requires a clear methodological framework that can address both content learning and language development. He suggests that combining qualitative and quantitative methods allows researchers to better understand students' experiences, classroom interaction, and learning outcomes. As a result, methodological diversity is considered essential in EMI research [8, 45-48].

In my opinion, the ideas presented in these studies demonstrate that researching EMI students requires a comprehensive and well-structured methodological approach. It is not enough to measure academic performance alone; researchers must also consider language proficiency, student perceptions, and the educational environment. A combination of different research methods makes it possible to analyze these complex factors more effectively. From this perspective, the methodological framework plays a crucial role in understanding how EMI functions in practice and how it influences students' academic and linguistic development.

METHODOLOGY: The present study adopts a qualitative research approach to investigate the learning experiences of students in an English-Medium Instruction (EMI) context. The main purpose of this methodology is to explore how students cope with studying academic subjects in English and how language influences their understanding of course content. This approach allows the researcher to analyze both linguistic and educational aspects of EMI and interpret their impact on students' academic performance. First, theoretical sources related to EMI, second language acquisition, and educational linguistics were reviewed. Academic books and research articles were analyzed to understand the relationship between language proficiency and content learning. These sources provided the theoretical foundation of the study and helped define key concepts such as language competence, classroom interaction, and academic achievement. Second, a case study of EMI students was conducted. The research focused on a selected group of university students studying in English. Data were collected through interviews and classroom observations. Special attention was given to students' language difficulties, participation in classroom activities, and strategies used to understand subject materials. This stage aimed to identify the main challenges and advantages of learning in an EMI environment. Third, descriptive analysis was used to interpret the collected data. Students' responses and observed classroom behaviors were analyzed to identify common patterns and differences. This method helped explain how language proficiency affects students' academic success and how teaching methods influence their learning process.

In my view, this methodological approach makes it possible to combine linguistic analysis with educational research. By examining students' experiences in EMI settings, the study highlights how language functions as both a tool for learning and a potential barrier. This approach helps demonstrate the complexity of EMI education and its impact on students' academic development.

ANALYSIS AND RESULTS: The analysis of the data shows that EMI students face several challenges related to language and content comprehension. Many students report difficulties in understanding complex academic terminology and following lectures delivered in English. These challenges often affect their ability to fully engage in classroom activities and achieve high academic results. At the same time, the findings indicate that EMI also provides important opportunities for language development. Students who actively participate in discussions and practice English regularly show improvement in both language skills and subject understanding [3, 24-29]. This suggests that EMI can be beneficial when students receive sufficient support and encouragement. Another important result is that teaching methods play a significant role in

students' learning outcomes. The use of clear explanations, visual materials, and interactive activities helps students better understand the subject content. In contrast, traditional lecture-based teaching without language support may create additional difficulties for learners. The results also demonstrate that students' attitudes toward EMI are generally positive, despite the challenges they face. Many participants recognize the importance of English for their future academic and professional careers. This motivation encourages them to overcome language barriers and improve their skills [8, 9-17]. Overall, the findings show that EMI is a complex educational process influenced by multiple factors, including language proficiency, teaching strategies, and student motivation.

DISCUSSION: The results of the study confirm that language plays a central role in EMI education. Students are required to process academic content through a second language, which makes learning more demanding. This demonstrates that EMI is not only an educational approach but also a linguistic challenge that requires careful methodological consideration. Another important point revealed in the analysis is that effective teaching strategies are essential for successful EMI implementation. When teachers adapt their methods to students' language levels, learning becomes more accessible and productive. This highlights the importance of combining content teaching with language support in EMI classrooms. In my opinion, EMI also contributes to students' personal and academic development. Through studying in English, students gain access to international knowledge and improve their communication skills. However, without proper support, EMI may create inequality among students with different levels of language proficiency. Therefore, educational institutions should provide additional resources to help students succeed in EMI programs.

CONCLUSION: In conclusion, this study demonstrates that English-Medium Instruction has both advantages and challenges for students. While EMI promotes language development and access to global education, it also requires students to overcome linguistic difficulties in understanding academic content. The analysis shows that language proficiency, teaching methods, and student motivation are key factors influencing success in EMI environments. Effective methodological approaches, such as qualitative case studies, are essential for understanding these complex interactions. From my perspective, EMI should be supported by appropriate teaching strategies and institutional policies to ensure positive learning outcomes. By addressing students' linguistic needs, educators can make EMI more effective and inclusive. Overall, this study contributes to a deeper understanding of EMI and emphasizes the importance of integrating language and content in educational research.

REFERENCES:

1. David Crystal. *The English Language.* – London: Penguin Books, 2002. – 306 p.
2. Jennifer Jenkins. *English as a Lingua Franca in the International University.* – London: Routledge, 2013. – 240 p.
3. David Marsh. *English-Medium Instruction in Higher Education.* – Oxford: Oxford University Press, 2012.
4. R. Wilkinson. *English-Medium Instruction at Universities.* – Amsterdam: Amsterdam University Press, 2015.
5. Jim Cummins. *Language, Power and Pedagogy.* – Clevedon: Multilingual Matters, 2000.
6. Jack C. Richards. *Approaches and Methods in Language Teaching.* – Cambridge: Cambridge University Press, 2001.
7. N. Mahmudov. *Theoretical Foundations of Linguistics.* – Tashkent: Fan, 2010.
8. Jalolov J. J. *Methods of Teaching Foreign Languages.* – Tashkent: O'qituvchi, 2012.