

**Managing Implementation of English Medium of Instruction in Higher Education in
Kazakhstan: Practices and Challenges**

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and decided:

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Abstract**Managing Implementation of English Medium of Instruction in Higher Education in Kazakhstan: Practices and Challenges**

The implementation of Strategy 2050 in Kazakhstan amplified the importance of English as a medium of instruction (EMI) in education within the frame of trilingual policy (TLP). In achieving this goal some higher educational institutions in Kazakhstan started to introduce EMI into their curriculum. Thus, it is important to explore how it is being implemented. This study aimed at exploring how English as a medium of instruction in higher education is managed within the frame of trilingual policy implementation in Kazakhstan. More precisely, research aimed at addressing perceptions of university administrators and faculty towards TLP and EMI, management practices in EMI implementation and challenges that accompany implantation of this process. The study employed qualitative case study design with face-to-face in-depth interviews with three administrators and seven faculty members selected by means of maximal variation sampling in one state university and document analysis as another document to elicit insights into the practices and challenges EMI implementation. The study revealed that participants perceive TLP and EMI positively considering it as beneficial for social cohesion, modernization of current education and better competitiveness of graduates. Various practices in managing EMI implementation were revealed with workload reduction and possibility for professional development courses as examples of good practices and student admission process and organizational problems in EMI program as instances of poor management practices. Some external factors such as top-down management approach on the side of Ministry of Education and Science and lack of resources for EMI execution were identified as challenges hindering successful EMI implementation. The findings imply the need for establishing better collaboration between policy makers and universities to address

immediate problems of universities for successful EMI management as well as the necessity for providing faculty with better facilities and proper organization of EMI groups on the side of university administration.

Аңдатпа

Ағылшын тілін оқыту тілі ретінде енгізген Қазақстан жоғары оқу орынындағы басқару ерекшеліктері: тәжірибе мен қиындықтар

«Қазақстан-2050» стратегиясының орындалуы ағылшын тілінің үш тілді саясат негізінде оқыту тілі ретінде рөлін айқындады. Қазақстандық кейбір жоғары оқу орындары (ЖОО) ағылшын тілін оқыту тілі ретінде оқу бағдарламасына енгізуді бастады. Сондықтан, ағылшын тілінің оқыту тілі ретінде қалай жүзеге асырылып жатқанын анықтау маңызды. Бұл зерттеу үш тілді білім беру саясатының шеңберінде ЖОО- дағы ағылшын тілінің оқыту тілі ретінде енгізілудің қалай басқарылатынын зерттеді. Зерттеу ЖОО-ның әкімшілік мүшелері мен оқытушылардың үш тілдік оқытуға және ағылшын тілін оқыту тілі ретінде қолдануға көз- қарастарын анықтауға бағытталды. Атап айтқанда, басқару әдістерін қарастыру, және де басқарудың қиындықтарын анықтау. Зерттеу сапалық әдісті кейс стадиді қолданылды. Зерттеу барысында, ағылшын тілін оқыту тілі ретінде қолдану тәжірибесі туралы түсінік қалыптастыру үшін және қиындықтарды анықтау үшін, бір мемлекеттік ЖОО-ның үш әкімшілік мүшесімен және жеті оқытушысымен жеке сұғбат жүргізілді. Олар максималды іріктеме арқылы таңдалды. Сонымен қатар, құжат талдауы тағы бір зерттеу құралы ретінде қолданылды. Зерттеуде қатысушылар үштілді саясатты және де ағылшын тілін оқыту тілі ретінде енгізуді қолдайтынын, және де олардың халықтың ынтымақтастығы үшін қажеттігін, білім жүйесін жетілдіретін, түлектердің бәсекеге қабілеттігін арттыратынын айтты. Ағылшын тілін оқыту тілі ретінде басқаруды ұйымдастырудың бірнеше әдістері көрсетілді. Еңбек жүктемесінің азаюы, біліктілікті арттыру курстарына бару мүмкіндігі басқарудың жағымды жақтарының қатарында. Алайда, студенттерді іріктеу жүйесінің әлсіздігі, ағылшын тілі арқылы оқитын топтағы

студенттер санының көптігі, басқарудың әлсіз жақтары ретінде анықталды. Кейбір сыртқы факторлар атап айтқанда, білім министрлігінің top-down басқаруы, ағылшын тілінің оқыту тілі ретінде сапалы енгізілуіне арналған ресурстардың аздығы бұл бағдарламаның табысты орындалуына кедергі жасайтын факторлар ретінде анықталды. Демек, білім министрлігі мен университет арасында университеттің ағылшын тілін оқыту тілі ретінде енгізудегі шұғыл проблемаларын шешу үшін тығыз байланыс орнатылуы керек. Сонымен қатар, бағдарламаның табысты орындалуы үшін, әкімшілік мұғалімдерге жұмыс жасауға және студенттердің ағылшын тілі арқылы оқытуды ұйымдастыруға жақсы жағдай жасауы керек.

Аннотация

Управление внедрением английского в качестве языка обучения в высшем образовании в Казахстане: практики и вызовы

Реализация Стратегии 2050 в Казахстане усилила значение английского как языка обучения в образовании в рамках трехязычной политики. Для достижения этой цели некоторые высшие учебные заведения в Казахстане начали внедрять английский как язык обучения в свою учебную программу. Таким образом, важно изучить, как осуществляется внедрение английского как языка обучения. Данное исследование посвящено изучению того, как управляется внедрение английского как языка обучения в высшем образовании в рамках реализации политики трехязычия в Казахстане. Исследование направлено на рассмотрение отношения администраторов и преподавателей университетов к политике трехязычия и к английскому как языку обучения, далее рассматриваются методы управления, затем следует выявление проблем, сопровождающих управление. В исследовании использовался качественный метод кейс-стади с использованием индивидуальных детальных интервью с тремя администраторами и семью преподавателями, отобранными методом максимальной выборки, и анализом документов в качестве другого исследовательского инструмента в одном государственном университете, для того чтобы получить представление о практиках и сложностях в реализации внедрения английского как языка обучения. Исследование показало, что участники воспринимают политику трехязычия и внедрение английского как языка обучения положительно, считая их необходимыми для социальной сплоченности, модернизации образования и лучшей конкурентоспособности выпускников. Были продемонстрированы различные методы управления внедрением английского как языка обучения. Так, сокращение рабочей

нагрузки и возможность посещения курсов повышения квалификации были названы положительными примерами методов управления. В то время как слабый процесс отбора студентов и большие группы в программе с английским в качестве языка обучения рассматривались как примеры недочетов в методах управления. Некоторые внешние факторы, такие как нисходящее управление со стороны министерства образования и нехватка ресурсов для успешного внедрения английского как языка обучения, были определены как сложности, препятствующие успешной реализации программы. Выводы предполагают необходимость налаживания более тесного сотрудничества между министерством образования и университетами для решения неотложных проблем для успешного управления английского как языка обучения. В свою очередь администраторам необходимо предоставление преподавателям более лучших условий для работы и надлежащей организации групп с английским в качестве языка обучения.

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Figure 1. Kotter`s 8 steps for managing change

Chapter 1. Introduction

In the context of globalization, English has become the language of international communication. Moreover, it has by proxy become the language most commonly studied in education in many non-English speaking nations in addition to English-speaking countries (Cenoz, 2013). In particular, the use of English has grown beyond foreign language learning to its vigorous integration into all levels of educational system. Due to such integration, English as a medium of instruction (EMI) has become a global phenomenon that has been adopted by many countries at all levels of education including higher (Madhavan & McDonald, 2014). Kazakhstan has recently started employing EMI in its higher educational system, this initiative directly influences future career perspectives of students (Seitzhanova et al., 2015). Therefore, it is important to understand management practices that take place in EMI implementation.

In case of Kazakhstan, implementation of EMI in Higher Education (HE) within the framework of trilingual policy is one of the initiatives introduced in the President's address called the Strategy 2050 (Nazarbayev, 2012). Precisely, the Strategy 2050 defines that in contemporary world proficiency in English is an inevitable attribute of modern citizens. English is seen as a facilitator to endless opportunities in life. Since the Strategy 2050 a numbers of policy documents that define and articulate the Trilingual Education Policy, and its implementation steps have been adopted such as Road Map 2015-2020 (2015) and State Program of Education Development (SPED) 2016- 2019 (2016). Road Map 2015-2020 is a core document that sets goals in terms of achieving results in Trilingual Policy implementation. It requires a serious update of educational programs and their compliance with Trilingual Policy as well as professional development of teachers in this scope along with a set of other activities that aim to foster the initiative (MoES, 2015). SPED 2016-2019 is another policy document that sets forward the steps for implementation of Trilingual Policy in

education. It also outlines some of the problems with Trilingual Education in universities which might impede the successful integration of Kazakhstani education with world-class standards of education (MoES, 2016).

Universities` administrators try to comply with the state initiative by introducing programs where students are educated in all three languages. According to the reports from Ministry, forty-two universities are engaged in the current implementation of Trilingual education and EMI within the frame of Trilingual Policy (MoES, 2016). Furthermore, English medium of instruction is planned to be implemented in all Kazakhstani higher education institutions. However, announcement of the initiative by government does not ensure successful policy implementation; EMI implementation might succeed (Barrios, López-Gutiérrez & Lechuga, 2016) or fail (Wilkinson, 2014). Previous research shows that good management determines the extent to what implementation of the policy will be successfully done. Thus, according to Ortínez, González-Davies, González-Davies and Codina (2014) management can be a key factor in any reform implementation which ensures the success or failure of the initiative because:

Wise management can facilitate educational innovation and change by driving and sustaining innovative processes; by establishing new ways of collaboration among professionals; by equipping students with the necessary competences to face today's challenges or by facilitating management of expectations and possible obstacles which may arise during reform implementation. (p. 70)

For this reason, the focus of this research is management practices of EMI implementation that can impact the success or failure of the government initiative.

Statement of the Problem

Kazakh and Russian are legitimized languages in Kazakhstan while English is only taught as a foreign language. Thus, the English language as medium of instruction in Kazakhstani education presents even a greater obstacle, as it is a foreign language for the vast

majority of population (Mehisto, Kambatyrova & Nurseitova, 2014). For example, there is a lack of teaching and human resources, lack of proficiency among students and admission based on Unified National Test (UNT) results (Gurevich, 2011). The Ministry of Education and Science provides universities with curriculum and target indicators of EMI implementation (MoES, 2016); however, the universities are responsible for managing EMI implementation in place (Zagidullin & Zagidullina, 2013).

Moreover, the lack of knowledge on current practices in EMI implementation, including the challenges and attainment measures, impedes the understanding of the possible needs for external assistance, additional incentives, or other support from the authorities for universities that would implement EMI in the near future. Hence, there is a need for research on the experiences of teaching staff and administrators that are already dealing with the implementation of EMI program in HE. The research will assist in taking further steps in EMI implementation and reflecting on current management practices along with challenges in the management process.

Purpose of the Study

The purpose of my study is to explore how EMI is managed in HE in Kazakhstan within the frame of Trilingual Policy implementation and what practices and challenges this management comprises. To achieve this purpose, the experiences of teaching staff and administration at one of the higher education institutions in Kazakhstan have been explored. To understand the management of EMI in higher education, this study addressed the following research questions:

1. How do administrators and faculty perceive Trilingual Policy and English as a medium of instruction in general and in their university, in particular?

2. How is English medium of instruction, as part of Trilingual Policy implementation managed in higher education in Kazakhstan?

3. What challenges do administrators and faculty face in management of English as a medium of instruction in higher education?

Significance

The significance of the study is that the research will allow the stakeholders participating in the study to reflect on best practices in EMI implementation and its management and to broaden their understanding of Trilingual Policy. It will also present an opportunity to observe the challenges that occur in the management of EMI and to understand the depth of the cooperation between teaching staff and administrators in this process. The findings of this study might help to establish a better dialogue between administrators and faculty members that may lead to a more successful policy implementation. The findings of the research contribute to the body of literature on managing EMI programs and Trilingual Policy implementation.

Thesis Outline

This thesis contains six chapters, a reference list and appendices. In Introduction chapter I covered the background information, presented the research problem, the purpose of this study and the significance of the research. The chapter following Introduction provides the analysis and review management and conceptualization of Trilingual Education and EMI. It also presents perceptions of the initiative, managing practices and challenges illuminated in the studies with international Kazakhstani focus. Chapter 3 covers the methodological rationale that guides the study. The Methodological part presents the rationale for choosing qualitative case study research design, tools for data collection along with data analysis procedures. The fourth chapter presents the results of the data gathered from face-to-face

interviews with participants. The Discussion chapter discusses the findings of this study in relation to the existing literature on EMI implementation management. In the conclusion, the limitations of the study and implications of the findings are provided together with recommendations for better initiative implementation. Finally, the researcher reflects on further research on this topic.

Chapter 2. Literature Review

This chapter aims to give a reader an overview of the literature about managing implementation of English as a medium of instruction (EMI) programs in Higher Education across the world. It provides the background and analysis of existing literature on perceptions of EMI, current practices of managing EMI implementation, and challenges that it comprises. The current study aims at exploring how EMI is being managed in higher education in Kazakhstan along with challenges and practices that administrators deal with in the process of implementation. Three research questions guide the study. The first research question looks at perceptions of Trilingual Policy and EMI among stakeholders. The second research question reveals the practices employed to manage EMI implementation. The third research question deals with challenges that accompany EMI implementation. The first section of the chapter covers the analysis of key concepts followed up with perceptions of EMI from the point of administrators and faculty members in international and local context. The next section deals with both good and poor management practices revealed in the literature. The last part of this chapter presents the conceptual framework that is guiding the study.

Key Concepts

In this section, I discuss the main concepts and discuss them in relation to my study. There are three central concepts that relate to the study. They are management, trilingual/multilingual education, and English as a medium of instruction (EMI).

Management related terms. First, it is important to commence from discussing the concept of “management” because it is the primary focus of the study. Management covers all the scopes from allocating money to introducing changes to monitoring the work of certain departments and, thus, as stated by Austin and Jones (2016), it is crucial for tertiary institutions to function as one unit. With the growing shift towards university autonomy and

accountability, the interest in researching management in higher education has increased. Different authors provide different definitions on the concept of “management”. Thus, for example, Shurbhi (2015) views “management” as a process of arranging work and human resources to achieve one common goal by employing various means. Similarly, McCrimmon (2010) presents a short but sharp definition of the concept stating that management is the process of getting tasks done. Thus, the authors agree that in the process of management all efforts are directed at a certain outcome. Another author presents a slightly different vision of the concept discussing the general idea of the notion without referring to achieving a certain target. McCaffery (2010) states that “management is the process of planning, staffing, budgeting, and decision-making” (p. 78). The concept of management presented by Shurbhi (2015) is the one employed for my study because it integrates the ideas of management being a process of reaching a certain goal and a process of organizing resources and employing different strategies.

Next, it is important to discuss the concept of “administration” because in the literature it is used interchangeably with “management”. Shurbhi (2015) explicates that “administration is a process of organizing the work of educational institution or business” (p. 2). He further states that administration is responsible for the basis of organization. The author points out that administration is a broader concept that includes management as a part of administrative process. McCaffery (2010) further explains that the main responsibility of an administrator is ensuring “policy execution” (p. 79) which also employs administering a large institution rather than one specific unit (Austin & Jones, 2016, p. 5). This view is supported by OECD (as cited in Denton & Brown, 2010) where it is stated that “administrator” is a broader notion that means “a person responsible for carrying out the administration of a business or organization” (p. 3). The concept of administration suggested by Shurbhi fits the current study the most

because it clearly frames the main attributes of administration process that allow better understanding of practices taking place in the university. Both concepts of “management” and “administration” are used in the study because both deans and top university administrators have the authority to navigate and make decisions on the university level along with their executive functions in the implementation of the policy.

Trilingual education related terms. Other important concepts that need to be discussed are “trilingual education” and “multilingual education”. For this reason, the next concept important for this study is “trilingual education”. Beetsma (2002) defines “trilingual education as education in which students are taught three different languages, even if two of them are merely a subject in the curriculum of the school” (p. 9). Unlike Beetsma, Cenoz, Hufeisen and Jessner (2010) consider trilingual education as teaching in three languages. This can be applied to the case of Kazakhstani trilingual education. Furthermore, Cenoz (2013) claims that the concepts of “multilingual education” and “trilingual education” have similar meaning. In this framework, the languages of instruction and languages taught as subjects can vary. As can be seen, Cenoz merges the two previously given concepts of “trilingual education” into his definition of “multilingual education”. Therefore, due to their closeness in connotation, in this study the terms “trilingual education” and “multilingual education” are used interchangeably.

Medium of instruction. Another term that is closely connected to TLP implementation is English as a medium of instruction (EMI). In the scope of “trilingual education” state higher education institutions should provide 30% of curriculum taught in English (MoES, 2016). Thus, EMI has become a central phenomenon in modern Kazakhstani education. However, English is not the only language that can be used as a medium of instruction. Hence, it is better to provide general discussion of the concept “medium of

instruction". Ahmed, Zarif and Tehseen (2013) claim that "medium of instruction is the language that is used to teach academic subjects. Medium of instruction does not imply the use of official language as a language of command" (p. 609). Thus, the medium of instruction implies creating better opportunities for mastering a certain language that is not commonly used in the everyday life of students (Bureau, 2010). This is applicable to the case of using English as EMI in Kazakhstan because it is not the official language of the country; concomitantly, English is employed for teaching to ensure better proficiency in the language among Kazakhstani citizens by creating extra exposure to the language. To sum up, the aforementioned concepts have a direct correlation to the study and frame its focus.

Administrators and Faculty Perceptions of English as a Medium of Instruction

Motivation and perceptions of main stakeholders such as faculty and administration towards reform implementation are integral factors in its implementation as they are the key implementers of educational policies (O`Mullane, 2011; Mehisto & Genesee, 2015).

Therefore, it is very important to observe the general trends that stakeholders hold on while implementing the initiative of EMI in universities. The analysis of the literature revealed both positive and negative perceptions of Trilingual Policy and EMI on the side of faculty members and administrators that are discussed below.

Positive perceptions of English as a medium of instruction. Many researchers report positive perceptions of EMI introduction of faculty members and administrators and explain them by the high status of English, better opportunities for employments of graduates, and enhanced competitiveness of their tertiary institution (Goodman, 2014; Mehisto et al., 2014; Vu & Burns, 2014; Wilkinson, 2014; Zharkynbekova, Akynova & Aimoldina, 2013). For example, Wilkinson (2014) in his study conducted in one of Dutch universities interviewed deans and teachers of Business and Medicine Schools and revealed that Business School's

deans believed that EMI was the only program that should have been implemented in their school. They reported on no need for teaching in Dutch as all the business was done through English. The teachers and deans also believed that EMI program helps to attract international students and develop diversity in the university. Hu and Lei (2014) also show similar results in the Chinese higher education context where both faculty and managers strongly believe that teaching in English helps the world learn more about China, as it attracts more foreign students and professors. They also consider EMI to augment employability of university alumni as speaking English is highly valued in China (Hu & Lei, 2013). No negative attitudes have been revealed in these studies.

Similar findings have been reported in the Kazakhstani context, as Zharkynbekova et al. (2013) conducted a survey study in two Kazakhstani universities in Astana and Almaty among students, faculty and administrators, involving 673 participants. 81,3 % of participants believe that English is needed to be introduced as a subject at the initial stages and further it should become a medium of instruction. Participants strongly believed that in modern world Kazakhstan needed education in English. It might be explained by Kazakhstan's goal to enter 30 developed countries and the idea of English granting better job opportunities (Seitzhanova, Plokhikh, Baiburiev & Tsaregorodtseva, 2015). Mehisto et al. (2014) report that despite challenges with language proficiency among teachers, they still accept English within TLP as a step forward for Kazakhstan. Thus, it is obvious that Kazakhstani stakeholders perceive English similarly to their Dutch and Chinese colleagues. These positive perceptions towards EMI can be explained to the certain extent by the type of school, language policy in the university or perceptions to the language in the country in general.

Negative Perceptions of English as a Medium of Instruction. Despite general positivity towards EMI The previous research has also identified the negative perceptions of

EMI. Most of them involved questioning the level of proficiency of staff and students (Barrios et al., 2016; Mehisto et al. 2014; Park & Khemengquad, 2014). For instance, Barrios et al. (2016) conducted the research in Spain university in Alicante employing surveys of lecturers and students on their perception and willingness to teach and study in EMI program. It has been found that 82% of educators felt strong insecurity to teach in English and, therefore, they were not interested in transitioning to EMI.

The studies conducted in Kazakhstan presented several negative and skeptical views of EMI implementation. First, similarly to the international studies Mehisto et al. (2014) assert that EMI might become a burden for Kazakhstani education because of the low English proficiency of both teachers and students. Moreover, they found out that some stakeholders negatively perceive the way trilingual education is being implemented. Another point of view is expressed by the foreign experts involved in developing curriculum for EMI. They suggest that implementation of EMI would hinder Kazakh revitalization, and Kazakhstan should revitalize and develop Kazakh first (Zharkynbekova et al., 2013). Adding English to the language of instruction might become a threat to popularization of Kazakh, as it enjoys the status of a world language and there is a possibility that students would be more motivated to focus on enhancing their English rather than Kazakh.

All in all, there are both negative and positive perceptions on EMI. Kazakhstani teachers hold on a positive perception towards the initiative of EMI implementation. Although perceptions on EMI implementation in higher education institutions is not the only component that ensures the success of reform. Further the management practices of EMI implementation are discussed.

English as a Medium of Instruction: Management Practices of its Implementation

Managing EMI implementation is difficult to succeed due to top-down approach to the initiative and/or the pressure from internationalization that leads to hasty implementation (Kaplan, Jr & Kamwangamalu, 2011; Barrios et al., 2016). However, these can be minimized by employing various approaches to management. This section reveals both efficient and poor management practices done by university managers.

Good management practices. One of the effective approaches in managing EMI implementation is encouragement measures that university administration employs. Barrios et al. (2016) report on university managers in Spain addressing challenges of EMI implementation with minimum financing. After a survey conducted among the students it was revealed that most of them are not satisfied with low English proficiency of faculty. In order to ameliorate these constraints managers decided to incorporate CLIL workshops for faculty members organized by more experienced colleagues. Articles on EMI as well as official documents were also analyzed during workshops for raising awareness of how EMI should be implemented. Lastly, teachers could discuss their difficulties and get some useful pieces of advice from other faculty members while attending series of workshop. After employing all these measures administrators conducted questionnaires and interviews with faculty members and students to assure the increase in quality of teaching. Students reported on improvement of the quality of teaching after the employed measures. Attempts made towards creating a collaborative environment were also reported to be challenging due to various reasons (Moore, Ploettner & Deal, 2015). For example, created DG (dialogical groups) where a teacher of content and a teacher of subject would work together created negative outcomes. While it was supposed to assist in employing CLIL approach it raised tension between two professional where one had to critique another.

In terms of workshop organization, similar approach was found in other international cases. For instance, Klaassen (2001) reported on professional development courses where teachers in Dutch universities voluntarily attended 5 workshops on methods in teaching through EMI such as work with visuals, the craft of interaction with student and overcoming the barrier of speaking English by giving simple complete sentences. Faculty members were very pleased with the results. They particularly enjoyed videotaping of their lessons and obtaining a valuable feedback from peers.

Concerning Kazakhstan, the research on managing TLP is very scarce and mostly relates to secondary education; however, it correlates with international literature. Thus, Mehisto et al. (2014) and Seitzhanova et al. (2015) state that Kazakhstani teachers attend professional development courses, which can be considered as one of the measures of encouragement for teachers to shift to teaching in English. These way teachers are provided with support that enhances their language proficiency and special CLIL pedagogy (Mehisto et al., 2014). The courses though were critiqued by staff for their short duration, only one week. They were also criticized for containing trainings on theoretical knowledge of CLIL rather than practical trainings.

Although workshops and professional development courses were found in the wide range of literature there are various different management strategies to attract and enhance successful EMI implementation. For example, a facilitation of EMI was a provision of rewards and compensations. Thus, to make EMI more appealing to faculty, a Spanish university administration in the study done by Morell et al. (2014) offered 100 Euro rise per credit for teaching new subjects in English and 50 Euro for continuing to work in English. Faculty reported to be more motivated after obtaining this money award. Hu and Lei (2014) also pointed out administrators` attempts in making EMI appealing for faculty through workload

reduction, salary raise and institutional recognition. However, faculty in Chinese university found the required effort to teach in English to be too complicated to choose these awards.

Overall, universities have a rich experience of utilizing various strategies to encourage teachers' participation in EMI implementation. Workshops and professional development courses are found to be most frequently employed. Money reward and workload reduction are the incentives that also used as a way to attract faculty to work in EMI groups. Several similar strategies were found in Kazakhstan practices such as professional development courses and staged EMI integration in universities that also reported to have positive influence on EMI implementation.

Poor management practices. This section deals with poor management practices that were revealed for the analysis of literature. They are poor admission, organizational structure, curriculum development and insufficient administrators' competence in EMI implementation and miscommunication.

Student admission in EMI program is a problematic issue in the majority universities discussed in the literature. Chin Leong (2016) reports the practice used in Japanese university where a language center works on a better language test for admission because the one that they employed before was not properly designed. At the same time, they cannot use TOEFL as a tool for measuring the level of English because most of student would fail, which would lead to a drastic decrease of students in universities. Similarly, Hu and Lei (2014) report on universities employing Chinese designed English language test as a criterion for admission. The score for entrance is 150 which is far beyond IELTS 6.5. This leads to inadequate English proficiency of students studying in EMI program.

One of the possible solutions for coping with the problems that EMI triggers is to hire local teachers with international degrees and experience. This has been found in the study

conducted by Chin Leong (2016) who revealed that local instructors that had a foreign education tend to have higher scores in TOEFL. Walkinshaw and Oanh (2014) explain that locally-hired faculty were aware of linguistic difficulties that local students may encounter. Furthermore, their education obtained overseas, usually in English-speaking country, ensures better cultural and linguistic awareness that they could transmit to the students.

Another example of poor management in EMI implementation is organizational issues connected with big-size groups in EMI programs. For example, according to Barrios et al. (2016) teachers found it difficult to work with mixed-level groups. Moreover, Kagwesage (2013), in her research conducted in one university in Rawanda through interviewing students and faculty members on how they cope with EMI implementation, claims that smaller classes in EMI programs are more effective. However, the authors state that great demand of EMI and lack of qualified instructors create big-sized groups with the average number of 25 people in each of the groups (Kagwesage, 2013).

The last poor management practice is insufficient knowledge about EMI implementation among administrators. For example, Tange (2012) and her research done in one of Netherlands` universities stated that administrators did not understand the pedagogy of EMI. They have just demanded that everything should be taught in English. It happened due to hasty implementation when administrative board did not get enough information on new policy. The author also states that due to inadequate understanding of the policy by administrators gave vague speech using generic phrases on the importance of internationalization to communicate the policy t faculty rather than asking and working on improving the quality of materials and the program (Tange, 2012).

To sum up, the literature presents various evidences of poor management practices that hinder successful EMI implementation. However, some of them are explained by external

factor. Thus, poor admission is a result of the need of universities to attract more students. Furthermore, big-sized groups are also a result of lack of qualified teaching staff. Many universities worldwide face that problem due to scarcity of human resources. However, lack of knowledge of EMI implementation among managers are the issues that directly relate to certain lapses in management from the side of administrators.

Challenges of EMI Management

Apart from evidences of poor management practices that impede successful EMI implementation literature identifies some challenges that occur due to some external factors such as top-down approach to EMI that usually results in underfinancing (Mellion, 2008; Nguyen & Hamid, 2016; OECD, 2007; Tange, 2012; Wächter & Maiworm, 2008). Such approach usually created distortion. For example, Nguyen and Hamid (2016) in their study conducted in Bangladesh employing document analysis revealed that Bangladesh government, seeing positive results in EMI implementation, forced university administrators to allocate all financing to textbook development; thus, putting faculty members in a situation where they did not get salaries for months. Kazakhstan is also a country where educational institutions, with exception of a few, should obey governmental orders (OECD, 2007). Thus, top-down approach contributes to hindering more successful EMI implementation in Kazakhstan.

According to OECD (2007) state tertiary institutions in Kazakhstan are governed by top-down approach, resulting in insufficient freedom given to higher institutions. Moreover, the lack of expertise and agility of top universities` management is another reason of challenges accompanying EMI. It is also noted in OECD (2017) that managers cannot address the change quickly, despite the fact that for successful reform implementation flexibility and ability to adapt are crucial (Kotter, 2007). Moreover, Seitzhanova et al. (2015) claim that trilingual policy has “no common methodological support” (p. 75); thus, universities have to

work on solutions on their own. Wächter and Maiworm (2008) also report that faculty staff does not get enough support from administrators; thus, appears to be involved in the management too. All the aforementioned leads to a high rate of turnovers of administrators and negatively influences reform implementation.

Another factor that causes other challenges is financing. Kaplan, Jr and Kamwangamalu (2011) state that it is expensive to implement EMI. It requires hiring international staff, purchasing new teaching materials and sending local faculty members to professional development courses. However, Kazakhstani state universities do not have an opportunity to meet these requirements. According to OECD report (2007), higher education institutions in Kazakhstan financially rely on government only.

Further challenge is stakeholders` language proficiency. Although many research studies show that university administrators oblige their staff to take English training courses their level of language proficiency remains quite low (Chin Leong, 2016; Haryanto, 2013; Hu & Lei, 2014). For example, Japan, the country that enjoys developed economy, puts a great emphasis on education and does not experience difficulties with textbooks or technology, still reports challenges of poor English proficiency of teaching faculty (Chin Leong, 2016). Moreover, students` language problems are also considered as a great challenge that decreases positive outcomes of EMI implementation (Hu & Lei, 2014; Manh, 2012; Tange, 2012). In terms of students` proficiency, Hu and Lei (2014) present that instructors had to “water down” the material (p. 17). Manh (2012) claims that some students are not able to interact with professors. They even lack simple communication skills.

Another group of stakeholders that have difficulties with English proficiency are administrators. It creates difficulties for them in grasping ideas of what steps need to be undertaken for proper policy implementation. According to Tange (2012) administrative staff

uses their own native language in their practice. They switch under requests of foreign faculty; however, they are reluctant to do it. They say it is an unnatural thing to discuss current affairs in English when most of the faculty is Dutch. Foreign faculty is forced to learn Dutch in that case (Tange, 2012). Research of stakeholders' proficiency shows that sometimes all the stakeholders struggle with the foreign language where they are expected to operate on it every day on every level of their practice. It creates various of problems such as overcrowded groups and loss of the content.

Other constraints that appear to occupy a great place in the body of literature on EMI implementation are IT and teaching resources (Goodman, 2014; Haryanto, 2013; Mehisto et al., 2014; Nguyen & Hamid, 2016; Vu & Burns, 2014). IT and updated teaching resources are an integral part of any reform these days and, therefore, it is extremely important to make sure that higher education has a sufficient access to it. According to Lkhamsuren, Drominavolok and Kimmie (as cited in Goodman, 2014) underfunding leads to "lack of technological and informational resources" (p. 135). The study was done in one Ukrainian university. Ukraine is one of the post-Soviet countries that has outdated facilities and teaching resources as a part of Soviet legacy (Heyneman, 2010). Kazakhstan is also one of post-Soviet countries with similar infrastructure issues because Soviet system was highly centralized and resources were allocated more and less similar among all the universities (Heyneman, 2010). OECD report (2007) states that Kazakhstani higher education experience the shortage of learning materials, their quantity is insufficient and the content is outdated. Students also raise complaints about "inadequate access to the Internet" (p. 203).

To sum up, the mentioned problems can have a negative influence on reform implementation as students would be restricted from getting decent materials and could be derived from competent assistance from the sides of faculty and administrators. Moreover,

Kazakhstan struggles with overall quantity and quality of sources as well as Internet accessibility.

Conceptual Framework

Trilingual Policy implementation requires not only changing the structure of previous forms of management but also people`s mindset (Bourda, 2013). That is why I have chosen Kotter's 8-Step Change Model as a framework. In this thesis, I employed the concept of “change management” presented by Bourda (2013), who pointed out that it “is a structured approach for ensuring that changes are thoroughly and smoothly implemented and for achieving lasting benefits of change” (p. 4).

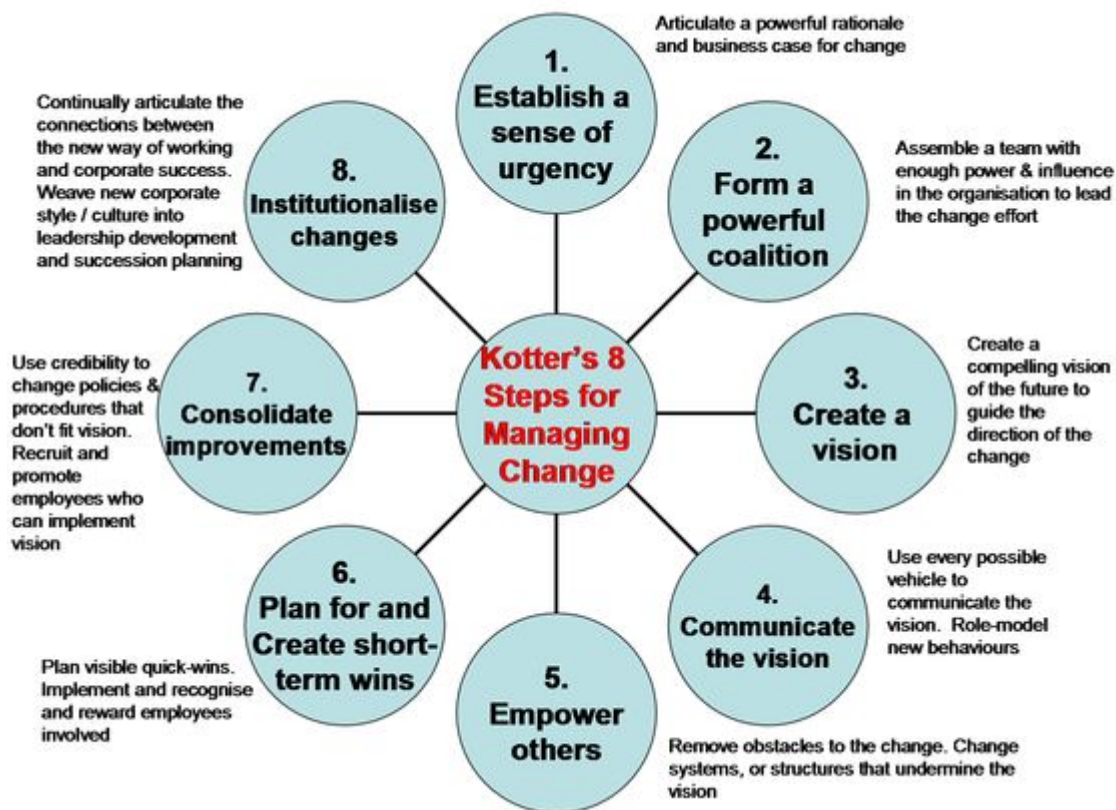


Figure 1. Kotter`s 8 steps for managing change (Nelson, 2016)

The first step in Kotter`s framework is *establishing the sense of urgency*. It is important because managers should make university faculty and staff aware of the importance of change. Otherwise, they would do most of the work as the employees without feeling the need for altering their practices (Madsen, 2016). The second is related to *formation of a powerful coalition* where administrators gather people who they can work with and know that the work will be done appropriately. Third is *creating a vision*. According to Kotter (2007) vague instructions may hinder the process of change. For this reasons, managers should have a clear idea of what needs to be changed. Next, we have communication of the vision. It is an important step to convey what they want to their employees. According to Kotter (2007) the best way to communicate the vision is to set an example by managers themselves. Administrators should “walk the talk” (Kotter, 2007, p. 7). *Empowerment of others* is the following step. The main idea here is providing workers with the possibility for development. It can be sending them to professional development courses and creating the environment where people can share their fears. The sixth step is *creating short-term wins*. It means giving the team a sense of accomplishment. Managers should divide projects on small pieces where they can give feedback on every stage and show what has been achieved to motivate the team work further (Kotter, 2007). The seventh step is *consolidation of improvements*. At this stage the established practice, behavior patterns and positive environment need to be repeated. The managers cannot “let up too soon” (Kotter, 2007, p. 12). Lastly, *institutionalizing change* is the last step in the framework. At this stage, all these things should be strongly embedded in the team before making other serious changes in further practice (Madsen, 2016). This framework defines the steps of successful managing of the reforms that can bring to successful implementation of the reform. It highlights the idea that positive results occur with careful supervisions and establishment of positive environment.

Conclusion

This chapter aimed to present the concepts employed in this study and provide an overview of the literature regarding EMI implementation and its management. International and Kazakhstani stakeholders have rather positive perception towards trilingualism. Financing, lack of materials and stakeholders` lack of language proficiency appeared to be the most frequently mentioned constraints in EMI implementation. Universities try to strengthen their admission criteria; however, due to the lack of experience in managing this policy their attempts are not always successful. Next chapter is devoted to methodology where I discuss the methodological rationale of my study.

Chapter 3. Methodology

Previous chapter looked at recent international and local research done on EMI implementation management. This chapter presents the rationale for the methodology that guided this study. The purpose of my study is to explore how the English language as a medium of instruction (EMI) is managed in higher education in Kazakhstan within the frame of Trilingual Policy implementation and what practices and challenges it presents. Three research questions guided the study. First, administrators and faculty's perceptions of Trilingual Policy and EMI were investigated. Second, the study looked at practices in EMI implementation. Third, challenges in the process of EMI implementation were disclosed.

This chapter covers research design that was chosen to conduct the study. Then it deals with research site and sample. Next, it discusses data collection instruments followed by data collection procedures. Furthermore, this chapter presents the approach used for data analysis along with validity and reliability sections, followed up by limitations, ethical considerations, and conclusion.

Research Design

To conduct the study, qualitative research design, namely exploratory single case study, was applied. I chose this research design because “exploratory case study investigates distinct phenomena characterized by lack of detailed preliminary research” (Arthur, Waring, Coe & Hedges, 2012, p.102). English as a medium of instruction in Kazakhstani universities appears to be a distinct phenomenon, for this reason, more in-depth understanding of this phenomenon is needed. As such, I explore a case of one Kazakhstani tertiary institution that has integrated English as a medium of instruction.

According to Resell (as cited in Curtis, Murphey & Shields, 2014) case study recognizes the complexity and ‘embeddedness’ of social truths” (p. 244). I have chosen this

research design because according to Hodkinson and Hodkinson (as cited in Curtis et al., 2014) case study is able to depict a real-life situation. Yin (as cited in Arthur et al., 2012) asserts that case study is used to address research questions that is more of “how” and “why” focus rather than “what”. Utilization of a case study approach allowed me an in-depth exploration of employed practices and encountered challenges by the participants working under trilingual program`s implementation in one state university.

Both qualitative and quantitative research designs were used in the literature in addressing the problem of managing trilingualism or EMI (Chin Leong, 2016; Nguyen & Hamid, 2016; Manh, 2012; Wächter & Maiworm; 2008). However, the reason that speaks well for a single case study is time limit and a limited number of participants. However, the focus on two different Schools, Humanities and Science, allowed reducing the limitations of small number of universities and participants.

Document analysis was also taken as a procedure that allowed ameliorating the limitations of single case study. According to Creswell (2014), “documents provide a researcher with a rich source of information” (p. 245). Trilingual Education Center Annual Report and The Strategy Document on Trilingual Education Implementation provided by the School of Humanities analysis were used to obtain more rigorous data and to get a better understanding of EMI program implementation management process.

Research Site and Sample

In this section I explain how I chose the site for my study and the process of selecting participants for it. This section presents the various sampling strategies that I had to employ in order to approach the participants.

Research site. Qualitative research design requires targeted selection of sites and participants to explore a distinct phenomenon, in contrast, to quantitative research design

where random sampling is employed to investigate the general trend (Creswell, 2014, p. 228). The research site is one of state universities in Kazakhstan. This university was chosen because it was one of the universities that offer 30% of program with EMI instruction in different departments since 2012. Moreover, the university has a Trilingual Education Center that is not the case of all state universities in Kazakhstan. The Center is responsible for organizing workshops to promote trilingualism and arranging courses in three languages for staff and students. Another reason for choosing this university was a well-developed academic mobility practice that also spoke about the university's interest in Trilingual Policy implementation. The chosen tertiary institution was a multi-disciplinary university that also allowed considering the possibility of obtaining more rigorous data through looking at perceptions, practices and challenges of stakeholders from two polar schools, namely Schools of Science and Humanities. In order to avoid bias and prevent deriving wrong conclusions based on experience of only one school it was important to look at practices and challenges that two different schools encountered during implementation process.

Sample. For my research, I chose ten participants; three administrators and seven faculty members. Administrators included the dean of the School of Humanities and Education, the dean of the School of Physics, Mathematics and Information Technology and the Head of the Trilingual Education Center. Faculty members were also selected from these schools. Two of them were heads of Philosophy Department and IT Department. In addition, four faculty members, two from each school, who teach in English and one teacher of English from Trilingual Education Center were recruited. I employed purposeful sampling for the selection of Schools and Departments. I deliberately chose Schools of Science and Humanities to observe whether they faced similar challenges and what strategies they used to manage the process of implementation.

Participants were recruited via purposeful maximal variation sampling. According to Creswell (2014), this kind of sampling “allows developing many perspectives” (p. 207). This type of sampling was chosen because participants occupy different positions. Some of them manage the implementation of EMI and some directly implement EMI as they teach in English. Furthermore, they had to have work experience not less than three years, and they had to be engaged in the process of EMI implementation at least for three years. Initially convenience sampling was planned to be employed to select faculty members. Creswell (2014) claims volunteers and individuals that are available or willing to participate present the example of convenience sampling (p. 230). Personal emails with invitation for participation were supposed to be sent to all faculty members. However, due to limited number of faculty that teaches through English I was introduced to lecturers with greater experience in working in EMI program; hence, snowball sampling took place. Creswell (2014) identifies snowball sampling as a sampling strategy where researcher is recommended participants by other participants (p. 231). I was recommended to approach some faculty members that had a relevant experience and had been previously sent on workshop concerning trilingualism. Thus, there was no need for planned advertisement distribution for research participation with explanation and contacts for further discussion.

The table below describes the background of participants that were chosen for the study.

Table 1

Information on participants of the study

Participant (by pseudonym)	Department/ school	Occupied position	Years of experience in the given position
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Administrator 1	Trilingual Educ. Center	The Head of Center	3
Administrator 1	Science	Dean	3
Administrator 3	Humanities	Dean	3
Faculty 4	Science	Head of the depart.	3
Faculty 5	Science	Faculty member	3
Faculty 6	Science	Faculty member	4
Faculty 7	Trilingual Educ. Center	Faculty member	3
Faculty 8	Humanities	Head of the depart.	3
Faculty 9	Humanities	Faculty member	3
Faculty 10	Humanities	Faculty member	4
Totals ($N = 10$)			

The given research sample was a valuable source for conducting my research with a substantial number of participant from different Schools and occupied positions. I managed to gather the data that allowed me analyzing current situation in higher educational institution from different angles.

Data Collection Instruments

Since qualitative data usually requires employing more than one instrument to ensure validity and reliability I decided to use both interviews and document analysis as data collection tools for my study. According to Creswell (2014) qualitative data collection employs “collecting multiple types of information” (p. 234). This section presents the instruments that were employed for collecting the data.

Interviews. I conducted one-on-one semi-structured interviews for both groups of participants (managers and faculty members) with close-ended and open-ended questions with approximate number of 18 questions. According to Curtis et al. (2014) it is a widely-used kind of interview in educational scope because it allows some flexibility; thus, an interviewee can add his own voice and some useful information to the research that can be revealed using follow-up questions. Moreover, as the core questions were prepared I could navigate the interview and reduce the well-known phenomenon of “all information is relevant” for what case studies are frequently criticized. I chose one-on-one interview for the sake of convenience for participants as all of them work and in order to avoid having a leader in a group that could affect other people's answers (Cresswell, 2014, p. 240). In my case, two sets of questions were developed to interview administrators and faculty members. The interview protocol also contained information about my participants, time, place, purpose and duration of the interview (see Appendix B)(Creswell, 2014). The interviews were conducted on the language of a participant's chose. Interviewees were provided with two options of the English and Russian languages. The interview took approximately 30-45 minutes for each participant. The interview questions for graduates focused on the following areas:

- Perceptions of Trilingual Policy and EMI in particular;
- Employed practices for policy implementation;
- Encountered challenges in the process of implementation.

According to Martin and Hanington (2012) interview is one method in collecting data, which also has some disadvantages. For example, some information can be omitted because according to Creswell (2014) facts that a reader gets are an interpretation done by a researcher. However, to avoid bias in my research I asked probes that gave an interviewee an opportunity

to elaborate on his/ her answers more, thus revealing some additional information for me to analyze.

Piloting interviews. I pilot tested my interview questions and protocol before collecting the data at my classes Research Thesis Seminar and English for Research. After piloting I had to correct and reformulate some of the questions. I also had to reduce their number in order to avoid repeating questions, elicit only relevant information and to be able to keep within the time devoted by the participants for the interviews.

Document analysis. Document analysis was another instrument to collect the data. Documents present important source of information that allow a researcher to understand the central phenomenon better (Creswell, 2014) and assist in making research more rigorous as they give an opportunity to compare participants` words with what it is on paper. The analysis of documents consisted of Trilingual Education Center Annual Report and The Strategy Document on Trilingual Education Implementation that was provided by the School of Humanities. Trilingual Education Center Annual Report provided the information on the number of groups arranged for teaching three languages, the number of faculty members proficient in three languages and workshops organized within the framework of Trilingual Policy. Moreover, the document covered other measures done by the center to promote trilingualism such as youth camp “The Trinity of Languages” organization. Lastly, the report stated existing challenges considering Trilingual Policy implementation such as lack of state syllabus for the subject English for Special Purposes and lack of teaching resources for teaching in three languages. The Strategy Document on Trilingual Education Implementation included the indicators that were used by the university in setting goals and trying to achieve them in terms of shifting curriculum and transferring students towards trilingual education. The indicators were partially taken from SPED as well as set by the university administrators

themselves. Both interview recordings and documents allowed me answering my research questions and meeting the initial purpose of my study. Relevant techniques for data analysis were used that will be illustrated in the further section of the paper.

Data Collection Procedure

Data collection started on the 5 December and lasted for ten days until the 15 December. Overall, I conducted ten interviews. Three managers and seven faculty members were interviewed by me during this period. I was welcomed in the university and managed to establish good rapport with my participants. The procedure of data collection consisted several steps: preparing consent form in advance (see Appendix A), which includes the ethical issues along with assigning time and place for conducting the interviews. Face-to-face interviews were recorded after the permission of the participants. Moreover, some field notes were made as a backup in case of audio failure.

After getting an approval from NUGSE Committee, I sent a letter of support from NUGSE that I obtain to get an access to the site and a brief explanation of my research to the Head of Trilingual Education Center and two deans of chosen schools. However, I only managed to contact the Head of Trilingual Education Center. Further, I established a contact with the vice-provost`s deputy of Academic Affairs Department. After getting an approval from the university to conduct the research I had personal meetings with deans where I explained more about my research. Furthermore, I was introduced to the Heads of Departments. I asked them to send me a list of faculty members` emails for recruitment. In fact, I was advised to select experienced faculty members to obtain better insight in the process of EMI implementation. During personal meetings, location and approximate dates that were convenient for participants were negotiated. Later, exact dates were established. Before the actual interview, I explained the purpose of my study and asked to sign a consent

form. When all preparation was done, I proceeded to the interview using some probes and follow-up questions in order to obtain rigorous data. The option to choose the language of the consent form and the language of the interview between the English and Russian languages was given to interviewees. I asked permission to record the interview assuring that the confidentiality would be kept. After the interviews were conducted and relationships with participants were established I asked whether I could obtain documents such as Trilingual Education Center Annual Report and The Strategy Document on Trilingual Education Implementation that was provided by the School of Humanities.

Data Analysis Approach

In this section, I describe how the obtained data was analyzed. In analyzing the data, I used six steps proposed by Creswell (2014): preparing and organizing data, exploring and coding the data, developing descriptions and themes, representing and reporting findings, interpreting the findings, validating the accuracy of the findings. First, I organized and transcribed the audio-recorded interviews. I transcribed all the recorded data (see Appendix C) manually because Creswell (2014) suggests employing this strategy in case the data is fewer than five hundred pages. After transcribing and organizing the data in one document I used the sample given by Creswell (2014) with margins from both sides to develop codes and themes. Initially, I developed forty-seven codes which were further reduced to twenty. Excessive number of codes was shrunk revealing approximately twenty codes that established five major themes guided by the research question. Creswell (2014) identifies four types of themes, which are ordinary, unexpected, hard-to-classify, major and minor themes. In my case I could determine ordinary themes along with three major in accordance with my research questions (perceptions of TLP and EMI, management practices and challenges) and four minor ones (perceptions of TLP, perceptions of EMI, good management practices and poor management

practices). After undertaking all the above-stated steps I proceeded to the presentation of my findings that were presented according to the revealed themes. Findings were translated from Russian to English. The fifth step was interpreting the findings, which implied reviewing whether the research questions were addressed, writing my personal reflections about the data and comparing them with the existing literature, mentioning the limitations and making suggestion for further research.

Validity and Reliability

I employed various measures to ensure validity of my study. Creswell (2014) states that due to the reason that qualitative research is highly interpretive it is extremely important for a researcher to make sure that validity and reliability are considered. First, I used both interviews and document analysis to obtain rigorous findings. Second, before the actual interview I piloted the questions for two times in Thesis Research Seminar class and English for Thesis Writing. During the second class I was recorded and could watch a probe interview to reconsider some of the questions. It assisted me in creating the instrument that allowed eliciting only relevant information. Third, I chose to interview both administrators and faculty members to get information from the perspectives of various stakeholders in order to get a better understanding of the managing process of EMI implementation in Higher Education. Next, I deliberately chose two polar schools to observe what practices and challenges they employed and encountered and to what extent they held onto similar or different perceptions and views on success of policy implementation in their institution. Those were the steps that were undertaken in this research to make it valid and reliable for the body of literature.

Ethical Considerations

Next part deals with ethical consideration. While providing the participants with a consent form, the rights stipulating anonymity and confidentiality was taken into account.

Furthermore, the participants were informed about the purpose of the study and were given a consent form where they could learn about their rights and risks concerning their participation in the study. Every participant and the institution were assigned with a pseudonym (a number) to conceal names. I also obtained a permission for recording. No one from the participants reported on their wish not to be recorded. However, in case such situation had occurred I would have only taken notes of the interview. Moreover, participants were assured that all the recordings would be safely kept on my personal computer with a password to which only I have an access.

Face-to-face individual interviews allowed avoiding creating a leader in the group, thus providing more safety for open and honest responses. Participants were given an opportunity to choose the language of an interview between Russian and English. Interviewees could withdraw their participants in the interview at any time. Their participation was voluntary, and they had a right not to answer particular questions. During the actual interview participants were explained about the procedures.

The risks concerning participation in this research were minor. They were the possibility that some of the administrators would want to be present during the interview. In this case, I was clear that I would refuse conducting the interview and negotiate with administrators to allow faculty members to be interviewed without the presence of administrators. I would also have to find another participant in order to ensure participant's confidentiality. Moreover, the interviews were conducted outside the university to prevent department chairs and other university leadership from putting pressure on the faculty members.

For administrators' risks were minimal. Their answers regarding the management of EMI implementation would not be used to make judgements about university staff and the

program. Other than that, no risks were to be expected from this research. Participants were assured of no negative effect on their employment. In case of further publications, the pseudonyms assigned for the participants would still be kept.

Limitations of the Study

This section will give an overview of main limitations that accompanied the study. The sample size of the study was the main limitation. For example, according to Curtis et al. (2013) case study has to be treated carefully in terms of generalization because it doesn't employ many participants. Although Cohen, Manion and Marison (2011) believe that conducting a number of similar research even with a small sample of participants can add to greater generalizability. In my case, with forty-two state universities (Seitzhanova et al. (2015) out of 139 (Diagnostic Report, 2014) that employ English as a medium of instruction I cannot generalize the findings in relation to all the state universities working under the same pattern.

Conclusion

The employed methodology provided the possibility to answer research questions of the current study. Most of planned criteria were met through different instruments such as interviews and document analysis that allowed ameliorating the insufficiency of employing only one instrument. Furthermore, the research site and two types of participant (administrators and faculty members) were carefully chosen in order to obtain rich data. It was possible through researching about university's policy and attitude regarding trilingualism.

Qualitative research design and piloting of questions also played an important role in given an in-depth understanding of perceptions, practices and challenges of the management of trilingual policy in a state university of Kazakhstan. Ethical considerations were acknowledged and all the efforts were taken to provide participants with anonymity and confidentiality of their identities and the data they gave. Despite the deficiencies of single case

study design collected data revealed the important issues in trilingual policy implementation, which is presented in the following chapter.

Chapter 4. Findings

The purpose of my study is to explore perceptions of administrators and faculty from the HE institution on the use of EMI in their institution, to observe their management practices of EMI implementation and their ways of coping with difficulties they face. Semi-structured in-depth one-on-one interviews and document analysis were chosen as data collection instruments. The study took place in one of the universities in Kazakhstan where I interviewed 10 participants, which include 3 administrators and 7 faculty members from the Schools of Science and Humanities and Trilingual Education Center that operates in that university. I also analyzed the following documents such as Trilingual Education Center Annual Report and a Report on Trilingual Education Implementation provided by the School of Humanities. This chapter presents the findings of the study organized in accordance with the research questions that guided the study and the themes with appropriate categories that appeared from the analysis.

Perceptions of Trilingual Policy and English as a Medium of Instruction

Perceptions towards TLP seems to be an important factor in explaining the practices in EMI implementation currently in place in the university. The vast majority of participants both administrators and faculty members reported that they perceive proficiency in all three languages (Kazakh, Russian and English) beneficial and important for people living in Kazakhstan for two main reasons. First is the “economic development” of the country because they regarded English as the language of “progress and innovation that allows studying abroad and bringing new technologies and knowledge for Kazakhstani growth” (Administrator 1). The second is creating positive environment in a multilingual country which they deemed important for social cohesion. For example, the head of Philosophy Department pointed out that the knowledge and the ability to use all three languages in the country with diverse

population “creates and maintains a positive environment in a country” (Faculty 8). They also had differing opinions on each of the three languages separately.

While Russian was viewed as an instrument of social cohesion because the participant indicated, “Russian is a bridge among Kazakhstani people” (Administrator 1), all the participants positively perceived English as a medium of instruction in their university. English was viewed as a language of the progress, a language of modern technologies and as a language that enhances better job opportunities and competitiveness of future graduates. For example, one participant claimed that English will assist Kazakhstan “to align the quality of education to high Western standards; thus, graduates would be more competitive on the labor market” (Faculty 10).

Along with positive perceptions of EMI nearly half of interviewees perceived English as a possible threat to the Kazakh language while some were concerned with the fast pace of EMI implementation. A faculty member expressed a concern with “popularization of English and it is creating less chances for the development of scientific terms in Kazakh” (Faculty 7). However, they recognized the importance of introducing English to modern Kazakhstani education as it is an inevitable part of today's world. All of them stated that “English is present in various scopes of life, such as politics, science and education”. The head of philosophy department, expressed concern that, “Kazakh has not become the language of communication. It has not been revitalized to the great extent and English can become a new obstacle that will impede further development of the Kazakh language” (Faculty 8). “Hasty” implementation of EMI appeared to be another concern raised by the same participant. It was asserted that, “The idea of the program has to hang in the air for sometimes, so policymakers can improve it while stakeholders get used to it as well” (Faculty 7). It seems that some faculty thought that EMI was being implemented too fast.

Overall, all the participants perceived English as a necessity for future graduates' employment, modernization of current education due to the stated above reasons. However, a few of them are concerned with the future of the Kazakh language perceiving English as a factor that hinders Kazakh revitalization. Moreover, the timing was raised as an issue in EMI implementation where more time for improving the program is needed for more successful implementation.

Management Practices of EMI Implementation

This part presents findings related to management practices of EMI implementation. The findings reveal both good and poor management practices. Good practices include practices such as taking measures for encouragement measures, organizational support, creation of collaborative environment and monitoring the implementation process. Poor management practices are connected with poor admission process, some aspects of organizational structure and faculty members' mobility.

Good management practices. This section reveals good management practices that include various strategies to attract and encourage faculty for working in EMI groups.

Measures for Encouragement of EMI Implementation. All the respondents indicated that the university takes certain measures to provide the faculty with opportunities for Professional Development Courses (PDC). One third of faculty members reported that attended PDCs organized by the Ministry of Education for a month in 2016 and 30 days of online course after they returned. In addition, PDCs along with workshops were arranged within the university in 2014 and 2015. The faculty reported "the administration of our university also organized one month courses previous summer" (Faculty 5, Faculty 6, Faculty 9, Faculty 10). This finding from the interviews is supported by the findings from document

analysis. It was found that, “the workshops on the topic of teaching disciplines in a foreign language were conducted in 2015” (Report on Trilingual Education Implementation, p 3).

Concerning PDCs organized by the Ministry of Education several findings were revealed. First, the majority of faculty member shared that attending PDCs raised their motivation in EMI implementation. They reported that instructors did not only teach the language but also motivated to teach in it” (Faculty 5, Faculty 6, Faculty 9). Faculty 10). Moreover, the Trilingual Education Center reported on arranging workshops on CLIL approach for faculty to provide them not only with language skills but also with new teaching techniques that they could apply to their practice. One of the faculty member stated:

Last summer university arranged some workshops on EMI implementation. It is a good support because we do not always have a chance to attend PDCs that are in other towns, so this way we have more opportunities for professional development. (Faculty 10)

Furthermore, in terms of managerial work done by the university, it was revealed that Trilingual Education Center conducts English language courses for students, faculty and administrators. It was found that courses cost less and provide students and staff with a flexible schedule. There were no special groups organized only for administrators.

Organizational support measures. A number of organizational support measures provided by administrators were recognized by the study participants. They are workload reduction, opportunity for publishing teaching materials, placement test for students, lesson observations by administrators, the ability to monitor the process of implementation due to high language proficiency of top managers, creating platform for cooperation between faculty and students and respect of faculty teaching in EMI.

The first measure is the decrease of workload for the faculty engaged in EMI implementation. It was revealed as the main incentive for faculty to work in EMI. All the participants stated that working in EMI provides faculty with the right for “20% of annual workload reduction’ that encourages more faculty to work in EMI groups (Faculty 5, Faculty 6, Faculty 8, Faculty 10, Administrator 2, Administrator 3). The second support measure is the university’s assistance in publishing teaching materials that were developed by instructor and professors. The university had its own printing facility that publish university’s three scientific journals with combined circulation of 1100 copies. It was also used for printing and developing teaching materials like brochures. University administration did not restrict neither administrative nor teaching staff from in using it. Some representatives of faculty members claimed that they “were encouraged to develop materials for EMI and publish them for further use” (Faculty 6, Faculty 8).

Another measure taken by the university that administrators deemed helpful is the use of placement test to distribute students into groups. It was found that the university used the modular curriculum system for allocating students to groups with different number of subjects taught in English depending on the level of students which was determined by the computer-based placement test. Administrators considered this an efficient student admission practice, “an effective way of differentiating students by their language proficiency level” (Administrator 2). Students that failed to pass it were asked to enhance their proficiency in English through the courses organized within the university or elsewhere to be able to study in EMI in the future.

Monitoring of EMI implementation process. The data analysis revealed that monitoring of an EMI implementation by the university and schools’ administration was found to be another good practice of managing this process. This monitoring process included such

actions as observation of lessons in EMI groups and high language proficiency among top administrators that resulted in better monitoring of the process of implementation. Lessons observation was done only to make sure that EMI is taking place in the lessons, the relevance of employed teaching approaches was not the target of observation. One of the administrators asserted:

I visited some lessons conducted in English to observe whether lectures meet the requirement of being given in English. I do not do it to point to the mistakes in teaching because I realize EMI is a relatively recently implemented initiative and faculty is still figuring out the best ways to conduct lessons. (Administrator 2)

Teaching staff reported their positive opinions about the observations. Thus, for example, one faculty member reported that, “administrators often attend lectures but do not interfere the teaching process. However, the fact that they observe the lesson indicates that they are interested in success of the initiative” (Faculty 6).

Meanwhile, during interviews it was also revealed that high level of university administration linguistic awareness is one of the factors promoting the success of EMI reform implementation. High proficiency in English among top administrators was considered as a factor that allowed managers to anticipate certain difficulties that could occur in EMI implementation process; thus, it could add to ensuring more successful EMI implementation.

The dean of School of Humanities stated:

I think the reason the implementation of trilingual policy is rather successful in our university is because our provost has studied abroad. The vice-provost in academic affairs also has a linguistic background. They know how to organize and monitor the implementation as they have linguistic awareness. (Administrator 3)

Thus, the findings revealed certain attempts of administrators to monitor the process of implementation by directly attending the classes or using their linguistic awareness as an advantage for monitoring.

Fostering collaborative and positive environment. Certain measures for creating collaborative environment were found during the study such as creating a platform for cooperation through organized workshops in the university and increasing respect for the faculty engaged in EMI implementation.

In order to establish a platform for better communication and to facilitate cooperation between different departments and faculty members the university conducted CLIL workshops that were documented in both reports of Trilingual Education Center and the School of Humanities. These workshops were aimed at bringing together representatives of schools of Foreign Language Department and non-linguistic departments. Thus, the initial idea was that faculty from Foreign Language Department will assist faculty in EMI groups in preparing lesson materials. Moreover, the dean of School of Humanities pointed out that he tried to make some attempts to engage Foreign Languages Department into development of teaching materials for Departments of Psychology and Philosophy. However, the faculty members from these two departments did not report any assistance in lessons plans and teaching materials development from Foreign Languages Department.

Furthermore, it was found that faculty engaged in EMI implementation was highly respected in the university. Faculty members claimed on gaining more respect from peers since teaching in English. This way university managers tried to create positive environment among colleagues and develop positive attitude to EMI to engage more faculty in future. As one of the respondents commented:

I think teaching in English is considered to be some “fancy” skill I have and everyone understands that it takes much effort to acquire good proficiency. Meanwhile, they understand the benefits of teaching in English such as workload reduction. For this reason, everyone wants to teach in English now. (Faculty 6)

Overall, university managers employed various successful measures to attract faculty to teaching through English and to ensure successful EMI implementation. PDCs and workshops organized both by the MoES and university administrators were viewed as major tools of encouragement measures in EMI implementation. Moreover, to encourage faculty to teach through EMI university reduced their workload and organized English courses within the university. These two actions were named as practices of good management and helped to attract faculty to work in EMI groups. High proficiency of English among top managers also allowed better EMI implementation since that ensured better monitoring of the process of implementation. Certain attempts to create a collaborative environment in the university in EMI implementation and appreciation of faculty engaged in EMI implementation were reported as other measures that deemed effective at achieving positive outcome in the process of implementation. The next section of RQ 2 is devoted to poor management practices in the given university.

Poor Management Practices. This part presents poor management practices that were reported to occur during the process of EMI implementation. Three major evidences of poor management practices were revealed during the study. They are poor student admission that leads to mixed-level groups, poor organizational structure and absence of mobility for faculty.

Poor student admission. Number of poor management practices were revealed during the interviews. Student admission in the given university was numerously stated by faculty as an area that hindered EMI implementation there. For example, one of the participants said, “I

do not think there is any selection of students for the program” (Faculty 10). However, administrators indicated that all the students must undertake a placement test to define their level of English and that is was enough to differentiate students to groups by their English level. However, faculty reported that this test was the only criteria to assess students` language level and appeared to be just a multiple-choice test that aimed to check mostly grammar (Faculty 8, Faculty 6, Faculty 5).

Moreover, poor student admission resulted in the wide range of students` proficiency levels in English within the same group. It was found to be the factor that compelled faculty members to simplify the material and the language requirement to students. One of the faculty members raised a concern, “How am I supposed to make sure they all comprehend the material?” (Faculty 6). Some faculty member shared that they had to give students elementary level tasks because their proficiency in the language was too low to talk about the content (Faculty 9, Faculty 10). Despite that it was found that some faculty members displayed their tolerance to the issue with poor admission process because of understanding that if the university only chose those with good English there would a sharp decrease in the number of students.

For example, one of faculty members claimed:

Our university administration tries to do the best with human resources it has at hand.

All the students that have high proficiency in English usually enroll to larger universities, abroad or in major cities of Kazakhstan. We usually get what is left (Faculty 9).

This showed both obvious difficulties presented by poor admissions and how language proficiency of student as well as understanding of the reasons of the constraints by faculty.

Poor organizational structure. Next finding in terms of poor management practices derived from the organizational problems because of the big-sized groups. Lecturing to a great number of students was revealed to be an obstacle for some faculty members in terms of making sure that the content is comprehended. For example, one faculty member said, “the only difficulty that I encounter is that I have to teach in big groups with over 70 students where it is more difficult to convey the content properly” (Faculty 5). Interestingly, it was found that participants did not consider this situation being a fault of administrators. Thus, one of the participants said that, “I understand that there are not enough human resources to teach in English; therefore, there is no opportunity to divide groups into smaller ones” (Faculty 6). Although big-sized groups appeared to be a constraint in teaching in EMI groups faculty reported their tolerance of the situation because of scarce capacities that the university has.

Absence of mobility for faculty. Faculty mobility is one of the aspects that was found to be an evidence of poor management. It was found that university did not provide faculty with opportunities for mobility. Thus, for example, faculty member expressed a concern with university paying attention only to students` mobility while faculty members could only study abroad by the Bolashak Program, a governmental scholarship program which they believed to be a difficult process to go through. She claimed that, “university management should consider sending more teachers abroad not only students because they [teachers] need more exposure to English speaking environment to enhance their language skills that further would increase the quality of teaching in English” (Faculty 4). This way faculty expressed clear discontentment with the way university managers granted the right for mobility in the university.

To sum up, several instances of poor management were revealed in the study. Thus, poor admission of students created the situation where faculty had to teach mixed-level groups

that led to loss of content. Furthermore, scarcity of human resources that was surprisingly well tolerated by faculty created big-sized groups. Despite of general understanding of the existing situation from the side of faculty such practices reported to have negative influence of success of EMI implementation. Lastly, mobility of the faculty was articulated as an issue that needs to be addressed due to the necessity of faculty to develop higher proficiency in English for better EMI implementation.

Challenges with EMI Implementation

This part presents challenges as external reasons that impede EMI implementation that revealed from the data analysis that accompany management process. The main challenges that was found is top-down approach to EMI implementation that created many other challenges such as the timing of the EMI implementation, lack of teaching and human resources, low proficiency of English among some faculty and students.

Both the head of Philosophy Department along with a teacher of mathematics and IT agreed that swift TLP implementation impeded the clear understanding of the policy in general. They believe that lead to what they considered to be “hasty” implementation of EMI in the university and claim it to be the result of top-down approach from the ministry. For example, the faculty member said: “The ministry only gives orders, but how we will implement it we must figure out ourselves” (Faculty 6). The whole process of implementation came from their own interpretations of the policy, which could be correct or not. Another evidence of the top-down approach is their limited opportunities to solve the problem with scarcity of qualified personnel and teaching resources. While they attempted to alleviate the situation by actions that are presented in this chapter as good management practice such as language courses and workshops organized within university and encouragement to create and

print own materials, centralized financing that is integral part of the top-down approach does not allow to fully overcome the challenge.

Another reported finding revealed is lack of human resources with sufficient proficiency of English to teach EMI and a consequent challenge that derive from it. For example, one respondent claimed on having “A2 level of English” (Faculty 5) that was below the lowest required level sufficient for teaching in English. Another participant stated that he switched to Russian not only because of students’ poor language skills but also because “it would be difficult to conduct the whole session in English but as there is not enough faculty with good English I was engaged to EMI” (Faculty 9). Thus, scarcity of human resources and low proficiency of faculty are two issues that are closely intertwined.

Lack of teaching materials was another problem that was reported by all the participants. The Annual Report from Trilingual Education Center indicated that that the university is not supplied with textbooks in English. The teacher of English from Trilingual Education Center, reported on having only “one set of books for teaching English” while there was a need for other sets of book for every level (Faculty 7). However, it was found that some of the interviewees did not think that lack of textbooks was a constraint in their teaching practices as they could use open access internet sources. Thus, the majority of faculty asserted that, “free access materials from the Internet are enough for us to teach” (Faculty 4, Faculty 5, Faculty 6, Faculty 10). Despite that some faculty did not consider using only Internet resources as a sufficient practice. One of them noted that, “I do not think it is ok that we have to download materials from vkontakte” (Faculty 9). Meanwhile, the study revealed positive perspectives in terms of teaching material provision. For example, 40% of faculty claimed that they were given an order to select textbooks from the special list for future purchasing

(Faculty 4, Faculty 5, Faculty 6). Although various challenges took place in the process of implementation there were clear measures that were employed for overcoming them.

List of the main findings

- 1) The study revealed that while participants perceived Trilingual Policy positively, there were contrasting views on EMI as a way for enhancing HE and graduate competitiveness, while timing of EMI implementation and its effect on the Kazakh language was perceived negatively.
- 2) The findings revealed good management practices such as PDCs organized by MoES, workshops and English courses for all faculty organized by the university. Another evidence of good management practices includes organizational support such as workload reduction of faculty involved in EMI and provision of assistance with publishing materials. Furthermore, monitoring of EMI implementation through attending lectures and good English proficiency among top managers were found to be other instances of good practices in management. Finally, the creation of collaborative environment that included faculty collaboration and promotion of the status of faculty involved in EMI.
- 3) Regarding poor management practices, it was revealed that student admission into EMI groups according to results of multiple-choice test resulted in diverse language levels among students within the same group and big-sized groups that are difficult to lecture.
- 4) The study also revealed some external challenges that negatively influence EMI implementation such as unawareness of the top-down approach of the EMI program which lead to problems with the timing of the implementation, scarcity of human and teaching resources and low proficiency of English among faculty.

Conclusion

The most noteworthy finding of the study is that faculty members and administrators have overall positive perceptions of trilingual education, although some believe that EMI could threaten the status and use of Kazakh in the society. Participants also identified some good and poor management practices. The Ministry and the university's management in attempts to encourage its faculty to work and foster EMI implementation send all the members teaching in EMI groups to PDCs. Moreover, English courses were organized in the university providing convenient conditions for attendance with a reduced cost. In terms of organizational support, participants reported on the main ways of support given by the university for promotion EMI program encouragement to print their materials, as well as some attempts for better admission through incorporating modular curriculum system in addition to workload decrease. Furthermore, collaboration between departments and faculty members was promoted by organizing joint workshops and elevating status of all faculty involved in EMI program.

While, educators presented a positive view of work done by administration to support EMI implementation, poor student admission and big-sized groups along with faculty mobility were identified as examples of poor management. Despite that faculty was rather understanding to some of the instances of poor management. Challenges included top-down approach to EMI, scarce human and teaching resources that appeared to be major constraints in terms of EMI implementation and were revealed to be mostly external conditions that negatively influenced the process of implementation. Thus, the revealed findings indicate various different attempts of administrators to ensure successful EMI implementation. Furthermore, faculty seem to be support the initiative proposed by the managers. The next chapter discusses these findings.

Chapter 5. Discussion

Previous chapter presented findings obtained from qualitative case study that aimed to explore opinions of administration and faculty members that were in the midst of EMI implementation, along with their management practices and challenges. Four major findings are based on three research questions that are guiding the study. This chapter discusses these findings referring to theoretical framework along with international and Kazakhstani literature on EMI implementation. The chapter will be organized based on major findings from the previous section that correspond with research questions.

RQ1: How do administrators and faculty perceive Trilingual Policy and English as a medium of instruction in general and in their university, in particular?

Perceptions of people engaged in reform implementation are an important factor that may have both positive and negative effect on the success of the new initiative (O`Mullane, 2011). Exploring such opinions can shed light on how the policy is implemented, which actions of administration are considered effective and which are not and why certain challenges may occur. The following findings were revealed from the interviews.

Finding 1: The study revealed that while participants perceived Trilingual Policy positively, there were contrasting views on EMI as a way for enhancing HE and graduate competitiveness and a threat to the Kazakh language, while timing of EMI implementation was viewed negatively.

The finding displays the awareness of stakeholders about the benefits that TLP comprises which ensures their positive view of the policy. Positive perception of TLP is defined by two main factors. First, TLP is viewed as a way for better future because all the participants believe that knowledge of English increases their graduates' employability and competitiveness in the labor market and raises education standards for Kazakhstan. This is a

recognized opinion that was traced throughout the literature. World-wide acceptance of English as a language of science and technologies makes universities shift towards its implementation (Goodman, 2014; Mehisto et al., 2014; Vu & Burns, 2014; Wilkinson, 2014; Zharkynbekova et al., 2013).

Second, TLP is considered a key to social cohesion in a multi-ethnic country, where peaceful coexistence of ethnicities is highly valued. There are several possible explanations to that. First, participants' perceptions of TLP closely echoes the official purpose of the policy stated in the President's addresses to people of Kazakhstan (2012) and in the Strategy 2050 created to achieve these aims (Nazarbayev, 2012). Although the policy itself is only one of the driving forces that form people's opinion, it establishes a sense of urgency. A sense of urgency presented by Kotter (2007) is the very first step in managing reform implementation that should be employed for successful policy implementation. It is an initial, yet a very important step that informs and sets the idea for staff on the need to change practices, views and be ready for reform to take place in their institution (Madsen, 2016).

On the other hand, participants expressed two concerns in relations to EMI implementation. First, some participants believe that EMI was being implemented without sufficient time given to process and develop clear steps for its realization. In this situation, the concern has not been addressed to EMI as a negative phenomenon, but rather the timing of implementation has been questioned. It seems that although the sense of urgency has been established, "creation of a vision" was not properly done (Kotter, 2007) and the future direction of the change has not been guided. It is important to note that all the participants claim that it is not the fault of administrators of their university but rather imperfection in the work of the ministry, higher administrative segment. Second concern is about the future of the Kazakh language that is consistent with a previous study in two Kazakhstani universities in

Astana and Almaty (Zharkynbekova et al., 2013). Being a smaller language with smaller number of speakers that do not comprise the whole population of Kazakhstan, Kazakh is regarded as language that might lose in the direct competition with other two major languages like Russian and English.

Thus, although stakeholders believe in the necessity of TLP in Kazakhstan for its economic development and for maintaining positive environment in the country and support the idea of English being an inevitable part of today's world and education they see the acute need of proper EMI implementation that lacks due its "hasty" implementation. Moreover, there are clear concerns with that fact that the presence of English in various scopes might hinder the development of Kazakh.

RQ2: How is English medium of instruction (EMI), as part of TL policy implementation managed in higher education in Kazakhstan?

The purpose of this question is to identify management practices employed for EMI implementation. The given RQ provided one major findings on various good and poor management practices that would be discussed below.

Finding 2: The findings revealed good management practices such as PDCs organized by MoES, workshops and English courses for all faculty organized by the university. Another evidence of good management practices included organizational support such as workload reduction of faculty involved in EMI and provision of assistance with publishing materials. Furthermore, monitoring of EMI implementation through attending lectures and good English proficiency among top managers were found to be other instances of good practices in management. Finally, the creation of collaborative environment that included faculty collaboration and promotion of the status of faculty involved in EMI.

All the participants reported that attendance of PDCs organized by the Ministry of Education raised their knowledge about the policy and increased their enthusiasm for its implementation. Moreover, participants reported on their contentment with language courses and workshops on EMI implementation and CLIL approach organized by the university because they allowed faculty to develop professionally without leaving their hometown for a long period. The literature suggests that in-university PDCs require less funding because faculty members can share their experience among themselves (Barrios et al., 2016); however, such practice could have both positive and negative results. The positive aspect of workshops organized within one institution comes from collaboration of faculty that could discuss and get an opinion from their more experienced colleagues (Barrios et al., 2016).

While their drawbacks derive from their professional rivalry among colleagues (Moore et al., 2015). In Kazakhstani education system team-working is not developed much, creation of Trilingual Education Center by the university administration designated with the duty of conducting workshop, promoting CLIL understanding and providing English courses can be considered as wise management. This way, overloaded faculty members are not given extra responsibilities and workload in organizing extra-curricular workshops. It is evident that administrators tried to create “a powerful coalition” (Kotter, 2007) by carefully dividing roles among staff to make sure that the work will be done appropriately by competent members of the team. This can be seen as the initial stages of the second stage of Kotter’s (2007) reform management model, which determines the assemblance of the team that is ready to communicate the reform.

Incentives created by administrators to attract faculty in teaching in EMI were workload reduction, and assistance with publishing materials. Workload reduction is a common practice employed by universities which was also found in the literature (Hu & Lei, 2014; Morell et al.,

2014), quite often accompanied with salary raise. This type of practice was not mentioned by the participants. As Heyneman (2010) claimed, Kazakhstan is a post-Soviet country with high-centralized educational system, and it is beyond universities` authority to make decisions regarding salary increase. Another explanation of no claim on salary rise might be the because great overload workload reduction is appreciated more in Kazakhstani HE institutions than in their abroad counterparts that allocate less time for lecturing and provides more opportunities for research. Employing workload reduction university administrators also tackle the aspect of raising the status of faculty and engaging more faculty into teaching in EMI through providing them with such privilege that was highly valued in terms of great overload. The literature did not report on special status gained by the faculty teaching in EMI; however, in the situation with very limited exposure to native speaking environment that faculty experience in Kazakhstani state universities the asset of knowledge of English is well-acknowledge by the stakeholders.

The practice related to provision of assistance with printing teaching resources as one of the evidences of organizational support in EMI implementation process has not been revealed in the literature. It might be related to the differing practices of printing own publications in different countries, where what is considered as good management is an usual order of business in the other place. However, such support in this university highlights that university managers are trying to address issues with lack of teaching resources. It appeared to be a unique way of dealing with such a pervasive issue of scarcity of resources, which faculty members perceive positively and are eager to create and publish their own materials. This way, administrators try to “create positive environment” (Kotter, 2007) which is highlighted through the freedom in syllabus development and opportunities for publishing materials.

Observation of lectures given in English by the administrators with no feedback provided afterwards is considered a good management practice. It may be because EMI implementation is still in the process of development, and administrators are aware of certain issues with teachers' level of English and pedagogical approaches and do not want to discourage their staff with feedback that could be misinterpreted as criticism. The literature clearly states that wise monitoring of the work process is one of the primary responsibilities of administrative board (Austin & Jones, 2016). However, due to low proficiency in English or lack of professionalism it can become a challenging duty to perform (OECD, 2007; Tange, 2012). Furthermore, low language proficiency among administrators could lead to misunderstanding of specificity of EMI implementation and difficulties that could have been anticipated and prevented having certain linguistic background (Tange, 2012). High proficiency in English and experience in studying abroad in EMI institutions of most of the top leadership team is viewed with general contentment by EMI faculty. Furthermore, attendance of language courses by one of the top management who does not have high level of English could be regarded as the fourth steps of Kotter's (2007) reform management model that requires setting patterns of behavior for subordinates. It could serve to empower faculty to join the courses without fear of failure. However, the practice of giving constructive feedback by the management with such expertise could have been better management because lack of meaningful monitoring from administrators could be one of the reasons of unsuccessful reform implementation (OECD, 2007).

Administrators made clear attempts with resources that they had to address some challenges and encourage faculty to work in EMI program. Creating a group assigned to provide PDCs, strengthening collaboration between teachers and departments, monitoring of the EMI implementation, encouragement to create own teaching resources and other practices

that are giving positive results seem to collaboratively lead to the fifth stage of Kotter's (2007) model, which has to be undertaken in order to insure positive outcomes of the reform by empowering others for a change. However, along with good practices, management has some bad practices, which are discussed below.

Finding 3: Regarding poor management practices, it was revealed that student admission into EMI groups according to results of multiple-choice test resulted in diverse language levels among students within the same group and big-sized groups that are difficult to lecture.

This section deals with poor management practices that occur in EMI implementation process. It seems that the situation where faculty members were dissatisfied with the wide range of level of students in groups that are over-sized is a frequent occurrence in the world because international literature presents similar findings (Chin Leong, 2016; Hu & Lei, 2014; Kagwesage, 2013; Manh, 2012). Education in such groups cannot be effective, when the groups are big to some students would not get opportunity to interact with professors (Manh, 2012). Moreover, to accommodate to different proficiency levels of students educators would have to "water down" the material (Hu & Lei, 2014), which would not allow stronger students to advance their knowledge. Preparing different levels of teaching materials for the students within one group increases the workload, which could negate or surpass the 20 per cent or workload reduction implemented by the administration. A more selective student admission process, that is not based on multiple-choice test (Chin Leong, 2016), could help alleviate the situation by admitting less students into EMI program that would be distributed into smaller groups with similar levels of proficiency. That could increase the quality of the education in the institution and potentially attract those high school graduates that are planning to apply to universities in other cities of Kazakhstan or abroad.

RQ3: What challenges does management of English medium of instruction in higher education comprise from the point of view of administrators and faculty?

This research question aims at disclosing challenges that appeared in the process of EMI implementation.

Finding 4: The study also revealed some external challenges that negatively influence EMI implementation such as unawareness of the top-down approach of the EMI program which lead to problems with the timing of the implementation, scarcity of qualified human and teaching resources.

Top-down approach to the policy implementation appeared to be the main factor that creates other challenges such as differing perspectives on when to implement new program and lack of human and teaching resources. The main feature of top-down approach to the policy is the timing of its implementation that faculty consider premature. Hasty implementation could be the result of policy-makers' lack of understanding and research done on implementation of new program (Nguyen & Hamid, 2016). Thus, the hasty implementation of the program could create obscure financing allocation plan which could lead to a number of other challenges that eventually would have negative influence on successful EMI implementation.

Moreover, Kazakhstan is a country where educational institutions with exception of a few autonomous ones are fully dependent on government and its orders (OECD, 2007). A state university in the small town with limited budget could not employ one the strategies of effective EMI implementation, which is hiring foreign faculty (Chin Leong, 2016). Instead they could, cope with their limited human resources by training local faculty abroad. Literature suggest that local faculty that obtained education abroad have high proficiency in English, yet they were aware of linguistic and cultural context of their country; therefore, they

could effectively transmit the content to students (Walkinshaw & Oanh, 2014; Chin Leong, 2016). Thus, sending faculty to some trainings, internships and workshops abroad appears to be a better solution to the challenge. Such practice is not in place due to the centralized financing, which could be circumvented by getting fuller engagement into Bolashak program to provide university with highly qualified teaching staff. While the dearth of teaching resources could also be connected to centralized funding allocation to state institutions. And while faculty members deal with it by creating their own or downloading teaching materials from internet, they seem to be unaware about the illegality of the latter practice.

Overall, most challenges that arise in EMI implementation are related to the specifics of the educational system in Kazakhstan, which need to be addressed by the Ministry of Education in order to provide universities with a good platform for improving the quality of education in EMI groups.

Conclusion

To sum up, on one hand faculty and administrators perceive EMI positively, their opinions closely paraphrases the message of the Strategy 2050. On the other hand they assess the outcomes of the EMI program, which might have negative effect on the future of the Kazakh language. Although the management of EMI in the university presents certain attempts to provide better conditions for faculty to teach in English, there are some negative factors such as top-down approach to policy that leads to hasty implementation that need to be addressed for more successful management process. Administrators seems to be aware of the challenges in the management process; however, they try to overcome them with the existing resources they have. The next section presents conclusions and implications of the study.

Chapter 6. Conclusion

The study aimed at exploring how EMI is managed in one Higher Education institution in Kazakhstan within the frame of Trilingual Policy implementation and what practices and challenges this management comprises. Three research questions guided my study. The first research question looked at perceptions of Trilingual Policy and EMI among stakeholders. The second research question revealed the practices employed to manage EMI implementation. The third research question explored the challenges that accompany EMI implementation. Analysis of the qualitative data based on these questions uncovered three major findings. The final chapter of the thesis concludes the major findings, discusses the limitations of the study, suggests some recommendations for research and presents final reflection on the study.

Summary of Major Findings of the Research

The perception of the EMI implementation is mostly positive as an initiative with many benefits for students, educators and the country at large. However, some are concerned about the negative impact it might have on the fate of Kazakh, while some others consider the timing of initiative implementation as premature. It appears that while their most frequently expressed opinion is very similar to the official purpose of the program, these educators do not simply take it face value, and question its outcomes and the process of the implementation.

Regardless of stakeholders' views on the EMI implementation, this program is being executed and managed in the University. Some of the measures taken by the administrators to encourage and support their faculty are considered as good management practices. These measures include sending faculty to PDCs, providing low cost English courses, workload reduction, certain freedom in curriculum development and the assistance with publishing materials for EMI and monitoring the process of implementation were employed by the

administrators to encourage faculty for EMI program and ensure better EMI implementation. It seems that university managers, part of whom have foreign education and high mastery in English, are well of the importance support to the staff.

While some measures taken by the administration are regarded as effective and good, some action including as poor student admission, wide range of language level among students of the same group and large-sized groups are considered as ineffective and bad. Nevertheless, all faculty members demonstrated their acceptance of such measures and attributed them to the circumstances beyond the control of university administration. It can be argued that despite the difficulties they have related or unrelated to the poor management practices, faculty members and university management have created a positive working environment.

Meanwhile, main challenges of EMI implementation come from the top-down approach specific to Kazakhstan' educational system such as implementation of the EMI program when most staff members believe themselves not be ready because of the small number of teacher qualified to teach disciplines in English and limited teaching resources. It can be concluded that despite certain attempt of university administration to foster EMI implementation there is an acute need for consideration of challenges from the side of the Ministry.

Limitations of the study

First, due to time constraint, limited number of participants were recruited for the research. In addition, since only one HEI participated, the findings cannot be generalized. The research site is the state university governed by the ministry similar to the majority of the higher education institutions in Kazakhstan. Although the experience of the researched university is unique, there is a high chance that there could be similar trends among all state universities some of which might have been revealed in the study.

Implications and Recommendations

In terms of recommendation for policy makers, stronger rapport between the Ministry and universities should be established to address challenges that may hinder EMI implementation. In this condition, it is important to ensure that universities that implement EMI are provided with teaching materials, longitudinal PDCs and possibility for faculty to get access for advancing their education and qualifications abroad. Moreover, low level of students' language proficiency should be addressed by more selective admission. Thus, smaller groups should be organized where all the students have same proficiency and lecturers do not have to "water down" the material. For those who have low language proficiency but want to study in EMI groups university should arrange paid obligatory language courses. Moreover, the university can also provide summer school for those who plan to enroll to EMI groups. In terms of recommendation to the university managers, faculty mobility and the practice of observations could be improved. University can increase the quality of its teaching staff by encouraging and supporting teachers going abroad for training through Bolashak program, which appears to be a difficult process to apply for faculty. Universities could increase faculty member's interest in such education by offering certain benefits after completion and they could organize a support group where faculty with experience of going through the Bolashak application process would share it with their colleagues. Meanwhile, the current observation practice in place could be improved by organizing a new culture of observation by peers and not only the management with obligatory feedback. All these measures will assist in creating successful Trilingual Policy implementation in our country.

Future Areas of Research

Further research on this topic should be done due to the great scarcity of the existing literature on this matter; hence, there is a lack of information on how challenges in EMI

implementation can be addressed and what are the best-known managing techniques could be applied for the process of management. Second, Trilingual Policy is on its initial stage with lack of clear guidance for implementation. For this reason, there is an acute need for further investigation of managing TLP and EMI implementation in Higher Education. First, the employment of various instruments, bigger sample in further research will provide more generalizable results. For example, quantitative approach engaging more participants, and research sites can ensure generalizability of results. Second, observation of the lessons could provide better insights into the way EMI program is implemented. This way the research would derive firsthand data.

Final Reflection on the Study

The study enabled me to shed light into management practices of EMI implementation in on the state universities in Kazakhstan. Both faculty and administrators were able to reflect on their practices in EMI implementation and its management. It presents an opportunity to observe some challenges that take place in management and to see whether there is decent cooperation between teaching staff and administrators. I want to express my keen interest on continuing the investigation the topic of management of EMI implementation. I see a great potential of such research for Kazakhstani education in terms of accumulating the local practices both successful and poor to address them in future for better quality of education in our country.

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*Appendix A***INFORMED CONSENT FORM for an administrator****Managing Implementation of English Medium of Instruction in Higher Education in Kazakhstan: Practices and Challenges**

DESCRIPTION: You are invited to participate in a research study on how the English language as a medium of instruction (EMI) is managed in higher education in Kazakhstan under the frame of trilingual policy implementation and what practices and challenges managing English as a medium of instruction comprises. It is important to find out what managing practices are successful, what challenges university staff encounters and whether we move in a right direction in EMI implementation in order to develop best managing strategies for successful EMI implementation in the context of Kazakhstan. Moreover, as EMI implementation has been introduced into higher education in Kazakhstan fairly recently and there is not enough empirical research has been done your answers will assist in better understanding of what is a current situation with managing EMI implementation.

PARTICIPATION AND DURATION OF THE STUDY: You will be asked to give an interview on the given topic. The interview will contain approximately 20 questions. You will be assigned with a pseudonym in all stages of the research including all field notes, computer files, and all project texts including the final thesis to keep your identity in secret. Consent forms and other documents with identifiable participant information will be kept in a separate, secure location: a locked desk drawer. I will ask your permission to record the interview. In case, you will object for recording I will only take notes of the interview. The recording of the interview will be kept in a secure, password-protected computer. Notes of the interview will be also kept in a locked desk drawer. In case of presenting the findings at scientific meetings, pseudonyms will also be used. After the research is completed, the tapes will be destroyed and deleted from my laptop.

TIME INVOLVEMENT: Your participation will take approximately 45-60 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. Your answers regarding managing implementation of English as a medium of instruction will not be used to make judgements about university staff and the program. Your participation in the research will have no negative effect on your employment. The benefits, which may reasonably be expected to result from this study, are that you will broaden your understanding of trilingual policy and will be able to reflect on the most successful practices in EMI implementation and its management. You will be also given an opportunity to observe some challenges that take place in management and to see if there is decent cooperation among staff. After being interviewed better dialogue between you and your colleagues may occur and it will lead to more successful policy implementation. By participating in this research, you will make though small but important contribution to the body of literature in the scope of managing trilingual policy implementation. Your decision whether or not to participate in this study will not affect your employment

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Sulushash Kerimkulova, email: skerimkulova@nu.edu.kz, tel.: + 7 7172 706144(w), mob. +7 775 9999167

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ әкімші үшін

Ағылшын тілін оқыту тілі ретінде енгізген Қазақстан жоғары оқу орынындағы басқару ерекшеліктері: тәжірибе мен қиындықтар

СИПАТТАМА: Сіз үш тілдік саясаты мен тәжірибесін жүзеге асыру шеңберінде Қазақстанның жоғары білім берудегі оқыту тілі ретінде ағылшын тілін енгізу процесін басқару және осы процесте қандай күрделіліктер кездесетін анықтауға бағытталған

зерттеу жұмысына қатысуға шақырылып отырсыз. Ағылшын тілінде оқытуды іске асыру барысында қандай практика табысты болып табылғанын, және де мекемедегі менеджмент сол практиканы енгізуді қолдайтынын анықтауда маңызды. Тағы да, болашақта жақсы нәтижелерге қол жеткізу үшін қажет қандай шаралар қабылданатын анықтау үшін, осы процестің іске асыру және басқару барысындағы қиындықтарды анықтау маңызды. Оқыту тілі ретінде ағылшын тілін практика іске асыру және басқару процессін зерттеуі осы мәселеде қай бағытта екеніміздің көрсеткіші болуы мүмкін. Ағылшын тілінде оқытуды іске асыру барысының дұрыс бағытта жүруі сол практикада оң нәтижелерге жету үшін қажет. Сонымен қатар, жоғары оқу орындарында ағылшын тілінде оқытуға көп уақыт болмағанына байланысты, эмпирикалық зерттеулер жеткілікті емес, ал сіздің қатысуыңыз бұл жобаның қазіргі жүзеге асырылу жағдайын түсінуге көмектесетін болады.

ЗЕРТТЕУ ӨТКІЗУ УАҚЫТЫ ЖӘНЕ ҚАТЫСУ:

Сіз сұхбатта қатысуға шақырып отырсыз. Сұхбат шамамен 20 сұрақтан тұрады. Сіздің жеке ақпаратыңызды сақтау мақсатында, диссертация жазылу барысында, оның ішінде әңгімелесу кезінде, барлық электрондық форматтағы құжаттар және осы зерттеулер қатысты кез-келген мәтіндер ішінде сіздің атыңыз өзгертіліп көрсетіледі. Дербес деректерді қосымша қорғауды қамтамасыз ету мақсатында сіздің білім беру жүйесінің атыда құпия ретінде сақталап өзгертілген ат қолданатын болады. Сондай-ақ, сіздің зерттеу жұмысы келісімінің ақпараттық формаңыз, және жеке ақпараттар бар өзге де құжаттар жеке құлыптаған құпия орнында сақталады. Сұхбат жазбалары да құпия сөзбен қорғалған бөлек компьютерде сақталатын болады. Сұхбат сіздің келісіміңізбен ғана аудио-жазу құрылғысына жазылады. Сондай-ақ, ғылыми-тәжірибелік конференцияларда зерттеу нәтижелерін ұсынылатын жағдайда қатысушылардың есімдері өзгертіліп пайдаланылады. Осы зерттеу аяқталғаннан кейін барлық жазылған сұхбаттар тұрақты қорғалатын компьютерден жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 45-60 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері аз. Ағылшын тілін оқыту тілі ретінде енгізуін басқару туралы Сіздің жауаптарыңыз бағдарлама немесе университет қызметкерлері туралы үкімдер жасауға пайдаланбайды. Зерттеу осыдан басқа қатысушыларға қауіптер алып келмейді. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары ретінде, сіздің одан әрі үш тілді саясаттың ұғымын кеңейтуге мүмкіндік алатыныңыз болып табылады. Сіз, сондай-ақ, оқыту тілі ретінде ағылшын тілін іске асыру және басқару үшін ең жақсы тәжірибесін бағалауға болады. Сонымен қатар, сіз саясатты іске асыру барысындағы қиындықтарды атап өту мүмкіндігіне ие болады. Осының бәрі коллективте жеткілікті өзара бірікті жұмыстың табиғатын түсінуге көмектеседі. Сізден және сіздің әріптестеріңізден сұхбат алынғаннан кейін, сіздің мекемеңізде үш тілді саясатты енгізу барысында әріптестер арасында тығыз ынтымақтастық орнатылуы

мүмкін. Осы зерттеуде қатыса отырып, сіз осы тақырыпқа арналған әдебиеттерін кеңейтуіне шағын үлес қосасыз. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға, дәрігерлік көмекке не мектептегі бағаларыңызға еш әсерін тигізбейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады. Арина Прилипко, email: arina.prilipko@nu.edu.kz. Mob. 87071721944

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ для администратора

Управление внедрением английского в качестве языка обучения в высшем образовании в Казахстане: практики и вызовы

ОПИСАНИЕ: Вам предлагается принять участие в исследовании по изучению того, как управляется процесс внедрения английского языка в качестве языка преподавания в высшем образовании в Казахстане, в рамках внедрения политики трехязычия, и какие практики и сложности включает в себе управление этим процессом. Для того чтобы внедрение английского языка в качестве языка преподавания в сфере высшего образования в Казахстане являлось успешным, весьма важно знать какие управленческие практики по внедрению преподавания на английском являются наилучшими и с какими сложностями приходится сталкиваться административному составу и преподавателям. Определение того движется ли управление введения английского языка в качестве языка преподавания в верном направлении также необходимо для обеспечения положительных результатов в данном процессе. Более того, в связи с тем, что в высшем образовании Казахстана внедрение английского проводится сравнительно недавно, и нет достаточного количества эмпирических исследований, ваше участие в интервью будет способствовать лучшему пониманию текущей ситуации в управлении реализации этого процесса.

УЧАСТИЕ И ПЕРИОД ПРОВЕДЕНИЯ ИССЛЕДОВАНИЯ:

Вам будет предложено принять участие в интервью. Дата и время интервью будут согласованы с Вами заранее. Приблизительно, интервью будет состоять из 20 вопросов. С вашего позволения, я буду записывать интервью на диктофон для дальнейшего анализа. В случае если отказа от записи, я буду делать лишь пометки от руки. Все данные интервью будут конфиденциальны. Ваше имя, род занятий, и другая информация останется в анонимности. Форма информированного согласия, так же, как и все остальные документы, содержащие в себе информацию с личными данными, будет храниться в отдельном секретном месте: специальном ящике под замком. Записи интервью будут также сохранены в секретности на отдельном компьютере, защищенном паролем. В случае представления результатов исследования на научных конференциях личные данные также будут держаться в секрете. После того как данное исследование будет завершено все записи интервью будут безвозвратно удалены с защищенного компьютера.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 45-60 минут.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием минимальны. Ваши ответы, касающиеся управления внедрения английского в качестве языка преподавания не будут использованы для того чтобы делать какие-либо суждения по поводу данной программы или сотрудников университета. В качестве ожидаемых преимуществ в результате исследования можно рассматривать то, что Вам будет предоставлена возможность еще более расширить свое понимание политики трехязычия. Вы также сможете оценить наиболее успешные

практики по внедрению и управлению английского в качестве языка преподавания. Наряду с этим, Вы будете иметь возможность отметить сложности, которые имеют место быть во внедрении. Все это поможет понять существует ли достаточное взаимодействие в коллективе. После того, как Вы и Ваши коллеги будут проинтервьюированы, возможно появление более тесного сотрудничества, которое благотворно отразится на внедрении политики трехязычия в Вашем учебном заведении. Участвуя в данном исследовании, Вы непосредственно вносите небольшой вклад в массив литературы посвященной данной тематике. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Вашу работу.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Прилипко Арина, email: arina.prilipko@nu.edu.kz, mob. 87071721944.

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

INFORMED CONSENT FORM for a faculty member
Managing Implementation of English Medium of Instruction in Higher Education in
Kazakhstan: Practices and Challenges

DESCRIPTION: You are invited to participate in a research study on how the English language as a medium of instruction (EMI) is managed in higher education in Kazakhstan under the frame of trilingual policy implementation and what practices and challenges managing English as a medium of instruction comprises. It is important to find out what managing practices are successful, what challenges university staff encounters and whether we move in a right direction in EMI implementation in order to develop best managing strategies for successful EMI implementation in the context of Kazakhstan. Moreover, as EMI implementation has been introduced into higher education in Kazakhstan fairly recently and there is not enough empirical research has been done your answers will assist in better understanding of what is a current situation with managing EMI implementation.

PARTICIPATION AND DURATION OF THE STUDY: You will be asked to give an interview on the given topic. The interview will contain approximately 20 questions. You will be assigned with a pseudonym in all stages of the research including all field notes, computer files, and all project texts including the final thesis to keep your identity in secret. Consent forms and other documents with identifiable participant information will be kept in a separate, secure location: a locked desk drawer. I will ask your permission to record the interview. In case, you will object for recording I will only take notes of the interview. The recording of the interview will be kept in a secure, password-protected computer. Note of the interview will be also kept in a locked desk drawer. In case of presenting the findings at scientific meetings, pseudonyms will also be used. After the research is completed the tapes will be destroyed and deleted from my laptop.

TIME INVOLVEMENT: Your participation will take approximately 45-60 minutes.

RISKS AND BENEFITS: The risks associated with this study are minor. They are the possibility that some of the administrators will want to be present during the interview. In this case, I will have to refuse from conducting the interview and negotiate with administrators to allow faculty members giving interviews without the presence of administrative staff. I will also have to find another participant in order to ensure every participant's safety. Other than that no risks are to be expected from this research. Your participation in the research will have no negative effect on your employment. The benefits which may reasonably be expected to result from this study are that you will broaden your understanding of trilingual policy and will be able to reflect on the most successful practices in EMI implementation and its management. You will be also given an opportunity to observe some challenges that take place in management and to see if there is decent cooperation among staff. After being interviewed better dialogue between you and your colleagues may occur and it will lead to more successful policy implementation. By participating in this research, you will make though small but important contribution to the body of literature in the scope of managing trilingual policy implementation. Your decision whether or not to participate in this study will not affect your employment

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Sulushash Kerimkulova, email: skerimkulova@nu.edu.kz, tel.: +7 7172 706144(w), mob. +7 775 9999167

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ оқытушы үшін

Ағылшын тілін оқыту тілі ретінде енгізген Қазақстан жоғары оқу орынындағы басқару ерекшеліктері: тәжірибе мен қиындықтар

СИПАТТАМА: Сіз үш тілдік саясаты мен тәжірибесін жүзеге асыру шеңберінде Қазақстанның жоғары білім берудегі оқыту тілі ретінде ағылшын тілін енгізу процесін басқару және осы процесте қандай күрделіліктер кездесетін анықтауға бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Ағылшын тілінде оқытуды іске асыру барысында қандай практика табысты болып табылғанын, және де мекемедегі менеджмент сол практиканы енгізуді қолдайтынын анықтауда маңызды. Тағы да, болашақта жақсы нәтижелерге қол жеткізу үшін қажет қандай шаралар қабылданатын анықтау үшін, осы процестің іске асыру және басқару барысындағы қиындықтарды анықтау маңызды. Оқыту тілі ретінде ағылшын тілін практика іске асыру және басқару процессін зерттеуі осы мәселеде қай бағытта екеніміздің көрсеткіші болуы мүмкін. Ағылшын тілінде оқытуды іске асыру барысының дұрыс бағытта жүруі сол практикада оң нәтижелерге жету үшін қажет. Сонымен қатар, жоғары оқу орындарында ағылшын тілінде оқытуға көп уақыт болмағанына байланысты, эмпирикалық зерттеулер жеткілікті емес, ал сіздің қатысуыңыз бұл жобаның қазіргі жүзеге асырылу жағдайын түсінуге көмектесетін болады.

ЗЕРТТЕУ ӨТКІЗУ УАҚЫТЫ ЖӘНЕ ҚАТЫСУ:

Сіз сұхбатта қатысуға шақырып отырсыз. Сұхбат 2016 жылдың 5-16 желтоқсан аралығында өткізілетін болады. Нақты уақыты мен орны сізбен келісілетін болады. Сұхбат шамамен 20 сұрақтан тұрады. Сіздің жеке ақпаратыңызды сақтау мақсатында, диссертация жазылу барысында, оның ішінде әңгімелесу кезінде, барлық электрондық форматтағы құжаттар және осы зерттеулер қатысты кез-келген мәтіндер ішінде сіздің атыңыз өзгертіліп көрсетіледі. Дербес деректерді қосымша қорғауды қамтамасыз ету мақсатында сіздің білім беру жүйесінің атыда құпия ретінде сақталап өзгертілген ат қолданатын болады. Сондай-ақ, сіздің зерттеу жұмысы келісімінің ақпараттық формаңыз, және жеке ақпараттар бар өзге де құжаттар жеке құлыптаған құпия орнында сақталады. Сұхбат жазбалары да құпия сөзбен қорғалған бөлек компьютерде сақталатын болады. Сұхбат сіздің келісіміңізбен ғана аудио-жазу құрылғысына жазылады. Сондай-ақ, ғылыми-тәжірибелік конференцияларда зерттеу нәтижелерін ұсынылатын жағдайда қатысушылардың есімдері өзгертіліп пайдаланылады. Осы зерттеу аяқталғаннан кейін барлық жазылған сұхбаттар тұрақты қорғалатын компьютерден жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 45-60 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері аз. Алайда, кейбір әкімшілік қызметкерлер оқытушыларымен сұхбат кезінде қатысуға ниет білдіруі қауіпі бар. Бұл жағдайда, мен таңдалған қатысушымен сұхбат өткізбеймін және сұхбат кезінде қатысуға ниет білдірген әкімшілік қызметкерді қатыспауға көндіруге тырысамын. Маған, сондай-ақ, қатысушыны кез келген тәуекелдерге алып соғудан сақтау үшін, басқа мұғалімдерді таңдауға қажет болады. Зерттеу осыдан басқа қатысушыларға қауіптер алып келмейді. Зерттеу жұмысына қатысушының келесідей артықшылықтары ретінде, сіздің одан әрі үш тілді саясаттын ұғымын кеңейтуге мүмкіндік алатыныңыз болып табылады. Сіз, сондай-ақ, оқыту тілі ретінде ағылшын тілін іске асыру және басқару үшін ең жақсы тәжірибесін бағалауға болады. Сонымен қатар, сіз саясатты іске асыру барысындағы қиындықтарды атап өту мүмкіндігіне ие болады. Осының бәрі коллективте жеткілікті өзара бірікті жұмыстың табиғатын түсінуге көмектеседі. Сізден және сіздің әріптестеріңізден сұхбат алынғаннан кейін, сіздің мекемеңізде үш тілді саясатты енгізу барысында әріптестер арасында тығыз ынтымақтастық орнатылуы мүмкін. Осы зерттеуде қатыса отырып, сіз осы тақырыпқа арналған әдебиеттерін кеңейтуіне шағын үлес қосасыз. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға, дәрігерлік көмекке не мектептегі бағаларыңызға еш әсерін тигізбейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады. Арина Прилипко, email: arina.prilipko@nu.edu.kz. Mob. 87071721944

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;

- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____ Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ для преподавателя

Управление внедрением английского в качестве языка обучения в высшем образовании в Казахстане: практики и вызовы

ОПИСАНИЕ: Вам предлагается принять участие в исследовании по изучению того, как управляется процесс внедрения английского языка в качестве языка преподавания в высшем образовании в Казахстане, в рамках внедрения политики трехязычия, и какие практики и сложности включает в себе управление этим процессом. Для того чтобы внедрение английского языка в качестве языка преподавания в сфере высшего образования в Казахстане являлось успешным, весьма важно знать какие управленческие практики по внедрению преподавания на английском являются наилучшими и с какими сложностями приходится сталкиваться административному составу и преподавателям. Определение того двигается ли управление введения английского языка в качестве языка преподавания в верном направлении также необходимо для обеспечения положительных результатов в данном процессе. Более того, в связи с тем, что в высшем образовании Казахстана внедрение английского проводится сравнительно недавно, и нет достаточного количества эмпирических исследований, ваше участие в интервью будет способствовать лучшему пониманию текущей ситуации в управлении реализации этого процесса.

УЧАСТИЕ И ПЕРИОД ПРОВЕДЕНИЯ ИССЛЕДОВАНИЯ:

Вам будет предложено принять участие в интервью. Дата и время интервью будут согласованы с Вами заранее. Приблизительно, интервью будет состоять из 20 вопросов. С вашего позволения, я буду записывать интервью на диктофон для дальнейшего анализа. В случае если отказа от записи, я буду делать лишь пометки. Все данные интервью будут конфиденциальны. Ваше имя, род занятий, и другая информация останется в анонимности. Форма информированного согласия, так же, как и все остальные документы, содержащие в себе информацию с личными данными, будет храниться в отдельном секретном месте: специальном ящике под замком. Записи интервью будут также сохранены в секретности на отдельном компьютере, защищенном паролем. В случае представления результатов исследования на научных конференциях личные данные также будут держаться в секрете. После того как данное исследование будет завершено все записи интервью будут безвозвратно удалены с защищенного компьютера.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 45-60 минут.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием минимальны. Однако существует риск того, что некоторые администраторы выразят желание присутствовать во время интервью с преподавателями. В данном случае, я не буду проводить интервью с выбранным участником, и попытаюсь убедить администратора отказаться от присутствия во время интервью. В дальнейшем мне также будет необходимо выбрать другого представителя из состава преподавателей, чтобы не подвергать ни одного участника никаким рискам. В остальном данное исследование не несет в себе никаких рисков для участников. В качестве ожидаемых преимуществ в результате исследования можно рассматривать то, что Вам будет предоставлена возможность еще более расширить свое понимание политики трехязычия. Вы также сможете оценить наиболее успешные практики по внедрению и управлению английского в качестве языка преподавания. Наряду с этим, Вы будете иметь возможность отметить сложности, которые имеют место быть во внедрении. Все это поможет понять существует ли достаточное взаимодействие в коллективе. После того, как Вы и Ваши коллеги будут проинтервьюированы, возможно появление более тесного сотрудничества, которое благотворно отразится на внедрении политики трехязычия в Вашем учебном заведении. Участвуя в данном исследовании, Вы непосредственно вносите небольшой вклад в массив литературы посвященной данной тематике. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Вашу работу.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Прилипко Арина, email: arina.prilipko@nu.edu.kz, mob. 87071721944.

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;

- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

*Appendix B***Interview Protocol
Interview questions for administrators**

Demographics:

- 1) What position do you occupy?
- 2) How many years do you work in this position?

RQ #1 How do administrators and faculty perceive Trilingual Policy and English as a medium of instruction in general and in their university, in particular?

- 3) What is your perception on TLP?
- 4) What is your perception on EMI?
- 5) What is your role in the process of implementation?

RQ #2 How is English medium of instruction, as part of Trilingual Policy implementation managed in higher education in Kazakhstan?

- 4) How many subjects are taught in English at your department?
- 5) What is the process of students' admission EMI groups?
- 6) What resources do you think should be teachers provided with in order to implement the policy?
- 7) What resources do you provide for EMI implementation?
- 8) What resources are you provided with for EMI implementation?
- 9) What do you do to motivate faculty to work in EMI groups?
- 10) How do you ensure quality of English as a medium of instruction as a part of trilingual policy in your institution?

RQ #3 What challenges do administrators and faculty face in management of English as a medium of instruction in higher education? What strategies do you use to implement EMI?

- 11) What, in your opinion, are the main successes in managing the implementation of English as the language of instruction?
- 12) What difficulties do you face when working on this program?
- 13) What, in your opinion, is the most difficult in the work on this program?
- 14) What, in your opinion, is the key to successful implementation of the program with English as a language of instruction?
- 15) If you had the opportunity to change in this program, what would you change?

Thank you for your time!

Протокол интервью для администраторов

Здравствуйте, Меня зовут Прилипко Арина, я магистрант Назарбаев Университета, обучающаяся по программе полиязычного образования. Проводится исследование о том, как управляется процесс внедрения английского языка в качестве языка обучения в системе высшего образования в Казахстане в рамках реализации трехязычной политики и какие практики и трудности, это управление включает в себя. Все, о чем говорится во время интервью, остается конфиденциальным. Любая личная информация, и ваше имя будут изменены на псевдонимы. Вся собранная информация будет храниться в безопасном месте. Все аудио записи будут уничтожены после завершения работы над диссертацией. Интервью будет проходить около 45-60 минут.

Вопросы демографического характера:

- 1) Какую должность Вы занимаете?
- 2) Сколько лет Вы работаете в данной должности?

Основные вопросы:

- 1) Каково Ваше мнение о политике трехязычия в целом?
- 2) Каково Ваше мнение о необходимости внедрения программы с английским в качестве языка обучения?
- 3) Какова Ваша роль в управлении внедрением программы с английским в качестве языка обучения?
- 4) Сколько предметов ведется на английском языке на Вашей кафедре?
- 5) Каков процесс отбора студентов на программу с английским в качестве языка обучения?
- 6) Какая поддержка оказывается Вам в управлении процессом внедрения данной программы?
- 7) Какая поддержка оказывается преподавателям, работающим и обучающимся в данном программе?
- 8) Какая поддержка оказывается студентам, обучающимся по данной программе?
- 9) Мотивируете ли Вы преподавателей на работу в данной программе? Если да, то каким образом?
- 10) Как Вам удается оценивать качество внедрения?
- 11) Какие, по Вашему мнению, основные успехи в управлении внедрением английского в качестве языка обучения?
- 12) С какими сложностями Вам приходится сталкиваться, работая по данной программе?
- 13) Что, по Вашему мнению, является наиболее сложным в работе по данной программе?
- 14) Что, по Вашему мнению, является залогом успешного внедрения программы с английским в качестве языка обучения?
- 15) Если бы у Вас была возможность поменять в данной программе, чтобы Вы поменяли?

Большое спасибо Вам за участие в интервью!

Interview Protocol
Interview questions for faculty

Demographics:

- 1) What position do you occupy?
- 2) How many years do you work in this position?

RQ #1 How do administrators and faculty perceive Trilingual Policy and English as a medium of instruction in general and in their university, in particular?

- 3) What is your perception on TLP?
- 4) What is your perception on EMI?
- 5) What is your role in the process of implementation?

RQ #2 How is English medium of instruction, as part of Trilingual Policy implementation managed in higher education in Kazakhstan?

- 6) What is the process of students' admission EMI groups?
- 7) What resources do you think should be teachers provided with in order to implement the policy?
- 8) What resources are you provided with for EMI implementation?
- 9) What do administrators do to motivate faculty to work in EMI groups?

RQ #3 What challenges do administrators and faculty face in management of English as a medium of instruction in higher education?

- 10) What, in your opinion, are the main successes in managing the implementation of English as the language of instruction?
- 11) What difficulties do you face when working on this program?
- 12) What, in your opinion, is the most difficult in the work on this program?
- 13) What, in your opinion, is the key to successful implementation of the program with English as a language of instruction?
- 14) If you had the opportunity to change in this program, what would you change?

Thank you for your time!

Протокол интервью для преподавателей

Здравствуйте, Меня зовут Прилипко Арина, я магистрант Назарбаев Университета, обучающаяся по программе полиязычного образования. Проводится исследование о том, как управляется процесс внедрения английского языка в качестве языка обучения в системе высшего образования в Казахстане в рамках реализации трехязычной политики и какие практики и трудности, это управление включает в себя. Все, о чем говорится во время интервью, остается конфиденциальным. Любая личная информация, и ваше имя будут изменены на псевдонимы. Вся собранная информация будет

храниться в безопасном месте. Все аудио записи будут уничтожены после завершения работы над диссертацией. Интервью будет проходить около 45-60 минут.

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- 4) Каково Ваше мнение о необходимости внедрения программы с английским в качестве языка обучения?
- 5) Какова Ваша роль в управлении внедрением программы с английским в качестве языка обучения?
- 6) Сколько предметов ведется на английском языке на Вашей кафедре?
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- 8) Какая поддержка оказывается Вам в управлении процессом внедрения данной программы?
- 9) Какая поддержка оказывается студентам, обучающимся по данной программе?
- 10) Мотивируют ли преподавателей на работу в данной программе? Если да, то каким образом?
- 11) Какие, по Вашему мнению, основные успехи в управлении внедрением английского в качестве языка обучения?
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Большое спасибо Вам за участие в интервью!

Appendix C

Data Sample

Transcript [translated from Russian] of the interview with participant 9, faculty member

Interviewer: What subject do you teach in English?

Participant: This is my first year I teach in English, it is Psychology of Creative Thinking. I teach doctoral students.

I: In general, what do you think about trilingual policy?

P: I think, in a new century, it is a necessity: moreover, English is the language of science and it is necessary. Kazakh should also be developed; however, to teach through it, it is not on the same level as English. Therefore, we need trilingualism.

I: What do you think about the necessity of implementing programs in English?

P: I think there is a necessity for sure, but we should consider various factors. For example, I am a relatively young teacher; however, there are some teachers with 25-30 years of experience who struggle to learn a foreign language because of their age. So, I was present at such English language courses for teachers, and I noticed that it was difficult for them. Also, there can be a situation where students have higher level of English proficiency than their teachers.

In addition, those students do not always choose regional or national universities; they enroll in the foreign universities. Thus, we get students with lower English level which complicates the situation. Another difficulty is that since we teach humanitarian major, it is difficult to teach it English, while science major even in master's and doctoral programs usually work with formulas. So there is a situation for example some students come with Foreign languages major some with Science major; consequently due to their background, they have different English levels.

I: What kind of support are you provided with?

P: We took courses of English at their Abay University that lasted for four weeks from 1- 8 p.m. So you want it or not, you will speak English. Another good thing from administration that at some universities teachers get additional pay. We don't get that, but we have workload reduction provided that we teach several subjects in English. Also, there is a requirement to have IELTS or philological education such as English teacher. We have several teachers with such backgrounds.

I: How do you develop a syllabus? Are provided with, adapt it or develop yourselves?

P: Well, it depends on the program. If it is a compulsory subject, it is defined by the university and ministry: everything, the content, and exam questions etc. If it is an elective, then we decide considering the hours and topics should correspond to the course.

I: In your case, what do you face?

P: I choose and adapt texts myself. I usually take texts in Russian, although I should take texts in English; however, we should understand that I do not have access to all libraries to get texts in English. In the past, Kazakhstani universities had subscriptions to popular academic journals, but not now. Sometimes they open the subscription for a month. In other words, we have difficulties with it. You know that there are some textbooks in English on VK [social network] etc., so we can download it. However, it is not how it should be, but ordering books is very expensive.

I: What changes did you have to make in your practice?

P: I have to adjust to the audience, that is I did an experiment but not everybody could answer to my questions in English. I myself do not have good command in English to be able to teach in English without problems.

I: What is your level?

P: If I get prepared, 5.0 IELTS

I: How do you manage teaching students with different levels?

P: Well, from students who know English I require to answer in English. I also ask questions in Russian so that the whole audience understands, because it is important that everybody gets the content knowledge. Students who do not speak English they have syllabus to prepare from; it is translated from Russian, but nevertheless. Another problem is that doctorate students have to go abroad for some period, but their English is low. Also, I have to adjust and accept answers in Russian, because frankly some students cannot even introduce themselves in English. I think doctorate students and teachers should know English on default, but in our it is how it is. This awareness came to me after these courses. Therefore, by studying in groups, and seeing my level and comparing to others', I saw areas I should work on. Students should have at least on discipline in English, however, unfortunately their levels are not always considered. Here, there is a complexity- how to teach, that is let them acquire their major even though it is in Russian, otherwise it happens that students do not master major nor English. This is the challenge that trilingualism faces now.

I: What are the successes in management?

P: Again, it is workload reduction, motivation, internships within Bolashak program, but not everyone can apply; it is a different issue. Nevertheless, there are these opportunities, how we use it- is a different question.

P: So, you think that successful implementation depends on students' levels, on what else?

I: It is not limited to it, also it depends on how we understand it is important for us, not only for the department. In some universities for example they just tell those who know alphabet to teach in English. A friend of mine has to do it. What kind of quality we talk here. Possibly, administration and ministry should help teachers understand the necessity of it not only through external motivation such as workload reduction, but themselves. Maybe it would be better, if the ministry made a pilot project, but not just an order to implement as you can. In fact, our administration is doing their best, working with what they have got because we cannot reject or expel student just because their English is low. If saw, should be expel 50 % of all student body? We only have orders to do from "above". Maybe only teachers between 35-40 should be required to teach so if he does not speak the language, and choose groups and form them with the students who can speak English, but not the whole group. And of course, teacher's motivation should be taken into account. We make hasty conclusions.

I: If you had a chance to change something as a policy maker or teacher, what would you do?

P: As a policy maker, I would make a pilot project, that is I would look at it within a certain time frame, and also I would consider teacher who are sent to internships. Why send 1000 teachers, when 20 % of them cannot cope with it. This is a waste of money. We need improvement, rigorous selection, and more workload reduction. Compared to US teachers who have 300-400 hours, while we have 900 hours. Even with 20 % reduction, it is not possible to get ready for it considering low level of English. In addition, there is a need for clear assessment criteria which is absent here. What should be assessed, language or content; it all depends on the teacher. There are not such criteria. Also we should understand if everybody needs English, does teacher needs this kind of teaching if he/she does not understand. Maybe we will improve our language skills after certain time, but since the medium is artificial it won't happen soon. Thus, we risk to lose students. Although the English programs maybe more successful. There is a Fulbright program, where Kazakh is taught, there is a lack of teachers, may debates on the terminology etc.

I: Are there any difficulties in communicating with the administration due to their limited English?

P: No, rather "free floating". I have to show the content of the discipline more as a formal requirement.

I: What about assessment? Does the administration tell you to assess in English?

P: No, I create favorable conditions for students myself. I focus more on the content. If I emphasize English, I might overlook something.

Транскрипт интервью с участником № 9, преподавателем

Я: А какой предмет Вы ведете на англ?

У: Я веду 1ый год, психология креативного мышления, этот предмет проводится у докторантов.

Я: А каково ваше мнение о политик трехязычия в целом?

У: Я считаю, что в современный век — это необходимо, тем более, что англ. то язык науки и он необходим, казахский тоже необходимо развивать, но он еще не на таком уровне для образования как англ. поэтому именно трехязычие необходимо.

Я: А что Вы думаете о необходимости внедрения программ с англ. языком?

У: Я считаю, что конечно необходимость есть, однако нужно еще учитывать разные факторы. Например, то, что вот я относительно молодой преподаватель, но ведь есть и с 25-30ти летним стажем которым сложно изучать язык уже в силу возраста. И вот я был на курсах для преподавателей по англ. и там было большое количество таких преподавателей и им было весьма сложно я заметил. Так же у нас еще складывается парадоксальная ситуация, что многие школьники сейчас владеют англ. на довольно высоком уровне и иногда учитель может оказаться в ситуации зная англ. хуже. А также те школьники, которые владеют языком на высоком уровне не всегда выбирают региональные или нац. Вузы многие поступают за рубеж и т. д., таким образом у нас студенты как правило с невысоким уровнем владения, что усложняет работу. Так же у нас есть сложность что у нас гуманитарная специальность и нам все-таки сложнее вести на англ. тогда как точные специальности даже на магистратуре или докторантуре работают в основном по формуле. Так же вот у нас такая ситуация складывается кто-то пришел с ин яза, а кто-то с тех профессии и естественно сравнивать их как бы будет не совсем корректно, следовательно, и уровень разный так как разный background.

Я: А какие Вам условия предоставляются для преподавания на англ.?

У: Ну вот нас на курсы отправили по повышению квалификации англ. в университет Абая и занятия были 4 недели с 1-8 вечера. Поэтому хочешь не хочешь заговоришь. Еще вот нужно отметить положительный момент руководства, что в некоторых Вузах идет доплата, у нас доплаты нет, но есть снижение нагрузки при условии ведения нескольких предметов на англ., также есть требование о наличии аилза или базовом филологическом образовании как учителя англ., вот у нас на кафедре есть несколько преподавателей с таким образование.

Я: А как Вы разрабатываете силлабус? Вам спускается или Вы адаптируете, или сами?

У: Ну скажем так, что нужно сначала определится что за программа. Если обязательный предмет, то конечно университетом и министерством все определяется и контент, и экзаменационные вопросы и т.д. А если какая-то по выбору, то ты сам решаешь конечно, учитывая часы выделенные и темы должны соответствовать самому предмету.

Я: А на Вашем примере с чем Вам приходится сталкиваться?

У: Я сам конечно подбираю и адаптирую тексты. Я беру чаще на русском, хотя по логике, конечно я должен на англ., но надо понимать, что у меня нет ко всем библиотекам доступ для того чтобы подбирать тексты на англ. Раньше в Вузах Казахстана была подписка на пару знаменитых научных журналов, но сейчас такого нет, ее иногда открывают где-то на месяц. То есть с этим трудность. Вы же знаете, что учебники какие-то на англ. можно где-то в вк скачать и т д., но это же неправильно, так же нельзя по правилам, а заказывать учебники очень дорого из-за цены.

Я: Какие Вам изменения пришлось внести в свою практику?

У: Приходится подстраиваться по аудиторию, то есть я проводил эксперимент не все могли ответить на англ. когда я задавал на уроке вопросы. Ну я и сам не на таком уровне владею, чтобы прям вести уроки без проблем.

Я: А у Вас какой уровень?

У: Ну если подготовится 5.0 по аилзу.

Я: А как Вам приходится балансировать вот в такой разно уровневой группе?

У: Ну кто знает англ. я требую с них ответов на англ., так же я задаю вопросы на русском чтобы вся аудитория понимала, то есть англ. английским, а контент тоже мне важно не потерять. Те которые не знают англ. у них есть силлабус по которому они готовятся, он конечно переводной с русского, но тем не менее. Хотя вот проблема докторанты же должны уехать по обучению за границу на какой-то срок, а язык у многих слабый, тоже проблема. Так же приходится подстраиваться и допускать ответы на русском, да что греха таить некоторые даже представится на англ. не могут. Хотя, по моему мнению, докторанты и преподаватели по умолчанию должны владеть языком, но у нас как-то так складывается, хотя у меня у самого это осознание пришло только после этих курсов. Потому что ты учишься в группе видишь свой уровень сравниваешь с другими и видишь, чего тебе не хватает. У студентов обязательно должна быть хотя бы одна дисциплина на англ., но к сожалению, не всегда учитывается их уровень. И тогда возникает сложность, а как обучать, то есть пусть бы они хотя бы профессию освоили пусть даже на русском, а то оказывается, что они не владеют ни тем, ни тем и это, пожалуй, трудность с которой сталкивается вся программа трехязычия.

Я: А какие по вашему мнению успехи в управлении?

У: Ну опять-таки это же снижение нагрузки, мотивирование снижения нагрузки, стажировки в рамках болашак, другое дело не каждый может пройти, но ем не менее условия определенные и уже другое дело как мы ими пользуемся.

Я: То есть Вы считаете, что залогом успешного внедрения программы является уровень студентов, а что еще?

У: Не только также еще понимание того, что тебе лично это необходимо, а не так что кафедра требует и все. Как в некоторых Вузах ставят просто потому что некогда у меня одного друга в одном и Вузов, соответственно о каком качестве мы можем говорить. То есть возможно администрация и министерство должны сделать так чтобы преподаватель понимал зачем ему не только через внешние мотивы как снижение нагрузки, но и сам, возможно лучше было сделать какой-то пилотный проект, а не так распоряжение всем как хотите так и внедряйте. То есть по сути наша администрация

делает что может, работает с тем что имеет, не можем же мы выгнать или не брать тех студентов только потому что уровень англ. не очень, тогда, что 50% студентов отчислять, но указания такие сверху просто спущены сделать и все. То есть возможно тогда лучше требовать с преподавателей только до 35-40 лет, если он не знает языка еще, и отбирать группы и формировать как-то именно кто знает англ., а не целые группы, как-то так. Ну и конечно учитывать желание самого преподавателя. У нас много поспешных выводов.

Я: Была бы у Вас возможность что-то изменить?

У: Как чиновник или преподаватель?

Я: Как чиновник и как преподаватель.

У: Как чиновник я сделал бы пилотный проект, то есть посмотрел это на определенном срезе и посмотрел бы на счет учителей зачем отправлять на стажировку 1000 человек, если 20% не справятся, это же трата денег, то есть нам же нужен эффект улучшения, то есть лучший отбор, и так же снижать нагрузку еще больше. 20% это недостаточно, если сравнить преподавателей из США там 300-400 часов, а у нас 900 часов, даже с 20% нагрузкой этого недостаточно чтобы качественно подготовится учитывая, что и язык не на таком уж высоком уровне. Так же нужны более четкие критерии для оценивания у нас их нет. Что над оценивать предмет или язык сейчас это все зависит от учителя, но как таковых критерий не дают. Так же нужно понимать, а всем ли действительно нужен англ., нужно ли ему это преподавание если он это не понимает, то есть да мотивировать на курсы можно, возможно у нас будет язык через какое-то время, но так как среда искусственная не думаю, что скоро, и таким образом мы можем загубить очень большой поток студентов. Хотя возможно программа с англ. будет у нас более успешная чем с англ. Ну вот вам ответ на мой вопросы по фулбрайту есть программа где учат преподавать казахский язык, все-таки еще недостаточно специалистов, много споров по поводу терминов и т.д.

Я: А есть ли сложности в коммуникации с администрацией из-за того, что они не владеют?

У: Нет скорее всего более свободное плавание, конечно я показываю содержание дисциплины, но все равно более как более по формальным критериям.

Я: А вот как с оцениванием? Вам говорит начальство только на англ. оценивай?

У: Нет я сам создаю условия благоприятные для студентов, я ориентируюсь больше на содержание, если я буду акцентировать только на англ. я могу что-то упустить.