

**Graduate Students` Perceptions of English Medium Instruction in terms of
their Learning Motivation, Anxiety, and Achievement**

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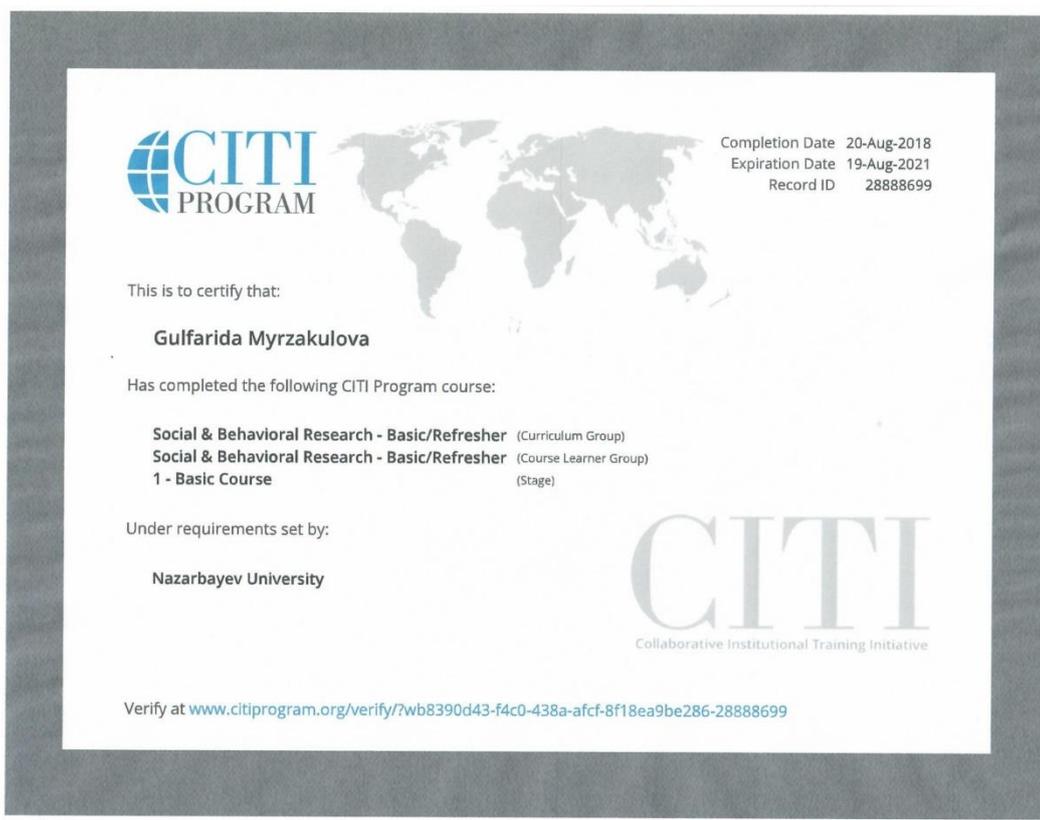
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I am very hopeful that this paper will be useful for the improvement of the higher education system in Kazakhstan, and its EMI programs in particular.

**Graduate Students' Perceptions of English Medium Instruction in terms of their
Learning Motivation, Anxiety, and Achievement**

Abstract

With today's globalization, high education institutions are internationalizing their education systems by implementing English Medium Instruction (EMI) programs. In Kazakhstan, 42 universities offer partial and full EMI programs and this number is growing (Irsaliyev et al., 2017). However, since the English language is neither a first nor a local, but a foreign language for graduate students in Kazakhstan, studying content in this language is challenging. Therefore, it is necessary to investigate their perceptions and feelings about studying content subjects in an EMI environment, since in the Kazakhstani context, perceptions of EMI have only been explored from the perspectives of undergraduate and not graduate students. Consequently, this study aims to investigate graduate students' perceptions of EMI in terms of their learning motivation, anxiety and achievement, and adopts a mixed method approach with a case study design employing a survey and semi-structured interviews as main data collection instruments. Graduate students from an international university in Kazakhstan were recruited as research participants with 250 of them participating in the survey and six in the interview. The findings demonstrate that graduate students are motivated to study in EMI programs, perceiving their benefits related to increasing knowledge, accessing academic information, acquiring academic language skills, and integrating into the international society of researchers. Nonetheless, the participants were apprehensive due to worries about their communicative fluency, receiving negative evaluations from peers and teachers, and test anxiety. The results also display a high level of student development in their personality, academic language, research, and analytical skills, and use of scholarly opportunities. These respondents' motivation, anxiety, and achievements are all correlated.

Understanding graduate students' perceptions of EMI could enable policymakers, program administrators, and teaching staff to better improve EMI programs in Kazakhstan.

Магистратура және Докторантура Студенттерінің Ағылшын Тілін Оқыту Тілі ретінде Қолдануды олардың Оқу Мотивациясы, Алаңдаушылығы, және Жетістіктері тұрғысынан Қабылдауы

Аңдатпа

Қазіргі кезде жаһандандудың ықпалымен жоғары оқу орындары ағылшын тілін оқыту тілі (АОТ) ретінде қолдану арқылы білім беру жүйесін халықаралық деңгейге шығаруға ұмтылуда. Қазақстанда 42 жоғары оқу орны ішінара және толық АОТ бағдарламаларын ұсынады және қазіргі уақытта олардың саны өсіп келеді (Ирсалиев және басқалар, 2017). Алайда ағылшын тілі қазақстандықтар үшін ана тілі немесе жергілікті тіл емес, шет тілі болғандықтан, оларға академиялық пәндерді шет тілінде үйрену оңай емес. Сондықтан, маңызды мүдделі тараптардың бірі ретінде, студенттердің академиялық ағылшын ортада өздерін қалай сезінетінін түсіну өте маңызды. Сонымен қатар, Қазақстан контекстінде тек бакалавриат студенттерінің ғана АОТ-ны қабылдауы зерттелген, ал магистранттар мен докторанттардың қабылауына қатысты зерттеулер жүргізілмеген. Сондықтан бұл зерттеу жұмысы магистратура және докторантура студенттерінің АОТ-ны оқу мотивациясы, алаңдаушылығы және жетістіктері тұрғысынан қабылдауын зерттеуді мақсат етеді. Жұмыстың зерттеу әдісі ретінде аралас әдіс, оның ішінде кейсті зерттеу дизайны таңдалып алдынып, деректер сауалнама және сұхбат жүргізу арқылы жиналды. Қазақстандағы бір халықаралық университеттің магистратура және докторантура студенттері зерттеу жұмысының қатысушылары ретінде іріктеліп, олардың 250-і сауалнамаға қатысып, алтауымен сұхбат жүргізілді. Зерттеудің сандық және сапалық бөліктерінің нәтижелері студенттердің АОТ бағдарламасында оқуға жоғары мотивацияланғанын көрсетеді және олар АОТ-ны терең білім алуға, соңғы ақпаратқа қол жеткізуге, академиялық тілдік дағдыларды жетік меңгеруге, және

зерттеушілердің халықаралық қоғамына енуге қолайлы бағдарлама деп қабылдайды. Алайда қатысушылар АОТ бағдарламасында оқи отырып алаңдаушылық сезімін көрсеткен және оның себебі қарым-қатынас жасау қорқынышының, әріптестерінен және мұғалімдерден теріс бағалауды қабылдау қорқынышының және емтихан тапсыруға алаңдаушылығының болуында. Дегенмен, зерттеу нәтижесі студенттердің академиялық тілдік қабілеті, ғылыми-зерттеу және аналитикалық дағдылары, тұлғалық жағынан және АОТ бағдарламаларына тән мүмкіндіктерді пайдалануы тұрғысынан жоғары жетістіктерге жете алғанын көрсеткен. Зерттеудің нәтижелері студенттердің ынтасы, алаңдаушылығы және жетістіктері бір-бірімен тығыз байланысты екенін көрсетеді. Магистратура және докторантура студенттерінің АОТ-ны қабылдауын жақсы түсіну Қазақстандағы АОТ бағдарламасын дамыту мақсатында реформашылар, АОТ бағдарламасын ұйымдастырушылар мен басқарушылар және педагогикалық қызметкерлер үшін пайдалы.

**Восприятие Английского Языка как Языка Обучения Магистрантами и
Докторантами с точки зрения их Учебной Мотивации, Тревоги и Достижений**

Аннотация

По причине распространяющегося влияния глобализации высшие учебные заведения стремятся интернационализировать свою систему образования путем внедрения программ с английским языком обучения (АЯО). В Казахстане 42 университета предлагают очные и заочные программы с АЯО, и сейчас их количество возрастает (Ирсалиев и др., 2017). Однако, поскольку английский язык не является ни родным и ни местным языком, а иностранным языком для казахстанцев, изучение академических предметов на данном языке не является легкой задачей для студентов университетов. Поэтому, чтобы понять, как студенты, которые являются одной из наиболее важных вовлеченных сторон, чувствуют себя в английской академической среде, необходимо исследовать их восприятия. Кроме того, в контексте Казахстана восприятие АЯО изучалось только с точки зрения бакалавров, и в исследовании АЯО отсутствуют исследования связанные с магистрантами и докторантами. Это исследование направлено на изучение восприятия АЯО магистрантами и докторантами с точки зрения их учебной мотивации, тревоги и достижений. Данное исследование базируется на смешанном подходе с методом кейс-стади, использующего опрос и интервью в качестве основных инструментов сбора данных. В качестве участников исследования были отобраны магистранты и докторанты одного международного университета в Казахстане, 250 из которых приняли участие в опросе, а шесть были проинтервьюированы. Результаты как количественных, так и качественных частей исследования показывают, что студенты высоко мотивированы учиться в программе с АЯО, воспринимая такие программы как полезные для получения глубоких знаний, доступа к новой информации, приобретения

академических языковых навыков, и интеграции в международное сообщество исследователей. Тем не менее, было обнаружено, что участники испытывают умеренную тревогу в ходе программы с АЯО, укореня страх общения, беспокойство по поводу получения негативной оценки от своих сверстников и учителей и беспокойство по поводу тестирования. Результаты исследования показывают высокий уровень достижения участников, отраженный в развитии их академического языка, исследовательских и аналитических навыков, индивидуальности и использования возможностей, специфичных для программ с АЯО. Результаты исследования показывают, что мотивация, тревога и достижения учащихся тесно связаны друг с другом. Лучшее понимание восприятия АЯО магистрантами и докторантами полезно для реформаторов, администраторов программ и преподавательского состава в целях улучшения программ с АЯО в Казахстане.

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Chapter 1: Introduction

Being a graduate student of one international university where only the English language is used as a medium of instruction, experiencing such a program for the first time, encountering anxious and fruitful moments in it, and being a witness of how my peers here are experiencing this program, I decided to investigate graduate students' perceptions of programs conducted only in English through their learning motivation, anxiety, and achievement, hoping to provide at least a little input into the development of such programs in Kazakhstan as well as in other parts of the world.

This chapter serves as a foundation for better understanding the incentive of the study by providing the background information, identifying the research problem and research purpose, posing the salient research questions, and depicting the significance of the study. Additionally, the outline of the study is provided at the end of the chapter.

Background Information

With the pervasive influence of globalization, higher education institutions are changing their direction towards the internationalization of their education systems (Knight, 2015; Maringe, 2010). Such an internationalization policy has become the main precursor for the implementation of several new programs in the higher education system of Kazakhstan. One of them is the introduction of the English Medium of Instruction (EMI) (Maudarbekova & Kashkinbayeva, 2014). The implementation of EMI plays a crucial role in the internationalization of higher education because the English language is becoming the global academic lingua franca (Coleman, 2006) and the "international language of science" (Ferguson, 2007, p. 12). In brief, since the English language is becoming the language of higher education, the processes of internationalizing higher education are happening fast.

In order to internationalize its higher education system, Kazakhstan became a member of the Bologna process in 2010 and has recently started to implement EMI in higher education, although English is not spoken here either as L1 nor L2, but as L3 or foreign language (MoES, 2010). The steps for the implementation of EMI are taken in accordance with the idea of “Trinity of Languages” initiated by the former President of Kazakhstan in 2007 in his address “New Kazakhstan in a New World”, which aims to develop the Kazakh, Russian, and English languages equally (Nazarbayev, 2007) . Another address by Nazarbayev in 2012 announced that no less than 20% of Kazakhstani residents should be proficient in English (Nazarbayev, 2012). Since then, this gradual transition to English is stated in several policy documents such as “100 Concrete Steps” (2015), “State program for education development 2011-2020” (MoES, 2011), “State program of education and science development 2016-2019” (MoES, 2016), and “Roadmap of Trilingual Education Development for 2015-2020” (MoES, 2015). In compliance with these directions, English is not only taught as a subject, but is also used as a medium of instruction in secondary education as well as in higher education institutions in Kazakhstan.

There are 42 universities that offer EMI courses and programs in Kazakhstan and this number is growing dramatically (Irsaliyev et al., 2017). Since 2016, higher education institutions implementing the trilingual education policy have transferred to the model of “50:20:30”, which offer 50% subjects in the first language of Kazakh or Russian (L1), 20% of them in the second language (L2) – Russian or Kazakh depending on what the first language is, and 30% in the third language which is English (L3) (Irsaliyev et al., 2017, p. 139). This model refers to partial EMI programs. Along with universities offering partial EMI programs there are some, such as Nazarbayev University, KIMEP, Suleyman Demirel University, Kazakh-British Technical University, International Information Technology

University that provide students with full EMI programs that are fully conducted in English.

As we can see, the government has set goals which are not easy to achieve. For this purpose, it is vitally important to explore students` perception of EMI and reveal the reasons for their learning anxiety, motivation, and achievement studying in EMI.

Problem Statement

The studies conducted in EMI demonstrate that challenges are inevitable while applying EMI in higher institutions (Goodman, 2014; Huang, 2015; Jain & Sidhu, 2013; Oralova 2012; Singh, 2015; Yildiz, Soruc, & Griffiths, 2017). The challenges might be macro as well as micro – from university to student level. The current study focuses on student level issues of EMI in higher education and investigates their perceptions in terms of learning motivation, learning anxiety, and learning achievement.

There are four primary rationales for studying graduate students` perceptions of EMI in terms of their learning motivation, anxiety, and achievement.

First, studies that have been conducted in EMI proves the essence of students` perceptions of EMI programs as they are one of the most important stakeholders, so this helps to improve EMI programs (Buyn et al, 2011; Hou, Morse, Chiang, & Chen, 2013; Huang, 2015; Mazhitayeva et al, 2012). Exploring reasons for the anxiety encountered by students, the level of their motivation studying in EMI and the reasons for their motivation, and the achievements they have gained with the help of EMI uncovers the areas that need improvement which is of great importance. Huang (2015) highlights the importance of investigating the three concepts mentioned above simultaneously by stating that this would show the effectiveness of the program which is vitally important for the further improvement of such a program. The aforementioned concepts are closely correlated with each other: high learning anxiety causes low learning achievement and motivation, or

conversely, high motivation can act as a catalyst for the successful tackling of learning anxiety and the high level of achievements.

The second problem addressed by the current study is that as English is neither Kazakhstani students` first language, nor their local language, but a foreign language, students encounter difficulties which might cause considerable anxiety because it is challenging for them to study and perform academically in a foreign language (Irsaliyev et al., 2017; Jimenez-Munoz, 2015). Therefore, investigating students` perceptions of EMI can highlight the reasons for their anxiety in order to take the necessary steps to eliminate the challenges they face.

Third, Kazakhstani students` perceptions of EMI has only been investigated from the perspective of undergraduate students (Karabay, 2017; Mazhitayeva et al, 2012; Ospanova, 2017), but not graduate students. Graduate schools` academic programs as well students` needs differ a lot from undergraduate programs because graduate students required skills that are essential for research, writing dissertations, and academic writing and presentations (Lee, & Lee, 2018; Singh, 2015). This is an empirical gap in EMI knowledge in Kazakhstan that demands deep investigation.

Lastly, since the study investigates the case of one international university, which has already implemented EMI programs, serves as a model for other universities, and aims to transfer this implementation to other national and state universities (Irsaliyev et al., 2017), it is of great importance to explore how graduate students feel in this EMI program and reveal the sources for their anxiety in order to increase the effectiveness of the program and not to transfer any disadvantages to other universities.

Taking into account the aforementioned research problems, the current study aims to deal with them by posing the following research questions.

Purpose of the Study and Research Questions

The purpose of the current study is to investigate graduate students' perceptions of English Medium Instruction (EMI) in terms of their learning motivation, anxiety, and achievement at one international university in Kazakhstan. In order to reach the target of the study, the following research questions were posed:

1. What are graduate students' perceptions of EMI in terms of learners' learning motivation, learning anxiety, and learning achievement?

The sub-questions are:

- a. What are graduate students' perceptions of EMI in terms of their learning motivation?
 - b. What are graduate students' perceptions of EMI in terms of their learning anxiety?
 - c. What are graduate students' perceptions of EMI in terms of their learning achievement?
2. How are graduate students' learning motivation, learning anxiety, and learning achievement correlated with each other?

In order to find the answer to these questions, the mixed-method approach with a case-study design was adopted and a survey and interviews were elected as the main data collection instruments. The data was collected from graduate students in one international university in Kazakhstan.

Significance of the Study

There are several main reasons why it is important to study graduate students' perceptions of EMI in relation to their learning motivation, anxiety, and achievement.

First, the participants of the study can benefit from the current research by self-reflecting while answering the questions of the survey and the interview which helps to realize benefits of studying in EMI programs. This statement has already been proven because several students who took part in the survey emailed the researcher and claimed

that the survey was very beneficial for them to understand the advantageous aspects of studying in a program conducted in English. In addition, graduate students who read this thesis may self-reflect themselves and understand the positive and negative aspects of being a student in an EMI program.

Second, teachers and administrators will have an opportunity to understand the reasons for learners' anxiety which they encounter in their EMI program and can approach them better and be aware of strengths of EMI program so that they can improve them further.

Third, the current study endeavors to add to the knowledge of EMI in graduate programs in Kazakhstan by investigating learners' concerns and needs in English medium instruction. Therefore, the findings of the current study may be of great value for policy makers because by reading this study, they can take into account the key stakeholders' perceptions while planning and developing EMI programs.

Finally, the current study serves as a foundation for future research on graduate students' perceptions of EMI in Kazakhstan. The paper might be valuable for researchers to use in order to help them understand how Kazakhstani graduate students perceive programs conducted in English and use this knowledge as the base for further research.

Thesis Outline

The current paper comprises six main chapters, a reference list, and appendices. In this first introductory chapter, the background information, research problem, research purpose, research questions, significance of the study, and thesis outline are covered. The next chapter, the Literature Review, elaborates on the theoretical concepts of motivation, anxiety, and achievement, introduces an analysis of previous research on learners' perceptions of English as a medium of instruction, reviews the empirical literature on learner motivation, anxiety and achievement within English medium instruction programs,

and provides an overview of language policy in Kazakhstan. The third chapter is the Methodology, and it presents and justifies the research approach and the reasons for choosing the mixed method, case study design, and the research instruments which are the survey questionnaire and semi-structured interviews, data analysis tools, and data collection and data analysis procedures. The fourth chapter presents the findings of the gathered data from the survey and face-to-face interviews. The fifth chapter discusses the findings in relation to the existing literature on learners' motivation, anxiety, and achievement in EMI. In the Conclusion, a brief overview of the findings, the implications of the findings, the limitations of the research, and recommendations for the further research are provided.

Chapter 2: Literature Review

The purpose of this chapter is to present the theoretical framework for the current study and review the existing literature on graduate students' perceptions of EMI programs. This is because the main purpose of this study is to examine graduate students' perceptions of EMI in terms of their learning motivation, anxiety, and achievement. For this purpose, two main research questions were set up: 1) What are graduate students' perceptions of EMI in terms of learners' learning motivation, anxiety, and achievement? 2) How are graduate students' learning motivation, anxiety, and achievement correlated with each other? A mixed-method approach with a case study design was adopted to collect the data, and a survey and semi-structured interviews were selected as the data collection instruments for this study. This literature review section has the following three subsections: firstly, the key concepts of this paper, which are perception and EMI, are discussed; secondly, the theoretical framework of the study, which focuses on the concepts of learning motivation, anxiety, and achievement, is presented; third, the empirical literature about the students' perceptions of EMI in relation to their learning motivation, anxiety, and achievement are discussed.

Key Concepts

In order to make the current study understandable, this section provides an explanation of the main concepts used throughout the work. These are concepts related perception and EMI.

Perception.

The current section discusses the concept of perception in order to understand how perception influences the learning process. It is well known that perceptions play an important role in decision making processes, therefore, it is important to consider the perceptions of stakeholders (Clopper, Rohrbeck, & Wagner, 2012; Tuan, 1990). There are

various definitions and explanations of this concept. For example, one of the initial definitions was given by Angell (1906) who believed that perception is a person's reaction to the surrounding environment. Tuan (1990) supports Angell and states that perception is the reflection of objects existing and perceived outside the person, and that most of these registered objects impact perception, yet some are ignored. This might mean that perception is totally reliant upon the individual. Meanwhile, one of the interesting interpretations of perception is provided by Markus and Kitayama (1991) who posit that people perceive the world from different eyes because of their cultural differences, which highlights the fact that their perceptions are diverse (as cited in McDonald, 2012). It also indicates that perception is dependent on the cultural background of the individuals. Contemporary scholars have developed the idea that perception is individual dependent. That is because scholars believe that one can perceive according to his or her way of understanding, judging, and thinking (Clopper et al., 2012). Therefore, perception is highly dependent on the mental abilities, too. While one group of researchers believe that perceptions are only dependent on the inner world of an individual, another group takes the position that perceptions are also influenced by outer factors, and this position is significant to this research.

Tuan (1990) believes that perception is not only constructed and affected by inner factors, but also outer ones. Clopper et al. (2012) support the previous point that perception is shaped not only by an individual, but also by the environment because perception is "the process by which individuals experience their environment and depend, therefore, on both the individual and the stimuli" (p. 5). This statement is further extended by Balu (2009) who explained that perceptions depend not only on internal, but also on external factors. He categorizes an individual's previous experiences, knowledge, and preferences as belonging to internal factors, while external factors refer to the characteristics of the

alternatives that are present in the surrounding environment that the individual deals with. Interestingly, Tuan (1990) interprets the same categories of factors as the following: internal encompasses the receptive abilities of the individual such as smelling, hearing, or tasting, thus accentuating the five basic senses, while external refers to the interpretation of received information from the outer world through beliefs, attitudes, and values. In other words, perception is not only shaped by the inner world of an individual, but also by the environment. Put differently, perception is the individual's own interpretation of experiences based on all the aforementioned internal factors. However, it seems that such inner factors play a more crucial role than outer factors because people perceive phenomena differently; this is a function of their varying ways of thinking, understanding, values, beliefs, experiences, attitudes, and background. All these factors shape the way an individual perceives the learning environment. This paper adopts the definition of perception provided by Markus and Kitayama (1991, as cited in McDonald, 2012), because respondents' answers were affected by their socio-cultural background.

When learners enter a classroom, they have different perceptions of the environment. These perceptions shape their desire to learn there, influence their behavior in that environment, and affect their achievement levels. Therefore, it is of vital importance to investigate their perceptions of EMI.

English medium instruction.

This section discusses the concept of EMI by presenting the existing literature on the definitions, reasons for the growing prevalence of EMI, and the peculiarities of EMI in graduate education. Although EMI is a widely popular term in higher education, it still remains a poorly defined and ill-developed concept because only a few researchers have provided a definition for this term, and these are very general. The most popular explanation of EMI is offered by Dearden (2014) who defines EMI as "the use of the

English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (p. 6). While Dearden focuses on the content learning in EMI, another researcher, Taguchi (2014), places the focus on academic language learning. She states that EMI is the teaching of content subjects through the English language in order to enhance students' academic English proficiency. This paper adopts the definition given by Dearden (2014) because at the research site of the current study, the EMI program accentuates the teaching of the content, rather than the language.

Today, EMI is expanding rapidly internationally due to political, educational, and economic reasons (Albach & Knight, 2007; Dearden, 2014; Taguchi, 2014). Nevertheless, EMI is mostly affected by globalization and internationalization, which result from political situations, and thus, form the main rationale for the growing use of EMI in high education institutions (Albach & Knight, 2007; Dearden, 2014). With the growing influence of globalization, high education institutions are willing to internationalize their education system through the implementing EMI programs. These two terms are closely correlated, but slightly dissimilar. Albach and Knight (2007) claim that globalization is the economic, political, and societal forces that push higher education institutions towards internationalization, which promotes the use of international languages, resources, and communication at the tertiary educational level. The aftermaths of globalization such as “the integration of research, the use of English as the lingua franca for scientific communication, the growing international labor market for scholars and scientists, the growth of communications firms and of multinational and technology publishing, and the use of information technology (IT)” accelerate the internationalization of tertiary education (p. 291). Therefore, the use of English as a lingua franca for academic communication and scientific cooperation removes borders between higher education institutions. It means that

internationalization is the way a country responds to the process of globalization. Qiang (2003) claims that internationalization is not only the aim that educational institutions should reach. Instead, internationalization can be seen as a vital tool for establishing higher education institutes that are able to respond to the requirements of the globalized world. Therefore, there are requirements that are common to all international universities. As Macaro (2015) claims, the main characteristic of the international university is that it has to adopt English as the medium of instruction since the English language has become the language of research and higher education, employ international staff and attract international students.

Overall, EMI is defined as teaching content through the English language, while some authors believe that it is for learning academic English. Although there are a lot of reasons for the growth of EMI, globalization and internationalization are considered as its main rationale. However, it is important to note that EMI in undergraduate education and graduate education differs.

EMI in graduate education.

It is generally believed that there is little difference between undergraduate education and graduate education, however, researchers claim that they are different (Arkoudis, & Tran, 2007; Boland, 2012; Hyland, 2007; Singh, 2015). According to Boland (2012), graduate education includes Master's and Doctoral or PhD programs. She outlines three major differences between graduate and undergraduate education. First, graduate education is advanced because it builds upon the education provided at the undergraduate level. Second, it is highly focused because it deals with the in-depth knowledge. Third, it is scholarly because it requires learners to critique, analyze and synthesize information to gain a deep understanding of research conducted in the field in question, since research is the main activity for graduate students. Yet, these peculiarities of graduate education are

overly general. Several scholars support the given differences and develop them further. For example, Singh (2015) believes that since graduate students mostly conduct research and have to publish their research papers and present their studies at conferences, they are expected to have better academic and professional English compared to undergraduate students. In addition, graduate learners of EMI programs require professional and academic English skill to write their theses and dissertations. Therefore, being skillful in academic writing is of vital importance for graduate learners. Scholars state that it is necessary for graduate learners to reach graduate level literacy and to have a thorough understanding of academic writing standards (Arkoudis, & Tran, 2007; Hyland, 2007; Singh, 2015). In other words, English becomes even more vital for research in graduate schools. Furthermore, Hou et al. (2013) pinpointed the other activities that are common to graduate students and demand high language skills. According to them, graduate students make more formal presentations and participate more frequently in class discussions; all of these academic activities warrant high levels of spontaneous oral and written English skills.

Overall, academic and professional English is pivotal for graduate learners in order for them to succeed in thesis writing, producing and publishing high quality research papers, and presenting their studies. All the above-mentioned characteristics of EMI in graduate programs were taken into consideration while collecting data from the participants of the current study and graduate students' perceptions of EMI were analyzed through the prism of the theoretical framework which is presented in the next section.

Theoretical Framework: Gardner's (2010) Socio-Educational Model for Second/Foreign Language Learning

This subsection is devoted to the theoretical framework that was used for the current study. Gardner's (2010) socio-educational model for second and/or foreign

language learning was chosen as the theoretical framework because the model covers and connects the three major concepts of motivation, anxiety, and achievement, which are investigated in the current study. In addition, the self-determination theory by Noels, Clément and Pelletier (2001) and Foreign language anxiety theory by Horwitz, Horwitz, and Cope (1986) were included as part of the conceptual framework in order to better analyze the data.

The socio-educational model for second/foreign language learning was developed for the organization of motivation, anxiety, and achievement variables into clusters. Gardner (2010) presents the figure illustrated below in order to show the correlation between the mentioned concepts. It demonstrates that motivation is dependent on four main clusters: integrativeness, instrumental orientation, the attitude towards the learning situation, and language anxiety. These types of motivation exert a strong influence on achievement. The model covers and draws connections between the three main concepts of the current study: motivation, anxiety, and achievement.

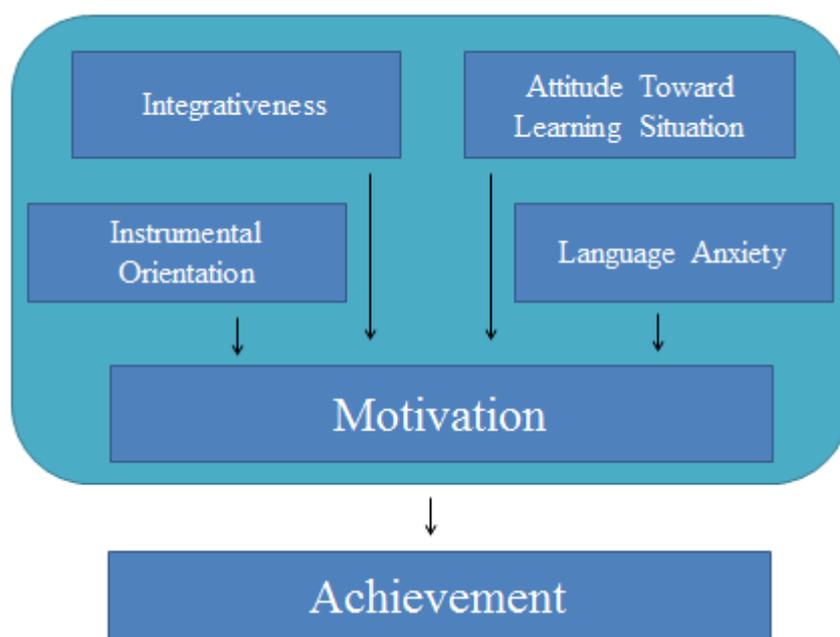


Figure 2. Socio-Educational Model for L2/Foreign Language Learning (Gardner, 2010)

However, investigating learners' motivation through integrativeness and instrumental orientations is not enough because there are other types of learning motivation which cannot be explained through these. Therefore, for the current study, intrinsic and extrinsic types of motivation, which are the main concepts of the self-determination theory by Noels et al. (2001), have been integrated into the motivation clusters of the socio-education model in order to better understand learners' motivation (See Figure 2). Several scholars, who have done research on motivation in EMI and other types of language learning models, have also used the combination of Gardner's two motivation orientations and the intrinsic/extrinsic types of motivation and revealed more detailed data (Atli & Ozal, 2017; Jain & Sidhu, 2013; Lasagabaster, 2011). The variable "attitude toward learning situation" is excluded from the model because the current study does not focus on attitudes, but on perceptions. In addition, in order to better understand the kinds of anxiety that shape students' perceptions of EMI, the cluster of language anxiety has been expanded by including the foreign language anxiety theory of Horwitz et al. (1986) (See Figure 2). In brief, as the theoretical framework for the current study, the socio-educational model for second/foreign language learning by Gardner (2010) is applied and is compiled from the self-determination (Noels et al., 2001) and foreign language anxiety theories (Horwitz et al., 1986). The updated theoretical framework contains the following main components: motivation (instrumental orientation, integrative orientation, and intrinsic and extrinsic motivation), foreign language anxiety (communication apprehension, fear of negative evaluation, and test anxiety), and learning achievement (See Figure 2).

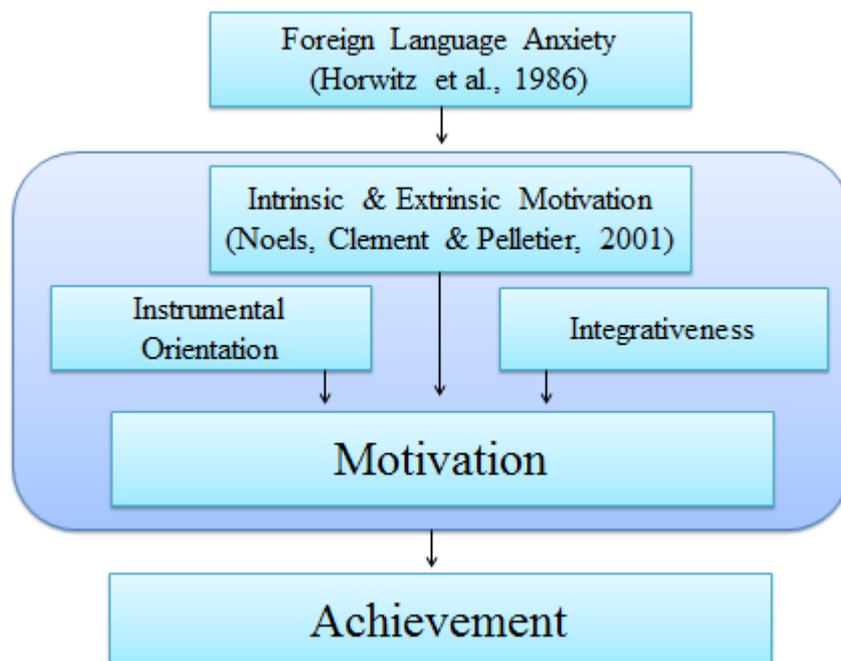


Figure 3. Gardner's (2010) Socio-Educational Model for L2/Foreign Language Learning. Compiled from Noels et al. (2001) and Horwitz et al. (1986)

Motivation.

Motivation is a complex psychological determinant factor in successful learning processes (Gardner, 2010). Gardner (1985) is one of the first researchers who investigated motivation in foreign language learning and has given one of the initial definitions of motivation in this context (as cited in Jain & Sidhu, 2013). He defined motivation as the impetus that forces a learner to endeavor and work hard to master a new language because of a strong interest in learning and the enjoyment of the learner during the process of learning (Gardner, 1985, as cited in Jain & Sidhu, 2013). While Gardner (1985) identifies curiosity and satisfaction as the main reasons for being motivated, Harmer (2001) believes that the desire of a learner to acquire knowledge triggers motivation. In addition to this, some researchers consider motivation as the primary characteristic of a successful language learner (Johnson, Johnson, Roseth, & Shin, 2014). It is reasonable to claim that motivation is associated with success. To support this idea, Gardner (2006) believes that “students with higher levels of motivation will do better than students with lower levels of

motivation” (p. 241). In other words, it can be concluded that motivation is an important impetus to drive a learner to achieve higher results in his or her language learning process. There are four primary types of motivation that play a crucial role in language learning processes which are instrumental, integrative, intrinsic, and extrinsic motivation.

Instrumental motivation.

One of the main aspects of the socio-educational model is instrumental motivation. Gardner (2005) explains instrumental motivation as a power that forces a learner to learn languages for practical benefits. In addition, Ellis (1997) believes that when a learner is instrumentally motivated, he or she learns for a functional reason. For instance, this might be for passing an examination, getting a better job, or entering into a university program. In other words, instrumental motivation, as the terminology illustrates, refers to situation when a learner wants to use what he or she is learning as an instrument to gain something else.

In order to better understand instrumental motivation Kyriacou and Benmsour (2001) point out the dual characteristics of this type of motivation (as cited in Dornyei, 2009). When learning is advantageous for one's future career and has a long-term benefit, it is called “*long-term instrumental motivation*”, while “*short-term instrumental motivation*” acts as a catalyst for studying only for obtaining high grades, which are limited and temporary gains (as cited in Dornyei, 2009, p. 28). To add to that, Higgins (1998) offered other analogue of these two categories which are *the promotion focus* and *the prevention focus*: the former indicating the desire to learn for the sake of professional development and the latter implying that the learning occurs to avoid failure or disappointment. In both classifications, the results of learning motivations and focuses display similar connotations: long-term motivation and promotion focus accentuate the

quality related to learning goals, while short-term and prevention focus are directed to achievements that tend to be more transitory.

Furthermore, learners' motivation is also dependent on the surrounding. Gardner and MacIntyre (1991) point to motivation which is shaped by the environment called "environmentally determined form of instrumental motivation" (pp. 59-60). It implies that students' instrumental motivation depends on the opportunities provided by the environment. For example, EMI programs raise students' environmentally determined forms of instrumental motivation because the EMI environment affords valuable opportunities to enhance one's academic English language skills.

In brief, an instrumentally motivated student is a person who learns something for practical benefits and his or her motivation can be short-term or long term, promotion focus or prevention focus, and/or environmentally defined.

Integrative motivation.

The socio-educational model for language learning by Gardner (2010) takes into consideration the social factors for learning, hence, the integrative motivation of a learner depicts his or her willingness to join or enter into a particular society (Gardner, 2010). Masgoret and Gardner (2003) claim that integrativeness is not only a desire to be a member of a particular society or community, it also implies an identification with another language community. They believe that individuals who are willing to identify themselves with another language community are more motivated to study and achieve more than those who are not interested in such a language community. Usually, integrative motivation is a result of a favorable attitude towards the learning community, an openness to other communities, a deep desire to interact with valued members of that other community, and an interest in knowing more about other societies (Gardner, 2001; Gardner, 2007). For example, it might be the desire of a learner to join the environment of a

society where a foreign language is spoken to be able to converse with his or her counterparts in this language and/or to enter that community because of a strong desire on the part of this learner to acquire the characteristics of the host community. Otherwise, learners, who are not motivated integratively, usually experience learning anxiety because learning the language of the community in question is not in their interest (Gardner, 2006).

Another type of motivation, which is somehow associated with integrative motivation, is intrinsic motivation. The next sub-sections describe intrinsic motivation in some detail.

Intrinsic motivation.

According to the self-determination theory, there are two types of motivation which are dependent on the individual's personal reasons for engaging in an activity (Noels, Pelletier, Clément, & Vallerand, 2000; Noels et al., 2001). These are referred to as intrinsic and extrinsic types of learning motivation. Noels et al. (2001) state that for intrinsically motivated students' voluntary engagement is specific because they believe that "the activity challenges the learner's abilities, fostering a sense of language competence" (p. 426). Researchers hypothesize that students with intrinsic motivation are willing to participate in activities because they are not afraid to challenge themselves, and these challenges foster self-determination and make them confident in their abilities (Deci & Ryan, 1985; Noels et al., 2000; Noels et al., 2001). It means that intrinsically motivated learners derive pleasure from the learning process and are interested in the learning process even when there is no external reward.

The intrinsic type of motivation has two main characteristics. First, an intrinsically motivated person expresses a strong feeling of satisfaction, enjoyment, or pleasure during the learning process, whereas the second feature refers to the learner's sense of progressing in his or her learning (Ushioda, 2014). Therefore, intrinsic motivation is not only

psychologically pleasant for a student, but also leads to his or her progress. In order to encourage learners to develop these two characteristics and become more intrinsically motivated, researchers suggest using several techniques (Brown, 2000; Ryan & Deci, 2000; Ushioda, 2014). For example, assigning tasks that make learners cognitively and emotionally satisfied can cause a gradual increase in learner satisfaction. Another way to raise learner satisfaction is providing positive and constructive feedback. According to Ryan and Deci (2000) feedback can easily contribute to the students' feeling of self-satisfaction. However, knowledge about this type of motivation lacks explications about the changes that occur when personal behavior and outside factors interrelate.

Overall, intrinsic motivation happens because of the joy or curiosity in the learners, which can be a result of an assigned task or a teacher's feedback.

Extrinsic motivation.

Extrinsic type of motivation is considered to be a negative type of motivation. This is because researchers believe that this type of motivation negatively affects the success of the learner because it is not oriented towards knowledge enhancement but rather to external awards only (Deci & Ryan, 1985; Noels et al., 2000; Noels et al., 2001). The main characteristic of an extrinsically motivated learner is that the learner studies to obtain external rewards, such as high grades, positive feedback, gifts, recognition, or the avoidance of punishment (Atli & Ozal, 2017; Noels et al., 2001). Therefore, an extrinsically motivated student's achievement can be short-term, since the aforementioned rewards are temporary.

Noels et al. (2000) identify three sub-types of extrinsic motivation: external regulation, introjected regulation, and identified regulation. They describe external regulation as a situation where an individual learns because of the presence of an external reward or punishment, but when that reward or punishment is removed they stop the

learning process. While external regulation comes from the social environment, introjected regulation refers to the “internalized reasons for learning such as guilt or shame” (Noels et al., 2001, p. 425). In the case of identified regulation, a person learns a particular language because it is important for achieving a goal. If the goal has a value for the learner, he or she continues the learning process. Here, the identified regulation of extrinsic motivation seems similar to instrumental motivation, as instrumental motivation refers to learning for achieving an important goal.

Overall, although extrinsic motivation is characterized as a negative type of motivation that impedes the learning progress, the identified regulation of extrinsic motivation depicts the importance of this type of motivation for attaining a goal.

Conclusion.

In this section, the four basic types of learning motivation, which are instrumental, integrative, intrinsic, and extrinsic motivation have been covered and clarified, thus, outlining the diverse characteristics of each. Anxiety is another component that affects a learner's motivation. According to Gardner's (2010) model, a learner will be less motivated if he or she experiences learning anxiety, which means anxiety has a negative impact on motivation. Therefore, it is important to further explore the conditions that can create anxiety in a learner. The next section is devoted to anxiety and to the types of anxiety that might hinder the language learning process.

Anxiety.

The importance of investigating anxiety in learning processes was recognized decades ago by several scholars (Gardner, 1985; Horwitz et al., 1986). Foreign language anxiety is defined as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p. 284). Horwitz et al. (1986) identified three types of anxiety which

impede the language learning process: communication apprehension, fear of negative evaluation, and test anxiety. In the next sub-sections these three types of anxiety are discussed.

Communication apprehension.

Students who encounter anxiety believe that they need to understand every word in order to comprehend the message and feel a sense of “shyness” (Horwitz et al., 1986, p. 127). These feelings are consistent with communication apprehension. Having difficulties communicating orally with one person, a group of people, in public, or listening to a spoken message can create communication apprehension (Horwitz et al., 1986). Other researchers believe that public speaking is the main reason for students` communication anxiety (Hashim & Isa, 2012). People who have a fear of performing or participating in a discussion within a group encounter a sense of greater anxiety in a foreign language classroom which leads to the students` passive participation in speaking activities. In addition, in such a classroom, students are usually expected to contribute to spontaneous conversation and performances (Harada et al., 2017; Öztürk & Gürbüz, 2014). In such environments, if the medium of language is a foreign language, it doubles the fear of communicating with people. Harada et al. (2017) point out the main causes of such communication apprehension which are low levels of language skills and self-confidence, and inexperience in an EMI program. It can be assumed that the provision of preparatory courses which train students psychologically and help them acquire the necessary skills and language competence before the start of their formal studies are of great benefit to them. Otherwise, poor performance in speaking activities or an inability to participate in conversations occurs.

Fear of negative evaluation.

The second anxiety related to foreign language learning is the fear of negative evaluation which is described as the “apprehension about others’ evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al., 1986, p. 128). The primary reasons for the fear of negative evaluation can be mostly psychological. For example, anxious learners think that they are less competent and knowledgeable than others, hence, they are afraid of being negatively evaluated (Horwitz et al., 1986). Additionally, this type of fear can be the result of a serious concern on the part of learners about the evaluation and reaction of other people, low self-esteem, and the level of their language competence (Aydin, 2008; Harada et al., 2017; Horwitz et al., 1986; Öztürk & Gürbüz, 2014). Furthermore, a competent learner’s worry about “losing face” or losing status can be another reason for his or her fear of negative evaluation (Lucas, Miraflores, & Go, 2011; Ohata, 2005). In such situations students, can easily forget elementary language rules and what he or she wants to say while performing a speaking task. Therefore, researchers believe that it is the responsibility of teachers to create a positive environment where constructive feedback is welcomed and the judgmental attitude of a student’s peers and teachers are minimized (Aydin, 2008; Harada et al., 2017; Horwitz et al., 1986; Öztürk & Gürbüz, 2014). In brief, the fear of negative evaluation is caused by a lack of self-confidence about language and content knowledge, which might impede the learning process or causes regress.

Test anxiety.

Test anxiety is a type of learning anxiety which is a function of a student’s fear of failure (Horwitz et al., 1986). Students with test anxiety are afraid of making mistakes because for them “anything less than a perfect test performance is a failure” (p. 128). Lucas and his colleagues (2011) highlight that test anxiety might result from the incorrect attitude of teachers towards their students’ mistakes. This is because some teachers pay

more attention to the grammar, vocabulary, or word-choice instead of the content, which makes learners focus more on the mechanical aspects of the performance or assignment rather than on presenting the content.

Conclusion.

Overall, the three primary types of anxiety, communication apprehension, fear of negative evaluation, and test anxiety provide a clear picture of the basic features that create learning anxiety. In addition, low English proficiency and lack the skills which are necessary for studying are the main reasons for students' anxiety in EMI programs. Hence, the identification of these anxiety-causing elements would facilitate their elimination, which would create the conditions whereby students in EMI programs can thrive and be more successful.

Achievement.

Gardner (2007) defines achievement "in terms of performance on objective tests of grammar and aural comprehension, written production, reading comprehension, oral production, grades in the language course" (p. 13). According to Gardner's (2010) socio-educational model, learning achievement is a result of motivation and anxiety. High achievement is guaranteed if there is a positive correlation between motivation and achievement and a negative correlation between motivation and anxiety (Gardner, 1985). This means that the extent of students' learning achievement in an EMI graduate program is highly dependent on his or her levels of learning motivation and anxiety. Other scholars also state that if the motivation is low, achievement may fall; in contrast, high motivation raises the level of learning achievement (Huang, 2015; Gardner, 2010).

Several factors influence the level of students' achievements in EMI programs. Previous research works revealed that learner achievement in EMI programs is highly dependent on their language proficiency (Singh, 2005) and field-specific knowledge

(Huang, 2015). For example, the study carried by Clapham (1996) discovered that learners with high language skills as well as deep background content knowledge produced higher results rather than those with low language skills and low field-specific knowledge (as cited in Douglas, 2000). Gardner (2007) supports all these factors and states that in addition to them, the experience of the learner in the classroom, the characteristics of the teacher, the curriculum, and pedagogical procedures are the principle factors that influence learning motivation and achievement. Interestingly, Kym and Kym (2015) found that the native language of the lecturer greatly influences the language achievement of his or her learners. For example, learners` acquire more advanced speaking and listening skills when they are taught by a native speaker of the English language. Furthermore, the role of intrinsic motivation is pivotal. According to Hou et al. (2013), intrinsic or self-directed learning motivation leads to an enhanced state of self-efficacy that pushes one to reach higher levels of achievement. In other words, if the learner is motivated to learn the language for his own functional purposes, he or she may benefit tremendously, resulting in higher levels of success.

Students of EMI programs mostly make considerable improvements in their academic language, knowledge, as well as their research, presentation, and soft skills. The most common achievement of students studying in EMI programs is in their academic English (Corrales, Paba Rey & Santiago Escamilla, 2016; Cosgun & Hasirci, 2017; Huang, 2015; Yeh, 2014). For example, according to the study conducted by Yeh (2014), it was revealed that students in the Taiwanese EMI program experienced considerable improvements in their academic language skills, particularly in listening and reading, thanks to the program which provided the natural setting for language practice. In addition, it was revealed that because the most current and in-depth information is in English, EMI programs are especially relevant for students who wish to obtain in-depth knowledge

(Miranda, Berdugo, & Tejada, 2016; Yeh, 2014). For instance, Miranda et al. (2016) discovered that students could broaden their horizons with the help of materials provided by the EMI programs. According to Huang (2015) and Yeh (2014), EMI programs are the place where learners can acquire various crucial skills such as soft, presentation, research, and analytical and critical thinking skills.

Conclusion.

To sum up, students' achievements is highly dependent on their level of motivation which is influenced by the sub-types of motivation and anxiety. The achievements of students of EMI programs are mostly oriented towards acquiring various linguistic skills and content knowledge.

International Perspectives of Students' Perceptions of EMI in terms of Learning Motivation, Anxiety, and Achievement

This section is devoted to the analysis and discussion of the empirical studies related to learners' perceptions of EMI in terms of learning motivation, anxiety, and achievement. It is important to consider them in order to have a clear understanding of how students of EMI programs around the world perceive such programs.

Only one study conducted by Huang (2015) focused on the correlation between learners' motivation, anxiety and achievement in EMI programs and investigated the effectiveness of such programs through the above-mentioned factors. The results demonstrate that although his participants' motivation levels were moderate, their anxiety levels were high, but their achievement levels were moderate, which meant that the correlation between their anxiety and achievement was negative. However, the study did not investigate the correlation between anxiety and motivation, and motivation and achievement.

The research conducted by Hou et al. (2013) in Taiwanese higher education institutions demonstrates that students choose EMI programs to enhance their future career prospects. This might be because learning the content in English within an environment which fosters the mastering of this international language, opens up professional opportunities in international businesses. The situation is similar in South Korea where EMI students also believe that studying in EMI programs can help them establish a successful career (Byun et al., 2011). Another research conducted in South Korea found that learners are moderately motivated to study in EMI programs because learners believe that studying in them is required rather than desired, which then refers to the extrinsic type of motivation (Hu & Lei, 2014). In the case of Turkey, the study conducted by Atli and Ozal (2017) in one Turkish university shows that learners are motivated instrumentally, by having some functional rationales to study the target language, for example to study in an international university or find solid employment. Overall, students choose EMI programs in order to be successful in their professional career.

The next main reasons which make students motivated to study in EMI programs are language learning and knowledge acquiring opportunities. Measuring students' learning motivation in EMI programs, Huang (2015) explained that studying in EMI classes motivates learners to be proficient in an international language and to deepen their professional knowledge. Chinese EMI students also highlighted the opportunity for gaining not only high English language proficiency but access to global knowledge as well (Hu, Li, & Lei, 2014). This could be because EMI programs offer an English dominant environment where language acquisition processes happen faster than in non-EMI programs and English is utilized for imparting the latest information in suitable detail.

In addition, Kym and Kym (2014) revealed that students' motivation to study in an EMI program is also dependent on the professors' native-language. Korean learners

expressed that they are more motivated when the course is led by an English native speaker rather than a non-native English speaker. Exploring Taiwanese graduate learners' perception, Huang (2015) uncovered that students are moderately motivated to study in EMI programs, and their main reason was to interact with students from different countries. Turkish students are motivated to study in EMI programs integratively, which means that they are curious to learn about the people whose language they are learning (Atli & Ozal, 2015). In other words, teachers' native language, students' desire to communicate with different people and know more about other communities are also important reasons which inspired students to be part of EMI programs.

In the Kazakhstani context, not much research has been done to investigate students' perceptions of EMI in terms of their motivation. The study carried out by Mazhitayeva et al. (2012) shows that students in Kazakhstan perceive EMI as a tool to become more competitive on the labor market. Other than her study, there are a very limited number of studies conducted on learners' perceptions of EMI in terms of learner motivation, anxiety, and achievement in the context of Kazakhstan. This means the need for research in the sphere of EMI in Kazakhstan is high.

Although EMI programs are becoming more popular worldwide, there are several features within them that lead to student anxiety. Researchers claim that of all the stakeholders in EMI in higher education that face linguistic challenges, the ones who are most challenged are the students (Jimenez-Munoz, 2015; Sert, 2008; Singh, 2015; Suzuki, 2013). The reasons are different depending on the affective states of the learners and their language competence.

The first and most widespread factor that provokes considerable anxiety in EMI programs is writing academic papers. Researchers found that, usually, graduate learners feel anxious while writing literature reviews, methodologies, and findings and discussions,

as well as maintaining academic writing styles, and expressing themselves appropriately in written English (Hu & Lei, 2014; Hu et al., 2014; Singh, 2005). That is because these skills require a specific writing style, appropriate and academic vocabulary, the ability to critically analyze the ideas of different authors and write coherent paragraphs. Here the problem is not only about language competence, but also the skills of writing which requires critical, analytical, and paraphrasing skills.

According to several researchers another anxiety provoking activity in EMI settings is speaking tasks (Horwitz et al., 1986; Suzuki, 2013). That is because in EMI, students talk to their peers and teachers in English, perform in frequent and spontaneous group discussions and presentations, and are mostly taught by a native speaker of the English language. Hu and Lei (2014) and Hu et al. (2014) believe that Korean graduate learners feel anxious during class discussions and oral presentations due to their limited oral English skills.

The source for learning anxiety is not only associated with students' skills, but also with professors' abilities. For example, survey participants from Taiwanese universities pointed out that the accents of lecturers was one of hindrances that slowed down the learning process and provoked anxiety (Yeh, 2014). To further highlight this point Kym and Kym (2015), added that professors' low proficiency in English also caused deep anxiety in learners.

These above-mentioned sources of EMI student anxiety can arise due to a variety of factors. According to Hou et al. (2013), all these issues in EMI are explicated by a number of inadequacies, such as the lack of support for students, poorly designed curricula, insufficient financial support, and the inadequate provision of resources. Additionally, a survey with 339 students and 33 instructors conducted by Cots (2013) revealed a lack of

preparatory courses before formal studies is another cause for learners` anxiety in EMI programs.

These types challenges encountered by students can be a main precursor to anxiety, and consequently, to low learning motivation to continue one`s studies or poor academic achievement. Several researchers believe that low levels of anxiety opens the way to higher academic and/or linguistic achievements, while high levels of anxiety leave no room for academic growth (Huang, 2015; Kym & Kym, 2015; Singh, 2005; Yeh, 2014). Therefore, it is vital to investigate and deal with the sources of learning anxiety.

In summary, most researchers discovered that students` perception of EMI is generally positive because it guarantees a more successful professional career. Nonetheless, several researchers revealed that higher education students who participate in EMI programs usually encounter learning anxiety caused by the learning environment.

Conclusion

This chapter has reviewed the existing literature on the concepts of perception and EMI, described the peculiarities of graduate EMI programs, presented the theoretical framework used for this study, which is the socio-educational model for language learning by Gardner (2010), and discussed students` perceptions of EMI in terms of their learning motivation, anxiety, and achievement. The next chapter will focus on the methodological features of this research.

Chapter 3: Methodology

Introduction

The purpose of the current chapter is to present a clear understanding of the methodological design of this study and provide the explanation and justification for research approach, research instruments, site and sampling, and data analysis approach. The purpose of this study is to investigate the perceptions of graduate students of EMI in relation to their learning motivation, anxiety, and achievement in one international university in Kazakhstan. In order to fulfill this aim two main questions were set: 1) What are graduate students' perceptions of EMI in terms of learners' learning motivation, anxiety, and achievement? 2) How are graduate students' learning motivation, anxiety, and achievement correlated with each other?

In this chapter, the researcher describes and justifies the choices she has made in developing the mixed-method with interview and survey-based study that will answer the research questions stated above. This chapter is organized into six sections. In the first section, the choice of mixed method approach with case study design is justified. The second section deals with the explanation and justification of the selection of the survey and interview as the research tools. The third section defines the sampling strategy, the stakeholders and their numbers, and the criteria of selection, and explains the rationale for the choice of research site. Section four briefly describes the data collection procedures. The fifth section focuses on the explanation of the data analysis tools such as SPSS, Spearman Rho, and coding. Finally, the ethical considerations section deals with the issues of anonymity and confidentiality, and potential risks and benefits of the study.

Research Approach and Design

Aiming to explore graduate students' perceptions of EMI in higher education in terms of learning motivation, anxiety, and achievement, the current study adopts a **mixed**

method approach. Collecting both qualitative and quantitative data provides a better understanding of the research problem and best answers the research questions than either method by itself (Creswell, 2014). Additionally, it allows a demystification of the results from one method with the results from another method, discovering potential paradoxes and contradictions, and using the finding of one method to help inform the finding of another method (Johnson & Onwuegbuzie, 2004). In the case of the current study the mixed method allows obtaining deep data from the participants.

Explanatory sequential type of mixed method design was employed with a survey questionnaire conducted first and followed by semi-structured interviews in order to explain and elaborate on the quantitative data (Creswell, 2014). The rationale is that the general picture of the research problem can be gained via a survey and will be extended and explained through interviews.

As the research site is one international university, a case study was adopted as a research design since it can reveal “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit” (Merriam, 2002, p. 34) and helps to conduct in-depth exploration of the university, consequently generating a holistic picture of it. However, the challenge of being unable to generalize the data might be a limitation of this design. In other words, since the research focuses on one particular educational institution, the findings cannot be representative of a larger population (Curtis, Murphy, & Shields, 2013).

Sampling and Site

The population of the current study is graduate school students of one international university in Kazakhstan. As Kazakhstani graduate students' voices on EMI have not been heard before, this study selects master's and PhD students as the research population. In

the research site there are three graduate schools in this university where 495 master and PhD students study. They are majoring in education, policy, and business.

For the quantitative part, the expected return rate for the study was 50% of the whole population of the three graduate schools. As a result of the survey, 248 graduate students participated in the study and that is exactly the half of the overall population. 223 of them are master's students, while 25 of them are PhD students. Nine students who participated in the survey are international students, whereas the other 239 are local students. 183 of them indicated that their native language is Kazakh, while 54 respondents pinpointed Russian as their native language, none of them indicated English as their mother tongue, and 11 participants pointed other languages as their first language.

For the qualitative part, six graduate students were recruited: five of them are master's students and one of them is a PhD student. Among them, there were two representatives of international students and four local students. Two of them consider the Kazakh language as their mother tongue, two respondents mentioned the Russian language, other two interviewees, the Azeri language.

For the recruitment of the participants for the quantitative part of the research **probability simple random sampling** was adopted for two significant reasons. Firstly, probability sampling enables the covering of a large number of participants which provides the characteristics of a wider population (Curtis et al., 2013). Second, random type of probability sampling gives all the graduate students an equal chance of being selected (Curtis et al., 2013). For the quantitative part of the research, recruitment letters were sent to all graduate students' emails, as a result every graduate student had an equal opportunity to become a participant.

Non-probability purposive sampling was adopted for the qualitative interviews. The survey proceeded with the interviews, therefore, only those who had participated in the survey were asked to participate in the interviews. This way, interview participants were familiar with the guiding questions of the research, which aided them in providing richer data. Participants were invited to the interview through the invitation message that appears at the end of the survey. This invitation message contained a link which could click participants to express their willingness to participate in the interviews.

One international university of Kazakhstan was chosen as the research site of the current study. There are several reasons for choosing this site. First, this university fits three basic characteristics of international universities provided by Macaro (2015) which are the use of English as a medium of instruction, international teaching staff, and international students. Hence, it is an international university. Second, this university provides variety of graduate programs in education, public policy, and business. It allows the study findings to be more generalizable. In addition, the faculty members are mostly international; therefore, this fosters English language communication between students and the staff. Also, there is access to international knowledge, which is English-dominant. All these characteristics create a native-English-like environment at this university.

Instruments

In order to get the general picture of participants' perceptions of EMI in higher education, a quantitative **survey questionnaire** was employed as the first instrument. With the help of this survey questionnaire it is easier to cover a large population and get large numbers of data that allows a generalization to real-world settings (Muijs, 2011). Also, it will be easy to guarantee participants' anonymity which is the main precursor for more candid answers. Therefore, conducting a questionnaire is best suited for exploring opinions, perceptions, and feelings (Creswell, 2014).

The survey questionnaire was developed on the base of previous research studies on learners' perceptions in terms of motivation, anxiety, and achievement in EMI (See Appendix A). It is divided into three main parts: items on motivation, items on anxiety, and items on achievement with each of them containing 20 questions. Overall, the survey comprises 60 seven point Likert scale question items asking the participants to assess the degree to which they agree with the statements about motivation, anxiety, and achievement in their EMI program and 5 questions about participants' background information. The first part of the survey about learning motivation focused on the four types of motivation: instrumental, integrative, intrinsic, and extrinsic. The second part about anxiety covers items about the fear of negative evaluation anxiety, communication anxiety, and test anxiety. The last part deals with the skills, knowledge, personality-improvement, and opportunities which can be gained in EMI programs. The questions were created in accordance with the theoretical framework which is the socio-educational model for second/foreign language learning by (Gardner, 2010).

One-on-one **semi-structured interviews** were adopted as a second instrument for the qualitative part to elicit detailed information from participants, and to demystify the findings from the survey questionnaire (Creswell, 2014). Also, semi-structured interviews give an opportunity for an interviewer "to be free to explore, probe, and ask" (Curtis et al., 2013, p. 115). Another advantage of face-to-face interviews is that "researchers may also prejudice participant answers, knowingly or unknowingly, through their comments or body language" (Creswell, 2014, p. 240). This study benefitted considerably from the adoption of semi-structured interviews which were conducted after the survey because it explained the data collected in the survey and enlarged it. Participants of the interview were asked to answer 11 questions (See Appendix B). Each question was followed with probes. Participating in the interview took approximately 25-45 minutes.

In addition, perception, the main concept of this study, is usually explored through interviews because it allows a researcher to understand the meaning of an experience for an individual or social group (Munhall, 2012). Furthermore, perceptions of people can reveal something new and important, which can be a valuable contribution to research (McDonald, 2012). Therefore, an investigation of perceptions with the help of interviews with open-ended questions might be crucial for revealing unique findings.

The effectiveness of the instruments mentioned above has already proven by researchers who conducted studies on the topic of students' perceptions of EMI since most of them used the combination of survey questionnaires and interviews (Byun et al., 2011; Hu & Lei, 2014; Hou et al., 2013; Sert, 2008; Yeh, 2014).

Data Collection Procedures

This section describes quantitative and qualitative data collection procedures.

After receiving ethics approval from the Nazarbayev University Graduate School of Education Committee review board in November, 2018, the researcher started the process of data collection. She identified three gatekeepers from three different graduate schools who provided her with the email addresses of students. The gatekeepers received all the necessary information about this research study such as research purpose, tools, significance, and benefits and risks of the study.

After gaining the email addresses from the gatekeepers, an invitation letter with a link to the informed consent form and the survey were sent to all graduate students' email addresses at the beginning of December, 2018. Students who were interested in the study could click the link of the survey. The first page of the survey had the informed consent form (See Appendix C). After reading the consent form and clicking the button "I have read the consent form and agree to proceed", a student could start answering the

questionnaire if he or she agreed to participate. At the end of the survey there was an invitation message for participation in the interview. Survey participants who were interested in participating in the interview clicked the button "I am interested in participating in the interview". By this way first six participants were chosen for the interview. After reaching the requisite number of participants for the interview, the page with the invitation to the interview was deleted from the survey.

However, reaching the necessary number of participants for the survey was not easy for the researcher. After first sending the invitation letter, there were only about 40 responses. After the second trial the number of respondents reached approximately 70. The slow growth of participant numbers was because the invitation letter was sent to the whole cohort of students, not individually. Finally, for a third time, the invitation letter was sent individually to each student. This enabled the accumulation of 200 responses. Sending a kind reminder a week later gave the researcher the chance to reach half of the overall population which was 248.

After finalizing the quantitative data collection, the researcher analyzed briefly analyzed the results of the survey in order to take them into consideration for the interview. Then the researcher contacted the participants who had agreed to participate in the interview to arrange the time and place for it. The location and time for the interviews were chosen by the participants. The interviews were held outside the participants' studying area. The safety of the interview location was of primary importance and mentioned before the interview participants were acquainted with the informed consent form and asked to sign it. This allowed participants to feel free and open to respond, and it was helpful that the researcher was friendly and a good listener. During the interview the researcher took field notes and used probes to get more accurate data. The interviews were recorded with the permission of the participants.

Data Analysis Approach

This section is devoted to the description of approaches used to analyze the collected quantitative and qualitative data.

For quantitative data analysis, the researcher used IBM SPSS Statistics 24 program to get descriptive statistics of the data (See Appendix D). For an inferential analysis of the quantitative data, Spearman's rank-order correlation was used to reveal statistical differences between the correlation between learning motivation, anxiety, and achievement (Muijs, 2011). This is because the variables of the survey of this study are ordinal.

For qualitative data analysis, first, the recorded interviews were transcribed manually (See Appendix E). The transcription of the interviews allowed the researcher to get a broad picture of data and its meaning (Cresswel, 2014). After reading the scripts of the interviews several times, codes, themes, and categories of the data were developed manually (Basit, 2003). Initially, all the codes derived from the data were categorized into themes. Next, the major themes were categorized into the three primary categories of the study: motivation, anxiety, and achievement. Then, these categories were organized in compliance with the research questions of the study. In the findings part, each code was supported with the participants' quotes. Finally, with the help of participants' responses, the research questions were satisfactory answered.

The results of the survey and interviews were combined to draw inferences for the findings.

Ethical Considerations

Anonymity and confidentiality.

In this sub-section the attempts to protect the anonymity of participants and the confidentiality of the data are discussed.

In order to guarantee participants' anonymity and information confidentiality, the researcher has completed CITI training that broadened her understanding about conducting research in an ethical way. Also, the participants of the survey and interviews were provided with an informed consent form which was signed by them and provided them with a guarantee of participant anonymity and information confidentiality.

For participant anonymity purposes the names of participants were changed and pseudonyms were given to each participant. For example, the researcher used the following names for the interview participants: Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, and Participant 6. In order to protect the anonymity of the participants the name of the research site will not be announced throughout the study. In addition, during the data collection process, participants were not requested to provide any identifiable information about themselves, such as their name, residence, or telephone number. This allowed participants to feel confident in sharing their perspectives (Curtis et al., 2013). Also, conducting interviews outside their study area helped the researcher ensure anonymity.

For confidentiality purposes the researcher kept the data gained from the participants in her personal computer protected by a password which was solely kept in the personal room of the researcher. Within the whole process of conducting research the researcher treated the data as confidential and did not share it with other participants or anyone else outside the study (Creswell, 2014). Only the researcher had access to the raw data. The data will be destroyed after thesis submission. The data was not disclosed to any other people: the audio recordings and notes were not published (Curtis et al., 2013).

Risks of the research.

As the current study is about learners` perceptions of learning motivation, anxiety, and achievement, possible psychological risks could appear because, during the interviews, they were asked about their anxiety in EMI that might cause negative feelings, anxiety, or frustration. To minimize such risks several steps were taken. First, participants were recruited on a voluntarily basis and kept informed about this throughout the interview. Second, before the data collection, participants were asked to read and sign the informed consent form that informs them of possible risks for participants (Creswell, 2009). Third, participants were informed, both verbally and in the consent form that they have the right to stop the data collection process at any moment they want and withdraw from the study. Also, the researcher tried to formulate the survey and interview questions in a way that they did not cause any emotional discomfort, negative feelings, or possible stress in the participants.

Benefits of the research.

There are several reasons that make the study beneficial. First, students could benefit from the current study by self-reflecting while answering the questions of the survey, or after it. Some survey participants contacted the researcher and expressed their thanks because, according to them, participating in the survey helped them to realize the benefits of studying in their EMI program. In addition, the interview could help them to better realize the benefits of EMI, and some interviewees mentioned this point after the interviews. Second, with the help of findings teachers and administrators will have an opportunity to understand challenges that are encountered by students and can approach them to try to solve them, or they will understand strengths of EMI to improve these further. Third, researchers will see areas for further research or will gain knowledge about graduate students` perceptions of EMI. Lastly, policymakers will have a picture of which aspects of EMI policy should be improved.

Conclusion

To sum up, this chapter provided the explanation and justification of the research design, research instruments, sampling strategy and research site, data collection procedures, data analysis approaches, and ethical considerations. The following sections will focus on the findings and discussion of the collected data.

Chapter 4: Findings

The current study aims to investigate graduate students` perceptions of EMI in terms of their learning motivation, anxiety, and achievement. In order to achieve this aim, the study poses two primary research questions and three sub-questions. They are:

1. What are graduate students` perceptions of EMI in terms of learners` learning motivation, anxiety, and achievement?

The sub-questions are:

- What are graduate students` perceptions of EMI in terms of learning motivation?
 - What are graduate students` perceptions of EMI in terms of learning anxiety?
 - What are graduate students` perceptions of EMI in terms of learning achievement?
2. How are graduate students` learning motivation, anxiety, and achievement correlated with each other?

This chapter presents the findings that emerged from the two data collection instruments, the questionnaire and individual interviews. The findings were organized and reported in line with the two main research questions and three sub-questions which guide this study. Accordingly, the findings have been presented in two main sections. The first section is devoted to the findings about graduate students` perceptions of EMI; it is divided into four parts, which help highlight learners` perceptions of EMI in terms of motivation, anxiety, and achievement. The second section is dedicated to the correlation between learners` motivation, anxiety, and achievement.

RQ1. What are Graduate Students` Perceptions of EMI in terms of their Learning Motivation, Anxiety, and Achievement?

This section presents research findings on master's and PhD students' perceptions of EMI. It was revealed that all 250 students who participated in the survey and all 6 students who took part in the interview perceive programs conducted in English positively. In order to present findings on students' perceptions of EMI in detail, this section has been divided into four sub-sections. In the first sub-section, which is called graduate students' perceptions of EMI in terms of motivation, the reasons for their positive perception are provided in detail. In this section, four major themes that are related to motivation emerged, namely access to information, better career opportunities, language skills enhancement, and opportunities for professional excellence. The findings in the second sub-section on learner's anxiety in EMI are presented under four themes: communication anxiety, evaluation anxiety, writing anxiety, and anxiety in the initial steps in an EMI program. The third sub-section about learners' achievements in EMI is organized according to the four themes, namely skills improvement, knowledge expansion, positive influence on personality, and opportunities in EMI. The final sub-section presents findings on the recommendations of students for EMI program improvement.

Quantitative Findings

General overview of the quantitative data.

This subsection aims to provide an overview of the collected quantitative data presenting the general picture of the situation. Here, the internal reliability of the instruments and general trends of the data are given. In order to measure learners' perceptions of EMI in terms of motivation, anxiety, and achievement, descriptive statistics in SPSS and inferential analysis with Spearman rank order correlation were conducted.

Internal Reliability of the Instruments. In order to measure the statistical reliability of the questionnaire items of three sub-tests, which are motivation, anxiety, and achievement, Cronbach's alpha of the seven Likert-scale sub-tests was used (see Table 1).

All sub-tests had an equal number of items, consisting of 20 questions each for a total of 60 questions. Cronbach's Alpha coefficients of each sub-test equals $\alpha=0.932$, $\alpha=0.929$, and $\alpha=0.956$ respectively, making each test highly reliable (Table 1).

General Trends. Table 1 demonstrates that the level of motivation and achievement among graduate students is higher than moderate ($M=5.71$, $SD=1.291$ and $M=5.93$, $SD=1.040$ respectively). According to Table 1, students feel moderately anxious studying in EMI program ($M=3.92$, $SD=1.620$).

Table 3.

Descriptive Statistics and Cronbach's Alpha Coefficients of sub-tests

#	<i>Sub-test</i>	Min.	Max.	Mean	SD	A	N
1	Motivation	1.1	7	5.71	1.291	0.932	20
2	Anxiety	1	7	3.92	1.620	0.929	20
3	Achievement	1.15	7	5.93	1.040	0.956	20

Note. SD = Standard Deviation; α = Cronbach's Alpha; N number of items in the scale.

RQ 1.a. What are graduate students' perceptions of EMI in terms of their learning motivation?

The descriptive statistics in the table below demonstrates the extent of the four types of motivation with regards to graduate students choosing to study in their EMI program. As a group the participants of the current study display an above-average level of instrumental motivation studying in their EMI program (see Table 2). The mean related to the items about the students' instrumental motivation is above the midpoint value ($M=5.71$). It was revealed that the level of integrative motivation of the survey respondents is quite high, indicating a mean of $M=5.90$ out of seven. The mean for intrinsic orientation points is fairly high ($M=5.84$), and the mean for extrinsic type of motivation is above the midpoint value ($M=5.22$). In brief, the integrative type of motivation is the most

widespread among the participants, and thus has the highest value, while the extrinsic has the lowest of the three.

Table 4.

Means of the Motivation sub-test items

#	Motivation sub-test	Mean	SD
1	Instrumental Motivation	5.71	1.320
2	Integrative Motivation	5.90	1.222
3	Intrinsic Motivation	5.84	1.240
4	Extrinsic Motivation	5.22	1.439

The bar-chart illustrated below shows the comparison between four types of motivation means (see Figure 3). The level of integrative motivation is slightly higher than the other three types of motivation. The second most popular type of motivation is intrinsic orientation which is slightly higher than the level of instrumental motivation. The lowest level of motivation among graduate students is extrinsic motivation.

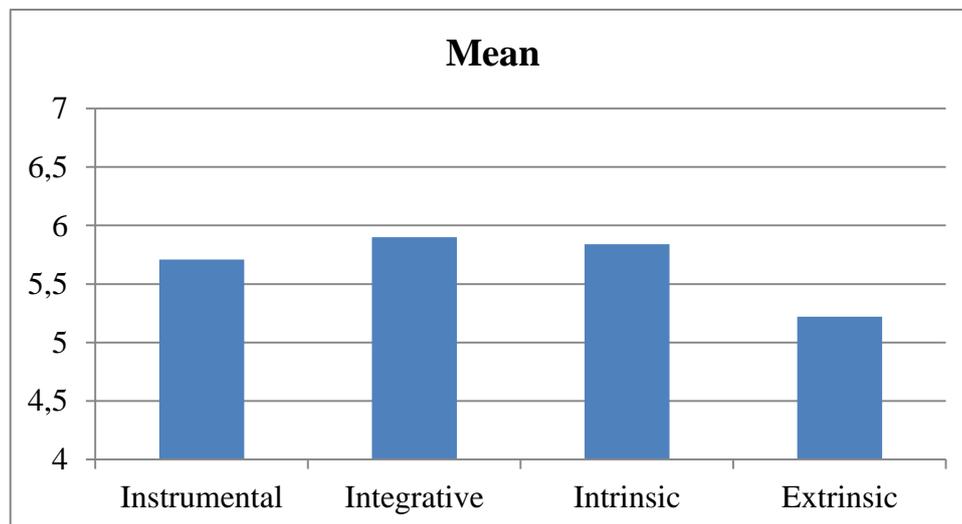


Figure 4. The comparison of the Motivation Orientation means

RQ 1.b. What are graduate students` perceptions of EMI in terms of their learning anxiety?

The table below illustrates the descriptive statistics of learning anxiety encountered by graduate students studying in EMI in relation to three types of anxiety (see Table 3). According to the table, learners feel moderate levels of anxiety all three categories. The mean for communication anxiety is slightly higher than the other two ($M=3.96$). Learners are moderately anxious due to the fear of negative evaluation from their teachers or peers ($M=3.90$). The mean for test anxiety is slightly lower than that for the other two categories ($M=3.88$). In short, communication anxiety is the most dominant among EMI graduate students, while test anxiety is the least prevalent.

Table 5.

Means of the Anxiety sub-test items

#	Anxiety sub-test	Mean	SD
1	Communication Apprehension	3.96	1.596
2	Fear of Negative Evaluation from Teachers or Peers	3.90	1.631
3	Test Anxiety	3.88	1.657

According to Figure 4 illustrated below, *communication apprehension*, as compared to *fear of negative evaluation* and *test anxiety*, cause the highest discomfort. The fear of negative evaluation is the second reason for learners feeling anxious studying in EMI programs. Survey respondents show that test anxiety is the least important reason for their anxiety in comparison to the other two types of anxiety.

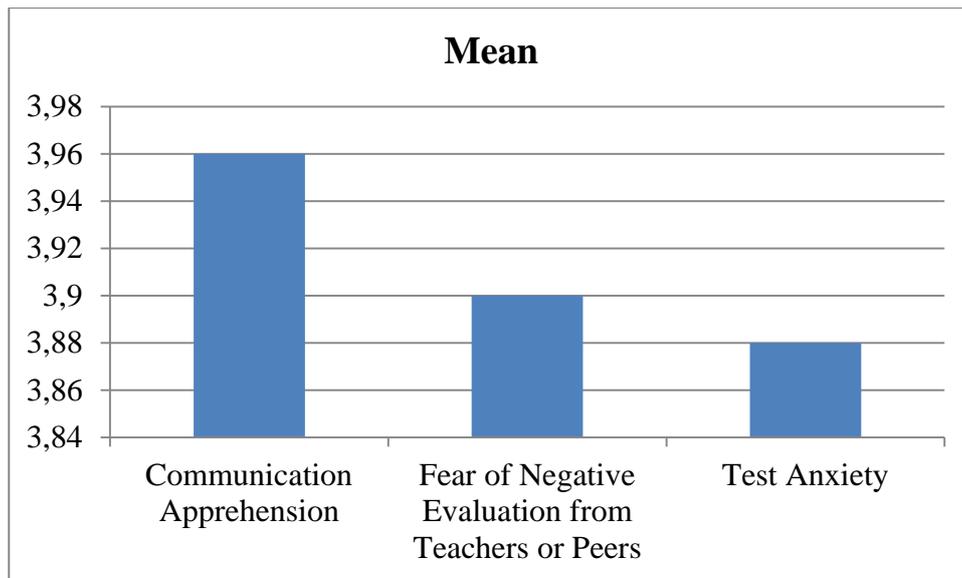


Figure 5. The Comparison of the Anxiety Orientation Means

RQ 1.c. What are graduate students' perceptions of EMI in terms of their learning achievement?

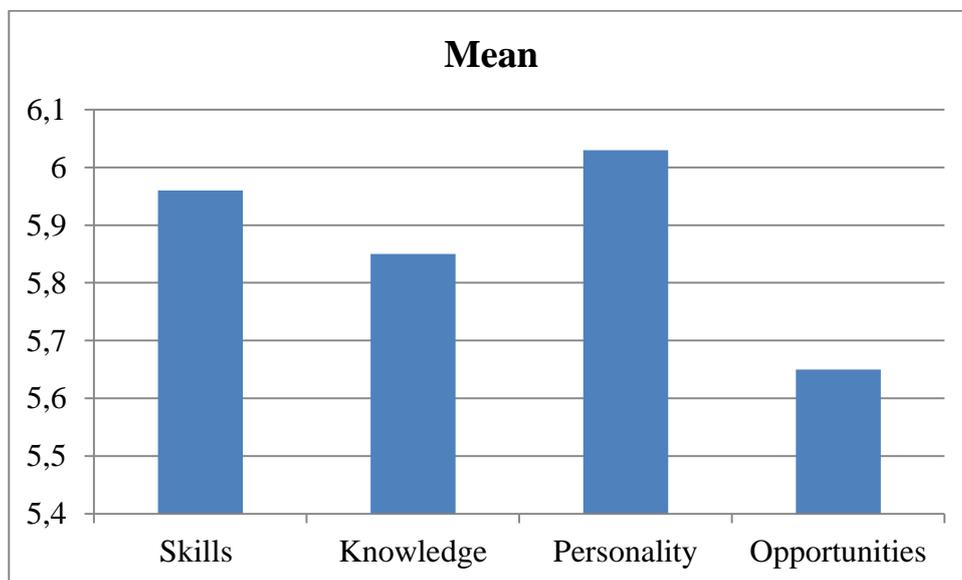
The table provided below gives descriptive statistics of the achievements of learners' studying in the EMI program (see Table 4). The mean for the skills acquired by the learners equals $M=5.96$, indicating a fairly high level of achievement in terms of skills. The mean for knowledge is relatively high ($M=5.85$). Personality is the highest achievement for learners studying in the EMI program ($M=6.03$), and the mean for opportunities is above-average ($M=5.65$). Overall, the participants' highest achievements were related to their personality, while opportunities taken were the least significant achievements.

Table 6.

Means of the Achievement of Sub-Test Items

#	Achievement sub-test	Mean	SD
1	Skills	5.96	1.192
2	Knowledge	5.85	1.076
3	Personality	6.03	0.993
4	Opportunities	5.65	1.224

The comparison of the means among the types of achievements of learners of the EMI program is illustrated in the bar-chart below (see Figure 5). The highest achievement for learners is related to their personality. The second and third important achievements are skills development and knowledge improvement respectively. Opportunities are the last valuable achievement for respondents in comparison with other three categories.

*Figure 6.* The Comparison of the Achievement Orientation Means

In conclusion, the quantitative data indicate that graduate students perceive EMI programs in a positive way. The reason for this is their high levels of motivation, moderate levels of anxiety, and high levels of achievements. This quantitative data will be expanded

and further explained by the study participants in the next section where qualitative data is presented.

Qualitative Findings

RQ 1.a. What are graduate students' perceptions of EMI in terms of their learning motivation?

This part presents findings related to students' perceptions in relation to the five themes that emerged from the interviews with six participants. The themes were about learners' motivation to study in the EMI and are categorized under four main types of motivation which are instrumental, integrative, intrinsic, and extrinsic motivation. Each type corresponded to the following themes: 1) better career opportunities (instrumental), 2) access to information (integrative), 3) opportunities for professional excellence (integrative), 4) skills enhancement (intrinsic), and 5) demand of labor market (extrinsic).

Instrumental motivation.

The first theme that was found to serve as a motivating factor for studying in the EMI program relates to better career opportunities, which refers to the instrumental motivation. According to the respondents, studying in the EMI program affords them the opportunity to work for international organizations and earn a higher salary. All participants of the interview believe that studying in an EMI program is helpful for getting a better job. For example, one participant said that it is "an advantage, if you want to work in international organizations or other prestigious jobs" and "it gives you a comparative advantage in the labor market" (Participant 3). "Studying in English opens opportunities to work abroad. It does not limit me to one country, but to the wider world" was the way one participant expressed her opinion (Participant 5). Two of the participants responded that having a major in English can open avenues to a higher salary. For example, "if you want a better salary, it (having studied in English) is an advantage" (Participant, 3), or "it will help

you to get a higher salary because I can communicate in English” (Participant 5).

“Knowing your major in English is a skill which allows you to become a professional at the international level” was the way one participant phrased it (Participant 1).

Integrative motivation.

The second theme that was found to be the primary rationale why students perceive EMI positively is the access to a wide range of information which refers to the integrative motivation. This is the primary reason for students perceiving EMI positively. All interview participants explained that all the latest and detailed information about any profession is in English. They state that “you have so many sources that you can find online, in libraries, or wherever” (Participant 6) and “all scientific, technical, and humanitarian materials are in English. Therefore, when we study in English we can reach the education of the international level” (Participant 1). According to all six interview participants, studying their major in English allows them to locate resources which do not exist in their first or second language online as well as in hard copy and “you have access to this information only because you know the language” (Participant 5). For example, listening to international radios, watching you tube videos opens avenues that allow them to gain information about any topic. As reported by one of the interview participants, studying in English is especially beneficial for “locating resources for literature reviews and looking for the information about academic writing”, which are the primary activities of their graduate education (Participant 5). In addition to this, it was stated that studying their profession in English is beneficial because it enables them to understand their foreign counterparts:

For example, famous financiers and economists give their interviews in English. In order to understand them I need to familiarize myself with the financial and

economical terminology in English very well because their interviews are usually not translated into my mother tongue or in the Russian language. (Participant 2)

Two interviewees added that information about everything can be found in English from the Internet, and such information is presented in “a very clear and creative way”, and also includes “animation which make the materials attractive” to view and learn from (Participant 2). Such eye-catching materials are not available for them in their first or second language. Therefore, it is easier for learners to study in English.

Additionally, it was revealed that the teaching staff of EMI programs is considered as the main source of valuable knowledge. As stated by two interviewees, mostly international professors work in EMI programs and “they are well-educated as they have studied in universities abroad” (Participant 3) and “went through the international education system themselves” (Participant 6). They explain that such professors assist them with broadening their outlook and share their knowledge gained from international universities. Moreover, being proficient in an international language allows EMI professors to be aware of “up-to-date teaching methodologies”, which is beneficial for learners' knowledge and understanding (Participant 6).

Overall, studying in the EMI program gives them access to “global level knowledge” (Participant 1), hence, it makes them “more educated” (Participants 1-6).

The third theme, which is called opportunities for professional excellence, refers to studying opportunities abroad, attending conferences, seminars, and workshops, and publishing articles, which is related to the integrative motivation. All participants were found to be motivated to study in EMI programs because this opens opportunities for them to continue their studies abroad. “It opens opportunities for me to get internships and study in PhD programs. It doesn't limit me to one country or to just a neighboring country, but to the wider world” was the way one interviewee expressed her opinion (Participant 5). Most

of the respondents remarked that studying in the EMI program opens avenues to participate in various conferences and seminars. For instance, Participant 1 says that “by attending international conferences and seminars one gets a chance to be acquainted with students and professors from different backgrounds, who might influence or deepen their understanding and education and broadening their horizons”. Furthermore, according to Participant 5, an interesting integrative motivation for choosing the EMI program, was that it provides learners with publication opportunities. Studying in English “opens me an opportunity to publish my papers in different journals” was the way she phrased. Overall, all participants are motivated to be a part of the EMI program because of opportunities for professional excellence including research skills development, the demonstration of their research work at conferences, and publishing in academic journals.

Intrinsic motivation.

Skills enhancement, which is outlined as the fourth theme, is one of the main reasons for learners' motivation for studying in programs conducted in English and it refers to the intrinsic type of motivation. As reported by the interviewees, studying in their EMI program provides the opportunity for them to improve their skills, especially their English language skills. All the respondents expressed that through being students of EMI courses one can practice English language skills. By language skills they mean those that are related to their academic tasks, like listening, speaking, reading and writing. For example, “it (studying in English) is a good chance to improve your English” (Participant 4) and “it helps us to develop our presentation skills in English and some discussion skills so we can be able to use language well, deliver what we want, and boosts my confidence on my language” (Participant 5) were the ways how participants expressed their motivation to study in English. Studying in the EMI program “is the way for me to increase my

language competencies. I would be able to improve my speaking and writing skills.

Writing was my initial purpose because my writing was not that good” states Participant 6.

Two other interviewees noted that studying in EMI classes “enables students to be successful in the IELTS examinations” because the EMI environment provides an opening for the enhancing of all the necessary skills necessary for IELTS. (Participant 1). In addition, Participant 3 claims that “if I did not study in English, it would be difficult for me to prepare for IELTS”. The majority of the interviewees pointed out that studying their major in the English language is something new and challenging for them. This idea was well expressed in the following quote:

When you have instruction given in English, you accomplish tasks in English. I feel like it is more academic. You feel like you are doing more than just using this language. So, it is kind of pushing yourself forward, you are kind of pushing you limits. So, this challenge makes me motivated (Participant 6).

Overall, the motivation to acquire academic English is one of the major reasons why these students prefer to study in EMI programs.

Extrinsic motivation.

The fifth theme is called the “demand of the labor market” which refers to studying in EMI programs as a growing demand of the job market and is related to the extrinsic type of motivation. All participants of the study agree that, nowadays, being educated for one’s profession in English is “highly required” (Participants 1-6). “International organizations need those who know their specialty in English” and “studying in English can affect the employer’s choice” were the ways this finding was phrased by the participants (Participant 5, Participant 6). The participants explained this by expressing the fact that nowadays, being educated in English is required at workplaces, especially in international organizations, and is considered prestigious in the labor market. Hence, the desire to get a

prestigious job and high salary by meeting the requirements of the labor market was a type of extrinsic motivation that pushed the students to study in their EMI program.

Although students expressed positive perceptions on studying in EMI programs through various types of motivation, the data analysis revealed some difficulties that cause learning anxiety among them, which are presented below.

RQ 1.b. What are graduate students' perceptions of EMI in terms of their learning anxiety?

This sub-section is devoted to the learners' perceptions of EMI in relation to the learning anxiety they encounter during their studies. It focuses on the four themes which emerged while the data was being collected, namely, the themes related to communication anxiety, evaluation anxiety, writing anxiety, and anxiety in the initial steps of being in an EMI program. These themes fit under the following types of anxiety, communication apprehension, the fear of negative evaluation, and test anxiety.

Communication apprehension.

The second group of findings is related to the communication type of anxiety. Here, the participants are concerned about the understandability of their speech to their peers and teachers, feeling frustrated while making presentations, feeling anxious about talking to peers, and the unclear speech of their teachers. Two of the interviewees indicated that they worry about whether their speech is understandable and whether their peers and teachers understand them when they participate in discussions or make presentations, while the other four expressed confidence about understandability of their speech. Some representative comments include:

The thing I worry a lot about is when Q&A sessions begin. I worry that I may not understand some of the questions. Sometimes people ask me to repeat my sentence. Then I worry that my pronunciation is not so good. One day I got so many

questions asking me to repeat my sentence. That time, I doubted that my English was good. I cannot express myself in English very well (Participant 3).

Secondly, as it was expressed by another two respondents, presenting in English in front of a large and unfamiliar audience provokes anxiety. One of them explained this by stating that “outsiders first judge them according to their language competencies” (Participant 6). Thirdly, one of them stated that she feels frustrated “talking to peers whose English is better than hers” (Participant 4). Fourth, when the professor’s speech is “unclear and incomprehensible”, it can cause considerable frustration and precludes any meaningful dialogue between the professor and the students (Participant 3). This was the way one interviewee explained this issue. However, according to more than half the participants, students do not experience communication anxiety when they converse with their professors, especially foreign ones or native speakers, because they say that “foreign professors and English native speakers do not pay attention to your grammar and vocabulary” (Participant 1).

Fear of negative evaluation.

Third theme is evaluation anxiety, which is twofold: receiving negative feedback from peers and teachers, and being evaluated for grammar, word choice, and pronunciation. The former was explicated by most of the respondents as when your peers or teachers point your weak points in terms of speaking or writing, it brings out feeling of anxiety in them and affects their self-confidence. However, they also find it facilitative. Some representative comments include: “First, I feel a bit anxious and frustrated because nobody likes getting negative feedback. However, then I would probably ask them how they would you advise me so that I do not make the same mistake the next time” (Participant 6). Another example is the following: “While working in a team or in peers, when others correct my writing and speaking, I feel frustrated and then I start to doubt that

my English is good” (Participant 2). The latter is about evaluation of English grammar, vocabulary, and pronunciation in content subjects. Almost all the interview participants expressed that when professor pays a lot of attention to the grammar or pronunciation, it acts as a catalyst for losing concentration on the content.

When they (teachers) give you feedback, they give a lot of feedback on your grammar use. You think about articles, about tenses. And these things make you anxious because you are thinking not about the content, but rather about the language... While writing I do know that some professors pay a lot of attention to grammar and vocabulary use. When I do know that my grade depends on my use of grammar or vocabulary but not on my content or ideas, I feel a bit anxious (Participant 6).

Nevertheless, all of the interview participants recommend that teachers pay attention to the functional features of the language without grading them. Instead, teachers should provide them with some feedback because they highlighted that giving constructive feedback instead of grading, which is a facilitative and motivating action, is much more effective for learners.

Test anxiety.

Writing anxiety was the first and dominant type of anxiety that surfaced during the interview. As it was revealed, the most widespread activity that arouses the most considerable learning anxiety is writing tasks, especially academic papers. To be precise, half of them indicated that the rationale for this kind of anxiety is their limited academic vocabulary. As reported by Participants 1 and Participant 2, a low level knowledge of academic vocabulary also acts as a precursor for the anxiety about “paraphrasing” and “delivering thoughts in a clear and concise way”. “Even though I read a lot, I understand my topic very well, and my English is quite high, I still cannot express myself clearly, and

by the end of the day, I just write one sentence” was the way one participant expressed (Participant 5). The structure of academic writing is the concern of another respondent who said “I spend a lot of time for writing academic papers because it requires certain structure” (Participant 1). All the participants explained that the reason for such frustrations is their lack of preparation before the start of their studies in the EMI program. For example, Participant 5 claimed that “that is because we are not used to write from our childhood, to express our thoughts in a written form, and we are not taught at school and university to write academically. So, we have very little experience”. Overall, the participants are highly concerned about their academic writing because of the disadvantages posed by their limited vocabulary and their inexperience in writing.

The fourth theme is about the feeling of anxiety aroused in the initial stage of learning in an EMI program which is referred to the test anxiety. All six interview participants highlighted that at the beginning of their studies, they encountered a feeling of frustration. The rationale for this points to is their lack of experience with EMI instruction. For most of them, it was the first time studying the content in English. As a consequence, listening to professors and their peers in English; reading a lot of scholarly articles in this foreign language; writing academic papers, without having any understanding of paraphrasing, argumentation, or analytical writing; being acquainted with new specific terms; and discussing academic topics in English were extremely unfamiliar tasks which created this learning anxiety within them.

Even though students encountered all these types of anxiety, they could achieve a lot of academically while studying in their EMI program.

Recommendations of students for EMI program improvement.

This sub-section looks at the students` recommendations for improving their EMI program and is based on the respondents` own experiences in EMI programs. The reason

for including their recommendations is that I believe that these recommendations can reveal the factors for learners' anxiety. If students make a recommendation, it means that they are encountering or have encountered feelings of frustration about such programs. Hence, we can reveal the reasons for their anxiety by examining their recommendations. Firstly, it was recommended by two participants "to increase the required IELTS band" to be accepted in an EMI program because in order to effectively study academic content in English, the required IELTS band of 6,5 is insufficient (Participant 3; Participant 4). This might make it possible for students to avoid language anxiety. Secondly, two other interviewees pointed out the significance of launching zero year programs for master's and PhD students where they can be prepared "linguistically and culturally for the English environment and academic culture" (Participant 1). Thirdly, another participant expressed that it would be profitable for learners if preparation courses were provided before the start of the academic semester. The participant added the following comments:

I would recommend some kind of preparation course, and it can happen in summer before we get here. It would be great to have 2-week courses that can help us to integrate into this atmosphere of studying in English. It would make us ready for what is expected of us here. It's very stressful when you get to a program like this one, and you can be punished straight away, or you have to have a serious discussion with the vice-dean about plagiarism. Maybe that is faster, but it is more stressful (Participant 5).

Fourthly, according to Participants 1 and Participant 5, the provision of additional writing support by organizing "more classes on writing in the beginning of the first semester and writing blocks" (Participant 1) would be beneficial. Lastly, as reported by one interviewee, having "more international students and more international professors" would positively influence students' motivation to study in EMI programs (Participant 1).

Hence, it is recommended to employ more international representatives to teach in these programs. From these recommendations, it can be concluded that most of students' concerns are associated with difficulties both with academic writing and with adapting to EMI programs in the first semester.

RQ 1.c. What are graduate students' perceptions of EMI in terms of learning achievement.

This sub-section focuses on findings related to the achievements of learners who are studying in EMI programs. The findings are presented under the following four themes that underscored the learning achievements of the participants: skills improvement, knowledge expansion, positive influence on personality, and opportunities in EMI.

Skills improvement.

First, according to all six interviewees, it was revealed that EMI environments gave students the space to enhance their skills, especially their language and research skills, as well as their soft skills. In terms of the former, all respondents expressed that studying content subjects in English fostered a considerable increase in their English language competencies in the skills of reading, writing, speaking, and listening. For example:

Before in Azerbaijan, I never communicated in English with my peers, but now, being abroad, has helped me to improve my speaking skills. Then because we are writing thesis, and as it is a new topic for me, I need to read a lot in English, and this is helping to improve my reading skills. Everyone speaks in English with us and teachers are international, so it's also improving my listening skills. We need to write many more English academic essays, but still, in each class, we have many memos and analysis papers to write, which also improves my writing skills
(Participant 3).

EMI was especially advantageous for their academic writing skills. Academic writing enhancement was pointed out by all the respondents. For instance, Participant 6 expressed “Now I can build argumentation quite well. I can build links between ideas. I can provide well-developed essays and writings”. “Because I read a lot, my writing has changed” was the way Participant 5 described this. Half of the respondents stated that this enhancement encouraged them to further enlarge their English vocabulary to better express their thoughts in English, and that these improvements in their writing is because “they practice a lot”.

All six interviewees became more adept at conducting research. On this point, they announced that studying in English has provided them with a lot of opportunities for advancing and honing their research skills: “I do think that it impacts my research skills because the English language can help you find a lot of information about how to conduct research and locate resources for this research” (Participant 6). According to half of these interviewees, studying in English is vitally important for their public speaking and presentation skills to progress because “presenting in various international conferences” assisted them in becoming confident about their presentation and public speaking skills (Participant 3). The other half claimed that the EMI environment provides the space for them to enhance their networking skills as they “study here with international students from different countries with different backgrounds” and “attend various conferences and workshops where we can talk with different people” (Participant 3; Participant 5). In addition, EMI is seen as being profitable for the growth of the respondents' analytical and critical thinking skills, and one respondent added improvements to leadership skills and in the ability to conduct team-work to this list because “in EMI there are different interesting activities, and most of them are peer work and group work assignments” (Participant 1).

Knowledge expansion.

The second theme, which is knowledge enhancement, refers to the learners' knowledge and understanding gained while attending different international conferences, seminars, workshops, and internships, having access to international resources, and learning from EMI professors. "At conferences I see a lot of people with different and interesting opinions and ideas" and "I broaden my horizons learning from my international professors" were the way Participant 1 and Participant 4 formulated this experience.

Positive influence on personality.

The third theme, personality, indicates positive changes that occur in learner's behaviors and identities. Interestingly, as reported by two participants, studying in English turns learners into global citizens. Participant 6 expressed it as follows:

I think I became more open-minded. Before entering the program, I was generally very biased. I was not that inclusive. The more you study in English, the more you study various cultures. So, it kind of makes you look at your culture, not in that one-sided view; now you are more than Kazakh or Kazakhstani, you are a global citizen (Participant 6).

Another participant added to this point by stating that studying in English made her "even more tolerant because I now know how to communicate with international students, professors, and people around the world, so English is what unites us" (Participant 5).

Moreover, one participant mentioned an interesting point about the opportunity of freely expressing their thoughts:

At the beginning of the program, I was quite shy; before expressing my ideas, I would think two or three times, or even four times before saying something or asking something. But now I express my ideas freely. I do not mind if people think that I'm asking something stupid because English as a medium of instruction is something that teaches you is that these types of questions are part of English

culture, and that any question is worth asking, and really, that no question is stupid.

(Participant 6).

Opportunities in EMI.

The fourth theme is opportunities. It implies that EMI provides unusual opportunities for its students, some of which include participating in international conferences, publishing articles, and becoming acquainted with many different people. “We study with students who have come from different countries. Studying with them helps us learn about their language, culture, history, and we discover how diverse people are” was the comment provided by Participant 1. All interview participants highlighted the fact that EMI afforded them the opportunity to attend various conferences and seminars, workshops, and internships, and make publications in international journals. All of them were able to benefit from these opportunities and became familiar with the research process.

In conclusion, the students perceived EMI programs positively which can be seen from their high levels of instrumental, integrative, intrinsic, and extrinsic motivation. Even though they encountered moderate levels of communication apprehension, fear of negative evaluation, and test anxiety, according to the qualitative data, they perceived these as facilitative. Therefore, the levels of achievements on their skills, knowledge, opportunities, and especially personality, were high.

RQ2: How are graduate students` learning motivation, anxiety, and achievement correlated with each other?

This section aims to present the correlation between learners` motivation, anxiety, and achievements while studying in the EMI program. It is divided into two main sub-sections which are devoted to the quantitative and qualitative findings respectively.

Quantitative findings.

The current section is devoted to the quantitative findings on the correlation between graduate students` motivation, anxiety, and achievement in the EMI program. The results of the questionnaire show that there is a moderate positive correlation between learners` anxiety and motivation, motivation and achievement, but a weak negative correlation between anxiety and achievement.

Since Spearman`s rank correlation is for the identification of a statistical dependence between the rankings of two variables, the quantitative findings on each correlation are presented according to the correlation between two items. Thus, the following correlations are presented: motivation and anxiety, anxiety and achievement, and motivation and achievement.

Table 5 below shows the correlation between learners` motivation, anxiety, and achievement on English language skills. The correlation between the motivation to develop their English language skills and their anxiety about their low English proficiency is positively weak ($r=.247$), while the correlation between graduate students` motivation to improve their academic English language skills and their achievement in enhancing their academic English language skills is positively moderate ($r=.326$). The correlation between learners` anxiety caused by their low English skills and their achievements in academic English development is positively weak too ($r=.153$) (See Appendix D).

Table 7.

Spearman`s Rho Correlation between Motivation, Anxiety, and Achievement about Language Skills

Spearman`s rho	
Motivation: I have been studying in the program conducted in English because I want to strengthen my English language skills	Anxiety: I get anxious when I get low marks because of my low English proficiency .247
	Achievement: The program conducted in

Spearman` s rho	English has contributed to my academic language skills improvement	
Motivation: I have been studying in the program conducted in English because I want to strengthen my English language skills		.326
Spearman` s rho	Achievement: The program conducted in English has contributed to my academic language skills improvement	
Anxiety: I get anxious when I get low marks because of my low English proficiency		.153

Table 6 demonstrates the positive weak correlation between the motivation of graduate students to improve their English academic writing skills and their anxiety about writing academic papers in English, which is ($r=.198$). There is a positively moderate correlation between the motivation and achievement on writing academic papers, and this correlation is ($r=.342$). However, the relationship between anxiety about writing academic papers and achievement on the writing academic papers is negative and the correlation is very weak or none as it is expressed as ($r=0.073$).

Table 8.

Spearman`s Rho Correlation between Motivation, Anxiety, and Achievement about Writing Academic Papers

Spearman` s rho	Anxiety: Writing academic papers (publications, research papers, thesis, dissertation etc.) makes me anxious because of its language complexity	
Motivation: I have been studying in the program conducted in English because I want to strengthen my writing skills of academic papers		.198
Spearman` s rho	Achievement: The program conducted in English has contributed to my academic writing skills improvement for research papers	
Motivation: I have been studying in the program conducted in English because I want to strengthen my writing skills of academic papers		.342
	Achievement: The program conducted in	

Spearman's rho	English has contributed to my academic writing skills improvement for research papers	
Anxiety: Writing academic papers (publications, research papers, thesis, dissertation etc.) makes me anxious because of its language complexity		-.073

Table 7 demonstrates the positive weak level of correlation between the learners' motivation to enhance their presentation skills and their anxiety about presenting formally in English ($r=.122$). As in the other examples given above, there is a positively moderate level of correlation between motivation and achievement on presentation skills improvement ($r=.393$). However, the correlation between anxiety and achievement is negative and weak as it is only ($r=-0.115$).

Table 9.

Spearman's Rho Correlation between Motivation, Anxiety, and Achievement about Presentation Skills

Spearman's rho	Anxiety: I find challenging to make a formal presentation in English	
Motivation: I have been studying in the program conducted in English because I want to develop my presentation skills in English		.122
Spearman's rho	Achievement: The program conducted in English has contributed to my presentation skills development	
Motivation: I have been studying in the program conducted in English because I want to develop my presentation skills in English		.393
Spearman's rho	Achievement: The program conducted in English has contributed to my presentation skills development	
Anxiety: I find challenging to make a formal presentation in English		-.115

Table 8 is another example that learners` motivation and achievement on the professional knowledge development is correlated positively and moderately ($r=.329$) (See Appendix D).

Table 10.

Spearman`s Rho Correlation between Motivation and Achievement about Knowledge Enhancement

Spearman`s rho	Achievement: The program conducted in English has contributed to my professional knowledge arise
Motivation: I have been studying in the program conducted in English because I want to strengthen my professional knowledge	.329

As for English speaking skills development, as represented in Table 9, the correlation between anxiety and achievement is negative and very weak or none ($r=-0,011$) (See Appendix D).

Table 11.

Spearman`s Rho Correlation between Anxiety and Achievement about Speaking Activities

Spearman`s rho	Achievement: The program conducted in English has contributed to my English speaking skills improvement
Anxiety: In speaking assignments (ex. group discussions or formal presentations) I worry about teachers` and my peers` judgments on my English	-.011

Table 10 shows a positive and moderate level of correlation between graduate students` motivation to participate in international conferences or seminars and their achievements in making presentations at international conferences ($r=.426$).

Table 12.

Spearman`s Rho Correlation between Motivation and Achievement about Participating in Conferences

Spearman`s rho	Achievement: Studying in the program conducted in English allows me to present my research papers at international conferences
Motivation: I have been studying in the program conducted in English because I want to be able to join international conferences and seminars	.426

The result of these quantitative findings highlight the fact that graduate students` motivation and anxiety is positively and weakly correlated. The learners` motivation to study in the EMI program is positively and moderately correlated to the achievements they have gained studying in the EMI program. In some categories, students` anxiety and achievement is correlated positively and weakly and in most categories negatively and very weakly.

Qualitative findings.

This sections aims to identify the correlations between learning motivation, anxiety, and the achievements of graduate students studying in the EMI program as revealed from the qualitative findings. According to the interview results, learners` motivation and anxiety are significantly correlated with their learning achievement in the following categories: language skills, academic writing, communication, negative evaluation, access to wider knowledge, job opportunities, and participating in international conferences and internships, all of which are presented below.

General trends.

Language skills. As it was revealed from the qualitative findings, there is a close correlation between graduate students` motivation and anxiety about and achievements in

their English language skills. According to all interview participants, although they all encountered considerable anxiety while learning new and specific terms at the beginning of their studies in their EMI program, their motivation to enhance their English language skills encouraged them to push themselves and work extra hard to achieve their desired language level. On this point, Participant 1 said that “now I do not have any anxiety about the academic language. Conversely, it reinforced my ability to read and to understand radio programs and newspapers such as The Economist, Time Magazine, The New York Times, and The Washington Post”. Participant 4’s utterances about her motivation, anxiety, and achievement are as follows: “It is a good chance to improve English. However, I used to feel anxious when the language of the materials was difficult and when writing academic papers. Now, I have improved my language skills, especially academic reading and writing”. Furthermore Participant 3 said that “it is a good chance to prepare for the IELTS examination”, and for Participant 6 “IELTS is a piece of cake” and she improved her IELTS score significantly due to her time spent studying in the EMI program. Participant 6 demonstrated a high correlation between her anxiety and motivation by phrasing:

“the challenge of studying in a foreign language makes me motivated because if it was in Russian or in Kazakh it would be too easy for me. I wouldn’t be that motivated. My program is in English, so I feel like there is some challenge, but still I am pushing myself”.

Academic writing. The interview results show a strong correlation between learners’ motivation, anxiety, and achievement on academic writing. Less than half of the participants highlighted that they came here in order to learn how to write academically. All the participants pointed out that they encountered acute anxiety about writing academic papers. For example, “writing academic papers caused me the biggest anxiety, especially paraphrasing and lack of knowledge of complicated words” (Participant 3) and “writing one page took me two or three days” (Participant 1). Fortunately, all the interviewees

highlighted that now they can cope with this difficulty and have made considerable improvements. The following quotes prove the extent of their achievements: "I published an article" (Participant 2), "I improved my academic writing significantly" (Participant 5), "After each assignment my anxiety becomes lower and lower" (Participant 3), and "now I can build argumentation well, I can build links between ideas, and provide well-developed essays" (Participant 6).

Communication. Interview participants` were motivated to develop their English speaking skills, yet they faced acute anxiety about speaking. However, they were able to cope with their anxiety and use it to achieve positive results. For example, Participant 2 said:

"In the beginning, I was shy. This program helped me to improve my speaking skills. I am much more self-confident now. Before, in Azerbaijan, I never communicated in English with my peers, but here, since this is abroad ... I communicate only in English ... it helped me to improve my speaking skills".

In addition, Participant 5 accentuated the fact that her speaking and communication anxiety enhanced her "self-confidence about language and ability to communicate with different people from different countries".

Negative evaluation. Half of the participants state that the anxiety of receiving negative evaluation acted as a precursor for their further improvement. For example, Participant 1 states "I am afraid of receiving negative evaluation or low marks for my academic papers, speaking assignments, grammar, or vocabulary. However, with the help of the received negative feedback, I have improved my language use and understand what I need to work on". Participant 4 says "I feel worried when I get negative feedback from my professors, but it helps me to avoid repeating the same mistake" or "first, I feel a bit anxious and frustrated...then I ask them what they would you advise me" by Participant 6.

Access to wider knowledge. All six participants of the interview stressed that one of the reasons for their motivation to study in the EMI program is the access to higher knowledge. Although some of the participants noted that the large number of readings cause them anxiety, their motivation to become more educated acted as a catalyst for their gaining opportunities such as gaining “rich information” (Participant 1). The same idea was stated by every participant, all of whom recognized the advantages that arose from being taught by “well educated professors who studied abroad” (Participant 6), and having access to “up-to-date and attractive learning materials” (Participant 2), and being required to complete “a lot of readings” while studying in the EMI program (participant 3). This means that their motivation to be more educated is correlated with the anxiety and achievements.

Job opportunities. According to almost all the participants, studying in the EMI program opens opportunities to work abroad or in international organizations. This motivation acted as a catalyst for the fulfillment of their expectations, and Participant 1 stated the following to explain this: “Now I am enrolled as a research assistant in an international university”. This shows that there is a direct correlation between these learners' motivation to study in their EMI program and their achievement.

Participating in international conferences and internships. More than half of the interviewees were motivated to study in their EMI program in order to be able to participate in international conferences, seminars, internships, and workshops. During their studies, they achieved, these goals. The following quotes prove the correlation that exists between motivation and achievement: “I got opportunity to participate in a workshop of OBSE and did an internship in Singapore” (Participant 1), “I presented my research work in two conferences while I was studying in the EMI program” (Participant 2), and “I did my internship in America” (Participant 5).

As the findings show, there is a significant correlation between learners' motivation to study in an EMI program and their achievements gained from studying in this type of program. The correlation between graduate students' anxiety encountered at EMI programs and their motivation is also strong. In contrast, there is negatively weak correlation between learners' anxiety and achievement because all six interview participants were motivated to study in EMI program, and this helped them avoid the possible anxiety of studying in an EMI program and achieve a lot.

Conclusion

To sum up, this chapter aimed to present the findings on graduate students' perceptions of EMI in terms of learning motivation, anxiety, and achievement which were revealed through the survey and interviews. The findings demonstrate that learners are highly motivated to study in EMI programs because of unlimited resources, language development opportunities, and the better career opportunities that are present, but there are some difficulties in these program that cause them anxiety, namely academic writing difficulties, evaluation anxiety, communication frustrations, and difficulties in the initial semester of their studies. However, they were highly successful in the acquisition of certain skills, and they added to their knowledge, improved their personalities, and took advantage of the opportunities that were available to them. Additionally, it was discovered that participants' anxiety and motivation, and motivation and achievement are positively correlated with each other, while anxiety and achievement negatively. The findings presented in this chapter will be explained in relation to the theoretical framework and empirical literature in the upcoming Discussion chapter.

Key Findings

1. The participants' instrumental motivation to study in the EMI program was high, and this was because they were seeking out better career opportunities and higher salaries in the future.
2. The highest level of motivation among participants was integrative motivation. The willingness to have access to in-depth knowledge and the most current information, to be able to study abroad, participate in international conferences, and publish articles were the main reasons for this high motivation.
3. Graduate students were very interested in learning their content subject in English, hence, their intrinsic motivation was high.
4. The least dominant type of motivation among graduate students was extrinsic motivation, but students still believed that studying in EMI programs is required in the job market, and this is a feature of extrinsic motivation.
5. Students felt moderate levels of communication anxiety during question and answer sessions, group discussions, while making presentations in front of their group and outsiders, and talking to peers whose English is better than theirs.
6. The participants were especially worried about the negative evaluation of their grammar and vocabulary by their teachers.
7. In the initial stage of learning in the EMI program, the participants were particularly anxious because they were inexperienced and poorly prepared to write academic papers, listen to academic lectures, read a lot of academic papers, and make academic presentations.
8. Acquiring academic writing skills was the most important achievement for the participants.
9. Studying in the EMI program allowed students to deepen their knowledge, not only for academic English, but also with regards to the content.

10. The highest level of achievement was related to students' personalities. That is because almost all the interviewees highlighted that their identity became more global as they started to be more open-minded and tolerant.
11. The EMI program opened avenues for graduate students to participate in international conferences, do internships, publish their papers, and become acquainted with people from different countries and with different backgrounds.
12. Overall, the graduate students' perception of EMI programs was positive.

Chapter 5: Discussion

This chapter aims to compare and contrast the findings presented in the previous chapter in relation to the theoretical framework and existing literature. The purpose of this study has been to investigate graduate students' perceptions of EMI in relation to their learning motivation, anxiety, and achievement. To attain this goal the two following main questions were posed: 1) What are graduate students' perceptions of EMI in terms of learners' learning motivation, learning anxiety, and learning achievement, and 2) How are learners' learning motivation, learning anxiety, and learning achievement correlated with each other?

The chapter contains two main sections which are devoted to the first and second research questions respectively. Initially, in the first section, learners' perceptions through their high instrumental, integrative, intrinsic, and extrinsic motivation are discussed; secondly, graduate students' perceptions of EMI via their moderate level of communication apprehension, fear of negative evaluation, and test anxiety are explained, and thirdly, students' perceptions of EMI are examined through their achievements related to their skills, knowledge, personality, and opportunity. The second section is devoted to an explanation of the positive correlation between EMI program learners' motivation and achievement, and anxiety and achievement, and the negative correlation between their motivation and anxiety.

RQ 1: What Are Graduate Students' Perceptions of EMI in terms of their Learning Motivation, Anxiety, and Achievement?

Both quantitative and qualitative findings of the study have revealed that graduate students perceive EMI programs positively. As Balu (2009) states, perception is the process of interpreting things based on the individual's experiences, and here it seems that the experiences the participants of this study have had with EMI programs have been

encouraging. In addition, as Clopper et al. (2012) explain, a person's perception is dependent of his way of thinking, judging, and understanding, or according to Tuan (1990), on their beliefs, attitudes, and values, which originate from their inner world. This means that the participants of the current study understand that EMI programs have positive effects on their self-development and believe that studying in an EMI program is beneficial to them. The next three sub-sections interpret graduate students' positive perceptions in relation to their motivation, anxiety, and achievement.

Graduate students' perceptions of EMI in terms of their learning motivation.

This sub-section discusses graduate students' perceptions of EMI in terms of their instrumental, integrative, intrinsic, and extrinsic motivation, since motivation is one of the inner factors that strongly influence perception (Munhall, 2012).

Instrumental Motivation.

Regarding the studying of a content subject via the English language or in an EMI program, it was revealed that graduate students' instrumental motivation is high. It means that students have a desire to study in an EMI program for the sake of achieving an "instrumental goal" in their lives or for a "functional reason" (Jain & Sidhu, 2013, p. 116; Atli & Ozal, 2017, p. 26). Students' instrumental motivation to study in an EMI program arises from a primary goal to be successful in their professional career. They believe that being academically and professionally proficient in the English language will help them earn a higher salary, get a prestigious job, find work abroad, and easily enter local or foreign PhD or other education programs. These aforementioned goals are achievable when they graduate from their EMI graduate program. It corresponds with the *long-term instrumental motivation* category by Kyriacou and Benmansour (1997) which can be fulfilled throughout their life since long-term instrumental motivation refers to the desire to achieve goals which can be fulfilled in a considerable amount of time (as cited in Dornyei,

2009). Kyriacou and Benmansour (1997) present *short-term instrumental motivation* which is about getting high grades, but the participants of the current study do not possess short-term instrumental motivation because the incentive of receiving high grades, acquiring recognition, gifts, positive feedback, or prizes as these were not revealed from either the questionnaire or the interviews.

The other important reason for graduate students` motivation to study in an EMI program is their desire to be proficient in professional academic English. Their perception that EMI programs help to strengthen the professional English abilities of their learners reflects the *environmentally defined instrumental motivation* which implies that the opportunities provided by an environment that is conducive to attaining goals such goals enhance their willingness to learn (Gardner & MacIntyre, 1991). The dominant academic English atmosphere that is created by EMI programs fosters the development of students` academic English and causes EMI defined instrumental motivation in students.

Overall, long-term instrumental motivation and environmentally defined instrumental motivation can explain why students have high levels of instrumental motivation to study in EMI programs. Their motivation to be successful in their future career and to develop their professional English skills causes high instrumental motivation to study the content in the English language.

Integrative Motivation.

EMI graduate students` integrative motivation can be revealed through their *integrativeness* (Gardner, 2001) which implies an “openness to identify with another language community” (Masgoret & Gardner, 2003, p. 172). Studying in an EMI program in Kazakhstan promotes students` integrativeness; according to the quantitative and qualitative finding results, the participants demonstrated their integrativeness by being motivated to study in their EMI program in order to have access to a wide range of

resources, be proficient in academic English, and interact with their foreign counterparts, all of which fully correspond with the findings of previous studies (Gardner, 2012; Masgoret & Gardner, 2003; Huang, 2015; Yeh, 2014). Yet, even though the findings highlighting the motivation to join international conferences and publish in academic journals was less frequently revealed, its presence can, nonetheless, be explained through the concept of integrativeness put forward by Gardner (2007) and Jain and Sidhu (2013).

The access to academic resources that studying in an EMI programs affords to students is the main reason for their integrative motivation. According to Gardner (2007) one of the characteristics of an integratively motivated student is the desire to acquire more knowledge, or as Masgoret and Gardner (2003) believe, these learners are interested in information that is more in-depth. In other words, integratively motivated students might be interested in one community because of its accessible resources. The participants of this study are willing to enter an academic English-speaking community in order to have access to the resource available for the target community. Also, they might believe that the latest and most detailed information that can be found is present in English language resources. Therefore, they want to be part of a community which has easy access to resources.

The findings that highlight students' motivation to study in their EMI program in order to join international conferences and internships and make publications in international journals correspond to Jain and Sidhu's (2013) statement that integrative motivation is a power that impels a person to learn "for the sake of integrating himself into the culture of the second language or becoming part of the social interchange group" (p. 116). It means that the participants are studying in their EMI program in order to integrate into the society of international researchers because they are interested in being part of that community and wish to learn more about it (Gardner, 2007).

The willingness to be able to understand their highly-regarded and well-known counterparts and communicate with them is another reason for learners' motivation, and this refers to the integrative motivation. Gardner (2007) claims that being *integratively* motivated means being "interested in learning the language in order to interact with valued members of the other community and/or to learn more about that community" (p. 15). In other words, students choose EMI programs in order to be able to interact with their foreign counterparts "because of a genuine interest in communicating with members of the other language" (Gardner, 2007, p.19).

A principle reason for graduate students studying in an EMI program is the desire to strengthen their academic English language skills. It shows the willingness to reach the level of academic English proficiency similar to English native speakers, which reflects Dornyei's (2009) conceptualization of integrativeness. Dornyei (2009) states that the willingness to achieve a perfectly fluent level of English highlights a learner's deep interest in participating in an English-speaking community, and this refers to the integrative motivation.

Intrinsic Motivation.

Among the participants of the current study, intrinsic along with integrative motivation is one of the most widespread types of motivation. One of the participants' phrases, "I like to learn in English" shows that students find studying academic content in English pleasurable. According to the theory of self-determination, this occurs "because activities are enjoyable and satisfying to do" for intrinsically motivated learners (Noels et al., 2000, p. 61). This high level of intrinsic motivation is explained in the literature as the level of intrinsic motivation that depends on three types of feeling which do not require an external reward: satisfaction, pleasure, and competence (Noels et al., 2000). In addition, another phrase by one of the participants reveals that "studying in a foreign language is

pushing yourself forward, so this challenge makes me motivated”, indicating that learning academic content in a foreign language is pushing one’s limits, thus triggering academic English language competence due to the appeal of challenging oneself. This point reflects Noels et al. (2001) explanation of the intrinsic motivation that “the activity challenges the learner’s ability, fostering a sense of L2 competence” (p. 426).

As the highest levels of students’ motivation belong to integrative and intrinsic motivation, it can be stated that there is a correlation between the integrative and intrinsic motivation of participants because both are based on the special interest of the learner in learning a language. It corresponds with the findings of the study carried by Noels et al. (2001) which affirm that the desire to become better integrated into the society in question inspires and motivates the learner to take on the challenges involved in learning this entirely new language.

Extrinsic Motivation.

Although students’ extrinsic motivation level is high, it is less prevalent than the other three types of motivation. The most dominant extrinsic motivation among students is *identified regulation*. This type of regulation refers to students making the conscious decision to learn a second language because of the usefulness of acquiring this language to her or his long-term goals (Noels et al., 2001). In this regard, the students involved in this study chose their EMI programs in order to be able to find employment in international organizations; being an EMI graduate is highly valued on the job market. In this case, a learner would choose EMI “because she has personally decided to do so and because that activity has value for her chosen goals” (Noels et al., 2001, p. 426). The importance of this type of goal induces the learner to persist in studying in an EMI program (Noels et al., 2000). According to Noels et al. (2001) low levels of extrinsic motivation compared to integrative, instrumental, and intrinsic motivation is relevant because the existence of equal

levels of integrative and extrinsic motivation would be a contradictory situation. This is because extrinsic factors, which may be seen as being forced on the individual, are completely unrelated to integrative factors that feature the enjoyment and personal motivation involved in the integrative aspect of learning.

Conclusion.

Graduate students` high instrumental, integrative, intrinsic, and extrinsic motivation displays their positive perception of EMI since motivation is one of the affective factors that shape perception. Their high integrative and intrinsic motivation and somewhat lower extrinsic motivation among learners indicates that students are particularly interested in learning their content subjects in English. Moreover, their high instrumental motivation depicts the fact that studying in an EMI program can help students to reach their long-term career and life goals which means that the participants choose these types of programs in order to be successful in their personal and professional life.

Graduate students` perceptions of EMI in terms of their learning anxiety.

This sub-section is devoted to the explanation of students` perception of EMI in term of their learning anxiety. Although students expressed quite high levels of motivation, they did not hide the fact that they experience moderate levels of anxiety. This anxiety is the reason why students` level of motivation is only fairly high, as opposed to being in the top range. Their anxiety is explained through their communication apprehension, fear of negative evaluation, and test anxiety.

Communication apprehension.

The quantitative findings of the current study show that students have moderate levels of communication apprehension and the qualitative findings expand this further by revealing that students encounter frustration during group discussions, presentations, question and answer (Q&A) sessions, lectures by professors, and conversations with a peer

with more proficient English. Horwitz et al. (1986) claim that this is because they think that they “must understand every word that is spoken” (p. 130). In addition, Harada et al. (2017) believe that communication apprehension anxiety may result from students' limited English skills and “inexperience with EMI” (p. 18). Students of EMI are required to possess spontaneous speaking ability because their course includes discussions on academic content. The results of the current study regarding presentation, discussion, and Q&A session anxiety are consistent with a study by Öztürk and Gürbüz, (2014) and Harada et al (2017), which report that activities that require more spontaneous speaking skills provoke communication apprehension. This apprehension occurs due to a lack of preparation, which creates a sense of being unpracticed for the task, thus fostering a lack of confidence on the part of the student, who feels unable to perform well (Öztürk & Gürbüz, 2014). In addition, with regards to inexperience with EMI, since the program the current study focused on the lack of a preparatory program for all enrolled students, these students encountered anxiety because of a lack of experience with academic listening and speaking. This corresponds with the results of the study by Harada et al. (2017), which report a similar lack of experience because of the non-availability of preparatory courses. The participants of this study revealed that they encountered considerable anxiety at the beginning of their studies in the EMI program. These findings correspond with the findings of Suzuki (2013) who investigated Japanese EMI students' anxiety. Such high levels of speaking apprehension typically occurred at the beginning of their EMI studies, and were particularly prevalent when students communicated with their teachers. However, Kazakhstani EMI students do not have communication anxiety with a teacher like the Japanese students did. Though the level of Kazakhstani students' English is not necessarily high, these students are generally more confident that the international teachers employed in these programs are more accepting of their linguistic errors.

Fear of negative evaluation from teachers and peers.

Students suffer from the fear of negative evaluation from their peers and teachers. According to the quantitative results, the fear of negative evaluation arouses moderate levels of anxiety in students, and the qualitative findings expand this by revealing that students are concerned about what their peers and teachers think about their language competence. Scholars explain it by reporting that the EMI students have serious concerns about evaluation from and reactions of other people (Aydin, 2008; Harada et al., 2017; Öztürk & Gürbüz, 2014). This stems from their low levels of language competence which negatively affects their self-esteem, and this engenders this fear of negative evaluation (Horwitz et al., 1986). Such students think that their classmates have better language abilities and are more knowledgeable than they are, and they are, therefore, afraid of not performing well (Horwitz et al., 1986; Magogwe, 2010). Another reason might be the fear of “losing face” in front of the group or losing the status of being a competent learner (Lucas et al., 2011; Ohata, 2005). However, all interview participants highlighted that although they have feeling of frustration when receiving negative evaluation from their professors about their speaking, this level of frustration is only at a moderate level. Harada et al. (2017) explain this by stating that EMI programs are “not language-driven but content-driven instruction” (p. 19). In order to lessen students' anxiety about receiving negative evaluation teachers can provide positive feedback on students' opinions and voluntary class participation (Harada et al., 2017).

Test anxiety.

According to the results of the current study, students are afraid of making mistakes and being corrected, especially by their teachers. Teachers' focus on the grammar, vocabulary, and pronunciation rather than on the content provokes learners' test anxiety. As Horwitz et al. (1986) state, test-anxious students “perceive every correction as a

failure” (p. 130), taking assignments and tests cause the learner anxiety and debilitates learner performance. Test anxiety may result from the negative attitude of teachers and peers towards mistakes in general (Lucas et al., 2011). Hence, students pay too much attention to the language use rather than the content which impedes the natural growth of language proficiency and creates language anxiety. Therefore, it is teachers' duty to create a constructive and supportive environment where mistakes are perceived as inevitable elements of learning.

Conclusion.

The participants' fear of participating in activities which require communication, anxiety about receiving negative evaluation or feedback from their peers and professors, and the worry of being tested are the three main factors that shape graduate students' anxiety in EMI programs. Therefore, even though they all perceive EMI positively, they still experience anxiety. However, according to them, this anxiety did not influence their positive perceptions of EMI.

Graduate students' perceptions of EMI in terms of their learning achievement.

This sub-section aims to discuss the students' perceptions of EMI in relation to their achievements gained while studying in the EMI program. It focuses on the four types of achievement reached by graduate students which are skills improvement, knowledge expansion, positive influence on personality, and opportunities in EMI.

Skills improvement.

Both quantitative and qualitative results in the study revealed that studying in EMI programs allows graduate students to acquire various crucial abilities which are academic language, communication, analytical and critical thinking, and research skills. All studies conducted on EMI prove that such programs are advantageous for learning academic language skills (Corrales et al., 2016; Cosgun & Hasirci, 2017; Hu et al., 2014; Huang,

2015; Rogier, 2012; Yeh, 2014). It is because EMI programs create natural settings for applying academic English through the learning of the content. Furthermore, this signifies that EMI programs are skills-driven, which indicates their modernity as all the above-mentioned skills have become more prevalent in the twenty-first century. This implies that EMI programs follow modern educational methods.

Knowledge expansion.

Almost all studies conducted about the benefits of EMI programs confirm that studying in them provides access to internet resources and hardcopy materials, such as physical books, magazines, and journals (Huang, 2015; Hu et al., 2014; Hu & Lei, 2014; Singh, 2005). That is because most scientific knowledge has been written English, which is the international language of science, and thus, materials written in English contain more up-to-date and in-depth information. However, this study found that students perceive not only internet and hardcopy materials as resources, but also professors of EMI programs and their classmates studying there, too. Although there are no studies that support these findings so far, that might be because professors of EMI programs are mostly those who run international education programs. This implies that they tend to be cognizant about updated methodologies and academic content in their field, and their international students, due to their differing ethnic backgrounds and viewpoints, are useful sources of cultural knowledge. Furthermore, studying in EMI programs helped study participants broaden their horizons, which is supported by several studies (Miranda et al., 2001; Rogier, 2012; Yeh, 2014). It is explained that knowledge in the English language covers issues from several perspectives, diverse cases, and examples of different countries, which represent various viewpoints. Being acquainted with such different cases can act as a catalyst for students' horizons broadening. Studying in EMI programs are not only useful because of the skills and knowledge acquired, but also, surprisingly, for students' personality.

Positive influence on personality.

The qualitative findings of this study revealed unique information about the achievements of students in EMI programs, and these are related to their personality. According to all participants of the interviews, studying in their EMI program was the precursor for the change in their personality, to be precise, the switch from being a Kazakhstani citizen to a global citizen. In addition, students expressed the view that after studying in the EMI program they became more open-minded and curious. Consequently, they now unhesitatingly ask questions and share their opinions. However, the literature that reveals and discusses such switches in personality and changes in the mindset of EMI students have not been located by this researcher. The reason for such a shift in their global mindset might be that materials written in English usually promote equity and mostly cover issues and ideas which are directed towards the development of humankind, as opposed to that of single communities. They feel themselves becoming more open-minded and curious, perhaps because the culture of English-speaking people is generally more tolerant towards the positions and viewpoints of people from different cultural backgrounds, and there are no unintelligent questions or unacceptable opinions in the EMI classroom.

Opportunities in EMI.

The current study revealed opportunities provided by EMI programs which are particular to these programs. According to the study participants, the most useful opportunity that can be reached through their EMI program is getting a job in an international organization. Studies support this finding fully and explain it that nowadays being able to operate within a profession in an international language is a huge advantage (Corrales et al., 2016; Rogier, 2012; Yeh, 2014). These findings which are about students' participation in international conferences and internships, and publishing articles in

international journals, thanks to the EMI program, is also a new result to contribute to the existing literature. It can be explained by the fact that knowledge in the English language is research-based, and research in the English language is highly developed. Therefore, studying the professional content in English opens avenues for students to be part of the research environment, participate in research seminars, and make publications in research journals.

Conclusion.

In conclusion, graduate students` perceptions of EMI in relation to their learning achievement are positive, and their level of achievements within the EMI program is high. Students experienced developments in terms of their skills, knowledge, personality, and they used the unique opportunities offered at their EMI program.

RQ 2: How Are Graduate Students` Learning Motivation, Anxiety, and Achievement Correlated with Each Other?

This section is devoted to the discussion of the correlation between graduate students` learning motivation, anxiety, and achievement. The quantitative results of the study present a positive close correlation between learners` anxiety and motivation, and motivation and achievement, and a mostly negative weak correlation between anxiety and achievement, and the qualitative findings confirm the quantitative data. According to Gardner (2010), a positive correlation between anxiety and motivation is beneficial for learners if this feeling of anxiety fosters the motivation to improve because it usually leads to higher achievement levels. Otherwise, if students are unable to cope with their sense of anxiety, their motivation to study in an EMI program will decrease, and consequently, negatively reflect their learning achievements.

The fact that anxiety has a positive correlation on motivation in the case of this study, motivation as the most central concept in the triangulation of Gardner (2010) is

supported because he believes that in spite of the presence of anxiety, motivation plays a key role in learning achievement. Both the quantitative and qualitative results of this study demonstrate that there is a close correlation between motivation and achievement which pinpoints the fact that the level of achievement mostly depends on motivation, not anxiety (Gardner, 2010). However, it is vitally important to note that anxiety also shapes the level of motivation which is the key factor for achievement. How it does this is that in the presence of high motivation, anxiety can push a learner to work harder to improve her or his linguistic inadequacies.

In general, this study proves Gardner's (2010) model about the connection between anxiety and achievement which states that high levels of anxiety lead to low levels of motivation and achievement, while low levels of anxiety cause high levels of motivation and achievement. According to the current study, if there is high level of anxiety, the level of motivation will be low, and consequently, the level of achievement will be low. However, the qualitative findings of the current study revealed that if students have a positive attitude towards their anxiety, their anxiety will push them forward and increase their motivation to deal with the causes of their anxiety, which, as a result, acts as a precursor to their high achievement.

The results of the current study regarding the negative correlation between anxiety and achievement partially supports Huang's (2015), who also revealed a negative correlation between his participants' learning anxiety and achievement, though his study is partially incomplete because he did not explore the correlation between anxiety and motivation, and motivation and achievement.

In summary, anxiety, motivation, and achievement are three interrelated terms which are interdependent. According to the findings of the current study, although students experience moderate anxiety, they believe that it is beneficial for them to push themselves

forward, and this motivates them to become better overall. This positive attitude toward their anxiety leads to higher motivation which is the key factor in their learning achievements.

Conclusion

This chapter discussed the quantitative and qualitative findings of the study through the prism of the conceptual framework formed by Gardner's socio-educational model for second or foreign language learning which was compiled from Noels, Clement & Pelletier's (2001) self-determination theory and Horwitz, Horwitz & Cope's (1986) foreign language anxiety theory, and then compared to the findings of other empirical studies. While participants' willingness to have better career opportunities and develop their academic English skills implies their instrumental motivation which refers to their using EMI as an instrument to reach their goals, their integrative motivation, which flows from their desire to access resources and opportunities for future research careers, indicates their interest in the English language community. Participants' intrinsic motivation, which comes from their willingness to enhance their language and soft skills, demonstrates that these students chose their EMI programs because they wished to study in them, whereas their extrinsic motivation shows that studying therein is important for them to attain their aims. These students' anxiety is threefold: their communication apprehension indicates their anxiety about speaking and their shyness to talk, their fear of negative evaluation refers to their low self-esteem and their uncertainty about themselves, while their test anxiety characterizes a fear of failure. The students' achievements in skills, knowledge, personality, and opportunities were expected because of their high levels of motivation and moderate levels of anxiety. The correlation between graduate students' learning motivation, anxiety, and achievement presents the positive correlation between anxiety and

motivation, and motivation and achievement. It means that their high level of achievement has resulted from their high levels of motivation and only moderate levels of anxiety.

Chapter 6. Conclusion

The previous chapter discussed the findings in relation to the theoretical framework and existing literature and this concluding chapter aims to summarize this study by summarizing the research, providing recommendations for the improvement of EMI programs in Kazakhstan, outlining the limitations of the present study, and presenting implications for the further research. The purpose of this study was to investigate graduate students' perceptions of their EMI program in relation to their learning motivation, anxiety, and achievement. In order to achieve this goal two primary and three secondary research questions were set. They are:

1. What are graduate students' perceptions of EMI in terms of learners' learning motivation, learning anxiety, and learning achievement?

The sub-questions are:

- What are graduate students' perceptions of EMI in terms of learning motivation?
 - What are graduate students' perceptions of EMI in terms of learning anxiety?
 - What are graduate students' perceptions of EMI in terms of learning achievement?
2. How are graduate students' learning motivation, anxiety, and achievement correlated with each other?

Conclusions on Major Findings

This study revealed that the graduate students of one international university of Kazakhstan perceive EMI programs positively. Their learning motivation, anxiety, and achievement in the EMI program can explain their positive perception. This study revealed that graduate students are highly motivated to study in their EMI program, they encounter

moderate levels of anxiety, and their achievements gained while studying in the EMI program are of a high level.

Graduate students' perceptions in relation to their learning motivation are positive and their motivation level to study in the EMI program is high. Participants' instrumental motivation indicate that they prefer EMI programs because it allows them fulfill the instrumental goals in their life such as entering a PhD program, getting a good job, or earning a high salary, while the integrative motivation of students demonstrate their willingness to study in English because they want to interact with their foreign counterparts and have easy access to academic resources. The intrinsic motivation of participants can be explained by the fact that they enjoy studying in English, whereas extrinsic motivation says that studying in English is the demand of the contemporary labor market. All aforementioned reasons show that students are highly motivated to study in EMI programs which indicate their positive perceptions of such programs.

Although graduate students are highly motivated to study in EMI programs, they experience anxious moments, too. The following three reasons can help explain this anxiety: communication apprehension, the fear of negative evaluation, and test anxiety. Participants' communication apprehension refers to their fear of participating in communicative tasks like oral discussions, individual and group presentations in front of the group, and Question and Answer sessions. This might be caused by their inexperience in EMI programs or a sense of insecurity. They can also feel frustrated when being negatively evaluated by their peers and teachers which might be a result of their low-level language skills. Lastly, test anxiety which is encountered by students during examinations, means that students perceive every mistake as a failure and they do not view these mistakes as a usual part of the learning process. The findings demonstrate that the aforementioned reasons are the cause for students' moderate anxiety. However, according

to the quantitative and qualitative findings, even though students encounter anxious moments in EMI programs, they still perceive the program positively. Although graduate students encountered moderate levels of anxiety, their anxiety was facilitative, since they could still achieve a tremendous amount from studying there.

Graduate students' perceptions of EMI programs in relation to their learning achievement are positive and their level of achievement is high. Four categories of achievement such as skills, knowledge, personality, and opportunities explain their high levels of achievement. Students have learned an academic language, acquired research, analytical thinking, and communication skills which are due to the English environment, while the international knowledge they have gained is due to materials, teachers, and peers. Their personalities improved as they became more open-minded and switched from being a Kazakhstani to a global citizen.

Both quantitative and qualitative results of the study revealed that there are positive correlations between graduate students' learning anxiety and motivation, and motivation and achievement, and a negative correlation between anxiety and achievement. Gardner (2010) explains this by stating that if the level of motivation is high, the level of achievement should also be high because motivation directly affects achievement. The existence of a moderate level of achievement should affect motivation negatively, however, since all participants treated their anxiety as facilitative, their anxiety positively influenced their level of motivation and made it high. It means, the perceptions of students' anxiety play a very important role: if they perceive it as facilitative, their motivation and achievement will be high; if they perceive it as debilitating, they will lose their motivation and fail to achieve.

Implications for Education Policy and Practice

This study has several profound pedagogical and organizational implications for EMI programs in Kazakhstan. First, as it was revealed that students encounter considerable anxiety about academic writing, reading, speaking, listening, comprehending specific terms and concepts, and paraphrasing during the initial period of their studies in EMI programs. Therefore, it is recommended to conduct a preparatory course for all enrolled students before their studies begin in order to prepare them for English-only academic environment and lessen their possible learning anxiety by preparing them psychologically to communicate freely and not be afraid of making mistakes and receiving negative feedback. Such a preparatory course could be used to teach them basic writing strategies, how to avoid plagiarism and paraphrase effectively, and introduce some specific term and concepts. Second, organizing writing centers is recommended to help EMI students with writing academic papers as all the participants of the interviews and survey highlighted that writing academic papers cause them the most anxiety. Third, teachers of the EMI program who teach the content need to pay less attention to the students' use of grammar and vocabulary in order to reduce their anxiety of receiving negative evaluation, which provokes significant challenges, and focus more on the content. Fourth, since some of participants were motivated to study in the EMI program to be able to publish articles in international journals and participate in international conferences and internships, it is important to support them and organize more opportunities for them to be active in the scientific world.

Limitations

The limitation of the current study is its case study design. As case studies investigate the phenomenon of one setting only, it might be difficult to generalize the data collected from one international university in Kazakhstan to other high educational institutions, especially state universities, due to the peculiarities of the research site.

The other limitation of the study is connected with the use of the Spearman rank correlation for the inferential analysis of the quantitative findings. Since the Spearman's correlation is used to identify the rankings between two variables only, the use of this tool only enabled an analyze of the correlation between the most important variables, not all the 60 items of the questionnaire were included in the correlation analysis. As a result, it might negatively influence the reliability of the quantitative data on the correlation between graduate students' motivation, anxiety, and achievement.

Recommendations for Future Research

Based on the findings and limitations of the current study, some recommendations for further research are as following. First, a replication of the study is recommended to explore students' perceptions of the EMI programs or courses of state universities across different geographical areas of Kazakhstan in order to reveal more reliable and generalizable data. Second, longitudinal research is needed to investigate the changes of motivation, anxiety, and achievement levels over a period of time that is longer than just several weeks. Third, qualitative semi-structured interviews with as many participants as possible would be advantageous to reveal more detailed and generalizable data to explore their motivation to study in EMI programs, the causes for their anxiety, and achievements gained through such program in order to improve EMI programs. Lastly, replicating this study is required for exploring motivation, anxiety, and achievement of the teaching staff and administration of EMI programs in order to gain a balanced understanding about the practices of in these EMI programs and the important elements of their success.

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Appendices

Appendix A

Instruments: Survey Items

- 1- Strongly agree
- 2- Agree
- 3- Somewhat Agree
- 4- Neither Agree nor Disagree
- 5- Somewhat Disagree
- 6- Disagree
- 7- Strongly Disagree
- a. Motivation sub-test

I. Participants` background information

Country you are from: _____

Your native language: _____

The MA/MSc/PhD program you are studying in is _____

For how many years have you been studying in the programs conducted in English?

To what extent can you understand lectures conducted in English?				
less that 20%	20-50%	50-80%	more than 80%	100%

II. Perceptions of the EMI Programs

a. Motivation sub-test

I am studying in the program conducted in English

1. Because I want to strengthen my professional knowledge
2. Because I want to strengthen my English language skills
3. Because I want to develop my presentations skills in English
4. Because I want to strengthen my writing skills of academic papers
5. Because I want to develop my research skills
6. Because other people respect me more if I study in programs where subjects are taught in English
7. Because studying in the program conducted in English is highly valued in Kazakhstani society
8. Because it allows me get a better job
9. Because I will need it to be successful in my future career
10. Because it will allow me to interact easily with people who speak English
11. Because it will enable me to better understand some terms or concepts than in my native language
12. Because it makes me be look more educated
13. Because studying academic subjects in English makes me proud of myself
14. Because it will allow me to earn more money
15. Because it is the demand of the contemporary labor market
16. Because I want to be able to join international conferences and seminars
17. Because I want to be able to communicate with foreign counterparts in my professional life
18. Because it will help me to enter to PhD or other education programs
19. Because it will help me to work/study abroad

20. Because studying in the program conducted in English will allow me to have access to wider range of resources

b. Anxiety sub-test

1. I feel nervous when the instructions for assignments are not clear
2. I feel nervous when I do not understand academic concepts and terms because of the language instruction
3. I get anxious when I do not understand readings or terms and concepts in readings because of the language instruction
4. I get anxious me when I do not understand what the professor is saying
5. I get anxious when the professor uses complicated vocabulary
6. I get anxious when I get negative feedback on my English language
7. I get anxious when I get negative feedback on my writing or speaking
8. I get anxious when I make grammar mistakes in my writing or speaking
9. I get anxious when the teacher corrects my grammar
10. I get anxious when the teacher corrects my word-choice
11. I get anxious when I get low marks because of my low English proficiency
12. I find challenging to write my final paper or other writing assignments in English
13. I find challenging to ask and answer questions in English in class
14. I find challenging to make a formal presentation in English
15. I find challenging to participate in group discussions in English
16. I worry about making mistakes while speaking in English in class
17. I worry whether or not the professor or my group-mates understood what I have said in English
18. I feel less confident in interaction with native speakers
19. Writing academic papers (publications, research papers, thesis, dissertation etc.) makes me anxious because of its language complexity
20. In speaking assignments (ex. group discussions or formal presentations) I worry about teachers' and my peers' judgments on my English

c. Achievement sub-test

The program conducted in English has contributed to my

1. professional knowledge arise
2. ability to comprehend academic lectures
3. English speaking skills improvement
4. ability to comprehend written materials
5. English writing skills improvement
6. presentations skills development
7. academic writing skills improvement for research papers
8. publication activity (publishing papers in journals)
9. research skills improvement
10. ability to discuss academic topics in English
11. access to the world knowledge
12. ability to express myself clearly
13. grammar improvement
14. academic vocabulary enhancement
15. academic language skills improvement
16. fluency in English improvement
17. awareness of taking into account viewpoints from diverse perspectives
18. ability to follow academic style in writing

19. Studying in the program conducted in English allows me to present my research papers at international conferences
20. Studying in the program conducted in English has given me more exposure to global view

Appendix B

Interview protocol

Time of Interview:

Date:

Place:

Interviewee:

Position of interviewee:

Interviewer: Gulfarida Myrzakulova

Interviewer:

Good morning, dear _____!

How are you? How do you feel yourself?

My name is Gulfarida Myrzakulova and I am a second year master student at Nazarbayev University Graduate School of Education (NUGSE). Thank you for your agreement to take part in the interview. I appreciate your cooperation and collaboration.

The topic I want to hear your opinion about is the programs conducted in English where you are studying in, particularly, I would like to know about your perception of programs conducted in English I terms of your learning motivation, learning anxiety, and learning achievement.

Let me mention several important moments regarding our today's interview:

- Your participation is on a voluntary basis
- Your anonymity will be protected and confidentiality will be provided
- You can choose between Kazakh and Russian languages to answer the interview questions;
- Our interview will take no more than 30 minutes;
- Your discussion will be audio taped only with your permission;
- Everything you say will be kept confidential and saved in a password protected computer;
- After the course is completed recorded interviews will be destroyed
- You will have a right to stop and withdraw from the interview any time.

If you are agree to participate in this study, please read and sign an informed consent form. Thank you very much again for your participation!

Can we start the interview?

Interview Items

Which program are you studying in?

How many years have you been studying in the programs conducted in English?

№	Questions	Probes
1	How do you perceive programs conducted in English? Positively or negatively?	-What is the reason for perceiving programs in English in this way?
2	What was the reason for choosing the	- What other reasons did you take into

	program conducted in English?	<p>account when you decided to study in the program conducted in English?</p> <ul style="list-style-type: none"> - What was your initial aim to enter here? - How studying here can be helpful or useful for you? - How studying here can help you to realize your goals?
3	Are you motivated to study in the program conducted in English?	<ul style="list-style-type: none"> - What is the reason for your demotivation? - Is your demotivation connected with your language skills? - Can you think on other reasons for your demotivation? - What is the reason for your motivation? - Do you think that English programs can help you to strengthen your professional knowledge? - And does it make you motivated to study in English programs? - Do you think that English programs can help you to strengthen your language skills? - And does it make you motivated to study in English programs? - Do you think that English programs can help you to find better job? - And does it make you motivated to study in English programs? - Do you think that it is prestigious to study subjects in English? - And does it make you motivated to study in English programs? - Do you think that Studying is important for your career advancement? - And does it make you motivated to study in English programs? - What other reasons that make you motivated to study in program conducted in English?
4	Have you experienced the decrease of your motivation to study in the program conducted in English?	<ul style="list-style-type: none"> - What was the reason for that?
5	Have you experienced the increase of your motivation to study in the program conducted in English?	<ul style="list-style-type: none"> - What was the reason for that?
6	Do you think that your motivation to study in this program play a role in your achievements in this program?/	<ul style="list-style-type: none"> -How your motivation affected your achievements? -Can you give me examples?

	Do you think that your demotivation to study in this program play a certain role in your achievements in this program?	<p>-How your demotivation affected your achievements?</p> <p>-Can you give me examples?</p>
9	How do you think, what could you achieve or what skills could you achieve studying in the program conducted in English?	<p>-Does studying in the program conducted in English help you to increase your professional knowledge?</p> <p>-How?</p> <p>-Can you say that your listening skills are better now than it was before the entering to the program conducted in English?</p> <p>-Why?</p> <p>-Can you say that your speaking skills are better now than it was before the entering to the program conducted in English?</p> <p>-Why?</p> <p>-Can you say that your academic writing skills are better now than it was before the entering to the program conducted in English?</p> <p>-Why?</p> <p>-Can you say that your reading skills are better now than it was before the entering to the program conducted in English?</p> <p>-Why?</p> <p>-Can you say that your pronunciation is better now than it was before the entering to the program conducted in English?</p> <p>-Why?</p> <p>-Do you think that the program conducted in English helped you to build the habit of reading the materials in English?</p> <p>-How it was helpful?</p> <p>-Was studying in the program conducted in English helpful to develop your presentation skills in English?</p> <p>-How it was helpful?</p> <p>-Do you think that studying in the program conducted in English was helpful to learn research skills?</p> <p>-How it was helpful?</p> <p>-Do you think that studying in the program conducted in English was helpful to develop your academic writing skills in writing your</p>

		<p>thesis/dissertation/publications?</p> <p>-How it was helpful?</p> <p>-Can you try to remember other skills or knowledge that you could learn with the help of the program conducted in English?</p> <p>(You can take time and think on it)</p>
7	Does the program conducted in English cause any anxiety?	<p>-What was the cause of anxiety?</p> <p>- Do you feel anxious when you do not understand something from the readings?</p> <p>- Is there anything from your classroom practice that makes you anxious?</p> <p>- Do you feel anxious when you discuss something with your group-mates in English?</p> <p>- Do you feel anxious when you get negative feedback from your peers or professor in terms of your English?</p> <p>- Do you feel anxious when you talk to native-English professors?</p> <p>- Do you feel anxious when your professor pays more attention on the mechanical part of your writing or speaking rather than the content?</p> <p>-Do you feel anxious when you cannot understand what teachers say in the English class?</p> <p>- How?</p> <p>-Do you think that your language abilities cause anxiety?</p> <p>- How?</p> <p>- Why?</p> <p>- Do you think that your anxiety might affect your professional knowledge?</p> <p>- How it might/might not affect?</p> <p>- Can you think about other cases when you felt anxious studying in the program conducted in English?</p>
8	Does your anxiety influence your motivation to study in the program conducted in English?	<p>-How it may influence?</p> <p>-Did you encounter such situations when you anxiety caused demotivation?</p> <p>-Can you give me some examples of such situations from your own experience?</p>

10	What would you recommend to make the program conducted in English more effective?	-What would you recommend to prevent learner anxiety in the program? -What would you recommend so that learners feel motivated to study in the program? -What would you recommend so that learners could achieve a lot in this program?
11	Is there anything that you want to add the program conducted in English?	-You can take a minute and think about it!

Thank you very much for your participation in this very important research for higher education in Kazakhstan!

I really appreciate your collaboration because your voice is very important to improve programs conducted in English in Kazakhstan!

Good luck!

Appendix C

Informed Consent Form

Graduate students' perceptions of English Medium Instruction in terms of their Learning Motivation, Anxiety, and Achievement

DESCRIPTION: You are invited to participate in a research study on graduate students' perceptions of English medium of instruction. If you agree to participate in the interview, you will be asked about 10-15 questions about your perceptions of English medium of instruction.

TIME INVOLVEMENT: Your participation in an interview will take approximately 30-40 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. However, there might be psychological risks because some questions will be about your experience in EMI that might cause negative feelings. In order to prevent such risks, the survey questions were formulated carefully. You have the full right to stop the interview any moment you want and withdraw from the study.

The interview is completely anonymous. Your name or other personal information that may identify you as a participant of this study will not be collected and associated with the research findings in any way. Collected data will be kept in researcher's personal computer, locked by the password. No one will have an access to the data except the researcher. The data will be destroyed after the thesis is submitted. The benefit which may reasonably be expected to result from this study is your self-reflection that might help you to understand the benefits that EMI offers to you.

Your decision whether to participate in this study will not affect your studies at or relationship with Nazarbayev University.

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, skerimkulova@nu.edu.kz*)

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.

Appendix D

Spearman Rho Correlation Analysis

Table 13.

Spearman's rho Correlation between Motivation and Achievement about Professional Knowledge

			Correlations	
			Motivation Q 1	Achievement Q 1
Spearman's rho	Q1	Correlation Coefficient	1,000	,329**
		Sig. (2- tailed)		0,000
		N	247	247
	Q001	Correlation Coefficient	,329**	1,000
		Sig. (2- tailed)	0,000	
		N	247	247

Table 14.

Spearman's rho Correlation between Anxiety and Achievement about Speaking Skills Development

			Correlations	
			Q003	Q020
Spearman's rho	Q003	Correlation Coefficient	1,000	-0,011
		Sig. (2- tailed)		0,858
		N	247	247
	Q020	Correlation Coefficient	-0,011	1,000
		Sig. (2- tailed)	0,858	
		N	247	247

Table 15.

Spearman's rho Correlation between Motivation and Anxiety about Academic English Skills

			Correlations	
			Q2	Q011
Spearman's rho	Q2	Correlation Coefficient	1,000	,247**
		Sig. (2-tailed)		0,000
		N	247	247
	Q011	Correlation Coefficient	,247**	1,000
		Sig. (2-tailed)	0,000	
		N	247	247

Appendix E

Interview Transcript

Interviewer: Which program are you studying now?

Interviewee: I am studying in X education program. It's my second year.

Interviewer: For how many years have you been studying is the program conducted in English?

Interviewee: I have studied a semester long in Czech Republic and a semester long in United States. I would say 3 years.

Interviewer: How do you perceive programs conducted in English?

Interviewee: If I start from my first experience, I would say it was challenging in the very beginning because it was difficult for me to understand the content because I wasn't an advanced language user. It was sometimes difficult for me to get to get the idea what the professor or my peers talking about the readings were difficult for me. However the more I studied EMI program, the less difficult it became for me. So, I perceive it positively.

Interviewer: So what's the reason for that?

Interviewee: I would say I perceive it more positively than negatively Because I think that when you study in English, first of all you have more access to information sources because there are so many articles written in English, so many sources that you can find online, in libraries wherever. Also professors who are teaching to you are the ones who went through International Education themselves. I would say that they are quite knowledgeable. As I am a future English teacher I have to be expert in English language therefore EMI Program helped me to improve my English. That's why I perceive it positively.

Interviewer: Before entering to this University you did know that here the language of instruction is English. Why did you choose your master program in English?

Interviewee: EMI was the second reason for my choice. We don't have a lot of universities in Kazakhstan that have EMI program. At the University where I have studied previously we were trained as future language teachers, and we rarely English and we did not have fully EMI classes. So that's why I was thinking that this is the way for me to increase my language competencies, I would be able to improve my speaking and writing skills. Writing was my initial purpose because my writing was not that good. That's why I thought that it would help me to learn how to speak academically and write academic papers.

Interviewer: How do you think how studying in English can be helpful for you in the future?

Interviewee: Well first of all I'm already feeling that having a program that is conducted in English helps me because as I said before it improved my writing. Also kind of taught me the ways I can teach my future students how to write in English because when you have English as a medium of instruction you are taught how to write in English, you have constant frequent practice of the language, you read all the time at least 10-20 pages per day, so you kind of learn techniques of using the language, I feel like I will be able to transfer the skills to my students because Now I do know how to write introduction to essay, I do know how to conclude, how to organize the body. So constant practice helped me improve these skills so I feel that I will be able to teach them to my students.

Interviewer: How's studying here can help you do realize your personal goals or professional goals?

Interviewee: Well I think I wouldn't say that it is strictly related to English as a medium of instruction, but I think that it kind of reassured me that I do want to pursue my career as English language trainer or as a person who he's going to train English language teachers

because I like the more I practice the language, the more I use it, the more interested I become in this language. I feel like this EMI program taught me that language can be learnt and you can have high language competencies even if you are not a native speaker.

Interviewer: Are you motivated to study English medium of instruction program?

Interviewee: I would say that I'm really motivated to study in English medium of instruction program. I would say that, If I studied in any other language from my language repertoire, I wouldn't be that motivated. because when I studied at school I already had Russian medium instruction, so it's kind of something that I used to, so it's the language that is used in everyday life. So I would feel like there is not like an academic work, but rather something that you do every single day. But when you have instructions given in English, you accomplish tasks in English. I feel like it's more academic, you feel like you are doing something more than just using your native language. So it's kind of pushing you forward. You are kind of pushing your limits. So this challenge makes me motivated. Because if it was in Russian it would be too easy for me, I wouldn't be that motivated. As for Kazakh, well my Kazakh language is not that good, that's why I would be probably anxious and frustrated if it was in Kazakh, however it is in English I feel like there is some challenge, but still I'm pushing myself.

Interviewer: Today studying in English is treated prestigious or people respect you more if you study in English. Do these facts affect your motivation to study in EMI?

Interviewee: It's kind of impact of people around you. I would say yes, partially. I think it's really cool when people hear that you are studying in English and they understand that you are capable of doing that. And I would say that when I pursue my career as an English language teacher, my future employer hear that. I have studied in the University where medium of instruction is English. It would give me some bonuses. Because people do think that if you have studied in English that is harder so therefore you are smarter because you have studied something more difficult than University with Kazakh or Russian medium of instruction. There is certain degree of social impact influencing Your Choice. However, it was my personal choice initially. So it does affect but not as much as my personal motivation because as I said before you can have set benefit from people thinking. That you have studied in English. Career that I'm going to pursue people are going to probably higher me because I had English as a medium of instruction. So it is probably because it would affect people's choice in the future, the fact that I studied in EMI.

Interviewer: Can studying in English medium of instruction program help you to build your career in research areas?

Interviewee: first of all I would like to mention that I do not see myself as a future researcher. I'm not the person who wants to work in Research because I think it is too theoretical and I like doing practical things. However I feel like when you are researching you are not making a lot of contribution into people's life. However, probably when you are teaching someone you are always involved into some type of research. Now there is widely developed research design which is called action research. So when you are teaching something you are involved in action research. You have to write up the things that you have done with your students. Then publish in journals. As an English language teacher I will be supposed to write academically in English and submit my papers in English. And therefore I do think that it does impact my research skills because English language can help you to find a lot of information about how to do research. Because if you Google something in Russian or Kazakh, it's really difficult to find something that is informative and up-to-date and something that people use. So there for using English language while you are doing research is something very helpful because you can find a lot of information on research.