

**Faculty and Students' Perceptions of EMI and its Impact on Academic Content and  
Language Acquisition from the Participants' Perspectives**

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October 2019

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*Faculty and students' perceptions of EMI and its impact on academic content and language acquisition from the participants' perspectives*

has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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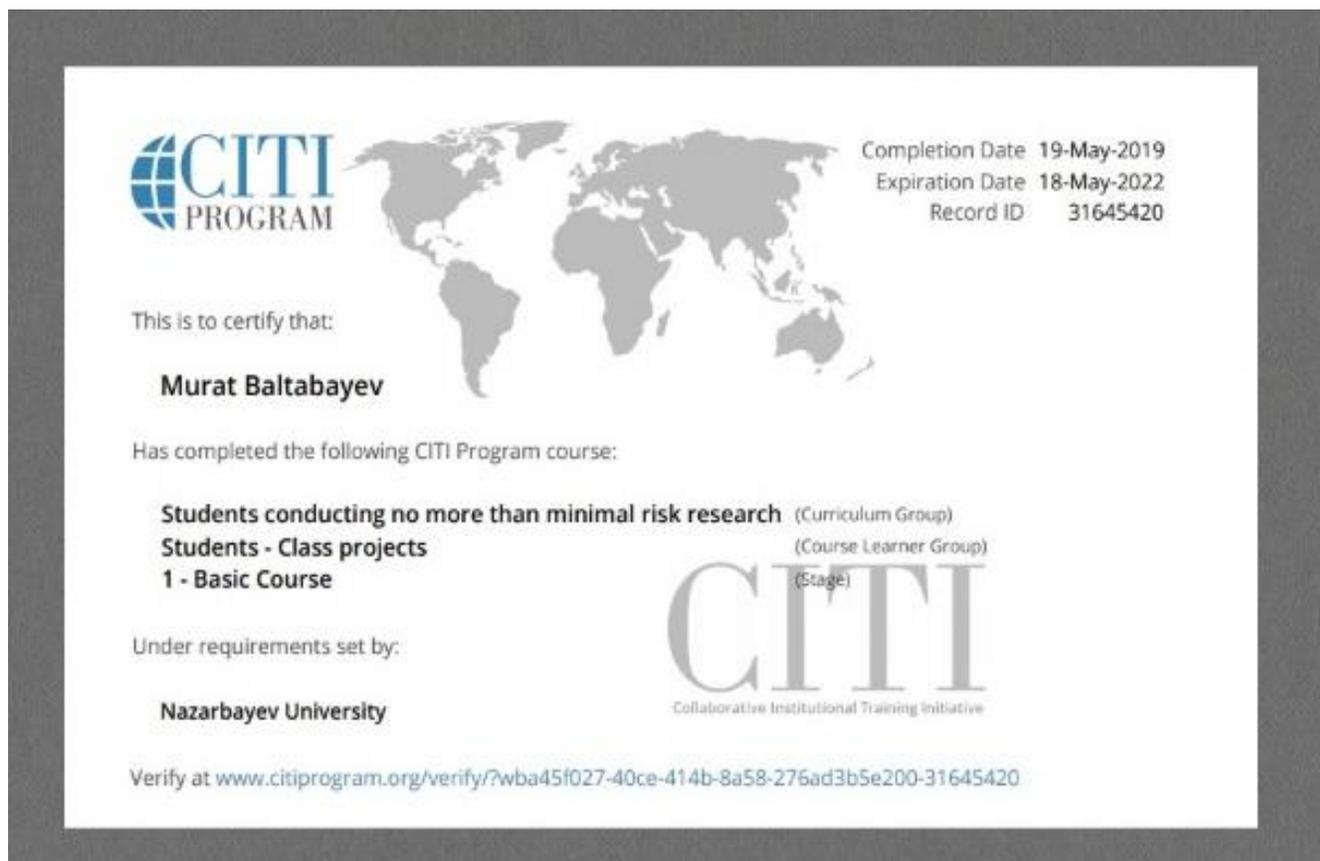
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On behalf of Elaine Sharplin  
Chair of the GSE Research Committee  
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### **Abstract**

#### **Faculty and Students' Perceptions of EMI and its Impact on Academic Content and Language Acquisition from the Participants' Perspectives**

English being a lingua academica has resulted in its implementation as a medium of instruction (EMI) in many universities worldwide. This trend is equally relevant in the Kazakhstani context due to the internationalization reform of its higher education (HE) system; hence, one of its requirements is to increase the number of educational programs taught in English. However, despite the growth of EMI in the Kazakhstani HE, there appear to be several challenges in its implementation. Therefore, it is important to analyze how well EMI is being implemented in HE through the lens of two main types of stakeholders by investigating faculty and students' perceptions of EMI, their experiences with teaching and learning academic content and language through EMI, and its impact on content and language acquisition from the participants' perspectives. The study employed a qualitative case study research design with individual and focus-group interviews with four faculty members and six students, respectively, in one Kazakhstani regional university offering EMI courses.

The findings revealed that all participants mostly have positive perceptions towards EMI reflected through the role of English as a promoter of better career opportunities, lingua franca, the language of science, and internationalization. The findings also found that EMI courses are not conducted solely in English, and all interviewed participants use codeswitching and translanguaging for better content comprehension or due to lack of vocabulary. In addition, the findings showed that EMI has a negative impact on content acquisition; nonetheless, it helps to improve English language proficiency. The results of this research may benefit various

stakeholders and contribute to the body of literature on EMI and its impact on content and language acquisition in the Kazakhstani context.

## Аннотация

### **Восприятие английского в качестве языка обучения и его влияние на усвоение академического контента и языка с точки зрения преподавателей и студентов**

Становление английского как академического языка привело к его использованию в качестве языка обучения во многих университетах по всему миру. Эта тенденция в равной степени актуальна в казахстанском контексте в связи с реформой интернационализации системы высшего образования. Следовательно, одним из требований данной реформы является увеличение количества образовательных программ, преподаваемых на английском языке. Однако, несмотря на рост английского в качестве языка обучения в казахстанском высшем образовании, в реализации данного процесса, по-видимому, присутствуют некоторые проблемы. Поэтому важно проанализировать, насколько хорошо английский в качестве языка обучения внедряется в высшем образовании через призму двух основных типов стейкхолдеров изучив восприятия английского в качестве языка обучения преподавателями и студентами, их опыт преподавания и изучения академического контента и языка посредством обучения на английском языке, а также его влияния на усвоение контента и языка с точки зрения участников. В исследовании применялся качественный метод кейс-стади с использованием индивидуальных интервью с четырьмя преподавателями и интервью методом фокус групп с шестью студентами в одном казахстанском региональном университете, предоставляющем курсы на английском языке обучения.

Результаты исследования показали, что все участники в основном положительно воспринимают английский в качестве языка обучения, что отражается в их

взглядах английского языка в качестве инструмента, предоставляющего более лучшие карьерные возможности, “лингва франка”, языка науки и интернационализации.

Результаты также показали, что курсы на английском языке проводятся не только на английском, и все опрошенные участники используют переключение кодов и трансязычие для лучшего понимания контента или из-за недостатка словарного запаса. Кроме того, было выявлено, что английский в качестве языка обучения оказывает негативное влияние на усвоение контента, но при этом помогает улучшить владение английским языком.

## Аңдатпа

### **Ағылшын тілін білім беру тілі ретінде дәріскерлер мен студенттердің көзқарастары және де оның қатысушылардың көзқарасы бойынша академиялық мазмұны мен тілді игеруіне тигізетін ықпалы**

Ағылшын тілінің академиялық тіл ретінде қызмет атқаруы оның әлем бойынша көптеген университеттерде білім беру тілі ретінде енгізуіне алып келді. Бұл өзгеріс Қазақстандық жоғары білім (ЖБ) жүйесіне әсерін интернационализация реформасы себебінен тигізді. Сәйкесінше, ағылшын тілінде білім берілетін бағдарламалар саны көбейтуге тиісті болды. Қазақстандық ЖБ жүйесінде ағылшын тілінің білім беру тілі ретінде өсуіне қарамастан, оның жүзеге асыруы атаулы қиындықтарға әкелуде. Сондықтан да, ағылшын тілін білім беру тілі ретінде жоғары білімде қаншалықты табысты енгізілетіні негізгі екі мүдделі тараптардың көзқарастары арқылы талдау маңызды. Ақырында, зерттеуді бағыттаған мақсаттардың ішіне: дәріскерлер мен студенттердің ағылшын тілінің білім беру тілі ретінде қолдануына байланысты көзқарастарын қарастыру; олардың ағылшын тілінде оқыту мен оқу тәжірибесін талқылау, және де ағылшын тілін білім беру тілі ретінде қолдануы сабақ мазмұны мен тіл игеруіне тигізетін ықпалын зерттеу кіреді. Зерттеу амалдарына квалитативтік кейс-стади зерттеу мен ағылшын тілінің білім беру тілі ретінде пайдаланылатын Қазақстандағы аймақтық университетте төрт дәріскерлермен жеке түрде өткізілген және алты студенттермен фокус-топ түрінде өткізілген сұхбат кірді.

Зерттеу нәтижелері бойынша, барлық қатысушылардың ағылшын тілінің білім беру тілі ретінде қолдануына байланысты көзқарастары негізінен позитивті болып шықты. Бұл олардың ағылшын тілінің мансапқа жетуге көмектесетіне, “лингва франка”, ғылым және

интернационализация тілі ретінде қабылдануында көрініс тапты. Өзге деректерді қарастырсақ, ағылшын тіліндегі курстар тек ағылшын тілінде оқытылмайтындығы, және де қатысушылар мазмұнды жақсы түсіну үшін немесе лексиканың жетіспеушілігіне байланысты код ауыстыру және транстілдесу қолданатыны байқалды. Оған қоса, ағылшын тілі білім беру тілі ретінде қолдануы сабақ мазмұнын игеруге кері әсерін тигізетіні, әйтсе де ағылшын тілінің жетілгені анықталды. Осы зерттеудің нәтижелері әртүрлі мүдделі тараптар үшін пайдалы болуы мүмкін және де ағылшын тілі білім беру тілі ретінде және оның мазмұны мен тілді игеру ықпалы тақырыбындағы әдебиеттер жиынтығына үлесін қосады.

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## Chapter 1. Introduction

The growing process of globalization and internationalization of higher education (HE) system, has brought the widespread geographical usage and dominance of English language in scientific and educational fields. Nowadays English is the the most commonly studied language in all levels of education in many non-English speaking countries (Cenoz, 2013). A drastic shift can be observed in many countries from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects (Galloway, Kriukow, & Numajiri, 2017). English acquiring a status of a “lingua academica” led to a trend of implementing EMI in many universities across the world (Dearden, 2014).

Nowadays, many governments perceive EMI as a double benefit for students: subjects' knowledge and English proficiency, which can provide an opportunity for students to be more competent in the global labour market (Civan & Coskun, 2016). However, despite the drastic increase of EMI in many universities worldwide, there appears to be several challenges in its successful implementation (Dearden & Macaro, 2016). For instance, some of them include: unsupportive educational infrastructure for quality EMI provision, shortage of linguistically qualified faculty members, no stated requirements of English proficiency, and lack of organizational and pedagogical guidelines for effective EMI teaching and learning (Dearden, 2014; Dearden & Macaro, 2016). Moreover, there is little research on the impact of EMI on its effectiveness for the acquisition of language and subject content. The implementation of EMI in HE outmatches empirical research (Dearden, 2014, Galloway et al., 2017). This is an important issue because EMI appears to be a top-down policy implemented by policymakers and educational managers rather than by means of communication with the key stakeholders, such as faculty and students (Dearden, 2014; Pelaez & Usma, 2017). In addition, it is not clear if EMI

indeed helps students in the acquisition of language and subject content at the same time, since there are several studies that have revealed the opposite (Galloway et al., 2017). These studies have shown that medium of instruction in a non-native language causes challenges in the acquisition of subject content for students with insufficient English proficiency (Civan & Coskun, 2016; Maleki & Zangani 2007).

### **Background Information**

This trend is equally relevant in the Kazakhstani context, where EMI is being implemented under the framework of Trilingual Education Policy promoted by the government. The policy aims for the development of Kazakh, Russian, and English languages; in which English language is given a status of integration to the global educational community (MoES, 2010).

Along with the Trilingual Education Policy, EMI is also being implemented within the framework of the internationalization reform, which sets a requirement to increase the number of educational programs taught through EMI (MoES, 2016). The internationalization is one of the main reforms that drives the development of the HE system in Kazakhstan. In 2010, Kazakhstan signed the Bologna Declaration with the aim of "integration into the European Higher Education Area (EHEA) through bringing the content and structure of higher education in compliance with world's best practices" (MoES, 2010, p.46). As a consequence, the number of universities implementing EMI courses has increased. According to the National Report (2017), in Kazakhstan, 42 universities have special groups with EMI programs and 17 thousand students attending these programs (MoES, 2017). These groups are called "multilingual groups", where Trilingual Education Policy has been implemented through "50:20:30" model, where 50% of their subjects are conducted in the first language (L1) (Kazakh or Russian), 20% - in L2 (Kazakh

or Russian), and 30% - in L3 (English) at all educational levels in 42 Kazakhstani HEIs (higher education institution) (MoES 2017).

### **Statement of the Problem**

The EMI implementation challenges are also relevant in the case of Kazakhstan. For example, it has been argued that there is a lack of qualified personnel, inadequate English proficiency of lecturers and students, lack of teaching materials and literature for EMI courses, instructors' ignorance of EMI methodology, problems with entering exams, and mixed-ability classes (Seitzhanova, Plokhikh, Baiburiev, & Tsaregorodtseva, 2015; Zenkova, & Khamitova, 2017).

Other than that, according to the National Report of the Information-Analytic Center of MoES (2017), 97% of students attending multilingual groups are “not proficient in English and do not achieve an expected school level language outcome” (p. 162). In addition, the language improvement was not indicated during the study process in multilingual groups. According to the Common European Framework of Reference for Languages (CEFR), 52% of students in the first study year had A1 level, while 44% of students had A2 (basic English user - A1-A2) and remained the same at the fourth study year (MoES, 2017). Possible reasons for this are assumed to be “inefficient English teaching methods, lack of precise requirements for student selection into multilingual groups, and lack of English language environment” (MoES, 2017, p. 162). Moreover, only 12% of faculty representatives had English proficiency at the advanced level (C1 and C2 - Proficient English user), 57% at the intermediate (B1 and B2 - English independent user according to CEFR), and 31% at the elementary level (A1 and A2 - basic English user) (MoES, 2017, p. 162).

All in all, as can be noted from the studies, EMI may cause difficulties for faculty and students to teach, learn and perform in English because of the revealed challenges. Therefore, it is important to study the perceptions and experiences of faculty and students in the Kazakhstani HE sector since they are the final key stakeholders responsible for what happens inside classrooms” (Pelaez & Usma, 2017). Investigating faculty and students’ perceptions and experiences can shed light on the encountered issues in EMI programs and understand its impact on subject content and language acquisition.

Although several Kazakhstani studies had investigated faculty and students’ perceptions and experiences of EMI before, most of them were conducted in the universities located in cities of republican significance (e.g. Nur-Sultan, Almaty) (e.g. Nurshatayeva & Page, 2019; Setzhanova et al., 2015; Zenkova, & Khamitova, 2017). As for the current study, it explores faculty and students’ perceptions and experiences of EMI at the regional university of Kazakhstan, which is insufficiently explored in the Kazakhstani studies. The study conducted in this type of university can reveal new findings because regional universities might have less financial and material resources than HEIs located in big cities. Moreover, it investigates faculty and students’ views on the impact of EMI on content and language acquisition; the theme that was not touched upon before in the previous Kazakhstani works.

### **Purpose of the Study**

The purpose of this qualitative study is to investigate faculty and students' perceptions of English as a medium of instruction (EMI), their experiences of teaching and learning academic content and language through English, and the impact of EMI on content and language acquisition from the participants’ perspectives.

### **Research Questions**

To achieve this purpose, the following research questions have been addressed:

- 1) How do faculty and students perceive EMI in general and in their university in particular?
- 2) What are faculty and students' experiences of teaching and learning academic content and language through English?
- 3) How do faculty and students view the impact of EMI on their acquisition of subject content and language?

The study employed a qualitative case study research design with individual and focus-group interviews in one Kazakhstani regional university.

### **Significance**

Various stakeholders may benefit from this research. Firstly, the faculty may learn about possible issues of teaching EMI courses from the students' perspective. This could provide an opportunity for them to consider and evaluate the effectiveness of their EMI courses in terms of its impact on content delivery and language acquisition based on students' voices and opinions. In addition, faculty voices may be valuable for policymakers and university administration; As implementation of EMI was a top-down policy approach, examining and taking into account faculty and students' perceptions and experiences might help to establish a better dialogue between policymakers and faculty, which may lead to more successful policy implementation. In its turn, the policymakers and educational managers may learn about possible organizational support issues, such as those related to the financial and material resources, textbooks, methodologies, and special courses provision. The results of this research may reveal some

useful data and contribute to the body of literature on the faculty and students' perceptions and experiences of teaching and learning through EMI in the Kazakhstani context and worldwide.

### **Thesis Outline**

The thesis is composed of six chapters, appendixes and references. The current introduction chapter provides the background information, research problem, purpose, and research questions as well as the significance of the study. The next Literature Review chapter covers the theoretical framework of the research, and critical review of the relevant recent studies on EMI programs in HE, presenting stakeholders' perceptions and experiences and analyzing its impact on academic content and language acquisition. The third chapter, Methodology provides the research approach and design, explaining the rationale for choosing qualitative case study, data collection tools and data analysis procedures. Next, the Findings chapter presents the results of the data obtained from individual and focus-group interviews with faculty and students. The Discussion chapter analyzes findings in relation to the conceptual frame and previous research while the last, conclusion chapter summarizes major findings, provides recommendations for stakeholders, limitations and suggestions for possible directions on further research.

## **Chapter 2. Literature review**

This chapter provides an analysis of the literature related to the topic of the research. The current study aims at exploring faculty and students' perceptions of English as a medium of instruction (EMI), their experiences of teaching and learning through English, and its impact on academic content and language acquisition through the lens of participants in higher education (HE) in Kazakhstan. The study is guided by three research questions. The first research question explores faculty members' and students' perceptions of EMI. The second question looks at the participants' teaching and learning experiences through English. The third question reveals the EMI impact on content and language acquisition from the faculty and students' perspectives. The first part of the chapter analyzes the concept of EMI continued with stakeholders' perceptions of EMI in international and local contexts. The second part deals with faculty and students' experiences of EMI reported in the literature. The third section covers the analysis of the EMI impact on content and language acquisition, while the last part of this chapter provides the conceptual framework guiding the study.

### **The EMI and Its Implementation**

The current section discusses the EMI concept by providing definitions from the existing literature and overview of its development in different contexts. The term English medium of instruction is relatively new, and there is no globally accepted definition. There are several terms and concepts that are used often synonymously by researchers to define practices and approaches in the discourses on English medium teaching in HE. There appears to be a trend to teach content in a language other than the home language of the students in all, pre-school, primary, secondary and tertiary phases of education (Macaro, Curle, Pun, An, & Dearden, 2018). For instance, the use of English as a teaching language in North America is sometimes called "immersion" or

“content-based language learning”, whereas in Europe, it is usually labelled “content and language integrated learning” (CLIL) (Macaro et al., 2018, p. 37). In its turn, EMI is a term that is usually but not only, applied in relation to tertiary education (Macaro et al., 2018; Schmidt-Unterberger, 2018). The working definition of EMI proposed by Dearden (2014) is “the use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English” (p.2). This definition provides a conceptual separation between EMI and CLIL. The aim of EMI in tertiary education is not the widely advertised dual focus of CLIL, but predominantly the acquisition of subject knowledge (Jarvinen, 2008).

Nowadays, the EMI is a growing global phenomenon in all educational settings, but especially in HE due to a perceived need of internationalization policy (Wachter & Maiworm, 2014; Fenton-Smith, Humphries & Walkinshaw 2017). There is a growing trend to offer both undergraduate and postgraduate programs through English in many universities across the world (Lasagabaster, Doiz & Sierra 2014; Earls 2016). At the initial stage, the growth of EMI was predominantly in European countries, where these programs increased at European universities by 1,000 percent between 2001 and 2014 (Wachter & Maiworm, 2014). A broad European study that surveyed universities in 28 European Union (EU) member states, in 2, 637 showed an active growth of EMI programs from 2,389 in 2007 to 8,089 in 2014. The Netherlands holds the leading position among countries offering EMI programs (1,078 programs), followed by Germany (1,030), Sweden (882), France (499), and Denmark (494) (Wachter & Maiworm, 2014, p. 16). The main reasons for the implementation of EMI programs were found to be university rankings, facilitation of international students' recruitment and improvement of domestic

students' international competencies. Later, EMI has become a global trend and gained its popularity across the world (Galloway et al., 2017).

The increase in the number of EMI programs offered by universities was not only seen in Europe but has been evident in other countries as well (Dearden, 2014; Kirkpatrick, 2014). For instance, a sharp rise in the use of EMI in HEIs was also noted in the Middle East context. Saudi Arabia's Ministry of Education sets English proficiency as one of the main goals; therefore, many universities in this country actively use English as a teaching language. The rapid increase of EMI in HE caused the establishment of intensive preparatory year English programs, which first started at King Fahd University of Petroleum and Minerals in 1964 and later in other 25 public and 27 private HEIs in the Kingdom of Saudi Arabia (McMullen, 2014). The United Arab Emirates (UAE) is another case of the country that actively advocates EMI in its policy documents. Back in 1970, the UAE Ministry stated that instruction in HEIs would be predominantly in English. It was found that between 2000 and 2009 American, Australian and British native faculty almost doubled in the UAE universities (Belhiah & Elhami, 2015). According to Weber (2011), the main reason to implement EMI in these countries was a strategy of moving from an oil-based to a knowledge-based economic system.

A similar growth pace in the use of EMI has been witnessed in an Asian context. In particular, Chinese and Japanese governments have been actively implementing EMI in private and public institutions. A broad survey of 135 Chinese universities revealed that by 2006, 132 of these HEIs were offering on average, 44 EMI programs per institution (Hu & Lei, 2014). A more rapid EMI increase rate has been noted in Japanese HE in the past seven years. The Japanese Ministry of Education in 2009 launched the project which the main goal was to promote educational programs taught in English in 37 Japanese universities in order to strengthen the

international compatibility and HE competitiveness in the country (TGU, 2016). According to the Japanese Ministry of Education (as cited in TGU, 2016), other 227 public and private institutions in Japan were offering one or more academic courses taught in English.

However, despite the rapid growth of EMI programs implementation in different contexts, a number of researchers reported the fact that the introduction of the new medium of instruction has rarely been negotiated at the national and institutional level from the side of policymakers and university managers with the key actors in the teaching and learning processes (Dearden & Macaro, 2016). Therefore, it is important to look at the perceptions and experiences of main stakeholders in different contexts in order to find out their views towards the adoption of EMI policy.

### **Stakeholders perceptions of EMI**

Educational stakeholders' perceptions and motivations are one of the important aspects when it comes to the implementation of education policies (Odhiambo & Hii, 2012; Ibrahim, Arshad, & Salleh, 2017). The crucial role of teachers and students was notably highlighted in the appropriation of foreign language education policies, as "they are the final arbiters of what happens inside classrooms" (Pelaez & Usma, 2017, p. 131). Therefore, it is important to analyze teachers' and students' general perceptions of EMI in an international and local context. The perceptions of faculty and students towards EMI in different contexts investigated in the literature are found to be controversial - being one side positive, and on the other – negative.

**Positive perceptions.** A number of studies that report about positive perceptions of EMI include such aspects as better career opportunities, development of international mobility and international competitiveness, access to resources, and improvement of English language proficiency (Basibek, Dolmaci, Cengiz, Bur, Dilek, & Kara, 2014; Corrales, Rey, & Escamilla,

2016; Costales, 2016; Rowland & Murray, 2018; Tsui & Ngo, 2017; Wilkinson, 2014). For instance, the European context showed a tendency towards positive perceptions with several negative issues to address. For instance, Costales' (2016) research conducted in Spain revealed that the general perceptions in the EMI implementation seem to be positive. A high percentage of students are of the opinion that EMI encourages international mobility and results in better opportunities in the labour market (Costales, 2016).

Similarly, Turkish lecturers agreed that "instruction in English can promote learners to be more successful in terms of both their academic or social environments and their business lives after university" (Basibek et al., 2014, p. 1823). The lecturers view EMI as a tool that can provide access to all resources in English and support the idea that EMI would contribute to students' English proficiency levels. Besides, the lecturers did not express any concerns regarding the resources provided in English (Basibek et al., 2014). The research conducted in Italy reported on students' positive perceptions towards EMI programs benefits, although programs had its challenges. Despite low language entry requirements, students were able to cope with the demands of EMI courses. Lecturers view EMI as an opportunity for professional development and improvement of English (Rowland & Murray, 2018).

In the same way, the participants from one of Dutch Business School showed their positive perceptions towards teaching courses through English. Deans and teachers claimed that there is no need to teach courses in Dutch since all business in the country was done through English. They also believed that EMI programs help to develop the university's international competitiveness and attract international students (Wilkinson, 2014). Comparably, Latino American context showed that both teachers and students had positive perceptions of EMI experience but at the same time acknowledged its challenges. Students acquired confidence in

their use of the language and became aware of their ability to use English to learn content. In addition, faculty and students believe that EMI courses prepare students for future job positions that demand English knowledge and provide an opportunity to practice and enhance English proficiency (Corrales et al., 2016). Correspondingly, the context of Hong Kong, revealed that students acknowledged the pragmatic value of EMI and its impact on international mobility and improvement of employability at local and global levels (Tsui & Ngo, 2017).

The studies that reported positive perceptions in the Kazakhstani context have shown that faculty and students agreed that EMI helped them to improve their English proficiency and participate in international communication. Moreover, they believe that EMI provides better preparation for the competitive labour market and helps universities to achieve better ratings (Seitzhanova, Plokhiih, Baiburiev, & Tsaregorodtseva, 2015). The other study conducted by Zenkova and Khamitova (2017) revealed that university administration and faculty representatives had positive perceptions towards EMI at universities, emphasizing the global status of English language and internationalization of HE. Respondents also reported about the importance of EMI for “higher ranking, competitiveness, greater students’ enrollment, better quality education, and better employment opportunities” (Zenkova & Khamitova, 2017, p. 155).

**Negative perceptions.** The negative sides of the EMI found in the literature appeared to be faculty and students’ inadequate English proficiency and be structured under the following categories/ themes: lack of motivation and competencies, lack of resources, extra workload and teaching hours (Basibek et al., 2014; Hu, 2016; Jiang, Zhang, & May 2016; Tsui & Ngo, 2017; Zenkova & Khamitova, 2017). For instance, Hu’s (2016) research held among content teachers at ten universities in China revealed that although they had positive opinions towards their English level to fulfil their teaching purposes, they still viewed their English as a problem to be

repaired. Participants also expressed concerns in relations to EMI, such as “the lack of support, difficulties for teachers and students, the vague division between the different types of EMI” (Hu, 2016, p. 443). According to official figures, a large part of EMI programs is developing in Chinese HE; nevertheless, many participants reported that “EMI was still in its initial stages and the teaching practices have been ignored” (Hu, 2016, p. 443).

Similarly, Jiang et al. (2016) claim that the EMI program was far from a full-fledged practice as the institution's strategic policy to promote internationalization. Teachers noted the inadequate English proficiency of the students which have “largely shaped the discourse pattern in the classroom” and had its influence on content (Jiang et al., 2016, p. 116). In addition, the findings highlighted the “importance for English for specific purposes provision in contexts where low English proficiency may prove to be an obstacle in EMI implementation” (Jiang et al., 2016, p. 116). Correspondingly, in the context of Hong Kong, Tsui and Ngo's (2017) study revealed students' concerns with the negative impact of EMI on their academic results, motivation to learn, learning atmosphere and in-class discussions (Tsui & Ngo, 2017, p. 69). The Korean study that includes 524 students in three universities revealed participants' low confidence in their English ability during EMI courses. Many students did not feel that their language level was sufficient for EMI classes, and they were not convinced that studying in English helps them to improve their English. Moreover, 85% of respondents “agreed that Korean should be used for explaining difficult materials” (Kim, Kweon, & Kim, 2017, p. 142). The negative perceptions towards EMI were also found in the Turkish context, where lecturers hold the view that students are not proficient enough to learn subjects in English. Participants support the idea that teaching in Turkish “provides a deeper and clearer understanding in terms of the content of the lesson” (Basibek et al., 2014, p. 1824).

When it comes to the negative perceptions in the Kazakhstani context, studies have shown that students were sceptical about the implementation of EMI at universities because of the ability and motivation of faculty and students (Seitzhanova et al., 2015; Zenkova & Khamitova (2017). The EMI has its challenges for teachers in terms of delivering their subjects clearly and concisely. Additional problems reported by respondents include low language proficiency, low entrance exam requirements, “lecturers’ competencies, Americanization of education programs, and lack of literature for some courses in English” (Seitzhanova et al., 2015, p. 76). Similarly, according to Zenkova and Khamitova (2017), both administration and faculty members raised concerns due to “inadequate English competence of faculty and students, lack of relevant teaching materials and resources, lecturers’ ignorance of EMI methodology, low motivation and inertness, mixed-ability classes and extra work-load and teaching hours” (p. 155).

All in all, there appear to be unambiguous perceptions of EMI in different contexts. Stakeholders acknowledge the important role of EMI in the internationalization of HE, university rankings, better career opportunities, access to resources, and improvement of English proficiency. However, the key obstacles in EMI successful implementation remain to be stakeholders’ inadequate English proficiency, low motivation and lecturers’ competencies, and lack of support and resources. The next section covers the faculty and students’ experiences of teaching and learning through EMI and challenges that they faced in their practices across different contexts.

### **Experiences of teaching and learning through EMI**

This part presents the literature on the faculty and students’ experiences in teaching and learning courses through English in different contexts.

Three different contexts, Asian, Arabic, and European, were analyzed in this section. The data gathered from previous research on the EMI experiences in these contexts showed faculty and students' overall satisfaction towards learning courses through English. Nevertheless, the English proficiency level of both faculty and students appeared to be the main challenge in an Asian and Arabic context. (Al Zumor, 2018; Hung & Lan 2017; Kim, Tatar, & Choi, 2014; Yeh, 2014; Troudi & Jendi; 2011).

For instance, the study in the Taiwanese context showed that students generally expressed their satisfaction towards their learning experiences in EMI courses, whereas others ascribed their learning difficulties to their inadequate English proficiency. In order to compensate for content comprehension challenges, "students tended to adopt cognitive learning strategies such as concentrating and taking notes in class" (Yeh, 2014, p. 305). Likewise, experiences of EMI courses in Chinese context showed that students have "better lecture comprehension when the instructor applies a slower speech rate, code-switching to Chinese, and lecture content with simple vocabulary terms" during EMI courses (Chuang, 2015, p. 70). Similarly, Vietnamese experience showed that both content lecturers' and students' English proficiency plays an important role in the success of an EMI program. Specifically, content teachers had challenges with students' and their language abilities, preparation time for lecturers, and engagement in class discussion compared with the lectures in a native language (Hung & Lan, 2017). The next study conducted in a Korean context showed a lack of students' confidence during the activities and interaction in EMI courses. Findings also revealed that there was a need for Korean language use in EMI classrooms due to the students' concerns with their academic achievements (Kim et al., 2017).

Although codeswitching was found to be a common practice in an Asian context, the Arabic stakeholders did not report about the use of first language (L1) during EMI classes. However, there were several language-related challenges. For example, students in the UAE universities who studied at private English-medium schools were better prepared to face the academic challenges of EMI than those who learned English as a foreign language in the public secondary schools (Troudi & Jendli, 2011). Likewise, students in Oman acknowledged encountered difficulties in EMI classes due to their insufficient English competence. Thus, “the implementation of EMI had a disempowering effect on students with low English language proficiency and had a negative psychological impact on them” (Al Bakri, 2017, p. 3).

When it comes to the European context, codeswitching was found to be used in the Italian and Finnish contexts. Both faculty and students codeswitched to Italian during EMI courses, while the use of L1 in the Finnish case was noted only during “interactions that are preparatory to the actual teaching” (Anu, 2019, p. 7). For instance, the Italian experience of EMI courses revealed the use of L1 by students while facing communication difficulties. Codeswitching to Italian enabled teachers to be assured that learners had understood course content and helped lecturers with lower proficiency make lessons more engaging. The findings also indicate that “EMI is more time-consuming for students in terms of reading course material and listening to lecture recordings multiple times and for lecturers which should perhaps be taken into account when calculating their workloads and in decision-making around professional development” (Rowland & Murray, 2019, p. 11). Likewise, the Finnish study found that EMI lectures tend to be more time-consuming for students. However, the difference is that Finnish students' English language skills seem to be mainly sufficient for studying courses in English. In order to attain the same academic results as an L1 education, students just need more time.

However, despite the English-only policy, both teachers and students used Finnish for communication purposes. As for the teachers, findings showed that they “could not find any differences between preparation for English-medium and Finnish medium instruction”, although teaching in English is strenuous and painful to some extent at the beginning of the career (Anu, 2019).

Conversely, faculty in the Ukrainian context did not report about the use of L1. Nevertheless, the study showed that English fluency has an impact on how confident teachers feel themselves during interaction with students in EMI courses, due to their anxiety about their English level and the need to adjust their speaking pace, discipline style, and general classroom discourse. In addition, teachers who taught courses in English were either language experts with low subject content knowledge or content experts with English proficiency issues. Moreover, students and teachers had difficulties with obtaining textbooks and other print resources in English (Goodman, 2014).

To conclude, the reviewed studies reveal several common practices used in many contexts. Thus, codeswitching was found to be the most frequently mentioned practice during EMI courses in Korean, Chinese, and Italian contexts. In order to enhance content comprehension faculty adopted such strategies as slower speaking pace, use of simple vocabulary terms, while students tend to be more concentrated and take notes in comparison with lectures in L1. In addition, Italian and Finnish contexts revealed that EMI courses are more time-consuming for both faculty and students, which has to be taken into account while planning their workload. Other than that, insufficient English proficiency was appeared to be a common challenge in Taiwanese, Vietnamese, Ukrainian, and Omani contexts. The next section discusses the impact of EMI on English language acquisition.

### **The Impact of EMI on Language Acquisition**

The studies conducted in relation to the EMI impact on English language learning have reported a positive impact on the development of students' language skills. In particular, the improvement was noted in students' reading, speaking and listening skills, as well as grammatical and lexical complexity. However, there was a little or no improvement at all in their writing skills (Ament & Perez-Vidal, 2015; Cosgun & Hasirci, 2017; Graham, Choi, Davoodi, Razmeh, & Dixon, 2018; Knoch, Roushad, & Storch, 2015).

For instance, Knoch et al. (2015) findings showed students' writing skills improved only in terms of fluency, accuracy, grammatical and lexical complexity after three years of study in EMI in an Australian university. However, band scores of "Form, Content, Organization and style and average writing score fell short of significance suggesting that three years of degree study did not improve these aspects of the students' writing" (Knoch et al., 2015, p. 21). This aspect could be explained in relation to students' English proficiency, which was indicated as "proficient at the outset" (Knoch et al., 2015, p. 22). Therefore, it is claimed that students with lower initial writing skills are more likely to show improvement even after one semester of study in the EMI program. In addition, there was a growth in the students' discipline-specific vocabulary via the extensive reading that students had to do in their courses (Knoch et al., 2015).

Similarly, 3<sup>rd</sup>-year undergraduate students from Spanish university did not display greater lexical diversity than the 1-st year students, although they were taught through English three years longer. It was argued that throughout their studies, "the participants were exposed to the academic and technical vocabulary of their field of study rather than to the more general type of vocabulary appropriate for responding to the essay prompt used in the present study" (Vidal & Jarvis, 2018, p. 13). Nevertheless, studying through EMI for three years have helped students to

increase their general English proficiency (grammar, vocabulary, reading, and listening skills) from B2 to C1 levels according to Common European Framework of Reference for Languages (CEFR). In addition, subtle progress in essay writing was found between 3rd and 1st-year students. It was claimed that students did not have interest in the topic of the essay and had not thought about the topic during their years of study; “moreover, they probably did not find the topic of the essay related in any way to the academic essays they were required to write on a regular basis” (Vidal & Jarvis, 2018, p. 15).

Furthermore, Ament and Perez-Vidal, (2015) study showed a tendency towards the improvement of English skills for a group of students examined through “a listening task, lexicogrammatical task, and a composition task where accuracy complexity and fluency were measured” (p. 63). Since the lecturers were non-native speakers of English students did not have native accent input, which was a reason for the lack of progress in the listening skill. However, there was evidence of a significant gain in grammar skills “of which they receive more target like input through readings, presentations and lectures” (Ament & Perez-Vidal, 2015, p. 63). In the same way, Cosgun and Hasirci (2017) revealed that studying in an EMI institution helps students to improve their “reading, listening, and overall English proficiency significantly” (p. 11). However, it was noted that “there is not a statistically significant change between student’s pre and post writing scores” (Cosgun & Hasirci, 2017, p. 11). The non-improvement in the writing skills was related to the fact that participants of the study were from engineering faculty, “which require fewer productive written tasks” (Cosgun & Hasirci, 2017, p. 18).

As for the impact of EMI on students’ speaking skills, Rogier’s (2012) study indicated a significant increase in all English skills areas on the IELTS test after four years of study in EMI program. Moreover, “a paired-samples t-test indicated the most improvement was made in the

area of speaking” (Rogier, 2012, p. 122). However, the faculty held the opinion that students’ weakest skills were in writing and listening. (Rogier, 2012). Likewise, Ratna’s (2017) research revealed an increase in students’ speaking skills and vocabulary mastery. Students reported that they were able to understand more easily in English than before the EMI program (Ratna, 2017).

As can be noted from the studies, the impact of EMI on the improvement of language skills is different in each context and depends on several factors. Overall, students tend to develop discipline-specific vocabulary, grammatical and lexical complexity, as well as reading, listening, and speaking skills. However, there was no improvement in students’ listening skills, where students did not have native accent input (Ament & Perez-Vidal, 2015). In addition, it was noted that writing skills are likely to improve only among students with lower initial writing skills, whereas students who were indicated as “proficient at the outset” showed only a little improvement (Knoch et al., 2015, p. 22). Moreover, students from engineering faculty did not show any improvement in writing skills due to the nature of the faculty, “which require fewer productive written tasks” (Cosgun & Hasirci, 2017, p. 18). The next section provides findings from the literature on the EMI impact on content acquisition.

### **The Impact of EMI on Content Acquisition**

When it comes to the literature on the impact of EMI on teaching and learning content through English, there appears to be a fair number of works. For instance, Airey’s (2011) observational research studied the Swedish university lecturers’ experiences who shifted from the medium of instruction in their first language to EMI. The findings revealed that the “lecturers were acutely aware of their limitations due to insufficient language proficiency when teaching in English” (p. 35). The limitations revealed such findings as “shallower and less precise lecturers, a higher level of hesitations, false starts and use of filler phrases, feeling uncomfortable while

correcting students' English" (Airey, 2011, p. 35). Moreover, another study conducted by Airey and Linder (2006) which observed students studying EMI courses, revealed that "when taught in English Swedish students asked and answered fewer questions, were less able to follow the lecture and take notes at the same time" in comparison with lectures in L1 (p. 6). The observed features had a negative impact on students' content comprehension during EMI courses (Airey et al., 2006).

Similarly, Hellekjaer's (2010) study that explored students subjects' content acquisition in English and the L1 at Norwegian and German universities, found that even though Norwegian students had high English proficiency, they still had difficulties with EMI subject content comprehension. As for German students, they had even greater difficulties. "The most frequent source of difficulty appears to involve unclear pronunciation/word segmentation or unfamiliar vocabulary, following the lecturer's line of thought, and difficulties taking notes" (Hellekjaer, 2010, p. 23). Thus, such practices as slower speech pace and use of simple vocabulary at the initial stage might be beneficial for content understanding in this context. Likewise, quantitative survey study revealed that 99% of Chinese students who had experiences learning content-based EFL courses pointed out that "content taught in English by Chinese professors is shallow and does not meet their needs" (Becket & Li, 2012, p. 55). "Neither professors nor students have sufficient English language proficiency to teach or learn the subject matter contents in the medium of English" (Becket & Li, 2012, p. 58). In this case, the question arises whether faculty have to conduct their lectures solely in English or adopt the use of codeswitching/translanguaging in EMI classes (Becket & Li, 2012).

Another study conducted by Kinyaduka and Kiwara (2013) in Tanzania that assessed teacher, students and parent opinions on the impact of EMI on content acquisition, showed that

69.5% of students had low acquisition of subjects' content taught in English. In addition, 78.9% of teachers mentioned that EMI was "a setback to a student academic achievement" (Kinyaduka and Kiwara, 2013, p. 90). Analogously, Al Zumor (2018) claims that use of English to teach scientific subjects had a negative impact on 78% of students in terms of scientific content comprehension and assessment, while 87% believed that if they were tested in the Arabic medium, they would do better. Moreover, EMI had a psychological impact on the majority of students in Saudi Arabia HEIs, "such as anxiety, frustration tension, fear and embarrassment, and ultimately, poor educational outcomes" (Al Zumor, 2018, p. 14).

If we look at issues related to delivering content through EMI in Kazakhstani universities, Seitzhanova et al., (2015) found that some Kazakhstani lecturers expressed the opinion that their role is not to help students with English, but only to transfer subject knowledge. In addition, faculty reported that "there is no common methodological support (state standard programs) which makes optional sampling of educational materials by universities" (Seitzhanova et al. 2015, p. 75). Therefore, teachers have to use their own methodologies and university materials (textbooks, training books) in EMI programs. Moreover, the shortage of competent lecturers aggravates the situation (Seitzhanova et al., 2015). The other Kazakhstani research also found that "the introduction of EMI resulted in a decrease in academic performance (GPA's and the probability of graduation) and an increase in the number of failed course credits. However, the effects were short-lived, especially witnessed during the transition time and may not have a longer-run negative impact (Nurshatayeva & Page, 2019).

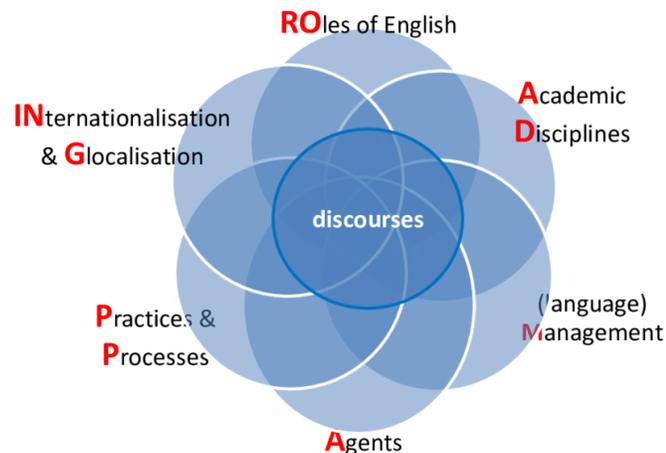
Overall, the reviewed literature suggests that the EMI might be challenging for students in terms of acquisition of subjects' content. In most cases, faculty and students' insufficient

English proficiency leads to the faculty members' low-quality lectures and students' insufficient subject content acquisition than in a native language.

### Conceptual framework

The framework that was used for this study is based on the road-mapping framework developed by Dafouz and Smit (2016), who identify six relevant components that “operate dynamically across higher education institutions which use an additional language as the means of instruction” (p. 3). These core components are 1) Roles of English (in relation to other languages), 2) Academic Disciplines, 3) (Language) Management, 4) Agents, 5) Practices and Processes, and 6) Internationalization and Globalization. For ease of reference and memory, the model was titled by the authors as ROAD-MAPPING (Figure 1: The ROAD-MAPPING framework for EMEMUS (English-medium education in multilingual university settings)) by Dafouz and Smit (2016).

Figure 1: The ROAD-MAPPING framework for EMEMUS



The dimension 1) Roles of English is considered in regard to the linguistic repertoire of a specific higher education site. Typically, universities' language policies adhere to mono- vs multilingualism depending on their language management, language practices and educational

objectives. The “unrivalled position of English as the main language of dissemination of scientific ideas, and an increasingly relevant language of education” results in “English-plus” multilingual policies in many universities worldwide (Dafouz & Smit, 2016, p. 13). For instance, this role of English in some cases is extended to faculty by requiring a certain proficiency level as a necessity to teach EMI programs. In addition, the increase in faculty and students’ academic mobility positions the English language as the lingua franca of many HEIs, establishing its role not only as an academic language but as a joint language of communication (Dafouz & Smit, 2016).

2) The dimension Academic Disciplines poses two challenges in multilingual settings. First, is the need for recognition of different discourses that operate in different disciplines. For instance, two-dimensional space *hard* (e.g., *Physics, Chemistry*) vs *soft* (e.g., *History, Literature*) for classification of disciplines proposed by Becher (1989) can be an example of subjects’ differentiation. Second, is to “remain critically aware of the risk of homogenizing disciplines and following an (Anglocentric) monocultural model” that can be potentially caused by the use of EMI (Dafouz & Smit, 2016, p. 15).

3) Language management is concerned with language policy statements issued by social agents who represent collectives at different socio-political and hierarchical levels. These policies vary depending on the range of application and legal status. Language policy decisions can be obligatory and applicable to a specific setting only, while others, such as “European White Papers, are recommendations designed for a supranational region like the European Union (EU)” (Dafouz & Smit, 2016, p. 16). Thus, language management is a crucial aspect in EMEMUS environment due to contradictions which may arise between university managerial decisions and national level policies (Dafouz & Smit, 2016).

4) A significant number of different agents play their roles in the implementation, planning and assessment of language policies in HEIs worldwide. It is important to recognize the “multi-faceted and dynamic nature of the roles that stakeholders engaged in EMEMUS may adopt” (Dafouz & Smit, 2016, p. 18). In addition, it is essential to examine how these agents, individuals or institutions which implement these policies may represent different hierarchical status, that consequently may result in conflicting views and interests (Dafouz & Smit, 2016).

5) The dimension Practices and Processes consider the teaching and learning activities that are constructed by specific EMEMUS settings. The practices can be divided into three types: ways of doing, ways of thinking, and the third which combines both. These practices can be shown on the example of academic literacy skills development, which is a contested field of teaching between subject and language specialists. While the language development has consistently been the area of language specialists, “the New Literacy School has argued that subject specialists are best placed to induct students into the discourses of their disciplines” (Dafouz & Smit, 2016, p. 19). The third way proposed by Jacobs (as cited in Dafouz & Smit, 2016), connects both “ways of doing and thinking about literacy development, integrating academic literacies into disciplines based on joint collaboration between language and content specialists” (Dafouz & Smit, 2016, p. 19).

6) According to Scott (2011), internationalization “describes a process of intensifying exchange between nations (or other securely internationalized organizations and agencies), most of which occurs within the public domain” (p. 61). In turn, glocalization “might best be described as the relationship between global and local processes, which are increasingly viewed as two sides to the same coin rather than being diametrically opposed” (Robertson, 1992, p 13).

Nowadays, to succeed universities have to take into account international, global, national and local forces and interests. For instance, while international mobility provides access to international students, local mobility focuses on the inclusion of minoritized communities. In multilingual university settings, the complex “interplay of local and global drives includes a number of diverse questions and decisions which should go beyond the most noticeable criterion applied with regards to internationalization, namely, student and teacher mobility” (Dafouz & Smit, 2016, p. 20). Finally, Discourses is viewed as the “intersecting access point through which all six dimensions can be examined” (Dafouz & Smit, 2016, p. 20). Figure 1 above shows visually the constant interplay of these components. As Figure 1 shows, Discourses being at the centre functions as the access point to these components (Dafouz & Smit, 2016).

Overall, the ROAD-MAPPING framework identifies six core dimensions in EMEMUS settings and their intersection within the respective multilingual ecology (Dafouz & Smit, 2016). Thus, the multiperspectivity offered by this framework permits and provides a more in-depth analysis of data within and across multilingual HEIs, which is relevant to the chosen case of this study. The collected data will be analyzed through these six main themes that allow us to consider various factors which affect successful EMI policy to a different extent.

## **Conclusion**

The aim of this chapter is to provide an overview of the literature review regarding the concept of EMI, stakeholders' perceptions and experiences of teaching and learning through English, as well as the impact of EMI on content and language acquisition. The perceptions and experiences of EMI appear to be controversial across different contexts. Although stakeholders acknowledge the benefits of EMI for internationalization of HE, international competition, students' better career opportunities and access to resources, they also report about faculty and

students' insufficient English proficiency, students' lack of motivation and lack of support. Furthermore, the experiences of teaching and learning through EMI revealed the use of common practices, such as codeswitching, slower speech pace, and use of simple vocabulary terms among faculties, and higher concentration and notetaking among students. In addition, inadequate English level and higher workload due to higher time-consumption of EMI courses were the main challenges. Finally, the studies on the impact of EMI on language acquisition revealed improvement in students' general English proficiency (e.g. grammatical and lexical complexity, reading, listening, and speaking skills), but only a slight improvement in writing skills. Whereas, the studies on content acquisition through EMI reported difficulties in subject content comprehension among students due to again, both faculty and students' insufficient English proficiency. The next chapter will provide the methodological rationale of this study.

### **Chapter 3. Methodology**

The purpose of this chapter is to present the rationale for the methodology that guided this study. The study aimed to explore faculty and students' perceptions of EMI and its impact on academic content and language acquisition from the participants' perspectives. To achieve this purpose, three research questions were posed: first, to explore faculty and students' perceptions of EMI, their experiences of teaching and learning through English, and the impact of EMI on content and language acquisition through the lens of participants.

The methodology chapter consists of seven sections: the first section presents the research design specifying the reasons for applying an interview-based qualitative approach. The second section discusses sampling strategies and the research site description. The third section provides an explanation of data collection instruments of the study. The following sections present the data collection procedures, data analysis, the ethical issues, while the last section covers the issues of validity and reliability of the study.

#### **Research Design**

This part presents the justification of the research approach and design that were employed in the study.

In order to conduct the study, a qualitative research approach, namely, a case study research design, has been applied. Qualitative research is considered to be the best suited to address a research problem when a researcher does not know the variables and need to explore (Creswell, 2014). In qualitative research, there might be little information about the phenomenon of study, and a researcher needs "to learn more from participants through exploration" (Creswell, 2014, p. 16). Hence, although there is a big significant number of studies on the EMI worldwide, there is not enough literature in Kazakhstan; moreover, most of them explored only universities

in Nur-Sultan or Almaty. Therefore, a qualitative research approach was employed to investigate the perceptions and experiences of the stakeholders from a regional university in Kazakhstan.

Furthermore, the case study research design was chosen because according to Hitchcock and Hughes (as cited in Cohen, Manion, & Marrison, 2011) case studies “concerned with a rich and vivid description of events relevant to the case, explore a specific phenomenon of interest focusing on one or more sites and on individual actors or groups of actors, and seeks to understand their perceptions of events” (p. 253). In addition, case studies are “immediately intelligible and speak for themselves, they catch unique data, that can be lost in larger scale data (e.g. surveys) and might hold the key to understanding the situation” (Nisbet & Watt, as cited in Cohen, Manion, & Marrison, 2011, p. 256). Moreover, a case study can catch and look at a phenomenon in its real-life context, “explore participants’ experiences and thoughts about a situation and can be undertaken by a single researcher without needing a full research team” (Robson, as cited in Cohen, Manion, & Marrison, 2011, p. 178). The aim of a case study is “to increase understanding of the studied phenomenon, either in the context of a specific instance or generalized over a population” (Hayes, Kyer, & Weber, 2015, p. 4). Thus, this type of approach helped me to gather rich and unique data with the focus on one site and explore the perceptions of EMI and experiences of teaching and learning through English in its real-life context from the perspectives of faculty and students.

### **Research Site and Sample**

**Research Site.** This section discusses sampling strategy and the reasons for selecting the research site for the study. To explore specific and distinct situations, qualitative research design requires a targeted selection of sites and participants.

Thus, one of the Kazakhstani regional universities was chosen as a research site. There were a number of reasons for selecting this research site: 1) implementation of multilingual education; 2) well-developed academic mobility practice and 3) multidisciplinary profile of the university. To go into greater detail, this university has been implementing multilingual education programs at all educational levels (Bachelor, Master, and PhD) in natural and social sciences in three languages of instruction (Kazakh, Russian, and English). Students in these programs are studying in three languages: one-two courses are taught through English, while the rest either through Kazakh or Russian medium of instruction. In addition, the university has a well-developed academic mobility practice and has special departments that work on multilingual education matters. The multidisciplinary profile of the university allowed me to obtain more rigorous data by selecting participants from both natural and social sciences departments. Other than that, according to the National Rating of Top Kazakhstani Multidisciplinary Universities (2019), this regional university was ranked as average (11 out of 18). Therefore, the data obtained from such a university might give a picture of EMI program implementation conditions that can be generalized at the level of regional multidisciplinary universities across Kazakhstan.

**Sample.** The study included 10 participants in total, four faculty members and six students. The sample was taken via maximum variation sampling within purposive sampling, where within the purposeful sampling a researcher selects “a sample that is satisfactory to the researcher’s specific needs”, and provides “access to knowledgeable people, i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, expertise and experience” (Ball as cited in Cohen, Manion, & Marrison, 2011, p. 115). Therefore, the criteria for faculty representatives was to have at least one year of experience teaching EMI

courses, have an official external (IELTS, TOEFL) or internal (certificate obtained within the university) language proficiency confirmation document, and teach disciplines in English within multilingual education groups. In turn, the criteria for students was to be senior year students, study subjects taught in English within multilingual education groups, and have an official external or internal language proficiency confirmation document. The rationale for choosing faculty members with at least one year of experience and senior year students is because they can have more experience and established views on teaching and learning courses through EMI and could provide more profound information on these programs in comparison with less experienced participants. As for the maximum variation sampling, where cases are selected “from as diverse a population as possible”, faculty and students were recruited from different schools that conduct natural and social science disciplines through EMI in order to obtain multiple perspectives of participants (Anderson & Arsenault as cited in Creswell, 2014, p. 115).

The table below presents the information on the participants that were chosen for the study.

Table 1 <i>Information on participants of the study (Faculty)</i>		
Participants (by a pseudonym)	School/Department	Years of experience teaching EMI courses
Faculty 1	Mathematics and Natural Sciences/Physics	2
Faculty 2	History, Economy and Law/Finance and Management	3
Faculty 3	History, Economy and Law/Finance and Management	2

Faculty 4	Mathematics and Natural Sciences/Chemistry and Chemical Technology	1
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Table 2 <i>Information on participants of the study (Students)</i>		
Participants (by a pseudonym)	School/Department	Major
Student 1	Mathematics and Natural Sciences/Chemistry and Chemical Technology	Chemistry
Student 2	Mathematics and Natural Sciences/Biology	Biology
Student 3	Mathematics and Natural Sciences/Biology	Biology
Student 4	Mathematics and Natural Sciences/Biology	Biology
Student 5	History, Economy and Law/Finance and Management	Finance
Student 6	History, Economy and Law/Finance and Management	Finance

### Data Collection Tools

This section addresses data collection instruments which were used in the study. Particularly, it explains the type and structure of the interviews and its suitability for data collection.

The data collection method included one-on-one, semi-structured, 30 to 40 minutes interviews with faculty members and 40 to 50 minutes, focus group interviews with students with the use of a tape-recorder. The interview consisted of 25-26 open-ended questions to gather faculty and students' perceptions, challenges, and experiences towards the implementation of EMI.

The interview is as a flexible tool that gives space for spontaneity and allows “the interviewer to push not only for complete answers but also for responses about complex and deep issues” (Cohen, Manion, & Marrison, 2011, p. 349). As described by Tuckman (as cited in Cohen, Manion, & Marrison, 2011), “by providing access to what is inside a person’s head, interviews make it possible to measure what person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)” (p. 351). According to Oppenheim (as cited in Cohen, Manion, & Marrison, 2011), respondents tend to be more involved and motivated in interviews than in questionnaires and therefore, have a higher response rate. Besides, interviews are “better than questionnaires for handling more difficult and open-ended questions” (Oppenheim, as cited in Cohen, Manion, & Marrison, 2011, p. 81).

The use of open-ended types of questions allows participants “to express their experiences unconstrained by any perspectives of the researcher or past research findings and to create the options for responding without being forced into response possibilities” (Creswell, 2014, p. 240). Moreover, open-ended questions are flexible and allow the researcher to probe in order to go into more depth or to clarify any misunderstandings (Creswell, 2014). Therefore, open-ended questions were used in the interviews that were more suitable for the established research questions. In addition, the semi-structured interview can provide more in-depth data than other instruments (Cohen, Manion, & Marrison, 2011), and gives an opportunity to add follow-up questions in order to reveal more thorough information (Curtis, Murphy, & Shields, 2014). That is why, to investigate faculty and students’ perceptions, experiences, and opinions, individual and focus group interviews were applied as a data collection instrument.

To go into greater detail, the one-on-one individual in-depth interview was chosen in order to avoid the occurrence of a leader in a group among faculty members, who may affect other respondents' opinions and for the sake of faculty working time convenience (Creswell, 2014). As for the students, I used focus group interviews because this type of interviewing can be useful with younger participants (children, students) and are "less intimidating for them than individual interviews" (Cohen, Manion, & Marrison, 2011, p. 374). Group interviews are useful when a group of participants have been working or studying together for some time or have a common purpose, hence, allowing students to be more open expressing their opinions among their peers. In addition, group interviews are often quicker and timesaving (Cohen, Manion, & Marrison, 2011). Thus, I conducted focus group interviews with two students in each interview from the same study group. All participants were provided with three options for the interview in Kazakh, Russian and English languages. In addition, the interview questions were piloted during the Thesis Research Seminar classes, which allowed me to correct some of the questions. Some questions were reformulated with a better formulation of the question in order to make it more precise and more understandable to the participants. The number of questions was reduced to avoid repetition and be able to keep within the time devoted to the interviews.

The interview questions covered a number of aspects, such as faculty and students' perceptions of EMI in general and in their university, its benefits and drawbacks, encountered challenges during its implementation, the impact of EMI on students' content and language acquisition, and the participants' experiences on EMI support from the side of the university (*see Appendix A*).

### **Data Collection Procedures**

After the approval of the ethics application form by the NUGSE (Nazarbayev University Graduate School of Education) Ethics Committee, minor changes were discussed with a supervisor and corrected. Afterwards, the administration of the university chosen as a research site was contacted via email, and the significance, aim and nature of the research were explained to the university administration, and permission for the data collection was asked. In addition, an official letter of permission for research requested from the School was attached in the email. First, the administration represented by the Vice-Rector appointed a meeting with me and all the details of the research was explained to him. Then, meetings with the Dean of the Faculty and the Head of Student Department were appointed where the list of all faculty members who conduct courses through EMI was obtained. Recruitment letter (*see Appendix C*) was sent to all faculty members and students of the university who teach/study courses in English within multilingual education groups. Those who responded to the recruitment letter and met the established criteria were chosen for the study.

Data collection started on the 3 December and lasted for ten days until the 13 December 2020. Overall, ten interviews were conducted: four individual interviews with faculty and three focus group interviews with students, two in each group. Four faculty members and six students were interviewed during this period. During personal meetings and in email correspondence, exact dates, time and location convenient for participants were discussed. The option to choose the language of the consent form (*see Appendix B*) and the interview was given to the interviewees. Before the actual interview, the purpose of the research and consent form ethics details were explained to the participants. They were asked to sign a consent form and after their permission for an audio record, interviews were conducted. Also, during the interviews, a good

rapport and friendly atmosphere were established with the participants. Other than that, some probes and follow-up questions were asked in order to clarify some details and obtain additional rigorous information. It was planned to conduct 12 interviews: four individual interviews with faculty members and two focus-group interviews with students (four in each group). However, due to unavailability of students (final exams week), I was able to recruit six students instead of eight. In addition, it was hard to gather three or four students together due to the difference in their schedule; therefore, I conducted three focus-group interviews with two students in each group.

All in all, I was able to collect the valuable data from my participants on their perceptions of EMI and experiences of teaching and learning courses taught in English.

### **Data Analysis**

In analyzing and interpreting the data, I used Creswell's (2014) six steps, which represent "preparing and organizing the data for analysis; initial exploration of the data through the process of coding; develop descriptions and themes by means of codes; represent findings through narratives and visuals; an interpretation of the results meaning by personal reflection on the impact of the findings; and validating the accuracy of the findings" (Creswell, 2014, p. 261).

At first, I organized and transcribed manually the recorded interviews, which is the strategy proposed by Creswell (2014) because the data was less than five hundred pages; whereas the interview data in my study consisted of one hundred and seven pages. After transcribing and analyzing the data, I used the table with the sections for codes and themes provided by Jones (as cited in Creswell, 2014). According to Yin (2014), the development of themes and codes in case of qualitative data can be done manually or through the NVivo qualitative analysis software program, which is efficient for "management of nonnumeric,

unstructured data with the powerful process of indexing searching and theorizing” (Creswell, 2014, p. 267). Hence, I used the NVivo program in my study because of its time saving and managing data efficiency and experience of working with this program in the Research Methods classes. I initially developed seventeen codes and then decreased the repeating codes by placing them under one broader topic. Themes were developed in accordance with the established research questions and the conceptual framework. Overall, six themes and nineteen subthemes were developed by means of this strategy. Lastly, I made a comparison of the data with the existing literature in the field, found the limitations and made suggestions for further research.

### **Ethical Issues**

According to Yin (2014), study that involves participants and identifying information about these individuals should take into account ethical consideration that prevents a possible threat to their identities. Thus, such measures should provide participants' anonymity and confidentiality. In particular, interviews have an ethical dimension that should address effects of the study to the participants, possible consequences and benefits, non-traceability, access to the data, and trying to manage the interview in an appropriate, non-stressful manner (Cohen, Manion, & Marrison, 2011).

Therefore, a consent form that provides information about how their anonymity, confidentiality was planned to be maintained, as well as their rights and possible risks in their participation were given and explained verbally to the selected participants before the interview had taken place. Participants were asked to read and sign a consent form before the interview started. In addition, the consent form for focus group interviews included a statement informing the participants that confidentiality cannot be completely ensured because there are other participants within that group, but that each participant was requested to keep all the information

confidential. All interviews were recorded only with the permission of the participants. The interviews, if requested by the participants, were conducted outside of the university in order to ensure anonymity; however, during the negotiations, none of the participants requested to do so. Participants were also provided with an opportunity of choosing the language of the interview (Kazakh, Russian and English) and to leave the interview at any time.

The university and participants were assigned with pseudonyms to conceal their names (see *Table 1; Table 2*). All efforts have been taken to remove all possible identifiers in the data presentation of the thesis. The identifying information of the actual participants remained confidential and was not known to the university administration. All collected or produced research documents and field notes, when not with the researcher, were kept in a separate, secure location, to which only the researcher had access. Besides, all the recordings and transcriptions were securely stored on my personal computer secured with a password.

Minimal risks concerning faculty and students' participation in this research were possible. Other than everyday risks they included: the possibility of anonymity violation (e.g. from other focus group interview participants), psychological risks (potential discomfort) because of the interview questions related to their work/study processes. However, their participation was on a volunteer basis, and they will have the right not to answer particular questions if they wish not to do so. To minimize the risks, the participants were provided with an opportunity to withdraw from the interview at any time. If participants had a wish not to be recorded, only notes were taken during the interview. If the university administration expressed wish to be at the interviews, they were kindly asked to allow participants to be interviewed without their presence. The interviews were conducted at a convenient time in places that are convenient for the participants. I established a friendly atmosphere and asked questions in a way

to avoid any possible discomfort. Participants were also ensured that there would be no negative effect on their participation on their studies or employment. Moreover, before starting a research, I passed the Collaborative Institutional Training Initiative (CITI) training organized by NUGSE, which is an online training program developed to educate faculty members and students on issues that involve human subject research. Lastly, the ethics application for the thesis that discussed the ethical issues of the research were reviewed and approved by the NUGSE Ethics Committee before starting the participants' recruitment process.

### **Validity and reliability of the study**

This part presents the strategies that were used to ensure the validity and reliability of the study.

According to Creswell (2014), qualitative research is interpretive and “the researcher should be self-reflective about his or her role in the research and how he or she is interpreting the findings; thus, accuracy and credibility of the findings is of the utmost importance” (p. 259). Hence, throughout the thesis research process, I positioned myself not only as a student but as a specialist in multilingual education and a novice researcher. Further, conforming to Creswell (2014), validating findings means that “the researcher determines the accuracy or credibility of the findings through strategies such as member checking, triangulation, and auditing” (p. 259). Therefore, to ensure the validity and reliability of the study, various measures were applied. For instance, qualitative studies use “triangulation” among different data sources to strengthen the accuracy of research (Cresswell, 2014). One example of the triangulation process that was used in my study is “corroborating evidence from different individuals” (e.g., a principal and a student), which ensures the accuracy of the study because the information draws on multiple sources of individuals (Creswell, 2014, p 259). Thus, I chose to interview both faculty

representatives and students to obtain more rigorous data from the various stakeholders' perspectives.

The other measure that was applied in the study is “auditing”, in which a researcher asks a person outside the project “to conduct a thorough review of the study and report back, in writing, the strengths and weaknesses of the project” (Creswell, 2014, p. 259). The auditor reviews the research and “writes or communicates an evaluation of the study” and this process “may occur both during and at the conclusion of a study” (Creswell, 2014, p. 259). In my case, the major auditor was a supervisor and minor groupmates (peers). For example, before the actual interview process, I piloted the questions in Thesis Research Seminar classes for two times with my peers. The piloting provided me with an opportunity to receive thoughtful comments and feedback. After that, some questions were revised, corrected and improved. Finally, the evaluation and the feedback were provided by the supervisor at every stage of the research, which allowed me to improve the validity and reliability of the study.

## **Conclusion**

The methodology that was employed in this research provided the possibility to answer the established research questions of the study. To ameliorate the insufficiency of using only one data collection instrument, two types of stakeholders, faculty and students from two polar schools were chosen for this study. A qualitative approach and a case study research design allowed me to obtain an in-depth understanding of participants' perceptions, experiences and challenges of the EMI policy implementation in a regional Kazakhstani university. All the efforts were undertaken in order to provide anonymity and confidentiality of the respondents' identities and the security of collected data. The next chapter presents the actual findings of the study.

### **Chapter 4: Findings**

This chapter presents the analysis of the data on faculty and students' perceptions of English as a medium of instruction (EMI), their experiences of teaching and learning academic content and language through English, and the impact of EMI on content and language acquisition from the participants' perspectives. The findings of the research data are presented according to the research questions that guided the study: 1. How do faculty and students perceive EMI in general and in their university in particular? 2. What are faculty and students' experiences of teaching and learning academic content and language through English? 3. What is the impact of EMI on content and language acquisition through the lens of participants?

The study was conducted in one of the regional universities of Kazakhstan. A qualitative approach, namely, case study research, has been chosen for this study. The data were collected through semi-structured one-on-one in-depth interviews with four faculty members, and focus group interviews with six students, two students in each group. The data were analyzed by means of coding procedures to identify the main themes and categories.

This chapter is organized according to the themes and categories that emerged from the research questions. The first part presents perceived perceptions of EMI through the lens of its benefits. The second part presents faculty and students' practices used in EMI courses and encountered challenges. The third part presents the impact of EMI on understanding subject content and improvement of English skills. Finally, the chapter gives a conclusion summarizing the main findings. The following "Discussion" chapter will provide an interpretation of the findings.

### **Perceptions of English as a Medium of Instruction (EMI)**

This section discusses how faculty and students perceive EMI in higher education (HE) in general and in their university in particular. All interviewed participants perceived EMI positively through the lens of its benefits that are presented under the following sub-themes that emerged from the data: 1) English as a lingua franca and as a language of science; 2) EMI as a promoter of better career opportunities; 3) EMI as a facilitator for internationalization in their university; 4) EMI relation to other languages.

**English as a lingua franca and language of science.** Among the perceived benefits of EMI, all interviewed faculty and students were unanimous in perceiving English as a lingua franca, and the majority of them pointed out its importance as a language of science. Faculty and students are of the opinion that English nowadays is the most popular and used language for international communication across the world and therefore, need to be integrated into the Kazakhstani education system. One of the faculty members comments in this regard were:

Surely, the English language is very popular; it is the language of international communication, even in non-English speaking countries. We definitely need to integrate it into the educational system of our country. (Faculty 2)

These ideas were echoed by one of the students who expressed it in the following way:

Indeed, you can easily go abroad if you know English because almost everyone speaks English across the world. (Student 5)

Furthermore, all interviewed faculty pointed out the importance of English in science, leading scientific achievements, and scientific literature. According to one of the faculty statements:

Today all the leading achievements, all discoveries, and all scientific literature that we are using and will use are provided in English. To be a progressively developed country, innovation is needed, and all innovations are written in English". (Faculty 4)

Another faculty member emphasized the important role of English in natural sciences and the latest discoveries in science:

As we can see, the knowledge of English is crucial in physics and other natural sciences as well. The latest discoveries in physics are mostly published in English. Therefore, I would like my students to understand physics in English. (Faculty 1)

When it comes to the students, only one of them expressed his opinion on this matter:

To my knowledge, nowadays, 90% of scientific discoveries and publications are done in English". So, I think English is important if you want to improve your knowledge in your scientific field. (Student 2)

Thus, all participants expressed their opinions on the important role of English as a lingua franca, and most of them pointed out its importance in science.

**EMI as a promoter of better career opportunities.** The next benefit reflecting the positive perception of EMI emphasized by all respondents was its potential demand for students' better career opportunities. For instance, one of the interviewed faculty expressed his opinion about an academic career, saying:

We know that English is necessary for an academic career. For example, in order to acquire a Ph.D., one of the main requirements is to have at least one article published in a journal indexed in the Scopus or Thomson Reuters database. All these journals are written in English. Therefore, in any case, EMI programs should be developed because we assume that some of the undergraduate students will apply for masters, and master students will apply for a PhD. (Faculty 4)

Another argument on the importance of EMI for students' better career opportunities was found in the students' responses, reflecting the demand for English in prestigious job positions:

Studying courses through English is useful for me. English is now in great demand. Many prestigious organizations and companies require knowledge of English in our country, especially in big cities" (Student 2)

You can find a better job if you know English at a good level. I think that studying courses in English will help me to improve my language". (Student 6)

was the way how another student expressed his idea in this regard. To sum up, all respondents consider English as a benefit for better career opportunities.

**EMI as a facilitator for internationalization.** As for the perceptions of EMI in their university, the majority of faculty and students expressed their opinions on its importance for

internationalization. For instance, three-quarters of faculty emphasized the importance of EMI for international cooperation with foreign universities, the attraction of foreign specialists, and the development of academic mobility. Some of the respondents' comments in this regard include the following:

EMI facilitates the development of international cooperation. EMI programs help to sign more agreements with foreign universities; therefore, more students have an opportunity to study in different countries through academic mobility. (Faculty 3)

...Besides, courses taught in English help to attract faculty through academic mobility, who are usually foreigners. (Faculty 4)

In addition, faculty members mentioned the benefits, such as improvement of English knowledge, academic mobility and internship opportunities that teaching in English can provide:

The advantages of teaching in English is an improvement of language knowledge, financial terminology, and academic mobility. I.e., you can go somewhere for an internship. Such opportunities are surely considered as a part of mobility. (Faculty 2)

As for students, almost half of them emphasized EMI's benefits for academic mobility.

For instance, it was pointed out that studying courses in English helps students to be selected for academic mobility programs:

When a foreign university sees that I studied courses through English, it improves my chances of being selected for exchange studies. (Student 5)

The other student mentioned that courses in EMI at home university prepared her for studying abroad solely in English:

I went to Poland through academic mobility and studied all courses in English there. I studied only two courses in English here, and these courses prepared me for studying courses in Polish university. (Student 6)

Thus, both faculty and students perceive EMI in their university as a beneficial tool for internationalization. In particular, the benefits of EMI were seen in such aspects of

internationalization as international cooperation, the attraction of foreign faculty, internships and academic mobility improvement.

**EMI impact on other languages.** The participants' thoughts on the relation of EMI to other languages in Kazakhstan were controversial. For instance, one of the participants thinks that EMI will help to develop Kazakh and Russian, while the other one is of the opinion that it harms the Russian language. The first comment on the positive influence of EMI to other languages was:

In my opinion, there must be competition between languages. EMI will help to develop Kazakh and Russian as well. (Faculty 4)

Whereas the other faculty member expressed a controversial view in this regard, commenting about the interference of the Russian language by English words:

It is hard for me to speak about Kazakh, but it is already scary to listen to the youth talk in Russian. Because Russian words are replaced by English in their speech. (Faculty 1)

To conclude, almost all the respondents have positive perceptions of EMI and English in relation to EMI. Both faculty and students emphasize the important role of English as a lingua franca, as a language of science, and as a promoter of better career opportunities. In addition, the majority of participants admit the importance of EMI for internationalization purposes in their university. Moreover, half of the faculty expressed their opinions on the positive and negative influences of EMI to other languages in Kazakhstan. The next section discusses faculty and students' experiences in EMI courses.

### **Experiences of teaching and learning academic content and language through EMI**

This section analyzes faculty and students' experiences of teaching and learning academic content and language through English. This part provides the findings on participants' teaching and learning practices, encountered challenges, as well as support that they receive from

the university. The data analysis revealed two types of experiences with teaching and learning that participants reflected on: 1) translanguaging; and 2) codeswitching, and the following support that they derive from the university: 1) provision of language courses and 2) provision of teaching aids.

**Translanguaging.** The most common experience that was mentioned by all faculty was translanguaging practices during EMI courses, which is the controlled or competent use of different languages together both in writing and speaking in order to maximize communicative and cognition potential (Garcia, 2009). For instance, faculty respondents' responses reveal that they use L1 along with English when they prepare study materials because of the students' insufficient English language level. Several faculty members' comments in this regard were:

Not all students have a high level of English. Therefore, PowerPoint presentations are always prepared before each lesson. To be honest, these presentation materials are presented in two languages (Kazakh or Russian). Because it is very difficult to explain a big piece of information without translation. (Faculty 2)

At the beginning of the course or laboratory work, a syllabus is issued, and in general, for each lesson, a plan is developed, where the goals and tasks of the lessons are indicated. Since not all students know English well, these materials are issued in two languages, both Russian and English. (Faculty 3)

The importance of the use of L1 in preparation of study materials has also been emphasized for a better content acquisition:

Everyone needs to be involved during class. Therefore, lecture materials should be given to students, along with additional sources. Moreover, in many cases, these materials should be provided not only in English but also in Russian, so that they understand information completely. (Faculty 4)

As for students, all of them pointed out the use of translanguaging practices during EMI classes and while doing homework. Some of the students' comments in this regard include:

For a better understanding and solution of the problem, I read the task in Russian, if provided, and translate if the task is presented only in English. (Student 2)

I am not yet at that level to think in English. So, yes, I ponder the task in Russian and only then write it in English. (Student 3)

I still have to translate some words from English to Russian for a better understanding while doing assignments. (Student 5)

was the way how another student expressed his thoughts on the use of translanguaging.

**Codeswitching.** Furthermore, when faculty members were asked about codeswitching practices during EMI courses, which “refers to the alternation between languages in a specific communicative episode, like a conversation” (Wei, 2018, p 26); all of them reported that they allow students to switch to L1 if students have difficulties with delivering answers in English. In addition, faculty say that if a student switches to Russian during lessons, it will not affect his grades, since knowledge of the subject is more important for them than English. One of the faculty member’s comments in this regard include:

Yes, students sometimes switch to Russian. I cannot say that the whole lesson is conducted entirely in English because all students have different levels. Therefore, this has to be done until the whole group is completely ready. (Faculty 2)

The other quote shows that when students have difficulties with answering in English faculty allows them to switch to L1 during classes. Moreover, grammatical and language mistakes in written assignments are not crucial for faculty:

If the student finds it difficult to answer orally, I ask the student to speak first in his own language, which is convenient for him. That is, to quickly answer the question, and then mentally translate it. Because we still do not think in English, we only translate. In written assignments, I try not to look at grammatical and language mistakes, i.e. if the meaning is captured, then I accept the answer. (Faculty 3)

As for the codeswitching among faculty themselves, only one of them mentioned about the use of L1 due to a lack of vocabulary:

When I need to explain some difficult concepts and details, I just do not have enough words, vocabulary, but I need to explain. So, what do I do? I switch to Russian because the delivery of knowledge for me is in the first place. I cannot express difficult concepts in its entirety; I need more time. (Faculty 1)

When it comes to students' answers regarding the use of codeswitching, all of them pointed out that they have teachers' permission to use L1 during EMI courses because conducting courses only in English would be difficult for students. For instance, one of the students' statements was:

Even though we pass the exams entirely in English, teachers switch to Russian sometimes, but mostly they speak in English; because it would be difficult for students if the whole lesson was taught in English. (Student 3)

Furthermore, it was mentioned that although teachers force them to use English, it is not mandatory for them to speak only in English because of some students' difficulties with speaking in English:

Teachers force us to speak in English, but they do not prohibit us from answering in Russian sometimes. Mainly because it is hard for some students to explain or respond in English. (Student 1)

Thus, findings show that translanguaging and codeswitching are common practices used by participants during EMI courses because of faculty and students' low English proficiency, better content acquisition, and unequal knowledge of English among students in one group. The next section discusses the provision of resources from the side of the university, which was mentioned by participants as positive practices of EMI courses. The successful university support was reflected through 1) free language courses and 2) sufficient provision of teaching aids.

**Provision of free language courses.** Furthermore, despite the above-mentioned challenges, all respondents were unanimous about the support from the side of the university. All interviewed participants pointed out special language courses provided by the university on a free basis for both faculty and students. Some respondents' comments in this regard were:

Yes, the university organizes special courses every year, usually, from January to May. They are held for those who wish on a free basis. I attended them twice and received a certificate. (Faculty 2)

Yes, there are free language courses that we can attend organized by the Faculty of Language and Literature. They also conduct courses for those who apply for a master's degree at this university or another. (Student 2)

was the way how another participant acknowledged this support.

**Provision of teaching aids.** As for the teaching aids, faculty representatives emphasized that they have enough teaching aids provided by the university. Some of the faculty members' comments regarding the provision of teaching aids were:

We have enough teaching aids in English and even in three languages. All this is provided by the university. (Faculty 3)

Yes, we have available teaching aids purchased by the university. By the way, they are very new. (Faculty 1)

Thus, it can be noticed that the university provides its support for EMI courses by organizing special language courses on a free basis both for faculty and students and by providing sufficient amounts of teaching aids for participants. The next section discusses the challenges that participants endure in EMI classes. Most participants expressed their opinions on challenges that they experienced in EMI classes which include: 1) low English language proficiency; 2) lack of students' motivation; 3) lack of human, financial, and material resources.

**Low English language proficiency.** One of the main challenges in EMI courses appeared to be the low English proficiency of the majority of students and different levels of English language knowledge among students studying EMI courses. All interviewed faculty pointed out the low English proficiency of their students. For instance, it was mentioned that not all students have adequate English proficiency:

To be honest, lectures in English are not delivered entirely in English. I would like to teach entirely in English, but the fact is that, as has already been said, not all students at

the university are ready for this. We cannot deliver lectures in such a way when some of the students understand the lecture and others do not. We cannot do this; otherwise, the student will simply be disappointed. (Faculty 4)

One of the reasons for students' low English proficiency for EMI courses was mentioned to be the insufficient test that students have to pass in order to be accepted for multilingual groups:

As far as I know, the test that they pass is weak, which does not show the real level of English knowledge. Moreover, it is only a written test that does not test other skills as IELTS. That is why most students in groups have a low level of English. (Faculty 3)

The next reason was found to be different school backgrounds of students that were appeared to be the cause of different English knowledge among students in EMI classes:

Students have different levels of language. For example, I have one student who came from a linguistic gymnasium; he speaks better than me. At the same time, there are those who came from rural schools too. They have very different levels of language. How to work with them in the same group? (Faculty 1)

The other faculty's quote shows that even if a teacher is ready to deliver a lecture solely in English, students at this particular university are not yet at the level when it can be done:

An example is that you, as a teacher, are ready to conduct a subject in English, but you come to a class where most students have a poor understanding of English. That is, even if the teacher is somehow ready to teach in English, perhaps not entirely in English, but the readiness of students to be taught in English, especially at our university, at a very low level. (Faculty 3)

Interestingly, one of the faculty members reported that the English level of most of his students is so low that he has to conduct lectures mostly in Russian, while only terms and notions were provided in English:

...Honestly, I conduct lectures in Russian. I talk to them in Russian, but I do teach them terms and notions in English. I put it this way – not teaching in English but teaching physics with elements of English. ... Otherwise, students will not understand most of the material. (Faculty 1)

When students were asked about their and faculty proficiency, two-third of them hold the same opinions. For instance, it was found that although faculty are ready to conduct lectures solely in English, most students are still not:

The teachers have a good level of English, but the students are not really ready. For example, I'm from a good school, my teachers were good, my base is good, and it is not difficult for me, but for most it is. (Student 2)

Students are also of the opinion that students' low English proficiency relates to different school backgrounds of students in EMI classes:

The teachers have a good language level. Basically, the problem is with the students; the English level is different due to their school backgrounds. Students from mainstream schools struggle with English; meanwhile, those who came from linguistic gymnasiums or NIS have a high proficiency. (Student 3)

As can be seen from the comments, the low English proficiency of students and different levels of English knowledge among students in EMI classes were found to be one of the main challenges for most participants.

**Lack of students' motivation.** One of the next challenges mentioned by less than half of the respondents were found to be students' lack of motivation because the choice to study in multilingual groups was not the students' own initiative. For instance, when students were asked about their intentions to study EMI courses, one-third of them pointed out that they were forced to study in multilingual groups. One of the students' comments in this regard was:

As for us, we passed the Comprehensive Testing of Applicants (CTA) and scored good points and could choose any group [regular or multilingual]. However, we were forced by our faculty to go there [multilingual groups] because we studied English for one year at the foundation program on a grant. And we were somehow obligated to study in a multilingual group. Because of that, sometimes, I am not motivated to study in English. (Student 1)

The next student's quote shows that grants allocated for multilingual groups were the only reason for him to choose this group, which resulted in a lack of motivation to study courses in English:

I have a lack of motivation to study these courses [EMI courses] because I choose to study there [multilingual group] only because of the grant. There are additional grants allocated for multilingual groups. (Student 4)

However, when faculty were asked about the students' motivation, only one of them expressed concern in this regard, mentioning some students questioning the need to study through EMI:

It is necessary that the students themselves had a desire to learn through EMI because there are some students who are wondering, "Why do we need it?". We need to work with those who want to, only then it can be implemented on a large scale. We need to start slowly but efficiently. (Faculty 2)

All in all, findings have shown that not all the students were initially motivated to study courses in English because of the imposed decision to study in a multilingual group and sole interest in free tuition (provided in multilingual groups), but not in studying EMI courses itself. The next section discusses the lack of resources from the university side that were endured in EMI classes. Hence, although participants pointed out the successful aspects of university support for EMI courses, they also mentioned the lack of university support in other aspects experienced by participants. Some of them include: 1) lack of textbooks; 2) lack of competent personnel; and 3) lack of incentives for faculty.

**Lack of textbooks.** Even though there was sufficient provision of teaching aids, half of the faculty members had concerns in regard to the lack of textbooks and their irrelevance in the context of Kazakhstan. For instance, one of the faculty pointed out the lack of literature and need for translation:

We have difficulties with literature. There are textbooks, but it is not enough. We have to translate materials from Russian. Certainly, we report about this to the administration, and we are submitting applications. This issue is being discussed, and I think that everything will be solved in a positive direction. (Faculty 2)

Interestingly, the other faculty representative told about the difficulties of applying the textbooks in English (used in the Western countries) in Kazakhstani context due to differences in teaching methodologies, concepts, and terms:

Even if we buy the Chemistry books in English, it will be difficult to apply them because the methodology of teaching chemistry in our country and in the Commonwealth of Independent States (CIS) is different from the West. That is, everything is explained differently, i.e. they even have a different way of thinking. The concepts and terms differ in English-language chemistry and in Russian-language Soviet chemistry. But we use domestic teaching aids; they are purchased by the university. Some of them we write ourselves. (Faculty 4)

**Lack of personnel.** Other than that, one of the faculty expressed concerns with regard to human resources challenges. It was mentioned that although the university invites temporary foreign lecturers through academic mobility, there is a shortage of permanent domestic lecturers who are able to teach courses in English, which creates workload challenges for faculty:

There are few people who are willing to teach subjects in English at our department, and because of this, a big load falls on us. (Faculty 1)

In addition, there was a concern expressed by one of the faculty in relation to the absence of incentives for teaching in English at their university:

There are not enough incentives for our work. If we talk about financial benefits for teaching in English, then in our university this is not encouraged. (Faculty 3)

To sum up, the findings on the experiences of teaching and learning in English revealed common practices such as codeswitching and translanguaging used by all participants. All faculty members provide teaching materials in two languages due to students' low English level. As for students, they are not prohibited from switching to L1 if they struggle with verbal answers. Furthermore, low English proficiency of the majority of students was found to be the main challenge experienced by participants in EMI courses. As for the support from the side of the university, the participants acknowledged the provision of free special language courses for

both faculty and students. However, although half of the faculty representatives pointed out the adequate provision of teaching aids in English, the other half were concerned with the lack of textbooks and their irrelevance in the Kazakhstani context. Some faculty members also expressed their concerns in regard to the absence of incentives for teaching in English, shortage of domestic EMI lecturers and resulting overload. The next section discusses the impact of EMI on content and language acquisition.

### **The Impact of EMI on Content and Language Acquisition**

**The impact of EMI on content acquisition.** The findings on the impact of EMI on content acquisition revealed that all interviewed faculty expressed their opinions on the negative effect of EMI on the understanding of the content. For instance, one of the faculty representatives pointed out that the students' insufficient English proficiency causes low content acquisition:

It is difficult for students to understand and express thoughts only in English. Students miss some part of the learning material during lectures in English. Therefore, we combine languages. (Faculty 2)

The other comment emphasized the arising difficulties in understanding of content in English, especially at the beginning stages of EMI courses:

When students just begin to listen to English speech at the beginning stages of EMI lectures, difficulties arise in the understanding of concepts and topics. (Faculty 4)

Interestingly, one faculty representative said that the low content acquisition among the students occurred because the lecture has been conducted solely in English by the invited professor.

Therefore, faculty member questions the relevance of conducting EMI lectures solely in English:

A professor from Astana who studied in the US had been visiting our university. He taught philosophy in English for a multilingual group temporarily, and his lectures were held entirely in English. When I asked these students whether they understood what he was talking about, many of them said that they did not understand much. Is it worth holding such lectures? (Faculty 1)

The next interesting point mentioned by another faculty representative was the deterioration in the quality of knowledge due to a decrease in the volume of lecture material. The faculty member said that for the same time devoted for the lecture, he could transfer a larger amount of course material in L1 in comparison with delivering material in English because of the slower pace of EMI lecture, which results in the acquisition of less amount of knowledge:

When I conduct a lecture in English, the volume of material decreases, the quality of the lecture delivery in English is lower than in Russian due to the students' low English level and the resulting slower pace of the lecture. For the same 100 minutes of lecture in Russian, students can acquire much more knowledge. (Faculty 3)

When it comes to students' responses regarding the impact of EMI on content acquisition, the opinions were not unanimous. One third of students pointed out that they do not have difficulties with understanding content in English, whereas two-third of them related the low content acquisition to their insufficient English proficiency. Some of the students' quotes in this regard were:

I studied in Kazakh before, and sometimes it is hard for me personally to understand and perceive information in English. (Student 1)

The other student relates the difficulties in understanding of content in English to her low listening skills:

I just sometimes do not understand some material. It is hard for me to understand English speech due to my English level. (Student 3)

**The impact of EMI on language acquisition.** As for the findings on the impact of EMI on language acquisition, all interviewed students noticed the improvements in their English skills. However, not all language skills were developed equally across students. For example, one-third of students noticed the improvement only in vocabulary:

Comparing my English now and before the EMI courses, I can say that my vocabulary of subject-related terms has increased. But I did not notice improvements in other skills.  
(Student 5)

The next comment shows that student improved not only vocabulary but grammar as well, however, she was not able to improve her listening skills:

I had a poor level of grammar at school, but it has improved after the lectures in English. My vocabulary has also improved, but my listening skills remained at the same level.  
(Student 1)

Furthermore, the other one-third of students in addition to vocabulary and grammar skills observed a slight improvement in their speaking and listening skills:

Certainly, I improved my grammar and vocabulary. Besides, I noticed a slight improvement in speaking and listening skills. (Student 4)

Most likely, I improved my English speech as well as reading skills. I understand the complex texts better now. (Student 3)

Interestingly, it was the only student who noticed an improvement in reading skills as well.

However, none of the students mentioned the writing skills improvement after EMI courses.

To conclude, it was found that all faculty members were unanimous about the negative impact of EMI on students' understanding of the content. Both faculty and students mainly relate the low content acquisition to the students' insufficient English proficiency. As for the impact of EMI on language acquisition, students' statements show that lectures conducted through English helped them to improve their vocabulary and grammar. Moreover, they were able to improve their listening, speaking, and reading skills, but none of the students reported on the improvement of writing skills. The next section summarizes all the findings.

### **List of major/key findings**

1. All participants have positive perceptions towards EMI reflected in its perceived benefits including better career opportunities, the role of English as lingua franca and language of

science, and its internationalization potential for faculty, students and the university as a whole.

2. Both faculty and students use codeswitching and translanguaging in EMI classes because of faculty and students' insufficient English proficiency, unequal knowledge of English among students, and for the purposes of better content acquisition.
3. All interviewed participants pointed out the support from the side of the university by means of the provision of English language courses on a free basis both for faculty and students and sufficient provision of the teaching aids for EMI courses.
4. The findings revealed several challenges in the experiences of teaching and learning EMI courses:
  - a. Low English proficiency of the majority of students and unequal knowledge of English among students were found to be the main challenges in EMI lectures. Faculty and students relate these challenges to different school backgrounds of students and the insufficient entry test for multilingual groups which does not meet the requirements of EMI courses.
  - b. One-third of the students told about the lack of motivation to study EMI courses because of the imposed decision to study in a multilingual group and sole interest in free tuition provided in multilingual groups.
  - c. Half of the faculty expressed concerns in regard to the lack of textbooks, their irrelevance in the Kazakhstani context, the absence of incentives from the university for teaching in English, and shortage of domestic EMI lecturers which results in challenges with overload.

5. All faculty members and two-third of students expressed concerns on the low content acquisition of learners. Participants think that the main cause of low content acquisition is students' insufficient English proficiency.

6. All students noticed the improvement of their vocabulary and grammar skills. In addition, they noticed an improvement in their listening, speaking, and reading skills, however, none of the students mentioned the writing skills improvement.

### **Conclusion**

To conclude, this chapter provided the analysis of the data on the established three research questions of the study, which are the perceptions of EMI, the experiences of teaching and learning through English, and the impact of EMI on content and language acquisition. Findings showed that all participants have positive perceptions towards EMI reflected through the role of English as a lingua franca, language of science, facilitator of internationalization in their university, and promoter of better career opportunities. The practices endured in EMI classes experienced by participants revealed the use of codeswitching and translanguaging because of students' insufficient English proficiency and for the purposes of better content acquisition. The main challenges experienced by participants appeared to be students' low English level, unequal knowledge of English among students, and lack of students' motivation. As for the university support, findings revealed the provision of free language courses both for faculty and students and sufficient provision of teaching aids. However, faculty mentioned the lack of domestic EMI lecturers, lack of textbooks for EMI courses, and lack of incentives for faculty. Lastly, the majority of participants pointed out the negative impact of EMI on content acquisition caused by students' insufficient English proficiency. At the same time, students think that EMI has a positive impact on their language skills, which resulted in students' improvement

in vocabulary, grammar, listening, speaking, and reading skills. The next section will discuss these findings in relation to the literature.

## Chapter 5. Discussion

The purpose of this chapter is to discuss the findings of the study that aimed to reveal faculty and students' perceptions of English as a medium of instruction (EMI) and its impact on content and language acquisition from the participants' perspectives through answering three research questions: 1) How do faculty and students perceive EMI in general and in their university in particular? 2) What are faculty and students' experiences of teaching and learning academic content and language through English? 3) How do faculty and students view the impact of EMI on their acquisition of subject content and language?

The discussion of findings is interpreted in relation to Dafouz and Smit's (2016) conceptual framework described in the literature review chapter on relevant components operating across higher education institutions (HEI) that implements additional language as a means of instruction. In alignment with research questions, this chapter discusses the possible explanation and interpretation of the main findings, its connection to the international and Kazakhstani literature.

### **RQ1: How do faculty and students perceive EMI in general and in their university in particular?**

The findings of the study revealed that all interviewed participants have positive perceptions towards EMI with the emergence of the following categories: 1) perceived benefits of EMI as a lingua franca and as a language of science 2) perceived benefits of EMI for better career opportunities; 3) perceived benefits of EMI for internationalization in their university. These three findings are discussed based on the dimensions of conceptual framework and compared with the findings found in international and local literature.

**Finding 1:** All participants have positive perceptions towards EMI reflected in its perceived benefits including better career opportunities, role of English as lingua franca and language of science, and its internationalization potential for faculty, students and the university as a whole.

The finding demonstrates the perceived benefits that EMI programs can comprise for both for faculty and students. Positive perceptions of EMI are explained by the following three main perceived benefits. First, within the EMI programs English is perceived as a lingua franca and language of science by all respondents. Participants believe that English is the most widespread language in the world and provides an opportunity to participate in international communications. They also perceive English as a language of science, recognizing its importance for having access to the leading discoveries, literature, and publications in science. Second, all interviewed participants perceive EMI as a promoter for better career opportunities for students. These findings are consistent with the results of international and local studies. All these three interrelated factors were found to be the important reasons for universities and students to implement and choose EMI programs in several studies. Both faculty and students view EMI as a tool that provides access to all resources in English. They also hold the opinion that EMI can promote students to be more successful in their social and business environments after university, preparing them for future job positions that demand English knowledge (Basibek et al., 2014; Corrales, et al, 2016). The findings of my study are also consistent with the Kazakhstani studies conducted by Seitzhanova et al., 2015 and Zenkova and Khamitova, 2017, in which EMI helps faculty and students to participate in international communications and provides better preparation of students for the competitive labour market. In addition, faculty and

students had positive perceptions towards EMI at universities in Kazakhstan due to the global status of English worldwide (Zenkova & Khamitova, 2017).

The findings of my study also revealed that the majority of faculty and students perceive EMI as a facilitator for internationalization in their university. When participants were asked about the perceptions of EMI in relation to their university in particular, most of them emphasized its importance for two main aspects within the internationalization. First, from the faculty perspectives having courses taught in English at the university facilitates the development of international cooperation with foreign institutions and helps to attract foreign specialists. Second, from the students' perspectives studying courses through English increases their chances to be selected for academic mobility program and helps them to be more prepared for these studies that are usually conducted solely in English. These findings fully support the previous studies conducted by Costales (2016), and Tsui and Ngo (2017), where a high percentage of students hold the opinion that EMI facilitates international mobility acknowledging its pragmatic value for internationalization in their universities. Likewise, administration and faculty representatives in another study mentioned the importance of EMI for internationalization of higher education (HE) in Kazakhstan (Zenkova & Khamitova, 2017).

Furthermore, if we look at the perceptions found in my study through the conceptual framework, we can notice their relation to the two main components of the framework: 1) Roles of English and 6) Internationalization. The participants' positioning of English "as the language of dissemination of scientific ideas" (i.e. language of science) and its relevance in education results in "English-plus" multilingual policies in many higher education institutions (HEI) worldwide (Dafouz & Smit, 2016, p. 13). Next, the positioning of EMI and English language as the facilitator of internationalization in many universities, establishes its role as the lingua franca,

an academic, and joint language of communication among HEIs worldwide (Dafouz & Smit, 2016). Thus, the perceptions of the participants in my study supports the conceptual framework, which states that these two components (Roles of English and Internationalization) are the main reasons for the use of an additional language as a medium of instruction in many HEIs across the world.

To conclude, these positive perceptions of EMI among all participants in relation to the benefits that it can provide in students' better career opportunities, education, science, and internationalization may facilitate the development of EMI policy in the Kazakhstani HEIs further. An increasing number of universities which do not offer EMI courses yet, might implement this policy as well, while those who already have courses in English, may increase their number in order to be more competent in the HE market. Consequently, the tendency to apply for EMI courses among the Kazakhstani students may increase in near future due to their awareness that more competent jobs require English knowledge.

### **RQ2: What are faculty and students' experiences of teaching and learning academic content and language through English?**

This section discusses the findings on faculty and students teaching and learning practices, encountered challenges, and their experiences of the support provided from the side of the university.

**Finding 2:** Both faculty and students use codeswitching and translanguaging in EMI classes because of faculty and students' insufficient English proficiency, unequal knowledge of English among students, and for the purposes of better content acquisition.

The finding on the insufficient language proficiency of the majority of students as a reason for the use of codeswitching and translanguaging is partially supported by the study

conducted by Kim et al. (2017), which revealed the need for the use of L1 in EMI classrooms due to the students' inadequate English proficiency. Next, the use of L1 for the purposes of better content acquisition in my study is fully supported by the study conducted by Chuang (2015), in which students had better understanding of the lecture materials when instructors applied codeswitching. Furthermore, the interrelation of translanguaging and codeswitching practices with the students' low English level was supported by Rowland and Murray's (2019) study, where it was revealed that codeswitching to L1 enabled lecturers in Italian university to be assured that students with lower proficiency had understood course content better.

The next finding discusses the challenges of EMI courses which are related to the codeswitching and translanguaging practices, therefore, the conclusion and implications will be discussed after the next finding.

**Finding 3.** Low English proficiency of the majority of students and unequal knowledge of English among students were found to be the main challenges in EMI lectures. Faculty and students relate these challenges to different school backgrounds of students and the insufficient entry test for multilingual groups which does not meet the requirements of EMI courses.

The insufficient English proficiency of students in EMI groups was also found to be a challenge in the study conducted by Al Bakri (2017), in which students encountered difficulties in EMI classes because of their insufficient English competence. Consequently, EMI courses had a "disempowering effect" on students with low English level (Al Bakri, 2017, p. 3). Furthermore, most participants in my study pointed out that the majority of students in multilingual groups do not have a high level of English due to several reasons mentioned by participants. For example, one of them was the insufficient entry test for admission to multilingual groups which does not assess the English knowledge thoroughly. This finding is supported by the study conducted by

Seitzhanova et al. (2015), in Kazakhstan, where low entrance exam requirements were the cause of students' insufficient English proficiency.

The other reason for students' low English level and the resulting unequal knowledge of English among students in my study was mentioned to be the school background of most students who came from mainstream or rural schools where English was taught as a subject but was not the medium of instruction; while those who have high proficiency came from schools which offered some EMI subjects (linguistic gymnasiums and NIS schools). Therefore, the vast majority of students enrolled in multilingual groups never had an experience of learning subjects through English in their schools. This finding correlates with the study conducted in the UAE, where students with the school backgrounds of studying at private English-medium schools were better prepared for academic challenges of EMI courses than those who studied English as a foreign language in mainstream public schools (Troudi & Jendli, 2011).

Thus, if the English language requirements would not be increased for the enrollment to multilingual groups, the challenge related to the low English level of the most students and unequal knowledge of English among them will remain to be an issue for faculty members. Consequently, the use codeswitching and translanguaging would be a necessary practice because the faculty are concerned with the low content acquisition of students when lectures are conducted solely in English.

**Finding 4:** All interviewed participants pointed out the support from the side of the university by means of the provision of English language courses on a free basis for both faculty and students and sufficient provision of the teaching aids for EMI courses. However, half of the faculty expressed concerns in regard to the lack of textbooks, the absence of incentives from the

university for teaching in English, and shortage of domestic EMI lecturers which results in challenges with overload.

Faculty pointed out the special annual language courses provided for them on a free basis by the Ministry of Education and Science, at the end of which they receive a certificate. Likewise, students mentioned about the language courses organized for students within the university on a free basis as well. Thus, the necessity of the language courses at the initial stages of EMI policy implementation is admitted by the university administration. It can be assumed that the administrators at the ministry and institutional levels are aware of the faculty and students' challenges related to English language proficiency and their experiences, which results in such kind of support from their side.

However, some faculty members expressed concerns regarding the lack of resources. First, it was revealed that although there are enough teaching aids in English, at the same time there is a lack of textbooks for EMI courses. As a consequence, faculty have to translate study materials from L1 to English or find them from the Internet. This finding is supported by Ukrainian and Kazakhstani studies where lecturers had challenges with obtaining textbooks and other teaching materials in English (Goodman, 2014; Seitzhanova et al., 2015).

Next finding was the lack of permanent domestic faculty members who are able to teach courses in English in my study, which correlate with Goodman's (2014) study where it was revealed that lecturers who taught EMI courses were either English professionals with low subject knowledge or content specialists with English proficiency issues. The lack of professional faculty personnel was also found to be a challenge in other Kazakhstani HEI (Seitzhanova et al., 2015). Further, one of the lecturers in my study said that there are not enough incentives in the university that may encourage faculty members to teach courses in English.

All in all, although the necessity of the support for EMI policy is recognized at the national and institutional level by the policymakers and administrators, this support may not be enough. Thus, the insufficient number of textbooks for EMI courses, lack of incentives for EMI faculty, and lack of competent domestic EMI lecturers in the university which results in overload may result in the lecturers' lack of motivation and unsuccessful EMI policy implementation.

**RQ3: What is the impact of EMI on content and language acquisition through the lens of participants?**

The purpose of this section is to discuss the findings on the impact of EMI on course content and English language acquisition from the participants' perspectives.

**Finding 5:** All faculty members and two third of students expressed concerns on the low content acquisition of learners. Participants think that the main cause of low content acquisition is students' insufficient English proficiency.

The findings showed that low English level of most students results in difficulties with content comprehension. Students miss some part of the course content when lectures are conducted solely in English. The low content acquisition was especially noted by faculty at the beginning stages of EMI lectures when students just begin to listen to English speech. These findings are consistent with Airey and Linder (2006) study, which revealed that during EMI courses students asked and answered fewer questions and were less able to follow the course in comparison with courses in L1. Another study that is also consistent with my findings is Becket and Li's (2012) study which revealed that students who learned EMI courses in China did not have sufficient English level to learn subject content in the medium of English. As a consequence, faculty members adopted the use of L1 in EMI classes (Becket & Li, 2012).

Similarly, quantitative research conducted by Kinyaduka and Kiwara (2013), showed that 69.5% of students could not understand the course content taught in English. Teachers pointed out that EMI was “a setback to a student academic achievement” (Kinyaduka & Kiwara, 2013, p. 90). The negative impact of EMI on content comprehension was especially noted in natural sciences subjects (Al Zumor, 2018). The negative impact is also traced in the study conducted by Nurshatayeva and Page (2019), which revealed that courses taught in English resulted in a decrease of academic performance and increase in the number of failed courses.

Other than that, my study revealed that due to the students' low language proficiency lecture is conducted more slowly (i.e. slower pace of lecture), which results in the decrease of the study material volume and viewed by the faculty member as low-quality lecture. However, the study conducted by Chuang (2015), showed that the adoption of the slower speech rate in EMI classes was viewed by faculty as the beneficial practice which helps students in better content comprehension.

Thus, the findings suggest that EMI courses create challenges with content acquisition mainly because of students' insufficient English proficiency. Therefore, if the faculty members do not apply codeswitching, translanguaging, or slower speech pace practices during EMI courses it may result in students' poor content acquisition, academic achievement challenges, and the resulting poor subject knowledge. The next section discusses the findings on the impact of EMI on language acquisition.

**Finding 6:** All students noticed the improvement of their vocabulary and grammar skills. In addition, they noticed improvement in their listening, speaking, and reading skills, however, none of the students mentioned the writing skills improvement.

When students were asked about the impact of EMI on English language acquisition, all of them reported on the improvements in their English skills. But not all English language skills were improved equally across students. One third of them were able to improve their grammatical and lexical complexity, whereas the other one-third in addition to lexical and grammatical complexity improved their listening and speaking skills. Interestingly, only one student reported on the improvement of reading skills. The positive impact of EMI on students' language skills were also revealed in several studies. Knoch's et al. (2015) study observed a growth in the students' vocabulary through the extensive reading that students had to do in their courses. Studying courses through EMI for several years also helped students to increase their grammar, vocabulary, reading, and listening skills (Ament & Perez-Vidal, 2015; Cosgun and Hasirci, 2017; Ratna, 2017; Vidal & Jarvis, 2018).

Interestingly, the fact that only one student reported on his reading skills improvement might be related to the faculty members' practices where study materials are provided both in English and L1, which results in the absence of statements about the reading skills improvement among the majority of students. The other assumption is that students remained with the same reading skill level as at the initial stages of EMI courses, or they just were not able to notice improvements in reading skills or did not find it important. Nevertheless, in all of the reviewed studies, all students pointed out an improvement in their reading skills (Ament & Perez-Vidal, 2015; Cosgun & Hasirci, 2017; Graham, Choi, Davoodi, Razmeh, & Dixon, 2018; Knoch, Roushad, & Storch, 2015)

The other finding of my study is the inability to improve writing skills among all students. The study conducted by Knoch et al. (2015), showed that writing skills are likely to increase only among students with lower initial skills, while students who were "proficient at the

outset” had only a little improvement (p. 22). Another study conducted by Cosgun and Hasrici (2017), revealed that students did not have writing skills improvement because of the nature of the engineering faculty which does not demand productive writing skills. The conclusions of these studies partially support my findings since two students in my study can be labeled as “proficient at the outset” who studied finance, while the other four studied EMI courses in natural sciences. Thus, it can be assumed that faculty members did not assign such types of tasks that can improve students’ writing skills further.

To conclude, the findings suggest although EMI has a negative impact on content acquisition, it has a reverse impact on students’ language skills. Students studying EMI courses may not only learn the subject, but also improve their English skills further. However, different types of courses (natural and social sciences) might have a different impact on the development of various language skills types.

## **Conclusion**

This chapter showed that the positive perceptions of EMI reflected through its benefits for education, science, students’ better career opportunities, and internationalization among all respondents has a positive impact on the development of EMI policy in the Kazakhstani universities. Therefore, the introduction of EMI in the universities that did not offer these courses before and increase in the number of EMI courses in universities that already implement this policy may remain to be a trend in the Kazakhstani HEIs. Due to the fact that EMI is perceived as the facilitator of better career and academic mobility opportunities, the number of students applying for EMI courses may increase further.

The challenges related to the students’ insufficient English proficiency in EMI classes will remain to be an issue for faculty members if the English language requirements for the

enrollment to multilingual groups would not be increased. As a consequence, the use of codeswitching and translanguaging practices appears to be a necessary practice because faculty are concerned with low content acquisition of students.

As for the challenges with the university support, the insufficient number of textbooks, lack of financial incentives for EMI faculty, and lack of competent EMI lecturers in the university may result in the lecturers' lack of motivation and unsuccessful EMI policy implementation

## **Chapter 6. Conclusion**

This study aimed at exploring faculty and students' perceptions of EMI, their experiences of teaching and learning through English and its impact on content and language acquisition from the participants' perspective. Three research questions guided the study. The first research questions looked at the faculty and students' perceptions of EMI. The second research question revealed faculty and students' experiences of teaching and learning through English. The third research question explored how faculty and students view the impact of EMI on the acquisition of subject content and language. Data were collected through individual in-depth interviews with faculty members and focus group interviews with students in one Kazakhstani regional university. The purpose of this chapter is to provide conclusions of the major findings, discuss the limitations of the study, suggest some recommendations for stakeholders, and directions for further research.

### **Summary of Major Findings of the Research**

Findings to the first research question showed that the faculty and students' perceptions of EMI are positive in general and in their university in particular. Positive perceptions of participants reflected in its perceived benefits of the role of English as a lingua franca, language of science, and as a promoter of better career opportunities for students. They think that English is the most widespread language of communication worldwide and most used language in science. Besides, they hold the opinion that EMI helps students to be more competitive in the labour market. As for the perceptions of EMI specifically in their university, participants perceive it as a facilitator of internationalization policy. According to their views, EMI helps to enhance international cooperation, the attraction of foreign personnel, and academic mobility.

The second research question revealed that participants use translanguaging and codeswitching practices in EMI classes because of faculty and students' insufficient English proficiency and in order to enhance students' comprehension of subject content. When it comes to the experienced challenges in EMI classes, participants pointed out the low English level of the majority of students, unequal knowledge of English among students, and lack of students' motivation. Participants think that these challenges are related to the insufficient entry test to the multilingual groups, different school backgrounds of students, and imposed decision to study in a multilingual group or sole interest in free tuition (provided in multilingual groups) respectively.

As for the university support, participants' comments were controversial. The participants pointed out the provision of free special language courses for both faculty and students and the adequate provision of teaching aids in English. However, the other half expressed their concerns in regard to the lack of textbooks and their irrelevance in the Kazakhstani context. Some faculty members were also concerned with the absence of incentives for teaching EMI courses, shortage of domestic EMI lecturers and resulting overload.

The third research question showed that participants think that EMI has a negative impact on students' content acquisition, which is mainly caused by students' insufficient English proficiency. At the same time, participants' views on the impact of EMI on language acquisition is positive. All students noticed an improvement in their grammar, vocabulary, listening, speaking, and reading skills. However, none of the students noticed an increase in their writing skills.

### **Limitations of the Study**

The first limitation of the study was related to the limited number of participants because of time constraints. The sample size of four faculty members and six students from one

university cannot be considered to all groups of faculty and students teaching and studying EMI courses in Kazakhstan. Second, the participation of only one state regional higher education institution makes these findings less generalizable to the other regional universities across Kazakhstan. Although the findings that were found in this study are unique, there is a chance that similar trends are relevant to the other state regional Kazakhstani universities. The third limitation is the only data collection instrument used in the study. The choice of individual and focus group interviews only might not provide enough evidence of the actual experience of teaching and learning courses through EMI and evidence of the impact of EMI on content and language acquisition.

### **Implications and Recommendations**

Based on the analysis of the findings, several recommendations for policymakers, university' administrative staff, and faculty teaching EMI courses are proposed in the following statements:

Considering recommendations for policymakers, there should be stronger cooperation between the Ministry and universities in order to address challenges that may hinder successful EMI implementation. Therefore, it is important to ensure that universities that implement EMI policy are provided with sufficient amounts of textbooks and teaching materials.

As for the university administration, students' insufficient English proficiency and unequal knowledge of English among them can be addressed by a more selective process of admission to multilingual groups. Thus, a more comprehensive entry test that examines a broad range of English language skills should be designed for students. In addition, university administration can organize summer English language school for students who are planning to enroll in multilingual groups. Furthermore, the additional incentives for faculty who teach EMI

courses should be addressed to increase teachers' motivation. Moreover, the additional incentives might help to hire more domestic lecturers who are able to teach courses in English. Lastly, university's administrative staff should also consider the relevance of inviting foreign or domestic professors who conduct lectures solely in English because of most students' insufficient language proficiency who may not be ready yet for such lectures.

In terms of recommendations for faculty, there should be more tasks and assignments in EMI classes that will help students to improve their writing skills in English, such as essays, written final papers, etc. In order to enhance "bottom-up" policy approach decisions at the institutional and national level, faculty members should be more active in providing their suggestions to the university administration and the Ministry for more successful EMI policy implementation.

When it comes to the recommendations for students, it is suggested to consider the decision to study in multilingual groups more thoughtfully considering all the consequences. Students should try to make choices on their own will and not succumb to the influence of faculty.

### **Suggestions for further research**

Based on the methodology and findings of the study, several points can be mentioned as beneficial for further research.

I would suggest employing several instruments for the study. In addition to interviews, observations can provide data on the actual faculty and students teaching and learning experiences through English, and the impact of EMI on content and language acquisition. Other instruments and approaches can provide more rigorous data and increase the reliability of the study. Furthermore, a quantitative approach can help to involve a bigger number of universities

and participants. A large-scale study can help to reveal whether other universities in Kazakhstan experience the same challenges with EMI. Such a study can help to reveal the common trends in Kazakhstani universities offering EMI courses and be more generalizable across the country. Lastly, it would be of interest to explore the policymakers and university managers' perceptions and experiences as well. Their views and opinions may reveal more detailed information in regard to organizational and policy-decisions issues.

To conclude, the study provides a deep insight into the faculty and students' perceptions of EMI, their experiences of teaching and learning through English, and the impact of EMI on content and language acquisition from the participants' perspectives. The findings of this study can help policymakers, university managers, and faculty members to consider current challenges and elaborate possible solutions for more successful EMI policy implementation. Overall, this study can contribute to the body of literature on the faculty and students' perceptions of EMI and their experiences of teaching and learning through English in the Kazakhstani context and worldwide.

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## Appendices

### Appendix A

#### The Research Instrument

##### Interview questions for university students

###### Background questions:

- 1) Can you please tell about your school where you studied before entering this university? Did you study in a gymnasium, lyceum, NIS, KTL, private, mainstream or any special school?

**RQ #1** *How do faculty and students perceive EMI in general and in their university in particular?*

As you may know, nowadays, there is a widespread geographical usage and dominance of English in scientific and educational field. As a result, many universities in non-anglophone countries are introducing English as a medium of instruction, including Kazakhstan. Therefore, my question is:

- 2) Can you please tell me how do you understand EMI?
- 3) Can you please tell me what is your opinion on studying courses taught in English in higher education institutions?
- 4) How important do you consider EMI?
- 5) What is your opinion on the implementation of EMI courses at your university?
- 6) What about you, how did you come to study courses taught in English?
- 7) Do you think studying courses taught in English is beneficial for you (in terms of career purposes, job opportunities, further studies, going abroad, academic mobility)? If yes/no, please explain.
- 8) Can you please tell me what is your opinion on the influence of EMI on other languages (Kazakh and Russian) in the country?

**RQ #2** *What are faculty and students' experiences of teaching and learning academic content and language through English?*

- 9) How were you admitted to study courses taught in English in the polylingual group? (Can you tell me about the test/exam that you had to pass or any certificate that you had to provide?)
- 10) Can you please tell me about your experiences of studying EMI courses?
- 11) Can you please tell me how are lectures organized (Do teachers use prepared presentations, or read lectures? What type of tasks do teachers use in their courses?)?
- 12) Are lectures conducted entirely in English or teachers use other languages?
- 13) In what situations do teachers switch to Russian/Kazakh?
- 14) What courses taught in English do you like most and why?

- 15) Can you please tell me about your successes at lectures (What do you do best and why)?
- 16) Are there any difficulties/challenges that you encounter at lectures (Where do you fail at lectures and why)?
- 17) How do you overcome these difficulties/challenges?
- 18) How do your faculty help you to cope with your challenges in the EMI courses?
- 19) What feedback do you receive from your teachers?
- 20) Can you please tell me what is your opinion on your teachers' English language level?
- 21) How does the university help you with the encountered challenges and difficulties (internet, books in the library, special trainings, resources)?

**RQ #3** *What is the impact of EMI on content and language acquisition through the lens of participants?*

At this university you study courses in three languages in polylingual groups. I would like to ask:

- 22) Did you observe/notice any differences between studying EMI courses and courses taught in Russian/Kazakh?
- 23) Can you please tell me what impact does EMI have on content understanding/comprehension (Does the quality of the teacher's lecture differ in EMI)?
- 24) How do you think does your academic performance in EMI courses differ from courses taught in Russian/Kazakh? If yes, in what ways?
- 25) Can you say that EMI programs helped you to improve your English language skills? If yes/no, what type of skills/how/in what way (listening, reading, writing, speaking, grammar, vocabulary, accuracy, grammatical and lexical complexity)?
- 26) Is there anything else that you would like to tell/share about the experience of studying EMI courses at your university?

### **Interview questions for university teachers**

#### **Background questions**

- 1) Can you please tell how long and what subjects do you teach in English at this university?

**RQ #1** *How do faculty and students perceive EMI in general and in their university in particular?*

As you may know, nowadays, there is a widespread geographical usage and dominance of English in scientific and educational field. As a result, many universities in non-anglophone countries are introducing English as a medium of instruction, including Kazakhstan. Therefore, my question is:

- 2) Can you please tell me how do you understand EMI?
- 3) Can you please tell me what is your opinion on studying courses taught in English in higher education institutions?

- 4) How important do you consider EMI?
- 5) What is your opinion in the implementation of EMI courses at your university?
- 6) How did you come to teach courses taught in English?
- 7) Can you please tell me do you think teaching EMI courses is beneficial for you (in terms of career purposes, further studies, international researches, academic mobility, international integration)? If yes/no, please explain.
- 8) What is your opinion on the influence of EMI on other languages (Kazakh and Russian) in the country?

**RQ #2** *What are faculty and students' experiences of teaching and learning academic content and language through English?*

- 9) How were you admitted to teach programs taught in English in polylingual groups (Did you have to pass any exam/test or provide any certificate)?
- 10) Can you tell please tell me about your experiences of teaching EMI courses?
- 11) How do you conduct your lectures (Do you use prepared presentations, read material, or in any other way? What type of tasks methods and approaches do you use)?
- 12) Can you please tell me do you conduct your lectures entirely in English or sometimes switch to other languages?
- 13) When/In what situations do you switch to another language?
- 14) When/In what situations do students switch to another language?
- 15) Can you please tell me about your successes at lectures (What do you do best and why)?
- 16) Are there any difficulties/challenges that you encounter teaching programs taught in English? If yes, what type of difficulties?
- 17) How do you overcome these difficulties/challenges?
- 18) Can you please tell me what do your students are best at lectures and why?
- 19) What type of difficulties/challenges do your students encounter?
- 20) How do you help students to cope with their challenges?
- 21) Can you please tell me what is your opinion on your students' English language level?
- 22) What kinds of support do you get from the university for EMI courses (internet, books in the library, special trainings, resources)?

**RQ #3** *What is the impact of EMI on content and language acquisition through the lens of participants?*

- 23) Can you please tell me did you observe any differences teaching courses in English and teaching courses in Russian/Kazakh?
- 24) Do you think that teaching courses in English impact your teaching abilities (in terms of quality of content delivery)?
- 25) What about students? Do you think studying courses in English have any impact on students' content understanding/comprehension?
- 26) Can you please tell me do you think studying courses in English is an effective way/method to improve students' English language skills (listening, reading, writing, speaking, grammar, vocabulary, accuracy, grammatical and lexical complexity)?
- 27) What about you? Can you say that EMI programs helped you to improve your English language skills?
- 28) Did you observe English language skills improvement among your students? If yes what type of skills (listening, reading, writing, speaking, grammar, vocabulary, accuracy, grammatical and lexical complexity)?
- 29) Is there anything else that you would like to tell/share about the experience of teaching EMI courses?

## Appendix B

### INFORMED CONSENT FORM FOR FACULTY

Faculty and Students' Perceptions of EMI and its Impact on Academic Content and Language Acquisition from the Participants' Perspectives

**DESCRIPTION:** You are invited to participate in a **research study** on investigation of faculty and students' perceptions of English as a medium of instruction (EMI) and its potential impact on academic content and language acquisition from your perspective as a faculty member. You will be asked to participate in the individual interview. In order to ensure anonymity, you will be assigned with pseudonyms to conceal names. All efforts will be made to remove all possible identifiers in the presentation of data in all project writing, including the thesis. The interviews will be recorded after your permission. All collected or produced research documents and field notes, when not with the researcher, will be kept in a separate, secure location. The recordings and transcriptions will be securely stored on my personal password protected computer.

**TIME INVOLVEMENT:** Your participation will take approximately 40 minutes.

**RISKS AND BENEFITS:** Minimal risks concerning your participation in this research are expected. You may feel discomfort when answering some interview questions related to work processes. However, your participation will be on a volunteer basis and you will have a right not to answer particular questions if you wish not to do so. You also have the right to withdraw the interview at any time. You may benefit from self-reflection on the impact of EMI on the acquisition of academic content and language, and your voice as a teacher delivering the subject in English will be heard. Your decision whether or not to participate in this study will not affect your *employment*.

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

#### CONTACT INFORMATION:

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, ...

**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 at [gse\\_researchcommittee@nu.edu.kz](mailto: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: \_\_\_\_\_

### **INFORMED CONSENT FORM FOR STUDENTS**

Faculty and Students' Perceptions of EMI and its Impact on Academic Content and Language Acquisition from the Participants' Perspectives

**DESCRIPTION:** You are invited to participate in a **research study** on investigation of faculty and students' perceptions of English as a medium of instruction (EMI) and its potential impact on academic content and language acquisition from your perspective as a student. You will be asked to participate in the focus group interview. You will be assigned with pseudonyms to conceal names in order to ensure anonymity. All efforts will be made to remove all possible identifiers in the presentation of data in all project writing, including the thesis. The interviews will be recorded after your permission. If you have a wish not to be recorded, only notes of the interview will be taken. All collected or produced research documents and field notes, when not with the researcher, will be kept in a separate, secure location. The recordings and transcriptions will be securely stored on my personal password protected computer.

**TIME INVOLVEMENT:** Your participation will take approximately 60 minutes.

**RISKS AND BENEFITS:** Minimal risks concerning your participation in this research are expected. You may feel discomfort when answering some interview questions related to study processes. However, your participation will be on a volunteer basis and you will have a right not to answer particular questions if you wish not to do so. You also have the right to withdraw the interview at any time. You may benefit from self-reflection on the impact of EMI on the acquisition of academic content and language, and your voice as a student studying subjects in English will be heard. Your decision whether or not to participate in this study will not affect your *study*.

**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, .....

**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 at [gse\\_researchcommittee@nu.edu.kz](mailto: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: \_\_\_\_\_

**МҰҒАЛІМДЕРГЕ АРНАЛҒАН ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ  
АҚПАРАТТЫҚ ФОРМАСЫ**

**Мұғалімдер мен студенттердің ағылшын тілін оқыту құралы ретінде түсініктері,  
және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне  
қатысушылардың көзқарасы**

**СИПАТТАМА:** Сіз мұғалімдер мен студенттердің ағылшын тілін оқыту құралы ретінде түсініктері, және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне, мұғалім ретіндегі көзқарасыңызды зерттеуге арналған жобаға келіп отырсыз. Сіз жеке сұхбатқа шақырылып отырсыз. Анонимділікті қамтамасыз ету үшін сіздің атыңыз жалған атпен ауыстырылады. Барлық жобаларда, соның ішінде диссертацияда зерттеу нәтижелерін ұсынған кезде жеке анықтауыш ақпараттар алынып тасталады. Сұхбат тек сіздің рұқсатыңыздан кейін жазылады. Барлық жиналған зерттеу материалдары, ескертпелер, жазбалар және транскриптер, сенімді түрде тек зерттеушіге белгілі құлыппен жабылған суырмада және құпия сөзбен қорғалған ноутбукта сақталады.

**ЖҰМСАЛАТЫН УАҚЫТ:** Сұхбат шамамен 40 минут жүргізіледі.

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН**

**АРТЫҚШЫЛЫҚТАРЫ:** Осы зерттеуге қатысуыңызға байланысты минималды қауіптер күтіледі. Күнделікті қауіптерден басқа, жұмыс ағымына байланысты кейбір сұрақтар қолайсыздықтар тудыруы мүмкін. Алайда, сіздің қатысуыңыз ерікті негізде жүзеге асырылады, және қаламасаңыз, нақты сұрақтарға жауап бермеуге құқығыңыз бар. Сұхбатты кез келген уақытта тоқтатуға құқығыңыз бар. Сіз ағылшын тілін оқу құралы ретінде, және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне көзқарасыңызды рефлексиялап, және пәнді ағылшын тілінде оқытатын мұғалім ретінде дауысыңызды естірту арқылы бұл зерттеуден өзіңізге пайда табуыңыз мүмкін.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Бұл зерттеу жұмысына қатысу немесе қатыспау туралы шешім қабылдауға еріктісіз. Егер сіз осы зерттеуге қатысуды ұйғарсаңыз, одан кез келген уақытта жауапқа тартылмай-ақ бас тартуға құқығыңыз бар екенін ұмытпаңыз. Кейбір сұрақтар қолайсыздық тудырса, оларға жауап бермеуге құқылысыз. Бұл зерттеу жұмысының нәтижелері ғылыми немесе кәсіби кеңестерде ұсынылуы ықтимал немесе ғылыми журналдарда жариялануы мүмкін.

**БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады: .....

**Дербес баланыс ақпараттары:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

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

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның тәртібі жайында толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатынын және құпия мәліметтерге тек зерттеушінің өзі ғана қолжеткізе алатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда айтылған ақпараттарды саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз еркіммен келісемін.

Қолы: \_\_\_\_\_ Күні: \_\_\_\_\_

## СТУДЕНТТЕРГЕ АРНАЛҒАН ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

**Мұғалімдер мен студенттердің ағылшын тілін оқыту құралы ретінде түсініктері,  
және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне  
қатысушылардың көзқарасы**

**СИПАТТАМА:** Сіз мұғалімдер мен студенттердің ағылшын тілін оқыту құралы ретінде түсініктері, және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне, студент ретіндегі көзқарасыңызды зерттеуге арналған жобаға келіп отырсыз. Сіз фокус-топтық сұхбатқа шақырылып отырсыз. Анонимділікті қамтамасыз ету үшін сіздің атыңыз жалған атпен ауыстырылады. Барлық жобаларда, соның ішінде диссертацияда зерттеу нәтижелерін ұсынған кезде жеке анықтауыш ақпараттар алынып тасталады. Сұхбат тек сіздің рұқсатыңыздан кейін жазылады. Барлық жиналған зерттеу материалдары, ескертпелер, жазбалар және транскрипттер, сенімді түрде тек зерттеушіге белгілі құлыппен жабылған суырмада және құпия сөзбен қорғалған ноутбукта сақталады.

**ЖҰМСАЛАТЫН УАҚЫТ:** Сұхбат шамамен 60 минут жүргізіледі.

### **ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН**

**АРТЫҚШЫЛЫҚТАРЫ:** Осы зерттеуге қатысуыңызға байланысты минималды қауіптер күтіледі. Күнделікті қауіптерден басқа, оқу ағымына байланысты кейбір сұрақтар қолайсыздықтар тудыруы мүмкін. Алайда, сіздің қатысуыңыз ерікті негізде жүзеге асырылады, және қаламасаңыз, нақты сұрақтарға жауап бермеуге құқығыңыз бар. Сұхбатты кез келген уақытта тоқтатуға құқығыңыз бар. Сіз ағылшын тілін оқу құралы ретінде, және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне көзқарасыңызды рефлексиялап, және пәнді ағылшын тілінде оқитын студент ретінде дауысыңызды естірту арқылы бұл зерттеуден өзіңізге пайда табуыңыз мүмкін.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Бұл зерттеу жұмысына қатысу немесе қатыспау туралы шешім қабылдауға еріктісіз. Егер сіз осы зерттеуге қатысуды ұйғарсаңыз, одан кез келген уақытта жауапқа тартылмай-ақ бас тартуға құқығыңыз бар екенін ұмытпаңыз. Кейбір сұрақтар қолайсыздық тудырса, оларға жауап бермеуге құқылысыз. Бұл зерттеу жұмысының нәтижелері ғылыми немесе кәсіби кеңестерде ұсынылуы ықтимал немесе ғылыми журналдарда жариялануы мүмкін.

### **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады: .....

**Дербес баланыс ақпараттары:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

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

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның тәртібі жайында толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатынын және құпия мәліметтерге тек зерттеушінің өзі ғана қолжеткізе алатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда айтылған ақпараттарды саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз еркіммен келісемін.

Қолы: \_\_\_\_\_ Күні: \_\_\_\_\_

### **ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ ДЛЯ ПРЕПОДАВАТЕЛЕЙ Интервью**

#### **Восприятие английского в качестве языка обучения и его влияние на усвоение академического контента и языка с точки зрения преподавателей и студентов**

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании восприятия английского как языка обучения преподавателями и студентами и его влияния на освоение академического контента и языка с вашей точки зрения как преподавателя. Вам будет предложено принять участие в индивидуальном интервью. Для обеспечения анонимности ваше имя будет заменено псевдонимом. Все возможные идентифицирующие данные будут опущены при представлении результатов во всех проектах, включая диссертацию. Интервью будут записываться только после вашего разрешения. Все собранные исследовательские материалы, заметки, записи и транскрипты будут храниться в закрытом на ключ личном ящике шкафа и ноутбуке, защищенном паролем, доступном только для исследователя.

**ВРЕМЯ УЧАСТИЯ:** Интервью займет около 40 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Ожидаются минимальные риски относительно вашего участия в этом исследовании. Помимо повседневных рисков, некоторые вопросы, связанные с рабочими процессами, могут вызвать некоторый дискомфорт. Однако ваше участие будет осуществляться на добровольной основе, и вы имеете право не отвечать на конкретные вопросы, если вы не хотите этого делать. Вы также имеете право отозвать интервью в любое время. Возможно, вы извлечете пользу от саморефлексии на тему влияния английского как языка обучения на освоение академического контента и языка, и ваш голос как преподавателя, преподающего предмет на английском, будет услышан. Ваше решение об участии в этом исследовании не повлияет на вашу работу.

**ПРАВА УЧАСТНИКА:** Ваше решение, принимать участие в этом исследовании или нет, является добровольным. Если вы решили принять участие в этом исследовании, помните, что у вас есть право прекратить участие без штрафных санкций. Вы также имеете право отказаться отвечать на определенные вопросы, если они вызывают у вас дискомфорт. Результаты этого исследования могут быть представлены на научных или профессиональных совещаниях или опубликованы в научных журналах.

**КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с моим руководителем...

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

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

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

Подпись: \_\_\_\_\_ Дата: \_\_\_\_\_

**ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ ДЛЯ СТУДЕНТОВ**  
**Интервью**

**Восприятие английского в качестве языка обучения и его влияние на усвоение академического контента и языка с точки зрения преподавателей и студентов**

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании восприятия английского как языка обучения преподавателями и студентами и его влияния на освоение академического контента и языка с вашей точки зрения как студента. Вам будет предложено принять участие в интервью с фокус группой. Для обеспечения анонимности ваше имя будет заменено псевдонимом. Все возможные идентифицирующие данные будут опущены при представлении результатов во всех проектах, включая диссертацию. Интервью будут записываться только после вашего разрешения. Все собранные исследовательские материалы, заметки, записи и транскрипты будут храниться в

закрытом на ключ личном ящике шкафа и ноутбуке, защищенном паролем, доступном только для исследователя.

**ВРЕМЯ УЧАСТИЯ:** Интервью займет около 60 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Ожидаются минимальные риски относительно вашего участия в этом исследовании. Помимо повседневных рисков, некоторые вопросы, связанные с рабочими процессами, могут вызвать некоторый дискомфорт. Однако ваше участие будет осуществляться на добровольной основе, и вы имеете право не отвечать на конкретные вопросы, если вы не хотите этого делать. Вы также имеете право отозвать интервью в любое время. Возможно, вы извлечете пользу от саморефлексии на тему влияния английского как языка обучения на освоение академического контента и языка, и ваш голос как студента, изучающего предмет на английском, будет услышан. Ваше решение об участии в этом исследовании не повлияет на ваш учебный процесс.

**ПРАВА УЧАСТНИКА:** Ваше решение, принимать участие в этом исследовании или нет, является добровольным. Если вы решили принять участие в этом исследовании, помните, что у вас есть право прекратить участие без штрафных санкций. Вы также имеете право отказаться отвечать на определенные вопросы, если они вызывают у вас дискомфорт. Результаты этого исследования могут быть представлены на научных или профессиональных совещаниях или опубликованы в научных журналах.

**КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с моим руководителем...

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

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

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

Подпись: \_\_\_\_\_ Дата: \_\_\_\_\_

**Appendix C****RECRUITMENT LETTER FOR FACULTY**

Dear faculty members,

I am a second-year student on MA in Multilingual Education program at Nazarbayev University, and I am conducting a study on Faculty and Students' Perceptions of EMI and its Impact on Academic Content and Language Acquisition from the Participants' Perspectives.

If you teach subjects in English within the polylingual groups, have at least one year of experience teaching EMI courses, and have an official external certificate (IELTS, TOEFL) or an internal (a certificate given within the university) language proficiency confirmation document you are welcome to take part in this research.

The benefits which may reasonably be expected to result from this study are to discover possible issues in EMI courses, consider and evaluate its effectiveness in terms of its impact on content and language acquisition, as well as establish a better dialogue between policymakers and faculty, which may lead to a more successful policy implementation.

I would be very grateful if you express your willingness to participate in my study. If you are interested, please contact me at the address below:

Murat Baltabayev, [m.baltabayev@nu.edu.kz](mailto:m.baltabayev@nu.edu.kz), +7 777 902 83 94

Looking forward to your reply.

**RECRUITMENT LETTER FOR STUDENTS**

Dear students,

I am a second-year student on MA in Multilingual Education program at Nazarbayev University, and I am conducting a study on Faculty and Students' Perceptions of EMI and its Impact on Academic Content and Language Acquisition from the Participants' Perspectives.

If you are a senior student studying subjects in English within the polylingual groups and have an official external certificate (IELTS, TOEFL) or an internal (a certificate given within the

university) language proficiency confirmation document you are welcome to take part in this research.

Your voices and opinions are important, and they will help to improve courses taught in English, to establish a better dialogue between you and faculty, which may lead to a more successful studies.

I would be very grateful if you would be willing to participate in my study. If you are interested, please contact me at the address below:

Murat Baltabayev, [m.baltabayev@nu.edu.kz](mailto:m.baltabayev@nu.edu.kz), +7 777 902 83 94

Looking forward to your reply.

### **Мұғалімдерге арналған рекрутинг хаты**

Құрметті оқытушылар,

Мен Назарбаев Университетінің, көптілді білім беру магистратура бағдарламасының екінші курс студентімін. Мен мұғалімдер мен студенттердің ағылшын тілін оқыту құралы ретінде түсініктері, және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне қатысушылардың көзқарасы атты тақырыбына арналған зерттеу жұмысын жүргізіп жатырмын.

Егер сіз көптілді топтарда пәндерді ағылшын тілінде оқытсаңыз, EMI курстарын оқытуда бір жылдан аса тәжірибеге, және ресми сыртқы (IELTS, TOEFL) немесе ішкі (университет ішінде берілген сертификат) тілді білуіңізді растайтын құжатқа ие болсаңыз, сізді бұл зерттеуге қатысуға шақырамыз.

Осы зерттеудің нәтижесінде күтілетін мүмкін артылықшылықтар: EMI курстарындағы мүмкін мәселелерді білу, оның мазмұнды жеткізуге және тілді меңгеруге әсерін қарастыру және бағалау, сондай-ақ саясаткерлер мен оқытушылар арасында, саясаттың анағұрлым сәтті жүзеге асырылуының мүмкіндігіне әкелетін жақсы диалог орнату.

Егер сіз менің зерттеу жұмысына қатысуға ниет білдірсеңіз, және де бұл зерттеу сізді қызықтыратын болса, маған төмендегі байланыс мәліметтері бойынша хабарласуыңызды сұраймын.

Мурат Балтабаев, [m.baltabayev@nu.edu.kz](mailto:m.baltabayev@nu.edu.kz), +7 777 902 83 94

Сіздің жауабыңызды күтеміз.

### **Студенттерге арналған рекрутинг хаты**

Құрметті студенттер,

Мен Назарбаев Университетінің, көптілді білім беру магистратура бағдарламасының екінші курс студентімін. Мен мұғалімдер мен студенттердің ағылшын тілін оқыту құралы ретінде түсініктері, және оның академиялық мазмұны мен тілді игеруіне тигізетін әсеріне қатысушылардың көзқарасы атты тақырыбына арналған зерттеу жұмысын жүргізіп жатырмын.

Егер сіз көптілді топтарда пәндерді ағылшын тілінде оқысаңыз, және де ресми сыртқы (IELTS, TOEFL) немесе ішкі (университет ішінде берілген сертификат) тілді білуіңізді растайтын құжатқа ие болсаңыз, сізді бұл зерттеуге қатысуға шақырамыз.

Сіздің дауыстарыңыз бен пікірлеріңіз маңызды, және де олар ағылшын тілінде оқытылатын курстарды жақсартуға, студенттер мен оқытушылар арасында анағұрлым жақсы диалог орнатуға көмектеседі.

Егер сіз менің зерттеу жұмысына қатысуға ниет білдірсеңіз, және де бұл зерттеу сізді қызықтыратын болса, маған төмендегі байланыс мәліметтері бойынша хабарласуыңызды сұраймын.

Мурат Балтабаев, [m.baltabayev@nu.edu.kz](mailto:m.baltabayev@nu.edu.kz), +7 777 902 83 94

Сіздің жауабыңызды күтеміз.

### **Рекрутинговое письмо для преподавателей**

Уважаемые преподаватели,

Я студент второго курса магистерской программы многоязычного образования в Назарбаев Университете, и я провожу исследование о восприятии английского как языка

обучения преподавателями и студентами и его влиянии на освоение академического контента и языка с точки зрения участников.

Если вы преподаете предметы на английском языке в полиязычных группах, имеете опыт преподавания курсов EMI не менее одного года, и имеете официальный иностранный сертификат (IELTS, TOEFL) или внутренний (сертификат, выданный в университете) документ, подтверждающий владение языком, приглашаю вас участвовать в данном исследовании.

Преимущества, которые можно ожидать от этого исследования, заключаются в нахождении возможных проблем на курсах EMI, рассмотрении и оценки его эффективности с точки зрения влияния на освоение контента и языка, а также налаживании более лучшего диалога между политиками и преподавателями, который может привести к более успешной реализации данной политики.

Я был бы очень признателен, если бы вы выразили свою готовность принять участие в моем исследовании. Если вы заинтересованы, пожалуйста, свяжитесь со мной по указанному ниже адресу.

Мурат Балтабаев, [m.baltabayev@nu.edu.kz](mailto:m.baltabayev@nu.edu.kz), +7 777 902 83 94

Ждем Вашего ответа.

### **Рекрутинговое письмо для студентов**

Уважаемые студенты,

Я студент второго курса магистерской программы многоязычного образования в Назарбаев Университете, и я провожу исследование о восприятии английского как языка обучения преподавателями и студентами и его влиянии на освоение академического контента и языка с точки зрения участников.

Если вы изучаете предметы на английском языке в полиязычных группах, и имеете официальный иностранный сертификат (IELTS, TOEFL) или внутренний (сертификат, выданный в университете) документ, подтверждающий владение языком, приглашаю вас участвовать в данном исследовании.

Ваши голоса и мнения важны, они могут помочь улучшить курсы, преподаваемые на английском языке, а также установить более лучший диалог между вами и преподавателями, что может привести к более успешному процессу обучения.

Я был бы очень признателен, если бы вы выразили свою готовность принять участие в моем исследовании. Если вы заинтересованы, пожалуйста, свяжитесь со мной по указанному ниже адресу.

Мурат Балтабаев, [m.baltabayev@nu.edu.kz](mailto:m.baltabayev@nu.edu.kz), +7 777 902 83 94

Ждем Вашего ответа.

## Appendix F

## Transcript excerpt

## Faculty Interview 1

Translation	Original
<p>I: Could you please tell me how long and what subjects you teach?</p>	<p>И: Не могли бы вы пож-та рассказать как долго и какие предметы вы преподаете?</p>
<p>F1: Well, for two years I have been teaching one subject - Electricity and Magnetism.</p>	<p>О: Ну два года я преподаю один предмет это - Электричество и Магнетизм.</p>
<p>I: As you know, in non-English-speaking countries, studying courses taught in English is being actively introduced. In English it is called EMI - English as a medium of instruction - English as a language of instruction. How do you understand this concept?</p>	<p>И: Как вы знаете на сегодняшний момент в не англоговорящих странах активно внедряется обучение на английском языке. На английском называется EMI - English as a medium of instruction - Английский как язык обучения. Как вы понимаете данный концепт?</p>
<p>F1: Well ... this is the teaching of subjects in English ... It is being introduced because all science in English now ...</p>	<p>О: Ну... это преподавание предметов на английском языке... Внедряется потому что вся наука на английском сейчас...</p>
<p>I: Good. What is your opinion on the introduction of teaching in English?</p>	<p>И: Хорошо. А какое у вас мнение по поводу внедрении преподавания на англ.?</p>
<p>F1: Well, it's not harmful. In general, I would like my students to know physics in English, to know terminology... Natural sciences are complex. Languages are easy to learn, but the natural sciences such physics, mathematics, here brain has to work differently, it is necessary to learn differently; and in general, teaching physics, mathematics, chemistry, etc., in my opinion, it should be conducted in your native language. In native, in Kazakh in Russian that is, in that language in which the person is trained. But the question is "do I need to know English?". Yes, it is necessary, i.e. "I do not say in English. I'd better put the question "and in English (<i>additionally</i>). Do you understand?" That is, for example, a person graduates from</p>	<p>О: Ну не вредно. Вообще я хотел бы чтобы мои студенты знали физику на англ., терминологию. Точные науки сложны. Языки учить легко, а точные науки физика, математика тут немножко мозг по-другому должен работать, учить надо по-другому. И вот вообще все это обучение физике, математике, химии и т. д. оно на мой взгляд должно вестись на родном языке как не крути. На родном, на казахском на русском то есть, на том языке на котором человек обучается. Но, вопрос "нужно ли знать английский?". Да нужно, т. е. я не говорю на англ., я бы лучше поставил вопрос и на англ. понимаете? То есть человек вот, например оканчивает у нас физику в Петропавловске. Дальше дилемма, у нас вот рядом Омск,</p>

physics in Petropavlovsk. Further, the dilemma is that we have Omsk nearby, Novosibirsk is also not such small research centers, and there are very good scientific centers there. There is Cambridge, there is Massachusetts, and so my dream is for a man who graduated from physics here, he could go to continue his education in Novosibirsk and Massachusetts. And for this, he must know physics in Russian, because there is terminology there in Russian, and because this terminology is different than in English; and in Kazakh it is also different, here is trilingualism. Then it turns out a paradox, I met such people by the way. Yes, they know the terminology in English, but they don't know it in Russian. This is bad in my opinion. The fact that it requires more costs yes, more effort from us. I don't really understand how it will turn out in time and cost. Because here we had electricity and magnetism taught in Russian before, that is, in our native language. Do you understand that there are some nuances that I need to explain ... Do you understand that English is not my native language ...

I: Understood...

F1: And when you need to explain some nuances, I just don't have enough words, vocabulary, but I need to explain. So, what am I doing, I'm switching to Russian. I cannot express some concepts in its entirety in English. I need more time. For example, if they give me electricity and magnetism in Russian, well, there are roughly 30 hours of lectures there, and in this time students don't understand much. You don't understand all the time even in Russian; and in these 30 hours I can barely fit all the content even in Russian, knowing this language, and they know this language too. Then, the guys come, and I say "we need to do it in English"; and how many hours? Yes, the same 30. How? I need twice as much time both for preparation

Новосибирск — это тоже не такие вот маленькие научные центры, и там очень хорошая научная школа. Есть Кембридж, есть Массачусетс, так вот моя мечта чтобы вот человек, который окончил физику здесь, он мог поехать продолжать образование и в Новосибирске и в Массачусетс. И для этого он должен знать и физику на русском, потому что там терминология и там, потому что там терминология другая, своя. И на казахском, вот трехязычие. А то получится парадокс, я таких встречал, кстати. Да на англ. знают терминологию, а на русском не знают. Это плохо на мой взгляд. То, что это требует больше затрат да, больше каких-то усилий от нас. Я вот не очень понимаю, как это выйдет во временных рамках и затратных. Потому что вот электричество и магнетизм у нас вот мы преподавали на русском, то есть на родном языке. А вы понимаете, что там какие-то нюансы мне нужно объяснять... Вы понимаете, что английский язык для меня не родной...

И: Понятно...

О: А когда нужно объяснять какие-то нюансы у меня просто слов не хватит, словарного запаса, а мне надо объяснить. Значит, что я делаю, перехожу на русский, на англ. я тоже во всей полноте это выразить не могу да, мне нужно больше времени. Например, если мне дают на русском на электричество и магнетизм, ну условно там 30 часов лекций, и то мало понимаете. Все время мало понимаете, нам все время мало. И в эти 30 часов я еле-еле укладываюсь на русском, зная этот язык, они знают этот язык. Потом приходят ребята, и я говорю вот нам надо на английском. А сколько часов, да те же самые 30. Как? Мне в два раза больше надо времени и на подготовку, и на преподавание, и на все. Никого это не волнует. Может и волнует, но

<p>and for teaching and for everything. Nobody cares. Maybe somebody cares, but superficially; because the university cannot handle this alone. This, again, is additional money; and there are no incentives for this. If you want you can teach, if not it's okay. Do you understand how it is done? It seems like yes ....</p>	<p>так чисто вот так. Потому что университет это сделать не может, просто так вот взять и. Это опять-таки дополнительные деньги, у нас за это вообще не платят. Хочешь веди, хочешь не веди. Понимаете как? Вроде как да....</p>
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