Linguistic Challenges and Academic Performance of Students Transitioning from School

to an English Medium University in Kazakhstan

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Submitted in partial fulfilment of the requirements for the degree of

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in

Multilingual Education

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53 Kabanbay Batyr Ave.
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15th October 2021

Dear Assel Sadykova,

This letter now confirms that your research project entitled:
**Linguistic Challenges and Academic Performance of Students Transitioning
from School to an English Medium University in Kazakhstan_**
has been approved by the Graduate School of Education Ethics Committee of
Nazarbayev University.

You may proceed with contacting your preferred research site and commencing
your participant recruitment strategy.

Yours sincerely,

Sulushash Kerimkulova

On behalf of Zumrad Kataeva
Chair of the GSE Ethics Committee
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Abstract

Linguistic Challenges and Academic Performance of Students Transitioning from School

to an English Medium University in Kazakhstan

Kazakhstan is among the countries introducing English medium instruction (EMI) programs in higher education. Despite the rapid spread of EMI, students whose first language is not English have difficulty adjusting to an English-only environment due to their inadequate language skills. In particular, the research highlights the role of students' school background as a significant source of linguistic challenges. Therefore, this study seeks to investigate linguistic challenges of students transitioning to an EMI university in Kazakhstan with regard to their prior English learning experience in school and the influence of these challenges on students' academic performance at university. The researcher conducted an online survey ($N = 90$) and semi-structured interviews ($N = 8$) with foundation programme students. Quantitative and qualitative data revealed that linguistic challenges are endured by all students with productive skills being more burdening than receptive skills. The major areas of challenges for students were found to be related to grammar, vocabulary, and academic writing which have been called "chronic" problems of EMI. It was found that students from EMI schools are more exposed to English and acquire a higher level of English proficiency prior to EMI studies making their transition to EMI university smoother. In contrast, students from non-EMI schools experience a more difficult transition to EMI university and cope with greater challenges than their counterparts because of their low levels of English proficiency stemming from poor quality of English lessons and insufficient exposure to English. Linguistic challenges coupled with the acquisition of subject knowledge are cognitively demanding for students leading to their underperformance, especially during the transition period when

challenges are the most acute but create a stimulating learning environment and enhance

students' language skills.

Аңдатпа

Қазақстандағы Ағылшын Тілінде Оқытатын Мектептен Университетке

Ауысатын Студенттердің Лингвистикалық Мәселелері мен Академиялық

Үлгерімі

Қазақстан жоғары білім беру жүйесінде ағылшын тілінде оқыту бағдарламаларын енгізетін елдердің қатарына кіреді. Бұл үрдістің тез таралуына қарамастан, ана тілі ағылшын тілі болып табылмайтын студенттер тілдік дағдыларының жеткіліксіздігіне байланысты тек ағылшын тілінде сөйлейтін ортаға бейімделуде қиындықтарға тап болады. Атап айтқанда, зерттеулерде оқушылардың тілдік мәселелерінің негізгі көзі ретінде мектептегі білім берудің рөлі көрсетілген. Осылайша, бұл зерттеу Қазақстандағы ағылшын тіліндегі университетке түсетін студенттердің лингвистикалық мәселелерін, олардың мектепте ағылшын тілін оқып үйренудегі алдыңғы тәжірибесін және осы мәселелердің студенттердің университеттегі үлгеріміне әсерін ескере отырып зерттеуге бағытталған. Зерттеуші дайындық бағдарламасының студенттерімен онлайн-сауалнама ($N = 90$) және сұхбат ($N = 8$) жүргізді. Сандық және сапалық деректер барлық студенттердің лингвистикалық қиындықтарды бастан өткеретінін көрсетті, ал өнімді дағдылар қабылдау дағдыларына қарағанда ауыр. Оқушылардың негізгі проблемалары "созылмалы" проблемалар деп аталатын грамматика, лексика және академиялық жазумен байланысты екендігі анықталды. Ағылшын тілінде оқитын мектеп оқушылары ағылшын тілінде оқуды бастағанға дейін ағылшын тілін көбірек үйреніп, ағылшын тілін жоғары деңгейде меңгеретіні анықталды, бұл олардың ауысуын жеңілдетеді. Керісінше, ағылшын тілінде сабақ бермейтін мектептердің оқушыларының университетте бұл тілге өтуі ауыр, ағылшын тілін меңгеру деңгейінің төмендігінен және тіл меңгеру тәжірибесінің жеткіліксіздігінен көптеген қиындықтарды жеңуге мәжбүр. Тілдік

қиындықтар пәндік білім алумен бірге студенттердің танымдық жүктемесін арттырады, бұл олардың үлгерімінің төмендеуіне әкеледі, әсіресе өтпелі кезеңде, проблемалар өткір болған кезде, бірақ ынталандыратын оқу ортасын құрып, оқушылардың тілдік дағдыларын жақсартады.

Аннотация

Лингвистические Проблемы и Академическая Успеваемость Студентов,

Переходящих из Школы в Университет с Английским Языком Обучения в

Казахстане

Казахстан входит в число стран, внедряющих программы обучения на английском языке в системе высшего образования. Несмотря на быстрое распространение этой тенденции, учащиеся, чей родной язык не является английским, испытывают трудности с адаптацией к среде, где говорят только на английском языке, из-за их недостаточных языковых навыков. В частности, в исследованиях подчеркивается роль школьного образования учащихся как главного источника лингвистических проблем. Таким образом, данное исследование было направлено на изучение лингвистических проблем студентов, поступающих в университет на английском языке в Казахстане, с учетом их предыдущего опыта изучения английского языка в школе и влияния этих проблем на успеваемость студентов в университете. Исследователем были проведены онлайн-опрос (N = 90) и интервью (N = 8) со студентами подготовительной программы. Количественные и качественные данные показали, что лингвистические трудности испытывают все учащиеся, причем производительные навыки являются более тяжелыми, чем навыки восприятия. Было обнаружено, что основные проблемы, с которыми сталкиваются учащиеся, связаны с грамматикой, лексикой и академическим письмом, которые были названы "хроническими" проблемами. Было обнаружено, что учащиеся школ с английским языком обучения имеют больше практики английского языка и овладевают более высоким уровнем владения английским языком до начала обучения в университете на английском языке, что делает их переход более плавным. Напротив, учащиеся из школ, не имеющих занятий на английском языке, испытывают

более трудный переход в университет и вынуждены справляться с большими трудностями из-за низкого уровня владения английским языком, обусловленного низким качеством уроков английского языка и недостаточной практикой английского языка. Лингвистические трудности в сочетании с получением предметных знаний являются увеличивает когнитивную нагрузку на студентов, что приводит к их низкой успеваемости, особенно в переходный период, когда проблемы являются наиболее острыми, но создают стимулирующую среду обучения и улучшают языковые навыки учащихся.

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Chapter 1: Introduction

The present chapter serves as a foundation for understanding the rationale of the study by providing the necessary background, stating the research problem, identifying the purpose, and outlining the guiding research questions. In addition, the chapter examines the significance of the study and presents an overview of its structure.

Background of the Study

The role of the English language is elevated in the world today by the joint forces of globalization and internationalization in education (Baldauf, 2012). The growth of English as a global language is also reinforced by the marketization of higher education (Coleman, 2006). English has consolidated its position as a language of business, technology, science, and research (Lindsey, 2012) and high levels of English proficiency are therefore regarded as an important attribute of success and development for individuals, institutions, and nations (Ali, 2013). To secure the benefits associated with English proficiency, non-English speaking countries are increasingly switching from English taught as a foreign language (EFL) to English used as a medium of instruction (EMI) to internationalize their education systems and increase the English skills of students (Dearden, 2014). However, EMI is a relatively recent phenomenon in many contexts, and its rapid growth is outpacing empirical studies (Galloway et al., 2017). This haphazard approach often leads to problems in the implementation (Galloway & Ruegg, 2020). The challenges related to EMI primarily affect students as they are one of the main stakeholders and the recipients of education (Belhiah & Elhami, 2015). The goal of education should be mainly focused on students (Kung, 2013); therefore, students' needs and challenges should be considered when introducing EMI (Galloway & Ruegg, 2020). Students often experience difficulties in adapting to English-taught programmes due to

their lack of prior EMI experience in school and insufficient language proficiency (Botha, 2013). Therefore, the linguistic challenges of students are one of the most salient problems related to EMI in many contexts, including that of Kazakhstan. Linguistic problems may become even more acute when exacerbated by the adjustment issues shared by all students when making the transition from school to university (Evans & Morrison, 2011) impacting on their academic performance (Belhiah & Elhami, 2015).

In the context of Kazakhstan, English is considered a language of integration into the global community (Goodman & Montgomery, 2020). As Reagan (2019) indicates, the emphasis on English reflects "the neoliberal agenda of the government as it seeks to become a player in the global economic community" (p. 448). The language-in-education policy of Kazakhstan is dictated by the desire to "move away from a Soviet past and towards a more westernized future" (Goodman & Karabassova, 2018, p. 160). Therefore, EMI is being promoted top-down by policymakers in educational institutions as a means of internationalization of education and overall development of the country (Dearden, 2014). Through this policy, the country is striving to transform into a multilingual and competitive nation on the world stage (Aitzhanova, 2020). EMI is seen as a tool to develop students' English skills and increase human capital. This vision is supported by the cultural project "Trinity of Languages" adopted in 2007 (Nazarbayev, 2007), "The Plan of the Nation – The Path to the Kazakhstan Dream" proposed by the first president Nursultan Nazarbayev in 2015 (Nazarbayev, 2015), the State Programme for Education Development for 2016-2019 (MoES, 2016), and the State Programme for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011–2020 (MoES, 2011). According to these policy documents, the country aspires to nurture a population proficient in three languages: Kazakh, Russian, and

English (NUGSE, 2014). Trilingual education is therefore promoted in secondary and higher

education (Goodman et al., 2021). However, due to the top-down approach to the

implementation of EMI policy, there may arise a mismatch between the policy goals and the

enactment of the policy by individual stakeholders. This often leads to challenges in the

process and causes educators to question the outcomes of EMI (Prilipko, 2017). Despite

generally positive attitudes of students towards EMI, the challenges threaten the effective

functioning of EMI programmes and the attainment of intended benefits. Therefore, more

research is needed on the challenges faced by students in EMI in order to mitigate their

difficulties and provide quality education in English (Macaro et al., 2018).

Statement of Problem

Students in EMI often have difficulty adjusting to English-only environments due to

their inadequate language skills. A low English proficiency among students is viewed as a

source of linguistic challenges and a barrier to the implementation of EMI in non-Anglophone

countries (Botha, 2013), including Kazakhstan (Goodman et al., 2021). There are a number of

problems related to language which students report in the Kazakhstani context such as lack of

motivation and mixed levels of proficiency in class (Baltabayev, 2020), low confidence in

English (Kanatkhanova, 2020), and inadequate language support (Schamiloglu et al., 2020;

Yessenbekova, 2021) with writing and speaking challenges being found to present the greatest

difficulty (Batyrkhanova, 2020; Karabay, 2017). The relevance of programmes which support

the language needs of EMI students has been criticized (Kanatkhanova, 2020). Karabay

(2017) revealed that linguistic difficulties vary depending on the academic discipline for

students from STEM and social sciences whose language needs differ because social sciences

are more language oriented (Karabay, 2017). Similarly, in the Emirati context Belhiah and

Elhami (2015) specify that some academic disciplines are more linguistically demanding for students. To compensate for linguistic challenges and facilitate comprehension, Kazakhstani students often resort to the use of strategies such as translanguaging (Baltabayev, 2020; Goodman et al., 2021; Yessenbekova, 2021), asking questions (Ospanova, 2017), translation, and memorization (Batyrkhanova, 2020). For instance, Goodman et al. (2021) found that translanguaging practices helped to alleviate pedagogical challenges emerging in English-medium programmes. Some students are forced to use the services of private language courses and tutors for additional language support (Batyrkhanova, 2020). In one opinion study conducted in the context of Kazakhstan, Zenkova and Khamitova (2017) noted the concern of administration and lecturers about the negative impact of linguistic challenges on the quality of subject learning. This issue with low levels of disciplinary knowledge of EMI students in Kazakhstan has been illuminated in other studies as well (Baltabayev, 2020; Kanatkhanova, 2020; Karabay, 2017). Therefore, it is important to investigate the linguistic challenges faced by students to ensure that the quality of academic programmes is not compromised when English is used as a language of instruction. Linguistic challenges in the context of EMI may stem from the different school backgrounds of students. Prior language learning experience and insufficient knowledge provided in school may put EMI students at a disadvantage (Baltabayev, 2020; Batyrkhanova, 2020). In the context of Hong Kong Evans and Morrison (2011) also pointed to the school background as a determining factor of linguistic challenges faced by students. Therefore, Macaro et al. (2018) in their systematic review call for research investigating challenges faced by students during the transition from secondary education to English-medium university programmes.

The present study seeks to contribute to the body of knowledge in the context of Kazakhstan, revealing the transitional linguistic challenges of EMI students at the university level depending on their prior English learning experience in two types of secondary schools: mainstream schools with Kazakh medium instruction (KMI) or Russian medium instruction (RMI) with English taught as a foreign language (L1/L2 and English as L3), and English medium instruction schools (EMI) with all subjects fully or partially taught in English. School background is an important factor to consider since linguistic challenges faced by students may vary depending on their language learning experience in school (Galloway & Ruegg, 2020). Thus far, a limited number of studies investigating linguistic challenges faced by students during the transition have been conducted in the context of EMI, highlighting a need for further research in this area (Aizawa & Rose, 2020; Macaro et al., 2018). As transitional studies on linguistic challenges faced by EMI students have not previously been conducted in Kazakhstan, the given context deems to be an underrepresented area in this research field. Therefore, the need for the present study is justified by a dual focus: lack of transition studies doubled with the importance of investigating the issue of linguistic challenges which may negatively influence academic performance of students if not addressed.

Purpose of the Study

The purpose of the study is to investigate linguistic challenges encountered by students during their transition from secondary schools to an EMI university in Kazakhstan with regard to their prior English learning experience, and the influence of linguistic challenges on their academic performance at university.

Research Questions

The study attempts to address the following three research questions:

1. What linguistic challenges do students experience when making the transition from schools to an EMI university?

2. How do their linguistic challenges differ according to their prior English learning experience in schools?

3. How do students feel their linguistic challenges influence their academic performance at university?

Significance of the Study

The research findings may be beneficial for different stakeholders at both institutional and national levels. Results of the study may enable participating students to reflect on the relationships between their prior English learning experience, linguistic challenges during the transition and academic performance. Future university students may familiarize themselves with the potential linguistic difficulties encountered in EMI. Faculty members are likely to benefit from the study results by reflecting on their teaching practices through the prism of students' challenges. The research may increase the awareness of universities about linguistic problems that need to be addressed to improve the quality of education and the implementation of programmes in English. Universities may offer "different pathways" and support systems for students from different school backgrounds assisting them in their transition to an EMI environment (Aizawa & Rose, 2020, p. 9). School educators may become better informed of students' challenges with English to initiate relevant changes to the curriculum in order to enhance students' language proficiency and preparedness for EMI. The gaps between policy and practice in EMI contexts often arise because policymakers promote EMI without considering the challenges and needs of stakeholders (Ali, 2013). Therefore, policymakers' increased understanding of stakeholders' challenges might determine a more

informed course of further development in terms of the implementation of EMI in

Kazakhstani education.

Structure of the Study

The thesis includes six chapters, references, and appendices. The first chapter provides

the background information, indicates the research problem, purpose, and significance of the

study. The second chapter reviews relevant literature on the research topic. The third chapter

outlines the methodological base of the current study, describing the research design, data

collection, analysis, and ethical considerations. The fourth chapter presents the main findings

that derive from the survey questionnaire and semi-structured interviews with participants.

The fifth chapter discusses these findings in relation to the previous research. The conclusions,

limitations, implications, and recommendations for further research are discussed in the sixth

and final chapter.

Chapter 2: Literature Review

This chapter reviews the literature to contextualize the main concepts and studies related to the research topic. The purpose of the study was to explore linguistic challenges of students making the transition from secondary schools to an EMI university, and the influence of challenges on their academic performance at university.

The study addressed the following research questions:

1. What linguistic challenges do students experience when making the transition from schools to an EMI university?

2. How do their linguistic challenges differ according to their prior English learning experience in schools?

3. How do students feel their linguistic challenges influence their academic performance at university?

This chapter is organized as follows. First, the concept of EMI is discussed followed by the rationale behind its implementation. Then, the challenges associated with the implementation of EMI are highlighted with particular attention paid to the discussion of linguistic challenges faced by students as one of the key topics of the study. Finally, the overview of previous research on transitional challenges conducted in different contexts is presented, followed by the description of the conceptual framework of the present research.

Conceptualization of EMI

The growth of English-medium programmes in non-English speaking countries is one of the significant educational trends at the tertiary level in the twenty-first century (Wächter & Maiworm, 2014). Extensive research on EMI in the last twenty years conducted in a variety of contexts demonstrates the ubiquitous nature of the trend around the world (Galloway et al.,

2017). The growing trend of EMI is compared to "an unstoppable train" (Macaro, 2015, p. 7), "pandemic" (Phillipson, 2009, p. 195), "revolution" (Dafouz & Guerrini, 2009, as cited in Chapple, 2015, p. 1), and is predicted to continue in the years to come (Tsou & Kao, 2017).

Before delving into the reasons behind the introduction of EMI and the challenges related to its implementation, the conceptualization of EMI as one of the key notions of the research is examined as follows. First, the section presents the definition of EMI that guides the current study and clarifies its difference from similar concepts in education. Next, the controversial role of language development in the conceptualization of EMI is discussed, followed by understanding of this trend in the Kazakhstani context.

Definition of EMI

Due to its correspondence to the Kazakhstani context, the following definition proposed by Dearden (2014) and Macaro (2018) is employed in the present study: "The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p. 2). This definition emphasizes the role of English as a vehicle of instruction and thus provides a conceptual separation of EMI from other educational approaches using a foreign language in teaching (Dearden, 2014). The use of English in the definition allows for flexibility, implying full or partial use of English and codeswitching (Macaro & Akincioglu, 2017). The definition has been criticized for excluding Anglophone countries that also have classrooms with the majority of non-English speaking students (Pecorari & Malmström, 2018). However, the focus is on the differences in the environment surrounding educational institutions in English-speaking and non-English-speaking countries (Macaro et al., 2018). In their systematic review, Macaro et al. (2018) noted that the labels given to EMI are "inconsistent and

problematic" showing a lack of consensus around the conceptualization of EMI (p. 14). There

is no one universally accepted definition yet (Dearden, 2014). As Simpson (2019) notes, "EMI

is neither simple nor straightforward; rather it is quite a complex, confusing and challenging

phenomenon" (p. 6). Thus, the recency of this phenomenon in education causes controversy

around the concept.

EMI and Other Concepts

The terms Content and Language Integrated Learning, Content-Based Instruction,

Integrating Content and Language in Higher Education and EMI are often used

interchangeably in research (Costa & Coleman, 2013; Doiz et al., 2011; Huang, 2015).

However, the following features distinguish these concepts. First, the key feature that

distinguishes the abovementioned concepts from EMI is their dual focus on both subject and

language goals (Soruc & Griffiths, 2018). In contrast, EMI by its definition pays little

attention to the language development of students (Bradford & Brown, 2017). Language

development is of secondary importance in EMI and seen more as a by-product than an

explicit goal (Galloway & Ruegg, 2020). Second, EMI clearly highlights the role of English as

a vehicle of instruction, while CLIL does not specify the language. Third, EMI is a global

trend in non-English contexts, whereas CLIL and CBI have their contextual origin in Europe

and North America respectively (Dearden, 2014). Fourth, while EMI sets a certain threshold

of language skills in the admission, CLIL focuses on language goals for graduates. Fifth, EMI

is widespread at the tertiary level, whereas CLIL and CBI are used at primary and secondary

levels of education (Soruç & Griffiths, 2018). Therefore, the synonymous use of EMI and

these concepts may be inaccurate given the considerations above.

Language in EMI: "Killing Two Birds with One Stone"?

Bradford and Brown (2017) define EMI as academic programmes that offer instruction in English with no regard to language learning goals. Similarly, the Japanese Ministry of Education, Culture, Sports, Science and Technology refers to EMI as programmes conducted in English excluding the programmes intended for language education (MEXT, 2015). To support this view, previous studies (Airey, 2012; Dearden, 2014) have shown that lecturers in EMI do not view the improvement of their students' language skills as their responsibility. Macaro et al. (2018) in their review also highlight that the development of students' English skills is not a primary goal of institutions pursuing EMI, rather they aim at increasing their universities' profiles. Similarly, McKinley (2017) reminds of the role of English as a medium of study, not an object.

However, in some contexts the concept of EMI and English skills appear conflated, especially where proficiency levels of students are low (Uchihara & Harada, 2018). In this regard, EMI is often associated with English as a Foreign Language, English for Specific Purposes or English for Academic Purposes (Dearden, 2014). For instance, Kedzierski (2016) highlights that EMI is aimed at producing "linguistic resources" and promoting the expansion of EFL skills in the East Asian region (p. 386). Other evidence to support this view comes from Ng (2017) who states that EMI is a part of language-in-education planning and policy in countries like Japan and therefore equals English education and CLIL as a means of boosting the language skills of students. Likewise, some institutions tend to assume that EMI automatically implies language development. An example of this can be seen in the second-tier universities in Japan as documented by Chapple (2015). In a similar vein, English teachers in China were asked to retrain in other academic subjects to be able to teach in EMI

classrooms since EMI was believed to be a new method of language teaching that transcends traditional English classes (Dearden, 2018). Lecturers in Turkey also believe that EMI enables acquisition of both content and language knowledge (Basibek et al., 2013). Galloway et al. (2017) describe this perceived benefit of EMI as "killing two birds with one stone" meaning that students are expected to acquire content and language simultaneously due to the exposure to the target language (p.6). Hamid et al. (2013) point to the "dual identities" of English in EMI as both an object and a vehicle of instruction (p. 10). Overall, although EMI does not focus on language development by its definition, language gains of students are often expected as a by-product of studying in English and therefore appear conflated with the concept of EMI. These examples serve as evidence of the opposing views regarding EMI among stakeholders. As Dearden (2014) notes, the concept of EMI is not a fixed one, but "evolving" depending on the contexts where it is implemented (p. 7).

Conceptualization of EMI in Kazakhstan

Similarly to the East Asian context, in Kazakhstan English-medium programmes are linked with English competency and its development. The probable reasons for that may be low levels of English proficiency of the population and the role of English in the country's development. In 2021, Kazakhstan ranked 96th in the English Proficiency Index list among 112 countries (Education First, 2021). The level of English skills in the country was identified as very low, and the indicator has not changed since 2011. At the same time, English as a means of modernization and development of the country paving the way to the global stage motivates the policymakers to pursue EMI (Goodman & Montgomery, 2020). In this regard, EMI is seen as a pedagogy that enables the country to catch up with the world standards of teaching and assessment and increase the competitiveness of the national education system

(Dearden, 2014). Having joined the Bologna Process in 2010 (Turumbetova, 2014), Kazakhstan has been striving to increase the English skills of the university population as a foundation for multilingual programmes in education and increased cooperation with foreign universities. Given these reasons, the conceptualization of EMI in the Kazakhstani context is conflated with the English proficiency but the awareness of the concept among stakeholders may be low. Thus, one opinion study revealed generally positive attitudes and support of EMI among local stakeholders but low awareness of this concept and its theoretical underpinnings (Zenkova & Khamitova, 2017). This may indicate lack of unified understanding of EMI in this context which in turn may lead to inconsistent interpretation of the policy (Aizawa & Rose, 2018).

Overall, the understanding of EMI is inseparable from the context where it is implemented and the motivations of stakeholders. Therefore, the next section presents discussion on the rationale for the implementation of EMI programmes.

Rationale for EMI Implementation

The implementation of EMI is driven by purported benefits at three levels – national, institutional, and individual – which are interrelated and may overlap. In addition, certain theoretical considerations underpin the introduction of EMI. Therefore, this section examines the following aspects: 1) national, 2) institutional, 3) and individual motivations, 4) theoretical underpinnings, and 5) the rationale in the Kazakhstani context.

National Driving Forces

Non-English-speaking countries introduce EMI in education in the pursuit of their strategic goals. National policies therefore should be examined with consideration of socioeconomic, historical, and socio-political factors affecting countries (Kaplan, 2011;

Kaplan & Baldauf, 1997). As Shohamy (2006) noted, "language education policy… cannot stand alone, but is rather connected to political, social, and economic dimensions" (p. 77). Since the 1990s, globalization has been one of the forces elevating the role of English in the agenda of language-in-education planning in many contexts (Baldauf, 2012; Galloway & Rose, 2015).

In the globalized world of today, English proficiency is synonymous with economic development for countries, and therefore it is promoted by policymakers as a desirable attribute (Ali, 2013). This has led countries where English is a non-dominant language to promote its use in education (Tsui & Tollefson, 2007). In this regard, globalization and internationalization are two underlying economic forces pushing the increased use of English as a medium of instruction, especially in higher educational sector. As Ali (2013) points out, "Globalization and global spread of English have led polities to devise different language policy responses to maintain their national interests" (p. 89). Given these circumstances, the rapid expansion of EMI seems "inevitable" (Bradford, 2013, p. 227).

Countries are motivated more by extrinsic goals, that is the use of English as a means to achieve other goals, as there is a lot of discussion of economic gains. Internationalization of national education systems through the increased use of English is a potential source of economic development and global competitiveness (Ali, 2013). For instance, Dr Mugheer Khamis Al Khaili, Director General of the Abu Dhabi Education Council, has highlighted the extrinsic role of English as the international language of business and science that would bring Abu Dhabi closer to reaching its vision of economic growth and diversification (Olarte, 2012). In a similar vein, Borg (2016) points to economic considerations being quite salient in governments making decisions about the promotion of EMI.

Another motivation is human capital development (Ali, 2013). Countries strive to "establish a national workforce that is better equipped to lead these countries in the future" through the implementation of EMI (Belhiah & Elhami, 2015, p. 5). Not without reason, English is described as "a near-essential tool of a flexible, mobile labour force" (Enever, 2009, p. 179) or "an indispensable competency" in any field (Byun et al., 2010, p. 432). Policymakers have implicitly positioned EMI programmes as a vehicle to improve students' English skills and content knowledge and content teachers as actors in the implementation of this policy (Ali, 2013). Since countries pursue their national ambitions and goals (Ali, 2013), the promotion of EMI is usually a top-down process (Borg, 2016; Costa & Coleman, 2013). Overall, countries strive for competitiveness on the world stage and development through the introduction of EMI in education.

Institutional Driving Forces

The world is becoming increasingly competitive, and institutions must compete for their share not only in the domestic market, but also internationally (Airey, 2015). Moreover, they are often driven by national policies coming from above (Ali, 2013). This puts pressure on institutions to introduce programmes in English into their curriculum (Ali, 2020). In this regard, EMI bears strategic importance for improving universities' profile (Macaro et al., 2018). It is seen as a tool to increase the quality of education and publications, internationalize the curriculum, promote academic exchange, mobility and employment opportunities, and therefore maintain more attractive conditions for both students and faculty (Tsou & Kao, 2017).

English being the world's academic lingua franca and the language of international competition and cooperation enables institutions to take an active participation in international

research endeavours and establish international partnerships with foreign institutions (Chapple, 2015). This gives universities an opportunity to raise their positions in international university rankings and build a reputation for "internationalism and academic rigor" in the educational market (Bradford & Brown, 2017, p. xvii).

Another purported benefit for institutions is to cultivate internationally minded domestic students and faculty members (Aizawa et al., 2020) and enhance their English proficiency (Borg, 2016). As Galloway et al. (2017) point out, institutions strive to "kill two birds with one stone" aiming at both content and language acquisition by students (p. 6). Institutions are also driven by economic benefits, since fee-paying students from foreign countries help raise institutions' additional resources (Costa & Coleman, 2013). The use of English as a hallmark of internationalization is used by educational institutions as a marketing tool to attract students (Botha, 2013). Using EMI, institutions create an attractive image of quality education in a multicultural environment for students (Wilkinson, 2013). Overall, through EMI institutions seek to raise their profile and competitiveness in the educational market worldwide.

Individual Driving Forces

Due to economic globalization (Ali, 2013), students' motivation to join EMI programmes involves the expectation to acquire both content and English to ensure better prospects upon graduation (Barrios et al., 2016; Wilkinson, 2013). Students opt for EMI for instrumental reasons in the pursuit of success in their academic, social, and business lives (Basibek et al., 2015; Botha, 2013). Being the world's lingua franca, English is used as a language of communication and administration in many multinational companies located in non-English-speaking countries (Incelli, 2008; Nekvapil & Nekula, 2008). Therefore,

language competence of prospective candidates is deemed an important criterion for employability (Räisänen & Fortanet-Gómez, 2008). In this regard, students view English as "a language that opens doors" (Phillipson, Interviewed by Karmani 2005, p. 244). As Wilkinson (2013) points out, students' economic motivations are simply dictated by the conditions created broadly by countries. Studying in English-medium programmes enables students to gain intercultural experience through English (Wilkinson, 2013), integrate more smoothly into an internationally competitive workforce (Botha, 2013) and move up the social ladder (Belhian & Elhami, 2015). Although Wilkinson (2013) questions the actual value of these benefits for students, the perceived value of improved language proficiency and internationalization aspect of EMI are the principal causes motivating students to choose EMI programmes.

Theoretical Underpinnings

From a theoretical perspective, the motivation to implement EMI draws on two educational approaches: the communicative approach to language teaching (CLT) and content and language integrated learning (CLIL). Based on CLT, the adoption of EMI facilitates language acquisition by providing students with opportunity to use the language in various communicative situations when speaking with their peers and teachers in meaningful and authentic contexts (Holliday, 1994). CLIL justifies the adoption of EMI since using English as a medium of instruction increases students' exposure to the target language and enables them to practice the language in the classroom now rather than later (European Commission, 2003).

Rationale for EMI Implementation in Kazakhstan

At the national level, the main aim of introducing English-medium programmes is to increase the competitiveness of Kazakhstani graduates and expand the educational sector (Karabassova, 2020). The implementation of EMI in the Kazakhstani education is driven by the internationalization of education and national development (Goodman & Montgomery, 2020) since the national Kazakh language is not spoken elsewhere in the world. According to the report by EMI Oxford, Kazakhstan is firmly moving towards EMI (Dearden, 2014). In 2016, 40 out of 125 higher institutions in the country offered English-medium programmes, and this number is growing (Karabassova, 2020, p. 46). In secondary education Nazarbayev Intellectual Schools (NIS) were established to follow the trilingual model of education with English being one of the languages used for instruction (AEO NIS, 2013). The introduction of EMI provides Kazakhstan with the opportunity to bring its teaching practices, academic programmes, and assessment standards in line with international standards thus moving "towards a more westernized future" (Goodman & Karabassova, 2018, p. 160). Therefore, EMI is connected with the country's development and being actively introduced in leading educational institutions, in some – as the sole medium of instruction (Schamiloglu et al., 2021).

The instruction in English is in line with the cultural project "Trinity of Languages" put forward by the former president of the country in his 2007 speech (Nazarbayev, 2007). The emphasis on English is further highlighted in the State Education Programme of Education Development for 2011–2020 (MoES, 2011). According to the programme, EMI is expected to be implemented at all stages of education in public and private sectors to nurture intellectually developed citizens capable of meeting the demands of a rapidly changing world

(MoES, 2011). The goal was for 15% of the population to be proficient in three languages –

Kazakh, Russian and English – by 2020 (MoES, 2011).

At the institutional level, EMI programmes are being actively promoted (Schamiloglu

et al., 2021) in accordance with the policies coming from above. The Bologna Process also

raises the importance of internationalization and English proficiency in higher education.

However, the introduction of EMI is mainly seen as a realization of national policies

promoting multilingual education in the country (Zenkova & Khamitova, 2017). For instance,

Step 79 in "The Plan of the Nation – The Path to the Kazakhstan Dream" dictates the gradual

transition to EMI in education (Nazarbayev, 2015). As Karabassova (2020) points out,

educational institutions in the Kazakhstani context do not have much impact on decisions

made in the implementation of language policies. Policymakers "push for changes" leaving

little autonomy to institutions (Karabassova, 2020, p. 49). This may explain the limited

reference to institutional motivations in the literature on EMI in the local context.

At the individual level, students in the local context are generally positive about EMI

due to its benefit for their future employment prospects (Schamiloglu et al., 2021). The

positive effect on employability of EMI graduates has been revealed in research which is

correlated with students' higher English proficiency upon graduation (Shmidt, 2018).

Therefore, EMI is viewed by domestic students as a tool to improve their English proficiency

level and expected to be entirely in English (Aitzhanova, 2020). English as a language of

academia and science is associated with greater access to scientific resources and opportunity

to publish in high-prestige journals (Baltabayev, 2020; Karabay, 2017; Myrzakulova, 2019).

Due to the prestige of English in society students find English genre knowledge to be

important (Goodman & Montgomery, 2020) and associate it with intellectual ability (Hajar,

2021). It was found that students benefit from the skills and strategies acquired in EMI

programmes by transferring them to Russian and Kazakh and using them in their work and

studies (Goodman & Montgomery, 2020). The university populations recognize the

abundance of literature and resources in English as a benefit compared to Russian and Kazakh

(Kanatkhanova, 2020). Among other benefits of EMI are the development of personal skills

and access to different cultures (Shmidt, 2018). Students in Kazakhstan associate English with

their personal development, upward social mobility, and the country's progress in the world

arena (Zhunussova, 2022). Overall, Kazakhstani students are positive about EMI and associate

it with success in their personal and professional lives.

However, despite the perceived benefits of EMI, its implementation does not simply

mean switching to a different vehicle of communication. Such a simplistic view may result in

unrealistic expectations of stakeholders and lead to challenges discussed in the next section.

Challenges with EMI

Due to the recency of the phenomenon, lack of empirical research and often a hasty

approach to the implementation, various challenges arise in relation to English-medium

programs. Based on the classification by Tsuneyoshi (2005), Bradford (2016) divided these

challenges into: 1) cultural, 2) managerial and administrative, 3) institutional, and 4)

linguistic. These categories are interrelated, context-dependent and may manifest themselves

in lesser or greater degree (Bradford, 2016). The focus of the current study is on students'

linguistic challenges. Therefore, this section discusses these four types of challenges first with

separate consideration of linguistic challenges faced by students. This is followed by the

discussion of insufficient language proficiency of students as a key source of their challenges,

after which the challenges' influence on academic performance is reviewed. Finally, the

challenges existing in the context of Kazakhstan are described.

Different Categories of Challenges with EMI

Cultural challenges are the challenges related to diverse cultural backgrounds of

stakeholders involved in the implementation of EMI. These challenges include difficulties

caused by different contextual background knowledge (Tange, 2010), learning traditions

(Eaves, 2009), and intercultural competencies (Kuwamura, 2009). Lack of cultural texture in

lessons may lead to students' resistance to assignments and lack of inclusive classroom

practices important for internationalization (Bradford, 2016). Foreign faculty employed in

EMI institutions may lack awareness of local values, beliefs, and relations which may prevent

the establishment of good relationships with students and have a negative effect on academic

outcomes (Belhiah & Elhami, 2015). Local educators may be unprepared to handle the

challenges of intercultural communication being unaccustomed to heterogeneous student

population (Bradford, 2013). For instance, Danish lecturers found it difficult to deal with

cultural diversity in class and had to learn intercultural skills on their own (Tange, 2010).

Moreover, English used as a medium of instruction is not value free either veiling

American academic discourse and implicitly imposing its norms on individuals using it for

interaction in the academic environment (Block & Cameron, 2002; Hashimoto, 2005). For

instance, lecturers in the Japanese context found it difficult to separate EMI from its culture

which implies adopting American academic practices and moving away from local ways

(Tsuneyoshi, 2005). As a result, it may lead to western practices being viewed as superior

rather than different from local practices (Bradford, 2016). The clash between local values and

those inherent to English may be especially noticeable in Asian contexts such as Kazakhstan

because of the difference in pedagogical approaches. Therefore, students may have diverse expectations of learning and teaching in EMI depending on their own context and culture which may conflict with EMI practices (Bradford, 2016). To deal with cultural challenges, lecturers and students need to raise their intercultural knowledge (Bjorkman, 2010).

Managerial and administrative challenges are the challenges related to organizational issues accompanying the introduction of EMI programmes. These challenges are "logistical in nature" (Bradford, 2016, p. 6), and relate to provision of support, programme coherence, staffing, recruitment of students, and resources. For instance, in the Japanese context Leong (2017) notes the issue with limited availability of lecturers willing and prepared to teach in English. This is supported by the evidence from the Spanish context where in one department only two teachers out of 100 agreed to participate in EMI (Doiz et al., 2011). Similarly, Galloway et al. (2017) point to the difficulty recruiting faculty for EMI, who should be provided with relevant professional training and support lacking in many universities (Airey, 2011). Tsuneyoshi (2005) highlights the difficulty of recruiting administrative and educational staff competent in English to cope with EMI programme assistance, which may lead to the difficulties in providing adequate support for international students. Hamid et al. (2013) highlight that adequate financial and material resources are often not allocated for institutions. For instance, in the Spanish context lack of resources resulted in teachers' work overload (Doiz et al., 2011). There is often a shortage of teaching materials and textbooks in English (Dearden, 2014). In some institutions, EMI programmes are limited in scope due to a small number of courses available in English (Doiz et al., 2011). Dearden (2014) indicates overall lack of organisational guidelines to ensure effective functioning of EMI programmes in many contexts.

Institutional challenges are related to the understanding of EMI policy by institutions. These challenges may include issues with the integration of EMI programmes into the existing system, lack of a clear vision by stakeholders, and identity issues. In contrast with earlier forms of EMI in Europe, the top-down character of the implementation in most non-Anglophone contexts leads to gaps between macro-level policies and micro-level classroom practices (Aizawa & Rose, 2018). The differences in interpretation may arise due to lack of unified understanding of the objectives of EMI (Doiz et al., 2011). Institutions focus on the expansion of EMI paying little attention to the actual enactment of the policy at the classroom level, where it is often challenged by linguistic and pragmatic constraints. Programmes in English are often Americanized through the use of western techniques such as guest lectures and discussions which often creates the difference between EMI and programmes taught in the local language (Tsuneyoshi, 2005). This may lead to identity issues of stakeholders involved. Bradford (2016) states that participating in EMI courses may result in some faculty rethinking their identity and role at university. Sultana (2014) indicates that EMI impacts students' identity formation and may even posit them as deficient due to the use of their non-native language in learning. Overall, EMI programs may have difficulty defining themselves and finding their own place within the existing system (Bradford, 2016).

Linguistic challenges often arise from the use of English as a medium of instruction, which is a foreign language for university populations in EMI contexts. These challenges are the most salient and include insufficient language proficiency of university populations and the relationships between English and other languages. Linguistic challenges of students being the key topic are discussed separately in the next subsection.

Insufficient linguistic proficiency of teachers may be a serious barrier impeding the implementation of EMI. The study in Iraq demonstrated the gap between lecturers' actual linguistic skills and the required level of proficiency for teaching in EMI (Borg, 2016). Furthermore, teachers point to their reduced ability to use accessible language (Tange, 2010), lowering the quality and depth of academic content (Chapple, 2015), and increased workload and preparation time (Airey, 2011). In Swedish university faculty reported that their lectures were "shallower and less precise" in English (Airey, 2011, p. 44). The use of language becomes less flexible, varied, and fluent (Aizawa & Rose, 2018). Lecturers are reluctant to correct their students' language mistakes and aware of limitations to their teaching that English brings (Airey, 2011). The quantity and quality of classroom interaction (Tange, 2010) and courses may be lowered due to insufficient language proficiency of teachers who feel less capable of dealing with pedagogical difficulties (Aizawa & Rose, 2018), mixed levels of English proficiency among students being one of them (Tatzl, 2011).

Another common issue in EMI concerns the use of other languages in instruction. For example, in the Japanese context lecturers admitted using Japanese alongside English in class to scaffold learning of their students but did not have clear guidelines regarding this aspect (Aizawa & Rose, 2018). In the Spanish context students complained about the extensive use of Spanish and attributed it to poor language skills of their instructors (Barrios et al., 2016). Another linguistic challenge is domain loss for local languages where English is used in education (Airey, 2015; Wilkinson, 2013). Students are often encouraged to communicate in English outside the classroom (Botha, 2013), and the presence of international faculty and students also contributes to the wider use of English on campuses. Thus, along with taking

over a more prestigious function of communication such as academic, English may lead to the overall neglect of L1 and language loss (Swaan, 2000, as cited in Wilkinson, 2012).

Linguistic Challenges of Students

A growing body of literature reflects various aspects related to linguistic challenges encountered by students when studying in English. To reduce their challenges, it is important to gain a better understanding of what difficulties they experience (Aizawa et al., 2020). Based on empirical research, there are a few conclusions that may be drawn on this matter. First, research suggests a relationship between students' proficiency and the kind of challenges they experience in EMI (Aizawa et al., 2020). Generally, lower-proficiency students are subject to a wider array of fundamental linguistic challenges, whereas higher-proficiency students deal with specific academic linguistic challenges. Second, productive skills are often reported to be more challenging for students (Tatzl, 2011), including the local context (Karabay, 2017). It may be related to the size of productive vocabulary which was found to be lower in students than receptive vocabulary (Aizawa & Rose, 2020). Uchihara and Harada (2018) note that when students produce language, they might be more acutely aware of the gaps in their lexical knowledge. Third, the challenges with vocabulary were voiced by students as the most problematic among all linguistic challenges (Tatzl, 2011). For instance, in the Turkish context students reported the greatest difficulty with understanding and inferring vocabulary from the context (Soruc & Griffiths, 2018). Although productive skills were found to be more challenging in many contexts, generally students report challenges in all four skills.

Standards of academic writing unfamiliar to students in their first year were found to be challenging for all students (Evans & Morrison, 2011). Therefore, students may struggle to produce written texts corresponding to the requirements of university-level assignments

(Aizawa et al., 2020). In the local context students reported difficulty writing their final papers in English (Batyrkhanova, 2020). Writing challenges may also be related to general linguistic problems such as grammar and vocabulary (Aizawa & Rose, 2020). Overall, writing development of students occurs in a non-linear fashion during studies (Pessoa et al., 2014).

Having little experience with academic reading, students struggle because of their poor comprehension skills and stamina (Pessoa et al., 2014). Reading challenges may be aggravated by heavy reading load, unknown vocabulary, and limited background knowledge (Aizawa & Rose, 2020). Andrade (2006) notes that students struggle with understanding reading texts containing a large number of unfamiliar words. Uchihara and Harada (2018) also point to unknown terms in textbooks as a factor complicating reading comprehension.

Areas of listening challenges often relate to understanding lectures and accents (Hellekjær, 2010). Listening comprehension of lectures may be impeded by unfamiliar vocabulary. For instance, the study by Soruc and Griffiths (2018) revealed that students have difficulty decoding words while listening. In the German context students' comprehension of lectures was lower in English than German because of vocabulary difficulties and unclear pronunciation (Hellekjær, 2010) which hinder understanding of main ideas (Evans and Morrison, 2011). Accents of instructors (Aizawa & Rose, 2020) and classmates (Kamasak et al., 2020) and lack of prior experience with listening (Galloway and Ruegg, 2020) were found to negatively influence listening comprehension.

Speaking skills were found to be especially challenging for students when giving presentations or participating in class discussions (Kırkgöz, 2005). The study by Aizawa et al. (2020) showed that even high proficiency students (C1) experience challenges with speaking skills. Speaking challenges were found to be correlated with prior English learning experience

and the vocabulary size. Thus, students who did not have lessons conducted in English acquire less substantial vocabulary knowledge which impedes their ability to communicate in English (Aizawa & Rose, 2020). Lecturers in the Emirati context expressed concern that students in EMI can converse on basic topics, but not technical or academic (Belhiah & Elhami, 2015).

Linguistic challenges of students arise from their inadequate language proficiency. Students' English proficiency as the source of challenges and a barrier in the implementation is discussed next.

English Proficiency of Students as a Source of Linguistic Challenges

Insufficient proficiency of students is seen as a barrier in EMI contexts (Tatzl, 2011), including Kazakhstan (Yessenbekova, 2022). As Soruc and Griffiths (2018) point out, students are aware of their language "inadequacies" (p. 8). For instance, in the Japanese context the reason of 30% student dropout in the first two weeks of EMI course was high proficiency levels required to cope with demanding academic assignments (Uchihara & Harada, 2018, p. 571). Language proficiency is associated with all four language skills. Thus, vocabulary size as a crucial component of proficiency (Nation, 2013) was revealed to determine the successful performance of students in four skills when it reaches about 5000 word families (Uchihara & Harada, 2018). Lack of vocabulary knowledge may result in unsatisfactory performance, especially in productive skills required in EMI classes (Chang, 2010). Academic English proficiency is stronger correlated with success in EMI than general proficiency (Rose et al., 2019), which may affect the magnitude of linguistic challenges endured by students (Aizawa et al., 2020). In the Japanese context students with IELTS 6.5 were found to experience less linguistic challenges (Aizawa & Rose, 2018). Lack of proficiency may cause challenges with understanding lectures and reading materials,

following discussions, and explaining oneself. Inadequate proficiency in English may limit students' ability to perform in EMI courses. Hence, the quality of content instruction may be compromised (Tatzl, 2011). Moreover, linguistically weaker students may even feel alienated and silenced in EMI class (Sultana, 2014).

However, the issue of students' insufficient English proficiency may be contested. First, no proficiency threshold mitigates linguistic challenges significantly. It was revealed that even high proficiency students are faced with linguistic challenges (Aizawa et al., 2020). Second, it is often not specified if the problem lies in students' academic or general proficiency classified by Cummins (1979) as CALP (cognitive academic language proficiency) and BICS (basic interpersonal communicative skills). Third, the deficit view on language proficiency portrays students as not linguistically prepared and takes focus away from other factors at play such as study skills, strategies and commitment that may contribute to success if supported (Bradford, 2019). Fourth, possible pedagogical weaknesses are overlooked when undue emphasis is put on language limitations of students. For instance, in the Austrian context students expressed their dissatisfaction with the quality of teaching (Tatzl, 2011). Therefore, Bradford (2019) advocates for a shift in views from linguistic problems to concerns about cultural and pedagogical aspects of EMI that can be reinforced through attention to syllabi, course outlines, assessment policies and classroom practices.

Linguistic challenges and insufficient English proficiency of students may reduce their ability to perform and acquire content in EMI. Therefore, these factors' possible influence on students' academic performance is discussed next.

Influence of Linguistic Challenges on Academic Performance

Academic achievement may be defined as evidence of learning that is measured by successful course completion, fulfilment of the requirements, grade point average (GPA), as well as satisfactory academic progress (Andrade, 2009). English proficiency of students and the magnitude of their linguistic challenges were found to be correlated with academic success of EMI students (Aizawa & Rose, 2018). EMI was found to bring about a potential "cost" to students' academic achievement (Rose et al., 2019). Linguistic challenges may inhibit exploring complex ideas (Airey, 2009), participation in class (Björkman, 2010), comprehension (Hellekjær, 2010), and their adjustment to an English university environment (Sultana, 2014). Students for whom English is not a first language have lower grades as opposed to English-speaking students (Berman & Cheng, 2001). Students' English proficiency scores are positively correlated with their academic performance indicators (Light, Xu and Mossop, 1987; Yen & Kuzma, 2009). For instance, GPAs of students with TOEFL scores over 550 were found to be predominantly in the "A" range, whereas there was a higher probability for students with lower scores to get a "B" grade (Messner & Liu, 1995). Students' stronger writing skills were found to correlate with higher academic results (Ramburuth, 2001). Lecturers also express their concerns about the negative influence of students' insufficient English proficiency on their course performance (Barrios et al., 2016). Moreover, students have difficulty with time management and workload in EMI (Tatzl, 2011).

However, findings regarding the effect of linguistic challenges on academic achievement are inconclusive (Berman & Cheng, 2001; Messner & Liu, 1995; Stoynoff, 1997). For instance, Dafouz et al. (2014) found that despite the perceived comprehension difficulties of EMI students compared to non-EMI students, there was no difference in their

course grades. Other factors may impact academic achievement including prior content knowledge, motivation, ability to use resources, and classroom learning environment (Aizawa et al., 2020). In a similar vein, in the study by Uchihara and Harada (2018) no correlation was found between academic achievement and vocabulary size of students despite their linguistic challenges, which may be explained by the effective use of strategies and resources.

Challenges with EMI in Kazakhstan

The implementation of EMI in Kazakhstani institutions presents many challenges (Dearden, 2014). Studies show that although local stakeholders appreciate the benefits of EMI such as international cooperation and mobility opportunities, they are not satisfied with national and institutional policies regarding its implementation (Goodman et al., 2021).

The challenges in the local context were found to be mainly linguistic and organizational in nature. Linguistic challenges include insufficient levels of English proficiency of lecturers (Dearden, 2014) and students (Yessenbekova, 2021). In 2010 it was found that only 4% of teachers have sufficient levels of proficiency in English. Another linguistic challenge is multilingual practices in local EMI institutions. Although translanguaging may be beneficial for alleviating the challenges with comprehension of subject content, it was found that students have negative attitudes towards the use of other languages in EMI which may stem from their monoglossic views (Aitzhanova, 2020). To allow students develop communication skills across multiple languages in their repertoire (Goodman & Montgomery, 2020), spaces should be created in the classroom for multilingual practices by adjusting the curricula (Goodman et al., 2021). Although the government is promoting the spread of English through educational reforms, it does not impact language

practices and the English proficiency level remains low in the country (Ahn & Smagulova, 2022).

Among organisational challenges are dissatisfaction of students with the quality of language support (Schamiloglu et al., 2021), lack of teaching resources (Dearden, 2014), staff shortage (Prilipko, 2017), poor quality assurance mechanisms (Yessenbekova, 2022), and lack of professional training (Karabassova, 2021). Zenkova and Khamitova (2017) in their opinion study revealed the challenges related to finance, the pace of implementation, preparedness of students and teachers, and support structures and incentives for teachers. In line with international research, lack of collaboration between content instructors and English teachers in the Kazakhstani context was revealed (Goodman et al., 2021).

The challenges described above, especially those related to language, may be particularly noticeable for students when they make the transition from school and adjust to university environment. Therefore, transition studies exploring challenges are discussed next.

Transition Studies

This section examines the transition of students from secondary education to university in previous research. Particular attention is paid to transition studies conducted in EMI contexts which is the focus of the present study.

The first year at university is a crucial stage for students in the complex process of their social and academic acculturation into the role of an undergraduate. It is viewed as a sensitive period of students' university life that may influence their academic performance and the quality of student experience in general (Reason, Terenzini, & Domingo, 2006). Therefore, the factors and challenges influencing student performance at this stage have been

extensively researched. To improve the quality of education, it is important to identify and address students' difficulties and needs during transition (Evans & Morrison, 2011).

Transition studies examine the challenges experienced by students during their transition from school to university (McInnis, 2001). Transition studies investigating academic challenges of domestic students were primarily carried out in English-speaking countries before the 1990s (Murray, 2012). However, due to the increase in the number of international students in Anglophone countries, the focus shifted to international students' challenges (Andrade, 2006; Campbell & Li, 2008). Later research focused on comparing challenges of both domestic and international students (Ramsay et al., 2007), which revealed that both groups of students undergo similar transitional difficulties, but international students' difficulties arise from their limited language proficiency (Andrade, 2009).

Thus far, research investigating linguistic challenges has been conducted predominantly in the English-speaking world (Murray, 2012). A limited number of studies have been undertaken in the context of EMI where English is not the native language of the majority of the population (Aizawa & Rose, 2020; Evans & Morrison, 2011; Macaro et al., 2019; McMullen, 2014; Sultana, 2014). Due to the scarcity of research in this area, further studies are needed to explore the problem in the context of EMI. Thus, this study's focus is on transition linguistic challenges experienced by domestic students in Kazakhstan where EMI is expanding in local institutions (Dearden, 2014).

Several factors make the context of EMI different from English-speaking countries. First, the difference is between the language used as a medium of instruction and the language used as a means of communication outside the classroom (Macaro et al., 2018). Second, although certain numbers of international students are enrolled in EMI programmes, the

majority comes from the local context (Evans & Morrison, 2011). This means that most

students' adjustment problems may differ from those highlighted in earlier studies. Therefore,

studies in the context of EMI may shed light on the factors unique to the EMI environment

and their influence on students' challenges.

Previous transition studies in the EMI context revealed the following similarities in

students' experience. First, prior exposure to English has a significant influence on students'

successful adjustment to EMI. Students who have been exposed to English in school face less

linguistic challenges posed by the transition to EMI university than their counterparts (Aizawa

& Rose, 2020; Evans & Morrison, 2011; Kamasak et al., 2021; Sultana, 2014). Second,

vocabulary-related issues are reported to present the greatest challenge for all students

irrespective of their proficiency levels (Aizawa & Rose, 2020; Evans & Morrison, 2011;

Macaro et al., 2019; Sultana, 2014). Moreover, insufficient vocabulary knowledge is

correlated with self-perceived linguistic challenges and related to all four skills of academic

English (Harrington & Roche, 2014; Koizumi & Innami, 2013). Students with previous

exposure to English acquire more satisfactory vocabulary size as opposed to their counterparts

(Aizawa & Rose, 2020; Lin & Morrison, 2010). This may be a factor mitigating linguistic

challenges of students in the transition period. Lastly, all students were found to experience

challenges when adjusting to EMI university environment as they go through the process of

adjustment in the crucial transition period. Their adjustment difficulties are exacerbated by

linguistic challenges to a varying extent depending on individual and institutional factors

(Evans & Morrison, 2011). As Evans and Morrison point out, there is no "homogeneous first-

year experience" (p. 202). In addition, transition-related linguistic challenges decrease as

students progress in their studies and improve their language skills. This justifies the choice of

foundation programme students as participants in the current study since challenges may decline after one year.

Transition challenges of students may differ depending on the context. For instance, in the Bangladeshi context students' linguistic challenges during the transition and insufficient English proficiency put them at a disadvantage in the EMI environment and influence negatively their self-image, identity, and confidence. Lower proficiency students were marginalized which affected their academic performance and social adjustment (Sultana, 2014). The concern regarding social inequality in EMI was also raised by Lueg and Lueg (2015). In Hong Kong, despite an array of linguistic challenges during transition, students were able to successfully overcome them through their practice, hard work, and self-developed strategies (Evans & Morrison, 2011). In this context, students were found to possess high levels of academic achievement motivation which they associate with socio-economic advancement upon graduation (Kember et al., 2008). In the Italian context, less linguistic challenges have been reported due to the use of CLIL in schools and the typological similarity between English and Italian (Macaro et al., 2019). By contrast, in the Saudi Arabian context school graduates possess such low proficiency levels in English that they struggle to pass even their preparatory language course at university let alone academic majors (McMullen, 2014). Due to the differences between EMI contexts, linguistic problems during the transition period should be studied with the account of contextual peculiarities. In Kazakhstan the quality of English lessons in mainstream schools was found to be quite low, whereas Nazarbayev Intellectual Schools implementing trilingual education enable students enhance their English proficiency (Batyrkhanova, 2020; Kanatkhanova, 2020). Differing

English learning experience and levels of English proficiency may determine linguistic

challenges of students making the transition to EMI.

 Overall, the transition period being a crucial stage in students' university experience

brings about an array of challenges, especially those related to language given the EMI

context. Next, the conceptual framework of the study is presented.

Conceptual Framework

Based on the definitions of the key concepts described above and studies related to the

topic of the study, the researcher has developed a framework that demonstrates the link

between prior English learning experience in school, linguistic challenges faced by students

during the transition and their academic performance at the university level.

Figure 1

Conceptual Framework

Prior English learning experience	Linguistic challenges	Academic performance
Secondary School	**Transition**	**EMI University**
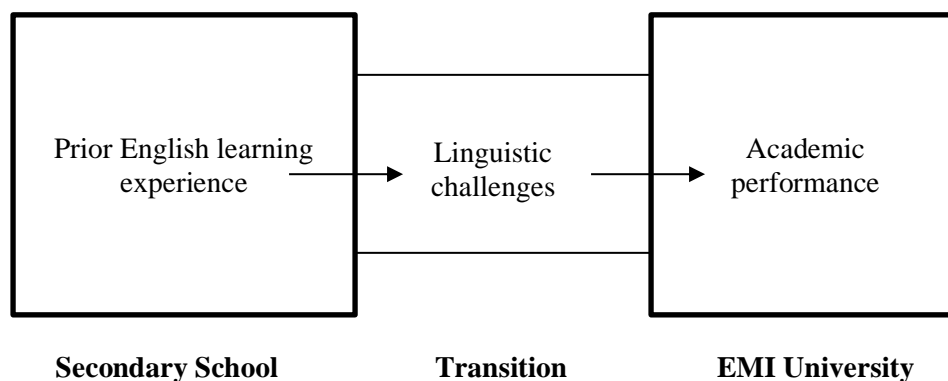
This framework is designed around two relationships. The first arrow links the

students' prior English learning experience in secondary school to linguistic challenges in the

transition period. The literature suggests that students' prior English learning experience and

the level of language proficiency influence the magnitude of linguistic challenges endured by

students in the transition to EMI university (Aizawa & Rose, 2020). Thus, students who

studied at school in their L1 or L2 languages (Kazakh or Russian) may experience greater challenges compared to their counterparts from EMI schools where more attention is paid to English skills. The second link goes from linguistic challenges during the transition to academic performance at EMI university. This shows that linguistic challenges experienced by students during the transition may negatively affect their academic achievements at the university level. The literature revealed that linguistic challenges impede the comprehension of subject content and course performance of students in EMI (Belhiah & Elhami, 2015).

Conclusion

To sum up, there is controversy around the concept of EMI due to its relative recency. This may result in different interpretations of the trend by stakeholders in different contexts. Nations, institutions, and individuals pursue EMI for multiple reasons, competitiveness in the global world being the most salient of them. However, an ad-hoc approach to its implementation often causes challenges in the process. The challenges associated with EMI can be cultural, managerial and administrative, institutional and linguistic in nature. Linguistic challenges of students may arise from their inadequate English proficiency and affect their academic performance at university. Moreover, in the first year at university, students' linguistic challenges are exacerbated by adjustment problems shared by all students in this crucial period of university life. Therefore, the focus of the research is on linguistic challenges of students making the transition from secondary education to university English-medium programmes in the context of Kazakhstan. The methodological base of the study is discussed in the next chapter.

Chapter 3: Methodology

This chapter provides a methodological basis for the research. The purpose of the study was to investigate linguistic challenges of students during their transition from schools to an EMI university, and the influence of challenges on students' academic performance.

The study sought to address the following three research questions:

1. What linguistic challenges do students experience when making the transition from schools to an EMI university?

2. How do their linguistic challenges differ according to their prior English learning experience in schools?

3. How do students feel their linguistic challenges influence their academic performance at university?

This chapter presents the research design employed in the study first, followed by the description of the research site and sampling. Next, the data collection instruments and procedures are explained. Finally, the process of data analysis and ethical considerations are described.

Research Design

This section describes the research design of the study and the rationale for employing it. To gain a good understanding of the research topic, the study employed a mixed-methods research design which was used in previous transition studies investigating linguistic challenges. As Creswell (2014) points out, a mixed-methods design provides a greater insight of the central phenomenon by combining both qualitative and quantitative methods. This way, a researcher has an opportunity to draw on the strengths of both methods (Dörnyei, 2007; Paltridge & Phakiti, 2015). Quantitative data provides a broader view of trends, whereas

qualitative data adds multiple perspectives. As a result, a researcher has "a very powerful

mix" of data to analyze (Miles & Huberman, 1994, p. 42). In particular, an explanatory

sequential research design was used (Creswell & Plano Clark, 2011). In this design,

quantitative data helps to outline the problem in the first phase with qualitative data extending

on it in the second phase (Creswell, 2014). Thus, the first phase of the study identified general

trends of students' linguistic challenges endured at an EMI university, while the second phase

elaborated on their challenges, prior English learning experience, and the impact of challenges

on their academic performance. The qualitative results refined the findings of the quantitative

phase of the inquiry producing more reliable findings of the research (Paltridge & Phakiti,

2015).

Research Site

This section describes the research site of the study and the rationale for this choice.

The study was conducted at a single university to minimize institutional differences in the data

(Aizawa & Rose, 2020) and due to the limited scope of research and time constraints. One

university in Kazakhstan has been selected as a research site. The name of the university is not

revealed to ensure confidentiality of participants. It is an EMI higher educational institution

that offers instruction entirely in English. The institution has international faculty, staff, and

students with English serving as a common language of communication. As a higher

educational institution offering programmes in English at both undergraduate and graduate

levels in different academic areas, the university serves as an example of a functioning EMI

university on the territory of Kazakhstan. As stated in the university brochure, this university

strives to attract talented students from across the country and abroad. This offers a

heterogeneous student population with diverse prior English learning experience. Therefore,

the choice of this university as a research site is justified, since it is an EMI institution with a diverse student body. These criteria correspond to the purpose of the study which sought to explore linguistic challenges of students with different prior English learning experience making the transition to an EMI university, and the influence of challenges on students' academic performance.

Sampling

This section describes the sampling of the study and the criteria for selecting participants. The study sought to investigate linguistic challenges of EMI students during the transition from school to university and therefore Foundation Programme students were selected as target population. Previous research has revealed that school background advantages dissipate through the years of EMI, making the differences between students less noticeable (Evans & Morrison, 2011). This justifies the choice of students in their first year at an EMI institution. On that account, foundation students were given a priority over first-year undergraduates in this context since the majority of students at the research site are enrolled to undergraduate programmes after having completed the university's foundation programme. Another criterium was age, and thus participants over 18 were selected for the study to exclude minors representing a vulnerable population group.

For the first quantitative phase, the participants were recruited using nonprobability convenience sampling. In this approach, individuals are selected because they are "available, convenient, and represent some characteristic the investigator seeks to study" (Creswell, 2014, p. 145). Although this is not the most rigorous form of sampling, due to the limited scope of the research and time constraints the participants who volunteered and agreed to participate took part in the survey. Convenience sampling does not provide generalizable data but yields

useful information for answering the research questions of the study (Creswell, 2014). To recruit participants, invitation letters to a voluntary participation in the study were sent out by the corporate emails obtained from the gatekeeper (see Appendix A). The number of students over 18 enrolled in the foundation programme at the time of data collection was 353. The response rate was 25.5% (N=90). At the end of the survey, the participants were asked if they were interested in participating in an interview.

For the second qualitative phase of the study, the participants were recruited from the students who expressed their interest in taking part in an interview. To select the participants, a purposeful sampling strategy was employed. Purposeful sampling enables the researcher to reach participants that are information-rich and can provide insights into understanding the central phenomenon (Creswell, 2014). In the present study maximal variation sampling was employed. As Creswell (2014) points out, in this sampling approach the researcher samples individuals differing on some characteristic. Thus, two criteria were selected for sampling: age and school background. Firstly, participants aged 18 or older were recruited to exclude minors. Secondly, students from secondary schools with different languages of instruction were recruited to explore students with different English learning experience. One group was formed to include students from KMI and RMI schools who studied English as a foreign language at school referred to as non-EMI group. Students who had partial or full English medium instruction at school are referred to as EMI group. The second group included Nazarbayev Intellectual Schools (NIS) and Bilim Innovation Lyceums (BIL) where a number of subjects are conducted in English according to the trilingual educational model. Nine participants were planned to be recruited for the qualitative stage – three students each from KMI, RMI, and EMI. The ninth participant's scheduled interview did not take place due to the

political unrest in the country at that period. Subsequent attempts to contact the participant or recruit another participant were unsuccessful.

Data Collection Instruments

This section describes the instruments employed for data collection in the present study. To address the research questions, two data collection instruments were employed: a survey questionnaire and semi-structured interviews. The instruments were selected to follow the practice of previous transition studies investigating linguistic challenges of students in other EMI contexts (Aizawa & Rose, 2020; Evans & Morrison, 2011; Kamasak et al., 2020; Sultana, 2014). The questionnaire collected data on linguistic challenges from a larger population, whereas the interviews provided more in-depth information on challenges, prior English learning experience and the influence of challenges on students' academic performance during the transition.

In the quantitative phase, the participants were asked to respond to an online survey questionnaire consisting of 45 items on linguistic challenges adapted from Evans and Morrison (2011) named EMI Challenges Scale (see Appendix B). The first three questions were designed to collect demographic information on the respondents. The questions from four to eight collected information on students' prior English learning experience. The rest of the questions focused on four academic English skills: 15 items for academic writing, and 10 items each for listening, reading, and speaking. In the survey respondents were asked to assess the degree of difficulty they experienced with each item from the four skills by choosing a numbered response on a Likert-scale ranging from 1 (very difficult) to 5 (very easy). Qualtrics survey software was used in the study, as it provides its users with high data security (Qualtrics, 2021). The participation was anonymous, and potential respondents were informed

about it in the invitation letter and the consent form provided to them at the beginning of the survey.

In the qualitative phase, semi-structured interviews were used to complement the quantitative findings. Semi-structured interviews were chosen because they are "one of the most powerful ways in which we try to understand our fellow human beings" (Fontana and Frey, 2000, p. 645). The study adapted the interview questions from Evans and Morrison (2011) (see Appendix C). The interview questions sought to explore students' linguistic challenges, their prior English learning experience at school and the impact of challenges on students' academic performance. Slight modifications to the questions were made. First, the order of the questions was changed to start with school background of students moving on to their experience of studying at an EMI university, and then narrowing it down to their linguistic challenges. Second, the wording of some questions was changed to avoid ambiguity. For instance, "learning content through English" was rephrased into "studying in English at university". Third, the use of terms known to the researcher but likely unfamiliar to the participants was avoided. Thus, the term EMI was replaced by "studying in English". And lastly, the question regarding the influence of challenges on academic performance was added. The questions were piloted with a fellow researcher prior to the start of data collection, and minor changes were made. For example, long questions were broken down into smaller questions for the ease of understanding, and clarifications were added to some questions.

Data Collection Procedures

This section describes the procedures undertaken to collect data in the two stages of the study. Upon receiving the ethics approval from the NUGSE Research Committee, the researcher started the recruitment process of the participants for the survey. First, the

researcher contacted the foundation department and provided the ethics approval letter and the information about the research. An access to corporate email address list of students was requested. The gatekeeper was concerned about the age of students most of whom did not reach 18 at the time of data collection. Therefore, it was suggested to screen out the students under 18. The administration team of the foundation department provided a list with contact information of the students after the screening process. The invitation letter was first sent to the academic adviser and the gatekeeper; minor corrections to the invitations were made based on the feedback. An online format of the survey was piloted with a fellow researcher to check for any possible technical errors and make sure the design of the survey is straightforward and simple. Next, the email invitations to participate in the study were sent out to potential participants using their email addresses. The participation was motivated by an incentive at the end of the survey which was an article on useful research-based study strategies. Informed-consent forms were included at the beginning of the survey to ensure respondents were well informed of the goals, procedures, potential risks, and benefits of the research (See Appendix D). If respondents chose not to give their consent after having read the form, the website would automatically send them to the end of the survey. The respondents were informed of the time required for their participation. At the end of the survey, they were asked to indicate if they were willing to participate in the second phase of the research and share their contact details: a phone number or email address at their choice. The period for conducting the first stage of the study was November – December 2021. Since the response rate was low due to the holiday period at university, the invitation email was sent three times with slight modifications to the text and appearance of the invitation each time to draw students' attention and interest.

In the second phase, the researcher purposefully sampled students with different English learning experience from schools with different medium of instruction: Kazakh medium instruction (KMI), Russian medium instruction (RMI), and English medium instruction (EMI). Participants were contacted via email addresses and invited to the interview. They were sent a link to an online sign-up sheet where they could pick the date and time for their interview. To ensure their confidentiality, the researcher activated a special function of the sign-up schedule so that it would not display any personal information of the participants who registered earlier. After that, the researcher contacted the participants again to confirm the interview time and provide them with an informed consent form (see Appendix E). The participants were asked to carefully read the form and provide their consent prior to the start of the interview in case they did not have any questions. The interviews were conducted online via Zoom videoconferencing platform due to the COVID-19 pandemic to ensure safety of both the researcher and the participants. The participants were informed in advance about the online format of the interview and the recommendation to be in a room alone during the interview and preferably in a quiet place. All interviews were recorded with the permission of the participants, and the recordings were stored on a personal computer with a password known only to the researcher. If the participants chose not to be recorded, interview notes were planned to be taken instead. The interviews were conducted in a language comfortable for participants. Three participants opted for English, and five participants chose Russian. The period for conducting the interviews was December 2021. One interview was scheduled for January due to personal circumstances of the participant. However, due to the political unrest in the country, this interview did not take place on the agreed upon date. Further attempts to contact the participant or recruit another participant

were unsuccessful. Therefore, the researcher managed to conduct only eight interviews out of nine planned.

Data Analysis Approach

This section describes the way collected data has been analysed to generate findings for the study. In the quantitative stage the survey data was analysed using IBM SPSS. This software package is the most widely used tool in educational research (Muijs, 2011), and the researcher is trained to use it. The survey responses were exported from the Qualtrics website and imported into the SPSS software. The data were cleaned and prepared for the analysis.

To answer the first research question, the descriptive statistics was conducted to identify individual challenges with language skills. To obtain the findings related to general trends on the difficulty of the four skills, the mean scores of these skills were calculated to form combined composite means. To answer the second research question, the following actions were undertaken. Based on students' responses to the question on their language of instruction in school, the variable was recoded to form two groups: students from EMI schools (EMI group) and students from KMI and RMI schools (non-EMI group). The independent samples t-test was conducted to compare the overall linguistic challenges' scores for the two groups.

In the qualitative phase of the study, a six-step approach to analysing qualitative data by Creswell (2014) was used. Interview data were first transcribed and organized by the researcher. Each interview recording was carefully listened to so as not to miss any important information. Next, transcribed data were read through and coded manually. The hand analysis was chosen due to a small size of the database (Creswell, 2014). The text of the transcripts was divided into segments which were colour coded and labelled based on the meaning. A list

of codes was entered into a table where similar codes were grouped into major themes. Then, the researcher returned to the data to look for supporting quotes and check for new themes. Both inductive and deductive approaches were used in the coding process; the emerged themes and codes were constantly compared against the list of themes generated from previous studies.

Ethical Considerations

Measures were taken by the researcher to ensure the anonymity and confidentiality of the participants throughout the whole research process: data collection, analysis, and reporting. Prior to the start of the study, the researcher took the Collaborative Institutional Training Initiative (CITI) and received the approval from NUGSE Ethics Committee to conduct research.

In the quantitative phase, the participation in the survey was anonymous. No identifiable information revealing respondents' identity was gathered to ensure anonymity. The contact details shared by respondents at the end of the survey were visible only to the researcher and protected by the password to the personal account on the Qualtrics website.

In the qualitative phase, interview data was treated as strictly confidential. It was stored on a personal laptop and protected by a secure password known only to the researcher to avoid any data leak. To protect the participants and maintain their confidentiality, pseudonyms were used instead of participants' names, and the name of the research site was not revealed in any of the documentation related to the research including interview transcripts and research reports. During the online registration for the interviews, all personal information was hidden from other participants to ensure confidentiality. Due to health safety concerns associated with the COVID-19 outbreak, the interviews were conducted online via Zoom

videoconferencing platform which is a reliable tool for collecting qualitative data (Archibald et al., 2019). Only the researcher and the participant were present during the one-on-one online interviews so that no one could overhear them and compromise the data confidentiality.

The study poses no more than minimal risk to the study participants and the research site. Possible risks may include risks of a psychological nature since the participants were asked to reflect on their challenges which may be distressing for some. To minimize this risk, survey and interview questions were formulated carefully and piloted with fellow researchers. The data collection was carried out only upon obtaining informed consent forms from the participants who volunteered to participate. The participants were informed of the possible risks and their right to withdraw from participation at any stage and refuse answering uncomfortable questions. The participants were able to choose a language in which they preferred to provide their answers. This ensured that language constraints would not cause any additional stress or anxiety.

Conclusion

This chapter provided the methodological basis of the study on linguistic challenges and academic performance of students transitioning from schools to an EMI university in Kazakhstan. An explanatory sequential mixed methods research design was employed to gain a better understanding of the research topic by collecting both quantitative and qualitative data. Thus, survey data produced results related to general trends, while interview data extended on it in the second phase. To investigate the topic, foundation programme students enrolled at the research site were recruited using nonprobability convenience sampling and purposeful sampling. The chapter provided the description of the data collection and analysis process, indicating the main steps that were undertaken by the researcher. At the end of the

chapter, ethical considerations including the protection of anonymity and confidentially of

participants, as well as minimal risks associated with the study and the ways to minimize them

were presented. The next chapter presents the findings from the data analysis.

Chapter 4: Findings

This chapter presents the results of the data analysis from quantitative and qualitative stages of the study. The purpose of the study was to investigate linguistic challenges of students making the transition from schools to an EMI university and how these challenges differ depending on students' prior English learning experience, as well as the influence of challenges on students' academic performance.

The study sought to address the following three research questions:

1. What linguistic challenges do students experience when making the transition from schools to an EMI university?

2. How do their linguistic challenges differ according to their prior English learning experience in schools?

3. How do students feel their linguistic challenges influence their academic performance at university?

The results are organized and presented under three research questions posed in the study. Quantitative results describing the trends are presented first under each research question, followed by qualitative findings complementing on survey data.

RQ1: What linguistic challenges do students experience when making the transition from schools to an EMI university?

This section presents the results related to linguistic challenges faced by students during their transition to an EMI higher education institution. First, quantitative results produced by the descriptive statistics conducted through the statistical software SPSS are introduced. Second, qualitative findings emerged from the interview data with eight foundation programme students are described to elaborate on quantitative results.

Quantitative Data

Quantitative data produced via SPSS revealed general trends, as well as individual challenges endured by students. The results reflecting general trends show that productive skills are more challenging for students than receptive skills with writing being the most demanding and listening the least. In this survey a five-point Likert scale was used to reveal the difficulty with English skills for students: 1 – extremely difficult, 2 – somewhat difficult, 3 – neither easy nor difficult, 4 – somewhat easy, 5 – extremely easy. To obtain the results, a descriptive statistical analysis for writing, reading, speaking, and listening skills was carried out. The combined composite means for the four skills were calculated following the practice of previous studies (Aizawa & Rose, 2020; Evans & Morrison, 2011; Kamasak et al., 2020). The composite means are illustrative of the relative ease with listening skills which showed the highest score (M = 4.01) (see Table 1). By contrast, the composite mean for writing was the lowest (M = 3.39). It indicates that students find writing the most challenging of the four skills, followed by speaking (M = 3.47) and reading skills (M = 3.50) that have slightly higher indicators.

Table 1

Descriptive Statistics of Challenges with the Four Sub-Skills

	Participants (N = 90)		
	M	*Md*	*SD*
Listening skills	4.01	4.00	.71
Writing skills	3.39	3.40	.70
Reading skills	3.50	3.60	.78
Speaking skills	3.47	3.50	.80

The results related to individual challenges show that the challenges with language skills are connected with grammar and vocabulary, as well as the standards of academic

English. Individual aspects of listening skills were found to present the least challenge for

students consistent with the general trends.

The writing challenges related to academic style and summarizing/paraphrasing

demonstrated the lowest mean scores and were found to be challenging by nearly one third of

all respondents (see Table 2). Writing references was also indicated as a challenge by one

third of the respondents. These three writing challenges are related to academic writing

indicating it as the major area of difficulty. The least challenging writing skills in the survey

data relate to planning and referring to sources which have the highest mean scores and were

reported by less than 10% of the respondents. These skills may be less time-consuming and be

considered the technical aspects of academic writing which students expect to acquire at

university.

Table 2

Descriptive Statistics of Writing Challenges

Writing skills	Participants ($N = 90$)			
	M	*Md*	*SD*	Difficult (%)
Planning written assignments	3.61	4.00	.87	8
Expressing ideas in correct English	3.34	3.00	.95	23
Revising written work	3.43	3.00	1.00	17
Using appropriate academic style	3.18	3.00	1.08	28
Writing a bibliography/ references section	3.45	3.00	1.31	29
Proofreading written work	3.46	4.00	1.07	20
Referring to sources in written work	3.83	4.00	.91	8
Summarizing/ paraphrasing ideas in sources	3.18	3.00	1.07	33
Organizing ideas in coherent paragraphs	3.33	3.00	1.03	25
Expressing ideas clearly and logically	3.25	3.00	1.09	25
Linking ideas from different sources	3.39	4.00	1.03	22
Writing the introduction to an assignment	3.37	3.00	1.05	23
Writing the body of an assignment	3.31	3.00	.99	18
Writing the conclusion to an assignment	3.38	4.00	1.04	23

Linking sentences smoothly	3.39	3.50	1.03	19

The main area of reading challenges is related to vocabulary comprehension in texts based on the mean scores and a high percentage of respondents indicating it as difficult (see Table 3). These challenges related to specific and difficult vocabulary in reading were reported by one third of the respondents. The lowest percentage was indicated for comprehending the organization of a text, which accounts for almost 10%.

Table 3

Descriptive Statistics of Reading Challenges

	Participants ($N = 90$)			
Reading skills	*M*	*Md*	*SD*	Difficult (%)
Understanding specific vocabulary	3.13	3.00	1.11	30
Working out the meaning of difficult words	3.13	3.00	1.15	35
Reading carefully to understand a text	3.54	4.00	1.05	18
Reading quickly to find specific information	3.61	4.00	1.06	17
Identifying supporting ideas and examples	3.55	4.00	1.01	15
Reading quickly to get overall meaning	3.52	4.00	1.12	20
Identifying the key ideas of a text	3.60	4.00	1.05	15
Taking brief, relevant notes	3.55	4.00	1.08	17
Using your own words when taking notes	3.63	4.00	1.15	18
Understanding the organization of a text	3.79	4.00	.91	9

The mean scores for speaking skills revealed the greatest challenge with accuracy. This challenge has the lowest mean score for all four sub-skills and was reported by nearly 40% of the respondents being the highest percentage in the survey data (see Table 4). This might indicate that speaking accuracy presents the major challenge for students among all skills. Other areas of speaking challenges are related to discussing and communicating ideas reported by nearly one third of the respondents. Students were found to experience the least

difficulty with speaking skills connected with questions and facilitated by notes and visual

aids which account for less than 10% of the respondents.

Table 4

Descriptive Statistics of Speaking Challenges

Speaking skills	Participants ($N = 90$)			
	M	*Md*	*SD*	Difficult (%)
Speaking accurately (grammar)	2.96	3.00	1.14	37
Speaking clearly (pronunciation)	3.46	4.00	1.07	21
Presenting information/ ideas	3.43	4.00	1.14	24
Participating actively in discussion	3.25	3.00	1.19	30
Communicating ideas fluently	3.20	3.00	1.13	28
Speaking from notes	3.85	4.00	.91	7
Asking questions	3.79	4.00	.98	9
Answering questions	3.55	4.00	1.03	18
Communicating ideas confidently	3.27	3.00	1.16	29
Using visual aids (e.g. PowerPoint)	3.90	4.00	.91	8

Higher mean scores for listening skills compared to the other three language skills may

be indicative of students experiencing less difficulty with listening. Overall, the great majority

of listening skills were reported as difficult by less than 10% of the respondents (see Table 5).

Listening challenges related to taking notes, understanding discussions, and supporting

information exhibit slightly higher figures meaning they are perceived as difficult by some

respondents. The figures demonstrate that the least challenging listening skills are those

pertaining to understanding lectures, namely their main ideas and organization.

Table 5

Descriptive Statistics of Listening Challenges

Listening skills	Participants ($N = 90$)			
	M	*Md*	*SD*	Difficult (%)

Understanding the main ideas of lectures	4.12	4.00	.78	2
Understanding the overall organization of lectures	4.25	4.00	.74	2
Understanding key vocabulary	4.04	4.00	.81	5
Taking brief, clear notes	3.74	4.00	1.04	14
Identifying supporting ideas and examples	3.80	4.00	1.04	11
Understanding lecturers' accents	3.97	4.00	.98	8
Following a discussion	3.89	4.00	.99	11
Identifying different views and ideas	3.93	4.00	.95	8
Understanding questions	4.20	4.00	.86	5
Understanding classmates' accents	4.14	4.00	.93	8

Overall, writing and speaking skills were found to be more challenging followed by reading and lastly by listening skills. The individual challenge that causes the greatest difficulty is related to speaking accuracy. The survey data revealed that students endure greater challenges with grammar, vocabulary, and academic writing. These three challenges have been called "chronic" problems in EMI (Kamasak et al., 2020). The section that follows presents qualitative results which are organized in the same way but with additional categories of vocabulary and grammar emerged in the data.

Qualitative Data

The qualitative findings are organized into the following categories: 1) writing challenges, 2) reading challenges, 3) speaking challenges, 4) listening challenges, 5) challenges with vocabulary, and 6) challenges with grammar. Along with the four skills such "chronic" problems as vocabulary and grammar are revealed under qualitative findings.

Writing Challenges. Two themes emerged in relation to writing challenges in the interview data. They are connected with academic writing, and accuracy.

The survey data found academic writing to be a major area of writing challenges for students which is supported by the interviews where the majority of the participants were found to have difficulty using appropriate academic style since it "can be controversial and

pretty tricky" (Non-EMI 2, December 22, 2021). The lack of prior experience with

conventions of academic English was indicated as a reason for this challenge. Therefore, it is

challenging for students to "apply in the real project" the theoretical knowledge of academic

writing, especially for students from non-EMI group (Non-EMI 1, December 22, 2021).

To extend on quantitative results, the interview data revealed the challenges with

adhering to academic style of writing such as the inappropriateness of "humour" (Non-EMI 3,

December 23, 2021), "abbreviations" (Non-EMI 4, December 23, 2021), and simple words

because "it looks childish, and does not correspond to the level of academic work" (EMI 3,

December 24, 2021). Another challenge connected with academic writing was found to be

paraphrasing which stems from insufficient vocabulary knowledge, since it is challenging to

"find the specific synonyms of the words" (Non-EMI 5, December 24, 2021).

Another challenge with academic writing was found to be its organization and

structure reported by about a quarter of the survey respondents. The interview data revealed

that it is challenging for students to structure their writing. The following quote shows that: "I

struggle with systematic writing, you know, to collect those ideas into paragraphs, give

meaningful conclusion at the end, you know" (Non-EMI 1, December 22, 2021). This

demonstrates that academic writing is *systematic* and requires a certain approach to it which

causes difficulty.

The writing challenges related to the accuracy of writing were reported by one fifth of

the respondents and emerged in the interview data. The survey respondents indicated such

aspects related to accuracy as proofreading, revising, and expressing ideas in correct English

as challenging. The interview data extended on these survey results by providing a description

of the writing process to ensure accuracy. The following interview quote illustrates this:

> When I write some complex essays, I write with a focus on grammar, say, I wrote the
> first version of the essay, it's a draft, then I come back to it, I look at the whole
> grammar, all the words, even the simplest word 'you' – I can confuse how to write it,
> where 'u' is, where 'o' is, and so on, this kind of nuances. (Non-EMI 4, December 23,
> 2021)

This quotation shows the focus on grammar accuracy rather than on the content of writing. The interviews indicate that translating from students' first language (Russian or Kazakh) may influence the accuracy due to differing word order and grammatical constructions.

The findings related to writing from the interview data fully support survey results and demonstrate that students need to take care of a range of aspects such as vocabulary, grammar, and style in their writing. This interplay of different language aspects may cause challenges for students in academic writing, especially in the transition period which is the focus of this study.

Reading Challenges. The main theme that emerged from the interview data for reading challenges relates to vocabulary and covers the aspects of specific and difficult words. This finding is fully consistent with the quantitative findings where vocabulary was reported as the main challenge with reading by one third of the respondents. The interview data demonstrates that students struggle with unfamiliar vocabulary and terminology in reading texts. Insufficient vocabulary knowledge is the key factor impeding their reading comprehension. This is illustrated by the following quote:

> It was hard for me to look for resources in English in the library, because there is a
> large amount of material, and I started to notice that when I read an abstract of some
> research before using it, and let's say, I read, and if there are a lot of words that I don't
> know, it is harder for me to perceive the information. (Non-EMI 4, December 23,
> 2021)

This quote demonstrates that the performance of reading tasks may be seriously hindered by inadequate vocabulary knowledge of students, especially during transition when they are not familiar with subject terminology and academic vocabulary.

Speaking Challenges. Two themes emerged related to speaking challenges: speaking accuracy, and the communication of ideas.

Speaking accuracy as a challenge emerged in the interview data and was reported by the greatest majority of the respondents. The interview participants also expressed difficulty with the adherence to the rules of grammar in speaking. This is illustrated by the following quote:

> When I try to express some big idea or give a full detailed answer in the lesson as in Russian, it's harder because you start to wonder what tense to use, whether you need to add 'ing' or not in the word, and also the problems with articles. (Non-EMI 4, December 23, 2021)

This quotation describes the challenge with maintaining the accuracy of speaking when communicating in class. The interview data also highlight that speaking accurately is not 'natural' for students because English is not their native language and therefore it requires some effort and time on their part to speak accurately in their classes.

Another finding that emerged in the interview data is the challenge with communicating ideas which was indicated as challenging by one third of the respondents. The interview data revealed that this challenge with expressing ideas is connected with vocabulary and grammar. The following quote illustrates this:

> I remember the topic was overpopulation and I wouldn't say that I had enough vocabulary in order to express my opinion and to express it in an academic style which was more difficult, so that's why it was challenging to exactly express what I had in my mind. (Non-EMI 2, December 22, 2021)

This quotation demonstrates the challenge of expressing ideas in an academic setting in a non-native language when students have not acquired sufficient vocabulary during transition yet.

Listening Challenges. The major theme emerged in relation to listening challenges is difficulty understanding different accents.

Generally, the survey data revealed a relative ease of students with all listening skills. The interview data indicated the challenge with understanding accents in English, even though in the survey it was reported by only 8% of the respondents. The interview participants pointed out the difficulty understanding a variety of accents which they face in their studies. This quote shows that:

> I would say that accents actually one of the main difficulties that I had because if I'm not acquainted with this accent, if I haven't heard it before, then it is difficult for me to understand the speech. (Non-EMI 2, December 22, 2021)

This quote demonstrates that unfamiliar accents may hinder listening comprehension. Overall, accents in English were found to be "hard to comprehend" for students (Non-EMI 1, December 22, 2021). This challenge causes students to make extra effort while listening as opposed to listening in their native language. It may be exacerbated by "the speed of speech" and "complex topics" (Non-EMI 4, December 23, 2021). The reason of this challenge was indicated as lack of prior experience with listening to English speech, especially for students from non-EMI group. The following quote demonstrates this:

> I didn't have such a good experience when I entered this university, and in the beginning, I had some struggles with the professors' pronunciation in English because I didn't get used to it before. (Non-EMI 5, December 24, 2021)

As this quote shows, listening comprehension may be particularly challenging "in the beginning" of EMI studies after the transition from school and especially difficult for non-EMI group students due to lack of exposure to English in school.

Vocabulary Challenges. Insufficient vocabulary knowledge was one of the most voiced concerns expressed by the interview and survey participants and reported in relation to all four skills. The interview data revealed the difficulties with the following aspects related to vocabulary: technical, academic, uncommon, general, and active/passive vocabulary. Inadequate knowledge of technical and academic vocabulary was found to present challenge for most participants and impeded the performance of different tasks such as reading texts, understanding subject content, speaking in class, and understanding instructors. The following quote illustrates that: "…when the teacher uses some technical terms, in particular mathematics, it can be difficult to understand" (EMI 1, December 22, 2021). The interview data revealed that vocabulary knowledge of students is "not enough" for the academic environment, especially students from non-EMI schools (Non-EMI 3, December 23, 2021). Therefore, most participants expressed the desire to enrich their vocabulary knowledge.

The challenge with words used infrequently also emerged in the interviews with some participants. The following quote illustrates this: "It was very difficult to perceive, due to the fact that there were outdated words that are not used anymore, or very sophisticated words that even native speakers do not use in their vocabulary" (Non-EMI 4, December 23, 2021). Some participants experienced fundamental linguistic challenges with general vocabulary. According to Aizawa and Rose (2018), the type of challenges students experience may reflect their proficiency level, since lower-proficiency students exhibit a wider array of challenges

including fundamental linguistic challenges. The different types of challenges students experienced with vocabulary may be the evidence to support this idea.

Lastly, the challenge with active/passive vocabulary emerged in the interviews meaning students cannot use all words they know or have learned. This may affect the quality of work students produce for their classes. This is illustrated by the following quote: "Sometimes it happens that I know a word in English, but I can't remember it when I write the text, and the text turns out to be poorer in meaning" (EMI 1, December 22, 2021). The challenge with active/passive vocabulary may explain a greater difficulty with productive skills than receptive skills. The following quote shows this:

> It seems to me that this is the problem of active/passive vocabulary because I can read an article and understand 90% of it, but I can't reproduce it simply because I don't remember the words I read, and in place of something complicated, for example, in explaining some process, you try to use some simple words. (EMI 3, December 24, 2021)

The quote demonstrates that producing language is more challenging even for students from EMI-group due to vocabulary. This is consistent with previous research that showed the larger size of receptive vocabulary in students than productive (Aizawa & Rose, 2020).

Challenges with Grammar. Qualitative findings reveal challenges connected with grammar. Two themes emerged in relation to grammar: fear of making mistakes and unfamiliar grammar structures.

The interview data showed that the linguistic challenges endured by students may be caused by fear of making mistakes when using English. The fear of making mistakes is associated with learners' concern to save their positive image in the eyes of others (Gregersen & Horwitz, 2002). The interview data revealed negative attitude, especially by non-EMI students, towards mistakes as they were viewed as hindering the transfer of ideas to others.

The following quote illustrates that: "I make mistakes periodically and mistakes are fatal – it can get to the point that the whole sentence is structured so incorrectly that even the meaning is lost" (Non-EMI 3, December 23, 2021).

Another recurring problem in the interview data is unfamiliar grammar structures encountered by students in their studies. It was revealed that grammar structures in academic English have their own distinct characteristics, and therefore it is more challenging for students to decode their meaning. The following quote demonstrates that: "In some texts grammar is so challenging, well I just read the sentence I can't understand it at first sight so it's necessary for me to reread it for three or four times in order to catch the idea (Non-EMI 5). The quote shows that unfamiliar grammar inherent in academic English is difficult for students to comprehend. This may be the evidence of insufficient academic English proficiency of non-EMI group students.

RQ2: How do their linguistic challenges differ according to their prior English learning experience in secondary schools?

This section presents the findings related to prior English learning experience of students from EMI and non-EMI group and its connection to linguistic challenges during transition. First, quantitative results produced in the SPSS software from the independent samples t-test are presented. They are further elaborated on by qualitative results from the interviews with students.

Quantitative Data

This section presents the difference in linguistic challenges between EMI and non-EMI groups based on the statistical data analysis conducted in the SPSS software. To produce the results, an independent samples t-test was carried out.

In the online survey the demographic part was designed to elicit information about the respondents' prior English learning experience at school. The results showed that 57,3% of the respondents did not study at school through English as a medium of instruction (they refer in this study as non-EMI group), while 42,7% did (refer to as EMI group). The descriptive statistics for both groups indicated that the mean scores for linguistic challenges were higher for EMI group (M = 3.76) than non-EMI group (M = 3.46) (see Table 6). This demonstrates that EMI group students experience less challenges with language skills than non-EMI group since higher scores account for more ease according to the Likert scale used in the study (from 1 – extremely difficult to 5 – extremely easy).

Table 6

Descriptive Statistics for Linguistic Challenges of EMI and Non-EMI Groups

Groups	*N*	*M*	*SD*	Std. Error Mean
EMI	38	3.76	.56	.09
Non-EMI	51	3.46	.63	.09

The independent samples t-test was conducted to compare the overall linguistic challenges scores for the two groups in general population. The results of the test showed a significant difference in the scores for EMI group (M = 3.76, SD = .56) and non-EMI group (M = 3.46, SD = .63); t (87) = 2.356, p = .021, d = 0.51. These t-test results suggest that non-EMI group experience more linguistic challenges than students from EMI group. The test results also indicate that the language of instruction had a moderate effect on linguistic challenges faced by students. The results from quantitative analysis are further complemented by findings from interviews which are presented below.

Qualitative Data

This section presents qualitative results describing the main aspects of prior English learning experience of students from EMI and non-EMI groups in relation to their linguistic challenges during the transition to EMI. The findings are organized under the following aspects: 1) language proficiency level, 2) learning conditions, and 3) additional learning.

It was found that English language proficiency of students from non-EMI group represented by KMI and RMI schools and EMI group participants is quite different, being low for the first group and high for the second which consequently caused different levels of linguistic challenges that they endured in their transition to EMI university. Therefore, non-EMI group students experienced a more difficult transition to university. The following quote shows that:

> I think that the English we studied in school didn't contribute me to level up my English speaking and other skills, so it was necessary for me to study, to give a special time to learn English so I didn't have such a good experience when I entered this university and in the beginning, I had some struggles. (Non-EMI 5, December 24, 2021)

EMI group students in contrast were found to experience little difference between school and university studies and thus have a smoother transition to EMI. This is demonstrated by the following quote in which the participant describes his seamless transition to EMI and the relative ease of studying in English: "In general, everything is the same, not particularly difficult" (EMI 1, December 22, 2021). This finding fully supports the results from the quantitative data and shows the importance of prior learning experience with greater exposure to English in school.

The qualitative findings also revealed differing learning conditions pertaining to English between non-EMI and EMI groups. The majority of participants from KMI and RMI

pointed out the following issues in their learning experience of English in school: "not enough practice" (Non-EMI 1, December 22, 2021), "environment wasn't efficient" (Non-EMI 2, December 22, 2021), "the level of English teaching was very poor" (Non-EMI 3, December 23, 2021), "teaching at school was at a low level" (Non-EMI 4, December 23, 2021). These findings in line with the quantitative results demonstrate students' greater linguistic challenges endured during the transition to university because of their insufficient linguistic preparedness for EMI.

In contrast, the participants from EMI group were more exposed to English and had sufficient practice through EMI classes, extracurricular activities and participation in Olympiads and conferences, and communication with international teachers. The data also revealed more exposure of EMI group students to academic English through reading academic literature, studying subject content, and completing writing assignments for their classes. As previous studies show, the level of academic English proficiency acquired in school influences the magnitude of linguistic challenges experienced in EMI (Botha, 2013; Rose et al., 2019). Therefore, students from EMI group may generally endure less linguistic challenges.

Another finding emerged in the interviews related to students' prior learning experience is exposure to additional learning outside the school. The data analysis shows that low proficiency levels and poor quality of English lessons in school pushed the participants from non-EMI group seek additional learning support. Thus, while some participants opted for self-study using different learning resources, others chose a personal "tutor" (Non-EMI 2, December 22, 2021), "additional classes" (Non-EMI 3, December 23, 2021), "English language school" (Non-EMI 4, December 23, 2021).

By contrast, the participants from EMI group did not mention self-study or the need in additional English learning. EMI group students reported the extensive use of English for academic and entertainment purposes: "watch movies in English" (EMI 1, December 22, 2021), "use American content in English" (EMI 2, December 22, 2021), "looking for all materials for studying in English" (EMI 3, December 24, 2021).

RQ3: How do students feel their linguistic challenges influence their academic performance at university?

This section presents the findings related to the influence of the endured linguistic challenges on students' academic performance at an EMI university. The findings for this research question were generated by qualitative data from the interviews. Linguistic challenges were found to have both negative and positive influence on academic performance of students.

Qualitative Data

Three themes related to the negative influence of linguistic challenges on students' academic performance emerged in the data: 1) underperformance, 2) heavy cognitive load, and 3) adjustment to university.

Interview data revealed that linguistic challenges that students endure in the transition period have mostly negative influence on academic performance. One of these influences is reflected in students' underperformance. When students experience linguistic difficulties, they may not perform to the best of their ability. Thus, the interview data revealed that linguistic challenges inhibited students' performance in subject content classes. The following quote illustrates this: "It was difficult just to remember all this vocabulary and to apply it to my math skills, so yeah I would say that it's negatively affected my academic performance" (Non-EMI

2, December 22, 2021). The quote shows that academic performance of students is determined not only by their subject knowledge, but their language skills as well. Another participant also expressed this challenge: "I had problems with mathematics, because we were taught mathematics in Russian, and it's hard for me to switch from Russian, from Russian math to English math" (EMI 2, December 22, 2021). The quote shows that at the beginning it may be challenging to switch from students' first language to English when studying content in EMI. Therefore, during the transition students' performance may be particularly affected as their challenges are heightened in this period.

Another finding produced by the qualitative results is heavy cognitive load that stems from the need to focus on both language and subject content in EMI. The interview data revealed that problems with subject matter may be exacerbated by linguistic difficulties that accompany EMI. Since challenges related to language and subject are interrelated, it may be difficult to pinpoint the problem when students struggle in their studies in EMI. Moreover, linguistic challenges aggravate the problems with understanding subject content. The following quote illustrates this: "Well, frankly speaking I guess it will be easier in Russian just because the topics are difficult and sometimes you even don't understand them in your native language so that's especially difficult in another language" (Non-EMI 2, December 22, 2021). The quote shows the added difficulty of studying content in a non-native language.

The qualitative findings revealed that the joint influence of linguistic challenges and adjustment problems "at the beginning" of studies may affect students' course performance. The interview data suggests that at the beginning of the transitional period, challenges experienced by students were the most evident. The challenges related to language seem to decline over time when students get adjusted to their university life in the English

environment. However, at the beginning students often face the greatest challenges with language and subject content. The following quotes support that:

> But back to the beginning of the first semester especially the first months it was difficult for me, especially math, I wasn't acquainted with all this variety of vocabulary in math and that's why it was very very difficult for me to understand topics even though I have already known them before. (Non-EMI 2, December 22, 2021)

The quote shows that it is challenging to deal even with familiar topics because of the linguistic challenges during the transition. Therefore, the university experience of students may be jeopardized by linguistic challenges faced by students when they are adjusting to university. Even students from EMI group reported difficulties at the beginning of their EMI studies at university. The following quotation demonstrates this: "Even I had some difficulties during the transition, but in the end, it was worth it" (EMI 3, December 24, 2021). However, the influence on their performance may be not that strong compared to their counterparts from non-EMI group.

Despite the linguistic challenges endured during transition and the negative influence on students' academic performance at university, students appreciate the environment of EMI and find it beneficial for several reasons.

First, the increased exposure to English caused improvements in students' language skills. This is illustrated by the following quote: "I entered the foundation program, and now I have been studying for six months, I think that my English has increased" (Non-EMI 4, December 23, 2021). The progress in language skills was noted by EMI group students as well. The following quote demonstrates that: "My skills began to develop, my writing skills and speaking skills, in particular" (EMI 1, December 22, 2021). Students pointed to improvements in all aspects of their language skills including writing, speaking, reading,

listening, grammar and vocabulary. The reason for these improvements was found to lie in the increased exposure to English. This quote demonstrates that: "We talked with native speakers almost every day and immersed ourselves in this environment, all the materials, everything, because of this, my understanding of the language has improved" (Non-EMI 4, December 23, 2021). This quote shows that an English environment created at university contributed to their language gains.

Second, studying in a non-native language motivates students to put more effort in their studies and creates an overall stimulating learning environment. This illustrated by the quote: "You can't speak in your native language, you can't ask a question in native language, that makes you always think in a new language and think harder" (Non-EMI 2, December 22, 2021). One participant even compared studying in English with being outside one's comfort zone: "When you speak English, you realize that you have stepped out of your comfort zone, you think differently, and information begins to be remembered differently" (EMI 1, December 22, 2021). This shows that students associate EMI with gaining new experiences and personal growth.

And lastly, English being the world's academic lingua franca provides students with enhanced educational opportunities and the abundance of available resources for studying. These benefits are seen as having positive influence on students' academic life. The following quote illustrates this:

> There is really a lot more material in English, there are much more videos on topics that interest me on YouTube, I can listen to different lectures in the original and understand them, and this opens up a lot of opportunities, and the same is true for all English-language sites, there are career opportunities, internships, there is a lot more of this and it definitely improves my academic life. (Non-EMI 4, December 23, 2021)

This quotation demonstrates students perceive English as a language "best suited for academic purposes" and are therefore motivated to study in English.

Conclusion

Quantitative and qualitative data related to the research questions posed in the study produced the following findings to address the issue under investigation. They are summarized below under three research questions.

The findings addressing the first research question revealed that all students experience linguistic challenges after the transition from school when they are adjusting to the academic environment of an EMI university. The major areas of challenges for students were found to be related to grammar, vocabulary, and academic writing with writing and speaking skills being more burdening for students than reading and listening skills.

The results related to the second research question show that students' linguistic challenges in EMI differ depending on their prior English learning experience in schools. Students from EMI schools are more exposed to English and manage to acquire a higher level of English proficiency prior to EMI studies at university providing them with less challenges with language and therefore a smoother transition to EMI. In contrast, students from non-EMI schools are often disadvantaged because of their low level of English proficiency stemming from poor quality of English teaching and insufficient exposure to the language in schools leading to greater linguistic challenges and thus a more difficult transition to an EMI university.

The results of data analysis connected with the third research question reveal both a negative and positive influence of challenges on students' academic performance at an EMI university when students learn content through English. Linguistic challenges along with

subject acquisition place a greater cognitive load on students leading to their poorer

performance in courses. Students were found to underperform when faced with linguistic

challenges impeding their performance in academic assignments. Students' academic

performance may be particularly affected when they are adjusting to a university academic

setting at the beginning of their studies. However, the positive influence is manifested in

improvements in students' language skills, stimulating learning environment, and enhanced

educational opportunities due to the status of English as the world's academic lingua franca.

Chapter 5: Discussion

The research findings have been presented in the previous chapter based on quantitative data from an online survey questionnaire (N=90) and qualitative data from semi-structured interviews with eight foundation programme students enrolled at an EMI university in Kazakhstan. This chapter presents the discussion and implications of the major findings in relation to the previous studies and literature on the topic. The purpose of the present study was to investigate linguistic challenges of students during their transition from secondary schools to an EMI university in the context of Kazakhstan depending on students' prior English learning experience, and the influence of challenges on their academic performance.

The study aimed to address the following research questions:

1. What linguistic challenges do students experience when making the transition from schools to an EMI university?

2. How do their linguistic challenges differ according to their prior English learning experience in schools?

3. How do students feel their linguistic challenges influence their academic performance at university?

The discussion of the findings was developed in relation to the conceptual framework described in the literature review chapter on the relationships between students' prior English learning experience in school, linguistic challenges during transition, and academic performance at university. In alignment with three research questions, the chapter discusses the possible explanation and interpretation of the major findings produced by the research and their connection to previous international and local studies.

RQ1: What linguistic challenges do students experience when making the transition from schools to an EMI university?

The findings of the present study demonstrate that all students experience linguistic challenges when making the transition to an EMI university. As Evans and Morrison (2011) explain, EMI students must deal with difficulties of the school-university transition through their non-native language which may be a daunting task for many, and present difficulties related to language. The current study revealed that even high proficiency students endured some linguistic challenges. This is consistent with previous research which found that it is difficult to establish a proficiency threshold at which students' linguistic challenges in EMI are considerably mitigated (Aizawa et al., 2020). The interview data revealed that many students experience linguistic challenges but do not seek support. This may indicate that students are either not well informed or reluctant to use support services.

The challenges with writing and speaking skills were found to be more burdening for students than challenges with reading and listening skills. This might be explained by the productive nature of these skills which are usually developed later than receptive skills (Golkova & Hubackova, 2014). Producing language may be perceived as more challenging as it requires attention not only to meaning but also form. This finding is consistent with Kamasak et al. (2020) whose study revealed greater difficulty with productive skills in students. It also corroborates the findings from the local context where Karabay (2017) found writing and speaking to be more burdening than reading and listening for students majoring in social sciences and STEM highlighting the need for more support with these skills. Therefore, it is suggested to create support centres at universities to provide students with individual

support and arrange courses and trainings to enhance individual aspects of their language skills.

The challenge with vocabulary was found to be a major linguistic challenge for students associated with all four language skills. This finding fully corroborates previous research (Aizawa & Rose, 2020) which revealed that insufficient vocabulary knowledge affects the performance of students in all four skills. This difficulty may stem from students' prior English learning experience in school as students who did not have classes conducted in English often fail to acquire adequate vocabulary knowledge to cope with EMI studies. For example, in Hong Kong the change in the medium of instruction in secondary schools has seriously affected tertiary students' academic vocabulary size, especially productive (Lin & Morrison, 2010). Similarly, in Japan students who had soft EMI experience in school possessed greater knowledge of vocabulary and therefore were more linguistically prepared for studying at an EMI university in comparison with their counterparts whose sole language of instruction was Japanese (Aizawa & Rose, 2020). Therefore, this aspect of vocabulary knowledge is important to consider in the school curriculum. Special academic lists of vocabulary designed for educational purposes such as Academic Word List (Coxhead, 2000) can be used in English lessons by teachers to boost vocabulary knowledge of their students and prepare them for university studies.

The challenge with grammar emerged in the data, mainly in relation to speaking and writing skills. According to the study findings, the difficulty stems from students' undue focus on the grammatical form rather than meaning. The interview data showed that the reason for this may be traditional teaching methods used in schools that focused on rules but did not provide students with sufficient practice. Traditional grammar-translation method used in

schools is characterized by the errors' correction in teaching and insufficient communicative practice (Arymbekova et al., 2018). The emphasis on corrective feedback may lead to students' lack of confidence in using the language (Zuo, 2017). In the context of Kazakhstan, Beisenbayeva (2020) notes that English classes do not always produce positive results because students avoid using the target language in the classroom which is conditioned by their fear of making mistakes, low motivation, criticism from teachers, and mockery from peers. These negative factors cause students to feel anxious and fear making mistakes and being evaluated negatively (Suleimenova, 2013). One study from the Kazakhstani context indicated that 50% of students are afraid to make mistakes in English (Tussupbekova et al., 2022, p. 6096). The issue may stem from teachers' insufficient professional development as was revealed by Zhetpisbayeva et al. (2016). Criticism and authoritarian teaching prevalent in schools may also be a reflection of coercive power relations in class (Cummins, 2000). Another pressure for Kazakhstani students impacting teaching focus on grammar and vocabulary is connected with the United National Test (UNT) mostly built on grammar and vocabulary leading to "teaching-to-test". The UNT format tests factual knowledge but does not measure language proficiency and comprehension of the language (Winter et al., 2014). Therefore, it is suggested to move to a more student-centred and communication-based approach in teaching English in secondary schools with teachers creating a more welcoming and positive classroom environment for students.

Academic writing presents considerable challenge being unfamiliar for most students. The survey and interview data revealed academic writing skill to be a challenge on its own supported by literature (Belcher, as cited in Singh, 2015). This corroborates the study by Aizawa and Rose (2020) in the Japanese context where students in EMI considered academic

writing a part of university studies and expected to acquire this skill during their first year. Likewise, the current study showed that most students are unfamiliar with conventions of academic writing and would like to improve this skill, especially students from non-EMI group who were not exposed to academic English at school as opposed to EMI-group who performed writing assignments in English. To mitigate this challenge, basic rules of academic writing might be included in the curriculum in mainstream schools.

Students' linguistic challenges mainly arise from the use of traditional teaching methods in secondary schools that put undue emphasis on errors correction in grammar and vocabulary and provide students with limited opportunities to practice their skills. This results in students having fear of making mistakes and insufficient vocabulary knowledge leading to challenges with the four skills. Academic writing is another area of challenge specific to the academic setting. Consequently, students must deal with linguistic challenges while adjusting to academic environment during their transition to an EMI university which may be cognitively and mentally demanding for students.

RQ2: How do their linguistic challenges differ according to their prior English learning experience in schools?

The survey and interview data showed the difference in challenges between students from EMI and non-EMI groups. Due to insufficient exposure to English at school and poor quality of English teaching, most students from non-EMI group did not have sufficient language proficiency and experienced greater linguistic challenges and difficult transition from school. The study by Smakova and Paulsrud (2020) revealed the reason may be some English teachers' traditional teaching approach and lack of environment for the development of communicative skills in schools. Traditional teaching manifested itself in teachers focusing

on exam preparation, grammar, vocabulary, and translation in their classes. This finding is fully consistent with previous research in other EMI contexts (Aizawa & Rose, 2020; Evans & Morrison, 2011; Sultana, 2014) where students from non-EMI schools experienced a wider range of linguistic challenges, especially in the transition period. Kamasak et al. (2020) highlights that a change in the language of instruction makes the transition from school to university even more difficult for students. Therefore, institutions may collect the information about students' prior learning experience at the start of studies to offer "different pathways" and support systems for students with different prior English learning experience assisting them in their transition to an EMI environment (Aizawa & Rose, 2020, p. 9).

The experiences of students from EMI schools have some major differences from non-EMI students that put them in a more advantageous position at least at the start of their studies. The findings reveal their smoother transition from school to university due to similarities in their experiences at school and university such as classes in English, international faculty, culture, and the type of assignments. Students with EMI background were exposed to academic English in school as opposed to their counterparts from non-EMI schools. This practice is likely to have a positive impact on linguistic preparedness for EMI university as students' success in EMI is associated with academic language proficiency more than the general one (Rose et al., 2019). Similarly, the study in Hong Kong (Evans & Morrison, 2011) demonstrated that students from EMI schools were "favourably disposed towards learning in English" and encountered fewer linguistic challenges due to their school background compared to their counterparts from Chinese-medium schools (p. 205). In the same vein, Aizawa and Rose (2020) found that prior exposure to English at school has a "significantly positive impact" on students' adjustment to EMI at the tertiary level (p. 8).

Moreover, it was found that students with previous EMI experience are more willing to use English and acquire greater knowledge of productive and receptive academic vocabulary (Aizawa & Rose, 2020).

Overall, linguistic challenges during transition period of students from EMI and non-EMI groups are manifested to different extent. Students from EMI group were found to experience fewer challenges in comparison with non-EMI group due to the combination of factors. The main factors impacting this include change in language of instruction, level of language proficiency, and exposure to English. Linguistic challenges stemming from a change in the medium of instruction make the transition more difficult for students from non-EMI group.

RQ3: How do students feel their linguistic challenges influence their academic performance at university?

The study found that linguistic challenges may hinder students' academic performance at university. This is consistent with previous research that revealed the negative influence of challenges on performance (Airey, 2009). The most noticeable problems are the additional cognitive load that arises from the need to focus on both content and language and underperformance of students. These issues were illuminated by Belhiah and Elhami (2015) whose study revealed that the exclusive use of English may place a heavy cognitive demand on EMI students when they learn subject matter and impede their performance. Therefore, the bilingual model with English as a primary language and students' mother tongue as an additional language was suggested which would facilitate comprehension because "mastery of subject matter takes precedence over language proficiency" (Belhian & Elhami, 2015, p. 19). However, the data of the present study revealed quite negative attitude towards the use of

Kazakh and Russian in EMI illuminating students' belief that ideally EMI should be conducted completely in English. This is line with previous research in the context of Kazakhstan (Aitzhanova, 2020) which revealed students' negative attitude towards translanguaging by using Kazakh and Russian in EMI which may stem from their monoglossic language ideologies that view languages as separate entities. The study also revealed that linguistic challenges are most acute immediately after the transition and may hinder students' academic performance in this period since students are not familiarized with academic discourse and subject terminology in English.

To ensure that the influence of challenges on academic performance is minimal, measures should be taken to mitigate linguistic challenges as they are strongly correlated with academic performance and success in EMI. Otherwise, the pursuit of both content and linguistic gains may result in the opposite – the term proposed by Hamid et al. (2013) as a double loss meaning graduates who have neither subject knowledge nor adequate English skills upon graduation from EMI programmes. Therefore, it is suggested to provide students with continuous language support to address linguistic challenges in a timely manner.

Conclusion

The study aimed to address three research questions exploring linguistic challenges of students, their difference depending on prior English learning experience in school, and the influence of challenges on students' academic performance at university.

The findings of the study reveal that linguistic challenges are experienced by all students at an EMI university and are the most daunting after the transition from school as students go through the process of adjustment to academic environment in this period. The most burdening challenges of students are related to the areas of grammar, vocabulary, and

academic writing with writing and speaking skills being more challenging than reading and listening. These challenges mainly stem from students' prior English learning experience in schools where the issues with traditional teaching methods and insufficient exposure to English prevail.

Students' experiences in EMI are not homogeneous due to their differing prior English learning experience in schools. Students coming from EMI schools are more exposed to English and have more opportunities to increase their English skills and linguistic preparedness for an EMI university at school. In contrast, students from non-EMI group are at a disadvantage when they start studies at an EMI university because of their low levels of English proficiency. Most students from mainstream non-EMI schools are not provided with favourable conditions to learn English due to poor quality of English teaching and insufficient exposure to English. As a result, they experience a difficult transition to an EMI university and must deal with greater challenges than their counterparts with a prior EMI background.

Linguistic challenges have influence on students' academic performance at university since they may aggravate problems with subject matter or impede students' performance in class. When students are faced with linguistic challenges in EMI courses, they may underperform. The need to deal with both language and subject content places a heavy cognitive demand on students affecting their ability to perform well. These problems are especially acute during the transition when students are adjusting to the requirements of university academic environment. Therefore, linguistic challenges of students during transition are important to investigate and address as they affect students' overall experience of university life and the acquisition of subject content.

Chapter 6: Conclusion

The previous chapter discussed the major findings related to linguistic challenges faced by students depending on their prior English learning experience in school and the influence of challenges on students' academic performance at university. This chapter presents the main conclusions drawn from the whole study, limitations, implications, and recommendations for future research. The study aimed at exploring linguistic challenges and academic performance of students making the transition from secondary education to an EMI university.

The study was guided by the following research questions:

1. What linguistic challenges do students experience when making the transition from schools to an EMI university?

2. How do their linguistic challenges differ according to their prior English learning experience in schools?

3. How do students feel their linguistic challenges influence their academic performance at university?

This chapter presents the main conclusions first. Next, the limitations of the research are described. Then, the implications based on the findings of the study are illuminated. And lastly, the recommendations for future studies are provided.

Main Conclusions of the Study

The following main conclusions can be drawn from the whole study. They are organized under the research questions posed in this study.

First, linguistic challenges are endured by all students at an EMI university as they learn content in their non-native language and in the environment where general population

does not speak English. Linguistic challenges are the most noticeable after the transition from school to university when students go through the process of adjustment to academic environment and university life with writing and speaking skills being more burdening for students than reading and listening skills. The major areas of challenges with all four skills for most students were found to be related to grammar and vocabulary along with the conventions of academic writing unfamiliar to many students.

Second, students' experiences in EMI are not homogeneous, especially during the transition, due to the difference in their prior English learning experience in different schools. Thus, EMI group students are more exposed to English at school and acquire a higher level of English proficiency prior to EMI studies causing them fewer linguistic challenges and therefore making their transition to university smoother. In contrast, non-EMI group students coming from KMI and RMI schools are often disadvantaged in their EMI studies because of their low level of English proficiency stemming from poor quality of English teaching and insufficient exposure to English at school. Therefore, they experience a more difficult transition to an EMI university and must deal with greater challenges than their counterparts from EMI group.

Third, the linguistic challenges endured by students in their studies may negatively affect their academic performance at university. Linguistic challenges were found to impede the performance of students in academic assignments and hinder their comprehension of subject content resulting in their underperformance in EMI courses at university. Moreover, the need to focus on both language and subject content increases a cognitive load on students which may be detrimental to their academic performance. Linguistic challenges of students are the most acute at the beginning of their studies when they are adjusting to the academic

environment of an EMI university which may prevent students from performing to the best of their ability.

Limitations of the Study

One limitation of the current study is the use of indirect instruments for collecting data as a main method for investigating linguistic challenges and academic performance of students. As Borg (2016) points out, indirect instruments do not provide an accurate representation of the issue under investigation.

Another limitation is the use of a small sample size because of time constraints and a small scale of the research. This leads to limited generalizability of the results (Aizawa & Rose, 2018). Since the study was conducted during winter holidays and at the time of the COVID-19 outbreak and political unrest in the country, the participation rate in the study was quite low.

According to the survey data, most participants in the study had a high level of English proficiency (C1) which may be not representative of student populations in other Kazakhstani institutions. Another reason may be that lower proficiency students may have been reluctant to participate since the primary language of communication at university is English. In addition, international students were not included in the sample of the study. To exclude minors, only students aged 18 and over were eligible to participate, which may also be a limiting factor for participation.

And lastly, the study was conducted at a single institution. The selected university has a number of characteristics that distinguish it from other educational institutions in the given context: a high percentage of foreign staff and the status of a research-based leading EMI institution. Hence, studies conducted in other institutions may produce different results.

Implications of the Study

Based on the research results and conclusions, the following implications are derived for stakeholders involved in the implementation of EMI programmes in Kazakhstan.

Given that all students encounter linguistic challenges to a differing extent, it is suggested for prospective EMI students to be prepared for dealing with the challenges by proactively employing study strategies and seeking support at university. Non-EMI group students experiencing greater challenges may consider using the services of a writing centre and English support instructors to mitigate their challenges, especially during transition.

English instructors and content lecturers at university are recommended to pay special attention to the areas of challenges revealed by the study to provide students with targeted support. For instance, students struggling with vocabulary may be provided with multilingual glossaries of terms in advance. Lecturers may also consider students' challenges when selecting materials for their classes to avoid using old articles containing outdated vocabulary or unfamiliar background information.

As challenges may differ depending on students' prior English learning experience, institutions are recommended to collect this information from students to offer different support pathways (Aizawa & Rose, 2020). Institutional support programmes should be devised with the emphasis on skills problematic for students to address their needs. Thus, support services are suggested to be enhanced in institutions by creating a support centre to address students' challenges. For instance, at the research site there is a writing centre that helps students improve individual language skills challenging for them.

Schools are recommended to take measures to increase the linguistic preparedness of students. To change teachers' beliefs and practices in the classroom, professional trainings on

latest research-based trends and studies are suggested to conduct for teachers. The increased awareness and knowledge may open the way for the use of more effective student-centred and communication-based methods in teaching.

Recommendations for Future Research

The results of the current study suggest some areas and directions for further research.

First, it is recommended to use direct measures of students' level of language proficiency and academic performance in future research to produce more accurate data for analysis. Also, to triangulate data, other instruments such as observation, diaries, and focus group interviews are suggested to use in future studies.

Second, since institutions strive to attract international students by introducing EMI programmes, it is suggested to explore linguistic challenges of international students coming from different educational and cultural backgrounds to attend to their needs and provide support. Graduate students coming from local institutions with Kazakh or Russian used in instruction may also experience linguistic challenges during transition. It would be interesting to study their experiences and strategies to deal with challenges given their prior study experience at the undergraduate level.

Third, a comparative study may be conducted in the future to explore the difference between foundation programme students and students who entered directly to undergraduate programmes. Students from different universities may be studied to investigate the institutional differences in the implementation of EMI programmes.

Fourth, a longitudinal study may be conducted to examine linguistic challenges of the same students over a period of several years to determine whether challenges decline during studies in English. Likewise, the influence of challenges on academic performance may be

investigated over time to reveal any long-term effect on students' academic standing. To complement the findings of the current study, possible impact of challenges on students' subject knowledge may be investigated to reveal the effectiveness of English-medium programmes.

Overall, I hope this research will contribute to a growing body of literature on the trend of EMI in the Kazakhstani education and illuminate linguistic challenges endured by students at EMI universities. Being a graduate student in the English-medium programme, I am aware of the difficulties which students must overcome to receive education in an English environment. Yet, EMI offers multiple benefits and unique opportunities to students if their linguistic problems are mitigated. As a result of my study, I was able to answer the research questions posed in the study by analysing the survey and interview data and revealing the major areas of linguistic challenges related to grammar, vocabulary, and academic writing with prior English learning experience and exposure to English as defining factors influencing the challenges, as well as how challenges lead to underperformance and high cognitive load for students but create an overall stimulating learning environment at university. Although the study does not give a comprehensive account of the research topic, the findings provided insight into experiences and challenges faced by Kazakhstani students in EMI.

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Appendix A

Invitation to Participate in an Online Survey

Dear students of Foundation Year Programme!

My name is Assel, and I am a second-year graduate student at Nazarbayev University pursuing my master's degree in the "Multilingual Education" programme. I am writing to let you know about an opportunity to participate in a voluntary research study on l challenges of Kazakhstani students during their transition from school to a university where studies are completely in English. You will be asked to participate in a short online survey which will take 5 minutes.

To participate, you should be 18 or older. If you are interested, please follow the link below.
https://qfreeaccountssjc1.az1.qualtrics.com/jfe/form/SV_3pZndpM5ZeqonIO

Thank you for your time!

GRADUATE SCHOOL OF EDUCATION, NAZARBAYEV UNIVERSITY

INVITATION TO

RESEARCH

WOULD YOU LIKE TO MAKE YOUR STUDENT EXPERIENCES COUNT?
WOULD YOU LIKE TO SHARE YOUR CHALLENGES WITH OTHERS?
WOULD YOU LIKE TO MAKE YOUR CONTRIBUTION TO THE BODY OF KNOWLEDGE?

IF YOU HAVE QUESTIONS REGARDING THE STUDY, PLEASE
DO NOT HESITATE TO CONTACT ME AT:
ASSEL SADYKOVA
+7(777)319-28-83
A.SADYKOVA@NU.EDU.KZ

DECEMBER 2021

А Қосымшасы

Онлайн-Сауалнамаға Қатысуға Шақыру

Құрметті Foundation бағдарламасының студенттері!

Менің атым Әсел, мен Назарбаев университетінің "Көптілді білім беру" бағдарламасының екінші курс магистранттымын. Мен сіздерге қазақстандық студенттердің мектептен ағылшын тілінде оқытатын университетке ауысуы кезіндегі тілдік проблемаларға арналған ерікті зерттеуге қатысу мүмкіндігі туралы хабарлау үшін жазып отырмын. Сізден қысқа онлайн-сауалнамаға қатысу сұралады, ол шамамен 5 минутты алады. Қатысу үшін Сіз кем дегенде 18 жаста болуыңыз керек.

Егер Сізді қызықтыратын болса, төмендегі сілтемеге өтіңіз.

https://qfreeaccountssjc1.az1.qualtrics.com/jfe/form/SV_3pZndpM5ZeqonIO

Уақытыңыз үшін рахмет!

Приложение А

Приглашение к Участию в Онлайн-Опросе

Уважаемые студенты Программы Foundation!

Меня зовут Асель, и я магистрант второго курса Назарбаев университета на программе "Многоязычное образование". Я пишу вам, чтобы сообщить о возможности принять участие в добровольном исследовании, посвященном языковым проблемам казахстанских студентов во время их перехода из школы в университет, где обучение полностью ведется на английском языке. Вам будет предложено принять участие в коротком онлайн-опросе, который займет 5 минут. Для участия вам должно быть не менее 18 лет.

Если вы заинтересованы, пожалуйста, перейдите по ссылке ниже.

https://qfreeaccountssjc1.az1.qualtrics.com/jfe/form/SV_3pZndpM5ZeqonIO

Спасибо за уделенное время!

Appendix B

Survey Questionnaire

Adapted from Evans and Morrison (2011)

The English Medium Instruction (EMI) Challenges Scale

Dear participant,

Welcome to the online survey on students' linguistic challenges during the transition to an English Medium University. The survey should only take 5 minutes. The information that you provide will be treated in the strictest confidence. Before taking the survey, you will need to give your consent for research participation. If you have any questions about the survey, please email me: a.sadykova@nu.edu.kz. I really appreciate your input!

(Informed consent form)

Questions:

Please answer each question by ticking the most appropriate box or filling in the blanks.

1. Gender	• Female • Male
2. Age	• 18 • 19 • 20 • Other:
3. What is your native language?	• Kazakh • Russian • Other:
4. What was the language of instruction at the school you attended? Select all that applies.	• Kazakh • Russian • English • Other:
5. What type of school did you attend?	• Nazarbayev Intellectual Schools • Bilim Innovation Lyceums • Lyceum • Gymnasium • General School • Other:
6. How long have you been learning English?	• Less than 5 years • 5-10 years

- More than 10 years

7. What is your level of English?	• Beginner • Elementary A2/1 • Pre-intermediate A2 • Low Intermediate B1 • Intermediate B1 • Upper Intermediate B2 • Pre-advanced C1 • Advanced C2 • Proficient C2
8. Do you have any experience of studying subjects in English?	• Yes • No

9. Based on your experience of studying in English at university, how easy or difficult do you find the following writing abilities?

	Very easy	Easy	Neutral	Difficult	Very difficult
Planning written assignments	☐	☐	☐	☐	☐
Expressing ideas in correct English	☐	☐	☐	☐	☐
Revising written work	☐	☐	☐	☐	☐
Using appropriate academic style	☐	☐	☐	☐	☐
Writing a bibliography/ references section	☐	☐	☐	☐	☐
Proofreading written work	☐	☐	☐	☐	☐
Referring to sources in written work	☐	☐	☐	☐	☐
Summarizing/ paraphrasing ideas in sources	☐	☐	☐	☐	☐
Organizing ideas in coherent paragraphs	☐	☐	☐	☐	☐
Expressing ideas clearly and logically	☐	☐	☐	☐	☐
Linking ideas from different sources	☐	☐	☐	☐	☐
Writing the introduction to an assignment	☐	☐	☐	☐	☐
Writing the body of an assignment	☐	☐	☐	☐	☐

Writing the conclusion to an assignment	☐	☐	☐	☐	☐
Linking sentences smoothly	☐	☐	☐	☐	☐

10. Based on your experience of studying in English, how easy or difficult do you find the following reading abilities?

	Very easy	Easy	Neutral	Difficult	Very difficult
Understanding specific vocabulary	☐	☐	☐	☐	☐
Working out the meaning of difficult words	☐	☐	☐	☐	☐
Reading carefully to understand a text	☐	☐	☐	☐	☐
Reading quickly to find specific information	☐	☐	☐	☐	☐
Identifying supporting ideas and examples	☐	☐	☐	☐	☐
Reading quickly to get overall meaning	☐	☐	☐	☐	☐
Identifying the key ideas of a text	☐	☐	☐	☐	☐
Taking brief, relevant notes	☐	☐	☐	☐	☐
Using your own words when taking notes	☐	☐	☐	☐	☐
Understanding the organization of a text	☐	☐	☐	☐	☐

11. Based on your experience of studying in English, how easy or difficult do you find the following speaking abilities?

	Very easy	Easy	Neutral	Difficult	Very difficult
Speaking accurately (grammar)	☐	☐	☐	☐	☐
Speaking clearly (pronunciation)	☐	☐	☐	☐	☐
Presenting information/ ideas	☐	☐	☐	☐	☐
Participating actively in discussion	☐	☐	☐	☐	☐
Communicating ideas fluently	☐	☐	☐	☐	☐
Speaking from notes	☐	☐	☐	☐	☐
Asking questions	☐	☐	☐	☐	☐

Answering questions	☐	☐	☐	☐	☐
Communicating ideas confidently	☐	☐	☐	☐	☐
Using visual aids (e.g. PowerPoint)	☐	☐	☐	☐	☐

12. Based on your experience of studying in English, how easy or difficult do you find the following listening abilities?

	Very easy	Easy	Neutral	Difficult	Very difficult
Understanding the main ideas of lectures	☐	☐	☐	☐	☐
Understanding the overall organization of lectures	☐	☐	☐	☐	☐
Understanding key vocabulary	☐	☐	☐	☐	☐
Taking brief, clear notes	☐	☐	☐	☐	☐
Identifying supporting ideas and examples	☐	☐	☐	☐	☐
Understanding lecturers' accents	☐	☐	☐	☐	☐
Following a discussion	☐	☐	☐	☐	☐
Identifying different views and ideas	☐	☐	☐	☐	☐
Understanding questions	☐	☐	☐	☐	☐
Understanding classmates' accents	☐	☐	☐	☐	☐

13. Would you like to participate in the interview which is the next stage in this study? If yes, please provide your email address or phone number.

☐ Yes

_____

☐ No

Thank you for your participation in the survey!

B Қосымшасы

Сауалнама

Эванс пен Моррисоннан Бейімделген (2011)

Ағылшын Тілінде Оқытудың Қиындықтар Шкаласы

Құрметті қатысушы,

Ағылшын тілді университетке ауысу кезіндегі студенттердің лингвистикалық мәселелері туралы онлайн-сауалнамаға қош келдіңіз. Сауалнама тек 5 минутты алуы керек. Сіз берген ақпарат қатаң құпияда сақталады. Сауалнамаға қатыспас бұрын, зерттеуге қатысуға келісім беруіңіз керек. Егер сізде сауалнамаға қатысты сұрақтарыңыз болса, маған электрондық пошта арқылы жіберіңіз: a.sadykova@nu.edu.kz. Мен сіздің үлесіңізді шынымен бағалаймын!

(Келісімінің ақпараттық формасы)

Сұрақтары:

Әр сұраққа ең қолайлы өріске белгі қою немесе бос орындарды толтыру арқылы жауап беріңіз.

1. Жынысы	• Әйел • Ер
2. Жасы	• 18 • 19 • 20 • Басқа:
3. Сіздің ана тіліңіз қандай?	• Қазақ • Орыс • Басқа:
4. Сіз оқыған мектепте оқу қай тілде жүргізілді? Сәйкес келетін барлық тілдерді таңдаңыз.	• Қазақ • Орыс • Ағылшын • Басқа:
5. Сіз қандай мектепте оқыдыңыз?	• Назарбаев Зияткерлік мектебі • Қазақ-түрік лицейі • Лицей • Гимназия • Жалпы білім беретін мектеп • Басқа:

6. Сіз ағылшын тілін қанша уақыттан бері оқып жүрсіз?	• 5 жылдан аз • 5-10 жыл • 10 жылдан астам
7. Сіздің ағылшын тілін меңгеру деңгейіңіз қандай?	• Beginner • Elementary A2/1 • Pre-intermediate A2 • Low Intermediate B1 • Intermediate B1 • Upper Intermediate B2 • Pre-advanced C1 • Advanced C2 • Proficient C2
8. Ағылшын тілінде пәндерді үйрену тәжірибеңіз бар ма?	• Бар • Жоқ

9. Ағылшын тілін үйрену тәжірибеңізге сүйене отырып, сіз келесі жазу дағдыларын қаншалықты оңай немесе күрделі деп санайсыз?

	Өте оңай	Оңай	Бейтарап	Қиын	Өте қиын
Жазбаша тапсырмаларды жоспарлау	☐	☐	☐	☐	☐
Идеяларды дұрыс ағылшын тілінде білдіру	☐	☐	☐	☐	☐
Жазбаша жұмысты қайта қарау	☐	☐	☐	☐	☐
Тиісті академиялық стильді қолдану	☐	☐	☐	☐	☐
Библиография/ сілтемелер бөлімін жазу	☐	☐	☐	☐	☐
Жазбаша жұмысты түзету	☐	☐	☐	☐	☐
Жазбаша жұмыстағы дереккөздерге сілтеме жасау	☐	☐	☐	☐	☐
Дереккөздердегі идеяларды жалпылау/тұжырымдау	☐	☐	☐	☐	☐
Идеяларды дәйекті абзацтарға ұйымдастыру	☐	☐	☐	☐	☐
Идеяларды анық және қисынды түрде білдіру	☐	☐	☐	☐	☐
Әр түрлі көздерден идеяларды біріктіру	☐	☐	☐	☐	☐
Тапсырмаға кіріспе жазу	☐	☐	☐	☐	☐
Тапсырманың негізгі мәтінін жазу	☐	☐	☐	☐	☐

Тапсырмаға қорытынды жазу	☐	☐	☐	☐	☐
Тегіс сөйлемдерді байланыстыру	☐	☐	☐	☐	☐

10. Ағылшын тілін үйрену тәжірибеңізге сүйене отырып, сіз келесі оқу қабілеттерін қаншалықты оңай немесе күрделі деп санайсыз?

	Өте оңай	Оңай	Бейтарап	Қиын	Өте қиын
Нақты лексиканы түсіну	☐	☐	☐	☐	☐
Күрделі сөздердің мағынасын анықтау	☐	☐	☐	☐	☐
Мәтінді түсіну үшін мұқият оқу	☐	☐	☐	☐	☐
Нақты ақпаратты іздеу үшін жылдам оқу	☐	☐	☐	☐	☐
Қолдау идеялары мен мысалдарын анықтау	☐	☐	☐	☐	☐
Жалпы мағынаны түсіну үшін тез оқу	☐	☐	☐	☐	☐
Мәтіннің негізгі идеяларын анықтау	☐	☐	☐	☐	☐
Қысқаша, тиісті жазбалар жасау	☐	☐	☐	☐	☐
Жазбаларда өз сөздеріңізді қолдану	☐	☐	☐	☐	☐
Мәтіннің ұйымдастырылуын түсіну	☐	☐	☐	☐	☐

11. Ағылшын тілін үйрену тәжірибеңізге сүйене отырып, сіз келесі сөйлеу қабілеттерін қаншалықты оңай немесе қиын деп санайсыз?

	Өте оңай	Оңай	Бейтарап	Қиын	Өте қиын
Дұрыс сөйлеу (грамматика)	☐	☐	☐	☐	☐
Нақты сөйлеу (айтылу)	☐	☐	☐	☐	☐
Ақпаратты / идеяларды ұсыну	☐	☐	☐	☐	☐
Талқылауға белсенді қатысу	☐	☐	☐	☐	☐
Идеяларды еркін тарату	☐	☐	☐	☐	☐
Жазбалар бойынша сөйлеу	☐	☐	☐	☐	☐
Сұрақтар қою	☐	☐	☐	☐	☐

Жауаптар беру	☐	☐	☐	☐	☐
Идеяларды сенімді түрде тарату	☐	☐	☐	☐	☐
Көрнекі құралдарды пайдалану (мысалы, PowerPoint)	☐	☐	☐	☐	☐

12. Ағылшын тілін үйрену тәжірибеңізге сүйене отырып, сіз келесі тыңдау қабілеттерін қаншалықты оңай немесе күрделі деп санайсыз?

	Өте оңай	Оңай	Бейтарап	Қиын	Өте қиын
Дәрістердің негізгі идеяларын түсіну	☐	☐	☐	☐	☐
Дәрістердің жалпы ұйымдастырылуын түсіну	☐	☐	☐	☐	☐
Негізгі сөздік қорын түсіну	☐	☐	☐	☐	☐
Қысқаша, нақты жазбалар жасау	☐	☐	☐	☐	☐
Қолдау идеялары мен мысалдарын анықтау	☐	☐	☐	☐	☐
Лекторлардың екпінін түсіну	☐	☐	☐	☐	☐
Талқылауды түсіну	☐	☐	☐	☐	☐
Әр түрлі көзқарастар мен идеяларды анықтау	☐	☐	☐	☐	☐
Сұрақтарды түсіну	☐	☐	☐	☐	☐
Сыныптастардың екпінін түсіну	☐	☐	☐	☐	☐

13. Осы зерттеудің келесі кезеңі болып табылатын сұхбатқа қатысқыңыз келе ме? Олай болса, электрондық пошта мекенжайын немесе телефон нөмірін жазыңыз.

☐ Иә

_____

☐ Жоқ

 Сауалнамаға қатысқаныңыз үшін рахмет!

Приложение В

Анкета для Опроса

Адаптировано по Эвансу и Моррисону (2011)

Шкала Трудностей Обучения на Английском Языке

Уважаемый участник,

Добро пожаловать на онлайн-опрос о проблемах, связанных с языком, у студентов во время их перехода в университет с английским языком обучения. Опрос должен занять всего 5 минут. Информация, которую вы предоставляете, будет строго конфиденциальной. Прежде чем принять участие в опросе, вам необходимо будет дать свое согласие на участие в исследовании. Если у вас есть какие-либо вопросы по поводу опроса, пожалуйста, напишите мне: a.sadykova@nu.edu.kz. Я действительно ценю ваш вклад!

(Форма информационного согласия)

Вопросы:

Пожалуйста, ответьте на каждый вопрос, поставив галочку в наиболее подходящем поле или заполнив пробелы.

1. Пол	• Женский • Мужской
2. Возраст	• 18 • 19 • 20 • Другое:
3. Какой ваш родной язык?	• Казахский • Русский • Другое:
4. На каком языке велось обучение в школе, в которой вы учились? Выберите все, что применимо.	• Казахский • Русский • Английский • Другое:
5. В какой школе вы учились?	• Назарбаев Интеллектуальные школы • Казахско-турецкий лицей • Лицей • Гимназия • Общеобразовательная школа • Другое:

6. Как давно вы изучаете английский язык?
- Менее 5 лет
- 5-10 лет
- Более 10 лет

7. Каков ваш уровень владения английским языком?
- Beginner
- Elementary A2/1
- Pre-intermediate A2
- Low Intermediate B1
- Intermediate B1
- Upper Intermediate B2
- Pre-advanced C1
- Advanced C2
- Proficient C2

8. Есть ли у вас опыт изучения предметов на английском языке?
- Да
- Нет

9. Основываясь на вашем опыте изучения английского языка, насколько легкими или сложными вы находите следующие письменные навыки?

	Очень легко	Легко	Не легко/не сложно	Сложно	Очень сложно
Планирование письменных заданий	☐	☐	☐	☐	☐
Корректное выражение идей на английском языке	☐	☐	☐	☐	☐
Просмотр и корректировка письменной работы	☐	☐	☐	☐	☐
Использование соответствующего академического стиля	☐	☐	☐	☐	☐
Написание раздела библиографии/источников литературы	☐	☐	☐	☐	☐
Корректировка письменной работы	☐	☐	☐	☐	☐
Ссылка на источники в письменной работе	☐	☐	☐	☐	☐
Обобщение/ перефразирование идей в источниках	☐	☐	☐	☐	☐
Организация идей в последовательные абзацы	☐	☐	☐	☐	☐
Ясное и логичное выражение идей	☐	☐	☐	☐	☐
Объединение идей из разных источников	☐	☐	☐	☐	☐
Написание введения к заданию	☐	☐	☐	☐	☐

Написание основного текста к заданию	☐	☐	☐	☐	☐
Написание заключения к заданию	☐	☐	☐	☐	☐
Плавное связывание предложений	☐	☐	☐	☐	☐

10. Основываясь на вашем опыте изучения английского языка, насколько легкими или сложными вы находите следующие навыки чтения?

	Очень легко	Легко	Не легко/не сложно	Сложно	Очень сложно
Понимание специфической лексики	☐	☐	☐	☐	☐
Понимание значения сложных слов	☐	☐	☐	☐	☐
Внимательное чтение для понимания текста	☐	☐	☐	☐	☐
Быстрое чтение для поиска конкретной информации	☐	☐	☐	☐	☐
Выявление подкрепляющих идей и примеров	☐	☐	☐	☐	☐
Быстрое чтение для понимания общего смысла	☐	☐	☐	☐	☐
Определение ключевых идей текста	☐	☐	☐	☐	☐
Ведение кратких, точных заметок	☐	☐	☐	☐	☐
Использование своих собственных слов в заметках	☐	☐	☐	☐	☐
Понимание организации текста	☐	☐	☐	☐	☐

11. Основываясь на вашем опыте изучения английского языка, насколько легкими или трудными вы находите следующие разговорные навыки?

	Очень легко	Легко	Не легко/не сложно	Сложно	Очень сложно
Правильная речь (грамматика)	☐	☐	☐	☐	☐
Ясная речь (произношение)	☐	☐	☐	☐	☐
Представление информации/ идей	☐	☐	☐	☐	☐
Активное участие в обсуждении	☐	☐	☐	☐	☐
Беглое выражение идей	☐	☐	☐	☐	☐

Говорить используя заметки	☐	☐	☐	☐	☐
Задавать вопросы	☐	☐	☐	☐	☐
Отвечать на вопросы	☐	☐	☐	☐	☐
Выражать идеи уверенно	☐	☐	☐	☐	☐
Использование наглядных материалов (например, PowerPoint)	☐	☐	☐	☐	☐

12. Основываясь на вашем опыте изучения английского языка, насколько легкими или сложными вы находите следующие навыки аудирования?

	Очень легко	Легко	Не легко/не сложно	Сложно	Очень сложно
Понимание основных идей лекций	☐	☐	☐	☐	☐
Понимание общей организации лекций	☐	☐	☐	☐	☐
Понимание ключевой лексики	☐	☐	☐	☐	☐
Ведение кратких, точных заметки	☐	☐	☐	☐	☐
Выявление подкрепляющих идей и примеров	☐	☐	☐	☐	☐
Понимание акцентов лекторов	☐	☐	☐	☐	☐
Понимание обсуждения	☐	☐	☐	☐	☐
Выявление различных взглядов и идей	☐	☐	☐	☐	☐
Понимание вопросов	☐	☐	☐	☐	☐
Понимание акцентов одноклассников	☐	☐	☐	☐	☐

13. Хотели бы вы принять участие в интервью, которое является следующим этапом этого исследования? Если да, пожалуйста, укажите свой адрес электронной почты или номер телефона.

☐ Да

_____

☐ Нет

Благодарим Вас за участие в опросе!

Appendix C

Interview Protocol

Time of interview:

Date:

Place:

Interviewee:

Interviewer:

Thank you for agreeing to take part in the interview. I appreciate your cooperation. Let me introduce you briefly to the topic we are going to discuss today. The topic I want to hear your opinion about is linguistic challenges that students in Kazakhstan experience during their transition from school to university where instruction is in English, and these challenges' influence on students' academic performance. I would also like to find out more about your prior English learning experience at school. Do you have any questions before we start? What language would you like to have the interview in? If you are ready, let us get started, shall we?

Interview questions adapted from Evans and Morrison (2011):

Questions	Probes
1. Let's talk about your prior English learning experience first. Could you please tell me about your experience of learning English at school?	– the number of hours of English – English lessons – experience of studying in English (is there any? what subjects? difficult?) – satisfaction with learning English
2. Currently you are studying in English at university. Let's talk about experiences if you don't mind. Could you please share with me your experiences of studying in English now?	– positive or negative – why – what is it like in general
3. Could you please tell how do you enjoy studying in English?	– why/why not

4. Tell me please if you find studying in English easy
or difficult? Why? Could you elaborate, please.

---

5. Let's discuss the previous question in more detail.
Could you tell me if you face any difficulties in using
English in your courses in terms of reading or
listening? How about writing or speaking? What about
grammar and vocabulary? Could you elaborate, please.

---

6. Tell me please which aspects of academic English
would you like to improve the most? Why?

---

7. Could you please share what are the main
differences between school and university, in terms of
challenges you face when studying the subject
content? Could you elaborate, please.

---

9. Do you feel any influence of studying in English on your academic performance?	– what kind of influence – negative or positive? – why?

Thank you very much for your participation in the interview!

C Қосымшасы

Сұхбат Хаттамасы

Сұхбат уақыты:

Күні:

Орын:

Сұхбаткер:

Сұхбат жүргізуші:

Сұхбатқа қатысуға келіскеніңіз үшін рахмет. Мен сіздің ынтымақтастығыңызды бағалаймын. Сізді бүгін талқылайтын тақырыппен қысқаша таныстыруға рұқсат етіңіз. Сіздердің пікірлеріңізді тыңдағым келетін тақырып-бұл Қазақстандағы оқушылар ағылшын тілінде оқытатын мектептен университетке ауысқан кезде кездесетін лингвистикалық мәселелер және осы проблемалардың оқушылардың үлгеріміне әсері. Сондай-ақ, Мен сіздің мектепте ағылшын тілін үйрену тәжірибеңіз туралы көбірек білгім келеді. Біз бастамас бұрын сізде сұрақтар бар ма? Сіз әңгімелесуді қай тілде өткізгіңіз келеді? Егер сіз дайын болсаңыз, бастайық, солай емес пе?

Эванс пен Моррисоннан бейімдеген сұхбат сұрақтары (2011):

Сұрақтар	Жетекші сұрақтар
1. Алдымен ағылшын тілін үйренудің алдыңғы тәжірибесі туралы сөйлесейік. Сіз маған мектепте ағылшын тілін үйрену тәжірибеңіз туралы айта аласыз ба?	– ағылшын тілінің неше сағаты – ағылшын тілі сабақтары – ағылшын тілінде оқу тәжірибесі (бар ма? қандай пәндер? қиын болған жоқ па?) – ағылшын тілін үйренуге қанағаттану
2. Қазіргі уақытта сіз университетте ағылшын тілінде оқисыз. Егер сіз қарсы болмасаңыз, тәжірибе туралы сөйлесейік. Сіз қазір ағылшын тілін үйрену тәжірибеңізбен бөлісе аласыз ба?	– теріс немесе оң? – неліктен? – бұл жалпы не сияқты?
3. Сіз ағылшын тілінде оқуды қалай ұнататындығыңызды айта аласыз ба?	– неліктен?

4. Айтыңызшы, сіз ағылшын тілін үйренуді оңай немесе қиын деп санайсыз ба? Неліктен? Сіз толығырақ бола аласыз ба?

5. Алдыңғы сұрақты толығырақ талқылайық. Сіз өзіңіздің курстарыңызда ағылшын тілін оқу немесе тыңдау тұрғысынан қолдануда қандай да бір қиындықтарға тап болғаныңызды айта аласыз ба? Қалай сонымен қатар, жазу немесе айту? Ал қалай грамматика мен сөздік қорды? Сіз толығырақ бола аласыз ба?

6. Айтыңызшы, сіз академиялық ағылшын тілінің қандай аспектілерін жақсартқыңыз келеді? Неліктен?

7. Сіз бөлісе аласыз ба, пәннің мазмұнын зерттеу кезінде кездесетін мәселелер бойынша мектеп пен университет арасындағы негізгі айырмашылықтар неде? Сіз толығырақ бола аласыз ба?

9. Ағылшын тілінде оқудың сіздің оқу үлгеріміңізге қандай да бір әсерін сезінесіз бе?	– қандай әсері? – теріс немесе оң? – неліктен?

Сұхбатқа қатысқаныңыз үшін көп рахмет!

Приложение С
Протокол Интервью

Время интервью:

Дата:

Место:

Интервьюируемый:

Интервьюер:

Спасибо, что согласились принять участие в интервью. Я ценю ваше сотрудничество. Позвольте мне кратко познакомить вас с темой, которую мы собираемся обсудить сегодня. Тема, по которой я хочу услышать ваше мнение, это лингвистические проблемы, с которыми сталкиваются учащиеся в Казахстане при переходе из школы в университет, где обучение ведется на английском языке, и влияние этих проблем на успеваемость учащихся. Я также хотел бы узнать больше о вашем предыдущем опыте изучения английского языка в школе. У вас есть какие-нибудь вопросы, прежде чем мы начнем? На каком языке вы хотели бы провести собеседование? Если вы готовы, давайте начнем, не так ли?

Вопросы для интервью, адаптированные от Эванса и Моррисона (2011):

Вопросы	Наводящие вопросы
1. Давайте сначала поговорим о вашем предыдущем опыте изучения английского языка. Не могли бы вы, пожалуйста, рассказать мне о своем опыте изучения английского языка в школе?	– сколько часов английского языка – уроки английского языка – опыт обучения на английском языке (есть ли? какие предметы? трудно?) – удовлетворенность изучением английского языка
2. В настоящее время вы учитесь на английском языке в университете. Давайте поговорим об опыте, если вы не возражаете. Не могли бы вы,	– позитивный или отрицательный – почему

пожалуйста, поделиться со мной своим опытом изучения английского языка сейчас?	– как это в общем
3. Не могли бы вы рассказать, пожалуйста, как вам нравится учиться на английском языке?	– почему
4. Скажите мне, пожалуйста, считаете ли вы изучение английского языка легким или трудным? Почему? Не могли бы вы поподробнее, пожалуйста.	
5. Давайте обсудим предыдущий вопрос более подробно. Не могли бы вы сказать мне, сталкиваетесь ли вы с какими-либо трудностями при использовании английского языка на ваших курсах с точки зрения чтения или аудирования? Как насчет того, чтобы писать или говорить? А как насчет грамматики и словарного запаса? Не могли бы вы поподробнее, пожалуйста.	
6. Скажите мне, пожалуйста, какие аспекты академического английского языка вы хотели бы улучшить больше всего? Почему?	
7. Не могли бы вы поделиться, пожалуйста, в чем основные различия между школой и университетом с точки зрения проблем, с которыми вы сталкиваетесь при изучении содержания предмета? Не могли бы вы поподробнее, пожалуйста.	
9. Чувствуете ли вы какое-либо влияние обучения на английском языке на вашу успеваемость?	– какого рода влияние – отрицательное или позитивное? – почему?

Большое вам спасибо за ваше участие в интервью!

Appendix D

Informed Consent Form (Survey)

Linguistic Challenges and Academic Performance of Students Transitioning from School to an English Medium University

DESCRIPTION: You are invited to participate in a research study on academic language-related challenges students experience when transitioning from schools to an English Medium Instruction (EMI) university in Kazakhstan. The purpose of the study is to explore what challenges students experience during their transition depending on their school background and how it influences their academic performance. You will be asked to take part in an online survey consisting of 45 items. Your name will be replaced with a code at all stages of the study to ensure your complete anonymity and prevent anyone from finding out about your participation in the study and the answers you provided. The data will be stored on a personal laptop and protected by a secure password known only to the researcher to avoid any private information leak. All data will be deleted once the study is finished.

TIME INVOLVEMENT: Your participation in the survey will take approximately 20 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. You might experience some individual discomfort when answering questions about your linguistic challenges during the transition. To minimize any possible risks, the name of the university and other site-related information will be hidden or substituted by a code. Moreover, the study will not gather any identifiable information from you that can reveal your identity. Your decision to participate in the study will not affect your study. Data will be stored on a personal laptop and protected by a secure password known only to the researcher to avoid any private information leak. Potential benefits of the study may include the opportunity for you to reflect on the relationships of your transition challenges to your school background and academic performance at university. In addition, your participation will greatly contribute to the body of literature related to transition studies in EMI contexts.

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 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, Associate Professor Sulushash Kerimkulova, skerimkulova@nu.edu.kz, +7(775) 999-91-67

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 at nugserie@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: _____

D Қосымшасы

Зерттеу Жұмысы Келісімінің Ақпараттық Формасы (Сауалнама)

Мектептен Ағылшын Тілінде Оқытатын Университетке Ауысатын Студенттердің Лингвистикалық Мәселелері мен Академиялық Үлгерімі

СИПАТТАМА: Сіз Қазақстанда ағылшын тілінде оқытатын мектептерден университетке ауысу кезінде студенттер тап болатын академиялық тілдік қиындықтарға байланысты проблемаларға арналған зерттеуге қатысуға шақырылдыңыз. Зерттеудің мақсаты-оқушылардың мектептегі біліміне байланысты ауысу кезінде қандай қиындықтарға тап болатындығын және бұл олардың академиялық үлгеріміне қалай әсер ететінін зерттеу. Сізден 45 сұрақтан тұратын онлайн-сауалнамаға қатысу сұралады. Сіздің атыңыз зерттеудің барлық кезеңдерінде кодпен ауыстырылады, бұл сіздің толық анонимділігіңізді қамтамасыз етеді және сіздің қатысуыңыз бен сіз берген жауаптарыңыз туралы ешкімге мәлімет бермейді. Деректер жеке ноутбукта сақталады және жеке ақпараттың ағып кетуіне жол бермеу үшін тек зерттеушіге белгілі құпия сөзбен қорғалады. Зерттеу аяқталғаннан кейін барлық деректер жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің сауалнамаға қатысуыңыз шамамен 20 минутты алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: Зерттеу жұмысына қатысудың қауіптері шектеулі. Университетте ағылшын тілінде білім алуға көшу кезінде сіз өзіңіздің лингвистикалық мәселелеріңіз туралы сұрақтарға жауап беру арқылы жеке ыңғайсыздықты сезінуіңіз мүмкін. Кез-келген ықтимал тәуекелдерді азайту үшін университеттің атауы және зерттеу орнына қатысты басқа ақпарат жасырын болады немесе сандармен ауыстырылады. Сонымен қатар, зерттеу сізден жеке басыңызды анықтайтын ешқандай ақпаратты ұсынуды талап етпейді. Зерттеуге қатысу туралы шешіміңіз сіздің оқуыңызға немесе одан әрі жұмысқа орналасуға әсер етпейді. Деректер жеке ноутбукта сақталады және жеке ақпараттың ағып кетуіне жол бермеу үшін тек зерттеушіге белгілі құпия сөзбен қорғалады. Зерттеудің ықтимал артықшылықтары сіздің университетке өтпелі кезеңдегі мәселелеріңіздің ағылшын тілінде білім алуыңызбен және университеттегі академиялық үлгеріммен байланысы туралы ойлану мүмкіндігін қамтуы мүмкін. Сонымен қатар, сіздің қатысуыңыз ағылшын тіліндегі білім беру контекстінде өтпелі кезеңдегі зерттеулерге байланысты әдебиеттің дамуына айтарлықтай үлес қосады.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін

хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады, Қауымдастырылған Профессор Сұлушаш Керімқұлова, skerimkulova@nu.edu.kz, +7(775) 999-91-67

Дербес байланыс ақпараттары: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен nugserie@nu.edu.kz.

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

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

Қолы: _____   Күні: _____

Приложение D
Форма Информационного Согласия (Опрос)

Лингвистические Проблемы и Академическая Успеваемость Студентов, Переходящих из Школы в Университет с Английским Языком Обучения

ОПИСАНИЕ: Вы приглашены принять участие в исследовании, посвященном проблемам, связанным с академическими языковыми трудностями, с которыми сталкиваются студенты при переходе из школ в университет с английским языком обучения в Казахстане. Цель исследования - изучить, с какими трудностями сталкиваются учащиеся во время перехода в зависимости от их школьного образования и как это влияет на их академическую успеваемость. Вам будет предложено принять участие в онлайн-опросе, состоящем из 45 вопросов. Ваше имя будет заменено кодом на всех этапах исследования, чтобы обеспечить вашу полную анонимность и не дать никому узнать о вашем участии и предоставленных вами ответах. Данные будут храниться на персональном ноутбуке и защищены надежным паролем, известным только исследователю, чтобы избежать утечки личной информации. Все данные будут удалены после завершения исследования.

ВРЕМЯ УЧАСТИЯ: Ваше участие в опросе займет примерно 20 минут.

РИСКИ И ВЫГОДЫ: Риски, связанные с этим исследованием, являются минимальными. Вы можете испытывать некоторый индивидуальный дискомфорт, отвечая на вопросы о ваших лингвистических проблемах во время перехода на англоязычное образование в университете. Чтобы свести к минимуму любые возможные риски, название университета и другая информация, связанная с местом проведения исследования, будут скрыты или заменены кодом. Более того, исследование не будет требовать от вас предоставления никакой идентифицирующей информации, которая могла бы раскрыть вашу личность. Ваше решение принять участие в исследовании не повлияет на вашу учебу. Данные будут храниться на персональном ноутбуке и защищены надежным паролем, известным только исследователю, чтобы избежать утечки личной информации. Потенциальные преимущества исследования могут включать в себя возможность для вас задуматься о взаимосвязи ваших проблем переходного периода в университет с английским языком обучения с вашим школьным образованием и академической успеваемостью в университете. Кроме того, ваше участие внесет значительный вклад в развитие литературы, связанной с исследованиями переходного периода в контексте англоязычного образования.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является

добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителям магистерского тезиса исследователя, используя следующие данные: Ассоциированный Профессор Сулушаш Керимкулова, skerimkulova@nu.edu.kz, +7(775) 999-91-67

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, отправив письмо на электронный адрес nugserie@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 E

Informed Consent Form (Interview)

Linguistic Challenges and Academic Performance of Students Transitioning from School to an English Medium University

DESCRIPTION: You are invited to participate in a research study on academic language-related challenges students experience when transitioning from schools to an English Medium Instruction (EMI) university in Kazakhstan. The purpose of the study is to explore what challenges students experience during their transition depending on their school background and how it influences their academic performance. You will be asked to take part in an interview which will be recorded only with your permission. Your name will be replaced with a pseudonym at all stages of the study to maintain your confidentiality and protect your identity from being discovered by others. The data will be stored on a personal laptop and protected by a secure password known only to the researcher to avoid any private information leak. All data will be deleted once the study is finished.

TIME INVOLVEMENT: Your participation in the interview will take approximately 30 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. You might experience some individual discomfort when answering questions about your linguistic challenges during the transition. To minimize any possible risks, interview questions are designed in the manner so as not to cause any psychological distress. To ensure your confidentiality the researcher will use pseudonyms instead of your name and information about you will be coded so that sharing any information regarding you will not entail any kind of punishment from your instructors or damage of your reputation. Your decision to participate in the study will not affect your study. Data will be stored on a personal laptop and protected by a secure password known only to the researcher to avoid any private information leak. Potential benefits of the study may include the opportunity for you to reflect on the relationships of your transition challenges to your school background and academic

performance at university. In addition, your participation will greatly contribute to the body of literature related to transition studies in EMI contexts.

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, Associate Professor Sulushash Kerimkulova, skerimkulova@nu.edu.kz, +7(775) 999-91-67

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 at nugserie@nu.edu.kz.
Please sign this consent from 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: _____

E Қосымшасы
Зерттеу Жұмысы Келісімінің Ақпараттық Формасы (Сұхбат)

Мектептен Ағылшын Тілінде Оқытатын Университетке Ауысатын Студенттердің Лингвистикалық Мәселелері мен Академиялық Үлгерімі

СИПАТТАМА: Сіз Қазақстанда ағылшын тілінде оқытатын мектептерден университетке ауысу кезінде студенттер тап болатын академиялық тілдік қиындықтарға байланысты проблемаларға арналған зерттеуге қатысуға шақырылдыңыз. Зерттеудің мақсаты-оқушылардың мектептегі біліміне байланысты ауысу кезінде қандай қиындықтарға тап болатындығын және бұл олардың академиялық үлгеріміне қалай әсер ететінін зерттеу. Сізден сұхбатқа қатысу сұралады, ол тек сіздің рұқсатыңызбен жазылады. Құпиялылықты сақтау және жеке басыңызды басқалардың ашуынан қорғау үшін сіздің атыңыз зерттеудің барлық кезеңдерінде бүркеншік атпен ауыстырылады. Деректер жеке ноутбукта сақталады және жеке ақпараттың ағып кетуіне жол бермеу үшін тек зерттеушіге белгілі құпия сөзбен қорғалады. Зерттеу аяқталғаннан кейін барлық деректер жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің сұхбатқа қатысуыңыз шамамен 30 минутты алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: Зерттеу жұмысына қатысудың қауіптері шектеулі. Университетте ағылшын тілінде білім алуға көшу кезінде сіз өзіңіздің лингвистикалық мәселелеріңіз туралы сұрақтарға жауап беру арқылы жеке ыңғайсыздықты сезінуіңіз мүмкін. Кез-келген ықтимал қауіптерді азайту үшін сұхбат сұрақтары ешқандай психологиялық бұзылулар тудырмайтындай етіп жасалады. Құпиялылықты қамтамасыз ету үшін зерттеуші сіздің атыңыздың орнына бүркеншік аттарды қолданады және сіз туралы ақпарат сіз туралы кез-келген ақпаратпен алмасу сіздің оқытушыларыңыздың жазалауына немесе сіздің беделіңізге нұқсан келтірмейтіндей етіп кодталған болады. Зерттеуге қатысу туралы шешіміңіз сіздің оқуыңызға әсер етпейді. Деректер жеке ноутбукта сақталады және жеке ақпараттың ағып кетуіне жол бермеу үшін тек зерттеушіге белгілі құпия сөзбен қорғалады. Зерттеудің ықтимал артықшылықтары сіздің университетке өтпелі кезеңдегі мәселелеріңіздің ағылшын тілінде білім алуыңызбен және университеттегі академиялық үлгеріммен байланысы туралы ойлану мүмкіндігін қамтуы мүмкін. Сонымен қатар, сіздің қатысуыңыз ағылшын тіліндегі білім беру контекстінде өтпелі кезеңдегі зерттеулерге байланысты әдебиеттің дамуына айтарлықтай үлес қосады.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін

хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады, Қауымдастырылған Профессор Сұлушаш Керімқұлова, skerimkulova@nu.edu.kz, +7(775) 999-91-67

Дербес байланыс ақпараттары: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен nugserie@nu.edu.kz.

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

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

Қолы: _____   Күні: _____

Приложение E
Форма Информационного Согласия (Интервью)

Лингвистические Проблемы и Академическая Успеваемость Студентов, Переходящих из Школы в Университет с Английским Языком Обучения

ОПИСАНИЕ: Вы приглашены принять участие в исследовании, посвященном проблемам, связанным с академическими языковыми трудностями, с которыми сталкиваются студенты при переходе из школ в университет с английским языком обучения в Казахстане. Цель исследования - изучить, с какими трудностями сталкиваются учащиеся во время перехода в зависимости от их школьного образования и как это влияет на их академическую успеваемость. Вам будет предложено принять участие в интервью, которое будет записано только с вашего разрешения. Ваше имя будет заменено псевдонимом на всех этапах исследования, чтобы сохранить вашу конфиденциальность и защитить вашу личность от раскрытия другими. Данные будут храниться на персональном ноутбуке и защищены надежным паролем, известным только исследователю, чтобы избежать утечки личной информации. Все данные будут удалены после завершения исследования.

ВРЕМЯ УЧАСТИЯ: Ваше участие в собеседовании займет примерно 30 минут.

РИСКИ И ВЫГОДЫ: Риски, связанные с этим исследованием, являются минимальными. Вы можете испытывать некоторый индивидуальный дискомфорт, отвечая на вопросы о ваших лингвистических проблемах во время перехода на англоязычное образование в университете. Чтобы свести к минимуму любые возможные риски, вопросы для интервью составлены таким образом, чтобы не вызывать никаких психологических расстройств. Для обеспечения вашей конфиденциальности исследователь будет использовать псевдонимы вместо вашего имени, а информация о вас будет закодирована таким образом, чтобы обмен любой информацией о вас не повлек за собой какого-либо наказания со стороны ваших преподавателей или ущерба вашей репутации. Ваше решение принять участие в исследовании не повлияет на вашу учебу. Данные будут храниться на персональном ноутбуке и защищены надежным паролем, известным только исследователю, чтобы избежать утечки личной информации. Потенциальные преимущества исследования могут включать в себя возможность для вас задуматься о взаимосвязи ваших проблем переходного периода в университет с английским языком обучения с вашим школьным образованием и академической успеваемостью в университете. Кроме того, ваше участие внесет значительный вклад в развитие литературы, связанной с исследованиями переходного периода в контексте англоязычного образования.

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

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителям магистерского тезиса исследователя, используя следующие данные: Ассоциированный Профессор Сулушаш Керимкулова, skerimkulova@nu.edu.kz, +7(775) 999-91-67

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, отправив письмо на электронный адрес nugserie@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 F

Interview Transcript

Date and time: 12 pm, December 22, 2021

Codes

Duration: 21.42 minutes

Themes (and
other ideas)

Interviewer: Thank you. So, let's also discuss what language do you feel most comfortable communicating in?

Interviewee: Whatever you would like because I think that it's absolutely alright if we talk, if we speak in Russian or in English, so it's up to you.

Interviewer: OK, good, so then let's continue in English but anytime feel free to switch to Russian if you need to.

Interviewee: OK, thank you.

Interviewer: Great, right, so before we start the interview, let me just briefly tell you about the topic that we're going to discuss today. So, the topic I want to hear your opinion about is language-related challenges that students in our country experience during their transition from school to university where instruction is completely in English, and these challenges' influence on students' academic performance at university. I would also like to hear about your prior English language learning experience at school, so these are three main topics that we'll be discussing today.

Interviewee: Don't you mind if I ask one question?

Interviewer: Sure, please do.

Interviewee: So, I was thinking about your topic, and I actually found it interesting, but I was a little bit confused. When I will tell you about some difficulties in my opinion that exist, should I include only my experience at school, or should I include also my experience for example with my tutor or self-study?

Interviewer: Actually, you can include all your prior experience, we'll talk about school, and you also can talk about what experience you had outside school walls.

Interviewee: OK, thank you, I got it.

Interviewer: Right, great, so then let's start the interview and if any questions arise during the interview, I'll be glad to answer them after we finish with the interview.

Interviewee: OK, thank you.

Interviewer: Great, then if you're ready, let's get started. So first let's talk about your prior English learning experience. Can you tell me about your experience with English at school?

Staff shortage

Poor quality of English lessons

Additional learning

Lack of exposure to English

Low level of English proficiency

Interviewee: So actually at my school we have started to learn English in the third grade but during the 3rd and the 4th grade we didn't have a constant teacher and that's why I can't tell you whether this experience was particularly useful for us or not, but at the fifth grade we already have got a constant teacher, and she was professional in her sphere, that's why lessons started to be useful and interesting but unfortunately I can't say that the system that was integrated in our study system was efficient. Since I was also practicing with my tutor, I also noted that sometimes it was difficult for me to understand topics at school because they were placed in a weird order, for example, grammar topics and that's why I was always confused at school and actually the first subject that I started to have problems at my school was English and just because of this I started to practice with my tutor and at the end, in the 11th grade, when I have already covered, let's say, most of grammar topics with my tutor and I was able to analyze what experience I had during all this grade at school, in my opinion at school we didn't have an environment where we – students – would be able to practice our oral speech enough, that's why most of us didn't have basic oral speech skills such as listening skills, speaking skills, we had lots of writing tasks but unfortunately it wasn't enough to apply in our daily speech so environment wasn't efficient unfortunately.

Unfavorable learning conditions

Interviewer: I see, and that's why it encouraged you to study with a tutor?

Interviewee: That's right.

Interviewer: Right, OK. And currently you're studying in English at university, so let's talk about your experiences now. So, could you please share with me?

Interviewee: Yeah, sure, so, at the moment… would you like to hear about difficulties or just in general?

Interviewer: First, you can speak in general.

Interviewee: OK, I got it, so actually I was very excited about new English environment that we had at the university, I was a little bit scared because since most students at least at foundation are from Kazakhstan as far as I notice, I was afraid that this English environment would not be complete if you know what I'm talking about because among students the speech can always be in Russian or in Kazakh not in English but my fears actually were not based on facts and actually in the reality our environment is almost completely English because students are pretty strong in English, not all of them but I would say a significant amount of students are pretty good at English, and I think that at least my level of English was a good foundation in order to feel comfortable in this new environment, so I absolutely loved this experience and I still love this experience because professors are amazing and sometimes you just forget that you really speak in English all this time, and at some moments I just started thinking that it is easier to speak in English rather than in Russian and it's really wonderful.

Exposure to English

Positive attitude to EMI studies

Influence of L3 on L1/L2

Interviewer: Right, that's a great feeling. So, you really enjoy your studies here?

Interviewee: Yeah, absolutely.

Interviewer: Right, and do you enjoy studying in English?

Interviewee: Yeah, I think this is actually one of the main reasons why I have considered this university, and this is still one of the main reasons why I love this university, I love studying here, and why I love studying English is because it allows to communicate with such great people as our professors actually.

Positive attitude to EMI studies

Interviewer: Right, helps you to connect with people from different countries. That's great.

Interviewee: Yeah, that's right.

Interviewer: Good. And tell me please if you find studying in English easy or difficult?

Interviewee: So, I can't tell about all this experience only one word – easy or difficult, but some aspects were easy such as writing tasks, I don't know, speaking with students and professors, but such aspect as listening was sometimes difficult because people with different accents and sometimes I would say that

Difficulty understanding different accents

Listening comprehension difficulty

accents actually one of the main difficulties that I had because if I'm not acquainted with this accent, if I haven't heard it before, then it is difficult for me to understand the speech.

Academic writing

Academic English skills

And one more difficulty that I would like to point out is actually academic English because it was a whole new sphere for me and writing a project was a little bit difficult I would say but I think it was more about some other skills rather than English but English was one of the main difficulties I would say.

Interviewer: I see, so it's also academic skills, yeah?

Interviewee: Yeah, that's right.

Interviewer: Right, good, so you've mentioned some difficulties with listening like understanding different accents. How about reading? Do you face any difficulties in reading?

Stimulating learning environment

Inadequate academic and technical vocabulary size

Heightened challenges during transition

Interviewee: So, actually, this year thanks to leadership and thanks to a pretty efficient system that we have at EAP there were lots of reading strategies that we got acquainted with and they helped a lot at least me but in terms of English yeah I would say that it was challenging especially when the texts were academic, especially scientific and I didn't have enough vocabulary in order to understand the text but again once these strategies were applied into my daily life, I found it easier and easier day by day, so at the moment I wouldn't say that I have lots of difficulties, but at the beginning yeah it was extremely challenging.

Vocabulary affects reading comprehension

Interviewer: Yeah, I can see that. But that's great that you were provided with these strategies. So, we've discussed writing. How about speaking? You mentioned that speaking with your peers is not that difficult for you. How about maybe other aspects of speaking? Did you have any difficulties there?

General English proficiency

Interviewee: So I think again if we're talking about some, I don't know, casual speech and talks, then of course it's not difficult because we already had it at schools, in other places, but if we are going back to academic English, then I would say yeah it can arise some difficulties especially again if we're talking about some scientific topics and if this topic is new for me for example I remember the topic was overpopulation and I wouldn't say that I had enough vocabulary in order to express my opinion and to express it in an academic style which was more difficult so that's why it was challenging to exactly express what I had in my mind in Russian and that's why I had to kind of change my idea in order

Academic English skills or academic discourse

Inadequate academic vocabulary size

Difficulty communicating ideas because of vocabulary