ENGLISH MEDIUM INSTRUCTION IN HIGHER EDUCATION INSTITUTIONS: PRINCIPLES, CRITERIA AND CHALLENGES

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Abstract. The purpose of this paper is to describe the principles and criteria for implementing the use of EMI methods in higher education institutions. The practical significance of this paper is to establish the main purpose of EMI (English Medium Instruction) as a method of teaching various disciplines in English at universities. Its scientific significance lies in the analysis of the differences between EMI and other similar approaches such as CLIL, ESP, EAP, EGAP, and ESAT. The research methodology is based on the analysis of the report of the University of Oxford, supported by the British Council, and other publications that refer to studies on the experience of EMI implementation in European universities. In establishing correlations in the information-gathering, functional and communicative-pragmatic analysis of the choice of specific imperative forms, the method of observation is used to collect, analyze and integrate the data. The description and methodology of this study allow us to draw certain conclusions about the current situation regarding the use of EMIs in the higher education system and to identify a number of issues that require consideration and more detailed investigation to ensure the introduction of such language courses in Kazakhstani universities. Many problems of teaching academic subjects in English in a country where English is not the mother tongue were identified. The practical significance of the results is that they can be applied to the systematization of English language programs in institutions of higher education to enable students to acquire English at an advanced level. The analysis and results of this study can contribute to further improving the pedagogical skills of teachers of subject-specific language courses in accordance with international standards, including English proficiency and innovative teaching methods. Recommendations and requirements for teachers conducting such specialized courses are presented.

Keywords: EMI methodology, higher education, English Medium Instruction, subject and language training, teaching methods, foreign language proficiency, specialized courses, English Language Programs

Basic provisions

It is a widely acknowledged fact that English is now commonly used not only for business negotiations but also as the primary language for international academic journals, conferences, and seminars. Many professionals see English as essential for their academic and career advancement. As a result, modern universities are increasingly offering more English language programs and specialized courses, even in countries where English is not the native language. This is because fields such as mathematics, science, social studies, language arts, microbiology, chemistry, economics, geography, political science, physics, and software development require instruction in English, which is often referred to as English medium instruction

(EMI). English medium instruction refers to the use of the English language as the primary language for teaching academic subjects in educational institutions. Despite concerns about linguistic and cultural diversity, the use of English as a global language shows no sign of diminishing. It is therefore important to acknowledge both the challenges and opportunities presented by this trend.

Introduction

English Medium Instruction (EMI) is a teaching method where subjects are taught in English in countries where English is not the official language [1]. English medium instruction can take place in various educational levels, including primary schools, secondary schools, colleges, and universities. It is commonly used in countries where English is not the native language but holds significant importance for international communication, higher education, and economic opportunities.

The goal of English medium instruction is to develop students' proficiency in the English language, enabling them to effectively communicate, read, write, and understand academic content in English. It aims to prepare students for further education in English-speaking countries or for careers that require English proficiency. EMI provides various benefits to both students and universities, including access to international educational programs, increased competitiveness in the job market, higher citations in world rankings, and attracting international students which can result in financial benefits. However, there are also critics of EMI. The article examines a report by Oxford University and the British Council, as well as a publication based on a survey of European universities' experiences with EMI [2]. These sources show that EMI has become a widespread practice globally, with both supporters and critics.

Description of material and methods

The purpose of this study is to provide theoretical and practical support for using English Medium Instruction (EMI) as a teaching method in universities, and to demonstrate the benefits of EMI for both students and higher education institutions. The research methodology involves using observation to collect, analyze and summarize data, along with functional, communicative, and pragmatic analysis to establish correlations in the information collected. Linguistic and cultural analysis is also employed to take into account country-specific characteristics. However, one major challenge encountered during the study was the lack of a universal definition for EMI. The term is relatively new and is often used interchangeably with other language teaching models such as CLIL, ESP, and EAP [3]. While these models share similarities, they also have significant differences in terms of their goals and teaching methods. Further research is needed to fully understand the nuances of each teaching model.

One of the major challenges faced in conducting this study was the discrepancies in the use of terminology related to English language teaching. For instance, in some respondent countries, EMI is synonymous with the term CLIL, which stands for Content Language Integrated Learning. However, there are notable differences between the two terms. While English is simply a working language in

the CLIL model, it is the goal of learning in the EMI model. Additionally, the collaboration between language and subject matter in the CLIL model corresponds to the content of learning in high school, not in university.

Furthermore, the study notes that the EMI model is often replaced by the terms ESP (English for Specific Purposes) or EAP (English for Academic Purposes). Although ESP and EAP are taught in English, language remains central to learning, and the former involves an in-depth study of a narrow range of languages usually related to the student's professional activities [4]. On the other hand, the EAP model is unique in that it prepares students for further academic development by taking into account the features of academic writing accepted in English-language academia, such as the recognition and creation of academic texts.

Despite the different conceptual volumes of these terms, there is a close proximity between them, and there is a possibility of direct transfer within each of the language and speech skills being formed. However, the details of language teaching within these models (CLIL, EMI, EAP, ESP, EGAP/ESAP) require further study, and foreign language teaching methods are considered a current research issue [5]. While some universities opt for the EMI model, which allows students to choose a course in their native or foreign language, this study emphasizes the benefits of using English as a medium of instruction in higher education institutions. Let's analyze the similarities and differences between the following methodologies:

CLIL (Content and Language Integrated Learning):

Similarities with EMI: Both methodologies are related to integrated language and content learning. In both approaches, a foreign language is used as a means of instruction for subjects.

Differences from EMI: CLIL focuses on teaching subject content using a foreign language. However, it's important to note that EMI emphasizes the use of a foreign language as a medium of instruction in the context of professional-oriented education at the university level.

EMI (English as a Medium of Instruction):

Similarities with CLIL: As mentioned earlier, both methodologies are related to integrated language and content learning, using a foreign language for instruction.

Differences from CLIL: EMI primarily focuses on teaching subjects at the university level using the English language, whereas in CLIL, a foreign language is used for subject-based instruction at the school level.

EAP (English for Academic Purposes):

Similarities with EMI: Both methodologies are related to teaching academic English.

Differences from EMI: EAP focuses on developing language skills and competencies necessary for successful academic processes at the university, regardless of the language of instruction for subjects.

ESP (English for Specific Purposes):

Similarities with EMI: Both methodologies involve the application of the English language in specific contexts.

Differences from EMI: ESP is focused on teaching English within specific professional fields or specializations, while EMI relates to using English as a means of instruction for various subjects in a university environment.

EGAP/ESAP (English for General Academic Purposes / English for Specific Academic Purposes):

Similarities with EMI: Both methodologies involve the use of the English language in an academic environment.

Differences from EMI: EGAP focuses on developing general academic language skills required for successful university education in English, while ESAP is aimed at developing language skills specific to particular areas of knowledge or professional specializations.

In summary, it can be said that all of these methodologies share the common goal of teaching language in the context of subjects and the professional sphere, but each of them pays special attention to specific aspects of language and has its own specific objectives and tasks.

Some universities offer EMI as an alternative model, allowing students to choose courses taught in their native or foreign language. This approach is often reserved for graduate and postgraduate level programs.

Despite these challenges, the use of EMI as an alternative teaching model in universities continues to gain popularity, particularly at the graduate and postgraduate levels, with the aim of providing students with greater flexibility and options in their language learning journey [6].

The paper aims to explore the benefits of using English as a medium of instruction in higher education institutions. To achieve this goal, the study employs observation as the primary method to collect, analyze and summarize data. The framework of functional, communicative, and pragmatic analysis is used to establish correlations in the collection of information and the choice of specific imperative forms, while linguistic and cultural analysis is also applied, taking into account the peculiarities of each country.

In some cases, universities may use a selective approach to implementing EMI, limiting it to graduate and postgraduate programs to ensure that students have a sufficient level of English proficiency. However, there are also concerns about the potential negative effects of EMI on non-native English speakers, such as language barriers, decreased comprehension, and reduced academic performance. Therefore, it is important for universities to carefully consider the potential advantages and disadvantages of EMI before implementing it as a teaching method.

Overall, the use of English as a medium of instruction has become a global trend in higher education, with various models such as EMI, ESP, EAP, EGAP/ESAP, and CLIL being used in different countries and contexts. However, there is still a lack of consensus and a need for further research on the best practices for implementing these models and addressing potential challenges.

Results

The Centre for English Language Research and Development (EMI Oxford) at the University of Oxford, in partnership with the British Council, published a report

called "English as a medium of instruction - a growing global phenomenon", which investigates the practice of teaching academic subjects in English in non-native English-speaking countries. The report is based on surveys conducted with knowledgeable respondents, such as teachers at universities with EMI programs, and the British Council in 75 countries [7]. However, the report highlights several problems that need further research to ensure the success of EMI courses in universities. One of the problems is the insufficient English proficiency of both students and faculty, which can affect the learning process. Another issue is that students and teachers often face difficulties with language support, teaching materials, and note-taking, which may hinder their understanding of the subject matter. Therefore, to improve the effectiveness of EMI courses, experts suggest that teachers need to work on multiple fronts and implement new teaching strategies that are suitable for non-native English speakers.

One of the main challenges identified in teaching academic subjects in English as a medium of instruction (EMI) is the lack of sufficient proficiency in English by both students and lecturers. This can hinder the learning process and cause frustration for students. Another issue is the need for additional time and resources to translate instructional material into English and prepare for classes. Moreover, students may struggle to take notes and understand complex concepts in a foreign language, leading to a focus on language rather than subject matter. Similarly, teachers may feel uncomfortable teaching in a foreign language and face difficulties in finding appropriate teaching materials.

Experts suggest that teachers who teach in English need to work on several fronts, including improving their own proficiency in English, providing language support to students during lectures, and adapting their teaching methods to better suit the language needs of their students [8]. Additionally, universities should consider implementing language assessment measures to ensure that students have sufficient language proficiency to succeed in EMI courses.

To address the challenges faced by both students and teachers, experts suggest that certain guidelines should be followed to make the learning process more effective. It is clear that teaching subjects in English using the same approach as in the native language does not work. Therefore, teachers who use English as a medium of instruction need to work on several fronts.

Firstly, they need to provide language support to students during lectures to help them express complex ideas in a foreign language. This can be done through various methods such as using visual aids, handouts, and language exercises that focus on specific vocabulary and grammar. Teachers can also encourage students to ask questions in English during lectures and create an open and inclusive learning environment where students feel comfortable practicing their language skills.

Secondly, teachers should also focus on developing their own language skills and proficiency in the subject matter they are teaching. This can be achieved through ongoing professional development and training programs, attending conferences and workshops, and collaborating with colleagues who have experience in using English as a medium of instruction.

Finally, it is important to recognize that the use of English as a medium of instruction is not a one-size-fits-all approach, and different strategies may be needed depending on the context and the needs of the students. Teachers should therefore be flexible and adaptable in their teaching approach and constantly seek feedback from students to ensure that the learning process is effective.

While the use of English as a medium of instruction in higher education is becoming increasingly popular, there are still many challenges that need to be addressed to ensure its success. However, with the right support, training, and strategies in place, it is possible to create an effective and inclusive learning environment for students and teachers alike.

In addition to language proficiency, it is important for teachers to receive adequate training in the teaching of subjects in a foreign language. Teachers need to be aware of the language demands of their discipline and learn strategies to help students understand complex subject matter. They also need to create a supportive learning environment that promotes interaction and collaboration among students.

Another important aspect is the development of language skills specific to academic contexts, such as note-taking, summarizing, and presenting academic papers. To support this, universities may provide language support services such as language centers, writing centers, and conversation clubs.

Thus, it is important to recognize the cultural and linguistic diversity of the students in the classroom. Teachers need to be aware of the cultural and linguistic backgrounds of their students and strive to create an inclusive learning environment that values diversity.

The use of English as a medium of instruction in higher education is a growing phenomenon worldwide. While there are many benefits to using English as a medium of instruction, there are also many challenges that need to be addressed. These include issues related to language proficiency, teacher training, the development of language skills specific to academic contexts, and the recognition of cultural and linguistic diversity in the classroom. With adequate support and training, however, it is possible to create effective and inclusive learning environments that promote the academic success of all students.

Teaching academic subjects in English as a medium of instruction is a growing trend in higher education worldwide. However, this practice also presents a number of challenges for both teachers and students, including inadequate language proficiency, frustration, and difficulties with note-taking and finding teaching materials. To address these issues, it is recommended that teachers who teach in English work on multiple fronts, including improving their language skills, providing language support during lectures, adapting teaching methods, and selecting appropriate teaching materials. More research is also needed to further explore and address these challenges in order to ensure the success of English-medium instruction programs in higher education. Consider them in diagrams 1 and 2.
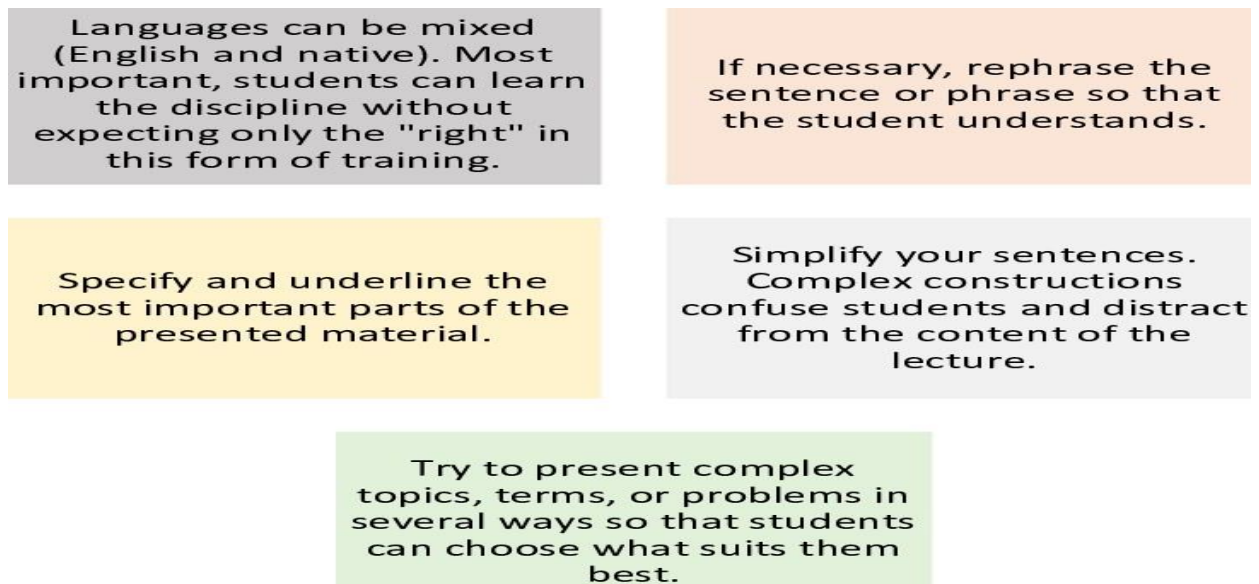
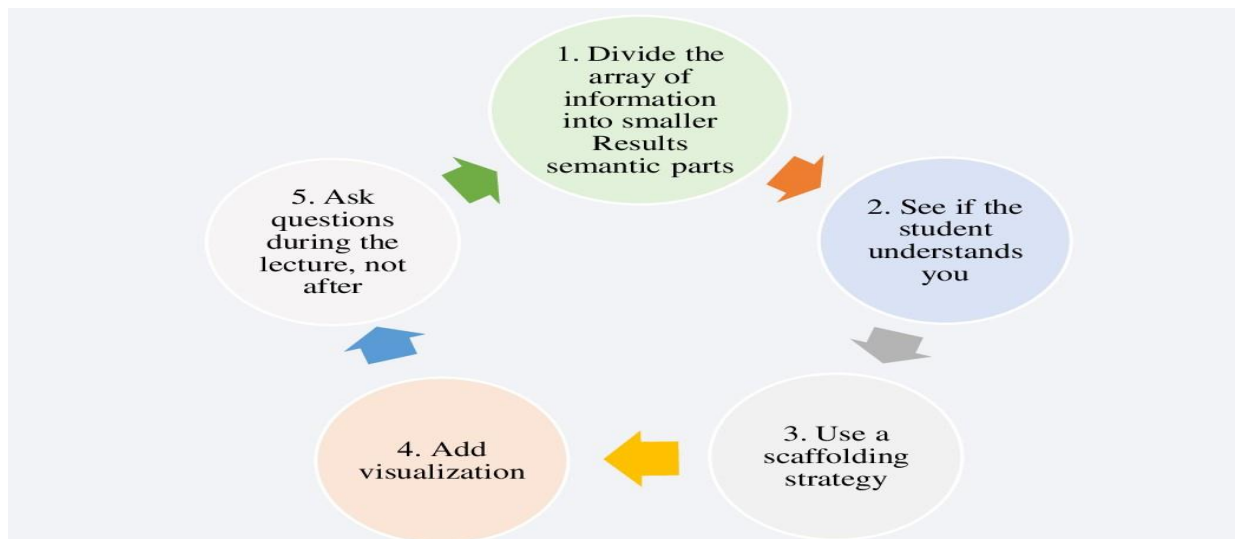Diagram 1. Guidelines for teaching subjects using English as EMI

Diagram 2. Introduction of teaching material using EMI

To foster a sense of connection and engagement in an English medium instruction class, consider implementing the following strategies:

Interactive Class Format:

1.Provide Handouts: Create handouts that summarize key concepts and terminology in English. This will support students who may struggle with note-taking in English and help them understand the basic material.

2. Pre-Distribute Materials: Share the handouts with students before the class session. This will give them an opportunity to review the material and come prepared with any questions they may have.

3. Q&A Sessions: Dedicate time in class for students to ask questions about the material. Encourage active participation and create a supportive environment where students feel comfortable seeking clarification.

Teacher Support:

1. Establish Communication Channels: Share your contact information with students, such as an email address or office hours, so they can reach out to you with questions or concerns. This accessibility will make students feel more connected and supported.

2. Recommend Video Lectures: Provide students with relevant video lectures or educational resources that complement the course material. This can offer alternative explanations and perspectives, enriching their understanding.

3. Facilitate Online Discussions: Introduce online forums or platforms where students can engage in academic discussions. This allows them to connect with peers, share ideas, and seek help from their classmates.

4. Pair High Proficiency with Low Proficiency Students: Assign a high proficiency student as a mentor or study partner to a low proficiency student. This peer support system can enhance learning, as the high proficiency student can provide guidance and assistance to their peer [9].

By implementing these strategies, you can create an interactive and supportive learning environment in which students feel connected to the instructor and each other, ultimately enhancing their English language proficiency and academic success.

Discussion

The study found that many countries introduced the EMI model to improve students' English proficiency, which is not the primary goal of this model. Proponents of EMI believe that proficiency in a foreign language will help students integrate into the global job market, attract more international students, and improve the international rankings of universities. However, teachers who teach EMI courses need to have a good understanding of their students' subject knowledge and English language proficiency. In addition, EMI teachers should have specific skills in teaching English as a foreign language, which differ from those required for teaching the same courses in the native language. Thus, subject, language, and methodological competence are essential requirements for EMI teachers.

Additionally, the study highlighted that the primary reason for implementing the EMI model in many countries was to enhance students' English proficiency, which appears paradoxical, since in this model, foreign languages are just a means of instruction, and EMI instructors do not see themselves as language facilitators in developing students' foreign-language communicative competence. However, proponents of the EMI model argue that foreign language skills will help non-English speaking professionals integrate into the global labor market, which will lead to an increase in foreign student exchange programs and ultimately improve universities' international rankings [10].

Moreover, the qualifications and skills of EMI teachers differ from those of teachers who instruct similar courses in their native language. EMI instructors need to assess the true level of students' subject knowledge and their English language proficiency, especially in universities that do not have an English-speaking environment. Therefore, EMI teachers must possess subject-specific, language, and methodological competencies [11].

In order to effectively implement the EMI model in higher education, certain requirements must be met for the teachers who will be responsible for teaching subjects in English. One of the main requirements is that EMI teachers should have a good understanding of the level of students' subject knowledge and their ability to communicate in English, especially in universities where English is not the primary language of instruction. Additionally, EMI teachers must possess the necessary skills in teaching English as a foreign language, and their qualifications should be different from those of teachers who teach similar courses in their native language. Therefore, it is recommended to focus on subject, language, and methodological competence when determining the requirements for EMI teachers.

The study also showed that the primary motivation for introducing the EMI model in the respondent countries was to improve students' English proficiency, which may seem illogical since foreign languages are just a tool in this model. However, proponents of the EMI model believe that foreign language skills will help non-English speaking professionals integrate into the global labor market, leading to the expansion of foreign student exchange programs and ultimately higher international rankings of universities.

Despite the potential benefits of the EMI model, there are also several challenges that need to be addressed. These include the low levels of English proficiency among both students and faculty, the frustration of students who are required to study subjects in English, and the additional time and effort required to prepare for EMI courses. Additionally, students may be more focused on the language rather than the subject matter, which can hinder their understanding and retention of the material. Therefore, it is important to establish guidelines and best practices for implementing the EMI model to ensure its effectiveness in higher education.

Conclusion

The language proficiency required for EMI teachers varies based on the subject they teach. Some teachers believe that since the language of mathematics is universal, they can teach it in English without knowing the language. However, this is not a sufficient level of English proficiency for teaching technical subjects. There is also no universally recognized system for assessing the language proficiency of EMI teachers. Further research is needed to determine the relationship between required English proficiency and the subject being taught, as well as the impact of language proficiency on students' success. Additionally, there are various online platforms where both students and teachers can enhance their knowledge and skills, such as MOOCs and open education resources.

Furthermore, the study highlights the lack of a standardized system for assessing the English language proficiency of EMI teachers, which can make it challenging to ensure that teachers have the necessary language skills to effectively teach in an English-medium environment. Some teachers expressed discomfort teaching in English despite having a high level of language proficiency, and there is a need to establish a relationship between the initial required level of English proficiency and the characteristics of the subjects being taught. For instance, should

language levels for marketing courses be standardized compared to those in engineering? Additionally, research should analyze receptive and productive levels and integration skills in relation to courses and reporting formats at the intermediate certificate level and explain how students' level of language proficiency affects their success in their field of study. Finally, identifying the content aspects of the English as a Foreign Language field and its relationship to EMI courses is an important area for future investigation.

Additionally, it's important to determine the correlation between the initial required level of English proficiency and the subject being taught. Should language proficiency requirements be standardized across all subjects or should they vary based on the subject being taught? It's also necessary to analyze students' receptive and productive language proficiency levels, as well as their integration skills, in relation to the course content and assessment format at the intermediate certificate level. Understanding how students' language proficiency impacts their academic success in their field of study is another crucial area for research.

In conclusion, English medium instruction plays a vital role in equipping students with the language skills and knowledge necessary to thrive in a globalized world. It offers numerous benefits, including improved communication abilities, expanded educational opportunities, access to global resources, and enhanced career prospects. By implementing interactive and student-centered strategies, such as providing clear materials, offering language support, and promoting active learning, instructors can create a positive and engaging learning environment. It is also important to provide teacher support, encourage peer collaboration, and continuously assess student progress. However, it is crucial to balance English medium instruction with respect for students' native languages and cultures, ensuring inclusivity and valuing diverse linguistic backgrounds. With thoughtful implementation and ongoing professional development, English medium instruction can empower students and prepare them for success in an increasingly interconnected world.

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ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ЕМІ ӘДІСТЕМЕСІН ҚОЛДАНУ: ПРИНЦИПТЕРІ, КРИТЕРИЙЛЕРІ, МӘСЕЛЕЛЕРІ

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Аңдатпа. Бұл жұмыстың мақсаты жоғары оқу орындарында EMI әдістерін қолданудың принциптері мен критерийлерін сипаттау болып табылады. Бұл жұмыстың практикалық маңыздылығы университеттерде әртүрлі пәндерді ағылшын тілінде оқыту әдісі ретінде EMI (English Medium Instruction) негізгі мақсатын анықтау болып табылады. Оның ғылыми маңыздылығы EMI мен CLIL, ESP, EAP, EGAP және ESAT сияқты басқа ұқсас тәсілдер арасындағы айырмашылықтарды талдауда жатыр. Зерттеу әдістемесі Британдық Кеңес қолдаған Оксфорд университетінің есебін және еуропалық университеттердегі EMI енгізу тәжірибесі бойынша зерттеулерге сілтеме жасайтын басқа басылымдарды талдауға негізделген. Нақты императивті формаларды таңдауда ақпарат жинау, функционалдық және коммуникативті-прагматикалық талдауда корреляцияны орнатуда деректерді жинау, талдау және біріктіру үшін бақылау әдісі қолданылады. Осы зерттеудің сипаттамасы мен әдістемесі жоғары білім беру жүйесінде EMI қолданудың ағымдағы жағдайы туралы белгілі бір тұжырымдар жасауға және осындай тіл курстарын енгізуді қамтамасыз ету үшін қарастыруды және егжей-тегжейлі зерттеуді қажет ететін бірқатар мәселелерді анықтауға мүмкіндік береді. Қазақстан университеттерінде,яғни ағылшын тілі ана тілі болып табылмайтын елде оқу пәндерін ағылшын тілінде оқытудың көптеген мәселелері анықталды. Нәтижелердің практикалық маңыздылығы студенттердің ағылшын тілін жоғары деңгейде меңгеруіне мүмкіндік беру үшін жоғары оқу орындарында ағылшын тілі бағдарламаларын жүйелеуде қолдануға болады. Осы зерттеудің талдауы мен нәтижелері халықаралық стандарттарға сәйкес пәндік тіл курстары мұғалімдерінің педагогикалық шеберлігін, оның ішінде ағылшын тілін меңгеру және оқытудың инновациялық әдістерін одан әрі арттыруға ықпал етуі мүмкін. Осындай

мамандандырылған курстарды жүргізетін мұғалімдерге қойылатын ұсыныстар мен талаптар берілген.

Тірек сөздер: EMI әдістемесі, жоғары білім, ағылшын тілі ортасы, пәндік және тілдік дайындық, оқыту әдістемесі, шет тілін меңгеру, мамандандырылған курстар, ағылшын тілі бағдарламалары

ИСПОЛЬЗОВАНИЕ МЕТОДОЛОГИИ EMI В В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ: ПРИНЦИПЫ, КРИТЕРИИ, ПРОБЛЕМЫ

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Аннотация. Целью данной работы является изложение принципов и критериев внедрения метода EMI в высших учебных заведениях. Практическая значимость работы заключается в определении основной цели English Medium Instruction (EMI) как метода преподавания различных дисциплин на английском языке в высших учебных заведениях. Научная значимость работы заключается также в том, что EMI отличается от других подобных подходов, таких как CLIL, ESP, EAP, EGAP и ESAT. Методология исследования основана на анализе отчета Оксфордского университета, подготовленного при поддержке Британского совета, и других публикаций, в которых упоминаются исследования опыта внедрения EMI в европейских университетах. Для сбора, анализа и обобщения данных используются методы наблюдения, устанавливаются корреляции при сборе информации, функциональном анализе и коммуникативно-прагматическом анализе конкретных цепочек управления. В работе также выделяется ряд вопросов, которые требуют осмысления и более детального исследования для обеспечения внедрения EMI в казахстанских университетах. Был выявлен ряд проблем в преподавании предметов на английском языке в стране, где английский не является родным языком. Практическое значение полученных результатов может быть применено для систематизации языковых программ по изучению английского языка в высших учебных заведениях, чтобы студенты могли овладеть английским языком на продвинутом уровне. Анализ и результаты данного исследования могут способствовать дальнейшему совершенствованию педагогического мастерства преподавателей предметных языковых курсов в соответствии с такими международными стандартами, как владение английским языком и инновационные методы обучения. Представлены рекомендации и требования к преподавателям, ведущим такие специализированные курсы.

Ключевые слова: Методика EMI, высшее образование, English Medium Instruction, предметная и языковая подготовка, методика обучения, владение иностранным языком, специализированные курсы, программы английского языка