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ENGLISH AS A MEDIUM OF INSTRUCTION IN HIGHER EDUCATION: OVERVIEW OF ACADEMIC POLICIES IN KAZAKHSTANI UNIVERSITIES

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Abstract. In order to align with the requirements of the Bologna declaration and to successfully integrate into the European Higher Education Area, the Kazakhstani government started the rapid implementation of English as a Medium of Instruction (EMI) in the educational sector all over the country. This research paper aims to present a comprehensive overview of the academic policies surrounding the implementation of EMI in Kazakhstani higher education, specifically in 11 universities with full and partial EMI. EMI is considered to be an instrument that helps universities achieve their internationalization goals, such as student and faculty mobility, research collaboration, international ranking. The study employs content analysis of publicly available institutional policies and university official websites as a research method. It was found that while some Kazakhstani universities with EMI programs have defined clear institutional policies, regarding the internationalization processes, language requirements for admission, availability of language support for students, and internationalized curricula, others do not provide essential information on these processes. Overall, the document analysis revealed the deficiency of proper policy support that might hinder the effectiveness of EMI provision. Thus, the findings offer some important insights into how EMI implementation processes are reflected in the institutional academic policies and emphasize the need and urgency of addressing the revealed gaps to make the process beneficial for all stakeholders.

Key words: English-medium instruction, Kazakhstani higher education, academic policy, document analysis, internationalization, institutional policy, content analysis, curriculum development

Basic provisions

Nowadays due to the rapid advancements in the social, political, and economic worldwide arena, the internationalization of higher education has become a focus of many countries. Being one of the key factors for successful integration into the European Higher Education Area (EHEA), internationalization has resulted in the global advancement of EMI (English as a Medium of Instruction) in non-English speaking countries at all levels of education. The implementation of EMI is seen as a means to facilitate global communication,

strengthen international relations, and expand access to knowledge, especially in higher education.

The government of Kazakhstan aims to promote foreign language learning, particularly English, to align with international practices and the principles of the Bologna Declaration. According to the “On approval of the State Program on implementation of language policy in the Republic of Kazakhstan for 2020-2025 years” order, “The maximum coverage of the population with foreign language learning opportunities, especially English, will be ensured. The introduction of trilingualism [Kazakh, Russian, English], based on the experience of Nazarbayev Intellectual Schools, will continue at all levels of education. Within the framework of this initiative, it is important to ensure the synthesis of positive elements of the best world practices with the existing cultural and educational models and standards” [1]. The government claims that “...the international practice convinces us that mastering other disciplines in English is most effectively introduced in higher education institutions” [1].

However, despite the urgency of EMI implementation in non-English speaking countries, it has been noted as a "neglected area of internationalization within the Bologna process." [2, p.3]. Nevertheless, “...the lifetime of the Bologna Process has seen a huge rise in the number of English-taught programs offered by higher education institutions in EHEA countries where English is not one of the native languages”. [2, p.14] In Kazakhstan, EMI is considered a “part of larger goals of internationalization and human capacity building” [3, p.2]. There has been a significant increase in higher education institutions (HEIs) offering degree programs and disciplines in English in Kazakhstan over the years. For example, according to Goodman and Karabassova, the number of Kazakhstani universities that offered whole degree programs in English and/or disciplines in English, increased from 2 in 2008 to 42 in 2016 [4, p.153-158]. During this period and up until now, several studies have been conducted by local researchers exploring various aspects of EMI implementation [3;4;5;6]. Many strategic documents have been developed and academic policies reconsidered to enhance the implementation of English-medium tuition, to harmonize the educational process with international universities, to internationalize curricula and to meet the requirements of rating agencies, both local and international.

The current study aims to identify how EMI implementation is reflected in the institutional policies of some Kazakhstani HEIs adopting EMI by reviewing and analyzing the documents publicly available on their official websites. Specifically, the study attempts to answer the following research question: *How are EMI implementation processes reflected in the institutional policies of some Kazakhstani HEIs adopting EMI?*

Introduction

For the successful completion of the tasks associated with the implementation of EMI, it is assumed that universities develop detailed steps and procedures that are reflected in the academic policies of universities. First, in order to contemplate the effectiveness of EMI

implementation, it is logical to define who is involved in the process. According to Macaro, the key stakeholders are teachers, students, and policymakers [7]. As our study is focused on institutional policies, we will consider the university senior leadership teams, i.e. university administration, as policymakers (see Figure 1).

Second, we should clearly outline the key issues of EMI implementation that might be reflected in the academic policies of HEIs with EMI. Based on previous studies related to the exploration of EMI globally [8;9], in order to systematically review the institutional policies and conduct a document analysis, the following key points were defined as common and as those that objectively reflect the implementation process: *internationalization, admission requirements and language support for students, faculty professional development in terms of EMI, curriculum development, educational resources.*

The objectives of designing the framework are two-fold:

1) To show the significance of the stakeholders involved. The adoption of English as a medium of instruction in universities is a complex decision that carries profound implications for all policy actors;

2) To identify key points that need to be addressed while reviewing and evaluating institutional policies of HEIs that implement EMI.

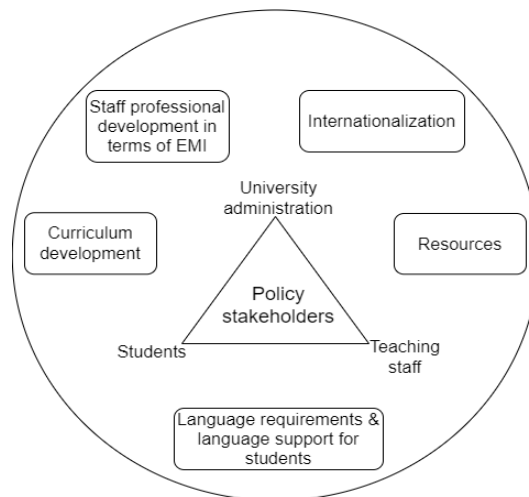


Figure 1 - The components of Institutional policies in HEI with EMI

EMI is considered to be a tool that helps universities to achieve their internationalization objectives. Galloway distinguishes EMI as “simultaneously a driver, reaction and outcome of institutions’ approaches to internationalization” [10, p.17]. On the other hand, given that internationalization and EMI are intertwined phenomena, both have common goals and lead to the enhancement of students’ language competence. The instrumental role of internationalization is in its potential to promote EMI and thus, should be considered in designing academic policies.

Moreover, the previous study found that to ensure that EMI is being used in an equitable and beneficial way for all involved, content teachers' English language proficiency should be taken into account. In order to equip their students with the necessary language abilities, content teachers should have "the necessary linguistic competence to teach through the medium of an L2" [11]. That means the professional development of faculty staff is crucial for achieving positive results in teaching subject-specific content through English. Therefore, institutional policies are assumed to contain strategic goals related to professional development and various incentives for content teachers who deliver their lectures in English.

Perhaps, students' language proficiency is one of the most important factors as well as the real indicator of successful implementation of EMI. This implies not only admission requirements and the initial level of "English proficiency EMI students in HE need to start with" [11, p.3] but also the language support provided throughout the whole process of studying at the university. Language support and language requirements for admission are essential for universities with English as a Medium of Instruction (EMI) because they uphold academic standards, ensure equitable access to education, and enhance the overall quality of learning. Language requirements help universities admit students with sufficient language proficiency, ensuring they can actively participate in EMI programs. Simultaneously, language support programs nurture students' language skills, enabling them to excel academically and fostering a diverse and inclusive learning environment. Thus, the policies are to be explicit about the language admission requirements and language support for students.

Considering the findings of Guo et al., such an environmental factor as resources available directly impacts the students' performance [12]. To provide successful implementation of EMI and quality education, HEIs should be sufficiently equipped with necessary educational resources and tools which include educational-methodical guides and materials for teachers, electronic and digital coursebooks, language laboratories, specialty labs (for science disciplines), computer classrooms, library repositories, various digital platforms for online learning and MOOCs, LMSs, up-to-date software and hardware. Technologies play a significant role in the English language global dissemination, but little is known about how they might have affected EMI settings. Macaro claims that the insufficiency of authentic teaching materials in English has become one of the main reasons universities started implementing EMI [11, p.51]. Galloway supports this idea, claiming that increasing access to teaching materials is perceived as a beneficial factor impacting EMI adoption [10].

Finally, Guo et al. support the idea of focusing on curriculum quality "through optimizing EMI's values and providing students with better platforms for EMI learning" [12, p.15]. The different forms of internationalized curricula that have been considered within the Bologna Process are integrated study programmes, double and multiple degree programmes, and joint degree programmes. As a basic element of EMI programs, the quality and internationalization of curricula plays a crucial part in EMI implementation. EMI HEIs

offering dual or double degree programs are assumed to be explicit about this information to attract more international and domestic students.

Materials and methods

The research employed qualitative method of study, specifically content analysis, as the study's primary objective was to review and analyze the documentation available on the official sites of HEIs regarding EMI implementation. It is crucial to contemplate the sampling technique employed in qualitative research. Choosing the most suitable sample size is crucial to guarantee the credibility of a content analysis study [13]. For this goal, 11 Kazakhstani state and private universities that can be broadly categorized as entirely and partially EMI were chosen. To ensure confidentiality and anonymity, all the HEIs were coded as F1, F2 (full EMI) P1, P2, etc.(partial). Due to the exploratory nature of the study, the sampling was based on the year of foundation in an attempt to see the correlation between the age of universities and the extent to which EMI is implemented within these academic institutions (*see Table 1 below*):

Table 1 - Sampling of Kazakhstani HEIs

Year of foundation:	1934-1963	1992-1996	2001-2021
Number of universities founded:	3 (P4, P6, P7)	4 (F2, P1, P3, P5)	4 (F1, F3, F4, P2)

All the HEIs have official websites with publicly available rules and regulations that were elicited for a more thorough investigation. These documents include University charters, Strategic plans and visions, Quality Assurance Handbooks, Admission policy regulations, and Internationalization policies. Besides, the institutional official sites were also examined as a valuable source of regularly updated information.

Results

The qualitative nature of the study necessitates that the results be presented descriptively, and are depicted below:

a) Internationalization

As internationalization is a multifaceted and complex concept that should be incorporated into all the academic processes of HEIs, it comprises various elements. Galloway claims that the key intertwining factors of internationalization relevant to EMI are as follows: a) international student and staff mobility; b) internationalization of the curriculum; c) programme and institutional mobility [10].

The analysis of the documents revealed that internationalization is considered to be one of the main aspects to be addressed by HEIs. However, only F1, F2, P4, and P7 have their own publicly available strategic plans, where international strategies, with management

structures and procedures in place to enable international-related activities are depicted. Table 2 below illustrates the findings:

Table 2 - Internationalization areas in Kazakhstani HEIs

<i>Key areas for internationalization / Universities</i>	<i>Programme and institutional mobility</i>		<i>International student and staff mobility</i>			<i>Curriculum internationalization</i>
	<i>Internationally accredited programs</i>	<i>Joint/Dual Diploma Programs</i>	<i>Academic mobility for students</i>	<i>Overseas PD for faculty members</i>	<i>International relations office/department</i>	
<i>F1</i>	✓	✓	✓		✓	✓
<i>F2</i>	✓	✓	✓	✓	✓	✓
<i>F3</i>	<i>*TNHE</i>	✓	✓	✓	✓	✓
<i>F4</i>	✓		✓		✓	
<i>P1</i>	<i>in progress</i>	✓	✓	✓	✓	✓
<i>P2</i>	✓	✓	✓		✓	
<i>P3</i>	✓	✓			✓	
<i>P4</i>	✓	✓	✓		✓	✓
<i>P5</i>	✓	✓	✓		✓	
<i>P6</i>	✓	✓	✓		✓	✓
<i>P7</i>	✓	✓	✓	✓	✓	

As can be seen from the table above, HEIs consider the provision of joint/dual degrees, as well as internationally recognized programs of greater importance in contrast to providing the opportunities to receive overseas professional development for faculty staff. It is also worth noting that F3 is the first university in the Kazakhstani arena that falls into the category of what is called a Transnational Higher Education Institution with a branch campus of a Western-based university. Such universities provide education according to the curricula of the foreign university and are controlled by the board of the original HEIs.

The theoretical basis for the internationalization of higher education can be based on the concept of intercultural education. Knight, cited in Galloway [10] defines internationalization as ‘the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education’ (p. 11).

Intercultural education assumes that the exchange of knowledge and experience between students and teachers from different countries contributes to a deeper understanding of cultural diversity, the development of intercultural competencies and instills in students respect for other cultures and points of view. Intercultural education theory also indicates that the inclusion of diverse cultural perspectives in curricula promotes greater awareness of social, cultural and economic differences between countries, which in turn promotes tolerance, respect and a global mindset. Thus, the awareness of HEIs in such outcomes of students’ mobility is reflected in the findings, displayed in Table 2. As for the overseas professional development for faculty members, results show Kazakhstani HEIs seem to be reluctant to send their faculty “data regarding academic staff mobility is less readily available than that of international students” [10].

b) Curriculum design & development

The correlation between universities that fully implement EMI and those that opt for partial EMI implementation is a complex interplay of institutional priorities in relation to the internationalization of the curriculum. As it is shown in the table above, six universities highlight the importance of learning outcomes-oriented, student-centered rather than content-centered curricula. Full EMI implementation signifies a strong commitment to attracting international students and fostering a global learning environment. These universities offer dual degree programs with English as the language of instruction and state in their strategic policies their commitment to curriculum internationalization. For instance, F2 University provides 6 dual degree programs with world-renowned universities in Europe and South Korea, including the University of Glasgow, the UK, IESEG School of Management, France, Yonsei University, South Korea. F3, being a subsidiary of a European university, has fully implemented its educational curricula, “on the basis of the principle of continuity and succession”. The distinctive position is held by the autonomous F1 university, which provides its students with an opportunity to be awarded with double-major, but no dual nor joint degree diplomas.

In contrast, institutions opting for partial EMI might prioritize preserving their native language and culture while still embracing globalization. They tend to offer select programs or courses in English to cater to international students or enhance the employability of their graduates in the global job market. Joint degree programs are also available in all HEIs from the sample that partially implement EMI, yet without explicitly indicating the language of instruction being English or any other so far. Both approaches reflect a commitment to internationalization, but they vary in degree and focus, reflecting the unique strategies and values of each university.

Integration of international dimensions in educational programs and development of curricula aligned with foreign partner institutions is a key to an efficient implementation of EMI [7]. These results above show a rather strong commitment of the examined EMI universities to follow international standards and comply with the requirements of Bologna declaration in terms of designing internationalized curricula to provide high quality education [2;3].

c) *Educational Resources*

The present study indicates that HEIs do not focus on the importance of materials and resource availability in their strategic documents and policies. Among full EMI universities, only F1 and F4 have indicated the availability of necessary teaching resources and equipment. The situation is different with academic institutions that implement EMI on a partial basis: the study revealed the availability of various IT-equipped premises (P1, P5, P6, P7), and language labs (P5, P7). We presume that the absence of sufficient evidence may be the result of an implicit assumption that such resources are readily accessible by stakeholders (teachers and students) by default and the need to emphasize their availability in official documents is moot. We believe further empirical research and initiatives are required to bridge this evident gap.

While the crucial importance of educational resources for delivering EMI effectively is widely acknowledged, existing empirical studies by local researchers confirm that much improvement is still to be made in this direction [4; 6]. So far, the lack of clear policies related to the necessity of equipping the EMI programs with appropriate resources might also be an obstacle to the successful implementation of EMI.

d) *Language Support for Teaching Staff (Professional Development, domestic and overseas)*

A review of HEIs official sites and document analysis revealed the deficiency of information related to the professional development of content lecturers, even though this problem was highlighted back in 2015 by Seitzhanova et al., indicating it as “the reason to develop professional training for non-English speakers, who teach in English” [14]. This deficit is particularly noteworthy given the growing prevalence of EMI programs in higher education institutions in Kazakhstan. Of all 11 universities, only 4 of them (F2, P5, P6, P7) have explicitly outlined in their strategic plans the significance of increasing the language proficiency of university educators. For instance, F2 offers tuition discounts for any undergraduate and graduate programs to employees and their families and offers free English courses. F3 and P1 academic institutions’ websites indicate the availability of various professional development opportunities for faculty members without explicitly showing a focus on foreign language proficiency.

e) *Language requirements & support for students*

By prioritizing language requirements and support, universities can maintain the integrity of their EMI programs, promote student success, and contribute to the global competitiveness of their institution. According to Macaro [15], institutions can be categorized into four models (see Figure 2 below). The Preparatory Year Model aims to introduce students to the necessary vocabulary and genres as a transition between secondary school and university. Concurrent support model performance heavily depends on content and language specialists' comprehension of students' linguistic demands. When there are international students in the class, the Multilingual Model (or code-switching) is used to help with material comprehension issues, but it can be contentious. Finally, the Ostrich Model completely disregards the problems associated with EMI:

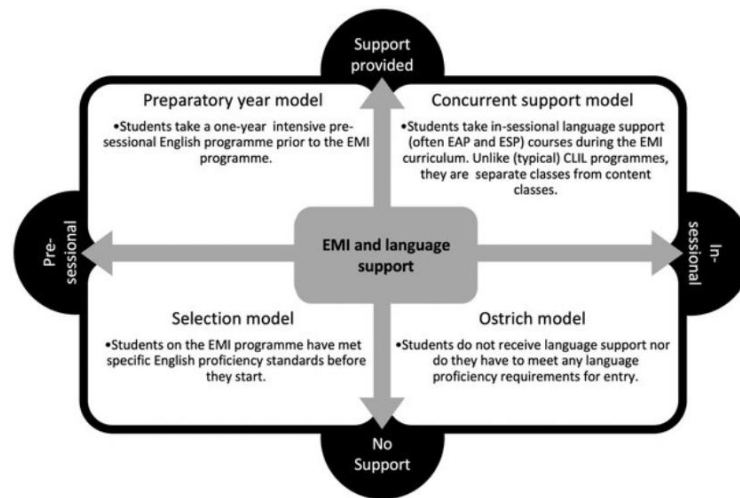


Figure 2 - Approaches to language support in EMI. Adapted from Macaro [14]

Data provided in Table 3 below indicate what language requirements students must meet during the admission process, as well as whether HEIs provide language support to students. The analysis indicates that 2 universities with full EMI (F1, F2) are moderately selective and explicitly emphasize the English language requirements for prospective students at admission. Due to the challenging enrollment requirements, students already possess the required language proficiency level, therefore, the need for language support is rendered moot. However, most of the HEIs with selective EMI programs provide English language support for their students, except for P3,P4,P7, where additional English language instruction only takes the place in form of EFL discipline included in the curriculum.

Table 3 - Language requirements for admission to undergraduate programs and language support in Kazakhstani HEIs

University code	Minimum score for TOEFL iBT	Minimum score for IELTS	Specially designed language placement test (Yes/No)	Foundation Year Program (Yes/No)	Language support center/courses for students
F1	79	6.5	No	Yes (optional)	No

F2	5.5	70	Yes	Yes (mandatory)	No
F3	35	5.0	No	No	Yes
F4	46-59	5.0	No	No	Yes
P1	Applicants with international certificates of foreign language proficiency are exempted from the university's language placement test, minimum scores required are not indicated		Yes	Yes (optional)	Yes
P2	80	5.0	Yes	No	Yes
P3	Applicants with international certificates of foreign language proficiency are exempted from testing and interviews.		No	Yes	No
P4	72	5.5	Yes	No	No
P5	Applicants with international certificates of foreign language proficiency are exempted from the university's language placement test, minimum scores required are not indicated		Yes	No	Yes
P6	No English language requirements in admission policy were found		No	No	Yes
P7			No	No	No

In an attempt to differentiate the HEIs into the archetypes suggested by Macaro [15], we were faced with difficulty to do so, because the majority of academic institutions from the sampling exhibited characteristics that placed them in two distinct categories simultaneously. Nevertheless, in Table 4, we indicate the division, and it can be observed that most of the universities adopt the Selection model:

Table 4 - Categorization of Kazakhstani HEIs according to Macaro's [15] EMI model

Model	KZ university
Preparatory Year model	F1, F2
Concurrent Support model	F3, P1
Selection Model	F1, F2, P1, F3, F4, P2, P4, P5
Ostrich Model	P3, P6, P7

Discussion

Considering the findings according to the five categories identified in the theoretical framework part, we find convergences between our findings and the previous studies. The present research may be considered as an endeavor to build upon and extend the findings of

a prior study conducted by Kerimkulova et al. [3], who concluded that “the Kazakhstani government is taking some measures to address these issues, i.e., paying for international scholars, offering training, and changing admissions requirements, but this does not seem to be enough to ensure the quality of multilingual programmes in general and EMI in particular” [3, p.28]. Based on our findings, we agree that clear institutional policies, availability of educational resources, language support for faculty members and students, and internationalized curricula are essential for successful EMI implementation. The lack of proper policy support hinders the teaching and learning of the English language.

Regarding the internationalization of university programs, it appears that HEIs are in line with the national trilingual education policy in terms of increasing English language proficiency, providing joint/dual degree programs and internationally accredited programs with the main purpose of providing their students with a competitive edge to succeed in the future. However, it appears that the professional development of university teaching staff is being neglected by the majority of universities. This finding is consistent with that of Seitzhanova et al. [14], who also suggest that faculty members may benefit from instruction dedicated to strategic translanguaging pedagogies and to collaboration between language teachers and content teachers.

Another finding that emerged from this study is that even though some academic institutions from the sampling position themselves as EMI (full or partial) university, they do not provide sufficient language support for students nor set definitive admission criteria.

Conclusion

While the institutional policies considered in the present study exhibit a laudable commitment to linguistic diversity and global engagement, there remain considerable challenges and nuances that demand further attention. As Kazakhstani universities continue to navigate the complexities of EMI, it is imperative for stakeholders to engage in ongoing dialogue, research, and collaborative efforts to ensure that institutional policies align with educational objectives and facilitate equitable access for all students.

Thus, the following implications of the findings presented above might be considered:

a) The adoption of EMI in Kazakhstani universities reflects a broader agenda of internationalization in higher education. This strategic move aligns with global trends aimed at enhancing the competitiveness and reputation of universities on an international scale. The existing research highlights the importance of internationalization efforts in attracting foreign students and faculty, fostering cross-cultural exchange, and establishing collaborative partnerships with institutions worldwide.

b) The implementation of EMI necessitates comprehensive curriculum development to ensure alignment with international standards and practices. Institutions must review and adapt existing curricula to accommodate the linguistic and pedagogical requirements of English-language instruction. The significance of curriculum reform in

enhancing the quality and relevance of education programs to meet the needs of a globalized society, is indisputable.

c) Since EMI instruction requires having access to a wide range of educational authentic resources, including textbooks, academic journals, and multimedia materials, universities need to invest in the development and acquisition of English-language resources to support teaching and learning activities.

d) Another suggestion of crucial importance is providing language support for teaching staff to enhance their proficiency in English and facilitate effective classroom instruction. This support may include professional development opportunities, both domestically and overseas, such as language courses, workshops, and conferences.

e) Universities must establish clear language requirements for students entering English-medium programs and provide appropriate support mechanisms to assist them in meeting these requirements. This support may include English language preparatory courses, both optional and compulsory, and academic language support services provided between the secondary and tertiary education.

The present study serves as the initial step in a deeper and more comprehensive research initiative within the project dedicated to the exploration of EMI practices in Kazakhstani higher academic institutions. A natural progression of this research would be exploring the challenges HEIs encountered while implementing EMI at organizational and instructional levels by carrying out observations, interviews, and surveys with the key policy actors: senior leadership team members, teachers and students.

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АҒЫЛШЫН ТІЛІ ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ОҚЫТУ ҚҰРАЛЫ РЕТІНДЕ: ҚАЗАҚСТАНДЫҚ УНИВЕРСИТЕТТЕРДЕГІ АКАДЕМИЯЛЫҚ САЯСАТҚА ШОЛУ

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Андатпа. Болон декларациясының талаптарына сәйкес болу мақсатында және жоғары білімнің Еуропалық кеңістігіне сәтті интеграциялау үшін Қазақстан үкіметі мемлекет бойынша білім беру саласында оқыту құралы (ЕМІ) ретінде ағылшын тілін жылдам енгізуге кіріскен. Бұл мақалада қазақстандық жоғары білім беруде, атап айтқанда, толық және ішінара ЕМІ бар 11 университетте ЕМІ енгізуге байланысты академиялық саясатқа жан-жақты шолу берілген. ЕМІ студенттер мен оқытушылардың академиялық ұтқырлығы, ғылыми ынтымақтастық, халықаралық рейтинг сияқты интернационалдандыру мақсаттарына қол жеткізу құралы болып саналады. Зерттеу әдісі ретінде жалпыға қол жетімді институционалдық саясат құжаттарын және университеттердің ресми веб-сайттарын талдау қолданылды. ЕМІ бағдарламаларын жүзеге асыратын кейбір Қазақстандық университеттер интернационалдандыру процестерін, оқуға түсуге қойылатын тілдік талаптарды, студенттерге тілдік қолдаудың қолжетімділігін және интернационалдандырылған оқу жоспарларын көрсететін нақты институционалдық саясатты белгілегенімен, басқа университеттер бұл процестер туралы маңызды ақпарат бермегендігі айқындалды. Жоғарыда аталған құжаттарды талдау тиісті академиялық саяси қолдаудың жетіспеушілігін анықтады. Бұл нәтиже ЕМІ енгізуінің тиімділігіне кедергі келтіруі мүмкін. Осылайша, зерттеу нәтижелері ЖОО-ның институционалдық академиялық саясаттарында ЕМІ енгізу процестері қалай көрсетілетіні туралы түсінік береді және процестің барлық мүдделі тараптар үшін тиімді болуы үшін анықталған олқылықтарды жою қажеттілігі мен өзектілігін көрсетеді.

Тірек сөздер: ағылшын тілінде оқыту, қазақстандық жоғары білім, академиялық саясат, құжаттарды талдау, интернационалдандыру, институционалдық саясат, контент-анализ, оқу жоспарын әзірлеу

АНГЛИЙСКИЙ ЯЗЫК КАК СРЕДСТВО ОБУЧЕНИЯ В ВЫСШЕМ ОБРАЗОВАНИИ: ОБЗОР АКАДЕМИЧЕСКИХ ПОЛИТИК УНИВЕРСИТЕТОВ КАЗАХСТАНА

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Аннотация. С целью соответствия требованиям Болонской декларации и успешной интеграции в европейское пространство высшего образования, правительство Казахстана начало внедрение английского языка как средства обучения (ЕМІ) в образовательный сектор по всей стране.

В данной исследовательской работе представлен обзор академических политик вузов относительно внедрения ЕМІ в казахстанском высшем образовании, в частности, в 11 университетах с полным и частичным ЕМІ. ЕМІ считается инструментом для достижения целей по интернационализации, таких как академическая мобильность студентов и преподавателей, исследовательское сотрудничество, международный рейтинг. В качестве метода исследования использован анализ общедоступных институциональных документов и официальных сайтов университетов. Было установлено, что тогда как в некоторых казахстанских университетах, реализующих программы ЕМІ, определена институциональная политика, отражающая процессы интернационализации, языковые требования при поступлении, наличие языковой поддержки студентов и интернационализированные учебные планы, в других университетах отсутствует необходимая информация об этих процессах. В целом, анализ документов показал недостаток должной документальной поддержки, что может препятствовать эффективности внедрения ЕМІ. Таким образом, результаты исследования раскрывают представление о том, как процессы внедрения ЕМІ отражаются в институциональной академической политике вузов, а также подчеркивают необходимость и срочность устранения выявленных пробелов для того, чтобы данный процесс был эффективен для всех заинтересованных сторон.

Ключевые слова: английский как основной язык обучения, казахстанское высшее образование, анализ документации, интернационализация, академическая политика, институциональная политика, контент анализ, разработка учебных программ

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