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MPHTI 14.35.09

<https://doi.org/10.51889/2959-5762.2024.82.2.015>

Gaipov D., <sup>1\*</sup> Kozhakhmet S., <sup>2</sup> Kassymova G., <sup>1</sup> Tulepova S.<sup>1</sup>

<sup>1</sup>SDU University, Kaskelen, Kazakhstan

<sup>2</sup>Oxford Brooks University, Oxford, United Kingdom

## ENGLISH MEDIUM INSTRUCTION IN THE CONTEXT OF INTERNATIONALISATION OF UNIVERSITIES IN KAZAKHSTAN: A SYSTEMATIC REVIEW OF LITERATURE

### Abstract

This paper undertakes a comprehensive review of the existing literature concerning English-medium instruction (EMI) within Higher Education Institutions in Kazakhstan. EMI is a fast growing global phenomenon pushed by the internationalisation of higher education in pursuit of building a competitive, highly qualified human capital. An upward trend is observed in the number of universities incorporating English-medium programs, with 44 universities currently facilitating special EMI groups. In order to explore the research on EMI, scientific literature from featured electronic databases was searched by inserting the relevant key words. Our research discloses that a preponderance of studies examining EMI in Kazakhstan focuses on graduate programs, leaving undergraduate-level EMI relatively unexplored. Moreover, the provision of quality assurance for EMI, an essential element that incorporates the needs of all stakeholders, is a considerably under-studied area. The scarcity of knowledge in this area lends urgency and relevance to our research.

**Keywords:** English-medium instruction, EMI, internationalisation, higher education institutions, quality assurance.

Д.Гаипов, <sup>1\*</sup> С.Қожахмет, <sup>2</sup> Г.М.Касымова, <sup>1</sup> С.Б.Тулєпова <sup>1</sup>

<sup>1</sup>Сулейман Демирел Университеті,  
Қаскелең қ., Қазақстан

<sup>2</sup>Оксфорд Брукс Университеті,  
Оксфорд қ., Ұлыбритания

## ҚАЗАҚСТАНДАҒЫ УНИВЕРСИТЕТТЕРДІ ХАЛЫҚАРАЛЫҚТАНДЫРУ АЯСЫНДА АҒЫЛШЫН ТІЛІНДЕ БІЛІМ БЕРУ: ӘДЕБИЕТКЕ ЖҮЙЕЛІ ШОЛУ

### Аңдатпа

Бұл мақала Қазақстандағы жоғары оқу орындарында ағылшын тілінде оқыту (EMI) бойынша жазылған ғылыми әдебиеттерді жүйелі түрде зерттеуге арналған. EMI – бәсекеге қабілетті, жоғары білікті адами капиталды құру мақсатында жоғары білім беруді интернационалдандыруға негізделген жылдам дамып келе

жатқан жаһандық құбылыс. Қазақстанда ағылшын тілінде оқытатын университеттердің саны жылдан-жылға артып келеді және 44 ЖОО-да ағылшын тілінде оқытын арнайы топтар бар. Зерттеуді жүргізу үшін тандалған электронды деректер қорында сәйкес кілт сөздерді енгізу арқылы ғылыми әдебиеттерді іздеу жүргізілді. Біздің ғылыми әдебиеттерге шолу жасауымыздың нәтижесінде Қазақстандағы ағылшын тілінде оқуға қатысты зерттеулердің көпшілігі магистратура бағдарламаларына арналған және санаулы ғана авторлардың бакалавриат деңгейдегі ағылшын тілде оқытуға қатысты ғылыми зерттеу жүргізгендігін айқындады. Сондай-ақ, ағылшын тілінде білім берудің сапасын қамтамасыз ету маңызды болып табылады, өйткені оқу үдерісінің барлық мүдделі тараптарының қажеттіліктері ескерілуі қажет. Осы тұрғыдан алғанда, Қазақстанда ағылшын тілінде білім берудің сапасын қамтамасыз ету тұралы ғылыми зерттеу жұмыстары жеткіліксіз екендігін ескерсек, біздің осы бағыттағы ғылыми зерттеуіміздің ғылымға қосатын үлесі айқындалады.

**Түйін сөздер:** ағылшын тілінде білім беру, халықаралықтандыру, жоғары оқу орындары, сапаны қамтамасыз ету.

Гаипов Д.,<sup>1\*</sup> Кожяхмет С.,<sup>2</sup> Касымова Г.М.,<sup>1</sup> Тулепова С.Б.<sup>1</sup>

<sup>1</sup> Университет имени Сулеймана Демиреля,  
г. Каскелен, Казахстан

<sup>2</sup> Университет Оксфорд Брукс,  
г. Оксфорд, Великобритания

## ОБУЧЕНИЕ НА АНГЛИЙСКОМ ЯЗЫКЕ В КОНТЕКСТЕ ИНТЕРНАЦИОНАЛИЗАЦИИ ВУЗОВ КАЗАХСТАНА: СИСТЕМАТИЧЕСКИЙ ОБЗОР ЛИТЕРАТУРЫ

### Аннотация

Данная статья посвящена систематическому изучению научной литературы по обучению на английском языке (EMI) в высших учебных заведениях Казахстана. EMI — это стремительно развивающееся глобальное явление, вызванное интернационализацией высшего образования в стремлении создать конкурентоспособный, высококвалифицированный человеческий капитал. Количество вузов, осуществляющих программы на английском языке, в Казахстане увеличивается с каждым годом, и 44 вуза имеют специальные группы с английским языком обучения. Для проведения исследования был проведен поиск научной литературы в избранных электронных базах данных путем вставки соответствующих ключевых слов. Данное научное исследование показало, что большинство проведенных исследований связанных с обучением на английском языке в Казахстане были посвящены программам магистратуры, тогда как на уровне бакалавриата данная тема недостаточна изучена. Кроме того, важное значение имеет обеспечение качества обучения на английском языке, которое учитывает потребности всех заинтересованных сторон. В этом смысле исследование об обеспечении качества обучения на английском языке делает наше исследование актуальным.

**Ключевые слова:** обучение на английском языке, интернационализация, высшие учебные заведения, обеспечение качества обучения.

**Basic provisions.** Internationalisation of Higher Education Institutions (HEIs) in Kazakhstan is one of the strategic priorities of the state, which aims at designing curricula in line with the criteria of European Standards and Guidelines (ESG) 2015 regulated by the Bologna process and developing the students' academic, transferrable, and employability skills. In this sense, the government has been attracting international universities to establish their campus branches in Kazakhstan with the aim of providing world-class educational services to domestic students and attracting international students as well. This trend pushes existing HEIs to make a huge effort to become competitive in the educational market, and English Medium Instruction (EMI) provision is considered to be one of the essential characteristics in this context. EMI is commonly defined as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” [1]. Although it is reported that EMI is a growing phenomenon in all phases of education, specifically, EMI in Kazakhstan implies teaching non-linguistic disciplines in English in the tertiary context only, compared to CLIL (Content and Language Integrated Learning) which has been practiced at secondary stage of

education. The distinction between these approaches is clear-cut and based on the premise that English can be used as a medium or as an object of learning respectively.

In fact, the number of universities offering the English-medium programmes is increasing year by year in Kazakhstan, and 44 Universities have special groups with EMI [2, p.12]. Higher Education Development National Centre (HEDNC) under the Ministry of Higher Education and Science of the Republic of Kazakhstan coordinates and monitors the internationalisation-related activities of HEIs in Kazakhstan, and it provides reports annually on HEIs focussing on state strategic priorities. The Erasmus plus national office under HEDNC also promotes and contributes to the internationalisation of local universities by maintaining and carrying out joint projects in collaboration with a number of overseas partner universities on internationalisation from a variety of perspectives. This paper highlights the systematic analysis of the existing literature on EMI focussing on a Kazakhstani context. Also, it explores how the university maintains the quality assurance while carrying out the EMI programmes. Consequently, the prospective study on improving the EMI provision is discussed. The outcome of this research will contribute to English medium programmes in HEIs in Kazakhstan and beyond.

**Introduction.** The EMI has been a rapidly growing field of academic endeavour globally. A systematic review carried out by Macaro, Curle, Pun, An and Dearden [3] mapped the growth of EMI on a global scale. Upon in-depth reviews of 83 studies, which matched their pre-set inclusion criteria they found out that Asia and Europe dominate over other continents in regard to empirical studies on EMI. According to Macaro et al., although a significant number of studies point out the advantages and disadvantages of implementing EMI in various settings, no clear conclusions are made as to whether EMI should be implemented in that particular context or not [3]. Instead, the majority of reviewed studies raised even more questions rather than proposed solutions for the challenges that EMI brought. Nevertheless, the research helped to gain a deeper understanding of the ongoing processes pertinent to EMI from the international perspectives, leading to more elaborations on how to make the process beneficial for the involved stakeholders. It has also been found out that more private universities were likely to adopt EMI compared to public ones [3]. The latter is true with the Kazakhstani context, where private universities have much more flexibility in adopting EMI policy over public ones. Another research, which is one of the initial studies, involved 55 countries and provided insights into a set of important aspects such as reasons and forms of EMI worldwide, types of English used in different countries, the required level of English proficiency to deliver EMI classes, and assessment issues [4].

Based on this and similar studies, a number of Kazakhstani researches emerged aimed to explore the state of things in Kazakhstani higher education. For example, the study conducted by Kerimkulova et al. [5] explored EMI policy at international, national and institutional levels. It was found that EMI discourses in Kazakhstan are shaped around internationalisation and thus, showcase a certain alignment with international policies. Also, the research found that the inadequate level of English language proficiency of students and limited resources to support them hinder the efficient provision of EMI at the classroom level. Despite multiple efforts taken by the government to address such issues, it does not seem enough to raise the quality of EMI programs.

Macaro [1] pointed out that four main types of EMI programmes were implemented worldwide such as (I) Preparatory Year Model (PYM), (II) Institutional Concurrent support model, (III) Selection Model as a system for accessing EMI courses, and Multilingual Model. The Preparatory Year Model implies that higher educational institutions provide transitional courses aimed to raise English language proficiency of enrolled students to prepare them for further academic complexities of EMI programs. Along with a number of advantages, this model might lead to a later graduation from that institution. In contrast, Selection Model refers to being admitted to a university based on assessing students' English proficiency upon entrance. It implies that the students should have appropriate language competence to be enrolled in EMI programs. As for Institutional Concurrent Support Model, English proficiency is not the main pre-requisite for admission and language

support can be provided by ESP/EAP courses additionally. Finally, Multilingual Model offers greater variability in regards to utilizing English, allowing code-switching between the languages that in turn might pose some challenges in such environment. The recent research showed that all four types of EMI programmes are being implemented in the Kazakhstani context as there is some flexibility for universities to have their preferences. However, the majority of reviewed HEIs are found to be pertinent to the Selection Model. Briefly, our review of the literature serves to discuss the following:

- The theoretical frameworks of EMI and their implementation in Kazakhstani HEIs;
- Quality assurance for learning and teaching in HEIs with EMI in Kazakhstan.

**Materials and Methods.** The following research methods were applied in this paper such as *systematic literature review, particularly analysis, synthesis, and comparison* of theoretical literature. A major advantage of such methods is gaining the insights into what has been already found on a particular matter to reveal the potential gaps as well as to get informed about how a certain issue is conceptualised. The academic sources from reputable databases such as Scopus, Web of Science, Wiley online library, EBSCO HOST, and Sage have been searched by inserting the key words relevant to EMI research in Kazakhstani context: Kazakhstan, English Medium Instruction, EMI, challenges, policy, university, program. It should be noted that despite the dearth of research on this issue worldwide, the databases contained a limited amount of local scholarly publications. Yet, due to the restrictions on the number of references set by the journal, a few works have been selected for this review. The growth of study on EMI in Kazakhstani higher educational institutions for the last half decade is noticed based on the research projects of Nazarbayev University faculty. Several studies have been conducted focussing on challenges encountered by EMI students in academic reading and writing particularly at the post-graduate programmes (Tajik, Akhmetova, Filippova, Shamatov & Zhunussova, 2022) [6]. This large scale research involved 10 Kazakhstani universities to explore graduate students' experiences of studying in EMI universities. Another paper by local scholars aimed to develop and test a framework of four factors stakeholders in postgraduate higher education institutions in Kazakhstan perceive as supporting or hindering English language proficiency development in English-medium programs (Goodman, Kambatyrova, Aitzhanova, Kerimkulova & Chsherbakov, 2022) [7]. The qualitative study of Hajar and Mhamed [8] identified the challenges and coping strategies of Kazakhstani students while writing their master's thesis projects. They identified that major struggles were connected with miscommunication, leading to the feelings of anxiety and insecurity. The study recommends higher education institutions to develop handbooks where clear guidelines for maintaining a dialogic approach to supervisor-master's student interactions could be prescribed. Despite some limitations of this study such as a small number of participants, it highlights important strategies used by Kazakhstani students and makes a great deal of contribution to understanding how master's students' challenges could be prevented and solved.

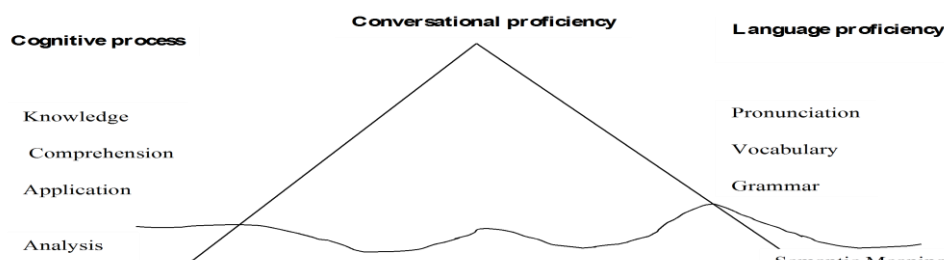
Likewise, majority of existing empirical studies on EMI in Kazakhstani HEIs related to undergraduate programmes have been carried out by the faculty and graduate students of Graduate School of Nazarbayev University (Karabay, 2017; Aitzhanova, 2020; Kuttubayeva, 2022) [9, 10, 11]. Karabay [9] carried out a qualitative research aimed to explore the STEM (Science, Technology, Engineering and Mathematics) and Social Sciences students' perceptions of choosing EMI programs and the challenges encountered while learning the program. Several key findings that emerged from this study are that while STEM and Social sciences students' linguistic challenges differ, motivations for choosing EMI are similar. The researcher also found that the STEM students' English proficiency did not seem to improve during their studies compared to Social Sciences students. Speaking and Writing as productive skills were reported to be the most frequently encountered challenges by undergraduate students of the STEM programme, which is true with learners with English as an additional language (EAL) in a Secondary school in England as well reported by Gaipov and Brownhill (2021) [12]. Another local researcher Yessenbekova

(2022) [13] examined teachers' and students' perceptions of their EMI experiences, focusing on the interplay between language management, language practices and language ideology. The findings of her study reported that students had positive experiences with language ideology, however, they had some challenges with language practice, which has been explained due to the unsuitable language management system. Her study suggested that the quality assurance of EMI policy needs to be improved.

In the next section of the current paper the existing theoretical frameworks are proposed for efficient EMI implementation in Kazakhstani HEIs. Also, the authors attempt to identify whether and how Quality Assurance of EMI provision in Kazakhstani HEIs is reflected by local researchers.

**Results and Discussion. The theoretical framework of EMI and its implementation in Kazakhstani HEIs.** The systematic review of related literature enabled to gain important insights into the theoretical frameworks underpinning the research in EMI and point to the ways they can be implemented in Kazakhstani settings. It was determined that the theoretical basis of English Medium Instruction refers to Cummins's (1979) [14] Cognitive Academic Language Proficiency (CALP) and Basic Interpersonal Communication Skills (BICS) theory, where the dimension of language proficiency is strongly related to overall cognitive and academic skills of learners. The academic, cognitive, and linguistic aspects of EMI provision can be envisaged under CALP theory. The CALP theory is illustrated in Figure 1 below.

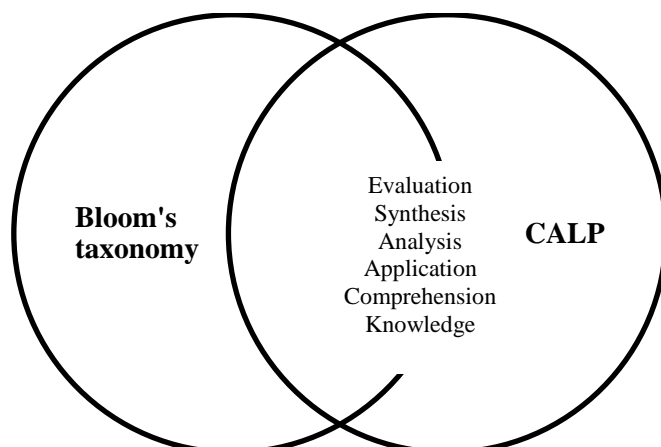
Figure 1 - BICS/CALP (1984: 138)



The important issue to consider is that although EMI-related discourse contains much about the development and improvement of English language proficiency of both content teachers and students, the primary purpose of non-linguistic majors is the development of subject-related professional skills. Hence, the focus should be on the development of the students' cognitive academic language proficiency and in this vein, the theory of CALP might lay the basis of the EMI approach. Although initially BICS and CALP dichotomy addressed secondary education context and migrant children's struggles with schooling, later it was acknowledged that this term can be used in a variety of contexts as long as it retains a meaning proposed by Cummins. Without reaching an appropriate level of CALP, the learners will encounter considerable difficulties in acquiring subject knowledge.

Cummins argues that deeper cognitive processing such as analysis, synthesis, and evaluation are necessary to academic progress. He describes language proficiency in terms of surface and deeper levels of thinking skills. It needs roughly from six to seven years for non-native language learners to develop cognitive academic language skills in target language [14]. In respect to this fact presumably the EMI programs need to be designed with some gradual paces taking into account the language needs and capacities of EMI learners. In some ways Cummin's CALP and BICS theory and Bloom's (Bloom, Engelhart, Furst, Hill and Krathwohl, 1956; Anderson and Krathwohl, 2001) [15, 16] taxonomy have common characteristics both emphasising the levels of thinking skills, and can be considered in Figure 2. below:

Figure 2 - CALP and Bloom's taxonomy in EMI provision



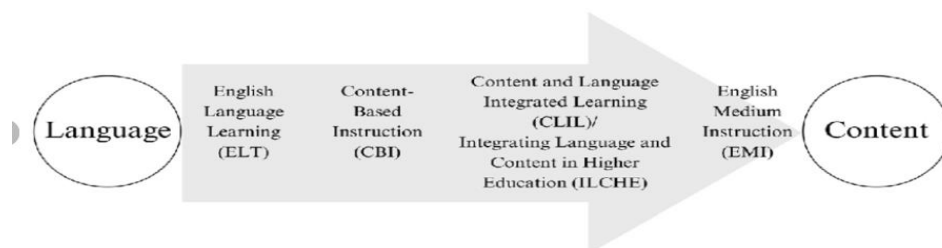
We [the authors of this paper] assume that CALP and Bloom's taxonomy can be integrated and used in carrying out EMI provision systematically by content teachers in collaboration with language teachers. Given that academic disciplines require the involvement of such higher-order thinking skills as being able to evaluate, synthesize, analyse and apply, it is obvious that students need to have appropriate academic language proficiency to progress in EMI courses. However, as reported in a number of studies, even graduate students experience challenges when dealing with academic English. For instance, Tajik *et al.* (2022) [6] pointed out that the findings of their studies on EMI graduate students' academic reading and writing reported two types of major challenges such as personal-psychological including students' previous academic backgrounds, exposure, and learning experiences, and sociological type of challenges including English academic culture and students' worldviews, concepts, and values about English as a language and medium of instruction. This indicates a need for reconsidering the previous models of EMI implementation and developing more efficient ones. At this point, it is significant for content teachers to take some ownership for their contribution to the study of EMI (Macaro & Aiwaza, 2022) [17]. Since EMI is provided by content specialists, they should be informed of the students' struggles even though these challenges are predominantly of linguistic nature. However, according to [17], the overwhelming majority of EMI research belongs to the scholars in the field of applied linguistics and published in educational or applied linguistics journals. Thus, the potential readership consisting of content specialists and scholars stays uninformed about the needs of EMI students. Perhaps, this is one of the reasons content teachers are reserved to explore the EMI-related issues. In this way, the lack of collaboration between content teachers and language specialists might negatively affect EMI implementation. However, this aspect needs more thorough investigation due to its complexity and can guide the next stage of our study. At this stage, our study is limited to the exploration of existing frameworks and EMI provision under certain quality assurance procedures.

In the study on factors supporting and hindering language development in English-medium programs Goodman *et al.* [7] focused on *structural, cultural, sociolinguistic, and pedagogic* factors in EMI provision. The findings of their study reported that teachers and students faced pedagogical challenges while delivering content in a foreign language, and they have noted that structural policies related to admissions thresholds for EMI students did not exist. These studies on EMI were limited to postgraduate programmes, and one of the reasons for the language challenges of graduate students considered by the abovementioned scholars to be the insufficient preparation for EMI graduate programmes.

Due to the fact that EMI provision roughly represents linguistic and academic subject components explicitly, the following continuum below plays a significant role, where the interrelations of

specific patterns are maintained. This continuum represents the language focused components at the one end and the content related components at the other end, and some specific terms in the middle used for approaches to language and content teaching that are pertaining to different geographical contexts (American, European) and educational settings (Secondary School, HEIs). On the other hand, if we attempt to replace the concepts on the continuum with their key stakeholders we will notice the transition from language teachers to content teachers, and this emphasises the role of content teachers while carrying out an EMI provision. These approaches are also elaborated by Macaro *et al.* [3] to clarify the differences between various definitions associated with EMI in different contexts. Such distinctions are crucial to understanding the importance of content in English Medium Instruction and its difference from CLIL.

Figure 3 - Language and content continuum (Adapted from Galloway and Rose, 2021)



Adapted from Galloway and Rose's continuum (2021).

**Quality assurance for learning and teaching in HEIs with EMI in Kazakhstan.** Although the topic of Quality Assurance in HEIs covers a wide range of areas, there is little known about the Quality Assurance of EMI policy. The Bologna process and European Credit Transfer System (ECTS) play the key role for internationalisation of HEIs in Kazakhstan. In this sense, Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) are a set of standards and guidelines for internal and external quality assurance in higher education, providing guidance, covering the areas which are vital for successful quality provision and learning environments in higher education (ESG, 2015) [18]. After signing the Bologna Declaration and becoming a member state in 2010, the Ministry of Education and Science (at present restructured as the Ministry of Higher Education and Science) of the Republic of Kazakhstan eventually started adopting ECTS in HEIs. However, a step-by-step approach has been carried out in transforming to the ECTS by adjusting the existing academic credits into the ECTS technically at the early stages, and currently all Kazakhstani HEIs are required to be accredited by authorised national and international accreditation agencies registered at the European Quality Assurance for Higher Education (EQAR). As mentioned above HEDNC acts as a state representative body by adjusting ESG to the Kazakhstani context, and provides guidance to HEIs. It has been reported by Organisation for Economic Cooperation and Development (OECD) and World Bank (2007) [19] that ensuring the quality of educational programmes meeting the needs of local and international standards simultaneously has become a great challenge in many countries. However, one of the trends that relates to the development of quality assurance as a global phenomenon stated by Kinser (2014) [20] is the increasing internationalisation of higher education itself. This statement matches the current strategic priorities of Ministry of Higher Education and Science of the Republic of Kazakhstan as it promotes the launching of English-medium programmes highlighting IT, and teaching related modules ([https://enic-kazakhstan.edu.kz/en/reference\\_information/sistema-vyshego-obrazovaniya-v-kazahstane](https://enic-kazakhstan.edu.kz/en/reference_information/sistema-vyshego-obrazovaniya-v-kazahstane); retrieved on June 21) in particular. Kinser (2014) [20] also enlists three main strategies for data collection with quality assurance systems being as a) data produced for other purposes or readily available through public sources; b) audit procedures; and c) a self-study or ‘inquiry brief’ method. Among these strategies “inquiry brief” works well for the

established institutions where quality of the overall organisation is not a strong concern, and it allows critical self-reflection with the aim of improvement. The data in our study has been collected and analysed as per the “inquiry brief” model, and we will discuss it below. The teaching staff constitutes a separate standard in ESG (2015) [18], where institutions assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment of the staff. From the EMI perspective we think that the knowledge of English, most probably proved with official language certificates from authorised bodies, can be required from EMI teachers. However, HEIs with EMI do not publish the language (EMI) policy regarding the teaching staff and students on their websites, and we do not have information available on EMI policy. We think that an open-access EMI policy will be helpful for all EMI stakeholders, as it might contain some certain requirements for the teaching staff and students related to the English language preparation. As for the institutions standard in ESG (2015) [18], they are required to collect, analyse and use relevant information for the effective management of their programmes and other activities.

The studies related to EMI in Kazakhstan have been reviewed in this paper, and revealed that all studies have self-report nature. This is significant to know that CALP as a theoretical framework of EMI requires about six to seven years of target language exposure for non-native learners, and consequently some longitudinal studies on EMI will make a lot of sense. It is also recommended for HEIs with EMI in Kazakhstan to provide EMI (language) policy open to the public, and we have revealed a gap between EMI provision and quality assurance in Kazakhstani HEIs. In this sense our study will contribute to this field of research.

The aim of this study is to explore the quality assurance of EMI provision by analysing the literature systematically focussing on a Kazakhstani context.

**Conclusion.** Based on the analysis of the systematic literature review in this paper, we recognise that students and teaching staff face a number of key challenges in carrying out EMI provision. EMI is not a one-size-fits-all policy, but it has a complex nature, which can be grouped under several interconnected subcategories. *Different linguistic backgrounds and language needs of students* do matter in EMI provision. Both the students and teachers expressed difficulties of having students and peers with different linguistic backgrounds and language needs. We think that this can be considered under two possible tools being revised *EMI policy* for admission requirements, where students’ English language levels are defined properly and necessary English support is provided. EMI policy also provides guidance to teaching staff on the use of L1, otherwise relying on teachers’ preferences will bring out some difficulties and misunderstandings between students and teachers in EMI classes. Secondly, teaching staff should be provided *professional training* on working with students with diverse backgrounds and abilities, targeting the inclusivity. Teachers’ professional development on the other hand has to do with the Human Resources policy of a HEI, as preparing teachers for EMI provision needs massive resources. All above-mentioned categories need to be considered from the Quality Assurance perspective in order to maintain a holistic approach to carrying out a consistent and sustainable EMI provision.

In sum, the internationalization of Higher Education Institutions in Kazakhstan has become a strategic priority for the state, aiming to align curricula with European Standards and Guidelines (ESG) regulated by the Bologna process and develop students’ academic, transferrable, and employability skills. To achieve this, the government has attracted international universities to establish their campus branches in Kazakhstan, leading to an increase in the number of universities offering English Medium Instruction (EMI) programs. However, as EMI provision expands, the need for quality assurance in the delivery of these programs becomes crucial. The systematic analysis of existing literature on EMI in a Kazakhstani context reveals that private universities are more likely to adopt EMI policies compared to public ones. The theoretical basis of EMI implementation in Kazakhstani HEIs relies on Cummins’s Cognitive Academic Language Proficiency theory (CALP), emphasizing the importance of cognitive and academic skills in language proficiency. The integration of CALP theory and Bloom’s taxonomy can provide a



structured approach to EMI provision, with content teachers taking ownership and collaborating with language teachers. The study highlights challenges faced by EMI students, particularly in academic reading and writing, which are related to their cognitive and academic language proficiency. Moreover, the quality assurance of EMI policy needs improvement, as there is limited information available on EMI policy for teaching staff and students in HEIs. Open-access EMI policies are recommended to establish clear requirements for language preparation and contribute to transparency for all EMI stakeholders. To address the gaps in EMI provision and quality assurance, longitudinal studies on EMI in Kazakhstan are suggested, allowing for a better understanding of students' language development over time. The study's aim is to contribute to the field of research by exploring the local studies and the quality assurance of EMI provision in Kazakhstani HEIs systematically. Ultimately, enhancing the quality of EMI provision will not only benefit HEIs in Kazakhstan but also contribute to English medium programs in the country and beyond, fostering internationalization and competitiveness in the global educational landscape.

*Funding.* This research project is funded by the Ministry of Higher Education and Science under “IRN AP 19676131” state funding grant.

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IRSTI 14.35.09

<https://doi.org/10.51889/2959-5762.2024.82.2.016>

Akhmetova M.K.<sup>1\*</sup>, Orynbayeva U.K.<sup>1</sup>,  
Kassymbekova M.A.<sup>1</sup>, Zhyltyrova Zh.T.<sup>1</sup>

<sup>1</sup> *Kazakh Ablai Khan University of International  
Relations and World Languages,  
Almaty, Kazakhstan*

## FEATURES OF THE FORMATION FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF MASTER'S STUDENTS OF A LANGUAGE UNIVERSITY

### *Abstract*

This article discusses the methodology for developing foreign language professional competence of undergraduates in the educational program “Training of teachers in a foreign language.” At the present stage, with the entry of the Republic of Kazakhstan into the global educational space, there is a need for highly trained personnel and specialists of the 21st century. The formation of foreign language professional competence contributes to the development of intercultural communicative competence among undergraduates, adapting them to different cultural contexts. The implementation of the competency-based approach, as one of the relevant approaches in education of the 21st century, and the cognitive approach, as the leading one in foreign language education, lead to high-quality final results and the formation of foreign language professional competence of future foreign language teachers. This article describes the results of applying the course “Modern methodology of foreign language education in higher institutions”. The aim of the course is to provide the necessary qualitative training of future foreign language teachers so that they can successfully realize in their pedagogical practice the main goal of foreign language teaching - the development of intercultural communicative competence of individuals. This is based on the principles and methods of foreign language education, which contribute to the formation of graduate students' ability to effectively communicate and interact with representatives of other cultures.

**Keywords:** foreign language education, foreign language professional competence, cognitive competence, competency-based approach, cognitive approach, communicative approach, project work.