

## Holistic View to English Medium Instruction (EMI): A Case from Kazakhstan

**Davronzhon Gaipov**

SDU University, Odense, Denmark

### **Abstract:**

In this paper some data from a larger three-year long Research project will be presented. This study aims to a) explore the challenges faced by HEIs that offer EMI programmes at an organisational and instructional levels, b) examine the ways in which EFL teachers and content lecturers can collaborate to respond to the challenges encountered by EMI students, c) investigate effective pedagogic adjustments that better suits EMI students' needs. The main research question that guides the study is as follows: "What kind of challenges do the Kazakhstani Higher Education Institutions with the English Medium Instruction (EMI) face at an organisational and instructional levels, and how can these challenges be responded effectively?"

The study is a mixed-methods research in that it aims to collect, analyse, and integrate both qualitative and quantitative primary data. We intend to study qualitatively and quantitatively the challenges encountered while carrying out EMI provision in the HEIs at an organisational and at an instructional level. In this sense, at an institutional level the strategic documents of HEIs with EMI have been accessed from open sources and have been analysed using content analysis tools. This has been followed by interviewing senior leadership team members of HEIs with EMI. At an instructional level, surveys have been conducted to EFL teachers, Content lecturers, and students at EMI programs. This has been followed by collaborative work of Content lecturers with EFL teachers, where they have been co-planning the lessons and co-designing the learning materials. Accordingly, the findings on institutional policies of EMI provision in Kazakhstan will be presented, and data emerged from collaborative work of EFL and Content lecturers will be discussed.

The paper is expected to contribute to the language education and applied linguistics literature by exploring the practices of using EMI in HEIs. The paper will also contribute to the emerging literature on EMI in the Kazakhstani context by adopting an interdisciplinary approach, particularly at an undergraduate level of programmes. The findings of this study will inform the leadership of universities and policymakers while designing appropriate strategies related to language policies in education, namely English Medium Instruction. The findings will also provide some references for content lecturers on delivering the lectures that will respond to EMI related challenges of students.

### **Keywords:**

EMI policy and practice, institutional and instructional levels, challenges, holistic approach.