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ӘДІСТЕМЕСІНІҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ:
ТЕОРИЯ ЖӘНЕ ПРАКТИКА

АКТУАЛЬНЫЕ ВОПРОСЫ ФИЛОЛОГИИ И МЕТОДИКИ
ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ:
ТЕОРИЯ И ПРАКТИКА

TOPICAL ISSUES OF PHILOLOGY AND METHODS
OF FOREIGN LANGUAGE TEACHING:
THEORY AND PRACTICE

Алматы, 2015

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Дальнейшая разработка интегрированных образовательных программ включает в себя, прежде всего, разработку основных направлений интеграции содержания непрерывного высшего профессионального образования, основанных на тенденции движения к более высокому и качественно новому уровню подготовки специалистов, востребованных на рынке труда и рассматривается как одно из средств эффективности подготовки качественно нового специалиста, отвечающего требований современной экономики и бизнеса в Республике Казахстан.

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NEW TREND IN KAZAKHSTAN: ENGLISH AS THE MEDIUM OF INSTRUCTION.

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Заман талабына сәйкес, ағылшын тілінің нарықтық жағдайда жетекші орында шығуы, студенттер тарапынан білім алудың негізгі оқу тілі ретінде өсуі байқалады. Жамандану үрдісіне сүйене отырып, көптеген өзге тілді мемлекеттер өздерінің жоғары білім беру жүйесінің бәсекеге қабілеттілігін арттыру мақсатында, жартылай немесе толық қанды ағылшын тіліндегі оқу бағдарламаларын енгізу үстінде. Мақалада атаалмыш трендтің туындау себебі, оның артықшылығы мен кемшіліктері, оқытушылар мен студенттер тұрғысынан, өзгерістерден туындайтын қиындықтар мен мүмкіндіктер қарастырылады.

Тірек сөздер: EMI, академиялық ұтқырлық, бағам жүйесі.

There is a fast-moving worldwide shift from English being taught as a foreign language to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine. This paper deals with implementation of EMI for content courses at higher education institutes. EMI is increasingly being used in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of young people and policy decisions in non-anglophone countries. This paper, however, reports following aspects: students' reactions to the EMI subject courses, EMI challenges in Kazakhstan, its horizons and difficulties that students and lecturers meet in new trending educational system.

Key words: English as the medium of instruction (EMI), English, Academic mobility, Bologna system

Популяризация английского языка на рынке стало настолько велика, что иностранный язык для многих студентов он превращается в основной язык обучения. В попытке повысить конкурентоспособность своих систем высшего образования в условиях глобализации многие не англоговорящие страны увеличивают количество образовательных программ посредством введения частичного или полного преподавания на английском языке. В статье рассматриваются причины такого тренда, его плюсы и минусы, а также трудности и перспективы таких перемен как для студентов, так и для преподавателей.

Ключевые слова: EMI, академическая мобильность, болонская система.

Despite the unceasing global debates on English as the international language, the adoption of English as the medium of instruction (EMI) has been sweeping across the higher education landscape worldwide. EMI around the world - one of the main trends of international education past 10 years and Kazakhstan is well is there.

Implication of the Bologna three-cycle system, which is mainly completed in 2010, the number of English-language programs in non-English speaking countries increased dramatically. According to the latest data from the Institute of International Education in 2002, there were 560 master programs taught entirely in English, in 2008 - 1500 and 3701 - in 2011, as well as 963 programs with partial teaching in English [1]. As a member of the global village, Kazakhstan has also been under tremendous pressure from this trend towards academic internationalization. In the last decade, higher education in Kazakhstan has undergone a period of remarkable change and growth. There are 42 universities which have special groups, where English used as the medium of instruction and it makes more than 30 % from total amount (Figure 1).

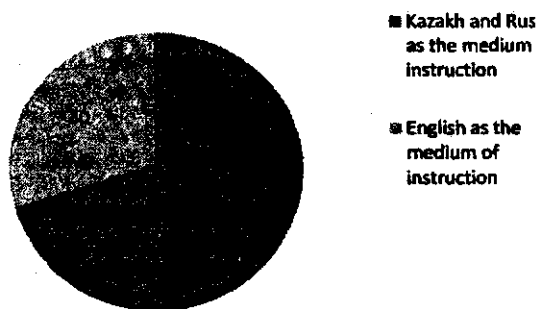


Figure 1. The share of EMI in Kazakhstani Educational market (%)
(made by authors with the use of sources [2], [3])

Moreover, even though the Kazakh and Russian used as the medium of instruction in universities, they still have some elective courses which are based on

English. Bachelor, Master and PhD programs including mentioned programs are keep growing rapidly.

Why is EMI growing? Some universities see an opportunity to attract a wider range of students; or they feel that EMI strengthens their offer to those students who believe studying in English will make them more employable in a world where a quarter of the population speaks English. Another reason is that European higher education policy (several of interexchange programs) and the Erasmus programme opens in a new tab or window. In most countries around the world have already had a major impact on student mobility and with it the need to ensure that students are studying their subject in a common language, which they understand. More often than not, this language is English. For last several years exchange students programs are axiomatic in Kazakhstani Educational market. In 2013 746 students went abroad by local (Kazakhstan) academic mobility program.

The question is whether students are concentrating on learning the academic subject or on improving their English. According to research carried out at al-Farabi Kazakh National University, most students felt that, though their understanding of lectures was not high, they agreed that instruction in English helped them to improve their English proficiency. On the other hand, the same students mentioned, that were skeptical about the introduction of English-medium higher education because of the ability and motivation of teachers and students.

Although courses taught through the medium of English are on the rise, there are risks attached to them. One risk is that the lecturer's English, although good, may not be specialized enough. There are further issues, such as the difficulty of assessing examination answers written in English since we might ask what is really being tested -- the English language or knowledge of the subject? We should also ask whether the lecturer's role has changed from that of a specialist in his or her discipline to that of a specialist in his or her discipline who can deliver in a second language. Some lecturers feel that their role is not to help students with their English, but simply to deliver their subject in English. When asked about their role, one university respondent said: "I'm not interested in the students English; I'm interested in their competency in tourism". However, another said: "I probably won't help their spoken English but I hope to give them more confidence and understanding when reading".

This leads us to ask to what extent an academic teacher lecturing through the medium of English can or should also become a quasi-English language teacher and take time explaining specialist English vocabulary and grammar. The challenge EMI presents to them is how to present their subject clearly and concisely in another language. The students' view of the lecturer can also change when EMI is introduced. Research has shown that students' perceptions of lecturers' English language proficiency correlated with their view of lecturers' general competence.

There are several problems with EMI implementation in Kazakhstan:

of language problems: entering exams, functional lexis, lecturers' competencies;

- culture problems: diverse contingent, lecturers' burden, Americanization of education programs for Asian lecturers' and students;
- differences in higher education management;
- lack of literature for some courses in English;
- lack of professional trainings for non-English speakers, who teaches in English.

One of the most important challenges is to do with language and identity. EMI can be seen as a threat to the status and development of the local language. On the other hand, EMI can also be as an opportunity. At a related policy dialogue in Segovia, Spain, last year, participants almost unilaterally agreed that EMI provided an opportunity. Many governments are now identifying new recruitment opportunities for their country's education institutions through EMI, and at a pedagogical level, students, lecturers and institutions are seeing the benefits of the international dimension EMI brings.

EMI advantages:

- improving English;
- full participation in international communication;
- better preparation for the competitive labor market achieving professional goals in Kazakhstan and abroad;
- enabling foreign students to enroll;
- helping university get better rating;
- the reason to develop professional trainings for non-English speakers, who teaches in English.

Overall, although the students (respondents of the research) in this study generally did not think that they had a high level of comprehension of their EMI lectures, most of them at least did not show negative attitudes towards the courses, probably due to their professors' various efforts in reducing their anxiety level in the classroom. Moreover, while the effects of English-medium instruction on the learning of subject content remain unclear, most of the students surveyed agreed that English instruction helped them improve their English. For universities that do not have sufficient resources to do so, there are two other strategies worth considering. One is to offer voluntary, non-credit-bearing EMI language courses that students pay for. The other strategy is to restrict participation in EMI courses to only students who have sufficient proficiency in English and at the same time design their EMI curriculum with great caution. Although many Kazakhstani universities have invited speakers to give talks on how to teach content courses in English to Kazakhstani students, most of these talks did not focus specifically on how to use the English language effectively in lectures.

Finally, as a preliminary exploration, this study provides only a rough sketch of Kazakhstan undergraduate students' reactions towards English-medium instruction for subject courses. Many questions remain: For example, do non-native English speaking (NNS) students in different types of universities encounter different language problems in their EMI courses? What English language problems do NNS teachers encounter in their EMI courses? What are the effective strategies used or could use by NNS teachers giving English instruction to

overcome their English language difficulties? Do NNS students with different English proficiency levels encounter different problems in EMI courses? Do NNS students at different education levels (e.g., graduate vs. undergraduate) react differently to English-medium instruction and encounter different types of problems in their EMI courses? These and other questions need to be thoroughly investigated in further research before we can more effectively apply the results of this and other studies in real-world contexts.

In summary, then, there are a number of challenges: the rôle of language and identity, successful practice and methodology; the integration of EMI into an institution, language proficiency (of students and teachers), and the role of those who are involved in education. There is little doubt that the number of courses taught in EMI globally will continue to rise, not only at higher education level but also at secondary level, and with it will come more opportunities for training and development, and accreditation, possibly along the lines of that offered to Kazakhstan universities.

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**ДИСКУРСТЫҚ ТАЛДАУДЫ ӘДЕБИЕТТАНУШЫЛЫҚ ПӘНДЕРДІ
ОҚЫТУҒА ИННОВАЦИЯ РЕТІНДЕ ЕНГІЗУ ЖОЛДАРЫ**

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В статье на примере рассказов «Клад Бекторы» Т.Асемкулова и «Я скучаю по Вам» Д.Амантая раскрываются пути дискурсного анализа. Предлагается система вопросов и заданий, включающих необходимый материал для самостоятельной работы: фрагменты текста, цитаты из трудов литературоведов, необходимые комментарии, словарные, биографические статьи.

Ключевые слова: инновация, дискурс, литературоведение

Мақалада Т.Асемкуловтың «Бекторының қазынасы» және Д.Амантайдың «Мен Сізді сағынған жұртым» әңгімесінің негізінде дискурстық талдаудың жолдары көрсетіледі. Оқытушыға көмек ретінде сұрақтар мен тапсырмалар, студенттің өзіндік жұмысына қажет материалдар: мәтіннен үзінділерді, әдебиеттанушылардың еңбектеріне сілтемелер, қажетті комментарийлер, түсіндірме сөздік мақалалары қоса беріледі.

Трек сөздер: инновация, дискурс, әдебиеттану.

In article on the example of stories "Bektora's Treasure" of T. Asemkulov and "I miss you" D. Amanbay is shown a way of the diskursny analysis. The system of the questions and tasks including necessary material for independent work is offered: fragments of texts, quotes from works of literary critics, necessary comments, dictionary, biographic articles.

Key words: innovation, discourse, literary studies.