



**ENGLISH-MEDIUM INSTRUCTION AT TERTIARY LEVEL IN
UZBEKISTAN: POLICY, CHALLENGES AND BENEFITS**

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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ENGLISH-MEDIUM INSTRUCTION AT TERTIARY LEVEL IN UZBEKISTAN: POLICY, CHALLENGES AND BENEFITS

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ABSTRACT

English-Medium Instruction (EMI) is rapidly being implemented at universities in majority of non-Anglophone countries, where English is spoken as a second or foreign language, and Uzbekistan is not an exception. The development of foreign language learning in Uzbek context has risen to the level of state policy. The Republic of Uzbekistan is one of the non-Anglophone countries that is going to experience the global transition from English being taught as a foreign language to English being the medium of instruction for a wide range of academic disciplines. Uzbekistan has not remained uninvolved in the process of education globalization, and more specifically, the internationalization and "Englishization" of its education, despite the fact that there is little information available focusing specifically on EMI implementation in Uzbekistan context. Year by year a number of private and state higher educational institutions (HEI) in Uzbekistan, that have launched EMI policy for internationalization of their universities and better employability of students, has been increasing fast. This mixed research suggests how to implement EMI more effectively by taking into consideration participants' responses to the way EMI is currently implemented in Uzbek EFL context in HE. This thesis reports on the results of questionnaire surveys and semi-structured interviews of the opinions of administrators, instructors and students towards the use of EMI at tertiary level in Uzbekistan. As object of the study for present research intentionally were chosen two higher educational institutions: Sharda University and Andijan State Medical Institute due to the fact, that only these HEIs of Andijan city have

being implemented EMI policy successfully for several years. Sharda University is an international private university, where the majority of pedagogic staff and administrators are foreign citizens, whereas the students are natives of Uzbekistan. All subjects are being taught totally in English here. When it comes to ASMI, it has been implementing multilingual education programs at all educational levels in three languages of instruction (Uzbek, Russian and English). EMI is being implemented at international faculty, where all students came from such foreign countries as Korea, India, Pakistan, Bangladesh, Nepal and New Zealand. However, the pedagogical staff's and administrators' nationality is Uzbek. Local students are being taught either in Russian or Uzbek languages. A total number of 156 subjects (70 males and 86 females) participated in the study: 20 instructors, 130 students, 6 university administrators. The analysis of the various participants' viewpoints revealed that applying an EMI approach would attribute responsibility on educators and instructional staff and necessitate extremely well designed curricula. Such suggestions as motivating students by arranging language clubs to enhance their English language skills, reconsidering school programs, suggesting that technological and natural subjects would start to be taught from schools and even earlier, organizing EMI teacher training courses, attracting instructors of other than Uzbek or Russian nationalities, and motivating teachers by offering them more financial support were reported by respondents of the research study. The challenges experienced by participants' were mostly related to students' and sometimes even instructors' insufficient level of English proficiency, mixed ability classes, which create difficulties not only for teachers, but administration as well; lack of some students' motivation for learning foreign languages, as they were interested in studying their majors only; and recruiting EMI specialists from English speaking countries to assist EMI instructors by arranging master classes or training courses at their respective universities. Such advantages as financial motivation, salary bonuses, enhancement of English language proficiency, students' future career promotion, better employability, access to original sources in English, internationalization of university, attracting foreign students and teachers, student participation in international conferences and forums, staff and student mobility in exchange programs were noted as benefits of EMI policy by stakeholders. The findings indicate that instructors in Uzbek universities generally have positive views about the effectiveness of EMI and believe it can benefit students' future academic studies and job opportunities. Overall, the research suggests that despite certain challenges, almost all stakeholders see the value of EMI programs and are inspired to be involved in them. The findings of this research study can assist policymakers, university administrators, and instructors in considering the current challenges and developing possible solutions for more effective EMI implementation.

Key words : English-medium instruction, perceptions, challenges, benefits, language policy, academic language

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Supervisor : Prof. Dr. Gonca YANGIN EKŞİ

**ÖZBEKİSTANDA YÜKSEK ÖĞRETİMDE İNGİLİZCE DİLİNDE
EĞİTİM: POLİTİKALAR, ZORLUKLAR VE FAYDALAR
(Doktora Tezi)**

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ÖZ

İngilizce Eğitim Dili (İED), İngilizcenin ikinci veya yabancı dil olarak konuşulduğu ülkelerde, İngilizce konuşulmayan ülkelerdeki birçok üniversitede hızla uygulanmaktadır ve Özbekistan bu konuda bir istisna değildir. Özbekistan'da yabancı dil öğreniminin geliştirilmesi devlet politikası düzeyine çıkarılmıştır. Özbekistan Cumhuriyeti, İngilizcenin yabancı dil olarak öğretilmesinden çok çeşitli akademik disiplinlerin eğitim dili olarak kullanılmasına geçiş yaparak, Anglofon olmayan ülkeler arasında yer alacaktır. Bu tez, Özbekistan'da üniversite düzeyinde İED kullanımına yönelik yöneticilerin, öğretmenlerin ve öğrencilerin görüşlerini içeren anket araştırmalarının ve yarı yapılandırılmış görüşmelerin sonuçlarını rapor etmektedir. Bu araştırmanın temel amacı, Sharda Üniversitesi ve Andijan Devlet Tıp Enstitüsü olmak üzere iki yüksek eğitim kurumunun perspektiflerini inceleyerek İED'nin uygulanması üzerine bilgi sağlamaktır. Andijan şehrinde, bu iki yüksek öğretim kurumu sadece birkaç yıldır İED politikasını başarıyla uygulamaktadır. Sharda Üniversitesi ise uluslararası bir özel üniversitedir ve pedagojik personel ile yöneticilerin çoğunluğu yabancı vatandaşlardan oluşurken, öğrenciler ise Özbekistan yerlileridir. Bu üniversitede tüm dersler tamamen İngilizce olarak verilmektedir. Andijan Devlet Tıp Enstitüsü açısından, tüm eğitim seviyelerinde Özbekçe, Rusça ve İngilizce olmak üzere üç farklı dilde çok dilli eğitim programları uygulamaktadır. İED, bu enstitüde, öğrencilerinin çoğunluğunun Kore, Hindistan, Pakistan, Bangladeş, Nepal ve Yeni Zelanda gibi yabancı ülkelere geldiği uluslararası fakülte kullanılmaktadır. Ancak, pedagojik kadro ve yöneticilerin uyuşuğu Özbek'tir. Yerel öğrencilere ise Rusça veya Özbekçe dillerinde eğitim verilmektedir.

Araştırmaya toplam 156 kişi katılmış olup, bunlar arasında 20 öğretim görevlisi, 130 öğrenci ve 6 üniversite yöneticisi bulunmaktadır (70 erkek ve 86 kadın). Çeşitli katılımcıların bakış açılarının analizi, İED yaklaşımının uygulanmasının eğitimcilere ve öğretim personeline sorumluluk yükleyeceğini ve son derece iyi tasarlanmış müfredatlar gerektireceğini ortaya çıkardı. Araştırma çalışmasının katılımcıları, öğrencilerin İngilizce dil becerilerini geliştirmek için dil kulüplerinin düzenlenmesi, okul programlarının gözden geçirilmesi, teknolojik ve doğal konuların okullarda ve hatta daha erken dönemde öğretilmesi önerilerini dile getirdi. Ayrıca, İED öğretmen yetiştirme kurslarının düzenlenmesini, Özbek veya Rus uyrukları dışındaki eğitimleri çekmek için daha fazla mali destek sunulmasını ve bu şekilde öğretmenleri motive etmeyi rapor etti. Katılımcıların yaşadığı zorluklar çoğunlukla öğrencilerin, ve hatta bazen eğitimcilerin, İngilizce yeterliliklerinin yetersiz olmasıyla ilgiliydi. Ayrıca, karma yetenekli sınıfların sadece öğretmenler için değil, aynı zamanda yönetim için de zorluk yaratmasıyla karşılaşmıştır. Motivasyon eksikliği, bazı öğrencilerin yabancı dil öğrenmeye olan ilgilerini kendi ana dallarında çalışmaya odaklamalarından kaynaklanmaktadır. Bu noktada, İED eğitimlerine destek olmak amacıyla ilgili üniversitelerde Yüksek Lisans sınıfları veya eğitim kursları düzenleme ve İED uzmanlarını İngilizce konuşulan ülkelere işe alma gibi çözümler de ortaya çıkmıştır. Finansal motivasyon, maaş ikramiyeleri, İngilizce dil yeterliliğinin artırılması, öğrencilerin gelecekteki kariyer terfisi, daha iyi istihdam edilebilirlik, orijinal İngilizce kaynaklara erişim, üniversitenin uluslararasılaşması, yabancı öğrenci ve öğretmenlerin ilgisini çekme, uluslararası konferans ve forumlara öğrenci katılımı, personel avantajları ve değişim programlarında öğrenci hareketliliği gibi faktörler, İED politikasının paydaşlar tarafından sağladığı avantajlar arasında belirtilmiştir. Bulgular, Özbekistan'daki üniversitelerdeki öğretim elemanlarının genel olarak İED programının etkinliği konusunda olumlu görüşlere sahip olduklarını ve bu yaklaşımın öğrencilerin gelecekteki akademik çalışmalarına ve iş fırsatlarına fayda sağlayabileceğine inandıklarını göstermektedir. Araştırma genel olarak, bazı zorluklara rağmen neredeyse tüm paydaşların İED programlarının değerini gördüğünü ve bu programlara katılmak için ilham aldığını ortaya koymaktadır. Bu araştırma çalışmasının bulguları, politika yapıcılara, üniversite yöneticilerine ve eğitimcilere mevcut zorlukları değerlendirmelerinde ve daha etkili İED uygulaması için olası çözümler geliştirmelerinde yardımcı olabilir.

Anahtar Kelimeler : İngilizce Eğitim Dili, algılar, zorluklar, faydalar, dil politikası, akademik dil

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LIST OF ABBREVIATIONS

CLIL	Content and Language Integrated Learning
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
EME	English – Medium Education
EMI	English – Medium Instruction
ESL	English as a Second Language
HE	Higher Education
HEI	Higher Educational Institution
L1	First Language (Native language / Mother Tongue)
L2	Second Language
LPP	Language Planning and Policy
CBI	Content – Based Instruction

CHAPTER I

INTRODUCTION

Background to the Study

In many international contexts, globalization has prompted the use of English as a medium of communication. English-medium instruction (EMI) refers to the “teaching of academic subjects through the medium of English in non-Anglophone countries” (Macaro, Akıncioğlu & Dearden, 2016).

EMI is rapidly being implemented at universities in majority of non-Anglophone countries, where English is spoken as a second or foreign language. Following reasons for this phenomenon could be found: the majority of the information in all fields is in English and non-native people “need English skills to access it” (Ammon, 2001) and international negotiations are held mainly in English. In addition, “English has become the language dominating economic and entertainment activities” (Crystal, 1997). This is aided by the increasing quantity of English-language internet-based activities (Jenkins, Cogo, & Dewey, 2011). Moreover, the rising “trend of implementing EMI in higher education in countries that want to increase their citizens' English proficiency and attract foreign students” has helped English gain popularity (Doiz et al., 2013). To put it briefly, Coleman (2006) lists seven factors for the “Englishization of European HEIs: globalization, teaching and research materials, staff mobility, graduate employability, market for international students, and content and language integrated learning” (CLIL). According to Vinke, Snippe and Jochems (1998), although the internalization that would support staff and student mobility appears to be the major goal, the actual objective is to make higher education institutions (HEIs) more competitive. To boost an institution's reputation, it is crucial to hire international employees and students.

In Huang's comprehensive study conducted in 2015 at Southern Taiwan University of Science & Technology (STUST), a university with a longstanding history of over a decade in providing English Medium of Instruction (EMI) education, findings revealed a distinctive composition of enrolled international students. The majority of these students hailed from non-English speaking countries, highlighting a stark contrast with the local student body, which demonstrated a deficiency in English proficiency (Huang, 2015). Notably, the EMI implementation at STUST predominantly involved local instructors, revealing a potential disparity between the language and instructional skills required for EMI delivery and those possessed by the engaged educators. The study emphasized that the local teachers, while integral to the EMI framework, exhibited insufficient English language proficiency and instructional competence, raising concerns about meeting established standards (Huang, 2015). The study contends that investigating the teaching quality of EMI programs and addressing the associated learning challenges is imperative and has emerged as a primary concern in the educational landscape (Huang, 2015). To assess the sustained benefits of EMI programs, Huang advocates for further comprehensive investigations, emphasizing the importance of measuring results from diverse perspectives. This multifaceted approach is deemed essential for a holistic evaluation of the ongoing efficacy of EMI initiatives (Huang, 2015).

The link between a higher education institution's goals and students' expectations is provided by content lecturers. The way lecturers see EMI, particularly the challenges they encounter when delivering it, might be crucial for the successful implementation of the institution's language policy. Therefore, the primary agents, responsible for determining if the EMI policy is effective for the students are the lecturers. The purpose of this study is to examine EMI policy from the viewpoint of EMI instructors, students and other stakeholders at tertiary level in Uzbekistan. Moreover, it examines how EMI policy has been implemented in this specific setting and depicts the complexities and pitfalls that arise, as well as the advantages for all parties involved. The research focuses on content teachers' EMI instructional approaches and the limitations faced by the majority of students' typically inadequate English language proficiency. The results of this thesis may contribute a distinctive viewpoint to existing knowledge about EMI programs in tertiary level in Uzbekistan.

Thus, this qualitative research investigation aims to fill a gap. The study proposes recommendations for improving EMI implementation by taking into account the participants' perspectives on how EMI is being implemented at universities in Uzbekistan.

Problem Statement

The development of foreign language learning in Uzbekistan has risen to the level of state policy. In this regard, the President of the Republic of Uzbekistan Sh.M.Mirziyoev states: “We have set ourselves the task of joining the ranks of developed countries, which we will achieve only through rapid reforms based on science, enlightenment and innovation.”

The present research serves to some extent in carrying out the Resolution dated February 7, 2017 No PF-4749 "On the Action Strategy for Further Development of the Republic of Uzbekistan", Decree No. PF-5847 of October 8, 2020 "On approval of the Concept of Development of the Higher Education System of the Republic of Uzbekistan Until 2030", the decree No. PP-2909 of April 20, 2017 "On Measures to Further Improvement of the System of Higher Education", the decree No. PP-5117 of May 19, 2021 "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level", tasks set out in the Address to the Oliy Majlis of the President of the Republic of Uzbekistan Sh.M.Mirziyoev on January 24, 2020 and other normative legal acts.

In Dearden’s report (2015) on a study which “attempted to provide an initial picture of the rapidly growing global phenomenon of English medium instruction (EMI)” in 55 countries, the author presented the findings related to situation in Uzbekistan. According to Dearden (2015), in some countries, policymakers, administrators, teachers, and parents support EMI since it is seen as a passport to a global world. Policymakers view EMI as an opportunity to internationalize their educational programs and provide students access to a global academic and commercial environment. They view EMI as a means of significantly enhancing global mobility. Some people view EMI as an effort to strengthen their home country's knowledge of English and make sure that their local students can compete in an international marketplace (Dearden, 2015, p. 16). According to findings, “in Uzbekistan the presidential decree of 10 December 2012 encourages English to be taught, spoken, and used for business communication at all levels and at any institution, be it journalism, economics or ministry staff” (Dearden, 2015, p. 16).

Due to certain challenges, EMI could possibly make it difficult for lecturers to deliver their lectures and for students to gain knowledge and perform in English. Therefore, it is crucial

to investigate students', instructors' and administrative staff's perceptions in HEIs in Uzbekistan, since they are “the final key stakeholders responsible for what happens inside classrooms” (Pelaez & Usma, 2017). Understanding the challenges that emerge in EMI policy and, consequently, their impact on subject content and language acquisition, can be improved by researching stakeholders' perceptions and experiences. The perspectives and experiences of stakeholders with regard to EMI implementation in Uzbekistan's universities have so far only been the subject of a small number of research studies. If to discuss these studies, the findings of the research investigation conducted by Linn, Bezborodova & Radjabzade (2020) revealed that due to a lack of willingness to keep their particular instructions and principles, language policies in universities consistently fail at the implementation stage. On the other hand, language strategy in global business is distinguished by a control stage that is always missing in language planning in education. According to findings of another research study, conducted by Bezborodova (2023), implementation of EMI at universities is centered on the positive perceptions of English that all stakeholders possess. However, EMI is a considerably more complicated issue that, in its entirety, is not comprehended by students, instructors and administrators in the manner that much of the study literature interprets it. In light of this, the complicated nature of EMI and its impact on stakeholders is frequently oversimplified, which has a significant influence on practice. Bezborodova's investigation maps current EMI and English-Medium Education practices that imply an understanding of the country's multilingual reality, recognition of current problems, and appraisal of potential solutions to these problems. Thus, there is a need to investigate in-depth EMI implementation in Uzbek context. The perceptions of EMI at the tertiary level in Uzbekistan by students, instructors, and other stakeholders are investigated in the present research considering the fact that they have not been sufficiently explored in previous studies done within the country.

Aim of the Study

The present study aims at investigating the benefits and challenges of EMI at universities in Uzbekistan. To enhance EMI launch in the country, it is intended to explore the perspectives of EMI students, instructors, and administrators at HEIs in Uzbekistan.

In light of these objectives, the study will respond to the following research questions:

1. How do stakeholders perceive EMI in Uzbek universities?

- a. How do instructors perceive EMI in Uzbek universities?
 - b. How do students perceive EMI in Uzbek universities?
 - c. How do administration members perceive EMI in Uzbek universities?
2. What are the challenges of EMI in Uzbek higher education context?
 - a. What are the challenges of EMI implementation experienced by administration members?
 - b. What are the challenges experienced by EMI instructors?
 - c. What are the challenges experienced by EMI students?
3. What are the benefits of EMI implementation at Uzbek universities?
4. What are the stakeholders' suggestions for successful EMI implementation in Uzbekistan?

Two universities in Uzbekistan are the sites of this research study, Andijan city in particular, which have been making their first steps of EMI provision. These universities have been working tirelessly for the past four years to integrate EMI into their bachelor's and master's degree programs.

Significance of the Study

The present research study might be beneficial to a variety of stakeholders. To begin with, the staff and administration may learn about potential challenges in teaching EMI courses from the perspective of the students. This might provide them “an opportunity to consider and evaluate the benefits of their EMI courses in terms of content delivery and language learning”, depending on the views of students (Baltabayev, 2020). Moreover, instructors' opinions may be beneficial for policymakers and administration staff. Since EMI was implemented through a top-down policy approach, studying and considering instructors and students' opinions and experiences may assist in the establishment of a stronger interaction between policymakers and educators, resulting in more successful policy implementation. “Policymakers and educational managers, in turn, may learn about potential organizational support concerns such as financial and material resources, textbooks”, techniques, and the provision of specialized courses (Baltabayev, 2020). The results of present research may provide important information and make contribution to the bank of

knowledge on instructors and students' views of teaching and learning through EMI in Uzbekistan.

The findings of the research study will be of significance for the reason that it will be the first major survey and analysis of content instructors, students and administrators' views of EMI, challenges and benefits of content teaching through English. Kaplan and Baldauf (1997) clearly highlighted that a bottom-up approach—"in which the needs and opinions of all the stakeholders are carefully considered"—is preferable to top-down decision-making for language planning in education.

The results of this study might add significantly to our understanding of how teachers and students in Uzbekistan perceive EMI-based teaching and learning.

Limitations

Because the study is qualitative in nature, it has a few limitations due to the approach used. One of the major limitations of "interpretative research is that it does not use scientific techniques for verification", making it difficult to generalize the findings to other contexts (Mack, 2010). However, this is not the goal of the study, which intends to investigate instructors' perceptions on the challenges and benefits of EMI implementation at the tertiary level in Uzbekistan.

Due to time restrictions, the research also had a limited number of respondents and lack of universities implementing EMI in Andijan city, Uzbekistan. The sample size of twenty instructors and six administrators from two universities cannot be generalized to all groups of instructors and administrators who teach and implement programs of education in English medium in Uzbekistan.

The convenience sampling and the snowballing technique employed to recruit participants should also be taken into consideration as potential factors that may have influenced the diversity of responses. Since participants are "likely to propose more participants from their own social networks, sampling methods, particularly snowballing, may not be the best technique to create a statistically representative sample" (Bryman, 2004). However, this type of sampling is one of the few viable options for "obtaining participants, and the number of participants provided data saturation" (Bryman, 2004).

Additionally, the results might be less generalizable to the other regional universities in Uzbekistan since just two state regional higher education institutions participated. Although the results of this study were unique, it is likely that universities in other regions of Uzbekistan would experience similar patterns.

The final limitation is that the research used just two types of data collecting instruments: questionnaires and interviews. It is suggested to employ observations to gain better evidence of actual situation at universities of Uzbek context. Only questionnaires and interviews might not offer sufficient proof of the actual experience of teaching and learning courses through EMI, as well as its challenges and benefits.

Overall, nevertheless, this study makes no claim to have explored the complete range of views and experiences of instructors, who teach through EMI, students, who study through EMI and administrators, who implement EMI in HE in Uzbekistan. However, it makes certain significant contributions to a greater comprehension of both the challenges and benefits of teaching students content and studying in a foreign language in HE.

Thesis Outline

The present thesis consists of five chapters, appendices and list of references. Chapter One or Introduction chapter includes background information, problem, purpose of the problem, significance and limitations of the research study.

Chapter Two or Literature review chapter contains introduction, Uzbekistan context, the role of English in Uzbekistan, language policy and new reforms in Uzbekistan, EMI implementation in Uzbekistan and conclusion.

Chapter Three or Methodology chapter includes research design, pilot study, research sites, participants, data collection tools, research procedures, data analysis, ethical issues, validity, reliability and conclusion.

Chapter Four or Findings chapter discusses participants' perceptions of EMI, challenges experienced by administrators in EMI provision in Uzbekistan, perceptions of challenges experienced by EMI instructors and students, the benefits of EMI implementation at tertiary level in Uzbekistan, summary of findings and conclusion.

Chapter Five or Discussion and Conclusions finalize the research thesis by providing with introduction, summary of findings, implications and recommendations, suggestions for further research and conclusion.



CHAPTER II

LITERATURE REVIEW

Global Spread of EMI

The global spread of EMI has witnessed significant growth, becoming a prevalent phenomenon in higher education worldwide. Huang's extensive study (2015) exemplifies the internationalization of EMI, highlighting its presence in Southern Taiwan University of Science & Technology, a university with over a decade of experience in providing EMI education. This expansion aligns with broader trends observed by Dearden (2014), who notes the increasing adoption of English as a medium of instruction in higher education institutions globally. The phenomenon is not limited to specific regions, as universities around the world, from Europe to Asia, are incorporating EMI to attract international students and enhance their global standing (Macaro, 2018). The rise of EMI is linked to the globalization of education, where English proficiency is seen as a key skill for academic and professional success (Coleman, 2011). As EMI continues to spread globally, researchers and educators emphasize the need for comprehensive studies to understand its implications, challenges, and benefits across diverse cultural and linguistic contexts (Hellekjaer, 2017). The phenomenon underscores the intricate intersection between language, education, and globalization in the contemporary academic landscape.

The ongoing debate about EMI in non-Anglophone nations has benefited from an increasing body of research. The main application of EM education in the HE environment of multiple countries is in “internationalization strategies used in response to growing globalization” (Coleman, 2006; Graddol, 2006; Hu, 2009; Kirkpatrick, 2011).

The evaluation of policies (Gill, 2006; Jiang, 2010; Yeh, 2012), “student perceptions and performance” (Byun et al. 2011; Gerber, Engelbrecht, Harding, & Rogan 2005; Li, Leung,

& Kember 2001; Yeh, 2012), and content lecturers' opinions and viewpoints are just a few of the EMI in HE issues that have been the subject of research over the past few decades. Nonetheless, there has been insufficient in-depth research of this issue.

Growing interest has been observed during the last few decades in researching and discussing the issue of EMI efficacy. Examining these stakeholders' perspectives of EMI can help identify a range of additional factors including the degree of English proficiency of the students and teachers, which is crucial for EMI implementation.

Despite the fact that a great number of research has been carried out to analyze the impacts of EMI education, the investigations conducted so far have provided “more negative than positive” findings (Akünal, 1992; Kırkgöz, 2005; Kılıçkaya, 2006; Sert, 2008). One of the fundamental issues is that L2 instructors at universities in non-English speaking nations teach their courses in English, which reduces the effectiveness of the instruction. Due to both instructors' and students' limited English proficiency, the difficulties of L2 lecturing appear to be unavoidable. Some teachers had problems with intonation, fluency, pronunciation, accents, and even nonverbal communication. (Klaassen & De Graaff, 2001; Yeh, 2012). According to the reports of the lecturers, they had challenges utilizing English for communicative objectives, such as using humor, relating anecdotes, veering off topic, and providing spontaneous examples. (Wilkinson, 2005; Yeh, 2012). When preparing for classes or looking up technical terms when delivering EM courses for the first time, it required a lot of time even for highly qualified instructors. (Paseka, 2000; Vinke et al., 1998; Wilkinson, 2005).

Code switching or giving lectures in both L1 and L2 is another frequently cited pedagogical technique in EMI education (Yeh, 2012). Code switching has also been adopted as a teaching technique in classes with a content-based curriculum (Ariffin & Husin, 2011; Flowerdew, Flowerdew, Miller, & Li, 2000; Taha, 2008; Zabrodska, 2007). So that to assist students' comprehension of English and manage their relationships with students, EMI instructors have been seen to switch to the students' first language (Flowerdew, 2000; Taha, 2008). According to Ekoç (2020) (as cited in Ozer, 2020), many professors employ Turkish in EMI courses, but their lectures are only partially understandable due to a “lack of pedagogical subject knowledge” (Ozer, 2020).

Furthermore, the majority of EMI research have also brought to light the crucial fact that issues in an EMI context are related to instructors' teaching techniques as well as their

language competency. According to the European Commission (2013), traditional, monolog lectures are still the most popular type of instruction in many European countries. Based on the opinions of 71% of Italian institutions surveyed, Costa and Coleman (2013) came to the conclusion that changing the language of delivery has no impact on the way they educate. Similar results can be observed in foreign research studies, such as those conducted by Dafouz and colleagues (2007) in Spain.

Ball and Lindsay (2013) argue that non-native language instruction, particularly at advanced conceptual levels, necessitates a strong emphasis on approach and practice. Yet “for many lecturers, the shift from L1 to EMI is reduced to a mere change in the vehicle of communication, according to Cots (2013), and does not take into account the need to adapt teaching methodology” (Guarda & Helm, 2017). In Cots’ view (2013: 117), the shift in methodology that EMI should entail is a “process of decentering of the focus of pedagogic action from the instructor to the students, giving the latter a much more predominant space during the class”. Accordingly, it is implied that lecturers alter how they view their position, shifting away from a top-down approach of knowledge transfer and assisting students in constructing their own knowledge (Guarda & Helm, 2017). Thus, successful implementation of EMI requires both instructors' linguistic and pedagogical knowledge.

In light of this, Klaassen and De Graaff (2001) stated that EMI additionally suggests that lecturers be aware of the challenges faced by their students who may encounter difficulties when taking EMI-instructed classes and need support and guidance because they are also learning their subjects in a foreign language. For this reason, in order to effectively implement EMI in the Uzbek context, it is crucial to not only have a greater awareness of its issues but also to investigate the lecturers' experience of it, analyze the perceptions of students and other stakeholders, along with their views of EMI benefits and challenges.

Challenges of EMI

While EMI has numerous benefits, there are also challenges associated with its implementation. One major challenge is the potential for language barriers, and students, who are not proficient in English, may struggle to understand the content being taught, which can hinder their learning and academic performance. Insufficient language proficiency was one of the reasons European universities decided not to implement EMI courses (Wächter & Maiworm, 2014). It was also identified to be a significant barrier for students in Japan by

Aizawa and Rose (2019). A good command of English has been perceived to be “an important factor in figuring out the success of an EMI programme” (Ball & Lindsay, 2013; Bckett & Li, 2012; Doiz et al. 2014; Llorca, 2013; Wilkinson, 2013) and students' English language proficiency has been associated with several challenges in the EMI classroom (Airey, 2011; Airey & Linder, 2006; Beckett & Li, 2012; Chapple, 2015; Hellekjaer, 2010; Tsuneyoshi, 2005). These include difficulties comprehending lectures and lessons, interpreting academic content, asking and responding to fewer questions, spending more time to successfully complete the course, and a greater possibility of failing out. When English is employed as the primary instructional language, the students who lack English competence are not satisfied with the knowledge they have gained (Chang, 2010; Huang, 2009, 2012; Tatzl, 2011). Al-Bakri (2013) states that reading textbooks printed in English is one of the major difficulties for students when it comes to difficulties with understanding textbooks and course materials. This can be due to a lack of vocabulary and academic expertise. They must use a dictionary to search up unfamiliar words before translating the text into their L1 in order to grasp the learning content. It takes up much time and it is not effective. Additionally, according to another study by Keuk and Tith (2013), most students find it extremely hard to comprehend the content presented in their textbooks because of unfamiliar vocabulary and terminology. Having a limited vocabulary and reading slowly were just two of the many factors that prevented students from comprehending the course material (Chang, 2010).

Another challenge is the lack of qualified teachers who are proficient in both English and the subject matter being taught. It is essential for teachers to have a strong command of the English language in order to effectively deliver instruction and support students' learning. Without well-trained and competent teachers, the quality of EMI can be compromised. According to Yang et al. (2019), there are four significant problems for instructors and students when applying EMI in Chinese medical courses: insufficient teaching experience, inefficient instructional materials, limited opportunities for student-teacher interaction, and lack of ability to teach medical humanities. Additionally, EMI can also pose challenges for teachers who may struggle to adapt their teaching methods and materials to suit an English-speaking classroom. This can lead to a loss of instructional effectiveness and student engagement. Pun and Thomas (2020) investigated the challenges associated with implementing EMI in various schools in Hong Kong. The analysis of the participants' responses showed that implementing EMI in Chinese schools entails a number of language-

related challenges for teachers, such as lack of ability to explain and teach scientific concepts in English or to “provide corrective feedback in English” (Su & Kong, 2023).

Turkish educational system faces various challenges in implementing effective and universally accepted EMI policies. These challenges arise from a multitude of factors, including linguistic, cultural, and infrastructural issues. English proficiency among Turkish educators and students varies significantly, leading to disparities in language skill levels that can impede effective teaching and learning in English. According to Özdemir (2016), there is a shortage of qualified English teachers in Turkish public schools, which hinders the development of students’ English proficiency. Furthermore, Demirel (2019) noted that Turkish teachers often lack the necessary language skills and may struggle to comprehend specialized academic content when teaching in English.

Another critical challenge in implementing EMI is the need for comprehensive teacher training and professional development. Şahin and Arıkan (2018) highlighted that many Turkish educators lack sufficient training and support in delivering content in English, which undermines the quality of EMI implementation. Effective teacher training programs are essential to equip educators with the pedagogical methods and language skills necessary for successful EMI delivery (Özdemir, 2016). Furthermore, the availability of appropriate teaching materials and resources in English is a pressing issue. Turkish educational institutions often struggle to procure high-quality EMI resources that align with the national curriculum and educational standards. This shortage hinders the ability of teachers to provide engaging and effective instruction in English (Demirel, 2019).

All in all, while EMI offers numerous benefits, it is crucial to address the challenges associated with its implementation. Providing support for students who are not proficient in English, promoting cultural diversity and inclusion, ensuring teacher competence, and addressing educational inequalities are key factors in overcoming these challenges and maximizing the potential benefits of EMI.

Benefits of EMI

The question of why institutions are switching from the students' native tongue to English raises concerns given the tremendous expansion of EMI in HE, especially considering the fact that it entails certain challenges. The demand for EMI is motivated by a number of factors, however they vary depending on the context. An EMI program at a Chinese HEI

was the focus of a case study by Hu and Lei (2014). They found that “faculty and students viewed the program as having national (better international perspective and connections), institutional (higher rankings), and personal (English proficiency, increased graduate social mobility, and employability) benefits” (Hu & Lei, 2014). According to Wächter and Maiworm's (2014) survey in Europe, improved “international profile/awareness” of the institution, “strengthened collaboration with foreign partner universities/institutions”, and improved “assistance/guidance/advice for international students are all perceived benefits”. For students, they include the following: stronger English language proficiency, more interactions with teachers, enhanced possibilities for mobility, good preparation for working in a multicultural and international setting, increased employability, better networking, and higher educational standards.

Additionally, EMI contributes to better academic performance. Research has shown that students who study in English tend to perform better academically compared to their peers who are not exposed to English as extensively.

According to Phuong & Nguyen (2019), the four types of benefits that EMI is proven to provide are cognitive advantages, resource availability, better exposure to and opportunities for learning English, and better job opportunities for students.

Concerning cognitive benefits, some studies have shown a correlation between bilingualism and divergent thinking. Children that speak two languages are more adaptable and fluent than their monolingual peers (Baker & Jones, 1998). Regarding the availability of resources, EMI allows students access to materials that are not available in their native language (Alhamami, 2015; Başibek, Dolmac, Cengiz, Bür, Dilek, & Kara, 2014; Probyn, 2005; Zare-ee & Gholami, 2013). English-language publications are typically used for science textbooks and other reliable sources. Students must therefore have a strong command of English in order to access these materials, which emphasizes the importance of EMI.

Additionally, EMI is expected to offer more opportunities to learn English and more exposure to it. According to Galloway (2017), EMI is thought to improve students' English language skills. Students see EMI as a tool for covering their insufficient command of English.

Finally, EMI improves students' employability opportunities. In today's global job market, proficiency in English is highly valued by employers. EMI equips students with the language skills and cultural understanding needed to succeed in a competitive job market. Moreover,

due to the fact that there are a rising number of international business organizations all over the world, speaking multiple languages has the potential to be beneficial to future work opportunities. Bilingualism, according to Tamtam et al. (2012, p. 1423), is the foundation of “career and educational opportunities”. If a student has a strong command of English, they will likely be given the opportunity to be employed or promote (Yen & Thong, 2019). By studying in English, students have access to a wider range of educational and career opportunities both locally and internationally.

However, it is impossible to guarantee the perceived benefits of EMI at the national, institutional, and individual levels, therefore, additional investigation is required to evaluate this rapidly spreading trend in higher education critically.

To sum up, EMI offers a range of advantages to students, including personal growth, access to global opportunities, and increased employability. By considering individual circumstances and ensuring high-quality instruction, EMI can continue to provide students with the necessary skills and competencies for success in an increasingly interconnected world.

Content-Based Instruction

Content-Based Instruction (CBI) is an approach to language teaching that integrates language instruction with the study of subject matter content. This approach recognizes that language is best learned when it is used to convey meaningful and engaging information, such as that found in academic disciplines like science, history, or mathematics (Snow, 2010). By delivering language instruction through content-rich topics, learners are provided with opportunities to practice and expand their language skills in context, which has been shown to lead to higher levels of language proficiency and content knowledge acquisition (Snow, 2010).

Content-Based Instruction has been found to be particularly effective in second language settings, where learners are immersed in an environment where the target language is spoken. According to Crandall and Tucker (1990), CBI can be especially beneficial for language learners who are preparing for academic study in a second language, as it not only helps them develop their language skills but also exposes them to the academic concepts and vocabulary they will encounter in their future coursework. This integrated approach to language and content learning has been shown to enhance students’ ability to comprehend

and produce more advanced levels of language, as well as deepen their understanding of subject matter content (Crandall & Tucker, 1990).

The success of CBI can also be attributed to its ability to create authentic and meaningful language use opportunities for learners. By focusing on real-world content, CBI provides learners with the chance to engage with language in a purposeful and relevant manner, which has been shown to increase motivation and engagement in the learning process (Snow, 2010). This authentic use of language in meaningful contexts supports the development of communicative competence and fosters a deeper understanding of both language and content (Snow, 2010).

Incorporating CBI into language programs also aligns with the principles of communicative language teaching, which emphasizes the importance of using language for real communication and meaningful purposes (Celce-Murcia, Brinton & Snow, 2014). Through the integration of language and content, learners are provided with opportunities to engage in authentic language use as they explore and learn about new subject matter, thus helping them develop the language skills necessary for effective communication in academic and professional contexts (Celce-Murcia, Brinton & Snow, 2014).

Furthermore, CBI can be adapted to different levels of language proficiency and to various age groups, making it a versatile approach that can be used with learners of all ages and language abilities (Crusan, 2017). This adaptability allows educators to tailor CBI to the specific needs and interests of their students, making the learning experience more relevant and engaging. Additionally, by integrating language and content learning, CBI can facilitate the development of critical thinking skills, as learners are encouraged to analyze, synthesize, and evaluate information in the target language within the context of academic content (Crusan, 2017).

All in all, CBI offers a valuable approach to language teaching that integrates language learning with the study of meaningful content. By providing learners with opportunities to engage with language in authentic and relevant contexts, CBI supports the development of language proficiency and content knowledge while promoting motivation and engagement in the learning process. This integrated approach to language and content learning aligns with the principles of communicative language teaching and can be adapted to different levels of language proficiency and age groups, making it a versatile and effective approach to language instruction.

Uzbekistan Context

The most populous nation in Central Asia, Uzbekistan is a multilingual post-Soviet republic with about 35 million inhabitants and home to numerous linguistic and ethnic minorities. Uzbek, a member of the Turkic language family, is the official language of the country. Other native languages including Russian are used in addition to Uzbek in publishing, advertising, public announcements, TV and radio, and all levels of education. Uzbek language is the language of the government, law, and place names.

The country's de-russification efforts led to the “adoption of the Latin script”, the designation of Uzbek as the only official language, and the “emergence of Uzbekness as a distinctive identity” (Pavlenko, 2008). English is a required foreign language in schools, despite the fact that Russian is a language used for interethnic communication and is not Uzbekistan's official language (Hasanova, 2007).

Since gaining its independence in 1991, Uzbekistan has experienced significant changes in the areas of education and studying other languages, English in particular. In the post-Soviet era, the majority of Uzbeks already regarded Russian as their second or even first language, so there were insufficient conditions for them to learn English on the same level with Russian. As people sought to improve their lives and secure a bright future, they began to learn English year after year. People in Uzbekistan recognized that learning English would provide them unlimited opportunities for study, employment, and business ownership abroad, as well as for collaborating with foreign experts as well as taking part in various types of international activities. Uzbekistan moved to the English area, which Kachru entitled the ‘Expanding Circle’ (Crystal, 2012), indicating that the value of English in the nation has grown. In Uzbekistan, the English language is recognized as a foreign language (West & Sheykhmetova, 2016). The government, on the other hand, wishes to see the language adopted by society as a second language, especially by the younger population. This objective of the government is clearly stated in the presidential decree, which calls for the reform and modernization of both the media and education systems in order to support the dominance of English in the whole country.

The significance of language in society is strongly influenced by education. Therefore, it is likely that the government is adopting language policy changes to be ready for the day when English will “penetrate into society” (Hasanova, 2007) and become as prevalent as Russian has been until present. Despite the fact that English has not yet attained a high level of social

penetration in Uzbekistan, according to Hasanova (2007), due to Uzbeks' positive attitudes toward the language and its unique position in the international community, its functions and roles in the educational and social spheres have been rapidly expanding. To put it another way, English should be used in all aspects of our society, particularly education. This assigned responsibility for implementing EMI in HE in Uzbekistan to stakeholders and policymakers.

Uzbekistan's national development strategy prioritizes economic development and education reform to build capacity to make ambitious plans happen. Public Education and Higher Education 2030 Development Concepts are devoted to relevance and quality of education, holistic approaches to curriculum reform, internationalization of education standards and international partnerships in education.

According to British Council Uzbekistan, the new national strategy of the Republic of Uzbekistan requires significant reforms in education. A recent state programme emphasizes the value of teaching and mastering foreign languages for the internationalization of Uzbekistan's higher education system.

The EMI in Higher Education project was started by the British Council Uzbekistan in collaboration with the Ministry of Higher and Secondary Specialized Education in Uzbekistan to address national large-scale higher education reform, capacity development, and internationalization objectives.

The Role of English in Uzbekistan

Since the Republic of Uzbekistan's declaration of independence in 1991, the dominant and significant roles of the languages used locally have started to change in all areas of Uzbek society. Russian was designated as a foreign language, losing its status as "Uzbek's second mother tongue" (Hasanova, 2016), yet it was still important for communication and continued to function as a lingua franca for ethnic minorities. In contrast, the Uzbek language gained its position as the only official state language. English, on the other hand, has steadily gained popularity and become the most preferable foreign language to learn (Hasanova, 2007b, *cited in* Tangirova, 2017).

As opposed to Russian at the turn of the 20th century, English is growing rapidly in Uzbekistan, and Hasanova (2007a, c) describes it as a desired process rather than a

suppressive one. Uzbek people comprehend the value of English in all spheres, especially “when it comes to pursuing international education”, gaining a good employment opportunity, and “keeping up with the rapid pace of global advancements”. (Tangirova, 2017). The English language is their preferred choice, and they see it as the key to a successful and wealthy existence. The desire to study and work overseas and the idealization of the UK and US, according to language expert Rod Bolitho (Hasanova, 2007), were the two primary motivating factors of interest in the English language. These are the two most compelling reasons for Uzbeks to study English. According to Hasanova (2007), the growing interest in studying English stems from the language's worldwide importance.

Despite limited amounts of study on the role of English in Uzbekistan, language specialists have investigated the issue, providing actual observations and experiences. According to West (2013), English in Uzbekistan is mostly “acquired through educational training”. Bolitho predicts that English will completely replace Russian in a few decades. In their investigation, Duff and Dickens (2005) brought attention to English education and language levels in rural areas as opposed to urban parts of the country. Snow, Kamhi-Stein, and Brinton (2006) investigated “teacher preparation experiences in the country”, highlighting a unique English-medium program that prepares English language instructors - IELTE (Institute of English Language Teacher Education). (Tangirova, 2017)

In Uzbekistan, English is recognized as a foreign language (West & Sheykhametova, 2016, *cited in* Tangirova, 2017). The government, on the other hand, wishes to see the language become a second language, fluently used by society, particularly the younger generation. This government objective is clearly visible in the president's decree (December 10, 2012), where the role of English is greatly highlighted and both education and media are forced for reformation and upgrading to support the country's pervasiveness of English. A number of language specialists (Dearden, 2014; West & Sheykhametova, 2016) emphasize the presidential decree's significance in increasing attention to the English language in educational establishments at all levels of education.

Language Policy and New Reforms in Uzbekistan

Since Uzbekistan's Declaration of Independence in 1991, it has started to establish close relations with nations across the world in a variety of contexts, with language continuing to play a key role. Even though the Uzbek language was formally recognized as Uzbekistan's

national language in 1989, the Russian language continued to dominate urban communication in the early 1990s and was still widely used in official documents. However, at this point in Uzbekistan's history, English has taken over as the preferred language, and its utilizing has contributed to establish the nation's connections with other nations.

Uzbek is the official language, and Russian is the second, according to the Karimov government's stated linguistic policy (National Database of Legislation of the Republic of Uzbekistan, 2012, *cited in R. Abdullaev, 2021*). To be eligible for citizenship, Uzbek should be studied, with equivalent additional language adaptations. The Cyrillic alphabet, which had been in use for more than fifty years, was replaced with a script based on a modified Latin alphabet, similar to that used in Turkey, in Uzbekistan in September 1993. The transition was supposed to be finished by the year 2000, according to government plans. The main driver behind the urgent requirement was the necessity to use a more widely recognized alphabet for communication with the outside world. A significant effort was also under way to eliminate Russian words from the language and replace them with "pure" Turkic words that were taken from what was thought to be the original Inner Asian Turkic language (Abdullaev, 2021). The Republic of Uzbekistan was also shifting its language policy toward the West, which attracted international investors from a variety of business sectors (Federal Research Division of the Library of Congress, 1996). Early in the 1990s, learning English became more and more popular, but there were also certain challenges, such as a lack of English learning resources. Due to the influence of the former Soviet Union, majority of English language textbooks were written by Russian authors. The Standards of State Education, often known as the Uzbek model, were approved by the Ministry of Education in the late 1990s, and emphasis was placed on foreign languages other than Russian. Russian study hours were similarly shortened in Uzbek schools as English grew increasingly popular among learners.

Before the adoption of the National Educational Standard for Continuing Education System on Foreign Languages (Cabinet of Ministers of the Republic of Uzbekistan, 2013), which is based on the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR, Council of Europe 2001), there was inconsistency and a lack of continuity in educational standards. At all levels and stages of education, there was no single document that outlined the objectives of English teaching and learning. For example, state educational standards for secondary specialized education described the objectives and “results of teaching and studying foreign languages for students and teachers

who attended colleges and academic lyceums from the first to third year” (State Educational Standard and Syllabus, 2001). Educational standards for secondary stage of education also outlined goals and outcomes of teaching and “learning foreign languages for students and teachers who attended schools from fifth grade to ninth grade” (State Educational Standard and Syllabus, 2010).

A new period in the teaching of foreign languages in Uzbek context began at the beginning of the 2000s, when all stakeholders involved, including educators, students, schools, colleges, and universities, began to feel that change was required in the way that foreign languages were taught and acquired. There was, however, uncertainty regarding the ways of implementation of these changes, what kinds of adjustments should be made, who would be the change's initiator, and how people would respond to the changes in the education sector (Jalolov, 2013, *cited in* Rustamova, 2020). Uncertainty resulted from the Soviet Union's nearly century-long rule of Uzbekistan, which prevented any consistent reforms in the teaching of foreign languages (Jalolov, 2013, *cited in* Rustamova, 2020).

In the early 2000s, a large baseline research covering all 12 regions of Uzbekistan was launched. The baseline study sought to identify areas of English language education and other foreign language teaching that required change. In-depth interviews, questionnaire surveys, and recent graduates of foreign language teacher preparation programs were all part of the baseline study, which was carried out in universities and in-service teacher training institutions throughout 12 regions of Uzbekistan. The primary international institution supporting the changes now is British Council Uzbekistan. The British Council conducted a baseline study in collaboration with the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, which produced high-quality information on the areas that require improvement. The challenges identified in the baseline research, according to Hoshimov (2008), included the necessity of adapting state educational standards, curricula, and other educational documents to meet the needs of teachers and language learners, aligning national educational standards with international standards, and transitioning from a teacher-centered classroom to a learner-centered classroom in which language learners are given more autonomy in learning.

At present, apart from British Council, Uzbekistan is “actively developing cooperative relations with international organizations such as the Future Leaders Exchange Program (FLEX), the former American Council for Collaboration in Education and Language Study (ACCELS), the International Research & Exchanges Board (IREX), the Consortium of

American Colleges, the Peace Corps, Deutscher Akademischer Austauschdienst (DAAD), the Conrad Adenauer Fund, the Saud Al-Baltin Fund, and other nongovernmental organizations” (Abdullaev, 2021). Several large-scale programs, notably PRESETT, aimed at educating “pre-service teachers, and EnSPIRe-U, aimed at reforming English teaching in higher education institutions with non-linguistic majors”, have been established in collaboration with the British Council to fulfill the government's goal. (West & Sheykhametova, 2016)

A Presidential decree #1875 “*On Measures to Further Improve Foreign Language Learning System*” signed on December 10, 2012 was adopted (National Database of Legislation of the Republic of Uzbekistan, 2012). In the field of education, the policy gave priority to enhancing language proficiency. It gave the field of education a significant increase and great push. The National Retraining Program for Foreign Teachers was created by the Ministries of Public Education and Higher Education and adopted the Common European Framework of Reference for Languages (CEFR) standard. The program intended to produce a young generation that was harmoniously developed, well educated, and capable of integrating the nation into a worldwide community, by focusing on a comprehensive foreign language teaching system. Before, many English teachers in secondary schools used grammar-based approaches.

According to the regulation, foreign languages, primarily English, have to be taught from the first year of schooling beginning with the 2013–2014 academic year. Additionally, it was planned for higher education institutions to offer university modules in English and other foreign languages, particularly in technical and international fields. Moreover, due to this decree, Higher education institutions started a specific campaign to promote the hiring of English teachers in remote rural areas where schools lacked enough foreign language instructors in order to improve English language ability. Rural applicants received special consideration for admission to universities, but after graduation, they were obliged to work at least five years in their local area in the specialization they had obtained. Since the decree's implementation, all English language teachers have been eligible for a monthly wage bonus of 15% in urban areas and 30% in rural areas. This policy was created to encourage teachers to improve their language skills, which is really the main obligation of a language teacher.

As a result, this policy has had a positive effect on the quality of the teaching staff and has evolved into the primary qualification for employment in the country, not just in the field of education but also in other fields. Following the adoption of Decree #1875, highly qualified

English teachers were trained to become regional teacher trainers, with the goal of requalifying regional English instructors through in-service institutions in order to improve their teaching abilities and techniques (Abdullaev, 2021). This also prepared teachers for tests designed and administered by the National Testing Center. Furthermore, in order to support instructors and obtain the English Proficiency Certificate B2, the government covered all expenses of training courses and preparation. In addition, the Ministry of Public Education collaborated with the British Council to organize an exchange program to motivate English teachers from 2014 to 2017.

In addition, the republican scientific and practical center for creating innovative methods to educating foreign languages has been founded at the Uzbek State University of World Languages as a result of the President of Uzbekistan's decree "About Measures on Perfection of the Activity of Uzbek State University of World Languages" (2013). The Center is responsible for a substantial amount of work, that include investigations on developing and implementing new approaches for instructing foreign languages to Uzbek youngsters at all stages of continuous education; developing educational standards for learning foreign languages; ensuring methodological assistance to educational entities; and training educators and experts in the field of foreign language teaching.; and applying into practice contemporary methods of foreign language teaching. Not only language specialists, but also lawyers and other professionals, must have at least a B2 level of English. Since the majority of the world's popular literature is written in English, and the language is vital in professional (vocational) development. It is nearly impossible to advance professionally without knowledge of English, regardless of the nature or type of profession (Turdiyeva, 2018).

On May 6, 2021, a meeting on measures to strengthen the system of teaching foreign languages was presided over by President Shavkat Mirziyoyev. and later, on May 19, 2021, a new Presidential Decree PQ-5117 was signed. Uzbekistan has 25 higher education institutions that offer foreign language instruction. There were just seven such institutions in 2016. Over the last three years, the number of candidates who have received an international language certificate has grown tenfold (<https://yuz.uz/en/news/prezident>).

“The time has come to create in Uzbekistan a new system of teaching foreign languages, which will become a solid foundation for the future. Since we set ourselves the goal of building a competitive state, from now on, graduates of schools, lyceums, colleges and universities must be fluent in at least two foreign languages. This strict requirement should

become the main criterion for the work of the head of each education institution”, Shavkat Mirziyoyev stated.

It was mentioned that the Cabinet of Ministers will establish an Agency for the Promotion of Learning Foreign Languages. According to the needs of educational institutions, industries, and geographic areas, the agency will coordinate training in at least 10 foreign languages and be involved in introducing proven techniques, programs, and textbooks into the educational system.

The duty of creating and adopting procedures for ministries, agencies, and other employers that will let staff members carry out activities in other languages falls under the responsibility of the agency. The development of techniques for expert translation from the state language into foreign languages and from foreign languages into the state will be one of the structure's key goals.

The creation and implementation of methodologies, guidelines, and textbooks for all population categories throughout the chain "kindergarten - school - higher education - enterprise" will generally be the Agency's major activity.

According to the Decree, teachers ought to get salary increases of 40% for those who have received an international certificate with an initial and secondary level (B2 for non-professionals of English or other foreign languages) and 50% for those who achieved a high level (C1). Additionally, teachers who achieve high scores on the international certification exam are given a reimbursement for their exam fees. Starting in 2022, only foreign language teachers with a national or international certificate are permitted to be hired, according to a policy that has been enacted.

It was emphasized that all 53,000 school-based foreign language teachers ought to receive an international language proficiency certificate during the period of the following three years. The goal was to hire experienced professionals to fill open positions in schools. It was stressed how important it is to recruit foreign teachers who are native speakers to specialized schools and higher education institutions, as well as to organize teacher training programs abroad.

A President's Award would be created, according to the head of state, to recognize the best schools for teaching foreign languages. The quality of education is also influenced by the textbooks and teaching resources used, which must adhere to international standards. As a result, the duty was assigned to approve English textbooks from the Cambridge University

publishing house in 200 schools. The same procedure will be used for textbooks written in Russian, German, Korean, Chinese, and French.

For the purpose of purchasing new books and manuals that will keep them up to date on the most recent developments in their profession, each foreign language instructor will receive a budget allocation of one million UZS. The meeting's main focus was on developing specialists for the higher education system. In addition, beginning in the following academic year, candidates for master's and doctorate degrees will be required to have an international certificate. In higher education institutions, the teaching of specialized courses in a foreign language will be gradually implemented. There will be an introduction of the free use of foreign textbooks and manuals on scientific and technical subjects. To enhance the scientific and educational potential in this field, the El-Yurt Umidi Foundation will send 20 specialists overseas for PhD studies every single year.

The significance of developing the network of non-governmental training institutes and further enhancing cooperation with foreign organizations like the British Council, Goethe-Institut, Alliance Française, KOICA, JICA, and Confucius Institute was stressed. It was determined that every ministry, agency, state organization, and large companies needed to encourage language learning, establish a designated day for it, and provide the supporting infrastructure. In addition, instructions for developing e-programs, educational movies and broadcasts, and video classes were given. (Yuz.uz, t.y).

In light of educational reforms and growing demand for English, as well as global practices in several fields, the government began to consider the adoption of education using English as the medium of instruction.

EMI Implementation in Uzbekistan

Uzbekistan is one of the non-Anglophone countries going through a global shift from English being taught as a foreign language to English being the primary language of instruction for many academic disciplines. Uzbekistan has not stayed disinterested in the development of globalization of education, and more particularly, the internationalization and "Englishization" of its education, despite the fact that there is little information available focusing specifically on EMI implementation in Uzbekistan. Educational institutions that use English as a medium of teaching are becoming the most popular institutions to study.

The number of English institutions has been increasing to satisfy the need for people to be educated in English.

As it was mentioned in previous section, in December 10, 2012, a Presidential decree #1875 *“On Measures to Further Improve Foreign Language Learning System”* was signed, based on which English started to be taught from the first year of schooling in all Uzbek schools. Moreover, University modules are increasingly being offered in English and other foreign languages at higher education institutions, particularly in technical and international fields. Accordingly, there has been a progressive transition in tertiary education over the past five-eight years toward the largest Uzbek international universities teaching their students in EMI and providing bachelor and master's degree programs fully in English.

To sum up, the government began to consider about implementing education using English as the primary language of instruction in light of educational reforms, an increase in the demand for English, and global standards in a number of fields. Educational institutions that employ English as a medium of instruction are rapidly becoming the most popular places to study. The number of EMI employed HE institutions has grown in response to the growing demand for being educated in English.

CHAPTER III

METHODOLOGY

Introduction

This chapter provides an overview of the methodology used in this investigation. The steps and procedure are discussed in details.

The research study aimed to investigate the participants' perceptions on benefits and challenges of English-medium education and complications that arise when implementing EMI in higher educational institutions in Uzbekistan. The investigation was undertaken from the perspective of EMI content teachers, students and administration members of Uzbek universities. It examines the challenges and benefits of EMI policy of a set of educational practitioners. The research study employs an interpretative, qualitative approach, as well as qualitative research instruments. Data for the research were collected through semi-structured questionnaire surveys and interviews with EMI instructors, students and administrators from several departments of some universities in Uzbekistan. The research questions of the study are following:

1. How do stakeholders perceive EMI in Uzbek universities?
 - a. How do instructors perceive EMI in Uzbek universities?
 - b. How do students perceive EMI in Uzbek universities?
 - c. How do administration members perceive EMI in Uzbek universities?
2. What are the challenges of EMI in Uzbek higher education context?
 - a. What are the challenges of EMI implementation experienced by administration members?

- b. What are the challenges experienced by EMI instructors?
- c. What are the challenges experienced by EMI students?
- 3. What are the benefits of EMI implementation at Uzbek universities?
- 4. What are the stakeholders' suggestions of successful EMI implementation in Uzbekistan?

The methodology chapter consists of following sections: Introduction, Research design, Pilot study, Research sites, Participants, Data collection tools, Data collection and Data analyses.

Research Design

This section provides a justification of the research design and methodology used in the study. When a researcher needs to study a research problem but does not yet know the variables, "qualitative research is considered the most appropriate method" (Creswell, 2014). A researcher may need to "learn more from participants through exploration" in qualitative research because there may not be much information available regarding the phenomenon of study (Creswell, 2014, *cited in* Baltabayev, 2018). Hence, while there is a large amount of studies on the EMI globally, there is not enough literature in Uzbekistan, moreover, only some universities of capital city Tashkent were explored. Thus, the perspectives and experiences of the stakeholders from two universities in Andijan (Uzbekistan) were investigated using a qualitative research approach.

Moreover, the case study research method was chosen to investigate a phenomenon in its real-life context. Case study is considered to be an empirical inquiry and research technique focused on an in-depth investigation of a group, event, or individual in order to explore the underlying principles causes. Yin (2003) recognized a case study design as being appropriate in a number of circumstances. A case study is particularly well suited for research where the emphasis is on "how" and "why" questions and where participant behavior cannot be managed. Additionally, case study research is appropriate when it is thought that contextual aspects are relevant to the investigation and when the boundaries between the phenomenon and the context are unclear (Baxter & Jack, 2008). Moreover, case studies "speak for themselves and are immediately understandable; they collect specific data that can be omitted in larger scale data (such as surveys) and might hold the key to comprehending the

issue" (Nisbet & Watt, as cited in Cohen, Manion, & Marrison, 2011, p. 256). A case study can also "examine participants' experiences and views about a situation and can be performed by a single researcher without necessitating a full research team," in addition to catching and looking at a phenomenon in its real-life setting (Robson, as cited in Cohen, Manion, & Marrison, 2011, p. 178). To this end, the present research study is based on case studies and qualitative approach, which provided an exploratory analysis of teachers', students' and administration members' perceptions of EMI at tertiary level in Uzbekistan. Content teachers and other participants described their perceptions of benefits and challenges of this language policy through semi-structured questionnaires and interviews. This type of data collection assisted to gather rich and in-depth insights into the daily issues of EMI and experiences of teaching and learning through English in an EFL setting from the perspectives of instructors, students and administration members.

Pilot Study

A pilot study was conducted in the academic year 2020/2021 at several universities of Uzbekistan where teaching of content subjects was conducted in English. In the study, the perceptions of EMI teachers and students regarding the adoption of EMI in the HEI of Uzbekistan—where Uzbek is the language of instruction—were investigated through the results of online surveys and semi-structured interviews. The study included 34 participants: 13 EMI lecturers, 15 students, and 6 administrators. The main purpose of the study was to talk with stakeholders about their challenges and benefits of English-medium education, to identify the ways of avoiding those challenges and solving the problems they experienced during the lessons delivered totally in English. According to the findings of the questionnaire and interviews, employing an EMI approach would attribute responsibility on the teaching staff and necessitate very carefully developed curricula. The results also revealed that EMI courses benefited students' interactions with their foreign peers, enhanced instructors' professional development, careers, income, and improved English language proficiency. The importance of English proficiency for learning success of professional knowledge was highlighted by both instructors and students in their recommendations to motivate students and make classes more enjoyable and comfortable.

The pilot study was used to develop and finalize the data collection instruments: questionnaires and semi-structured interviews. The reliability and validity of data collection

tools were tested and necessary modifications based on the pilot study findings were made. In all three questionnaires the question, inquiring respondent's existence of English proficiency certificate was deleted, instead the question, regarding the level of each language skill was added. Additionally, a question, related to stakeholders' suggestions of successful EMI implementation, was added to all three types of interview protocols.

The pilot study helped determine if research design, methods, and procedures are practical and feasible. Moreover, it assisted to ensure that main study was well-designed, feasible, and ethically sound and it allowed to anticipate and address any potential challenges before conducting the research, thereby improving the quality and validity of the study.

Research Sites

The selection of the study's research sites is discussed in this section. Targeted site selection is necessary for qualitative research design in order to investigate particular and distinctive situations.

Thus, two higher educational institutions: Andijan State Medical Institute (hereinafter HEI A) and Sharda University (hereinafter HEI B) and are chosen as research sites due to the fact, that only these HEIs of Andijan city have being implemented EMI successfully for several years. On this occasion, it was decided by researcher to collect data from participants of these institutions.

When it comes to HEI A, it has been implementing multilingual education programs at all educational levels in three languages of instruction (Uzbek, Russian and English). There is an international faculty at the institute, where all students came from such foreign countries as Korea, India, Pakistan, Bangladesh, Nepal and New Zealand. Here in this faculty the medium of instruction is English, in spite of the fact that the pedagogical staff's and administrators' nationality is Uzbek. Local students are being taught either in Russian or Uzbek languages.

To go into greater detail, HEI B is an international private university, where the majority of pedagogic staff and administrators are foreign citizens, whereas the students are natives of Uzbekistan. All subjects are being taught totally in English at Sharda University.

Participants

A mixed research study was conducted to investigate participants' perceptions of EMI. A total number of 156 subjects participated in the study: 20 instructors, 130 students, 6 university administrators. Tables 1 and 2 present the information regarding respondents' age, gender and nationality.

A total number of 156 participants (70 males and 86 females) returned completed questionnaires.

Table 1

Age, Gender and Nationality Distribution of Instructors

Age		Gender		Nationality	
Age	Number	Gender	Number	Nationality	Number
25-34	7	Male	6	Uzbek	15
35-44	6	Female	14	Indian	5
45-54	5				
>55	2				

Table 2

Age, Gender and Nationality Distribution of Students

Age		Gender		Nationality	
Age	Number	Gender	Number	Nationality	Number
<18	42	Male	60	Uzbek	58
19-21	67	Female	70	Tadjik	1
22-24	18			Uygur	1
25-27	3			Indian	35
>28	0			Pakistan	30
				Korean	2
				Bangladesh	1
				New Zealand	1
				Uzbek	58

Table 3

Age, Gender and Nationality Distribution of Administrators

Age		Gender		Nationality	
Age	Number	Gender	Number	Nationality	Number
25-34	2	Male	4	Uzbek	4
35-44	2	Female	2	Indian	2
45-54	2				
>55	0				

Data Collection Tools

In this section, data collection instruments used in the research were described. Three questionnaires, specially designed for instructors, students and administration members were employed in the research. Three survey questionnaires with 15 demographic and open-ended questions (for instructors and students) and 12 (for administration staff) questions were developed for use with higher education EMI instructors, their students, and administration after a review of the relevant literature. The content validity of the questionnaires was piloted and based on the results their final version was used in this study.

The questionnaires consisted of two parts. In the first section, demographic questions regarding the respondents' age, gender, years of previous teaching experience in higher education (in the survey for EMI teachers), their level of English proficiency, and their professional training in EMI before beginning to teach in English were asked. The second section, which was made up of open-ended questions, evaluated the respondents' perceptions of the benefits and challenges of teaching (for instructors), studying (for students), and implementing (for administrators) EMI in Uzbekistan's universities.

A semi-structured audio-recorded interview was another research tool used in the study. According to Seidman (2006), evaluating the views of the people involved in these processes is the best way to investigate the policies and procedures of educational institutions.

Three semi-structured interview protocols were specially created for students, instructors and administration staff by researcher. Each of them included four parts: Introduction; Part 1, which discussed general ideas about EMI in HE in Uzbekistan; Part 2, asking the perceptions about the challenges and benefits of EMI and Part 3, asking final thoughts about suggestions for improving implementation EMI in Uzbekistan. Approximate time for taking each interview was 30-40 minutes, which was audio-recorded and was transcribed for obtaining reliable data afterwards.

Semi-structured interviews are a type of interview that combines both structured and unstructured elements. In this type of interview, the researcher has a set of predetermined questions but also has the flexibility to explore topics in more detail and ask follow-up questions based on the participant's responses. They can be particularly useful in collecting data for research because they allow for a balance between standardization and flexibility. This means that the researcher can ensure that they cover all the necessary topics while also allowing the participant to share their experiences and perspectives in their own words.

The task of semi-structured interviews in collecting data for researcher is to provide a structured framework for the researcher to ask questions while also allowing for flexibility to explore topics in more depth based on the participant's responses. This type of interview can help researchers gain a deeper understanding of the participant's experiences and perspectives, which can lead to more accurate and valid research findings.

According to Tuckman (as cited in Baltabayev, 2018; Cohen, Manion, & Marrison, 2011), “by providing access to what is inside a person’s head, interviews make it possible to measure what person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)” (p. 351). According to Oppenheim (as cited in Cohen, Manion, & Marrison, 2011; Baltabayev, 2018), in interviews as opposed to surveys, respondents are frequently more engaged and motivated, which results in a greater response rate. Moreover, interviews are “better than questionnaires for handling more difficult and open-ended questions” (Oppenheim, as cited in Baltabayev, 2018, p.39; Cohen, Manion, & Marrison, 2011, p. 81).

The type of data collection can greatly influence the quality of the research outcomes. A semi-structured interview is a research method in which interviewer ask open-ended questions, and which is guided by a set of predetermined themes or topics. This format provides some structure to the interview while also allowing based on the answers provided.

Research Procedures

When the research sites were chosen, two official letters from rector of Andijan State Pedagogical Institute of Foreign Languages were emailed to rectors of HEI B and HEI A, asking permission for the data collection.

First, it was decided to conduct research at HEI A, where almost 450 international students from India, Pakistan, Korea, Bangladesh, Iran, Nepal and New Zealand were enrolled, whereas the instructors were all of Uzbek nationality. Total 80 participants: 10 instructors, 67 students and 3 administrators volunteered to participate in the research study.

Vice-rector, who represented the administration, welcomed and all the details of research were explained to him. He checked questionnaires and interview protocols in all three languages and the meeting with Dean of Foreign faculty and tutor of international students was appointed.

Instructors were recruited through a snowballing technique. The technique of "snowballing," which is used to identify study participants, involves individuals recommending other potential participants, and so forth. In this way, it functions as a participant recruitment procedure that gives the researcher access to a growing number of potential participants (Bertaux, 1981, in Seidman, 2013).

To put it differently, a non-probability sampling approach called "snowball sampling" or "snowballing" is used by researchers to find potential participants in studies where respondents are difficult to locate. This technique is typically used when the sample is rare, sensitive, or hard-to-reach.

The process started with the identification and recruitment of a small number of instructors, recommended by a vice-rector assistant. These initial participants then helped me identify other subjects who could potentially participate in the study, who in turn identified others and so on, creating a 'snowball' effect.

The Dean of the Faculty and Tutor of international students provided me with list of students, who study courses in English. Only 67 out of 80 selected students fully completed questionnaire surveys and 7 of them were interviewed.

As there was only one faculty with EMI education, just only 3 administration members participated in the research study. However, all of them agreed to be interviewed apart from filling in questionnaire forms.

The information outlining the research topic, methods, and what participation entailed for them was provided to all participants face-to-face. Then the option to choose the language of questionnaires and interview protocols was given to stakeholders. All three questionnaires and interview protocols for instructors, students and administrators were initially created in English and translated into Russian and Uzbek languages by researcher. These documents were proofread and approved by an expert.

Then questionnaires in three languages were distributed to instructors. Five participants responded in Russian, three – in Uzbek and two completed the survey in English. Next, the selected students were asked to respond the questionnaires specially designed for students. All sixty-seven students completed questionnaire surveys in English since their nationalities were not Uzbek or Russian. The last group of stakeholders was administration staff. Only three participants from institution authority agreed to take part in the research. Two of them preferred to fill in the questionnaire forms in Russian and one – in Uzbek.

Next day interviews from randomly selected participants were taken. Three instructors and three administrators preferred to answer the interview questions in Russian and Uzbek languages, and five medical students responded in English.

The same data collection process was conducted in the other research site – HEI B. The majority of pedagogic staff and administrators are foreign citizens, while the students are natives of Uzbekistan. The medium of instruction of all subjects at university is English. There were 76 participants in total: 10 instructors, 63 students and 3 administrators, who were involved in the research study. Data collection methods and procedure in HEI B were same as in HEI A.

Data Analysis

Semi-structured audio-recorded interviews and questionnaire surveys with open-ended questions were employed to collect data. First, the questionnaires, specially created for instructors, students and administration members were distributed. Next, a qualitative semi-structured interview was used as a supplemental tool to elicit detailed responds from participants in order to gain a better understanding the interviewee's own experiences and explore into specific research-relevant questions. Selected participants were interviewed using a semi-structured interview technique with questions about their perception, difficulties, benefits, and suggestions regarding EMI. This was done with their consent for the interview and their understanding of the research purpose, and confidentiality of their identities was secured. For further research and interpretation, the MP3-formatted digital recordings of the interviews were transcribed and coded. To answer the research questions, the analysis of the collected data from three questionnaires and three interviews was conducted qualitatively. In order to address each study question, a data gathering tool and the constant comparison method were used. This type of data analysis method was decided to use as constant comparison method involves comparing data within and across different cases or participants to generate meaningful insights and allows for a systematic and rigorous analysis of qualitative data by providing a structured approach to identify patterns and generate theories or explanations. By transcribing, coding, and interpreting the data to identify any emergent themes for discussion, the qualitative analysis was carried out on the open-ended question response and interview data.

Ethical Issues

Yin (2014) asserts that studies involving “participants and identifying information about these people should take into account ethical considerations” to prevent potential threats to their identities. Therefore, such procedures ought to guarantee participants' confidentiality and anonymity. In particular, interviews contain an ethical aspect that should address the study's effects on the participants, potential negative consequences as well as positive outcomes, “non-traceability, access to the data, and attempting to manage the interview in an appropriate, non-stressful manner” (Cohen, Manion, & Marrison, 2011).

Since, any research involving human subjects, such as students or educators, must ensure that all participants clearly understand the purpose and processes of the research, any potential risks and benefits involved, and how their data will be handled and safeguarded, the selected participants received a consent form that details how their anonymity and confidentiality were intended to be protected, as well as their rights and any potential risks related to their participation before collecting data. They were asked to read a consent form thoroughly and explained that their participation was completely voluntary. To make sure that the research study did not have any undue negative effects on potential participants or institutions, the rigorous process of obtaining ethical permission for it through the university's Research Ethical Commission was carried out. All interviews were recorded exclusively with the participants' permission. Participants were given the option of selecting their preferred language for the interview. All questionnaires and interview protocols were created in English and translated into Uzbek and Russian by author using back-translation technique or quality assurance method and later were given to experts on above mentioned languages for final check. It was critical to provide potential participants with complete information about the research's goals and objectives, as well as the requirements, including describing the data collection methods, time, and means by which data would be disseminated. This information was given to all selected participants verbally and via information sheets face-to-face.

The participants' convenience in terms of time and location were taken into consideration when conducting the interviews. A friendly atmosphere was established and questions were asked in a way that would minimize any potential discomfort. Additionally, it was guaranteed that participating would not have any negative effects on their employment or studies.

The obligations to protect the participants' privacy and confidentiality were transparent. This is especially important in case study research since individuals as well as institutions may be portrayed in ways that make them identifiable. At all stages of the investigation, every effort was taken to keep participants' identities confidential. To accomplish this, pseudonyms are utilized for the names of individuals as well as the institution itself.

Measures were taken to limit the usage of identifiable information regarding research participants. To limit the risk of identifying the individuals, distinctive features are either removed or altered. In addition, the data gathered from the participants was filed and stored in a safe location.

Validity and Reliability

EMI has become increasingly popular in tertiary level in last two decades in Uzbekistan. The use of EMI offers many benefits and challenges for students, instructors and administration members. However, the validity and reliability of the research focusing on this topic should be given attention, as it can have a significant impact on education policies and practices.

According to Winter (2000, cited in Cohen et al., 2011: 179), "qualitative data validity may be addressed through the honesty, depth, richness, and scope of the data achieved, the participants approached, the extent of triangulation, and the disinterestedness or objectivity of the researcher". The validity of the study is confirmed by the use of various research methods, such as questionnaires and interviews, which offer multiple perspectives on the topic. A detailed explanation of the research methodology, making it easier to replicate the study in other contexts, was provided by researcher. However, one limitation of the study is its narrow focus on the higher education sector in Uzbekistan, as the findings may not be generalizable to other educational systems.

A pilot study contributed much to developing the final version of the questionnaires and interview protocols for EMI instructors, students and administrators. When creating a survey, pilot testing is an extremely important stage. For the goal to improve the questions, this step involves distributing out the questionnaires to the appropriate individuals for completion and getting feedback on the content (Gillham, 2000). Modifications such as "rewording, sequencing, and rewriting" the sentences can increase "readability while reducing ambiguity and misunderstanding of the questions" (Gillham, 2000). A back-translation technique was employed for pilot testing purpose in the present study. Three

semi-structured questionnaire surveys and interview questions were created in English and translated into Uzbek and Russian so that participants could comprehend and provide more in-depth responses to all questions. The translated versions were proofread by language experts (PhD, professors and professor assistants), working at university for many years. They were asked to translate questionnaires in Russian and Uzbek languages back into English to compare them and find out differences (if there are any). Following some improvements in the word choice and order, Russian and Uzbek versions of questionnaire surveys and English version were generated based on certain differences that arose. Then they were used in pilot study with 34 participants: 13 EMI lecturers, 15 students, and 6 administrators. Participants were asked if they had any challenges with comprehending the questions' content. Some modifications were made in questionnaires and interview protocols according to their answers before using them in a larger scale investigation.

Inter-rater reliability is a crucial aspect to consider when assessing the reliability of a qualitative research, which involves having multiple researchers independently analyze the data and compare their findings to establish consistency and agreement in the interpretation of themes and patterns. To achieve inter-rater reliability, two researchers (one of whom is an American PhD student), who are knowledgeable in the field of EMI and have expertise in qualitative research methods, were involved into the analyzing the collected data. They were asked to read and analyze interview transcripts individually, and then their and researcher's interpretations were compared. During the comparison process, the researchers' individual interpretations were discussed and areas of agreement and disagreement were identified. The discussion allowed for the identification of any inconsistencies or biases in the analysis and helped to refine the interpretation of the data. Being engaged in open and transparent discussions, taking into account different perspectives and insights is important for the researchers. Inter-rater reliability helped to ensure consistency and trustworthiness in the interpretation of data.

While it is important to acknowledge that qualitative research may not achieve the same level of objectivity as quantitative research, the validity and reliability strategies, described above, helped ensure rigor, transparency, and trustworthiness in this study. By employing these techniques, the credibility of the findings was enhanced and valuable insights to the field of EMI were contributed.

Conclusion

The methodological approaches used in the investigation are described in this chapter. The methodology used in this study made it possible to respond to the established research questions. EMI instructors, students and administration members from two higher educational institutions of Andijan city were chosen as research stakeholders to benefit the insufficiency of using only two data collection tools: questionnaires and interviews. Using a qualitative approach and a case study research design enabled to gain a comprehensive understanding of participants' views, experiences, and challenges with EMI policy implementation in Uzbekistan's regional institutions. All attempts were made to ensure the anonymity and confidentiality of the respondents' identities, as well as the security of collected data.

In this chapter research design, pilot study, research sites, participants, research instruments, research procedures, data analysis, ethical issues, validity and reliability of the study were thoroughly discussed. The following chapter details the actual findings of the study.

CHAPTER IV

FINDINGS

Introduction

As it was discussed in Methodology chapter, the data collected for this research study was qualitative, and relied on questionnaires with open-ended questions and extended semi-structured interviews with instructors, students and administrators as stakeholders at two universities in Uzbekistan, where medium of instruction is English.

This chapter discusses participants' perceptions of EMI, the benefits and challenges of teaching and learning academic content in English, as well as participant suggestions for improving EMI implementation. The research data findings are presented in accordance with the research questions that guided the study:

1. How do stakeholders perceive EMI in Uzbek universities?
 - a. How do instructors perceive EMI in Uzbek universities?
 - b. How do students perceive EMI in Uzbek universities?
 - c. How do administration members perceive EMI in Uzbek universities?
2. What are the challenges of EMI in Uzbek higher education context?
 - a. What are the challenges of EMI implementation experienced by administration members?
 - b. What are the challenges experienced by EMI instructors?
 - c. What are the challenges experienced by EMI students?

3. What are the benefits of EMI implementation at Uzbek universities?
4. What are the stakeholders' suggestions for successful EMI implementation in Uzbekistan?

This chapter presents themes and categories based on the research questions. Firstly, the findings are presented in relation to instructors', students' and administration members' perceptions of English-medium education. Secondly, findings examine the challenges of implementing EMI in Uzbek context. Thirdly, the challenges, experienced by EMI instructors and students, are explored in the chapter. Fourthly, the chapter presents benefits of EMI implementation at Uzbek universities overall. Additionally, it presents stakeholders' suggestions for improvement EMI provision in Uzbekistan. Finally, the chapter concludes with a summary of the key findings.

Stakeholders Perceptions of English-Medium Education Policy

This chapter contains information on the data analysis findings. The perceptions of instructors, students and administrators toward EMI in higher education (HE) generally and at their university specifically, benefits and challenges of teaching/ studying/ implementation of EMI are presented in this chapter. The results are discussed in the light of the research questions:

RQ1: How do Stakeholders Perceive EMI in Uzbek Universities?

- a. How do instructors perceive EMI in Uzbek universities?*
- b. How do students perceive EMI in Uzbek universities?*
- c. How do administration members perceive EMI in Uzbek universities?*

As previously stated, the first research question aimed to investigate stakeholders' (in this section instructors') attitudes about EMI policy in general. Total 150 participants: 20 instructors and 130 students (HEI A: 10 instructors, 63 students; HEI B: 10 instructors, 67 students) were asked to report on their perceptions of EMI policy through questionnaire with open-ended questions and only 5 students, 3 instructors and 3 students from both HEIs were interviewed. Question 9 from Questionnaire for Instructors, question 11 from Questionnaires for Students and question 6 from Questionnaires for Administration Members (Complete the

sentence: *In our language policy, in Uzbekistan context, English-medium instruction (EMI)...*) and Question 1 of Part 1 from all three interview protocols (*What are your general perceptions of teaching your subject in English-medium?*) with sub-questions from *a – f* (See Appendix), regarding the importance of all teaching, communication at university being in English, use of English at university, usefulness of EMI for students' future studies and employment and developing their language and teaching skills through EMI, assisted with responding research question one (*RQ1*).

According to questionnaire results, almost all participants perceived EMI positively, stating that English is a global language and EMI is relatively new approach in Uzbekistan context. One of the instructors' comments in this regard were:

Without any doubt, I can state that English is a lingua franca, and its role in country development is immense. There is no country, to my view, where all the branches, such as economics, education, art, medicine etc. can flourish without interference of English. The most innovative content, material, literature, needed for growing and updating this or that field of life is provided in English. Consequently, teaching and studying in English is crucial nowadays. Furthermore, it is important to implement EMI in schools or even kindergartens. (Instructor A 2)

Another instructor mentioned EMI as a relatively new mode of teaching in Uzbekistan.

In our language policy, in Uzbekistan context, EMI is considered to be relatively new in our country. However, we should admit that there are being organized several deeds, actions in terms of the progress. The change of requirements, the announcements of decrees, related to developing of language skills must serve as the best steps towards the development of EMI implementation. (Instructor B 5)

An international student from HEI A claims, that EMI provision is important for university's language policy in terms of internationalization of institution, whereas a student from HEI B, whose nationality is Uzbek, states that it is difficult to study all content subjects in English due to the low level of language skills, though he perceives the importance of studying totally in English.

EMI implementation at university guarantees internationalization of the institution. If all content subjects are taught entirely in English, students from different countries will be able to enroll the university, which will foster its promotion of university ranking. (Student A 8)

Surely, studying all content subjects in English is very promising and beneficial, but at the same time it is challenging, since the level of students' English language skills does not meet the requirements, or to put it differently, they cannot fully comprehend the given topic and express their thoughts fluently. (Student B 3)

Concerning administration members' perceptions of EMI, it is claimed that using English at university is a must and prerequisite for future promotions opportunities of students. Moreover, EMI implementation will serve as a launch pad for internationalization of university.

Teaching content subjects in English is mandatory within the university. All classes are held in English and even out of classes, extra-curricular activities are arranged in English. EMI is also crucial for students' future career. If they possess strong communication skills in English, without any doubt, they will be hired at companies with high salary and they make benefit out of their studies at the university. (Administrator B 1)

EMI has been employed at our institution for four years, or since the time when we opened international faculty, where all the courses are being taught in English. Every year many students from different foreign countries enroll our medical institute bachelor program which encourages us to provide with lecturers, who can deliver their lectures in English. To tell the truth, we do not have enough pedagogical staff, being able to conduct their courses totally in English. However, administration is trying to support instructors by arranging language courses, master classes, providing with teaching resources, etc. (Administrator A 3)

As for semi-structured interview results, again university internationalization, students' employment and future career were the most stated ones. The following quotes indicate the perceptions of EMI at tertiary level in Uzbekistan:

I think it is important for education to be in English-Medium at the university level, because students might be interested in going abroad for work, for higher studies, or for opening a business, for being an entrepreneur. All those things require the English language. So, I think that EMI education is required. (Instructor B 7)

To the interview question related to all communication at university being in English Instructor B 7 from HEI B responds in the following way:

Yes, yes, at higher education level, I think all communication should be done in English. At least, in the Department of English, and Department of Foreign Languages, the communication should be English. (Instructor B 7)

The same opinion was echoed by another instructor from the same university.

Yeah, obviously, in the universities and the campus. Once you entered the campus, you should talk in English. At least you should try to talk in English. Once you go outside, it's your choice, if you like to speak in English or Uzbek or Russian or any other language, no problem. But yes, in the campus you have to speak only in English. (Instructor B 2)

However, contradicting ideas regarding the use of English at HEI were expressed by the Instructor A 1 from HEI A.

No, I don't think that all communication, out-of-class communication I mean, should be in English. I know that it is useful for students, but they will not be able to discuss all their problems, new topic assignments in English. This opinion of mine is related to students of our nationality, not international ones, due to not required level of Uzbek students' English language skills. That's why, if they cannot explain all their thoughts totally in English, why not to communicate them in their native language after lessons? Moreover, to my view, if students cannot comprehend a new theme of any content subject in English during the lesson, it is suggested for instructors to explain this difficult content in their L1. Again, it is about EMI implementation in general in our country. (Instructor A 1)

Positive perceptions, which were deducted from students' interview responses, were also regarding to EMI provision in Uzbekistan. The following two quotes from students of both HEIs are presented as examples from the received responses.

Yes, it is considered to be very crucial to study the subjects in English, because it might be beneficial in many cases and I do hope that it will provide students as well as teachers with better

chances in the academic procedure. Nowadays, we know, that being hired by the international companies require the language skills and if job applicants are from the institute or universities, where they were taught in English, they will definitely have more preferences and chances. (Student A 3)

Even though EMI is relatively new in our country, many universities, not only private, but public ones as well, offer their courses to be taught only in English to recruit or increase the percentage of international students' enrollment and in this way to internationalize the university. Generally speaking, EMI is crucial for developing students' language skills, enhancing knowledge on their majors and their future employability. (Student B 2)

As for administration members' perceptions of EMI, the findings, taken from interviews, show that EMI is relatively new approach in Uzbekistan, Andijan in particular. Therefore, EMI entails some challenges in its successful implementation. To the questions regarding communication and education being prosecuted totally in English, following responses were articulated:

Hmm, I feel it is important for all teaching at all levels to be in English, because that will give more exposure for the students to learn. Communication totally should be in English at university. The more we create an English enrollment that is going to help the students to learn English directly and indirectly.

I understand that to learn a foreign language is difficult. However, as considering globalized world it is important that we have to go with the global language and today the only surviving global language is English and you know that. (Administrator B 1)

Given above were ideas of administrator from HEI B, whose nationality was Indian. The quote below is of an administration member, who works in HEI A, who is Uzbek by nationality, asserting how EMI provision is important in Uzbekistan, which lays certain responsibility to authority of the institution.

Well, if to speak about EMI implementation in our country in general, EMI has been becoming popular year by year. The first reason of EMI popularization is HEI ranking in Uzbekistan and Central Asia. To occupy higher position in the list of rankings it is mandatory to offer courses in English to attract as many international students as possible. Secondly, internationalization of university is very important, which cannot be realized without EMI. Finally, chances of students' employability and future career promotion will be increased in case of successful EMI implementation. Surely, it has certain challenges and demands great effort to realize it and arrange necessary conditions for EMI, but there is a proverb: "No pain, no gain". (Administrator A 2)

Thus, all participants expressed their views on EMI policy in Uzbekistan in general, and most of them pointed out to its importance in internationalization, student employability and better career opportunities. The next section discusses the challenges of implementing EMI in Uzbek context.

Challenges Experienced by Administrators in EMI Provision in Uzbekistan

This section analyzes administrators' challenges in EMI implementation at their respective universities.

RQ2: What are the Challenges of Implementing EMI in Uzbek Higher Education Context?

- a. What are the challenges of EMI implementation experienced by administration members?*
- b. What are the challenges experienced by EMI instructors?*
- c. What are the challenges experienced by EMI students?*

The second research question aimed to explore administrators' perceptions of EMI implementation in Uzbek universities. To respond the research question, six participants (three participants from each institution) were asked to report on challenges they face during EMI implementation at their respective universities through questionnaire with open-ended questions and semi-structured interview. Question 9 from Questionnaire for Administration Members (*What challenges do you experience in realization of your plans regarding to EMI in your institution*) and Question 2 of Part 2 from Interview Protocol for Administrators (*What challenges do you experience in EMI implementation at your institution? What measures could be taken to avoid these difficulties How do you solve them?*) contributed to responding research question two (RQ2).

The participants' responses from questionnaire survey indicate to such difficulties as lack of English proficiency, mixed ability classes, attraction of native-speaker specialists and lack of resources. Interesting variation of perceptions of administrators from both university and institute is observed in responses. If participants of HEI B suffered from lack of their students' language proficiency, as administrators and majority of teaching staff were foreigners, and their students were citizens of Uzbekistan, participants of HEI A verbalized contradicting ideas concerning insufficient language skills of their instructors, as they were all of Uzbek or Russian nationalities, and their students of international faculty, where the research was conducted, were citizens of such countries as India, Pakistan, Korea, Bangladesh and others. The quotes below belong to administration staff members of HEI B:

There are some challenges that hinder the process of fully utilizing EMI in classes. Lack of English proficiency results to mixed ability classes, where English language skills of learners vary which creates a real challenge to teachers to plan and conduct their classes. (Administrator B 1)

One of the most common challenges of EMI implementation is when students' levels of English language skills do not meet the requirements to study their courses in English, and instructors, consequently, experience some challenges in syllabus and material designing, time management and assessment. (Administrator B 2)

The main problem is a language barrier of some students. If they manage to overcome this barrier, it will be much easier for instructors to deliver their lectures and for students to study in English-medium. (Administrator B 3)

The challenges experienced by administrators of HEI A were articulated in following way:

Hmm, honestly speaking, we do have some problems with insufficient English language skills of some instructors of ours, as they are firstly, doctors, and then, teachers of Anatomy, Pediatric, Latin Language and Medical Terminology, Surgery, Biology, etc. Some of instructors have challenges in explaining medical terms and new content totally in English. Since the students of our faculty are all of other nationalities, their level of English language skills is high enough. (Administrator A 2)

Actually, we face to such challenges as attracting EMI instructors from English speaking countries, or near to native speakers, who could work here or at least, train our instructors to deliver their lectures in English medium effectively. However, we have signed memoranda with several foreign universities, which has started to facilitate student and teacher mobility. (Administrator A 3)

Findings, taken from interviews specially designed for administrators by researcher, have supported the questionnaire results. During the interviews, almost all participants emphasized the role of English at present, lack of English language proficiency of students in one university and instructors in another one, and different levels of students' language skills, which complicates designing lesson plans.

We know that English is a global language and many new universities are being established nowadays, and a number of universities, implementing English medium instruction, is increasing year by year in Uzbekistan. However, the fact that not all of our instructors are ready to teach their courses entirely in English, entails certain challenges for them. Lecturers meet a lot of difficulties in explaining medical terminology to our international students, who do not speak Uzbek or Russian, which demands a great effort and extra time for their own preparedness for lessons and creating lesson plans and syllabi. (Administrator A 1)

Students are not so motivated, they cannot fully understand a new material given by their instructors, who do not speak Uzbek. That is the problem. Our instructors try hard to explain them in English, and sometimes they are obliged to ask other students, whose English is fluent, to explain them in their native language. (Administrator B 3)

Administrators' responses also reflected the perception of some students' demotivation of learning foreign languages.

So, the challenges what we experience here in implementing English instruction is we get students from diverse backgrounds where they may not have heard about English words and they don't know much about English and to them we can speak only in English. Particularly myself coming from a far country, I may not, I don't know the local language and it is very difficult to communicate with them. But, what I see is that some students, who are really interested in learning English, they take initiatives by listening, speaking, watching English and for a duration of one hour, one month or six months if they continue that, they can develop their English. I can see that some sorts, but not many, they don't take much interest to learn a new language, they don't have a passion. So, that is the main challenge that I see. (Administrator B 1)

To conclude, the most common perceptions of challenges in EMI implementation, articulated by administrators, are related to students' low level of English proficiency at one institution and instructors' in the other one; mixed ability classes, which create difficulties not only for teachers, but administration as well; lack of some students' motivation for

learning foreign languages, as they are interested in studying their majors only; and recruiting EMI specialists from English speaking countries to assist EMI instructors by arranging master classes or training courses. The next section reviews the challenges experienced by EMI instructors and students.

Perceptions of Challenges Experienced by EMI Instructors and Students

The subquestions of RQ2 (b) and (c) targeted to investigate perceptions of instructors' and students' challenges of EMI at their respective universities. Total 150 participants: 20 instructors and 130 students (HEI A: 10 instructors, 63 students; HEI B: 10 instructors, 67 students) were asked to report on challenges of EMI at their respective universities through questionnaires with open-ended questions to respond the research question. Additionally, semi-structured interviews, specially designed for instructors and students, were employed to collect more in-depth responses from participants. Total sixteen participants: three instructors and five students from each university were interviewed.

Question 14 from Questionnaire for Instructors (What are the challenges of teaching in English-medium?) and Question 15 from Questionnaire for Students (What are the challenges of studying in EMI classroom for students?); Question 2 of Part 2 from Interview Protocol for Instructors (What challenges do you experience in teaching EMI?) and Question 2 of Part 2 from Interview Protocol for Students (What challenges do you experience while studying in EMI? What measures could be taken to avoid these difficulties? How do you solve them?) contributed much to responding research question two (RQ2 b; c).

Instructors' Perceptions of Challenges of Teaching EMI

According to questionnaire results, concerning challenges of teaching EMI, instructors reported about difficulties of working in mixed ability classes. Moreover, these classes were overloaded, as the number of students consisted of 30 or even more.

Well, one of the most common challenges I experience is working in mixed ability classes, where you have to work with students, whose levels of English are different, and it takes much time for preparing for lectures. One more frequently encountering problem is that we have to educate in big overloaded classes, which creates a lot of challenges to instructors. Physically we do not have enough time for working with every student or at least, backward students. (Instructor A 7)

It takes much time for assessing students at the end of the lesson due to a large number of students in classes. I have to spend my spare time for that and explaining the material they couldn't understand properly. (Instructor B 6)

Code switching was used in TESOL classes in HEI B, where both teachers and students were of Uzbek nationality. Participants' experiences in EMI classrooms demonstrated that codeswitching and translanguaging were used due to students' different levels of English proficiency, limited English skills and to aid in better subject comprehension.

Another frequently reported challenge among instructors was insufficient level of English language skills, which entailed difficulties in time management, assessment and material designing.

Notwithstanding it is a great chance for language development, we experience such challenges as low level of students' language skills and mixed ability groups, which create even more problems in material designing. Another highlighting issue might be "timing" that is a bit short to represent the whole data throughout the given time. (Instructor B 5)

It is difficult for me to assess my lagging students, since they cannot cope with given tasks, assignments, portfolio entries and project works. That is a big challenge. (Instructor B 1)

As for me, if I am talking it takes time to be up to the mark, but me as a teacher have to keep our students to guide for learning their English and improving very fast. (Instructor B 4)

Whereas instructors of International Private University (HEI B) complained to students' insufficient level of English proficiency, due to the fact that majority of instructors were foreigners and students were all of Uzbek nationality, the instructors of State Institute (HEI A) suffered from lack of their own English language skills and accent of international students' English (mostly, Indian nationality).

Sometimes, it's difficult to explain a new content to students because of not knowing all the medical terminology in English. Surely, I get ready for every lesson beforehand, but it's take too much of my free time. As all students in the faculty are foreigners I cannot explain them in Uzbek or Russian, which would be much easier not only for me, but for students as well. To solve this issue, I usually ask my Uzbek students, whose English is fluent, to translate some parts of the content, which are difficult for me to explain. Additionally, I use videos in English every lesson related to new theme to ease my students' topic comprehension. (Instructor A 9)

Personally, I have some problems in understanding Indian and Pakistani students' English, which creates misunderstandings and takes time for solution. (Instructor A 2)

Among other challenges reported by instructors were:

There is a shortage of equipped IT classrooms, resources, visual and technical aids. (Instructor A 5)

I have absolutely no free time as it takes too much time for preparation for teaching course in English. (Instructor A 10)

The interview results echoed instructors' questionnaire survey answers. Such challenges as lack of students' English proficiency and use of L1 by students to comprehend a new material better were mentioned by interviewees from HEI B.

Some of my students are facing lots of difficulties, especially with English, because they have studied all of the concepts in their school either in Uzbek-medium or Russian-medium. So even if you teach them the same concept in English, they would be thinking what is the translation of

this word in Uzbek or Russian and I feel a lot of students are having this difficulty. And many of them are not trying to help themselves. (Instructor B 3)

Yes, during my lessons I have some difficulties when I'm teaching them fluently in English. I use only English when teaching all of the technical terminology, so students are not able to get contacting. To solve that, I always try to find some students, whose English are perfect. They have high scores in IELTS and TOEFL examinations and I ask them to translate new vocabulary or piece of text into their native language, as I'm also learning basic grammar of Uzbek and Russian languages, and I cannot explain it myself. So, anyway, I need these personnel to give them in their mother tongue, because the best education is when you get it in your mother tongue. Sometimes, I use local key words as well to explain them better, so that they could understand my course. (Instructor B 1)

Yes, from their school, students are always focusing on their mother tongue. So, for them it's also difficult to have immediate language. Yes, but as teachers we have to keep them growing and teaching properly in a global language – English. (Instructor B 2)

Interestingly, instructors from HEI A, who work with foreign students, complained about working in mixed ability groups (even among international students there are some learners, whose level of English is elementary or even lower) and shared the ways of solution to this problem.

I guess, everyone says that it is level of English or language, we should admit that not each and every student has got the same level with their peers and some of them are extremely fluent, whereas others still find some difficulties in terms of language. So, that's why, when you are conducting lessons, when you're about to ask some questions, you should admit that your clever ones will be the first as usual, whereas the weaker ones might have some troubles and might have some hatred inside towards their peers and that is one of the big challenges to my mind. As teachers, we can try to do different tasks to organize classes in the groups, where will be mixed members or different types of members and sharing with them the tasks, which are related to their language skills. In such cases, our lessons will be fruitful in terms of engaging each and every member of the class. (Instructor A 1)

Another, most frequently experienced challenge by instructors is concerned their own insufficient level of English and lack of vocabulary.

I know that EMI instructors' English should be fluent, however, I face to challenges in explaining my course totally in English, since I am a doctor first of all, then a teacher, who has been teaching Pediatrics to Uzbek students for more than 20 years and for 2 years I have been teaching to international students. I experience some challenges in providing a new content entirely in English. My students, who are proficient in English, help me to explain or translate my speech to foreign students. Surely, I go to language courses to improve my English, and I hope it will be easier for me to teach my subject in English medium upcoming academic year. (Instructor A 2)

The interviewees complained about difficulties in material designing and suffering from lack of spare time.

Honestly, to get ready for each lesson, I spend much time, preparing PowerPoint Presentations in English and trying to find out relevant videos from YouTube, so that it would be easier for students to comprehend a lecture. (Instructor A 3)

As can be seen from the quotes, one of the most common challenges for the majority of participants was the low English proficiency of students, in some cases instructors' levels of language skills as well, and the difference in English knowledge among students in EMI

educational settings. Additionally, challenges in material designing, use of English terminology, assessment and time management were considered as common issues by EMI instructors from both higher educational institutions.

Students' Perceptions of Challenges of Studying in EMI

Question 9 in Personal Profile section of questionnaire survey inquires students' English language proficiency levels. Figure 1 below demonstrates English proficiency levels of the students (n=63) of HEI A. None of the participants from this institution are Uzbek. All of them are international students.

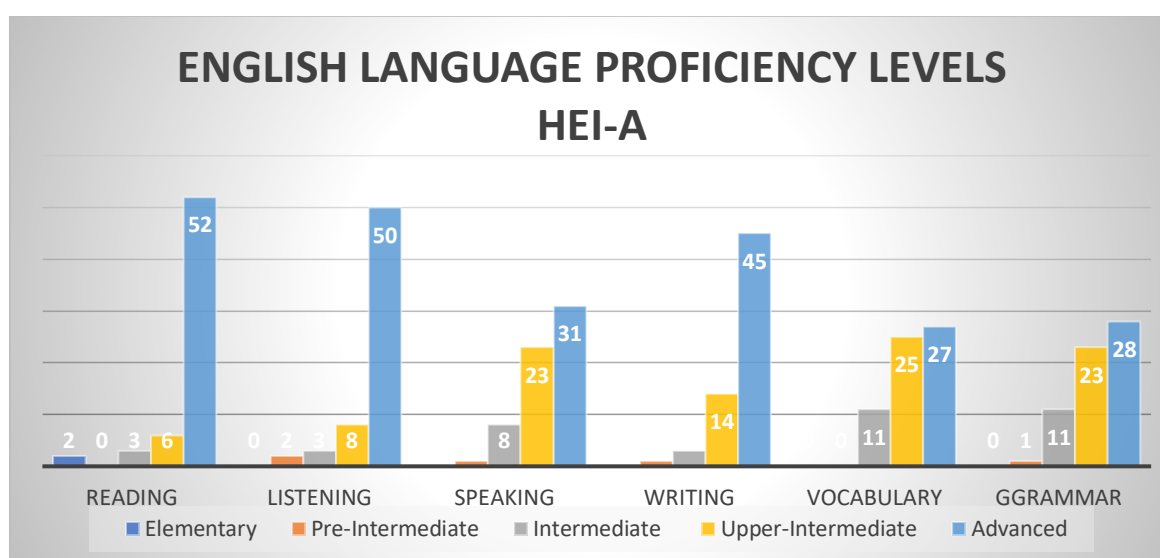


Figure 1. Distribution of English proficiency levels of the students of HEI A.

Figure 2 provides the information about the language of students' interaction (n=63) with their friends when they are not in class.

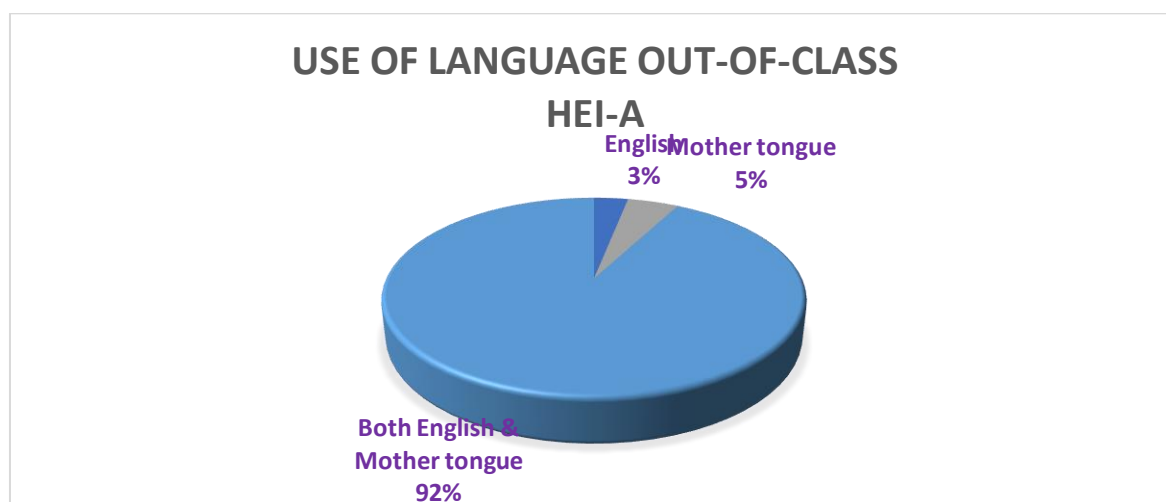


Figure 2. Distribution of students' use of language out-of-class in HEI A.

Figure 3 below demonstrates English proficiency levels of the students (n=67) of HEI B. All participants from this university are Uzbek.

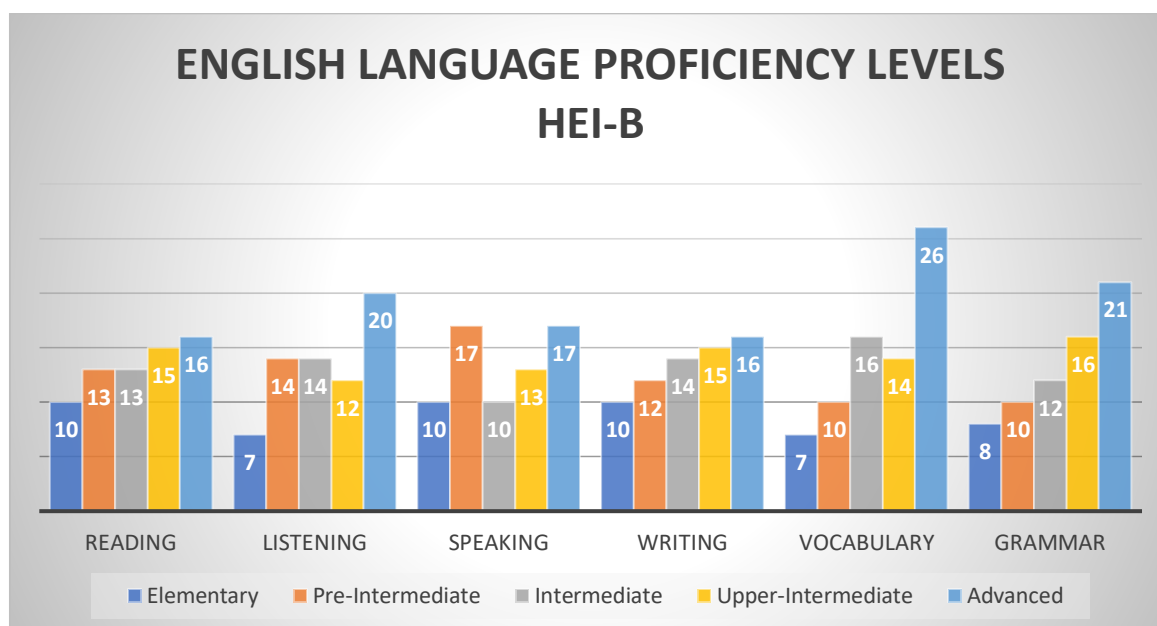


Figure 3. Distribution of English proficiency levels of the students of HEI B.

Figure 4 provides the information about the language of students' interaction (n=67) with their friends when they are not in class.

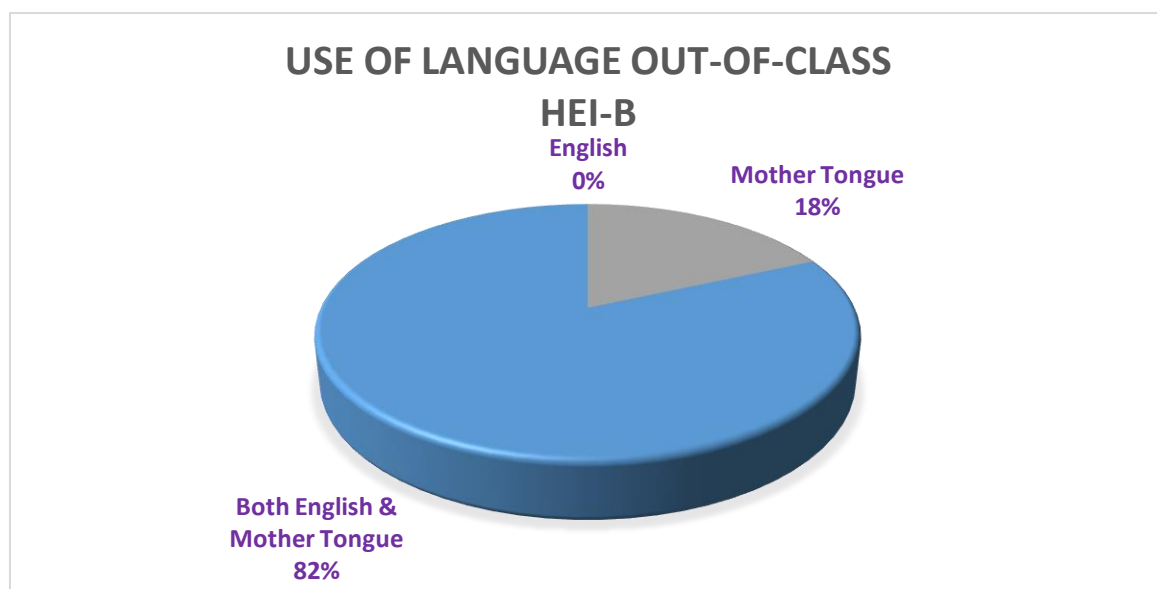


Figure 4. Distribution of students' use of language out-of-class in HEI B.

In Figure 5 English proficiency levels of all students (n=130) from both HEIs are demonstrated.

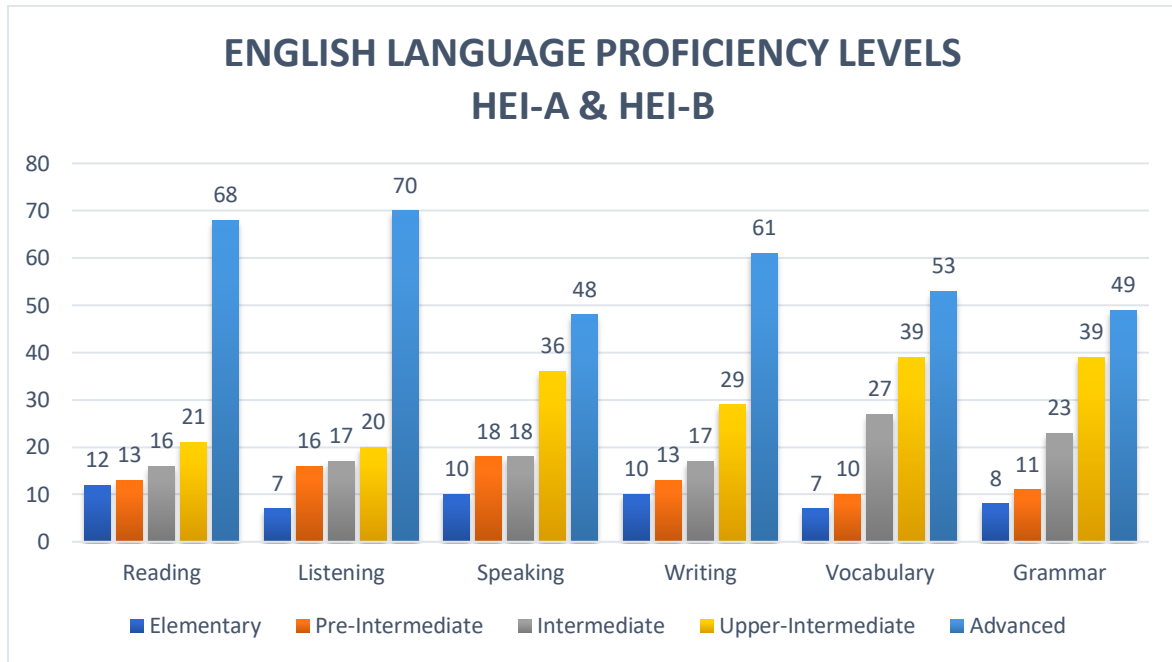


Figure 5. Distribution of English proficiency levels of the students from both HEIs

Figure 6 demonstrates the information about the language of students' interaction (n=130) with their peers out-of-class.

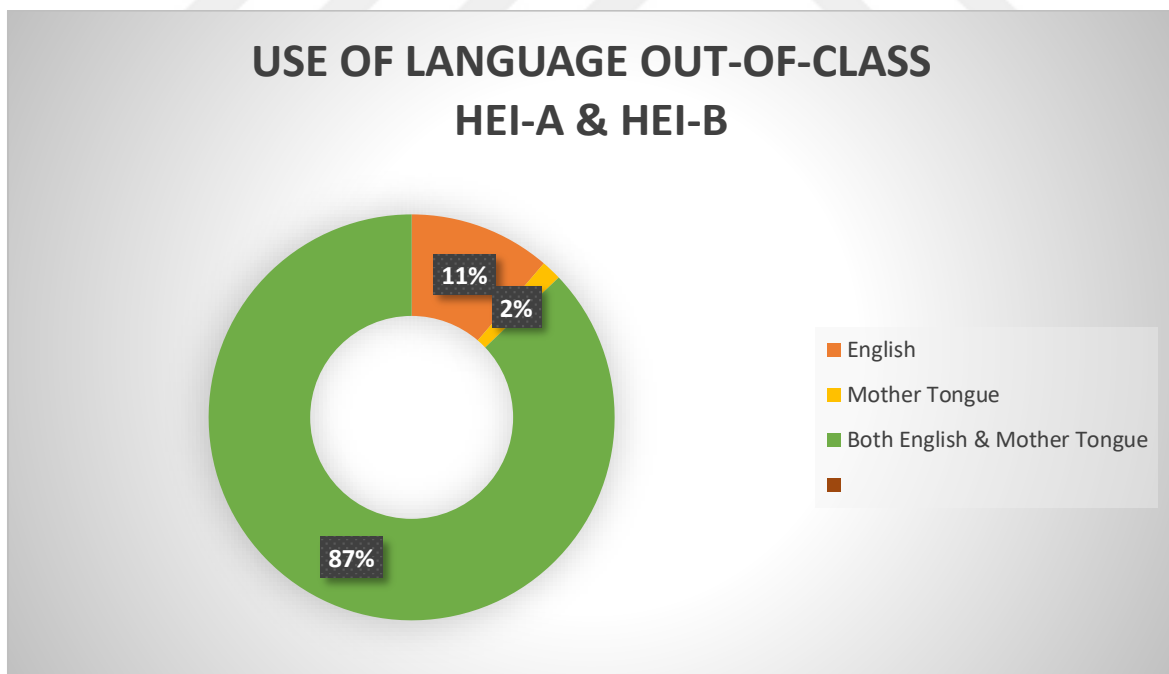


Figure 6. Distribution of students' use of language out-of-class in both HEIs

When students were asked in a questionnaire survey about their experienced challenges of studying their content subjects in English, the majority of students' low levels of English

proficiency and the difference in English language competency among students, taking EMI courses, proved to be one of the most significant challenges associated with these courses.

I have some problems with completing tasks, assignments, project works given by our teachers, because I don't understand everything during our lessons. My English is not so good. But my friends always help me, they translate or explain a new topic to me in Uzbek. (Student B 17)

The biggest challenge I face to in my EMI study is my level of English, because after every lesson I ask for help from my teachers and groupmates. Such subjects as Information Technology, Artificial Intelligence are being taught by foreign instructors, and TESOL, Speaking, Listening, Reading, Writing and others – by local Uzbek teachers. That's why whenever I don't understand, Uzbek instructors explain me in my native language, and Indian teachers ask for other students to translate what they said during the lesson. (Student B 5)

Yes, I have some problems in understanding medical terminology and doing assignments, mid-term and final tasks because of my low level of English. My friends, Indian guys, whose English is much better than mine, usually explain everything in Indian. But, anyway, it is difficult for me to write in English. (Student A 28)

Personally my English is good enough to understand the new topic, but the problem is that in our group there some students, whose level of English is Pre-Intermediate or even Elementary. The same content is comprehended by students in different ways and they have different results. I can do tasks immediately, sometimes using dictionaries. However, groupmates of mine with low level of English cannot complete them at all. They need extra time and explanation in their L1, watching videos, using dictionaries, etc. That's why, to my opinion, it is suggested to regroup all students or divide them into mini groups according to their levels of English. (Student A 12)

Another challenge that students experienced in studying their courses in EMI was concerning misunderstanding technical or medical concepts either due to students' low level of English proficiency or pronunciation of Indian instructors.

As my specialty is Computer Science Engineering, we study such subjects as Computer Network Software Engineering and Testing Methodology, Design and Analysis of Algorithm, Ethical Hacking, Digital Image Processing and others in English. Thus, IT related concepts are difficult for comprehension. It is impossible to ask for every word's meaning from a teacher, whose nationality is not Uzbek. Moreover, even if instructor explains it in more simple words, I cannot understand properly everything due to his pronunciation. It takes time to check up these concepts in dictionaries, and look for the solution to my problem in the internet. (Student B 53)

I suppose, that medical terms are the most difficult ones for comprehension and learning! Even though we are not local students, when we could ask for help from teachers in our mother tongue, and our English is good enough, anyway, we are not natives, and surely, meet certain challenges in studying medicine in English. Another issue is that some of our instructors cannot explain us these concepts in details. I try to solve these problems by googling and searching in internet resources, which allows me to catch up the course program. (Student A 49)

I study hard enough to do well at the institute, but in spite of this I have problems in understanding properly. There are some reasons: firstly, medicine is difficult to study in a foreign language; secondly, not all teachers can easily fluently deliver their lectures totally in English. I read many books and watch videos both in class and at home. (Student A 32)

One more challenge reported by students was related to limited language skills. The quotes, given below, demonstrate students' anxiety and concern about their grades and completing the courses successfully.

In fact, we cannot fully understand the lecture, delivered totally in English. We even can't ask questions properly in English, do tasks independently. I am afraid to fail exam and retake the course again. (Student B 22)

To tell the truth, I understand everything what teacher is saying or what I read, but I cannot answer the questions or speak in public. I have some kind of phobia to be made fun of me. I am always thinking about correctness of my sentences and always ask myself whether I am using proper constructions or phrases in my speech. (Student A 56)

The students' comments seem to indicate that their limited language proficiency is a significant barrier to their participation in the lesson, which leads to demotivation and low grades.

According to interview results, it can be stated that challenges, articulated in questionnaire survey, were echoed in interviewing. Moreover, the responses were given fuller and in more details.

It turns out, that even local students with advanced level of English face certain challenges in EMI education. It is a bit difficult for them to understand the dialect or pronunciation of Indian instructors, who are not natives of English. The point is that all of the local students learn literary English to get IELTS or CEFR certificates before entering universities, therefore, they need effort to adjust to Indian dialect of English of their instructors.

Actually, I have IELTS certificate 7.5 band score, and I do not experience any challenges during the lessons, conducted by our local teachers, I mean, the teachers with excellent English proficiency and pronunciation. However, when it comes to Indian instructors, I do face some difficulties in comprehending Indian dialect of English. In such cases, I try to read much from extra internet resources myself, and sometimes ask for my teachers' books or notes for self-study. (Student B 5)

In most cases, I face difficulties in understanding our Indian teachers' pronunciation. Especially, it's much more challenging, when it comes to technical terminology comprehension. However, every time when I encounter such a challenge, my friends rush to help me, explaining what our teacher actually was going to interpret. (Student B 4)

As it was mentioned above, one of the most frequently reported challenges experienced in EMI education by students was lack of their English language skills, vocabulary which entailed demotivation and misunderstandings.

I have a lot of difficulties in my EMI study, because my English is not so good, that's why I don't understand the content of lectures, medical terminology. Of course, all types of assessment tasks are difficult for me, and sometimes, I even want to give up my study..., but every time when I think about it, my friends motivate and help me. (Student A 2)

I have a language barrier, I think, because I hardly express my opinions in front of a class. Even if I know the correct answer to our instructor's question, I have a doubt and some fear to speak English. This habit affects my grades and I should do something to break this barrier. (Student B 3)

Interestingly, that students find course books too difficult to comprehend and on this reason, they use notes from lectures, PowerPoint Presentations, prepared by instructors and resources from internet. According to some interviewees' reports, reading the textbooks takes much time to understand and get preparation for lessons, mid-term and final

assessments. As alternatives to such course books in English students prefer reading books, written in Uzbek or Russian languages.

To tell the truth, I don't read the books, given in the syllabus as main course books, as I consider them too difficult to understand. If I read them, I have to use dictionary to look up almost all words and it takes much time for preparation. Instead, I try to find e-books in Uzbek or Russian in the internet. Reading these books in my native language helps me save time. Moreover, I can understand the topics, which I usually cannot do during the lesson. (Student B 1)

Well, when I open a book in English, related to our technical courses, and try to read at home, I hardly understand the content because of difficult technical terminology. That's why I use course books written in mother tongue. Surely, we have a limited number of resources in Uzbek, but in Russian there are more than enough books in all fields. Otherwise, it is impossible to be ready for our lessons, or any types of assessment. (Student B 5)

Studying in overloaded classes was also mentioned as one more challenge in EMI education by students. It is appeared that the number of students in a single classroom exceeds the norm and students are not paid special attention and time.

Hmm, to speak frankly, I am not fully satisfied with EMI courses, because our teachers don't work with each of us during the lessons. There are more than 30-35 students in our group. I know that teachers physically do not have time to work with each student separately, but anyway, we need teachers' attention, explanation and support every lesson. (Student B 4)

I think groups should be divided into two mini-groups according to our levels of English proficiency. In this case the number of students will be 20, and it will be much more comfortable and easier to study. More so, we study medicine in English. It is too difficult. If there will not be so many students in the classes, the time and teachers' attention will be paid to each student whenever he/ she needs. (Student A 4)

One more interesting perception, regarding challenges of EMI education, was reported by instructor of HEI B:

Yes, I find that students here are facing lots of difficulties. Especially, with English, because they have studied most of the concepts at their schools, but they have studied either in Uzbek Medium or Russian Medium. So, even if you teach them the same concept in English, they would be thinking about the translation of this word in Uzbek or Russian. And I feel a lot of students face this difficulty and most of them are not trying to help themselves. (Student B 3)

To conclude, among the most frequently reported challenges, experienced by students, such difficulties as studying in mixed ability and overloaded classes, students' low English proficiency, misunderstanding the instructors' dialect or pronunciation of English, limited language skills and challenges in comprehension of course books in English, were discussed. Moreover, majority of students themselves provided solutions to the challenges mentioned above. The next section analyzes the benefits of EMI provision at higher education in Uzbekistan.

The Benefits of EMI Implementation at Tertiary Level in Uzbekistan

The benefits of EMI provision at Uzbek universities are discussed in this section.

RQ3: What are the Benefits of EMI Implementation at Uzbek Universities?

The third research question intended to investigate the participants' perceptions of benefits of EMI implementation at Uzbek universities. To respond the research question, the participants were asked to report on their views on EMI provision at higher education in Uzbekistan through questionnaires with open-ended questions. Only 3 instructors, 5 students and 3 administrators from each university were interviewed, guided by interview protocols. Question 13 from Questionnaire for Instructors (What are the benefits of EMI for instructors of higher education in Uzbekistan (e.g. salary, professional career, other opportunities)?), question 14 from Questionnaires for Students (What are the benefits of studying in EMI classroom for students in the future?) and question 8 from Questionnaires for Administration Members (What are the benefits of EMI implementation for your institution?); and Question 3 of Part 2 from Interview Protocol for Instructors (*What are the benefits of EMI in Uzbek context (for you professionally, for your students, employment opportunities, for workplaces, for country, for policy...*), Question 3 of Part 2 from Interview Protocol for Students (*What are the benefits of EMI in your opinion?*) and question 3 from Interview Protocol for Administration Members (*What are the benefits of EMI in Uzbek context (for your institution, for students, for instructors, employment opportunities, for workplaces, for country, for policy...)* facilitated responding research question four (RQ3).

According to questionnaire results, EMI is considered as beneficial in all terms type of education, in spite of the fact that it is relevantly new in Uzbek context and does have certain challenges. All participants shared their positive perceptions of EMI provision and reported about its importance for students' future career, employability, instructors' language and teaching skills improvement, internationalization of university etc.

The questionnaire findings show that EMI instructors are highly motivated in teaching their subjects in English. It is appeared that the strongest motivation is taken from Presidential Decree according to which EMI instructors' salaries have been increased significantly. The quotes below demonstrate the instructors' motivation to teaching in English:

There many opportunities and benefits for EMI university teachers. The most significant one is high salary. We are paid much more than other teachers who deliver their lectures in Uzbek or Russian language. (Instructor A 8)

Honestly speaking, according to Presidential Decree EMI lecturers get twice as much salaries than other instructors, who conduct their subjects in their mother tongue, which serves as big motivation for EMI teachers. (Instructor A 2)

As I work at an international university, I am paid high enough to be motivated to work and spend long hours for preparation for each lesson. However, teachers at government universities

get 100% extra salary bonuses, who deliver their courses totally in English according to Presidential Decree, dated from 2012. This is a great benefit for EMI instructors. (Instructor B 7)

The same opinion was articulated by administration members:

One of the most significant benefits of EMI is financial motivation. There is a Presidential Decree, according to which content teachers, who deliver their lectures in English medium, are paid high salaries, to be more precisely, their salaries are doubled. (Administrator A 3)

Such benefits of EMI education for students as gaining much knowledge, enhancing English language skills were reported by their instructors and administrators:

Well, there plenty opportunities are created for students to enhance their English proficiency through studying and obtaining knowledge, engaging in socio-cultural events and as a result, applying what they have possessed to practice, to real life. (Administrator B 1)

As for students, they are really into gaining knowledge in English. Moreover, it provides them great opportunities to enhance the skills and data via original source. (Instructor B 4)

Without any doubt, it might be claimed that students' English proficiency will be enhanced! Moreover, EMI instructors' English will also be improved. It is undeniable fact! (Administrator A 2)

Among other advantages of EMI education, such benefits as students' future career, their employability and participating in exchange programs, international conferences and forums were interpreted.

It is not a secret that those students, who have good command of English, graduated from university, which implemented EMI, will easily be employed by a prestigious company or enrolled to MA programs in foreign countries. (Administrator B 3)

I have many bright gifted students, who several times participated in international conferences with oral presentation of their scientific articles without any difficulties due to their fluent English. They are already employed still being students. There is no doubt, that such students will be promoted at work and start running their own business in the near future. (Instructor B 5)

I really love my study even though it is challenging to study medicine in foreign language. I satisfied with my institute and administration here in Uzbekistan. I am sure that after graduation I will be able to be enrolled in MA program in other foreign country and work in prestigious hospitals in my home country India. (Student A 27)

I think studying in English has many advantages for students. We are participating in international forums, conferences on medicine and various exchange programs every year. (Student A 18)

As for the findings from interviews on benefits of EMI education, almost all interviewed participants pointed to its effectiveness and contribution to enhancing English language skills.

As we know, English is a lingua franca and it is a language of modern education, science, technology, medicine, engineering and art. I am sure, that EMI education will enhance both students' and instructors' English language skills. (Administrator B 2)

As I mentioned earlier, getting preparation for my lectures takes up much of my spare time. However, at the same time it is beneficial for my own English language proficiency. I have to read much, watch many videos in English to feel more comfortable during the lectures. As a

result, my language skills are being improved in case of constant preparation for the lectures. (Instructor A 1)

To tell the truth, my English was not so good when I entered this university. After 2 years of my studies in English, my level has been raised from pre-intermediate to upper-intermediate! It wasn't easy, of course, but the result is perfect! (Student B 3)

My vocabulary wasn't rich enough to speak and write fluently before. The courses delivered in English, independent studies, project works, tasks, portfolio entries, making presentations and preparations for mid-term and final assessments contributed to my English language improvement. (Student A 5)

The next interesting comment regarding benefits of teaching in English medium, mentioned by instructor, was the opportunity to have access to original lectures, books, teaching materials and all internet sources in English.

There are hundreds of benefits of EMI teaching and we cannot count them at once. We should admit that learning and teaching using the original source is better, than doing it in your L1, because we know that during translation process, there might be some kind of misunderstandings, language issues, cultural issues, etc. and the content of translation might be changed. That's why learning or teaching by using original source will give much more and better results for students and teachers; it is another opportunity for us to gain the knowledge immediately after reading from original source, without waiting for translation process. I can instantly get all needed information as soon as it's published. Yes, it is important to be on the wave all the time. (Instructor B 3)

Among other important benefits of EMI education reported by interviewees were students' future career, employability, opportunities to get high paid online jobs and others.

The chances of students' employability in high paid companies will be doubled, since they do not only study perfectly their major specialty, but English language as well. Some of them already work remotely at US logistic companies, again, thanks to their knowledge of English. (Administrator B 1)

Hmm, you know, actually, I have already been working as an IT programmer at a foreign company. I think, it is possible to realize our dreams of continuing our study abroad and be employed by popular companies thanks to studying in English. That's why we should try hard to get knowledge in English. (Student B 2)

Internationalization of university, attracting foreign specialists, international students' enrollment, cooperation with foreign universities are the benefits reported by administrators.

EMI implementation is really important for popularization of our institute. Soon after we implemented EMI, a lot of international students enrolled the institute and came to study here. Now we have more than 450 students from different foreign countries! Additionally, we have signed memoranda with many foreign medical universities, which allows student and teacher mobility. (Administrator A 3)

Our university is international and EMI education is mandatory. English medium has numerous benefits for university popularization. We invited foreign teachers to work here and year by year our university is developing. (Administrator B 2)

Financial motivation was pointed as the most powerful trigger in EMI teaching by all the interviewed instructors and administrators.

According to Presidential Resolution, dated from December, 2012, all teachers, delivering content subjects like Biology, Anatomy, Physiology, Biochemistry, Surgery, Pediatrics, etc. in foreign language (English), are being paid extra bonuses to their salaries. (Administrator A 1)

I know that teaching in English is very difficult, but anyway, the government in order to encourage teachers and popularize English language issued a decree to pay extra salary as bonus monthly. (Instructor A 4)

To the question “Do you think EMI is useful for students’ future career? Why do you think so?” from Questionnaire Survey for Administrators following quote was reported by administrator of HEI B:

Definitely! In such a high tech era, in a global market English-medium instructed students can obtain and utilize his/ her English proficiency level to collaborate, establish mutual agreements with partner organizations and gain profit out of it! (Administrator B 1)

To sum up, the findings collected from interviews are analogous to the responses reported in the administrator, instructor and student questionnaire surveys regarding the benefits of EMI education at tertiary level in Uzbekistan. Among a number of benefits, highlighted by participants, such advantages like financial motivation, salary bonuses, enhancement of English language proficiency, students’ future career promotion, high employability rate, access to original sources in English, internationalization of university, attracting foreign students and teachers, student participation in international conferences and forums, staff and student mobility in exchange programs etc. are the most frequently mentioned ones.

Stakeholders’ Suggestions for Better Implementation of EMI

In this section suggestions for better implementation of EMI in Uzbek universities, provided by stakeholders, are discussed.

RQ5: What are the Stakeholders’ Suggestions for Successful EMI Implementation in Uzbekistan?

In order to comprehend the current situation of EMI provision at universities in Uzbekistan and collect more suggestions for better implementation of EMI and to answer research question 4, all participants were asked to report on their opinions about measures to develop EMI through questionnaire surveys and semi-structured interviews. Question 12 from Questionnaire for Students and Questionnaire for Administration Members (*What measures could be taken to develop EMI in your institution?*) and Question 4 in section ‘Final thoughts’ from all three interview protocols (*Could you give any suggestions for improving implementation of EMI in Uzbekistan?*) assisted with collecting participants’ suggestions for better EMI implementation in Uzbekistan.

Nowadays, the university provides extracurricular activities, such as language clubs functioning within the university that encourage students to use English along with EMI classes, where students listen, read, write and speak in English. (Administrator B 1)

Government has to focus on teaching technological and natural subjects in English at schools of Uzbekistan. We need to improve logical thinking of kids (we should start it from kindergarten), pupils and make them understand math world problems in English and be able to solve them. (Administrator B 2)

Suggestions from interviewed instructors were related to organizing EMI teacher training courses and attracting instructors of other than Uzbek or Russian nationalities.

Government should motivate teachers and students to participate in various seminars, conferences and courses relating to English language and EMI. They should invite instructors from non-Uzbek or non-Russian countries, so that they could get more widespread exposure for English proficiency. (Instructor A 2)

Another suggestion was made to post all the documents of institutions in both Uzbek and English languages, so that everybody could see and read English everywhere: in university websites, official social media networks, notice boards, etc. and people's minds would be changed. Additionally, it was recommended to organize language workshops, seminars for parents as well, first of all, to elucidate them the importance of foreign language at present, so that parents could motivate their children to study in EMI.

Well. First thing, we have to bring more and more modern international resources and attract native English speakers who would come and first teach our instructors and then these educated teachers would teach their students. We have to target the instructors first. If instructors are very good in English, then automatically all our students will learn English. Additionally, we have to implement some policies regarding English language. We should pin some of the government, school documents on our noticeboard. If we are going to post anything, then it must be in both languages, in English as well as in local language. Then students will get to know that 'Oh, I have to learn this language also'. If we are posting something on the official web-page, official telegram channel, then also it must be in both languages: English and Uzbek. So, once you start these things, automatically, mindset of students and parents will be changed. Moreover, we have to arrange language workshops, seminars for parents also. We have to elucidate them the importance of English language. Then parents will motivate their children and send them to English classes. (Instructor B 3)

The suggestion regarding the need of more financial support or extra bonuses from government to EMI lecturers was offered as an additional solution to better implementation of EMI by an instructor of HEI A:

Nowadays there are some benefits for ELT teachers having C1 certificates (IELTS, TOEFL, CEFR etc.). They get 50% of extra bonuses to their salaries for having better language proficiency skills and more chances for job opportunities. To my mind, adding some more bonuses like these, maybe not only financial supports, maybe some kind of medals, I don't know how to call it, should be implemented so that staff would be more motivated, and the result, I mean, EMI implementation might be even more resourceful and fruitful than it is now. (Instructor A 3)

One more interesting suggestion was reported during the interview by a student from HEI B:

To improve EMI in Uzbekistan at first, uhh, the school system has to be a bit friendlier in teaching foreign languages, only English language instead of forcing all the students to learn multiple languages in one time should be taught. For example, if you are at primary school, you gonna have to learn Russian, German, English and Uzbek at the same time; and being seven to eight years old or ten years old learning four languages, generally, is pretty much harder and exhausting, thus, students don't learn them at all. To make it in a bit friendlier way, one language has to be chosen, so that students are not gonna have really hard time to learn something new or do something more, and then it gonna be useful and productive, I think. (Student B 5)

To the last question of interview regarding having any final thoughts about EMI implementation at tertiary level in Uzbekistan, the same student from HEI B responded in the following way:

I guess, it's a great chance for the country to have this implementation in Uzbekistan, because before the gradutors from our universities had faced some challenges when they went abroad and they risked not being approved as professionals, whereas, actually, the students with international considered qualifications don't need to spend their precious time for restarting everything from zero and it's a great chance and I do hope, that we will have more and more developments in terms of this, which will provide each and every citizen of Uzbekistan with all opportunities, which are provided in any other place of this world and I hope that we are going to work brilliantly in the near future. (Instructor B 3)

To conclude, some interesting suggestions regarding better implementation of EMI in our country, like arranging language clubs not only for students, but for their parents as well, the official documentation and announcements should be posted in both official and English languages, technological and natural subjects are supposed to be taught from schools and even earlier, organizing EMI teacher training courses, attracting instructors of other than Uzbek or Russian nationalities, learning only English instead of three or four foreign languages at the same time from early school years, and last, but not least, motivating teachers by offering them more financial support, were reported by respondents of the research study. All the findings are summarized in the next section.

Summary of Findings

This section provides summary of key findings.

RQ1. Majority of participants, when they were asked to express their views on EMI policy in Uzbekistan in general, pointed out to its importance in internationalization, student employability and better career opportunities.

RQ2. When administrators were asked about their challenges in EMI implementation, several challenges were revealed at the result of questionnaire survey and interview.

Administrators' challenges:

- students' low level of English proficiency in HEI B and instructors' insufficient English language skills in HEI A;
- mixed ability classes, which create difficulties not only for teachers, but administration as well;
- lack of some students' motivation for learning foreign languages, as they are interested in studying their majors only;
- recruiting EMI specialists from English speaking countries to assist EMI instructors by arranging master classes or training courses.

Instructors' challenges:

- low English proficiency of students, in some cases instructors' as well;
- the difference in levels of English knowledge among students in EMI educational settings, or working in mixed ability classes;
- material designing;
- use of English terminology;
- assessment;
- time management.

Students' challenges:

- studying in mixed ability groups;
- being educated in overloaded classes;
- low English proficiency;
- misunderstanding the instructors' dialect or pronunciation of English;
- limited language skills;
- comprehension of course books in English.

RQ3. This research question intended to investigate the participants' perceptions of benefits of EMI implementation at Uzbek universities. All participants shared their positive perceptions of EMI provision by reporting following benefits:

- financial motivation or extra salary bonuses;
- enhancement of English language proficiency;
- students' future career promotion;
- high employability;
- access to original sources in English;

- internationalization of university;
- attracting foreign students and teachers;
- student participation in international conferences and forums;
- staff and student mobility in exchange programs.

All participants were asked to report on their opinions about measures to develop EMI through questionnaire surveys and semi-structured interviews. At the result some interesting suggestions were offered by stakeholders:

- arranging language clubs not only for students, but for their parents as well;
- the official documentation and announcements should be posted in both official and English languages;
- technological and natural subjects are supposed to be taught from schools and even earlier;
- organizing EMI teacher training courses;
- attracting instructors of other than Uzbek or Russian nationalities;
- learning only English instead of three or four foreign languages at the same time from early school years;
- motivating teachers by offering them more financial support.

RQ4. To restond this research question, stakeholders from both universities were asked to provide suggestions for better implementation of EMI in Uzbek HEIs. The reported suggestions and measures to develop EMI were following:

- motivating teachers by offering them more financial support;
- the official documentation and announcements should be posted in both official and English languages;
- technological and natural subjects are supposed to be taught from schools and even earlier;
- organizing EMI teacher training courses;
- attracting instructors of other than Uzbek or Russian nationalities;
- arranging language clubs not only for students, but for their parents as well;
- learning only English instead of three or four foreign languages at the same time from early school years.

Conclusion

In conclusion, the data on the five research questions are analyzed in this chapter, which are the stakeholders' perceptions of EMI education policy, the challenges of implementing EMI in Uzbek context, the challenges experienced by EMI instructors and students in teaching and studying in English medium, the benefits of EMI and suggestions for better implementation of EMI at Uzbek universities.

According to the data, all respondents' perceptions of EMI program are positive in terms of its importance in internationalization, student employability and better career opportunities. As for challenges of implementation of EMI in Uzbek context, administrators of two HEIs pointed to students' low level of English proficiency at one institution and instructors' in the other one; mixed ability classes, which create difficulties not only for teachers, but administration as well; lack of some students' motivation for learning foreign languages, as they are interested in studying their majors only; and recruiting EMI specialists from English speaking countries to assist EMI instructors by arranging master classes or training courses. The main challenges experienced by EMI instructors appeared to be the low level of English proficiency of students, in some cases instructors' insufficient language skills as well, and the difference in English knowledge among students in EMI educational settings or mixed ability classes. Additionally, challenges in material designing, use of English terminology, assessment and time management were considered as common issues by EMI instructors from both HEIs. Among the most frequently reported challenges, experienced by students, such difficulties as studying in mixed ability and overloaded classes, students' low English proficiency, misunderstanding the instructors' dialect or pronunciation of English, limited language skills and challenges in comprehension of course books in English, were discussed in a section of this chapter. As for benefits of EMI education, findings revealed that financial motivation, salary bonuses, enhancement of English language proficiency, students' future career promotion, high employability rate, access to original sources in English, internationalization of university, attracting foreign students and teachers, student participation in international conferences and forums, staff and student mobility in exchange programs etc. are the most frequently mentioned advantages among all stakeholders. Lastly, some interesting suggestions regarding better implementation of EMI in our country, like arranging language clubs not only for students, but for their parents as well, the official documentation and announcements should be posted in both – official and English languages, technological and natural subjects are supposed to be taught from schools and

even earlier, organizing EMI teacher training courses, attracting instructors of other than Uzbek or Russian nationalities, learning only English instead of three or four foreign languages from early school years, and motivating teachers by offering them more financial support, were reported by respondents of the research study. The discussion of these findings and conclusions are provided in the next chapter.



CHAPTER V

DISCUSSION AND CONCLUSION

Discussion of the Findings

Higher education has seen a growth in the implementation of English as a medium of instruction, with English considered as the contemporary language of HE (Coleman, 2006; Brumfit, 2004). The same phenomenon has been observed in Uzbekistan; as Dearden (2015) reported in a study, which discussed EMI implementation in 55 countries, where English in Uzbekistan was encouraged to be taught by the Presidential Decree, dated from 2012.

Investigating the challenges and benefits of EMI at the tertiary level in Uzbekistan was the main objective of this research. To enhance the use of EMI in Uzbekistan, it was intended to analyze the perceptions of EMI instructors, students, and administrative staff members.

This chapter discusses the findings collected from questionnaire surveys data and in-depth semi-structured interviews. Additionally, implications, limitations of the study and suggestions for further research are presented in the chapter.

In order to gain a comprehensive understanding of Uzbek context, implementing English-medium instruction at tertiary level, this study addressed five particular research questions. Stakeholders' perceptions of EMI education, administrators' challenges of EMI implementation, EMI instructors' and students' challenges, benefits of EMI provision and stakeholders' suggestions for successful EMI implementation in Uzbekistan are discussed in this chapter.

Summary of Findings

The findings for each research question are reported in the data analysis chapter in the order of the questions, as stated above. The discussion of the findings is presented in the same order in this section.

RQ1: How do Stakeholders Perceive EMI in Uzbek Universities?

The first research question explored all stakeholders' perceptions of EMI and their apparent rationales for the university's implementation of the aforementioned language policy. Over the last few decades, researchers have investigated "student perceptions and performance" as well as "content lecturers' perceptions and attitudes" regarding EMI in HE (Byun et al. 2011; Gerber, Engelbrecht, Harding, & Rogan, 2005; Li, Leung, & Kember, 2001, Yeh, 2012).

All participants have positive attitudes regarding EMI, which is reflected in its perceived benefits, which include improved job opportunities, the role of English as a lingua franca and language of science, and the university's general internationalization potential.

According to the study's questionnaire surveys and interviews data, instructors' and administrators' "rationales for the university's adoption of EMI were based on the increasingly internationalized status of tertiary education" (Coleman, 2006; Graddol, 2006; Phillipson, 2009a, 2009b), which "echoed rationales" for its implementation in other universities globally. Instructors' and administrators' comments indicated an understanding of the relationship between the trend of "Englishization of higher education" and globalization (Chang, 2010, p.56), which demonstrates an "unchallenged acceptance of English linguistic hegemony" (Phillipson, 2006 in Phillipson, 2009b). International competitiveness of universities and rising their rankings on world institutional rankings, gaining institutional accreditation are rationales for which "EMI has been perceived as a key element" (Mouhanna, 2016) in the countries of Kachru's Outer and Expanding circles.

Instructors and administrators of both universities, participating in this research, perceived EMI policy as a crucial trigger for the institution's internationalization and best way to attract international students, which in its turn increases university's revenue. The placement of EMI and the English language as the catalyst for internationalization at many universities emphasizes its role as a lingua franca, an academic, and a common language of

communication among HEIs globally (Dafouz & Smit, 2016). Therefore, the conceptual framework, which claims that such factors as role of English and internationalization are the primary causes for the employment of English as a medium of instruction at many HEIs around the world, is supported by the perceptions of the participants in this study.

The findings also demonstrate that English is thought to be the most widely spoken language in the world and provides an opportunity to be involved in international interactions. Additionally, majority of participants perceive English as a language of science and recognize its significance in providing access to the most advanced scientific literature, publications, and innovations. To put it differently, students and instructors consider EMI as a tool that provides them access to all English-language resources.

All of the participants who were interviewed believe that EMI assists students to get better job opportunities and business environments after university “that demand English knowledge” (Basibek et al., 2014; Corrales, et al, 2016).

To conclude, all participants expressed their views on EMI policy in Uzbekistan in general, and most of them pointed out to its importance in internationalization, student employability and better career opportunities. Additionally, EMI was viewed as a tool, providing participants access to resources in English. Moreover, international competitiveness of universities, rising their rankings on world institutional rankings, attracting international students and increasing university’s revenue, students’ opportunities of participating in international conferences and exchange programs are some of positive perceptions, reported by the stakeholders, participated in the research study. It can be concluded, that EMI implementation in HE in Uzbekistan is positively supported not only by government and university administration, but instructors and students as well, which in its turn provides increasing the number of universities, adopting EMI provision, and becoming more competent in the HE market. All the above mentioned findings are in line with Coleman’s (2006) citation, provided in the Introduction chapter of present research, according to whom, Englishization of European HEIs is motivated by seven factors: “content and language integrated learning (CLIL), globalization, student exchanges, teaching and research materials, staff mobility, graduate employability, and the international student market” (Coleman, 2006). The following section discusses the findings of administrators’ perceptions of EMI implementation in Uzbek universities.

RQ2: What are the Challenges of Implementing EMI in Uzbek Context?

This section provides the discussion of the findings on the challenges of EMI provision in HE in Uzbekistan. To respond the subquestion (a) of this research question, six administrators of two HEIs, where EMI has been successfully implementing for several years, were asked to complete the questionnaire form, specially designed to survey the perceptions of administration members, and were interviewed to gain better understanding of their perceived challenges.

Administrators' Perceptions of Challenges in EMI Implementation

It is believed that successful implementation of EMI in HE is related to administrative tertiary organization reforms. The EMI administration, which is connected to policy-makers, program developers, or coordinators, is the first factor impacting such changes. Importantly, Williams (2015) highlights that policymakers should “identify the requirements of teaching in English from instructors and the variety of needs from students to particular EMI courses”.

The findings are in line with previous studies, regarding the fact that “EMI programs may develop more successfully if program administrators hire experienced instructors of sufficient status, support EMI lecturers and students, and foster communication among EMI stakeholders” (Brown, 2014). Administrators from HEI A perceived about challenges in recruiting EMI professionals from English speaking countries to teach content subjects at their institutions or assist EMI instructors by arranging master classes or training courses. The point is that HEI A is a state institution and one of the effective EMI implementation strategies, hiring foreign faculty, could not be used by “a state university in a small town with a limited budget” (Chin Leong, 2016, cited in Prilipko, 2017). It is more affordable to manage with their local instructors by training them abroad. According to previous studies, local faculty who received their education abroad had high proficiency in English while also being aware of their country's linguistic and cultural context; thus, “they could effectively transmit the content to students” (Walkinshaw & Oanh, 2014; Chin Leong, 2016, cited in Prilipko, 2017). Therefore, the best solution to the challenge is sending local instructors to EMI teacher training courses and internships English speaking countries.

Administrators also reported about the efficiency of supporting EMI instructors with organizing language courses for them at local universities, where EMI is being successfully implemented for than a decade. Interestingly, the same challenges were revealed at the result

of my pilot study research. Administrators of EMI implemented universities of Uzbekistan, have identified challenges in EMI provision, including difficulties ‘in attracting native English-speaking instructors to train their teachers and the need to hire foreign specialists or sign agreements with foreign universities in order to improve the ability of their instructors to teach in English’ (Rahmanova & Ekşi, 2023).

One of the most common perceptions of challenges in EMI implementation, articulated by administrators, are related to students’ low level of English proficiency at HEI B and instructors’ in HEI A. Working in mixed ability classes create difficulties not only for teachers, but administration as well. Additionally, lack of some students’ motivation for learning foreign languages, as they are interested in studying their majors only, is another challenge of successful EMI provision.

To sum up, the findings gathered from this section of the study are believed to contribute to the relevant literature, which claimed that EMI programs can be more successful if program managers recruit experienced teachers with sufficient status, support EMI lecturers and students, and encourage communication among EMI stakeholders. Lack of some students’ motivation, their insufficient English language proficiency, mixed ability classrooms and recruiting EMI professionals are some of most significant challenges perceived by administrators. The following section discusses the findings related to challenges experienced by EMI instructors and students at their universities.

While answering the subquestions (b) and (c) of the research question two by employing questionnaire surveys and interviews for instructors and students as data collection tools, some interesting findings are revealed, which are going to be discussed in the following subsections

Instructors’ Perceptions of Challenges of Teaching EMI

As it was discussed above, according to Klaassen and De Graaff (2001), EMI mandates that lecturers be aware of the challenges faced by their students who may experience difficulties while “taking EMI-instructed lectures and need assistance and guidance since they are also learning their subjects in a foreign language”. That is why, not only a greater understanding of issues in EMI, but also exploring the instructors’ experience of EMI, analyzing students’ and other stakeholders’ perceptions of benefits and challenges of EMI are crucial for its successful implementation in Uzbek context.

In this light, according to questionnaire survey and interview results, most frequently reported challenge among instructors was insufficient level of English language skills, which entailed difficulties in time management, assessment and material designing.

The results are consistent with other research about the fact that the difficulties of L2 lecturing appear to be inescapable due to both teachers' and students' low English language proficiency. According to Klaassen and De Graaff (2001; Yeh 2012), certain instructors have issues with their intonation, accent, fluency, pronunciation, and even nonverbal behavior. The use of humor, telling stories, making degression, and providing spontaneous examples were reported to be tough issues of communication for lecturers while delivering their content subjects in English (Wilkinson, 2005; Yeh, 2012). When delivering EM courses for the first time, even highly skilled instructors needed a lot of time to prepare for courses or look up terms in a technical vocabulary (Paseka, 2000; Vinke et al., 1998; Wilkinson, 2005). Whereas instructors of International Private University (HEI B) complained to students' insufficient level of English proficiency, due to the fact that majority of instructors were foreigners and students were all of Uzbek nationality, the instructors of State Institute (HEI A) suffered from lack of their own English language skills and accent of international students' English (mostly, Indian nationality).

Working in mixed ability and overloaded classes are the challenges perceived by interviewed instructors. Interestingly, instructors from HEI A, who work with foreign students also complained about working in mixed ability groups (even among international students there are some learners, whose level of English is elementary or even lower).

Additionally, instructors complained about the difficulties in material designing and suffering from lack of spare time. It took much time for lecturers to get preparation for their courses in English. They had to create presentations and watch videos, read lots of books and lectures of professionals regarding their subjects, learn English terminology themselves at home before explaining a new theme to students in the classroom.

Code switching (Yeh, 2012) or lecturing in both L1 and L2 is another frequently discussed pedagogical technique in EMI instruction. Code switching has also been implemented as a teaching technique in content-based classrooms (Ariffin & Husin, 2011; Flowerdew et al., 1998; Flowerdew et al., 2000; Taha, 2008; Zabrodskaia, 2007). In order to assist students' comprehension of English and manage the student-teacher relationship, "EMI teachers have been seen to switch to the students' L1" (Flowerdew et al., 2000; Taha,

2008). In our case, due to the fact that foreign instructors lectured local students in HEI B, whereas local instructors lectured international students in HEI A, the medium of instruction was English. However, code switching was used in TESOL classes in HEI B, where both teachers and students were of Uzbek nationality. Participants' experiences in EMI classrooms demonstrated that codeswitching and translanguaging were used due to students' different levels of English proficiency, limited English skills and to aid in better subject comprehension. The study by Kim et al. (2017), which demonstrated the need for the use of native language in EMI classrooms due to the students' insufficient English proficiency, supports the finding that the majority of "students' low language proficiency is the reason for the use of codeswitching". Moreover, the study by Chuang (2015), which indicated that when lecturers used codeswitching, students had deeper understanding of the lecture materials, provides strong support for the use of L1 for better content acquisition in this research.

To sum up, one of the most common challenges for the majority of participants was the low English proficiency of students, in some cases instructors' levels of language skills as well, and the difference in English knowledge among students in EMI educational settings. Additionally, challenges in material designing, use of English terminology, assessment and time management were considered as common issues by EMI instructors from both higher educational institutions. Students' challenges of studying in EMI are discussed in the next subsection.

Students' Perceptions of Challenges of Studying in EMI

According to the questionnaire survey, students' English language proficiency levels in two HEIs are classified as follows.

When students were asked in a questionnaire survey about their experienced challenges of studying their content subjects in English, the majority of students' low levels of English proficiency and the difference in English language competency among students, taking EMI courses, proved to be one of the most significant challenges associated with these courses.

In Amman, Al-Asal & Smadi (2011) found out that using Arabic as the instruction language rather than English resulted in the students having a higher level of understanding ability of medical knowledge while also saving more time and effort. Despite the challenges that EMI students in our study also reported, the short-term negative consequences were reduced by

the students' improvements in their English language skills and subject knowledge. It appears, that subject is better to comprehend, when it is explained in L1 and English language proficiency is enhanced when the medium of instruction in the classroom is English.

According to the findings, students face various challenges in EMI classes, including struggling to write in English due to their low English vocabulary and difficulty of communicating with their lecturers who are not native speakers. Moreover, the students feel that studying in EMI takes much time and does not cover all of the course material, and they experience certain challenges in understanding technical or medical concepts either due to students' low level of English proficiency or pronunciation of Indian instructors. This finding is confirmed by Zumor and Qasem's (2019) results, which show that most Saudi undergraduate students struggle to understand scientific concepts written in English. This result implies that the students' language proficiency is insufficient to comprehend and follow information offered in English scientific materials.

The findings also indicate that students' limited language proficiency is a significant barrier to their participation in the lesson, which leads to demotivation and low grades. It turns out, that local students even with advanced level of English face certain challenges in EMI education. Sometimes it is difficult for them to understand the dialect or pronunciation of Indian instructors, who are not natives of English. The point is that all of the local students learn academic English to get IELTS or CEFR certificates before entering universities, therefore, they need effort to adjust to Indian dialect of English of their instructors. The findings on students' challenges regarding limited language proficiency are in line with previous research (Hamid et al., 2013; Le, 2012) on "EMI students' English language competence and imported materials as barriers to students' learning with EMI programs".

The results also demonstrate that most students' insufficient English proficiency causes them to have difficulty comprehending the subject material. When lectures are delivered in English only, some of the course material is missed by the students. These results are in line with a research by Airey and Linder (2006), which found that students in EMI courses were less capable of keeping up with the material and asked and answered fewer questions than those in L1.

Another challenge, students experience in studying their subjects in EMI, regarding to the fact that they find course books too difficult to comprehend and on this reason, they use

notes from lectures, PowerPoint Presentations, prepared by instructors and resources from internet. According to some interviewees' reports, reading the textbooks takes much time to understand and get preparation for lessons, mid-term and final assessments. As alternatives to such course books in English students prefer reading books, written in Uzbek or Russian languages.

Studying in overloaded classes was also mentioned as one more challenge in EMI education by students. It is appeared that the number of students in a single classroom exceeds the norm and students are not paid special attention and time.

One more interesting finding was revealed during the interview regarding students' challenges in EMI studying. It is appeared that many students waste their time translating specific concepts from English into their mother tongue, even though they studied these concepts at school either in Uzbek or Russian languages. It turns out, they cannot do it spontaneously, they need time for translation before comprehending a new topic. As a result, general English courses should be taught at the faculty level for EMI students since they "have less interaction with English and access to fewer English resources outside of the classroom" (Chang, 2010; Doiz et al., 2012; Ibrahim, 2001).

To conclude, among the most frequently reported challenges, experienced by students, such difficulties as studying in mixed ability and overloaded classes, students' low English proficiency, misunderstanding the instructors' dialect or pronunciation of English, limited language skills and challenges in comprehension of course books in English, were discussed in this subsection. The next section discusses the benefits of EMI provision in HE in Uzbekistan.

RQ3: What are the Benefits of EMI Implementation at Uzbek Universities?

This section provides the discussion of the findings on the benefits of EMI provision in HE in Uzbekistan. The findings indicate that studying a foreign language, English in particular, is regarded as crucial. The majority of respondents appear to believe that speaking English offers benefits and that it is crucial to study it at a high level. This appears to be the rationale for the majority of respondents' support for making English a compulsory subject in primary, secondary and higher education.

According to questionnaire results, EMI is considered as beneficial in all terms type of education, in spite of the fact that it is relevantly new in Uzbek context and does have certain challenges. All participants shared their positive perceptions of EMI provision and reported about its importance for students' future career, employability, instructors' language and teaching skills improvement, internationalization of university etc.

The questionnaire findings show that EMI instructors are highly motivated in teaching their subjects in English. It is appeared that the strongest motivation is taken from Presidential Decree #1875 *"On Measures to Further Improve Foreign Language Learning System"* according to which EMI instructors' salaries have been increased significantly and English started to be taught from the first year of schooling in all Uzbek schools. Moreover, university modules, especially in technical and international areas, started to be offered predominantly in English and other foreign languages at higher education institutions. According to decree, instructors of government universities, delivering their content subjects in English, are paid 100% extra salary bonus, which really motivates EMI instructors significantly. This finding is supported by Dearden's (2015) study, in which EMI implementation in 55 countries including Uzbekistan was discussed. She claimed that English in Uzbekistan was encouraged to be taught by the Presidential Decree, dated from 2012.

Among other advantages of EMI education, such benefits as students' future career, their employability and participating in exchange programs, international conferences and forums were interpreted. Students gained confidence in their command of the language and became aware of their abilities to study subjects in English. The finding is supported by previous research study, according to which instructors and students believe that EMI courses provide students an opportunity to practice and improve their English language proficiency as well as prepare them for future employment opportunities that require English knowledge (Corrales et al., 2016). Accordingly, Hong Kong's context demonstrated that students comprehended "the pragmatic value of EMI and how it affected international mobility" and both local and international employment (Tsui & Ngo, 2017).

According to administrators from both HEIs, internationalization of university, higher ranking opportunities, attracting foreign specialists, international students' enrollment, cooperation with foreign universities are the benefits of EMI implementation at their respective universities. These findings are in line with the results of the study by Zenkova and Khamitova (2017), which highlighted "the global status of English language and the

internationalization of HE”, revealed that administrators and faculty members had positive views of EMI at universities. The significance of EMI for "higher ranking, competitiveness, greater student enrollment, better quality education, and better employment opportunities" was also mentioned by respondents (Zenkova & Khamitova, 2017, p. 155).

As for the findings from interviews on benefits of EMI education, almost all interviewed participants pointed to its effectiveness and contribution to enhancing English language skills. A number of studies have also demonstrated the beneficial effects of EMI on students' language skills. Knoch et al. (2015) stated that the substantial reading that students were required to perform in their courses contributed to the students' vocabulary development. Students were also able to improve their grammar, vocabulary, reading, and listening skills by taking courses through EMI for several years (Ament & Perez-Vidal, 2015; Cosgun and Hasirci, 2017; Ratna, 2017; Vidal & Jarvis, 2018). Additionally, the findings were in accordance with the results of EMI programs in terms of student achievement in language competence and subject content learning, as discussed by Chang (2010) and Coleman (2006).

RQ4: What are the Stakeholders' Suggestions for Successful EMI Implementation in Uzbekistan?

According to the findings obtained from stakeholders, regarding suggestions for better implementation of EMI in Uzbek HEIs and measures to develop EMI, the most reported suggestion was related to the need of offering more financial support or extra bonuses from government to EMI lecturers. It seems, that not all EMI instructors are satisfied with their salaries, as they mentioned several times about challenges they face to while delivering their lectures totally in English and how long it takes them to be prepared for a single lecture.

If to discuss the suggestions of majority of interviewed instructors, related to organizing EMI teacher training courses and attracting instructors of other than Uzbek or Russian nationalities, it could be stated that local instructors might have benefitted a lot from native or near-native EMI professionals, if they were hired by administration of universities. Moreover, attracting English native speakers would eliminate the switch coding, i.e. use of students' L1 during the EMI classes.

As for suggestion of instructors, to post all the documents of institutions in both Uzbek and English languages, so that everybody could see and read English everywhere: in university

websites, official social media networks, notice boards, etc. and in this way to change people's minds, is worth thinking. If students have an opportunity to see everything written in English, this definitely would contribute to their English language proficiency, as majority of them are visual learners.

When it comes to recommendation to organize language workshops, seminars for parents, which will elucidate them the importance of foreign languages at present, and consequently, parents will be able to motivate their children to study content subjects in English, the idea of instructors would assist to current knowledge of their students if administrators take this suggestion into their consideration.

According to suggestion, regarding the need of technological and natural subjects being taught from schools and even earlier, it should be stated, that actually, many subjects are being taught at schools, and some of them even at primary schools. However, teaching technical subjects, such as Information Technology, Artificial Intelligence and others, at early years at primary schools at least or even in kindergartens in addition to natural subjects, would surely, contribute to those children's future studies and career. If someone knows the content subject well, he/ she will not have so many difficulties in learning this subject in other foreign language.

To sum up, the findings collected from interviews are analogous to the responses reported in the administrator, instructor and student questionnaire surveys regarding the benefits of EMI education at tertiary level in Uzbekistan. Among a number of benefits, highlighted by participants, such advantages like financial motivation, salary bonuses, enhancement of English language proficiency, students' future career promotion, high employability rate, access to original sources in English, internationalization of university, attracting foreign students and teachers, student participation in international conferences and forums, staff and student mobility in exchange programs etc. are the most frequently mentioned ones.

Implications and Recommendations

This research investigated instructors', students' and administrators' perceptions of EMI teaching/ studying/ implementation at tertiary level in Uzbekistan.

The current study's findings clearly indicate that the process of learning in a foreign language is different and demands a high level of awareness and concentration. As Flowerdew (1994)

suggests, “there are essentially two strategies to assist non-native speakers to comprehend lectures”. Increasing student participation and asking more questions, along with changing the content to make the material more understandable, are some tactics to restructure the lectures. Another strategy is to provide students with as many opportunities as possible to improve their language proficiency in the target language as soon as possible, enabling them to easily fulfill the requirements of lecture comprehension.

The first point to take into consideration is that, when compared to the process in the native language, the process of instruction and learning in English appears to differ significantly from previous research and the results of this study. In light of the fact that comprehending academic material is difficult enough in the native language (Cummins, 2000, *cited in* Arkin, 2013), it is obvious that the process will present considerably more difficulties in EMI. In light of this, one important pedagogical implication is that both EMI instructors and students should be aware of the variations when content is taught in English. Lecturers are potentially able to plan and conduct their lessons with greater consideration and awareness if they take into consideration the language and content-related needs of the students. Conversely, educators teaching both language and subject courses ought to collaborate to assist students in acquiring the study skills and techniques required to more effectively handle the demands of their studies. It is important to inform students about the challenges and requirements involved in learning course content in a foreign language.

Based on the findings, the following statements provide a number of recommendations to policymakers, university administrators, and EMI instructors: Considerations for policymakers include increased collaboration between the Ministry of Higher Education and universities to overcome obstacles that may impede successful EMI implementation. Therefore, it is crucial to make sure that universities implementing EMI policy are supplied with sufficient literature and educational resources.

In terms of the university administration, students' unequal and insufficient English competence can be addressed by offering preparatory classes, which will definitely contribute to students' English language proficiency. In Turkey, for example, one year language intensive training, which is called the preparatory year is compulsory for EMI programs. Students who fail the proficiency exam take the foundation year during which they have language courses to prepare them for taking courses in the foreign language. Additionally, implementing a stricter admissions procedure for multilingual groups is recommended. As a result, students should take a more comprehensive admission

examination that assesses a broad range of English language skills. It is suggested to organize various language clubs for students to learn English after classes. Additionally, extra incentives for EMI instructors should be addressed in order to boost their motivation. Local content teachers with certificates of language proficiency are suggested to be hired to deliver lectures in EMI. There should be balance between the number of hire of foreign and domestic EMI instructors, since not all students are ready to take content subjects solely in English due to their insufficient level of English proficiency.

When it comes to recommendations for EMI instructors, it is suggested for lecturers to use specific methods to encourage student participation in lectures, such as presenting “clear discourse markers, including visuals, encouraging listeners to negotiate meaning, and changing the structure and dynamics within a lecture” (Airey, 2009; Airey and Linder, 2007; Lynch, 2011). Furthermore, “linguistic and rhetorical” adjustments like speaking more slowly and with clearer articulation, “repeating and reformulating” what has already been said, and presenting the material in a more interactive way by “enticing more participation and negotiating meaning with confirmation check” should be taken into account (Lynch, 1994). In addition, successful EMI implementation would benefit from training for EMI instructors that could offer some general guidelines, such as “providing summaries with highlighted keywords and conceptual relationships, creating a glossary of key terminology, code-switching when necessary, and offering more opportunities for interaction” (Aguilar and Roriguez, 2011). EMI instructors are recommended to discuss language differences after lectures, encourage more interaction and discussion so that students can check their comprehension by asking and responding to more questions; let students ask questions in their native language during and after classes; supplemental representations should be used to assist “verbal explanations, such as writing on the board, demonstrating diagrams, images, overhead slides, simulations, demonstrations, handouts”, etc. (Airey, 2009; Airey and Linder, 2007, *cited in* Arkin, 2013). Additionally, use of technology, such as “making video recordings of lectures available online to students, giving them the chance to review lectures later and catch up for details they missed” while actual listening to the lecture in class would be beneficial for students’ better comprehension the content subject (O'Brian and Hegelheimer, 2007). The primary issue highlighted by the previously indicated implications is the need to addresss the learners’ language demands in order to improve their comprehension of the material and participate in a more interactive and participatory learning environment.

In terms of recommendations for students, it is advised to think more carefully about the decision to study in multilingual groups, taking into account all potential consequences. Students should strive to make decisions of their own free will and resist faculty pressure. Additionally, for multilingual students, the concept of "translanguaging," or 'teaching and learning methods that use different languages for input and output to ensure deeper comprehension' (Baker, 2000), needs to be acknowledged as a natural phenomenon that "cannot be completely restrained by monolingual education policies" (Canagarajah, 2011, p. 402). Translanguaging enables "the university to produce bilingual graduates" while additionally assisting students in enhancing their English language skills (Baker, 2000). This strategy can be used in a university where nearly all of the students belong to Uzbek background due to a substantial percentage of lecturers with the same background.

Suggestions for Further Research

This research study discussed an exploratory account of stakeholders' (instructors, students and administrators) perceptions of EMI in two HEIs in Uzbekistan. Stakeholders expressed their perceptions of challenges and benefits of EMI policy, as well as their viewpoints towards this language policy. By exploring these areas of interest, the thesis presented a comprehensive evaluation of EMI from the perspective of instructors, students and administrators, as well as key implications and recommendations for stakeholders and future application. This study is of the utmost significance for emphasizing to stakeholders the existing limitations of the language policy as it is being applied at the tertiary level in Uzbekistan. It urges the necessity of addressing the contradictions between government policies that support Uzbek on the one side, and the growing popularity of EMI at tertiary level of education on the other. It focuses on a number of issues caused by language-medium policy and the necessity for the government and HEIs to deal with these challenges. As a result, this study contributes significantly to the expanding body of knowledge in the field of language policy in Uzbekistan education.

It is suggested to employ more than two research methods or instruments for the study to increase reliability of findings. The use of observations apart from questionnaire surveys and interviews would be beneficial for collecting more rigorous data. Additionally, a quantitative method can also assist in including a larger number of universities and participants. A large-scale investigation can assist to identify whether other HEI in Uzbekistan face the same

challenges in EMI implementation. Finally, future research should be replicated to look at viewpoints on EMI courses from a larger range of academic fields and from various universities of Uzbekistan. It is suggested that the number of participants and universities increased since the findings may provide new insights into the benefits and challenges of EMI. The findings of such investigations anticipate improvement of EMI implementation in higher education in Uzbekistan.

Conclusion

This thesis discussed the instructors', students' and administrators' perceptions of EMI at universities in Uzbekistan. To determine the benefits and challenges of EMI, the study attempted to analyze the responds to the questionnaires for stakeholders. For the purpose of triangulation, three surveys were used as the main research instrument, in addition to qualitative interviews and open-ended questions within the questionnaires.

EMI is gaining popularity rapidly all over the world. However, as we observed, there are a number of questions that require empirical investigation to be answered. Every context has specific features, thus studies rooted in each individual context will be much appreciated. Results from different contexts may always be instructive and helpful, but each institution need to conduct its own research, which should lay the framework for the most suitable language policy for that institution.

The analysis of the various participants' viewpoints revealed that applying an EMI approach would attribute responsibility on educators and instructional staff and necessitate extremely well designed curricula. Such suggestions like arranging language clubs not only for students, but for their parents as well, the official documentation and announcements should be posted in both official and English languages, technological and natural subjects are supposed to be taught from schools and even earlier, organizing EMI teacher training courses, attracting instructors of other than Uzbek or Russian nationalities, and motivating teachers by offering them more financial support were reported by respondents of the research study.

As for challenges experienced by administrators, the most common ones were related to students' low level of English proficiency at HEI B and instructors' insufficient language skills in HEI A; mixed ability classes, which create difficulties not only for teachers, but administration as well; lack of some students' motivation for learning foreign languages, as

they were interested in studying their majors only; and recruiting EMI specialists from English speaking countries to assist EMI instructors by arranging master classes or training courses.

When it comes to benefits of EMI policy, such advantages like financial motivation, salary bonuses, enhancement of English language proficiency, students' future career promotion, high employability rate, access to original sources in English, internationalization of university, attracting foreign students and teachers, student participation in international conferences and forums, staff and student mobility in exchange programs, etc. were expressed by stakeholders.

The findings indicate that educators in Uzbek HEIs are generally in favor of EMI's efficacy and consider it can benefit students' opportunities for future employment and academic studies. Overall, the research suggests that despite certain challenges, almost all stakeholders see the value of EMI policy and are inspired to be involved in them.

It can be concluded that when implementing EMI in countries that do not use English as their first language, several factors must be taken into account:

- Students' perceptions of EMI and their motivation;
- Students' level of English language proficiency;
- Instructors' (lecturers') English language proficiency;
- Lecturers' proficiency in delivering EMI courses successfully;
- Administrators' support for EMI instructors and students.

The implications of the study are significant for practice and policy in Uzbekistan and beyond. The positive outcomes of EMI on students' academic achievements, critical thinking skills, and employability suggest that universities should continue to explore the use of English as a medium of instruction. However, the challenges identified in the study, such as language barriers and curriculum development issues, underscore the need for effective language policies and teacher training programs to support the implementation of EMI in higher education.

Moreover, the study highlights the need for further research on the topic, particularly on the long-term impact of EMI on students' language proficiency and academic achievements, and the effectiveness of teacher training programs and language policies in supporting the implementation of EMI. Future research should also consider the perspectives of other

stakeholders, such as parents and employers, to gain a more comprehensive understanding of the implications of EMI for the entire educational system.

In conclusion, English-medium instruction is a complex issue with various benefits and challenges for higher education in Uzbekistan. The validity and reliability of the research on this topic are crucial to ensure the accuracy of the findings and their application to practice. The study on EMI showed that the implementation of EMI in higher education can lead to positive outcomes for students, teachers, and universities. However, effective language policies and teacher training programs are needed to address the challenges of implementing EMI. The study underscores the importance of considering the context of the research, using appropriate research methods, and emphasizing the implications of the study for practice and policy.

The research offers a comprehensive understanding of the benefits and challenges of this language policy from the viewpoints of the participants, as well as the instructors', students', and administrators' perceptions of EMI. The findings of research study can assist policymakers, university administrators, and instructors in considering the current challenges and developing potential solutions for more effective EMI implementation. In general, this thesis makes contribution to the body of literature on administrator, instructor and student perspectives of EMI policy and their experiences of teaching and learning content subjects in English in Uzbek context and abroad.

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APPENDICES



Appendix 1. Permits

Evrak Tarih ve Sayısı: 14.07.2023-E.700596



**T.C.
GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Komisyonu**

Sayı : E-77082166-302.08.01-700596
Konu : Bilimsel ve Eğitim Amaçlı

14.07.2023

Dağıtım Yerlerine

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı **Doktora Öğrencisi Gulchehrahon RAHMANOVA'nın, Prof.Dr.Gonca YANGIN EKŞİ'nin** danışmanlığında yürüttüğü *"English-Medium Instruction at Tertiary Level in Uzbekistan: Policy, Challenges And Benefits"* adlı tez çalışması ile ilgili konu Komisyonumuzun **18.04.2023** tarih ve **08** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2023 - 881

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste
DAĞITIM
Gereği:
Sayın Prof. Dr. Gonca YANGIN EKŞİ

Bilgi:
Eğitim Bilimleri Enstitüsü Müdürlüğüne

Bu be

TOPLANTI TARİHİ : 18.04.2023		TOPLANTI SAYISI : 08	
ADI – SOYADI		İMZA	
Prof. Dr. İsmail KARAKAYA BAŞKAN			
Prof.Dr.Zehra GÖÇMEN BAYKARA BAŞKAN YRD.			
Prof.Dr.C.Haluk BODUR			
Prof.Dr.Seçil ÖZKAN			
Prof.Dr.Cevriye TEMEL GENCER			
Prof.Dr.İlkay ULUTAŞ			
Prof.Dr.Aymelek GÖNENÇ			
Prof.Dr.Kemalettin DENİZ			
Prof.Dr.Makbule GEZMEN KARADAĞ			
Prof.Dr.İlyas OKUR			
Prof.Dr.Nihan KAFA			
Doç.Dr.Melek Gülşah ŞAHİN			
Doç.Dr. Gökhan DELİCEOĞLU			
Doç.Dr.Elvan İNCE AKA			

Appendix 2 A: Letter from Rector of ASIFL
(Andijan State Institute of Foreign Languages)

**O'ZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI**

**ANDIJON DAVLAT CHET
TILLARI INSTITUTI**



**REPUBLIC OF UZBEKISTAN
MINISTRY OF HIGHER AND
SECONDARY SPECIAL EDUCATION**

**ANDIZHAN STATE INSTITUTE
OF FOREIGN LANGUAGES**

2022 y. «5» 12
№ 38/01-583

**Андижон давлат тиббиёт
институти ректори
М.М.Мадазимовга**

Хурматли Мадаминжон Мўминович!

Андижон давлат чет тиллар институти маъмурияти, Сиздан, институт ўқитувчиси, Туркия давлат Гази университети докторанти Г.Рахманованинг филология фанлари бўйича фалсафа доктори (PhD) илмий даражасини олиш учун “English-Medium Instruction at Tertiary Level in Uzbekistan: Policy, Challenges and Benefits” мавзусида олиб бораётган илмий тадқиқот иши бўйича Андижон давлат тиббиёт институтида тажриба-синов ишларини олиб боришда амалий ёрдам беришингизни сўрайди.

Хурмат билан,

Ректор в.в.б.

Д.Рустамов

Ижрочи: Ш.Икромов
тел. (88) 975-77-07

**Appendix 2 B: Letter from Dean of International Faculty of ASMI
(Andijan State Medical Institute)**

O'zbekiston Respublikasi
Sog'liqni saqlash vazirligi
**ANDIJON DAVLAT
TIBBIYOT INSTITUTI**
Andijon sh., Yu.Atabekov ko'chasi,1.



Ministry of Health
of the Republic of Uzbekistan
**ANDIJAN STATE
MEDICAL INSTITUTE**
1,Yu.Atabekov str., Andijan.

" 19 " 12 2021 y. № 18/4531

Andijon davlat chet tillari institute rektori

D.A.Rustamovga

Andijon davlat tibbiyot instituti sizga shuni ma'lum qiladiki, Turkiya davlat Gazi universiteti doktoranti G.Rahmonovanning filologiya fanlari bo'yicha falsafa doktori (PhD) ilmiy darajasini olish uchun olib borayotgan ilmiy tadqiqot ishi bo'yicha tajribasini o'tkazishga qarshi emasligini bildiradi va ruxsat beradi.

Xalqaro talabalar bilan ishlash fakulteti dekani:

Yaxshiboyeva

Appendix 2 C: Letter from Dean of Faculty of Humanities of Sharda University



Ref: ADM/2022/12/16/01

Dean of Faculty of Humanities
Sharda University Uzbekistan
Dr. Anand Binod Singh

On behalf of the Faculty of Humanities of Sharda University Uzbekistan, we would like to express our support for Ms. G. Rakhmanova in her Ph.D.-related research and ensure that the Faculty of Humanities will do the required assistance for Ms. G. Rakhmanova for the successful completion of her research.

Dr. Anand Binod Singh

Associate Professor, Dean of Faculty of Humanities

Appendix 3. Questionnaire for Instructors (HEI B)

Dear Instructor,

This semi-structured questionnaire aims to identify your perceptions regarding English-medium instruction (EMI) at tertiary level in Uzbekistan. There are no right or wrong answers. The answers you give will remain confidential and they will be evaluated and interpreted for the research. It is extremely important to be sincere in your answers and not to skip questions in order to reach a healthy evaluation of the research results.
Thank you for participating in the survey.

Gulchehra Rahmanova,

a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey.
(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).
e-mail: xperia-ion@mail.ru

A. Personal profile

1. Age: 26
2. Gender: Male ☒ Female ☐
3. What subject(s) do you teach in EMI Operating System, Artificial Intelligence, Natural language Processing, Algorithms, Software Engineering.
4. What is your mother tongue? Hindi, Urdu
5. What languages, other than your native language and English, do you speak? Yes
English, Bengali, Punjabi, Hindi, Bhojpuri.
6. Total teaching experience at higher education: 5 (years)

B. Experience

7. Have you ever taken an international test in English, such as TOEFL or IELTS? If yes, what is your score/ level? Yes, 7.5
8. How able are you to discuss your academic/professional interests (having to do with your area of study or teaching) in English compared to your native language? Yes, of course
It's always be like a native to be speak, write and listen in English - Proficiency fluently.
9. Complete the sentence: In our language policy, in Uzbekistan context, English-medium instruction (EMI)... There are some points or ideas I am mentioning below:-
 - 1) Government have to focus on technical studies like computers in English medium.
 - 2) Classes like Personality development is so important for the students.
 - 3) Make English compulsory as one of the language paper.
 - 4) Focus on Science & Maths for their improving logical & knowledge skill for all basic level at least.
10. Does the university/ HEI offer you sufficient support with developing your English language proficiency? As a part of Sharda University the only medium for teaching is English. So yes we get efficient support to speak English well.

11. If the answer to the previous question is No, what additional support could be offered?
(e.g., delivering English language courses/providing more sources in English/establishing an Academic English center/other)

12. What would you say about your students' degree of preparedness and motivation for learning in English – medium?

Students are very good learning in the class mostly very active and focused on their studies and thinking for their growth as well country

13. What are the benefits of EMI for instructors of higher education in Uzbekistan (e.g. salary, professional career, other opportunities)?

I want to mentioned some benefits like:-

1) Salary:- Salary is not upto the mark govt and private both organisation have to think about that.

2) Professional Career:- They have to Conduct FDP or Faculty Exchange programs to learn new ideas and get motivated.

14. What are the challenges of teaching in English – medium?

As for me If I am talking it takes time to be up to the mark about me as a teacher have to keep our students to a guide them for learning their English and improving very fast.

Thanks so much for your time!

Appendix 4. Questionnaire for Students (HEI B)

This semi-structured questionnaire aims to identify your perceptions regarding English-medium instruction (EMI) at tertiary level in Uzbekistan. There are no right or wrong answers. The answers you give will remain confidential and they will be evaluated and interpreted for the research. It is extremely important to be sincere in your answers and not to skip questions in order to reach a healthy evaluation of the research results.

Thank you for participating in the survey.

Gulchehra Rahmanova,

a PhD candidate at Gazi university, Department of English Language Teaching, Ankara, Turkey.

(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).

e-mail: xperia-ion@mail.ru

A. Personal profile

1. Age: 19
2. Gender: Male _____ Female ✓
3. What is your nationality: Uzbek
4. What is your major (specialty)? Cyber Security Course: 2
5. What subject(s) do you study in English-medium instruction (EMI) at your university?
CSE 212, CSE 413, MTH 103, CSE 211, CSC 101.
6. What other languages do you speak? Russian, Turkish
7. What is your English proficiency level:
Elementary _____ Pre-intermediate _____ Intermediate _____
Upper-intermediate ✓ Advanced _____
8. Do you have a certificate of language proficiency level? Yes
If yes, comment your answer? I have IELTS certificate

Please, tick ✓ the option that applies to you:

Proficiency level	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
Reading				✓	
Listening					✓
Speaking					✓
Writing				✓	
Vocabulary				✓	
Language acquisition				✓	

10. What language do you interact with your friends when you are not in class?

English _____ Mother tongue _____ Both English and mother tongue ✓

B. Kindly answer the questions below, please:

11. Complete the sentence: In our language policy, in Uzbekistan context English-medium instruction (EMI)... is very important for establishing new relationships with developed countries and internationalization of universities. Even though our country is not fully ready for EMI implementation, it is trying to do its best in introducing this EMI policy.

12. What would you say about your degree of preparedness and motivation for learning subjects in English – medium? Why? To tell the truth, I really like my subjects being taught in English, as I have IELTS certificate. I don't have many problems in my study. It takes me 4-5 hours for preparation for my lessons every day.

13. What would you say about your instructor's degree of preparedness and motivation for teaching in EMI classroom? Do you think your instructors are competent enough in English?

Since our teachers are foreigners, they speak English well. Even our Uzbek instructors' level of English is sufficient. That's why they teach their subjects good enough to be understood. On the contrary, not all students can understand them, which create certain challenges for our teachers.

14. What are the benefits of studying in EMI classroom for students in the future?

I think studying in English has many advantages for students. After graduation from the university, we can be hired by foreign employers and paid good salary. We will have access to all literature written in English. We can participate in international forums for students if we know English well. Moreover, we can communicate with our foreign friends in the internet.

15. What are the challenges of studying in EMI classroom for students?

Actually, I have IELTS certificate, and I do not experience any challenges during the lessons, conducted by our local teachers. I mean the teachers with excellent English proficiency and pronunciation. However, when it comes to Indian instructors, I do face some difficulties in comprehending Indian dialect of English. In such cases, I try to read much from extra internet resources myself, and sometimes ask for my teachers' books or notes for self-study.

Thanks so much for your time!

books or notes for self-study.

Appendix 5. Questionnaire for Administrators (HEI B)

Dear Administration Member,

This semi-structured questionnaire aims to identify your perceptions regarding English-medium instruction (EMI) at tertiary level in Uzbekistan. There are no right or wrong answers. The answers you give will remain confidential and they will be evaluated and interpreted for the research. It is extremely important to be sincere in your answers and not to skip questions in order to reach a healthy evaluation of the research results.

Thank you for participating in the survey.

Gulchehra Rahmanova,

a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey.
(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).
e-mail: xperia-ion@mail.ru

A. Personal profile

1. Age: 43
2. Gender: Male _____ Female ✓
3. What is your nationality? Uzbek
4. What position do you hold? Mentor for BAEE students, ELT, Assistant Professor, EDH
5. What languages do you speak? Uzbek, Russian, English

B. Kindly answer the questions below, please:

6. Complete the sentence: In our language policy, in Uzbekistan context, English-medium instruction (EMI)... is mandatory within the university.
All classes are held in English and even out of classes, extra curricular activities are arranged in English.
EMI is also crucial for students future career. If they possess strong communication skills in English, without any doubt, they will be hired at companies with high salary and they make benefit out of their studies at the university.
7. Do you think EMI is useful for students' future career? Why do you think so?
Definitely. In such as high tech era in a global market EMI professional can obtain and utilize his/her English proficiency level to collaborate, to establish mutual agreement with partner organisations and gain profit out of it.
8. What are the benefits of EMI implementation for your institution?
Well, there are plenty opportunities are created for students to enhance their EMI

through studying and obtaining knowledge, engaging in socio-cultural events and as a result applying what they have possessed to practice, to real life.

9. What challenges do you experience in realization of your plans regarding to EMI in your institution? There are some challenges that hinder the process of fully utilizing EMI in classes. Lack of English proficiency results to mixed ability classes where English level of learners vary and that creates a real challenge to teachers to plan and to conduct their classes.

10. What are the challenges of EMI for instructors and students of your institution? Lack of English proficiency of students. Reluctant attitude of some students towards their studies.

11. Do you think it is important to successfully implement EMI in your institution? Why? It is very crucial to apply EMI in classes as, constant usage of English (not adding single word or phrases in L1) develops the habit of learners to learn English and gradually they get accustomed to EMI.

12. What measures could be taken to develop EMI in your institution?

Nowadays, the university provides extra curricular activities such as 13 clubs function within the university that encourage students to use English along with EMI classes where students listen, read, write and speak in English.

Thanks so much for your time!

Appendix 6. Tapescript of the Interview with Instructor B3

- **Interviewer:** Thank you for agreeing to meet and give an interview.

I am Gulchehra Rahmanova, a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey. I am doing a research study on challenges and benefits of EMI at tertiary level in Uzbekistan. Your answers will be treated as confidential. Your name and any other information that could identify you will not be included in the study or reports. The notes and audiotapes will be destroyed after completing the study and publishing results.

You are free to ask any questions about the study.

To begin, I would like to discuss your general ideas about English-medium instruction in higher education in Uzbekistan.

What are your general perceptions of teaching your subject in English – medium?

Do you think it is important for all teaching at university/HEI to be in English?

- **Instructor:** Thank you, yes it is considered to be very crucial to teach the content subjects in English, because they might be beneficial in many cases and I do hope that it will provide students as well as teachers with better chances in the academic procedure. Moreover, it will contribute to enhancing students' English language skills as well.

- **Interviewer:** Thanks so much. Do you think that all communication at university/HEI should be in English?

- **Instructor:** I doubt about that, since besides being in the academic procedure we might be in our daily routine, so, I mean, the periods of the break time or after the lessons, before the lessons, students might want to use their own language as well as teachers, that's why we should consider, that all the lessons should be conducted in English; however, students as well as staff members should be allowed to use their native language according to their wish.

- **Interviewer:** Okay, thanks so much. Do you think, that using English at university/HEI is just as easy as using your own language?

- **Instructor:** To my mind depends on the person, if he/she has got developed skills as well as a high proficiency level along with this, there won't be any problems. To tell the truth, for some teachers it is really challenging to deliver their lessons totally in English, and we even cannot think about their use of English out-of-class time, however, for those, who

have good command of English and really want to improve their language proficiency, it might be a bit more comfortable, but even they might still face certain challenges. In other words, it is not easy as using your own language.

- **Interviewer:** Thank you. Do you think English medium is useful for students' future studies and employment?

- **Instructor:** Doubtably yes, because nowadays we know that being hired by the international companies require the sufficient English language proficiency and if they are from the institute or universities, where they were taught entirely in English, they will definitely have more preferences and chances, than other candidates.

- **Interviewer:** Ok. Well, what do you think, can teaching in EMI develop your English proficiency?

- **Instructor:** Yes, surely, it develops my English proficiency. I might be good at English, however, while getting preparation for the classes I may enrich my vocabulary, related to subject and, of course, it will improve my research skills and so on.

- **Interviewer:** And do you think that teaching in EMI will develop your teaching skills as well?

- **Instructor:** Yes, of course, because using your L1 is easier than using foreign language. I don't mean our teachers here, I mean students, because I know, that my students do not have the same level, and I should double think about organizing my lessons, designing my syllabi, curriculum; I should think about new methodology, which can assist to deliver efficiently my subject in English-medium in classes with students of different levels of English proficiency. Yeah, so that's why, I think, it's a great opportunity for the teacher to improve their methodological skills as well.

- **Interviewer:** Thank you for sharing your ideas. Now I would like to ask your perceptions about the challenges and benefits of English-Medium Instruction?

What challenges do you experience in teaching EMI? What measures could be taken to avoid these difficulties and how do you solve them?

- **Instructor:** I guess, everyone will say that challenges they experience are related to insufficient level of English. We should admit that not all students' levels are similar; i.e. some of them are extremely fluent, whereas others still find some difficulties in terms of language use. So, that's why, when you are conducting lessons, when you're about to ask some questions you should admit, that your clever ones will be the first or as usual, whereas the wicker ones might have some troubles and might have some anxiety inside towards their

peers and that is one of the vital and essential challenges, to my mind. As a teacher, we can try to apply different tasks in mixed ability classes, sharing with them the tasks, related to their levels of English. I am sure, that it will be fruitful in terms of engaging every student individually.

- **Interviewer:** Thank you so much. What are the benefits of EMI in Uzbek context (for your professionalism, for your students, their employment opportunities for role places for country, for policy and etc.?)

- **Instructor:** There are hundreds of benefits of EMI teaching and we cannot count them at once. We should admit that learning and teaching using the original source is better, than doing it in your L1, because we know that during translation process, there might be some kind of misunderstandings, language issues, cultural issues, etc. and the content of translation might be changed. That's why learning or teaching by using original source will give much more and better results for students and teachers; it is another opportunity for us to gain the knowledge immediately after reading from original source, without waiting for translation process. I can instantly get all needed information as soon as it's published. Yes, it is important to be on the wave all the time.

- **Interviewer:** Ok, thank you. Could you give any suggestions for improving implementation of EMI in Uzbekistan?

- **Instructor:** Hmm, well. Nowadays we have got enough responsibilities, which are allocated by the government. So, whereas we are being offered some kind of extra bonuses to our salaries for having better skills and chances for job opportunities, everything is going in its turn right now. To my mind, providing some more bonuses like maybe, for the people, who are doing their best, to support them or offering not only financial supports, maybe some kind of medals to encourage and motivate EMI instructors. There is no doubt, that it will be even more beneficial and fruitful in terms of this.

- **Interviewer:** Well, those were all the questions that I wanted to ask.

Do you have any final thoughts related to EMI implementation at tertiary level in Uzbekistan?

- **Instructor:** I guess, it's a great chance for the country to have this implementation in Uzbekistan, because before the graduates from our universities had faced some challenges when they went abroad and they risked not being approved as professionals, whereas, actually, the students with international considered qualifications don't need to spend their precious time for restarting everything from zero and it's a great chance and I do

hope, that we will have more and more developments in terms of this, which will provide each and every citizen of Uzbekistan with all opportunities, which are provided in any other place of this world and I hope that we are going to work brilliantly in the near future.

- **Interviewer:** Thanks so much for your time, I wish you good luck.



Appendix 7 A: Questionnaire for Instructors

Dear Instructor,

This semi-structured questionnaire aims to identify your perceptions regarding English-medium instruction (EMI) at tertiary level in Uzbekistan. There are no right or wrong answers. The answers you give will remain confidential and they will be evaluated and interpreted for the research. It is extremely important to be sincere in your answers and not to skip questions in order to reach a healthy evaluation of the research results.

Thank you for participating in the survey.

Gulchehra Rahmanova,

a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey.

(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).

e-mail:

A. Personal profile

1. Age: _____
2. Gender: Male _____ Female _____
3. What subject(s) do you teach in EMI _____

4. What is your mother tongue? _____
5. What languages, other than your native language and English, do you speak? _____

6. Total teaching experience at higher education: _____ (years)

B. Experience

7. Have you ever taken an international test in English, such as TOEFL or IELTS? If yes, what is your score/ level? _____

8. How able are you to discuss your academic/professional interests (having to do with your area of study or teaching) in English compared to your native language? _____

9. Complete the sentence: In our language policy, in Uzbekistan context, English-medium instruction (EMI)...

10. Does the university/ HEI offer you sufficient support with developing your English language proficiency?

11. If the answer to the previous question is No, what additional support could be offered? (e. g., delivering English language courses/providing more sources in English/establishing an Academic English center/other)

12. What would you say about your students' degree of preparedness and motivation for learning in English – medium?

13. What are the benefits of EMI for instructors of higher education in Uzbekistan (e.g. salary, professional career, other opportunities)?

14. What are the challenges of teaching in English – medium?

Thanks so much for your time!

Appendix 7 B: Interview Protocol for Instructors

Introduction (5 minutes)	<p>Thank you for agreeing to meet and give an interview. I am Gulchehra Rahmanova, a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey. <i>(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).</i></p> <p>I am doing a research study on challenges and benefits of EMI at tertiary level in Uzbekistan. Your answers will be treated as confidential. Your name and any other information that could identify you will not be included in the study or reports. The notes and audiotapes will be destroyed after completing the study and publishing results. You are free to ask any questions about the study.</p>
Part 1 (10 minutes)	<p>To begin, I would like to discuss your general ideas about English-medium instruction in higher education in Uzbekistan.</p> <ol style="list-style-type: none"> 1. What are your general perceptions of teaching your subject in English – medium? <ol style="list-style-type: none"> a) Do you think it is important for all teaching at university/HEI to be in English? b) Do you think that all communication at university/HEI should be in English? c) Do you think that using English at university/HEI is just as easy as using your own language? d) Do you think English medium is useful for students' future studies and employment? e) What do you think, can teaching in EMI develop your English proficiency? f) Do you think that teaching in EMI will develop your teaching skills?
Part 2 (10 minutes)	<p>Now I would like to ask your perceptions about the challenges and benefits of English-medium instruction:</p> <ol style="list-style-type: none"> 2. What challenges do you experience in teaching EMI? (What measures could be taken to avoid these difficulties? How do you solve them?) 3. What are the benefits of EMI in Uzbek context (for you professionally, for your students, employment opportunities, for workplaces, for country, for policy...) 4. Could you give any suggestions for improving implementation of EMI in Uzbekistan?
Final thoughts (5 minutes)	<p>Those were all of the questions that I wanted to ask. Do you have any final thoughts about EMI implementation at tertiary level in Uzbekistan? Thank you for your time.</p>

Appendix 8 A: Questionnaire for Students

Dear Student,

This semi-structured questionnaire aims to identify your perceptions regarding English-medium instruction (EMI) at tertiary level in Uzbekistan. There are no right or wrong answers. The answers you give will remain confidential and they will be evaluated and interpreted for the research. It is extremely important to be sincere in your answers and not to skip questions in order to reach a healthy evaluation of the research results.

Thank you for participating in the survey.

Gulchehra Rahmanova,

a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey.

(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).

e-mail:

A. Personal profile

1. Age: _____
2. Gender: Male _____ Female _____
3. What is your nationality: _____
4. What is your major (specialty)? _____ Course: _____
5. What subject(s) do you study in English-medium instruction (EMI) at your university?

6. What other languages do you speak? _____

7. What is your English proficiency level:
Elementary _____ Pre-intermediate _____ Intermediate _____
Upper-intermediate _____ Advanced _____
8. Do you have a certificate of language proficiency level? _____
If yes, comment your answer? _____

9. Please, tick ✓ the option that applies to you:

Proficiency level	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
Reading					
Listening					
Speaking					
Writing					
Vocabulary					
Grammar					

10. What language do you interact with your friends when you are not in class?

- English _____ Mother tongue _____ Both English and mother tongue _____

B. Kindly answer the questions below, please:

11. Complete the sentence: In our language policy, in Uzbekistan context, English-medium instruction (EMI)... _____

12. What would you say about your degree of preparedness and motivation for learning subjects in English – medium? Why? _____

13. What would you say about your instructor's degree of preparedness and motivation for teaching in EMI classroom? Do you think your instructors are competent enough in English? _____

14. What are the benefits of studying in EMI classroom for students in the future? _____

15. What are the challenges of studying in EMI classroom for students? _____

Thanks so much for your time!

Appendix 8 B: Interview Protocol for Students

Introduction (5 minutes)	<p>Thank you for agreeing to meet and give an interview.</p> <p>I am Gulchehra Rahmanova, a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey.</p> <p><i>(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).</i></p> <p>I am doing a research study on challenges and benefits of EMI at tertiary level in Uzbekistan. Your answers will be treated as confidential. Your name and any other information that could identify you will not be included in the study or reports. The notes and audiotapes will be destroyed after completing the study and publishing results.</p> <p>You are free to ask any questions about the study.</p>
Part 1 (10 minutes)	<p>To begin, I would like to discuss your general ideas about English-medium instruction in higher education in Uzbekistan.</p> <ol style="list-style-type: none"> 1. What are your general perceptions of studying content subjects in English – medium? a) Do you think it is important for all studying at university/HEI to be in English? b) Do you think that all communication at university/HEI should be in English? c) Do you think that using English at university/HEI is just as easy as using my own language? d) Do you think English medium is useful for your future studies and employment opportunities? e) What do you think, can studying in EMI develop your English proficiency?
Part 2 (10 minutes)	<p>Now I would like to discuss your perceptions about challenges and benefits of EMI.</p> <ol style="list-style-type: none"> 2. What challenges do you experience while studying in EMI? (What measures could be taken to avoid these difficulties? How do you solve them?) 3. What are the benefits of EMI in your opinion?
Final thoughts (5 minutes)	<ol style="list-style-type: none"> 4. Could you give any suggestions for improving implementation EMI in Uzbekistan? <p>Those were all of the questions that I wanted to ask.</p> <p>Do you have any final thoughts about EMI implementation at tertiary level in Uzbekistan?</p> <p>Thank you for your time.</p>

Appendix 9 A: Questionnaire for Administrators

Dear Administration Member,

This semi-structured questionnaire aims to identify your perceptions regarding English-medium instruction (EMI) at tertiary level in Uzbekistan. There are no right or wrong answers. The answers you give will remain confidential and they will be evaluated and interpreted for the research. It is extremely important to be sincere in your answers and not to skip questions in order to reach a healthy evaluation of the research results.

Thank you for participating in the survey.

Gulchehra Rahmanova,

a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey.

(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).

e-mail:

A. Personal profile

1. Age: _____
2. Gender: Male _____ Female _____
3. What is your nationality? _____
4. What position do you hold? _____

5. What languages do you speak? _____

B. Kindly answer the questions below, please:

6. Complete the sentence: In our language policy, in Uzbekistan context, English-medium instruction (EMI)... _____

7. Do you think EMI is useful for students' future career? Why do you think so?_____

8. What are the benefits of EMI implementation for your institution? _____

9. What challenges do you experience in realization of your plans regarding to EMI in your institution?_____

10. What are the challenges of EMI for instructors and students of your institution? _____

11. Do you think it is important to successfully implement EMI in your institution? Why?

12. What measures could be taken to develop EMI in your institution?

Thanks so much for your time!

Appendix 9 B: Interview Protocol for Administrators

Introduction (5 minutes)	<p>Thank you for agreeing to meet and give an interview. I am Gulchehra Rahmanova, a PhD student at Gazi university, Department of English Language Teaching, Ankara, Turkey. <i>(a senior teacher at Andijan State Institute of Foreign Languages, Department of English Language and Literature, Uzbekistan).</i> I am doing a research study on challenges and benefits of EMI at tertiary level in Uzbekistan. Your answers will be treated as confidential. Your name and any other information that could identify you will not be included in the study or reports. The notes and audiotapes will be destroyed after completing the study and publishing results. You are free to ask any questions about the study.</p>
Part 1 (10 minutes)	<p>To begin, I would like to discuss your general ideas about English-medium instruction in higher education in Uzbekistan.</p> <ol style="list-style-type: none"> 1. What are your general perceptions of teaching subjects in English? <ol style="list-style-type: none"> a) Do you think it is important for all teaching at university/HEI to be in English? b) Do you think that all communication at university/HEI should be in English? c) Do you think that using English at university/HEI is just as easy as using a native language? d) Do you think English medium is useful for students' future studies and employment? e) What do you think, can EMI develop students' and teachers' English proficiency?
Part 2 (10 minutes)	<p>Now I would like to ask your perceptions about the challenges and benefits of English-medium instruction:</p> <ol style="list-style-type: none"> 2. What challenges do you experience in EMI implementation at your institution? (What measures could be taken to avoid these difficulties? How do you solve them?) 3. What are the benefits of EMI in Uzbek context (for your institution, for students, for instructors, employment opportunities, for workplaces, for country, for policy...)
Final thoughts (5 minutes)	<ol style="list-style-type: none"> 4. Could you give any suggestions for improving implementation EMI in Uzbekistan? <p>Those were all of the questions that I wanted to ask. Do you have any final thoughts about EMI implementation at tertiary level in Uzbekistan? Thank you for your time.</p>

Appendix 10 A: Questionnaire for Instructors (in Russian)

Уважаемый Преподаватель,

Данная полуструктурированная опросная анкета направлена на выявление Вашего мнения о преподавании предметов на английском языке (ЕМІ) в высших учебных заведениях в Узбекистане. Здесь нет правильных или неправильных ответов. Ваши ответы останутся конфиденциальными, и они будут оценены и интерпретированы для исследования. Крайне важно быть искренним в своих ответах и не пропускать вопросы, чтобы прийти к реалистичной оценке результатов исследований.

Благодарю Вас за участие в опросе.

Гульчехра Рахманова,

PhD докторант кафедры преподавания английского языка, факультета иностранных языков в университете Гази, Анкара, Турция.

(старший преподаватель кафедры английского языка и литературы Андиганского государственного института иностранных языков, Узбекистан).

E-mail:

А. Личный профиль

1. Возраст: _____
2. Пол: Мужчина _____ Женщина _____
3. Какой предмет(ы) вы преподаёте на английском языке _____

4. Какой Ваш родной язык? _____
5. На каких иностранных языках, кроме английского, вы говорите? _____

6. Общий педагогический стаж в высшем учебном заведении: _____ (лет)

В. Опыт работы

7. Вы когда-нибудь сдавали международный тест по английскому языку, такие как TOEFL или IELTS? Если да, то каков Ваш балл/уровень? _____
8. Насколько Вы можете обсуждать свои академические / профессиональные интересы (связанные с Вашей областью преподавания) на английском языке по сравнению с Вашим родным языком? _____

9. Завершите предложение: В нашей языковой политике, в ВУЗах Узбекистана, преподавание на английском языке (EMI)...

10. Предлагает ли университет/ ВУЗ Вам достаточную поддержку в развитии Вашего владения английским языком?

11. Если ответ на предыдущий вопрос отрицательный, какая дополнительная поддержка может быть предложена? (например, проведение курсов английского языка, предоставление дополнительных источников на английском языке, создание центра академического английского языка, др.)

12. Что Вы можете сказать о степени подготовленности и мотивации Ваших студентов к обучению предметов на английском языке?

13. Каковы преимущества преподавания на английском языке (EMI) для преподавателей высшего образования в Узбекистане (например, заработная плата, профессиональная карьера, другие возможности)? _____

14. Каковы трудности преподавания на английском языке? _____

Огромное спасибо за Ваше время!

Appendix 10 B: Interview protocol for Instructors (in Russian)

Протокол собеседования

Знакомство (5 минут)	<p>Спасибо, что согласились встретиться и дать интервью.</p> <p>Я Гульчехра Рахманова, PhD докторант кафедры преподавания английского языка факультета иностранных языков в университете Гази, Анкара, Турция. <i>(старший преподаватель кафедры английского языка и литературы, Андижанского государственного института иностранных языков, Узбекистан).</i></p> <p>Я провожу исследование о трудностях и преимуществах преподавания предметов на английском языке (ЕМІ) на уровне высшего образования в Узбекистане. Конфиденциальность Ваших ответов будет обеспечена. Ваше имя и любая другая информация, которая может идентифицировать Вас, не будут включены в исследование или отчеты. Заметки и аудиозаписи будут уничтожены после завершения исследования и публикации результатов.</p> <p>Вы можете задать любые вопросы, касающиеся исследования.</p>
Часть 1 (10 минут)	<p>Для начала хотелось бы обсудить Ваши общие представления о преподавании Вашего предмета на английском языке в высших учебных заведениях Узбекистана.</p> <p>1. Каковы Ваши общие представления о преподавании Вашего предмета на английском языке?</p> <p>а) Считаете ли Вы, что важно, чтобы всё преподавание в университете / ВУЗе было на английском языке?</p> <p>б) Считаете ли Вы, что общение в университете / ВУЗе полностью должно быть на английском языке?</p> <p>в) Считаете ли Вы, что использование английского языка в университете / ВУЗе так же просто (легко), как родного языка?</p> <p>г) Считаете ли Вы, что преподавание на английском языке полезно для дальнейшего обучения и трудоустройства студентов?</p> <p>д) Как вы думаете, может ли преподавание на английском языке развить Ваш уровень владения английским языком?</p> <p>е) Считаете ли Вы, что преподавание на английском языке будет развивать ваши навыки преподавания?</p>
Часть 2 (10 минут)	<p>Теперь я хотела бы спросить Ваше мнение о трудностях и преимуществах преподавания Вашего предмета на английском языке:</p> <p>2. С какими трудностями Вы сталкиваетесь при преподавании Вашего предмета на английском языке? (Какие меры могут быть приняты, чтобы избежать этих трудностей? Как Вы их решаете?)</p> <p>3. Каковы преимущества преподавания Вашего предмета на английском языке (ЕМІ) в Узбекистане (для Вас профессионально, для Ваших студентов, возможностей трудоустройства, для рабочих мест, для страны, для языковой политики...)?</p>
Заключительные мысли (5 минут)	<p>4. Не могли бы Вы дать какие-либо предложения по улучшению внедрения преподавания на английском языке (ЕМІ) в Узбекистане?</p> <p>Это были все вопросы, которые я хотел задать.</p> <p>Есть ли у вас какие-либо заключительные идеи о внедрении преподавания на английском языке (ЕМІ) на уровне высшего образования в Узбекистане?</p> <p>Спасибо огромное за Ваше время.</p>

Appendix 11 A: Questionnaire for Students (in Russian)

Уважаемый студент,

Данная полуструктурированная опросная анкета направлена на выявление Вашего мнения об обучении на английском языке (EMI) в высших учебных заведениях в Узбекистане. Здесь нет правильных или неправильных ответов. Ваши ответы останутся конфиденциальными, и они будут оценены и интерпретированы для исследования. Крайне важно быть искренним в своих ответах и не пропускать вопросы, чтобы прийти к реалистичной оценке результатов исследований.

Благодарю Вас за участие в опросе.

Гульчехра Рахманова,

PhD докторант кафедры преподавания английского языка факультета иностранных языков в университете Гази, Анкара, Турция.

(старший преподаватель кафедры английского языка и литературы, Андижанского государственного института иностранных языков, Узбекистан).

e-mail:

А. Личный профиль

1. Возраст: _____
2. Пол: Мужчина _____ Женщина _____
3. Национальность: _____
4. Специальность _____
5. Какие предметы Вы изучаете на английском языке (EMI) в Вашем университете?

6. На каких иностранных языках Вы говорите? _____

7. Каков Ваш уровень владения английским языком:
Начальный __ Ниже среднего __ Средний __ Выше среднего __ Продвинутый __
8. Имеете ли Вы сертификат об уровне владения языком? _____
Если да, прокомментируйте свой ответ? _____

9. Пожалуйста, поставьте галочку ✓ в опции, которая относится к Вам:

Уровень владения языком	Начальный	Ниже среднего	Средний	Выше среднего	Продвинутый
Чтение					
Аудирование					
Говорение					
Письмо					
Лексика					
Грамматика					

10. На каком языке Вы общаетесь со своими друзьями, когда Вы находитесь вне аудитории?

- Английский _____ Родной язык _____ Оба языка (и английский, и родной) _____

В. Пожалуйста, ответьте на следующие вопросы:

11. Завершите предложение: В нашей языковой политике, в ВУЗах Узбекистана, обучение на английском языке (EMI)...

12. Что Вы можете сказать о своей степени подготовленности и мотивации к изучению предметов на английском языке (EMI)? Почему? _____

13. Что Вы можете сказать о степени готовности и мотивации Вашего учителя к преподаванию на английском языке в аудитории? Считаете ли Вы, что Ваши преподаватели достаточно компетентны в английском языке?_____

14. Каковы преимущества обучения на английском языке для студентов в будущем?

15. Каковы проблемы обучения предметов на английском языке для студентов?

Большое спасибо за ваше время!

Appendix 11 B: Interview Protocol for Students (in Russian)

Протокол собеседования

Знакомство (5 минут)	<p>Спасибо, что согласились встретиться и дать интервью.</p> <p>Я Гульчехра Рахманова, PhD докторант кафедры преподавания английского языка факультета иностранных языков в университете Гази, Анкара, Турция. <i>(старший преподаватель кафедры английского языка и литературы, Андижанского государственного института иностранных языков, Узбекистан).</i></p> <p>Я провожу исследование о трудностях и преимуществах преподавания предметов на английском языке (EMI) в высших учебных заведениях в Узбекистане. Конфиденциальность Ваших ответов будет обеспечена. Ваше имя и любая другая информация, которая может идентифицировать Вас, не будут включены в исследование или отчеты. Заметки и аудиозаписи будут уничтожены после завершения исследования и публикации результатов.</p> <p>Вы можете задать любые вопросы касающиеся исследования.</p>
Часть 1 (10 минут)	<p>Для начала хотелось бы обсудить Ваши общие представления об обучении на английском языке (EMI) в высших учебных заведениях Узбекистана.</p> <p>1. Каково Ваше общее мнение об изучении предметов на английском языке (EMI)?</p> <p>а) Считаете ли Вы, что важно, чтобы всё обучение в университете/ ВУЗе было на английском языке?</p> <p>б) Считаете ли Вы, что общение в университете / ВУЗе полностью должно быть на английском языке?</p> <p>в) Считаете ли Вы, что использование английского языка в университете / ВУЗе так же просто (легко), как родного языка?</p> <p>г) Считаете ли Вы, что обучение на английском языке полезно для дальнейшей учёбы и возможностей трудоустройства?</p> <p>д) Как вы думаете, может ли обучение на английском языке развить Ваш уровень владения английским языком?</p>
Часть 2 (10 минут)	<p>Теперь я хотела бы спросить Ваше мнение о трудностях и преимуществах преподавания на английском языке:</p> <p>2. С какими трудностями Вы сталкиваетесь при изучении предметов на английском языке (EMI)? (Какие меры могут быть приняты, чтобы избежать этих трудностей? Как Вы их решаете?)</p> <p>3. Каковы преимущества обучения на английском языке (EMI), на ваш взгляд?</p>
Заключительные мысли (5 минут)	<p>4. Не могли бы Вы дать какие-либо предложения по улучшению внедрения обучения на английском языке (EMI) в Узбекистане?</p> <p>Есть ли у вас какие-либо заключительные идеи о внедрении обучения на английском языке (EMI) на уровне высшего образования в Узбекистане?</p> <p>Спасибо огромное за Ваше время.</p>

Appendix 12 A: Questionnaire for Administrators (in Russian)

Уважаемый Сотрудник Администрации,

Данная полуструктурированная опросная анкета направлена на выявление Вашего мнения об обучении предметов на английском языке (EMI) в высших учебных заведениях в Узбекистане. Здесь нет правильных или неправильных ответов. Ваши ответы останутся конфиденциальными, и они будут оценены и интерпретированы для исследования. Крайне важно быть искренним в своих ответах и не пропускать вопросы, чтобы прийти к реалистичной оценке результатов исследований.

Благодарю Вас за участие в опросе.

Гульчехра Рахманова,

PhD докторант кафедры преподавания английского языка факультета иностранных языков в университете Гази, Анкара, Турция.

(старший преподаватель кафедры английского языка и литературы, Андижанского государственного института иностранных языков, Узбекистан).

e-mail:

A. Личный профиль

1. Возраст: _____
2. Пол: Мужчина _____ Женщина _____
3. Национальность _____
4. Какую должность Вы занимаете? _____

5. Какие языки Вы знаете? _____

B. Пожалуйста, ответьте на следующие вопросы:

6. Завершите предложение: В нашей языковой политике, в ВУЗах Узбекистана, преподавание на английском языке (EMI)... _____

7. Считаете ли Вы, что обучение на английском языке (EMI) полезно для будущей карьеры студентов? Почему Вы так думаете?_____

8. Каковы преимущества внедрения обучения на английском языке (EMI) для Вашего учреждения? _____

9. С какими трудностями Вы сталкиваетесь при реализации своих планов в отношении обучения на английском языке (EMI) в Вашем университете/ институте?_____

10. Каковы трудности обучения на английском языке для преподавателей и студентов
Вашего учебного заведения/ ВУЗа?_____

11. Считаете ли Вы, что успешное внедрение обучения на английском языке (EMI)
крайне важно в Вашем университете/ институте? Почему?_____

12. Какие меры могут быть приняты для развития обучения на английском языке
(EMI) в вашем университете/ институте? _____

Большое спасибо за Ваше время!

Appendix 12 B: Interview Protocol for Administrators (in Russian)

Протокол собеседования

Знакомство (5 минут)	<p>Спасибо, что согласились встретиться и дать интервью.</p> <p>Я Гульчехра Рахманова, PhD докторант кафедры преподавания английского языка, факультета иностранных языков в университете Гази, Анкара, Турция. <i>(старший преподаватель кафедры английского языка и литературы Андиганского государственного института иностранных языков, Узбекистан).</i></p> <p>Я провожу исследование о трудностях и преимуществах преподавания предметов на английском языке (EMI) в высших учебных заведениях в Узбекистане. Конфиденциальность Ваших ответов будет обеспечена. Ваше имя и любая другая информация, которая может идентифицировать Вас, не будут включены в исследование или отчеты. Заметки и аудиозаписи будут уничтожены после завершения исследования и публикации результатов.</p> <p>Вы можете задать любые вопросы касающиеся исследования.</p>
Часть 1 (10 минут)	<p>Для начала хотелось бы обсудить Ваши общие представления о преподавании предметов на английском языке в высших учебных заведениях Узбекистана (EMI).</p> <ol style="list-style-type: none"> 1. Каковы Ваши общие представления об обучении предметов на английском языке (EMI)? а) Считаете ли Вы, что важно, чтобы всё обучение в университете/ ВУЗе было на английском языке? б) Считаете ли Вы, что общение в университете / ВУЗе полностью должно быть на английском языке? в) Считаете ли Вы, что использование английского языка в университете/ ВУЗе так же просто (легко), как родного языка? г) Считаете ли Вы, что обучение на английском языке полезно для дальнейшей учёбы и трудоустройства студентов? д) Как вы думаете, может ли преподавание на английском языке развить уровень владения английским языком студентов и преподавателей?
Часть 2 (10 минут)	<p>Теперь я хотела бы спросить ваше мнение о трудностях и преимуществах обучения на английском языке в высших учебных заведениях Узбекистана:</p> <ol style="list-style-type: none"> 2. С какими трудностями вы сталкиваетесь при внедрении обучения на английском языке (EMI) в вашем учебном заведении? (Какие меры могут быть приняты, чтобы избежать этих трудностей? Как Вы их решаете?) 3. Каковы преимущества обучения на английском языке (EMI) в Узбекистане (для Вашего ВУЗа, студентов, преподавателей, возможностей трудоустройства, рабочих мест, для страны, страны, языковой политики...)?
Заключительные мысли (5 минут)	<ol style="list-style-type: none"> 4. Не могли бы Вы дать какие-либо предложения по улучшению внедрения обучения на английском языке (EMI) в Узбекистане? <p>Есть ли у вас какие-либо заключительные идеи о внедрении обучения на английском языке (EMI) на уровне высшего образования в Узбекистане?</p> <p>Спасибо огромное за Ваше время.</p>

Appendix 13 A: Questionnaire for Instructors (in Uzbek)

Hurmatli Ustoz,

Ushbu so'rovnoma O'zbekistondagi oliy ta'lim muassasalarida fanlarni ingliz tilida o'qitish (EMI) haqidagi fikrlaringizni aniqlashga qaratilgan. Bu yerda to'g'ri yoki noto'g'ri javoblar yo'q. Sizning javoblaringiz maxfiy bo'lib qoladi va ular baholanib, tadqiqot uchun talqin qilinadi. Javoblaringizda samimiy bo'lish va tadqiqot natijalarini real baholash uchun savollarni o'tkazib yubormaslik juda muhimdir.

So'rovnomada ishtirok etganingiz uchun tashakkur.

Gulchehra Raxmanova,

Gazi universiteti Chet tillar fakulteti, Ingliz tili o'qitish kafedrası PhD doktoranti, Ankara, Turkiya. (*Andijon davlat chet tillar instituti Ingliz tili va adabiyoti kafedrası katta o'qituvchisi, O'zbekiston*).

E-mail:

A. Shaxsiy ma'lumot

1. Yoshi: _____
2. Jinsi: Erkak _____ Ayol _____
3. Ingliz tilida qaysi fan(lar) ni o'qitasiz (EMI) _____

4. Ona tilingiz? _____
5. Ingliz tilidan boshqa qaysi chet tillarni bilasiz? _____

6. Oliy ta'lim muassasasida umumiy pedagogik stajingiz: _____ (yil)

B. Tajriba

7. TOEFL yoki IELTS kabi xalqaro ingliz tilini bilish darajasini aniqlovchi test topshirganmisiz? Agar javobingiz "Ha" bo'lsa, Sizning natija/ darajangiz qanday? _____

8. O'zingizning akademik/ kasbiy qiziqishlaringizni (o'qitish sohangiz bilan bog'liq) ingliz tilida ona tilingiz bilan qiyoslaganda qay darajada erkin muhokama qilishingiz mumkin?

9. Jumlani yakunlang: Bizning til siyosatimizda O'zbekiston oliy o'quv yurtlarida fanlarni ingliz tilida o'qitish (EMI)... _____

10. Universitet/ OTM sizga ingliz tili bilimingizni rivojlantirish uchun yetarlicha ko'mak beradimi?_____

11. Agar 10-savolga javob “Yo'q” bo'lsa, qanday qo'shimcha yordam taklif qilinishi mumkin? (masalan, ingliz tili kurslarini tashkil qilish, ingliz tilida qo'shimcha manbalarni taqdim etish, akademik ingliz tili markazini tashkil etish va boshqalar)?

12. Talabalaringizning fanlarni ingliz tilida o'qitilishiga tayyorlik darajasi va motivatsiyasi haqida nima deya olasiz?_____

13. O'zbekistondagi oliy ta'lim o'qituvchilari uchun fanlarni ingliz tilida o'qitishning (EMI) qanday afzalliklari bor (masalan ish haqi, kasbiy mavqe, boshqa imkoniyatlar)?

12. Fanlarni ingliz tilida o'qitishning (EMI) qanday qiyinchiliklari mavjud? _____

Vaqtingiz uchun katta rahmat!

Appendix 13 B: Interview Protocol for Instructors (in Uzbek)

Intervyu bayoni

Tanishuv (5 daqiqa)	<p>Uchrashib intervyu berishga rozi bo'lganingiz uchun rahmat.</p> <p>Men Gulchehra Rahmonova, Gazi universiteti Chet tillar fakulteti, Ingliz tili o'qitish kafedrası PhD doktoranti, Ankara, Turkiya. (<i>Andijon davlat chet tillar instituti Ingliz tili va adabiyoti kafedrası katta o'qituvchisi, O'zbekiston</i>)</p> <p>Men O'zbekistondagi oliy ta'lim muassasalarida ta'limni ingliz tilida berilishidagi (EMI) qiyinchiliklari va afzalliklari haqida tadqiqot olib boryapman. Javoblaringizning maxfiyligi ta'minlanadi. Sizning ismingiz va Sizni aniqlay oladigan boshqa ma'lumotlar tadqiqot yoki hisobotlarga kiritilmaydi. Tadqiqot tugagandan so'ng yozuv va audio yozuvlar yo'q qilinadi.</p> <p>Siz tadqiqot bilan bog'liq har qanday savollarni berishingiz mumkin.</p>
1-qism (10 daqiqa)	<p>Dastavval, Siz bilan O'zbekistonda oliy ta'lim muassasalarida ta'limni ingliz tilida berilishidagi (EMI) haqidagi umumiy fikrlaringizni bilmoqchiman.</p> <p>1. Ingliz tilida o'z faningizni o'qitish haqida umumiy fikringiz qanday?</p> <p>a) Sizningcha, universitet/ OTMdagi barcha fanlarning ingliz tilida o'tilishi muhimmi?</p> <p>b) Sizningcha, universitet/ OTMdagi muloqot to'liq ingliz tilida bo'lishi kerakmi?</p> <p>c) Universitet/ OTMdagi ingliz tilidan foydalanish ona tili kabi oson deb o'ylaysizmi?</p> <p>d) Sizningcha, OTMdagi fanlarni ingliz tilida o'qitilishi (EMI) talabalarining kelajakdagi o'qishi va ish bilan ta'minlanishlari uchun foydalimi?</p> <p>e) Fikringizcha, OTMdagi fanlarni ingliz tilida o'qitilishi Sizni ingliz tili bilim darajangizni rivojlantira oladimi?</p> <p>f) OTMdagi ta'limni ingliz tilida berilishi (EMI) Sizning o'qitish qobiliyatingizni rivojlantiradi deb o'ylaysizmi?</p>
2-qism (10 daqiqa)	<p>Endi esa fanlarni ingliz tilida o'qitishning (EMI) qiyinchiliklari va afzalliklari haqida fikrlaringizni so'ramoqchiman:</p> <p>2. Faningizni ingliz tilida o'qitishda siz uchun qanday qiyinchiliklar mavjud? (Ushbu qiyinchiliklarni oldini olish uchun qanday choralar ko'rish mumkin? Ularning yechimi qanday deb o'ylaysiz?)</p> <p>3. O'zbekistonda OTMlarda fanlarni ingliz tilida (EMI) o'qitishning qanday afzalliklari bor (kasbingiz bo'yicha Siz uchun, talabalar uchun, ishga joylashish imkoniyatlari, ish joylari, mamlakat uchun, til siyosati uchun...)?</p>
Yakuniy fikrlar (5 daqiqa)	<p>4. O'zbekistonda OTMlarda ingliz tilida (EMI) ta'lim berishning joriy etilishini takomillashtirish bo'yicha taklif bera olasizmi?</p> <p>Mening savollarim mana shulardan iborat edi.</p> <p>O'zbekiston OTMlarida ingliz tilida ta'lim berishni (EMI) joriy etish bo'yicha yakuniy fikrlaringiz bormi?</p> <p>Vaqtingiz uchun rahmat.</p>

Appendix 14 A: Questionnaire for Students (in Uzbek)

Hurmatli Talaba,

Ushbu so'rovnoma O'zbekistondagi oliy ta'lim muassasalarida fanlarni ingliz tilida o'qitish (EMI) haqidagi fikrlaringizni aniqlashga qaratilgan. Bu erda to'g'ri yoki noto'g'ri javoblar yo'q. Sizning javoblaringiz maxfiy bo'lib qoladi va ular baholanib, tadqiqot uchun talqin qilinadi. Javoblaringizda samimiy bo'lish va tadqiqot natijalarini real baholash uchun savollarni o'tkazib yubormaslik juda muhimdir.

So'rovnomada ishtirok etganingiz uchun tashakkur.

Gulchehra Raxmanova,

Gazi universiteti Chet tillar fakulteti, Ingliz tili o'qitish kafedrası PhD doktoranti, Ankara, Turkiya. (*Andijon davlat chet tillar instituti Ingliz tili va adabiyoti kafedrası katta o'qituvchisi, O'zbekiston*).

E-mail:

A. Shaxsiy Profil

1. Yoshi: _____
2. Jinsi: Erkak _____ Ayol _____
3. Millatingiz? _____
4. Ixtisosligingiz? _____ Kurs: _____
5. Universitetingizda (EMI) qaysi fanlar ingliz tilida o'tiladi? _____

6. Ingliz tilidan boshqa yana qaysi chet tillarni bilasiz? _____

7. Sizning ingliz tili bilish darajangiz qanday:
Elementary _____ Pre-intermediate _____ Intermediate _____
Upper-Intermediate _____ Advanced _____
8. Sizda tilni bilish darajasi to'g'risidagi sertifikat bormi? _____
Agar bor bo'lsa, javobingizni sharhlang? _____

9. Iltimos, **Sizga** tegishli bo'lgan variantni ✓ belgilang:

Til bilish darajasi	Elementary	Pre-intermediate	Intermediate	Upper-Intermediate	Advanced
O'qish					
Tinglab tushunish					
Gapirish					
Yozish					
So'z boyligi					
Grammatika					

10. Auditoriyadan tashqarida do'stlaringiz bilan qaysi tilda muloqot qilasiz?

- Ingliz tili _____ Ona tili _____ Ham ingliz tili, ham ona tili _____

B. Quyidagi savollarga javob bering:

11. Jumlani yakunlang: Bizning til siyosatimizda O'zbekiston OTM (universitet)larida fanlarni ingliz tilida o'qitilishi (EMI)..._____

12. Ingliz tilida ta'lim olishga (EMI) tayyorgarlik darajangiz va motivatsiyangiz haqida nima deya olasiz? Nima uchun?_____

13. O'qituvchingizning auditoriyada ingliz tilida ta'lim berishga tayyorligi va motivatsiyasi haqida nima deya olasiz? Sizning o'qituvchilaringiz fanini ingliz tilida o'qitishi uchun yetarli malakaga ega deb o'ylaysizmi? _____

14. Kelajakda talabalar uchun fanlarni ingliz tilida o'qitilishining qanday afzalliklari bor?

15. Talabalar uchun fanlarni ingliz tilida o'qitilishining qanday qiyinchiliklari mavjud? _____

Vaqtingiz uchun katta rahmat!

Appendix 14 B: Interview Protocol for Students (in Uzbek)

Tanishuv (5 daqiqa)	<p>Uchrashib intervyu berishga rozi bo'lganingiz uchun rahmat.</p> <p>Men Gulchehra Rahmonova, Gazi universiteti Chet tillar fakulteti, Ingliz tili o'qitish kafedrası PhD doktoranti, Ankara, Turkiya. <i>(Andijon davlat chet tillar instituti Ingliz tili va adabiyoti kafedrası katta o'qituvchisi, O'zbekiston)</i></p> <p>Men O'zbekistondagi oliy ta'lim muassasalarida ta'limni ingliz tilida berilishidagi (EMI) qiyinchiliklari va afzalliklari haqida tadqiqot olib boryapman. Javoblaringizning maxfiyligi ta'minlanadi. Sizning ismingiz va Sizni aniqlay oladigan boshqa ma'lumotlar tadqiqot yoki hisobotlarga kiritilmaydi. Tadqiqot tugagandan so'ng yozuv va audio yozuvlar yo'q qilinadi.</p> <p>Siz tadqiqot bilan bog'liq har qanday savollarni berishingiz mumkin.</p>
1-qism (10 daqiqa)	<p>Dastavval, Siz bilan O'zbekistonda oliy ta'lim muassasalarida ta'limni ingliz tilida berilishidagi (EMI) haqidagi umumiy fikrlaringizni bilmoqchiman.</p> <p>1. Ingliz tilida o'z faningizni o'qitish haqida umumiy fikringiz qanday?</p> <p>a) Sizningcha, universitet/ OTMdagi barcha fanlarning ingliz tilida o'tilishi muhimmi?</p> <p>b) Sizningcha, universitet/ OTMdagi muloqot to'liq ingliz tilida bo'lishi kerakmi?</p> <p>c) Universitet/ OTMda ingliz tilidan foydalanish ona tili kabi oson deb o'ylaysizmi?</p> <p>d) Sizningcha, ingliz tilida ta'lim olish Sizning kelajakdagi o'qishingiz va ish bilan ta'minlanish imkoniyatlaringiz uchun foydalimi?</p> <p>e) Fikringizcha, OTMda fanlarni ingliz tilida o'qitilishi (EMI) Sizning ingliz tili bilim darajangizni rivojlantira oladimi?</p>
2-qism (10 daqiqa)	<p>Endi esa fanlarni ingliz tilida o'qitilishning (EMI) qiyinchiliklari va afzalliklari haqida fikrlaringizni so'ramoqchiman:</p> <p>2. Fanlarni ingliz tilida o'qitilishda (EMI) Siz uchun qanday qiyinchiliklar mavjud? (Ushbu qiyinchiliklarni oldini olish uchun qanday choralar ko'rish mumkin? Ularning yechimi qanday deb o'ylaysiz?)</p> <p>3. O'zbekistonda OTMlarda fanlarni ingliz tilida (EMI) o'qitishning qanday afzalliklari bor?</p>
Yakuniy fikrlar (5 daqiqa)	<p>4. O'zbekistonda OTMlarda ingliz tilida (EMI) ta'lim berishning joriy etilishini takomillashtirish bo'yicha taklif bera olasizmi?</p> <p>Mening savollarim mana shulardan iborat edi.</p> <p>O'zbekiston OTMlarida ingliz tilida ta'lim berishni (EMI) joriy etish bo'yicha yakuniy fikrlaringiz bormi?</p> <p>Vaqtingiz uchun rahmat.</p>

Appendix 15 A: Questionnaire for Administrators (in Uzbek)

Hurmatli ma'muriyat xodimi,

Ushbu so'rovnoma O'zbekistondagi oliy ta'lim muassasalarida ingliz tilida ta'lim berish (EMI) haqidagi fikrlaringizni aniqlashga qaratilgan. Bu erda to'g'ri yoki noto'g'ri javoblar yo'q. Sizning javoblaringiz maxfiy bo'lib qoladi va ular baholanib, tadqiqot uchun talqin qilinadi. Javoblaringizda samimiy bo'lish va tadqiqot natijalarini real baholash uchun savollarni o'tkazib yubormaslik juda muhimdir.

So'rovnomada ishtirok etganingiz uchun tashakkur.

Gulchehra Raxmanova,

Gazi universiteti Chet tillar fakulteti, Ingliz tili o'qitish kafedrası PhD doktoranti, Ankara, Turkiya. (*Andijon davlat chet tillar instituti Ingliz tili va adabiyoti kafedrası katta o'qituvchisi, O'zbekiston*).

E-mail:

A. Shaxsiy Profil

1. Yoshi: _____
2. Jinsi: Erkak _____ Ayol _____
3. Millatingiz? _____
4. Lavozimingiz? _____

5. Qaysi chet tillarni bilasiz? _____

B. Quyidagi savollarga javob bering:

6. Jumlani yakunlang: Bizning til siyosatimizda O'zbekiston OTM (universitet)larida fanlarni ingliz tilida o'qitilishi (EMI)..._____

7. Sizningcha, OTMda fanlarni ingliz tilida o'qitilishi (EMI) talabalarining kelajakdagi faoliyati uchun foydalimi? Nega bunday deb o'ylaysiz?_____

8. Sizning universitet/ institutingizda fanlarni ingliz tilida o'qitishni (EMI) joriy qilishning afzalliklari qanday?_____

9. Universitet/ institutingizda fanlarni ingliz tilida o'qitish (EMI) bo'yicha rejalaringsizni amalga oshirishda qanday qiyinchiliklar bo'lishi mumkin?_____

10. Sizning universitet/ institutingiz o'qituvchilari va talabalari uchun ingliz tilida ta'limning qanday qiyinchiliklari mavjud?_____

11. Sizning universitetingiz/ institutingizda ingliz tilidagi ta'limni (EMI) muvaffaqiyatli amalga oshirish juda muhim deb o'ylaysizmi? Nima uchun?_____

12. Sizning universitetingiz/ institutingizda fanlarni ingliz tilida berishni (EMI) rivojlantirish uchun qanday choralar ko'rilishi mumkin?_____

Vaqtingiz uchun katta rahmat!

Appendix 15 B: Interview Protocol for Administrators (in Uzbek)

Intervyu bayoni

Tanishuv (5 daqiqa)	<p>Uchrashib intervyu berishga rozi bo'lganingiz uchun rahmat.</p> <p>Men Gulchehra Rahmonova, Gazi universiteti Chet tillar fakulteti, Ingliz tili o'qitish kafedrası PhD doktoranti, Ankara, Turkiya. (<i>Andijon davlat chet tillar instituti Ingliz tili va adabiyoti kafedrası katta o'qituvchisi, O'zbekiston</i>)</p> <p>Men O'zbekistondagi oliy ta'lim muassasalarida ta'limni ingliz tilida berilishidagi (EMI) qiyinchiliklari va afzalliklari haqida tadqiqot olib boryapman. Javoblaringizning maxfiyligi ta'minlanadi. Sizning ismingiz va Sizni aniqlay oladigan boshqa ma'lumotlar tadqiqot yoki hisobotlarga kiritilmaydi. Tadqiqot tugagandan so'ng yozuv va audio yozuvlar yo'q qilinadi.</p> <p>Siz tadqiqot bilan bog'liq har qanday savollarni berishingiz mumkin.</p>
1-qism (10 daqiqa)	<p>Dastavval, O'zbekistondagi oliy o'quv yurtlarida ingliz tilida o'qitish (EMI) haqidagi umumiy fikrlaringizni muhokama qilmoqchiman.</p> <p>1. Fanlarni ingliz tilida o'qitish haqida umumiy fikrlaringiz qanday?</p> <p>a) Sizningcha, universitet/ institutdagi barcha ta'lim ingliz tilida bo'lishi muhimmi?</p> <p>b) Sizningcha, universitet/ institutdagi muloqot butunlay ingliz tilida bo'lishi kerakmi?</p> <p>c) Sizningcha, universitet/ institutda ingliz tilidan foydalanish ona tili kabi oddiy (oson) deb o'ylaysizmi?</p> <p>d) Sizningcha, ingliz tilida ta'lim olish talabalarni kelgusi o'qish va ish bilan ta'minlanishi uchun foydalimi?</p> <p>e) Sizningcha, ingliz tilidagi ta'lim talabalar va o'qituvchilarning ingliz tilini bilish darajasini rivojlantira oladimi?</p>
2-qism (10 daqiqa)	<p>Endi esa fanlarni ingliz tilida o'qitishning (EMI) qiyinchiliklari va afzalliklari haqida fikrlaringizni so'ramoqchiman:</p> <p>2. Sizning universitet/ institutingizda ingliz tilida ta'limni (EMI) amalga oshirishda qanday qiyinchiliklarga duch kelasiz? (Ushbu qiyinchiliklarni oldini olish uchun qanday choralar ko'rish mumkin? Ularni qanday hal qilasiz?)</p> <p>3. O'zbekistonda ingliz tilida ta'limning (EMI) qanday afzalliklari bor (Sizning universitetingiz, talabalar, o'qituvchilaringiz, ish imkoniyatlari, ish joylari, mamlakat, til siyosati uchun...)?</p>
Yakuniy fikrlar (5 daqiqa)	<p>4. O'zbekistonda OTMlarda ingliz tilida (EMI) ta'lim berishning joriy etilishini takomillashtirish bo'yicha taklif bera olasizmi?</p> <p>Mening savollarim mana shulardan iborat edi.</p> <p>O'zbekiston OTMlarida ingliz tilida ta'lim berishni (EMI) joriy etish bo'yicha yakuniy fikrlaringiz bormi?</p> <p>Vaqtigingiz uchun rahmat.</p>



GAZİLİ OLMAK AYRICALIKTIR..