



THE IMPLEMENTATION OF ENGLISH MEDIUM INSTRUCTION IN THE CONTEXT OF HIGHER EDUCATION SYSTEM IN UZBEKISTAN

Mardona Yuldoshboyeva

The Department of Social humanitarian disciplines,
Almalyk Branch of the National University of Science and Technology "MISiS"
myuldashboyeva@bk.ru

Abstract:

English medium instruction (EMI) is being used by a large number of universities in countries where English is not the official language to conduct their postsecondary teaching and learning activities. Not only does EMI provide teachers and students with exposure to a worldwide academic environment, but it also poses certain practical problems for the possible learning results. This study has mainly examined published research regarding instructors' and students' opinions of EMI in various non-English speaking universities in Uzbekistan and non-English speaking countries in order to learn about the actual experiences of all involved and the challenges they encounter in various disciplines' courses. In order to assist in developing comprehensive policies for the language of instruction in the higher education sector and to reduce the difficulties associated with obtaining learning outcomes, this study will support the stakes of assessments as well as implementation stage.

Keywords: English medium instruction, non-English speaking countries, stakes of assessments, target language, second language acquisition

Introduction

English-medium instruction (EMI) is a worldwide educational phenomenon that is increasingly expanding across educational systems. A growing number of universities around the world are rushing to deliver both undergraduate and postgraduate programs in English (Lasagabaster, Doiz & Sierra 2014). Macaro (2018), in his latest monograph on EMI as a global phenomenon, describes EMI as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the majority of the population does not speak English."

Since independence and the subsequent expansion of the country's horizons, in addition to joint ventures with the Western world, the usage of English in different domains, as well as the number of its users, has increased rapidly in Uzbekistan. Hasanova (2007), in her study of the expanding circle of English, observe that "In the wake of the internationalization of higher education and the decentralization of the education system, English has become the most widely learned foreign language in Uzbekistan" (p. 281).

Although Uzbekistan is a newcomer to EMI in tertiary education, the branches of international universities have already implemented it. However, due to the lower proficiency levels found among university students and lecturers, this system is not commonly used in our local language universities. In this regard, the proposal aims to implement the Content and Language Integrated Learning



methodology and establish the English language as a medium of instruction for students in English teacher educational programs.

Since EMI is seen as a successful way to overcome the perceived problems of conventional English language teaching and learning, and its unique strength is seen as the ability to kill two birds with one stone, achieving both disciplinary learning and English proficiency in the same classroom. Thus, by supporting EMI as a key policy initiative, prescribing minimum proportions of courses to be taught in English, and mandating the number of English-taught courses as an essential criterion for university evaluation and quality control, it is expected to improve the quality of undergraduate education.

The introduction of EMI in Uzbekistan's higher education framework has been promoted by two Presidential Decrees: "Additional steps on improving the standard of education in higher education institutions and ensuring their proactive participation in significant reforms" (No3775 of 5 June 2018) and "On the Republic of Uzbekistan's creative growth plan for 2019-2021" (No5544 of 21 September 2018). Since these decrees emphasizes on improving graduate training efficiency, upgrading the qualifications of academic staff at higher education institutions, expanding foreign relations on a large scale, creating joint degree programs and joint faculties, and etc.

Another important document on this issue is the Presidential Decree "On Uzbekistan's Development Strategy for 2017-2021," dated 7 February 2017. Development of education and science applies to all major aspects of the country's education system, such as continuous education, strengthening the material-technical base of educational institutions, and enhancing the quality and effectiveness of higher education institutions through the implementation of international standards, gradual increases in admission quotas in higher education institutions; improvement of teaching standards. All of the preceding decrees reflect the government's commitment to significant and fundamental changes of the higher education system, including a key position for the implementation of new educational directions.

Target language features

Students and teachers can learn not "about" English (as a subject) but "through" English as a result of EMI (as a medium). English is likely to be used as a tool for academic tasks involving a variety of classroom-related communicative activities such as gathering knowledge (listening and reading) and conveying information (speaking & writing). This situation undoubtedly gives students and teachers more opportunities to use the target language, which is critical for second language learning. The fact that EMI focuses on instruction material (meaning) rather than the English language (form) means that a second language can be learned simultaneously or unconsciously. This theory is supported by Krashen's Monitor Model (1977), which claims that language production is explained by "acquisition" (subconscious process) rather than "learning" (conscious process). Furthermore, the fact that EMI can encourage students and teachers to read more in English (textbooks) will help them learn the language more quickly. In his input theory, Krashen (1977) claims that second language learning can only happen when there is comprehensible input. If the input includes types and structures that are just beyond the learner's current level of language proficiency, comprehension and acquisition will occur. As a result,



textbook reading is an excellent source of rich language feedback for students, as well as a possible source of language intake or acquisition. Comprehensible production, or the language generated by the learner, is the next component in EMI and is needed for second language acquisition. Swain (1994) claims that comprehensible input alone is insufficient for second language acquisition. The ability to participate in meaningful oral exchanges (in the classroom or in the community) is also important for second language acquisition because it helps students to test their theories about their inter-language framework, gain input, and improve fluency and accuracy. The fact that EMI provides more opportunities for students and teachers to speak English (e.g., in lectures, observations, discussions, presentations, interactions, assessments, and so on) indicates that it is a source of comprehensible performance, another aspect of second language acquisition.

The Stakes of assessments

The main goals of student evaluation are to find out what students know and can do, to help students progress in their learning, and to help students make an educated decision about their next educational phase. A variety of factors have stopped assessment from being used in this way, mostly in secondary subjects courses. During these courses, The term "assessment" is used to refer to the process of assigning summative grades to students in order to evaluate their results. Despite many attempts to enhance assessment literacy, students and teachers continue to place a priority on numerical marks, even though those marks do not adequately reflect a student's abilities. Teachers do not often use classroom assessments to enhance student learning. Classroom assessment has the greatest influence on student performance among all forms of assessments (Absolum et al., 2009). Classroom evaluation aids learning by providing teachers with knowledge to better understand students' learning needs and direct instruction; and by periodically evaluating learning and progress and assisting students in comprehending the next steps in their learning by feedback from their teachers. Closed multiple-choice questions, semi-constructed short answer questions, and open-ended answers such as essays or projects are all examples of classroom evaluations. Effective evaluation policy structures should be established with a combination of summative and formative evaluations, as well as a range of assessment styles, to achieve these goals (e.g. teacher observations, written classroom tests, and standardized instruments). These measurements assist in the monitoring of a variety of student competencies as well as the provision of an acceptable combination of encouragement, feedback, and appreciation to students in order to motivate them to enhance their learning.

Methods and Practices

While the implementation of EMI some problems at the University should be taken into consideration: the educational infrastructure of the university does not support the standard of EMI provision: there is a shortage of linguistically trained teachers; in most cases, teachers do not introduce new methods and approaches in secondary subjects teaching; lessons are entirely focused on lectures and seminars; there are no specified standards of English language proficiency; in initial teacher education (teacher preparation) programs and continuing professional development (in-service) courses, there appear to



be few organizational or pedagogical guidelines that may contribute to efficient EMI teaching and learning; there is little or no EMI content.

There are three major practical reasons why EMI should be implemented:

The first is to develop the English language proficiency of the students. The expectation is that students will gain more exposure to the language and more chances to use the language by teaching all courses in English, which will indirectly greatly enhance their English proficiency.

The second explanation is getting more English-speaking university staff could increase the amount of English-language research published in foreign journals, increasing the position of the university in the rankings.

Economic considerations are the third reason. According to Karvonen (2017), knowledge of English was also linked to economic growth and an increased understanding of the wider world. Teaching English academic subjects is seen as a way of attracting more foreign students, which in turn tends to raise the income of university. EMI might undoubtedly provide a good avenue to attract students with the growing demand for international students.

Findings:

- -Clear institutional strategies for EMI to be shaped
- -To promote the development and implementation of a national EMI capacity-building program for the higher education sector in Uzbekistan, in particular by sharing UK institutional and broader international expertise in the region.
- -Build a team of confident professionals who can develop and offer English language training courses and creative language creation training courses to all EMI University teachers in their higher education institutions.
- -Publication of a series of English media textbooks for secondary subjects
- -Changing lecture-based lessons to more interactive lessons in communication

The program will build on national English reform efforts and inspire English and content teachers to collaborate. As a result, each team will have one to two ESP teachers, as well as a number of content teachers and a senior staff representative.

The program will develop clear technique preparation, pedagogical methods, and training materials that will concentrate on interactive and task-based approaches to enable learners to find their own solutions to the challenges they face in their specific EMI contexts. All project participants will benefit from a new EMI training course established in collaboration with the Ministry of Higher Education and The British Council as part of the program.

This course will enable participants to:

- Consolidate their knowledge of main EMI issues
- Use a range of teaching techniques when dealing with English texts.
- Employ a range of approaches to assist students in adhering to English-medium courses.
- Use immersive workshops and support strategies to help students understand what they're learning
- Encourage students' spoken and written performance using a range of teaching techniques.



Academica Globe: Inderscience Research

ISSN: 2776-1010 Volume 4, Issue 12, December 2023

Reference:

1. Absolum, M., Flockton, L., Hattie, J., Hipkins, R. & Reid, I. (2009) Directions for Assessment in New Zealand: developing students' assessment capabilities. Wellington: Ministry of Education.
2. Hasanova, Dilbarhon (2007) Teaching and learning English in post-Soviet Uzbekistan. *English Today*, 89(23), 3–9
3. Krashen, Stephen (1977). "Some issues relating to the monitor model". In Brown, H; Yorio, Carlos; Crymes, Ruth (eds.). *Teaching and learning English as a Second Language: Trends in Research and Practice: On TESOL '77: Selected Papers from the Eleventh Annual Convention of Teachers of English to Speakers of Other Languages*, Miami, Florida, April 26 – May 1, 1977. Washington, DC: Teachers of English to Speakers of Other Languages. pp. 144–158.
4. Lasagabaster, D., Doiz, A., & Sierra, J. M. (2014). Motivation: Making connections between theory and practice. In Lasagabaster, D., Doiz, A. & Sierra, J. M. (eds.), *Motivation and foreign language learning: From theory to practice*, Amsterdam: John Benjamins, 173–183.
5. Macaro, E., Akincioglu, M. & Dearden, J. (2016). English-medium instruction in universities: A collaborative experiment in Turkey. *Studies in English Language Teaching* 4.1, 51.
6. Swain, M., & Johnson, R. K. (1997). Immersion education: A category within bilingual education. In R. K. Johnson & M. Swain (Eds.), *Immersion education: International perspectives*. Cambridge: Cambridge University Press.