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FACTORS OF ACADEMIC ACHIEVEMENT AT EMI UNIVERSITY

Abstract. This paper reports a mixed-methods study that examined the predictors of academic success among undergraduate students in English- Medium Instruction (EMI) higher education in Kazakhstan. Despite the rapid adoption of English as a medium of instruction, comprehensive research on its impact remains scarce. This study aims to fill this gap by examining whether secondary education in English provides an advantage for academic achievement in EMI university programs. Utilizing a mixed-methods approach, quantitative data were collected through a survey of 97 undergraduate students, and qualitative data were gathered via semi-structured interviews with 7 EMI instructors. The quantitative analysis, conducted using Ordinary Least Squares (OLS) regression, identifies several predictors of academic outcomes, including English proficiency, financial aid status, and year of study. Notably, English proficiency emerged as a significant predictor of higher GPA, while financial aid recipients were less likely to have retakes. This research contributes to the literature on EMI by providing evidence from the Kazakhstani context and offers practical implications for policy and practice, suggesting targeted language preparation programs for students who did not attend EMI secondary schools. Future research should consider broader and more diverse samples to enhance the generalizability of the findings

Keywords: English-medium instruction, higher education, academic achievement, language of instruction, language policy

Introduction

The rapid growth of English as a medium of instruction at all levels of education is documented worldwide (Macaro, 2018). Regarding the specific factors driving this recent surge in popularity in Kazakhstan, experts point to the implementation of a comprehensive trilingual policy and the country's participation in the Bologna Declaration as noteworthy contributors (Karabassova, 2021; Tajik et al., 2022). The Ministry of Education reports that the number of undergraduate students enrolled English-mediated educational programs grew from 31125 in 2021 to 39935 in 2022 (Bologna Process and Academic Mobility Center, 2022). The recommendation to the government Higher Education Development Center suggests increasing the format of English- mediated educational programs both in quantity and quality. Contrary to the fast pace of the adoption of English as the medium of instruction, little comprehensive research is done in this field (Tajik et al., 2022).

According to Tajik et al. (2022) students who lacked consistent English learning at their secondary school struggled to understand the content of the courses taught in English. This issue results in GPA which is significant evidence of a student's academic success. Nurshatayeva (2020) estimates in her quantitative study that undergraduate students' academic achievement decreases after shifting to English-only instruction, although it gradually recovers thereafter. Nurshatayeva and Page (2020) analyzing the same dataset highlight that this recovery in estimation proves that students adapt to English as a language of instruction.

One important area that is lacking rigorous evidence is the relationship between language of instruction at the secondary school level and academic success in EMI higher education. This paper is based on the research (Berdygozhina, 2024) the aim of which is to contribute to the literature by providing such evidence. Specifically, it is being studied whether studying in English at the secondary school level is an advantage when it comes to achievement in EMI university studies. More broadly, this study contributes to the EMI higher education literature (Macaro et al., 2018) as well as the literature on non-financial barriers to higher education access and success (Dynarski et al., 2023;

Nurshatayeva et al., 2021; Page & Nurshatayeva, 2022).

With the proliferation of English-mediated programs there emerged evidence of the challenges in this field, such as implementation challenges, linguistic and cultural influences on local ones, and concerns about narrowing the access to the higher education

The findings reveal that undergraduate students who finished EMI school perform better at the university. It contributes to the literature by quantifying and validating perceptions of the beneficial position of English-instructed secondary education over education mediated in the local language when it comes to academic achievement at the university with the same language of instruction. The results of this study may have practical implications in the form of targeted enrolment in the language preparation program for the undergraduate students who did not have the opportunity to study at EMI secondary school.

Methods and materials

This study uses a combination of quantitative and qualitative methods, aligning most closely with a sequential explanatory mixed-methods research design (Cresswell, 2009; Mileset al., 2014).

Setting

The data collection efforts focused on a selective private EMI university in Kazakhstan. The university offers a range of undergraduate and graduate programs ranging from engineering and math-intensive fields to education, all taught in English. All incoming students either need to present a standardized English proficiency testing certificate to indicate their English language level or need to take the university English language placement exam. Faculty and staff are English-proficient and a high proportion of faculty (and staff) have advanced degrees from leading world universities in the UK, US, Australia, and Canada. The university follows the Ministry of Education guidelines in its curricular and academic process decisions, balancing it with implementing innovative solutions that advance the university's mission. In recent years, the university invested a lot of effort in intensifying its research activities.

Quantitative Data

A survey of undergraduate students was conducted in the 2023-2024 academic year. The survey was shared with students via a Google Form. Convenience sampling was used. The recruitment of respondents happened through faculty members and program coordinators who shared the link to the Google Form with the students. A total of 97 students completed the questionnaire. To meet ethical requirements participants were informed that participation in the survey is voluntary and they could withdraw at any time. The researcher informed students that only those who were eighteen and above could participate in the study.

The statistical analyses were conducted in three steps. The first step included exploring the data and generating descriptive statistics.

The second step involved t-test analyses comparing the academic achievement operationalized as university GPA and the number of retakes across students' language of instruction at secondary school. In other words, the academic achievement of the students who studied in EMI schools was compared to the outcomes of students who studied in Kazakh and Russian language schools. The focus was on the language of instruction at secondary school because that is the core variable describing students' secondary school characteristics. For these comparisons, a two-sided paired t-test analysis was used. Two-sided paired t-test analysis is a commonly used method for analyzing and comparing the means of two groups (Agresti, 2018). It allows researchers to determine if there is a statistically significant difference between the means of the two groups, without specifying the direction of the difference (i.e., whether one group is higher or lower than the other).

In the third step, Ordinary Least Squares (OLS) regression was used to examine the student-level and secondary school-level characteristics that are predictive of the academic outcomes of EMI university undergraduate students. OLS regression is a statistical method used to estimate the relationships between one or more independent variables (predictors) and a dependent variable (outcome). The primary goal of OLS regression is to find the line (or hyperplane in the case of

multiple predictors) that best fits the data by minimizing the sum of the squared differences between the observed values and the values predicted by the model (Agresti, 2018).

Qualitative Data

Semi-structured interviews were conducted with 7 instructors teaching EMI courses at the same university. Convenience sampling was used in the participant recruitment. The interviews were audio recorded and transcribed. The instructors read and signed the consent form, where the researcher informed them about the procedure, confidentiality of the collected data, and the contact information of the researcher.

Thematic analysis was used to analyze the data (Miles et al., 2018). The main themes were embedded into the interview questions (see Appendix C). The main part of the interview was designed to get context-rich information about their perceptions on any relation between the academic achievement of undergraduate students and two groups of characteristics; individual characteristics and characteristics of their schooling background. It was deductive coding with the master code

Following the sequential explanatory strategy, this part of the study was conducted after the analysis of the questionnaire results. Two master codes were preset "Individual factors" and "Secondary school factors". After analysing transcriptions pattern codes were distinguished. To generate pattern codes common notions in participants' explanations of the factors affecting undergraduate students' academic achievement were grouped.

To run the thematic analysis NVivo 14 Windows desktop application was utilized.

Results
Descriptive Statistics

Table 1 presents the descriptive statistics.

Table 1 *Descriptive Statistics*

VARIABLES	(1) N	(2) mean	(3) sd	(4) min	(5) max
GPA	97	2.216	0.581	1	3
Retakes	97	0.546	1.275	0	6
UNT	97	2.753	0.501	1	3
GENDER	97	0.526	0.502	0	1
FINAID	97	0.969	0.174	0	1
YEAR	97	1.742	1.013	1	4
MAJOR_STEM	97	0.938	0.242	0	1
MAJOR_EDU	97	0.0619	0.242	0	1
MAJOR_SOC	97	0	0	0	0
ENGLISH	78	2.397	1.177	1	5
KAZ_SCHOOL	97	0.814	0.391	0	1
ENG_SCHOOL	97	0.0928	0.292	0	1
RUS_SCHOOL	97	0.0825	0.277	0	1

The GPA reported in row 1 averages 2.21 suggesting that the students of this EMI university perform considerably well. The GPA standard deviation of

0.58 suggests that there is considerable variation in students' GPAs.

The average UNT (Unified National Testing) score is 2.75, which is close to three; the value three in the variable UNT score stands for those who gained 101 points and above in testing. It gives us a general picture of the educational background of these undergraduate students. Additionally, one can assume how appealing this university is for the best schoolers in the country.

Proportions of females in this sample is 52%, which nearly a half. Almost all individuals in the sample gained financial aid to cover their tuition, namely their proportion is nearly 97%. That is one more variable speaking for the status of this university. Considering that the mean of the variable year of study is nearly 2, one can assume that almost all students participating in the survey have been

keeping their state grant or financial aid. That is remarkable, as students who have less than 70 % at least in one course are deprived of this aid.A total of 78 students self-reported their level of English which is nearly three stands for B1 level according to CEFR (see row). That is a common threshold in Kazakhstan for the programs where English is required, particularly undergraduate STEM teacher training programs (Ministry of Education and Science of the Republic of Kazakhstan, 2023).

Table 2 presents means and standard deviations of GPA and retakes across language of instruction at secondary school. The statistics suggest that the GPA of students who studied in EMI secondary schools is highest at 2.33. The GPA of students who studied in Kazakh schools (2.22) is higher than the GPA of students who studied in Russian language school .22 points.

Table 2
Means and SDs of GPA and Retakes across Languages of Instruction at Secondary School

	eng_school	kaz_school	rus_school
GPA	2.33 (0.70)	2.22 (0.57)	2 (0.53)
Retakes	1 (2)	0.45 (1.09)	1 (1.92)

T-test Analyses

T-test results presented in Table 3 show that the average GPA of students from EMI secondary schools is .13 points higher compared to the GPA of students who studied in schools with other languages of instruction. The t- statistic -0.6309 and the associated p-value 0.5296 suggest that this difference in GPAs is statistically insignificant at the 0.05 alpha level. In other words, studying at an EMI secondary school does provide students with an advantage when it comes to EMI higher education.

Table 3
T-test Results Comparing GPA of Students who Studied in English versus Other Languages at Secondary School

	N	Sample mean	Standard error
eng_school=1	9	2.33	.70
eng_school=0	88	2.20	.57
Difference	.13		
t-statistic	-0.6309		
p-value	0.5296		

Table 4 represents that the average number of retakes of students from EMI secondary schools is .5 points higher compared to the number of retakes of students who finished a non-EMI school.

Table 4
T-test Results Comparing Retakes of Students who Studied in English versus Other Languages at Secondary School

	N	Sample mean	Standard error
eng_school=1	9	1	2

eng_school=0	88	.5	1.18
Difference	.5		
t-statistic	-1.1221		
p-value	0.2646		

The t-statistic value is -1.1221 and the associated p-value is 0.2646 prove that the difference of the average number of retakes is statistically insignificant at the 0.05 alpha level.

The fact that students from EMI schools take retakes 0.5 more than others could be by chance, that is what this t-test says.

Regression Analyses

Table 5 presents estimates from the OLS regressions. As the coefficients associated with the language of instruction in secondary school show, there is no statistically significant relationship between studying in an EMI or a Kazakh- or Russian-language secondary school and academic outcomes at an EMI university (see Table 5).

As for the student-level characteristics that are predictive of academic outcomes in EMI higher education, the findings suggest that when it comes to GPA, the only statistically significant predictor is students' English proficiency level. Specifically, ceteris paribus, a one level increase in English language proficiency on the CEFR scale is associated with .10 points increase in GPA.

What is very surprising that English proficiency level is not correlated with the number of retakes, as estimates in column 2 of Table 5 show. The estimates show that students are more likely to get retakes with every additional year at the university, which can probably be explained by the higher demands in more advanced courses as the students advance in their undergraduate programs. Interestingly, being funded through a grant is associated with about 1.3 fewer retakes, holding all else equal. In other words, students who are self-paying are more likely to be retaking courses.

Table 5

OLS regression results

Predictors	(1) GPA	(2) Retakes
ENG_SCHOOL	0.699	-0.369
	(0.640)	(1.261)
KAZ_SCHOOL	0.458	0.000820
	(0.572)	(1.127)
RUS_SCHOOL	0.161	0.489
	(0.616)	(1.215)
UNT	0.140	-0.172
	(0.130)	(0.256)
FINAID	0.00190	-1.288*
	(0.336)	(0.662)
GENDER	-0.172	0.0274
	(0.135)	(0.266)
YEAR	-0.0130	0.451***
	(0.0762)	(0.150)
ENGLISH	0.102*	-0.0454
	(0.0608)	(0.120)
MAJOR	0.346	-0.0851
	(0.251)	(0.494)
Constant	1.284	1.487
	(0.782)	(1.540)
Observations	78	78
R-squared	0.167	0.237

Semi-structured Interview

This part of the study presents the results of the semi-structured interviews. These interview results address the third research question of this study, which is to explore the perceptions of the individual and school sector determinants of EMI undergraduate academic outcomes from the side of the EMI university teachers. Seven EMI instructors agreed to participate. As shown in Table 6, six participants were female and one was male.

Table 6

Background Information of the Participants

|	Gender	Age	Teaching experience (years)
Teacher 1	female	23	2
Teacher 3	male	70	20
Teacher 4	female	42	10
Teacher 5	female	32	4
Teacher 6	female	38	17
Teacher 7	female	23	2

The age range of the instructors is broad with a median of 38 years old. Teacher 3 of 70 age delivers lectures for students having a major in STEM, whereas Teachers 1, 5, 7, the youngest interviewees, work with undergraduates whose major is Education. Interestingly, a STEM instructor is at the age of retirement while Education instructors are novices in higher education. The oldest instructor talked at length about 35 minutes which is the maximum time among all the interviews.

Teacher perceptions of individual and school sector determinants

Elemental descriptive coding was utilized to condense the data and reveal the key themes (Miles et al. 2014).

As shown in Figure 1 below, four pattern codes were assigned after analysis of the interview transcriptions, answering what are the main factors that help students study well at a university: (1) External factors; (2) Internal factors;

(3) Individual factors; (4) Secondary school sector factors.
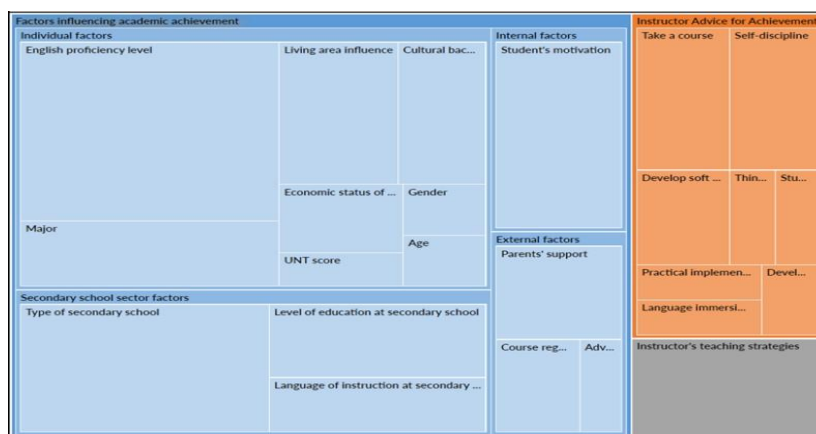
Figure 1

Hierarchical Chart of Codes Distribution

At the brief examination, one can observe that "English proficiency level" is the largest theme in the sector of individual factors and the next most represented theme is "Type of secondary school", and it lies in the secondary school factors area (see Figure 1). One can assume that to do well in an EMI institution an undergraduate student should have a good command of English and finish a particular school.

Table 7 displays nodes of references stemming from the pattern code "Factors affecting academic achievement".
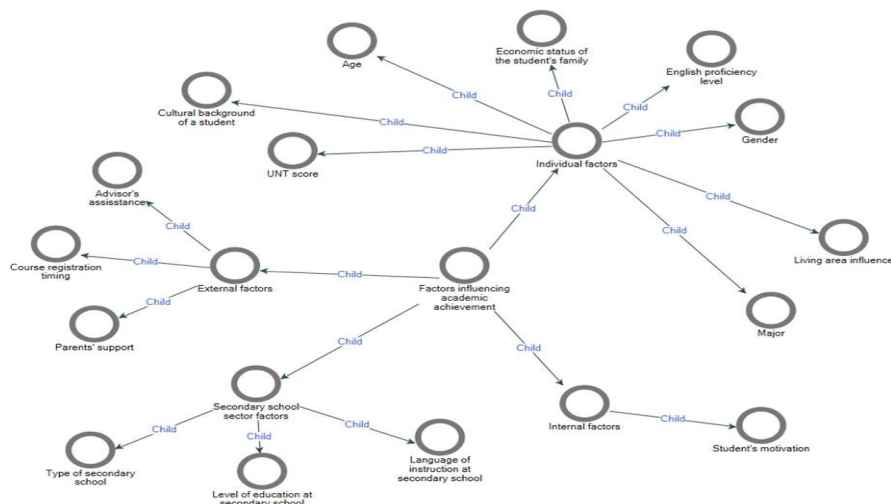

Figure 2
Network of reference nodes for achievement factors from instructors' perception

The closest nodes to the pattern code have more references speaking in terms of NVivo software. In other words, the majority of the instructors believe that the main factors that influence how well a student performs academically are English proficiency, a student's motivation, parents' support, and the type of secondary school he or she attended. Subsequent nodes or sub-codes, which are students' major, time of registration to the course, and language of instruction at secondary school are in minor compared to the prior themes. The themes living area, Cultural background of the student, Economic status of the student's family, Age, UNT score, Gender, Advisor's assistance, Level of education at school has been mentioned less frequently.

Discussion

Scaling of EMI programs in higher education in Kazakhstan is a process driven by policymakers, who objectively have the capacity to do so (Bologna Process and Academic Mobility Center, 2022). In this situation, educators need to recognize it as it has become an issue of great importance, as the literature in this area reports mainly about issues on different levels and aspects.

The purpose of this study was to explore the predictors of academic outcomes lying in individual and secondary school sectors of undergraduate students in EMI settings. To indicate the outcomes information about GPA and number of retakes was collected. The primary objective was to understand what factors affect the performance of undergraduate students in an EMI institution.

One of the leading EMI universities in Kazakhstan was chosen as a site of this study. To find the predictive factors 97 undergraduate students were surveyed.

For the context-rich examination of these factors, 7 EMI instructors were interviewed. The data was collected in 2023-2024.

Interpretation of Quantitative Findings

The key estimates of this study are UNT score, gender, source of financial aid, year of study, major subject, level of English proficiency, and medium of instruction at secondary school. Dependent variables that represent academic achievement are GPA and number of retakes.

It was assumed that the medium of instruction was the most reliable and valid characteristic of the secondary school. The quantitative part of this study pictured a larger proportion of students from

schools where the language of instruction is Kazakh, whereas Russian-mediated schools took the last position. Although EMI schools showed larger numbers in GPA as well as in several retakes, none of these were significant results.

As independent variables UNT score, gender, source of financial aid, year of study, major subject, level of English proficiency, and medium of instruction at secondary school were taken. To investigate the predictive nature of these variables' regression analysis was conducted. There appeared to be a correlation between the English proficiency level of a student and GPA, and financial aid source and GPA, while other variables did not correlate with this academic outcome.

As for the retakes, which is another indicator of academic achievement, they are predictive regarding the year student's study. In other words, as more students study more retakes they have.

Interpretation of Qualitative Findings

The qualitative stage of the research verified the regression analysis result, displaying the leading position of the English proficiency level among other emerging themes. Main themes were distinguished in the design of the interview questions, that is due to the quantitative frame of the whole research when the interview is a means to comprehend the predictors deeply in the context. Strong command of English was mentioned eleven times by the interviewed instructors as a factor affecting students' high academic performance. The subsequent factor in interviewees' opinion is the type of secondary school students attended. The instructors listed other factors such as age, economic status of the student's family, gender, UNT score, cultural background of a student, living area, and chosen major. The second theme that emerged from the interview data analysis was the type of school students finished. Both of these themes address two areas of this study; individual factors (English proficiency level) and secondary school factors (type of school students attended).

Integration of Quantitative and Qualitative Findings

The obtained results give rigorous evidence that English language command predicts whether an undergraduate student performed well in an EMI institution or not. Instructors with a median teaching experience of nearly 7 years highlighted the importance of English language competence, Observing the responses of these teachers, it clearly showed that a strong command of the English language was a benefit both for English classes and for STEM namely for some learning practices like coding or studying math-intensive courses like Calculus. The descriptive statistics showed that the GPA of students who came from EMI schools was higher by 0.33 points the significance test rejected the statistical importance of this difference in GPA. In this context, the thematic analysis shed some light on this point, as the interviewees repeatedly mentioned special schools for gifted children (KTL, NIS) as a predictor, and this perception is the second theme by its distribution in the hierarchy of themes. It appeared to be that students who gained financial aid to pay for their tuition did better in their studies at English-mediated universities. This aid, grant, is offered by the government after ranking students by their UNT score. Another finding of the regression analysis is the correlation between retakes and the year of study. For instance, a student in the 4th year is likely to have more retakes than the 1st year student. The instructors' answers have no reflection to this point as they do not monitor the groups, most of them interact with students for one academic year or even a semester. On the other hand, they shaped two themes apart from those which were anticipated; internal and external factors. Both of them address the psychological dimension such as students' motivation, parents' and advisor's support, and even the time they register for the course.

Theoretical Contributions

English proficiency is the focus of the majority of the research in the field of EMI (Macaro et al., 2018). In previous literature scholars brought empirical evidence concerning the predictive nature of English proficiency about academic success (Curle et al. 2020; Rose et al., 2020; Muttaqin, 2022). This study contributes to this point confirming it in the Kazakhstani context. Analysing questionnaire responses of 97 undergraduate students OLS regression calculation showed that English proficiency is a predictor in relation to academic success in EMI settings. Another point which has been found in exploring correlations between variables is a positive relationship between the number of retakes and year of study. This finding supports the results of Muttaqin and Chuang (2022), they found that GPA

is negatively associated with the number of semesters. Although variables in the studies are different, they denote the same thing; a failing student is a student who has more semesters as he has to enroll in the failed course again.

Limitations and Implications

The main limitation of this study is the fact that the participants were selected based on their availability and willingness. The study is limited to its site, as it is the only institution presented in the research. This means that the findings of the study could not be generalized across the country. The last point to be considered is that the data on which the variables for the quantitative part have been generated is self-reported, therefore the results may have a bias at some level. However, to reduce the likelihood of bias and enhance the readiness of the data the questionnaire items had options of answers presented in scales. Though observations are limited and cannot be extrapolated, the research has made a substantial contribution to a preliminary understanding of the factors that affect students' academic success in English-mediated higher education. To avoid sensitiveness in questionnaire items the question about the type of school students finished was excluded, although this information could have given us a broader context of schooling background. It had been anticipated to be significant. Furthermore, the interview results confirmed this anticipation, when the type of school was noted as a factor influencing academic success. To increase the robustness of the study and exclude all the limitations above the data could have been taken from the database of the institution itself. Moreover, there are experiences of similar studies taking necessary aggregated data from institutional digital resources. For instance, Yuksel et al. (2023) inform that EMI course GPAs were obtained from a university administration office. Though the limitations of this study do not allow us to give any direct recommendations for distinctive implementation, these findings can give a general understanding of the directions in policies and teaching practices in English-mediated higher education.

Some important policy implications emerge from the regression findings. First, at least based on the data collected in this study, whether or not students come from EMI secondary schools is not predictive of academic achievement at EMI undergraduate study level. What matters more for achievement (as measured by GPA and retakes) is students' English language proficiency level, financial aid status, and how far along students are in their undergraduate program.

Results of the thematic analysis show us that English language support needs to be tailored for students and instructors.

Recommendations for Future Research

In future studies, it is advisable to navigate the opportunities of getting a richer sample, preferably from the database of an institution. To achieve this, negotiations with the administrative staff should be held beforehand.

To address the challenges of EMI education in the Kazakhstani context, a secondary level of education needs to be studied more thoroughly, especially schools for gifted children as they play the role of innovative centers to disseminate the best experiences.

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АҒЫЛШЫН ТІЛІНДЕ ОҚЫТУ ЖҮЙЕСІН ҚОЛДАНАТЫН УНИВЕРСИТЕТТЕГІ АКАДЕМИЯЛЫҚ ЖЕТІСТІКТЕРДІҢ ФАКТОРЛАРЫ

Аңдатпа. Бұл мақалада Қазақстандағы ағылшын тілінде оқыту жүйесін қолданатын жоғары білім беру саласындағы бакалавриат студенттерінің академиялық жетістіктерін болжайтын факторларды зерттеген аралас әдістерді қолданатын зерттеу нәтижелері баяндалған. Ағылшын тілінің оқыту тілі ретінде жедел енгізілуіне қарамастан, оның әсері туралы жан-жақты зерттеулер әлі де жеткіліксіз. Бұл зерттеу орта білімнің ағылшын тілінде болуы EMI университеттеріндегі академиялық жетістіктерге қандай әсер ететінін талқылап, осы олқылықты толтыруды мақсат етеді. Аралас әдіс қолданылып, сандық деректер 97 бакалавриат студентінің сауалнамасы арқылы жиналып, сапалық деректер 7 EMI оқытушысымен жартылай құрылымданған сұхбаттар арқылы алынды. Сандық талдау, әдеттегі ең кіші квадраттар (OLS) әдісімен жүргізілген, академиялық нәтижелерді болжайтын бірнеше факторларды анықтады, олардың арасында ағылшын тілін меңгеру деңгейі, қаржылай көмек алу жағдайы және оқу жылы бар. Айта кетерлігі, ағылшын тілін меңгеру деңгейі жоғары GPA алу үшін маңызды фактор болып шықты, ал қаржылай көмек алатын студенттерде қайта тапсыру ықтималдығы аз болды. Бұл зерттеу EMI тақырыбы бойынша әдебиетке Қазақстан контексінен дәлелдер ұсына отырып, саясат пен практика үшін практикалық ұсынымдар

береді, соның ішінде EMI орта мектептерінде оқымаған студенттер үшін мақсатты тілдік дайындық бағдарламаларын ұсынуға болады. Болашақ зерттеулер кең ауқымды және әртүрлі таңдауларды ескеріп, нәтижелердің жалпыға бірдей қолданылуын арттыруы қажет.

Түйін сөздер: ағылшын тілінде оқыту, жоғары білім, академиялық жетістік, оқыту тілі, тіл саясаты.

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ФАКТОРЫ АКАДЕМИЧЕСКИХ ДОСТИЖЕНИЙ В УНИВЕРСИТЕТЕ, ИСПОЛЬЗУЮЩЕМ АНГЛИЙСКИЙ ЯЗЫК КАКСРЕДСТВО ОБУЧЕНИЯ (EMI)

Аннотация. В статье представлено исследование с использованием смешанных методов, которое анализирует предсказатели академического успеха среди студентов бакалавриата в системе высшего образования Казахстана, где применяется английский язык как язык обучения (EMI). Несмотря на быстрое внедрение английского языка в качестве средства обучения, всеобъемлющие исследования его воздействия остаются ограниченными. Цель данного исследования — восполнить этот пробел, изучив, дает ли среднее образование на английском языке преимущество для академических достижений в программах университета с английским языком обучения. Для исследования использовался смешанный метод, количественные данные были собраны с помощью анкеты, в которой приняли участие 97 студентов бакалавриата, а качественные данные были получены через полуструктурированные интервью с 7 преподавателями EMI. Количественный анализ, проведенный с использованием метода наименьших квадратов (OLS), выявил несколько факторов, предсказывающих академические результаты, включая уровень знания английского языка, статус получения финансовой помощи и год обучения. Особенно важно, что уровень владения английским языком оказался значимым предсказателем более высокого среднего балла (GPA), в то время как получатели финансовой помощи реже имели пересдачи. Это исследование вносит вклад в литературу по теме EMI, предоставляя доказательства из казахстанского контекста, и предлагает практические рекомендации для политики и практики, включая предложения о целенаправленных языковых подготовительных программах для студентов, не обучавшихся в школах с английским языком обучения. Для будущих исследований рекомендуется учитывать более широкие и разнообразные выборки, чтобы повысить обобщаемость результатов.

Ключевые слова: английский язык как средство обучения, высшее образование, академическое достижение, язык обучения, языковая политика.