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"I THINK TEACHERS MUST SPEAK ONLY ENGLISH": EXPLORING LECTURERS' PROFESSIONAL ATTRIBUTES AND PRACTICES TO FACILITATE EMI PROVISION IN HIGHER EDUCATION

Abstract. This study aims to investigate the students' and teachers' perceptions regarding English as a Medium of Instruction (EMI) lecturers' attributes and practices that facilitate EMI provision at higher education institutions in Kazakhstan. By adopting the "Good-enough-to-teach" model of the EMI lecturer by Lavelle, the research explores the adequacy of qualified EMI lecturers and their practices in delivering EMI classes. The data is derived from surveys administered to 1506 students and 157 teachers. Key findings highlight the importance of lecturers' knowledge of the subject matter and English, sensitivity to students' needs and culture, and the ability to explain concepts in English clearly. These findings have significant implications for implementing and improving EMI programs in Kazakhstani higher education as well as in other non-Anglophone contexts, particularly in understanding the key attributes of qualified EMI lecturers. Specifically, it is believed that the results would help in developing clear guidelines and policies for universities to recruit qualified staff who can effectively achieve the goals and objectives of English-taught educational programs. The study also would raise the awareness of the educational stakeholders regarding the desired qualities of skilled EMI lecturers.

Keywords: English as a Medium of Instruction (EMI), higher education, lecturer characteristics, pedagogical practices.

Introduction

Over the past decades, EMI research has gained momentum due to the growing influence of the English language and emergence of new challenges and areas requiring closer investigation of this phenomenon. The world scientific literature currently contains an impressive bulk of works devoted to EMI, including its background and the so-called EMI research "ownership" (Macaro & Aizawa, 2022), the attempt to track the growth of EMI in Europe (Maiworm & Wachter, 2002), Asia (Fenton-Smith et al., 2017), and globally (Dearden, 2014), challenges of EMI introduction and implementation (Williams, 2015), and many others. Based on Dearden's (2014) definition, EMI in the present work is defined as a mode to teach university disciplinary subjects through English in countries where it is a foreign language.

In Kazakhstan, a Central Asian country, the interest in English-taught academic courses appeared in response to the state language policy within the "Trinity of Languages" framework. Following the decree of the first president (Address to Nation, 2007), educational institutions of any level should prioritize developing the Kazakh language as the official state language, the Russian language as a means of interethnic communication between the various ethnicities of the country, and English as an international language of integration with the advanced world. Later, Kazakhstan's entry into the European Higher Education Area (EHEA) and signing of the Bologna declaration in 2010 entailed corresponding obligations, the fulfilment of which guaranteed the sustainable development of both the educational sphere and the country. Internationalization of higher education highlighted the significance of English language proficiency for several reasons. As a result, the number of universities offering English- taught educational programs has gradually begun to increase. According to Tajik et al. (2022), in Kazakhstan, the number of higher education institutions that

implemented English-taught education programs reached 70 by 2020.

Thus, EMI in Kazakhstan became the subject of research regarding how the processes of implementation occur, what problems arise and how they are solved. Currently, there is much evidence to claim that EMI studies highlighted its multifaceted nature in the educational sphere and the need to examine them thoroughly. Therefore, more in-depth research into different aspects of EMI is required to better understand how to effectively manage these processes and improve the quality of EMI provision.

Although EMI has already become a well-established research area globally, this is an emerging sphere in Kazakhstan and thus in an early phase. There are still some issues that need more thorough consideration such as the characteristics and pedagogical practices of EMI lecturers that facilitate EMI delivery. Given that content teachers play a crucial role in the efficiency of EMI programs, it would be beneficial to reveal the key attributes that qualified EMI lecturers should possess to effectively fulfill the goals and objectives set by educational institutions and meet the requirements of EMI programs.

Thus, this study aims to investigate the students' and teachers' perceptions regarding content lecturers' characteristics and practices that facilitate EMI provision at higher education institutions in Kazakhstan. Accordingly, the paper attempts to answer the following research question: *"What are the key lecturer characteristics and practices that facilitate the effective provision of EMI programs in Kazakhstan, as perceived by teachers and students, and how do these perceptions align or differ?"*

Literature review

The review of related literature revealed a scarcity of research on EMI lecturer characteristics. Existing similar studies mainly focus on disciplinary teachers' English language proficiency and "native speakerism" (Inbar-Lourie & Donitsa-Schmidt, 2019; Xu & Xiao, 2023), students' perceptions of EMI lecturing (Aguilar-Pérez & Arnó-Macià, 2020; Gautschi, 2018; Jensen et al., 2013), and teacher training for EMI and professional development (Klaassen & Graaff, 2010; Sanchez-Perez, 2020). For example, Inbar-Lourie and Donitsa- Schmidt (2019) explored Israeli students' views and expectations regarding EMI lecturers' desired qualities. The researchers found that the "preferred EMI lecturer is not necessarily a native English speaker" (p. 11) but rather a teacher possessing such attributes as high English proficiency, content expertise, effective teaching methods, and familiarity with students' culture and language. Gautschi (2018) claims that EMI lecturers' essential characteristics consist of linguistic, communicative, and didactic parameters. Similarly, Aguilar-Pérez and Arnó-Macià (2020) consider that the crucial components of effective EMI lecturing are pedagogy, language proficiency, and content expertise. For Wilkinson (2017), two attributes of a competent EMI teacher are language and pedagogical expertise. Thus, the previous studies demonstrate unanimous agreement that a teacher with high English competence, solid subject knowledge, and skills in creating an engaging classroom environment can be an invaluable asset to the EMI program. Along with other factors, the quality of EMI programs appears to depend on the extent to which the teacher possesses these characteristics.

Theoretical framework

The current research is guided by Lavelle's (2008) "Good-enough-to- teach" model, which we have adapted by using categories from the report by Galloway et al. (2017), where they investigated the EMI movement in China and Japan (2017). Since EMI lecturers' English proficiency is fundamental for effectively communicating the content knowledge to students, this model serves us as a foundation for investigation. According to this model, ensuring *mutual understanding* between the teacher and a student is the foundation of effective lecturing, with all other components being built upon this basic element. It includes clearly explaining concepts and knowledge of students' language and culture, ensuring clear communication and understanding in a culturally responsive manner. *Credibility* is understood as disciplinary expertise and educational competence. It encompasses experience abroad, knowledge of the subject, teaching experience, and a certificate in EMI skills, establishing the teacher's authority and competence. *Flexibility* is an ability to paraphrase

and clearly explain complex concepts using rich academic, subject-specific vocabulary. It also includes a native-like accent and the teacher's adaptability in using language to suit various contexts, minimizing communication barriers. Finally, *pleasure* means ease of teaching utilizing a full range of teaching modes and techniques as well as sensitivity to students' needs and problems. This categorization, depicted in Figure 1 below, ensures that the current research effectively addresses key competencies that facilitate EMI provision and enhance teaching quality in EMI contexts:
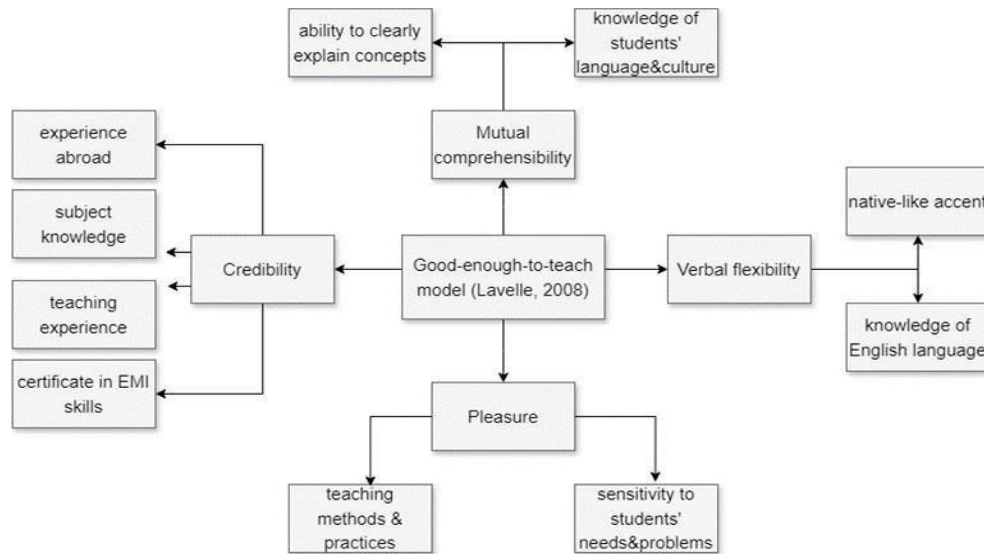
Figure 1 *Adaptation of Lavelle's model (2008)*

Thus, the "good-enough" model comprises the key characteristics of a desired EMI lecturer who can effectively manage EMI provision and facilitate student learning: high English language proficiency, pedagogical skills, and subject expertise. These characteristics tend to affect overall teaching quality and are described below.

EMI lecturer's characteristics: English proficiency

Obviously, since EMI programs aim to teach academic disciplines in English, it is an indisputable requirement for the teacher to be proficient in this language. There is a common assumption that EMI lecturers should have a strong command of English (Dubow & Gundermann, 2017). The language competence of the content teacher is also an important indicator of his subject competence since it implies that he follows the latest changes in this subject area, reads foreign literature, and updates his knowledge. However, the majority of content teachers are aged and sometimes pressured to deliver classes in English (Almusharaf et al., 2023). Related local studies also consistently report low English proficiency of EMI teachers despite their high subject expertise (Oralova, 2012; Karabassova, 2020; Seitzhanova et al., 2015; Yessenbekova, 2023). This causes a discrepancy between the students' expectations from the program and real classes, leading to dissatisfaction. Although recent research advocates translanguaging as a practice, facilitating EMI delivery (Chen et al., 2020), the "English-only" belief is rather strong both among students and teachers. Translanguaging, which is defined as 'the ability of multilingual speakers to shuffle between languages, treating the diverse languages that form their repertoire as an integrated system' (Canagarajah, 2011, p. 401), is an inevitable part of EMI, given the low English competence of teachers and students.

EMI lecturer's pedagogical practices

As research shows, EMI lecturers' English language proficiency alone is not sufficient for the students' learning to happen (Gautschi, 2018). Despite being a critically important attribute, high English proficiency did not correlate with lecture clarity and student comprehension (Klaassen, 2001). This highlights the significance of such variable of teacher characteristics as pedagogical expertise. The significance of content teachers' knowledge of pedagogy is emphasized in a number of studies (Chen et al., 2020; Inbar-Lourie & Donitsa- Schmidt, 2019). The researchers define

pedagogical expertise as "lecturers' ability to plan, teach, and assess students' learning outcomes in an effective manner" (Inbar-Lourie & Donitsa-Schmidt, 2019, p.9). Another study found that students with high English proficiency prefer native speaker (NS) content teachers whereas those with lower self-perceived listening and speaking skills feel non-native speaker (NNS) teachers as more supportive (Xu & Xiao (2023) due to their bilingual practices and content-rich presentations. Thus, for weaker students in terms of language, the lecturers' ability to facilitate learning through efficient pedagogical practices is more valuable than their strong command of English.

EMI lecturer's subject matter expertise

As shown in the framework, besides pedagogical skills, EMI lecturers' content knowledge is a major component of their credibility. Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses (The Glossary, 2016). Yet, existing research has little to say about EMI teachers' disciplinary knowledge alone, implying its inextricable connection with pedagogical competence. This interrelation is also highlighted by Mees et al. (2016) who define the lecturer's general lecturing competence as knowledge of the subject and teaching skills. In addition, some studies point out that students' perceptions of EMI teachers' lecturing competence are largely affected by their language competence (Mees et al., 2016; Jensen, 2013). On the other hand, it has been found that native-like accents are not predictors of teacher credibility. Rather, credibility of EMI lecturer is affected by fluency and accuracy, as Lavelle (2008) puts it. While Lavelle (2008) sees credibility in terms of English proficiency, he admits that "[I]deally, a teacher's credibility would rest exclusively on her or his disciplinary expertise"(p.142).

Methods and materials

This paper utilizes a subset of data from a larger survey designed for a comprehensive study as part of an extensive state-funded research project IRN: AP 19676131 "Exploring the practices of using English-medium instruction in the context of internationalisation of higher education institutions in Kazakhstan". The data subset used in this paper only concerned lecturers' characteristics and practices of EMI facilitation (Table 1). The study employed primarily a quantitative approach to data collection, however, the last question was open-ended, designed to elicit information on the issues and challenges respondents face in EMI settings. The surveys were conducted via Google Forms; the participation was anonymous and voluntary.

Participants

The responses for this survey were collected by distributing survey links to 10 Kazakhstani universities that position themselves as providers of EMI programs. The total number of respondents was 1506 students and 157 teachers. In terms of gender among teachers (n=157), 81.5% identified as male, 17.2% as female, and 1.3% preferred not to specify, with 0.3% not providing an answer. For students (n=1506), 20.6% were male, 78.2% were female, and 0.9% preferred not to say, with 0.3% not providing an answer. Regarding age, teachers primarily fell into the 30-39 age group (30.57%), while students were predominantly aged 17-19 (64.94%). Concerning the mother tongue, among teachers, 64.3% spoke Kazakh, 33.1% spoke Russian, and 11.5% indicated other languages. Among students, 79.5% spoke Kazakh, 26.2% spoke Russian, and 5% spoke other languages. University affiliation showed that 75.2% of teachers were associated with a state university, 8.2% with an autonomous university, and 12% with a private university. Of the students, 91.3% attended a state university, 0.1% an autonomous university, and 8.3% a private university. All of the respondent students were enrolled in bachelor's degree programs. At the same time, 68 teachers (43.3%) reported teaching content classes, while 89 teachers (56.7%) indicated that they taught EFL classes.

Measures

In this study, we elicited qualitative data on challenges encountered by respondents in terms of EMI provision as well as analysed the quantitative responses (Table 1) via SPSS 29.0.0.0, validating the internal consistency by measuring Cronbach's α coefficients. Moreover, for the question

regarding the importance of specific lecturers' attributes, we utilized Likert scales for teachers to systematically gauge their perceptions and attitudes towards them. This format allows for nuanced measurement of the extent to which teachers view attributes such as language proficiency, teaching methods, and cultural sensitivity as effective practices. Conversely, the "check all that apply" format chosen for students accommodates diverse perspectives by enabling them to select multiple lecturer characteristics they consider essential for effective EMI delivery. This approach captures qualitative insights into the varied expectations and priorities among students, complementing the quantitative data obtained from teachers' Likert scale responses. Together, these methods provide a comprehensive understanding of lecturer practices crucial for successful EMI implementation:

Table 1 Cronbach's α values for survey items

Question items		Respondents	Question type	Cronbach's α values:
In my university, the following characteristics are important for teachers who deliver lectures in English:	1. Native-like accent 2. Experience abroad 3. Knowledge of the subject 4. Knowledge of English 5. Sensitive to students' needs and problems 6. Knowledge of students' language and culture 7. Teaching experience 8. Teaching methods 9. Certificate in EMI skills 10. Ability to clearly explain concepts	Teachers	5-item Likert scale from "Strongly disagree" to "Strongly agree".	.928
		Students	Check all that apply	.727

Results

The first question was designed to elicit information on the origin of lecturers teaching EMI programs. Teachers mentioned various countries from which their foreign colleagues originated. Kazakhstan, the local country, was prominently mentioned 67 times, indicating a significant presence of local faculty. Other frequently mentioned countries include the USA (19), the UK (12), Turkey (11), and Germany (8). Additionally, Spain (8), Italy (7), India (5), Malaysia (5), Switzerland (5), and several other countries across various continents were mentioned with varying frequencies ranging from one to five mentions, reflecting the diverse international representation among teachers' foreign colleagues. Similarly, EMI students reported that their teachers predominantly come from Kazakhstan, with 1218 responses. Other notable countries of origin include Russia (38), Turkey (32), Spain (30), and the United States (18). Additionally, students indicated teachers from China (19), Korea (17), and other diverse countries such as Afghanistan, Canada, France, India, Italy, Mexico, Pakistan, among others. Some students were uncertain about their teachers' origins, with 92 responding "I don't know." This alignment between teachers' and students' responses highlights a rich diversity in the faculty's international background while emphasizing the significant role of local teachers in Kazakhstan's EMI programs.

Table 2 below presents a comparison of lecturer characteristics as evaluated by both content and EFL teachers using a Likert scale and by students through a "check all that apply" approach across

four categories adapted from Lavelle (2008). In the "Mutual comprehensibility" category, teachers highly value the "Ability to clearly explain concepts" (mean = 4.04), but this is less frequently selected by students (1.4% of responses, 6.2% of cases). However, "Knowledge of students' language and culture" is moderately valued by teachers (mean = 3.80) and is more recognized by students (8.1% of responses, 36.7% of cases). In the "Credibility" category, both groups agree on the importance of "Knowledge of the subject" with teachers rating it highly (mean = 4.24) and students frequently selecting it (16.9% of responses, 76.0% of cases). While "Experience abroad" is rated moderately by teachers (mean = 3.41), it is selected by fewer students (7.1% of responses, 32.1% of cases). Similarly, "Teaching experience" is valued moderately by teachers (mean = 3.78) and is more frequently selected by students (12.4% of responses, 55.9% of cases). In the "Verbal Flexibility" category, both teachers and students emphasize the importance of "Knowledge of English" (mean = 4.10 for teachers, 17.6% of responses, 79.3% of cases for students). However, "Native-like accent", while rated lower by teachers (mean = 3.20), is still selected by a significant portion of students (10.4% of responses, 46.7% of cases). Lastly, in the "Pleasure" category, both "Teaching methods" and "Sensitivity to students' needs and problems" receive moderate importance from both groups, with similar ratings from teachers (mean = 3.83 for both) and moderate selection by students (13.5% and 8.7% of responses, respectively). This comparison highlights that while knowledge and language proficiency are prioritized by both groups, students place additional emphasis on teaching experience and methods, particularly in the context of EMI, and teachers perceive the ability to explain concepts clearly as an important attribute of an educator:

Table 2 *The importance of lecturers' attributes*

Lecturer's characteristics		Teachers (Likert scale)			Students (Check all that apply)		
		N	Mean	SD	N	Percent	Percent of cases
Mutual comprehensibility	Ability to explain concepts clearly	157	4.04	1.111	92	1.4%	6.2%
	Knowledge of students' language and culture	157	3.80	1.016	547	8.1%	36.7%
Credibility	Experience abroad	157	3.41	.980	479	7.1%	32.1%
	Knowledge of subject	157	4.24	1.104	1133	16.9%	76.0%

	Teaching Experience	157	3.78	1.021	833	12.4%	55.9%
	Certificat e in EMI skills	157	3.45	1.071	256	3.8%	17.2%
Verbal flexibility	Knowled ge of English	157	4.10	1.122	1183	17.6%	79.3%
	Native-like accent	157	3.20	1.034	697	10.4%	46.7%
Pleasure	Teaching Methods	157	3.83	1.031	910	13.5%	61.0%
	Sensitive to students' needs and problems	157	3.83	1.049	587	8.7%	39.4%

Lastly, respondents were asked their opinions on the issues they face in EMI programs and practices that would facilitate EMI provision. The examples of responses are provided in the original language used by the respondents, with English translations included where necessary. The answers provided valuable insights into the complexities of EMI, supporting the quantitative data above and emphasizing the following categories that we deemed to name as "6 Cs of EMI provision" (Figure 2 below):
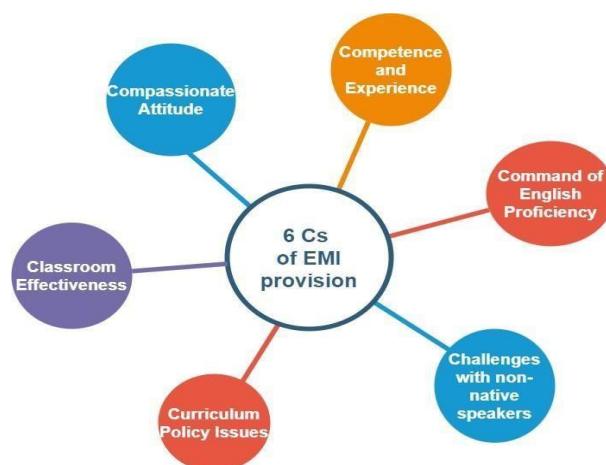

Figure 2 *6 Cs of EMI provision*

a) ***Command of English Proficiency***: Teachers emphasized that "*the admission to [the] program requires IELTS 7*" and that *"EMI content lecturers should confirm their level of language by providing English language Certificate."* Students also stress the importance of lecturers' English proficiency, noting that a strong command of the language is crucial. Comments such as "*Ағылшын тілінде еркін жоғары деңгейде сөйлеу керек*" (fluently speak English at a high level) and *"Accent*

is really important because if speech is not clear I would not get all the information", "I think teachers must speak only English" underscore this concern.

b) ***Challenges with Native English Speakers***: Teachers reported that *"most foreigners don't meet high requirements of teaching English"*. This raises questions about the reasons behind this discrepancy in performance.

d) ***Curriculum Policy Issues***: Despite investments in EMI policies, *"previous research has shown that top-down planning and investment of resources in EMI is not always sufficient to guarantee successful outcomes."* This highlights challenges in policy implementation and the need for effective strategies to support EMI programs.

f) ***Classroom Effectiveness***: Students emphasize the need for lecturers to clearly explain material and use varied teaching methods. Statements such as *"Учитель должен интересно рассказывать уроки, чтобы ученики обратили на него должное внимание"* (the teacher should engagingly present lessons) and *"Учитель должен понимать своих учеников и входить в положение студентов"* (the teacher should understand and accommodate students) reflect a desire for effective communication and engaging teaching practices.

g) ***Compassionate Attitude:*** Students value lecturers who are understanding and supportive, particularly when it comes to language difficulties. Comments like *"Главное, чтобы не гасили студентов за незнание языка, и пусть объясняют всё"* (it's important that students are not discouraged for their lack of language proficiency and that everything is explained) highlight this need. Students appreciate lecturers who are adaptable and approachable, with an ability to connect with students and make lessons relatable. Statements like *"Быть корректным по отношению всем. Направлять учеников в правильном направлении"* (being respectful to everyone and guiding students in the right direction) reflect this desire.

h) ***Competence and Experience:*** There is a strong preference for lecturers with deep subject knowledge and relevant experience. For example, *"Учитель должен знать ответ на любой вопрос по его предмету"* (the teacher should know the answer to any question about their subject) and *"опыт преподавания"* (teaching experience) indicate the importance of expertise. Moreover, students expressed that the lecturers should be knowledgeable in their subject (*"По моему мнению, преподаватель должен хорошо разбираться в своем предмете"*).

Overall, while the integration of English language proficiency and effective teaching practices is crucial for successful EMI implementation, both students and faculty highlight the need for continuous support, adaptability, and collaboration to address challenges and enhance educational outcomes.

Conclusion

The study underscores several key characteristics and practices regarding lecturers that need attention to enhance EMI programs in Kazakhstan. Firstly, the comparison reveals that both teachers and students prioritize English language proficiency and subject expertise in the context of EMI, sharing a great emphasis on these aspects across all groups. Ensuring that EMI lecturers meet high language standards requires rigorous assessments and support mechanisms for non-native speakers to achieve these standards. However, notable differences emerge: teachers highly value the ability to clearly explain concepts, while students place greater importance on teaching methods and experience. Students also show a stronger recognition for the cultural knowledge of an educator and are more inclined to appreciate aspects such as native-like accent. This suggests that while both groups align on core competencies, students place added significance on attributes like cultural sensitivity and teaching approaches, expressing their need for clear, engaging communication.

In conclusion, while English proficiency, pedagogy, and subject expertise remain fundamental, a holistic approach is necessary for successful EMI facilitation and delivery. By applying Lavelle's framework in our study, we have been able to comprehensively address these elements and demonstrate their applicability in enhancing EMI programs. It has provided a structured approach to evaluating and improving the key aspects of lecturer performance and student engagement, offering valuable insights into the multifaceted nature of EMI. Evidently, the teachers possessing the required

attributes would be an invaluable asset for any EMI program in preparing a highly qualified specialist. Therefore, defining clear characteristics would help university leaders to recruit appropriate staff. Moreover, it is also believed that this study would raise the awareness of the involved educational stakeholders regarding the qualities of efficient EMI lecturers.

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«МҰҒАЛІМДЕР ТЕК АҒЫЛШЫН ТІЛІНДЕ СӨЙЛЕУ КЕРЕК ДЕП ОЙЛАЙМЫН»: ЖОҒАРЫ БІЛІМ БЕРУДЕ ЕМІ ТИІМДІ ҚОЛДАНУ ҮШІН МҰҒАЛІМДЕРДІҢ КӘСІБИ СИПАТТАРЫ МЕН ТӘЖІРИБЕСІН ЗЕРТТЕУ

Аңдатпа. Бұл зерттеудің мақсаты – Қазақстанның жоғары оқу орындарында ағылшын тілі (EMI) арқылы білім беретін пән мұғалімдерінің кәсіби қасиеттері мен тәжірибесі туралы студенттер мен мұғалімдердің көзқарастарын зерттеу. Лавеллдің «Оқыту- үшін- біліктілігі-жеткілікті» EMI үлгісін бейімдей отырып, зерттеу EMI оқытушыларының және олардың оқыту тәжірибесінің сәйкестігін тексеруге бағытталған. Деректер 1506 оқушы мен 157 мұғалім арасында жүргізілген сауалнамалардан алынған. Негізгі қорытындылар мұғалімдердің өзінің

пәнін және ағылшын тілін білуінің маңыздылығын, студенттердің қажеттіліктері мен мәдениетіне сезімталдықты және ағылшын тілінде пән ұғымдарын нақты түсіндіре білуді көрсетеді. Бұл тұжырымдар Қазақстанның жоғары білімінде, сондай-ақ ағылшын тілінде сөйлемейтін басқа контексттерде EMI бағдарламаларын енгізу және жетілдіру үшін, әсіресе білікті EMI оқытушыларының негізгі сипаттамаларын түсіну үшін маңызды әсер етеді. Атап айтқанда, нәтижелер университеттерге ағылшын тілінде оқытылатын білім беру бағдарламаларының мақсаттары мен міндеттеріне тиімді қол жеткізе алатын білікті кадрларды тарту бойынша нақты нұсқаулар мен саясаттарды әзірлеуге көмектеседі деп саналады. Зерттеу сонымен қатар білім беру саласындағы мүдделі тараптардың білікті EMI мұғалімдерінің қажетті атрибуттары туралы хабардарлығын арттырады.

Түйін сөздер: English as a Medium of Instruction (EMI), жоғары білім, мұғалімнің мінездемесі, оқыту тәжірибесі.

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«Я ДУМАЮ, УЧИТЕЛЯ ДОЛЖНЫ ГОВОРИТЬ ТОЛЬКО ПО- АНГЛИЙСКИ»: ИЗУЧЕНИЕ ПРОФЕССИОНАЛЬНЫХ ХАРАКТЕРИСТИК И ПРАКТИК ПРЕПОДАВАТЕЛЕЙ ДЛЯ ЭФФЕКТИВНОГО ИСПОЛЬЗОВАНИЯ EMI В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация. Целью данного исследования является изучение восприятия студентами и преподавателями профессиональных качеств и практик преподавателей-предметников предоставляющих обучение посредством английского языка (EMI) в высших учебных заведениях Казахстана. Адаптировав «Good-enough-to-teach» («Достаточно-хорош- для- преподавания») модель Лавеля, исследование направлено на изучение соответствия квалифицированных преподавателей EMI и их практику проведения занятий. Данные получены в результате опросов, проведенных среди 1506 студентов и 157 преподавателей. Основные выводы подчеркивают важность знания преподавателями предмета и английского языка, восприимчивости к потребностям и культуре студентов, а также способности четко объяснять понятия предмета на английском языке. Эти выводы имеют важное значение для внедрения и улучшения программ EMI в казахстанском высшем образовании, а также в других неанглоязычных контекстах, особенно для понимания основных характеристик квалифицированных преподавателей EMI. В частности, считается, что результаты помогут в разработке четких руководящих принципов и политик для университетов по набору квалифицированных сотрудников, которые могут эффективно достигать целей и задач образовательных программ с преподаванием на английском языке. Исследование также повысит осведомленность заинтересованных сторон в сфере образования относительно желаемых качеств квалифицированных преподавателей EMI.

Ключевые слова: английский как средство обучения (EMI), высшее образование, арактеристики преподавателей, педагогическая практика.