Акбаева Шолпан Абильгазиевна – педагогика ғылымдарының кандидаты, «Көркем білім» кафедрасының доценті, өнер факультеті, Абай атындағы қазақ ұлттық педагогикалық университеті, Қазақстан Республикасы, 050010 Алматы қ., Достық даңғ., 13, тел.: +7-777-258-53-68, e-mail: akbaeva_sholpan@mail.ru.

Конакбаева Улжамал Жандаралиевна – PhD докторы, қауымдастырылған профессор, бастауыш білім және өнер факультетінің деканы, Ж.А.Ташенев атындағы университеті, Қазақстан Республикасы, 160012 Шымкент қ., Қонаев даңғ., 21, тел.: +7-776-255-30-53, e-mail: ukonkbaeva@mail.ru.

Ожарова Гульнара Махатаевна* – PhD докторант, Казахский национальный педагогический университет имени Абая, Республика Казахстан, 050010, г. Алматы, просп. Достык, 13, тел.: +7-701-130-61-65, e-mail: 85_gulnara@mail.ru.

Акбаева Шолпан Абильгазиевна – кандидат педагогических наук, доцент кафедры «Художественное образование», факультет искусств, Казахский национальный педагогический университет имени Абая, Республика Казахстан, 050010, г. Алматы, просп. Достык, 13, тел.: +7-777-258-53-68, e-mail: akbaeva_sholpan@mail.ru.

Конакбаева Улжамал Жандаралиевна – PhD, ассоциированный профессор, декан факультета начального образования и искусств, Университет имени Ж. А. Ташенева, Республика Казахстан, 160012, г. Шымкент, пр. Кунаева, 21, тел.: +7-776-255-30-53, e-mail: ukonkbaeva@mail.ru.

Ozharova Gulnara Makhatayevna* – PhD student, Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010 Almaty, 13 Dostyk Ave., tel.: +7-701-130-61-65, e-mail: 85_gulnara@mail.ru.

Akbayeva Sholpan Abilgaziyevna – Candidate of Pedagogical Sciences, Associate Professor of the Department of art education, Faculty of arts, Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010, Almaty, 13 Dostyk Ave., tel.: +7-777-258-53-68, e-mail: akbaeva_sholpan@mail.ru.

Konakbayeva Ulzhamal Zhandaraliyevna – PhD, Associate Professor, Zh.Tashenev University, Dean of the Faculty of primary education and arts, Republic of Kazakhstan, 160012 Shymkent, 21 Kunayev Ave., tel.: +7-776-255-30-53, e-mail: ukonkbaeva@mail.ru.

«SPEAKING WITHOUT FEAR, THANKS TO EMI»: INSIGHTS FROM A COLLABORATIVE CONTENT AND LANGUAGE INTERVENTION

Raikhanova D.K. – PhD student, Senior Lecturer, SDU University, Kaskelen, Republic of Kazakhstan.

Gaipov D.E.* – Candidate of Pedagogical Sciences, Associate Professor, SDU University, Kaskelen, Republic of Kazakhstan.

Korzhinbayeva A.B. – PhD student, Senior Lecturer, SDU University, Kaskelen, Republic of Kazakhstan.

Tulepova S.B. – Candidate of Philological Sciences, Associate Professor, SDU University, Kaskelen, Republic of Kazakhstan.

This study investigates the cooperation between content lecturers and English as a Foreign Language (EFL) instructors in English Medium Instruction (EMI) classes, focusing on its potential influence on student engagement. To address this gap, a collaborative team was formed, comprising two content lecturers and two EFL instructors, who worked together to design and implement pedagogical changes using a Design-Based Research (DBR) methodological approach. Data were collected through surveys from 77 students in the Law and Business Schools at SDU University in Kazakhstan. This study utilized a mixed-methods approach, combining quantitative analysis of Likert scale responses with thematic analysis of open-ended questions. Results revealed that students had a positive perception of the collaborative approach, noting increased engagement compared to traditional methods. Thematic analysis of open-ended responses highlighted the effectiveness of interactive and communicative activities in enhancing student learning experiences. Recommendations include diversifying instructional approaches and integrating student feedback to further improve teaching effectiveness. Future research should focus on exploring the long-term impacts of such collaborative interventions on students' language proficiency and overall academic performance, providing insights into their sustained benefits and effectiveness.

Key words: *English as a medium of instruction, EMI provision, collaborative approach, students' perceptions, DBR.*

«БІЗ ЕМІ АРҚАСЫНДА СӨЙЛЕУГЕ ҚОРЫҚПАЙМЫЗ»: АҒЫЛШЫН ТІЛІ ЖӘНЕ ПӘН ОҚЫТУШЫЛАРЫНЫҢ ЫНТЫМАҚТАСТЫҒЫ БОЙЫНША ЭКСПЕРИМЕНТТЕН АЛЫНҒАН ИДЕЯЛАР

Райханова Д.К. – PhD докторанты, аға оқытушысы, СДУ Университеті, Қаскелең қ., Қазақстан Республикасы.

Гаипов Д.Э.* – Педагогика ғылымдарының кандидаты, қауымдастырылған профессор, СДУ Университеті, Қаскелең қ., Қазақстан Республикасы.

Қоржинбаева А.Б. – PhD докторанты, аға оқытушы, СДУ Университеті, Қаскелең қ., Қазақстан Республикасы.

Тулепова С.Б. – филология ғылымдарының кандидаты, қауымдастырылған профессор, СДУ Университеті, Қаскелең қ., Қазақстан Республикасы.

Бұл зерттеуде пән оқытушылары мен ағылшын тілі мұғалімдері арасындағы ынтымақтастық мүмкіндігі зерттеледі, онда ағылшын тілі оқу құралы ретінде пайдаланылады (EMI), оның студенттердің

қатысуына әлеуетті әсеріне ерекше көңіл бөлінеді. Осы мақсатта пән мұғалімі мен ағылшын тілі мұғалімінен тұратын команда құрылды, олар Design-BasedResearch (DBR) әдіснамалық тәсілін қолдана отырып, бірлескен сабақтарды әзірлеу және енгізу бойынша бірге жұмыс істеді. Мәліметтер Қазақстандағы СДУ универси-тетінде заң және бизнес мамандығы бойынша оқитын 77 студентке сауалнама жүргізу арқылы жиналды. Бұл зерттеуде Лайкерт шкаласы жауаптарының сандық талдауын ашық сұрақтардың тақырыптық талдауымен біріктіретін аралас әдістері қолданылды. Нәтижелер студенттердің бірлескен тәсілді оң қабылдағанын көрсетті, дәстүрлі әдістермен салыстырғанда белсенділік артқанын атап өтті. Ашық жауаптарды тақы-рыптық талдау оқушылардың оқу тәжірибесін арттырудағы интерактивті және коммуникативті әрекет-тердің тиімділігін көрсетті. Ұсынымдар оқытудың тиімділігін одан әрі жақсарту үшін оқыту тәсілдерін әртараптандыруды және студенттердің кері байланысын біріктіруді қамтиды. Болашақ зерттеулер сту-денттердің тілді меңгеруіне және жалпы академиялық үлгеріміне осындай бірлескен ынтымақтастықты ұзақ мерзімді әсерін зерттеуге, олардың тұрақты артықшылықтары мен тиімділігі туралы ақпарат беруге бағытталуы керек.

Түйінді сөздер: ағылшын тілі оқу құралы ретінде, EMI қамтамасыз ету, бірлескен тәсіл, оқушылардың қабылдауы, DBR.

«НЕ БОИМСЯ ГОВОРИТЬ, БЛАГОДАРЯ EMI»: ИДЕИ С ЭКСПЕРИМЕНТА ПО СОТРУДНИЧЕСТВУ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА И ДИСЦИПЛИНЫ

Райханова Д.К. – PhD докторант, старший преподаватель, СДУ Университет, г. Каскелен, Республика Казахстан.

Гаипов Д.Э.* – кандидат педагогических наук, ассоциированный профессор, СДУ Университет, г. Каскелен, Республика Казахстан.

Коржинбаева А.Б. – PhD докторант, старший преподаватель, СДУ Университет, г. Каскелен, Республика Казахстан.

Тулепова С.Б. – кандидат филологических наук, ассоциированный профессор, СДУ Университет, г. Каскелен, Республика Казахстан.

В этом исследовании изучается возможность сотрудничества между преподавателями-предмет-никами и преподавателями английского языка на занятиях по дисциплине, где английский язык используется как средство обучения (EMI), уделяя особое внимание его потенциальному влиянию на вовлеченность студентов. Для этого была сформирована команда, состоящая из двух преподавателей по предмету и двух преподавателей английского языка, которые работали вместе над разработкой и внедрением совместных занятий с использованием методологического подхода Design-BasedResearch (DBR). Данные были собраны с помощью опросов 77 студентов юридического факультета и бизнес-школы в Университете SDU в Казах-стане. В этом исследовании использовались смешанные методы, сочетающие количественный анализ отве-тов по шкале Лайкерта с тематическим анализом открытых вопросов. Результаты показали, что сту-денты положительно воспринимают совместный подход, отмечая повышенную вовлеченность по сравнению с традиционными методами. Тематический анализ открытых ответов подчеркнул эффективность интерактивных и коммуникативных мероприятий в улучшении опыта обучения студентов дисциплине посредством английского языка. Рекомендации включают диверсификацию учебных подходов и интеграцию отзывов студентов для дальнейшего повышения эффективности преподавания. Будущие исследования должны быть сосредоточены на изучении долгосрочного воздействия таких совместных вмешательств на уровень владения языком и общую успеваемость студентов, предоставляя информацию об их устойчивых преимуществах и эффективности.

Ключевые слова: английский как средство обучения, предоставление EMI, совместный подход, восприятие студентов, DBR.

Introduction. Currently, English has grown as a medium of teaching in many higher education institutions worldwide. As a result, the number of English-medium instruction (EMI) programs in many fields of study has increased [1; 2]. According to a study of 55 countries [2] the private education sector was leading the way in the number of EMI courses in both the HE and secondary phases of education, forcing the public system to go after it. The desire of universities to internationalize, draw in foreign students to boost income, recruit foreign faculty to offer a competitive profile of expert teachers, serve a growing expat population, and improve their standing in international university rankings are all factors contributing to EMI's explosive growth [3]. It is clear that EMI has become a global trend in higher education, particularly in non-English-speaking regions where it serves as a tool for internationalization, increasing competitiveness, and enhancing students' English proficiency.

Although the usefulness of EMI for English language development is still debated, it is frequently argued that EMI helps students to gain both English and subject information at the same time [4, p.2]. Unlike Content and Language Integrated Learning (CLIL), which arose from subject and language educational practices in European schools, EMI has been primarily driven by educational forces with little or no input from language learning experts, at times overlooking language planning implications. As a result, EMI programs have frequently evolved independently of language programs, posing a variety of language-related issues.

In Kazakhstan, the implementation of EMI aligns with the nation's policy on trilingual education, which aims to enhance proficiency in Kazakh, Russian, and English [5]. In the Kazakhstani setting, the main goal of EMI is to create an English-speaking environment that improves students' competence in both English and subject.

The expanding use of EMI in ESL/EFL higher education environments, however, has created linguistic and pedagogical obstacles for both students and content teachers [3; 4; 6; 7; 8] According to previous research, there is a need to look at pedagogical and language assistance for EMI, including collaboration between language and subject instructors. This partnership is critical for meeting students' discipline-specific language requirements. Successful

cooperation may match the design and delivery of EAP programs with students' needs, resulting in student success in EMI programs [9; 10; 11; 12].

It is believed that collaboration between ELT practitioners and subject teachers is critical for successful EMI program implementation. However, there is confusion over who should give language and academic assistance to students in EMI programs, which makes addressing language-related requirements difficult. Galloway and Ruegg [11] state that students expect content professors to help them with language challenges, even if their expertise is in their particular fields rather than language teaching. By utilising ELT practitioners' linguistic and pedagogical skills and providing insights into discipline-specific materials, EMI programs can overcome this gap.

Goal and objectives. Thus, the present article aims to answer the following research question:

What are the students' perceptions regarding the effectiveness of collaboration between content lecturers and EFL teachers in EMI classrooms, and how do they differ across fields of study?

To reach the aim, the following objectives are set:
1. To conduct an experiment based on collaborative work of content and English teachers.
2. To reveal the students' perceptions by surveying them.

Materials and methods.

Applying Design-Based Approach (DBR)

This study followed Reeves' [13] Design-Based Research processes, which covered project concept, design, development, testing, and refinement. The research process in design research is cyclical, involving analysis, design, evaluation, and revision activities until a balance between ideals and realisation is achieved.

The study was piloted to meet the four stages and cyclical structure of the original DBR approach. Figure 1 shows a schematic representation of the phases and their relationship to the Reeves development research model.
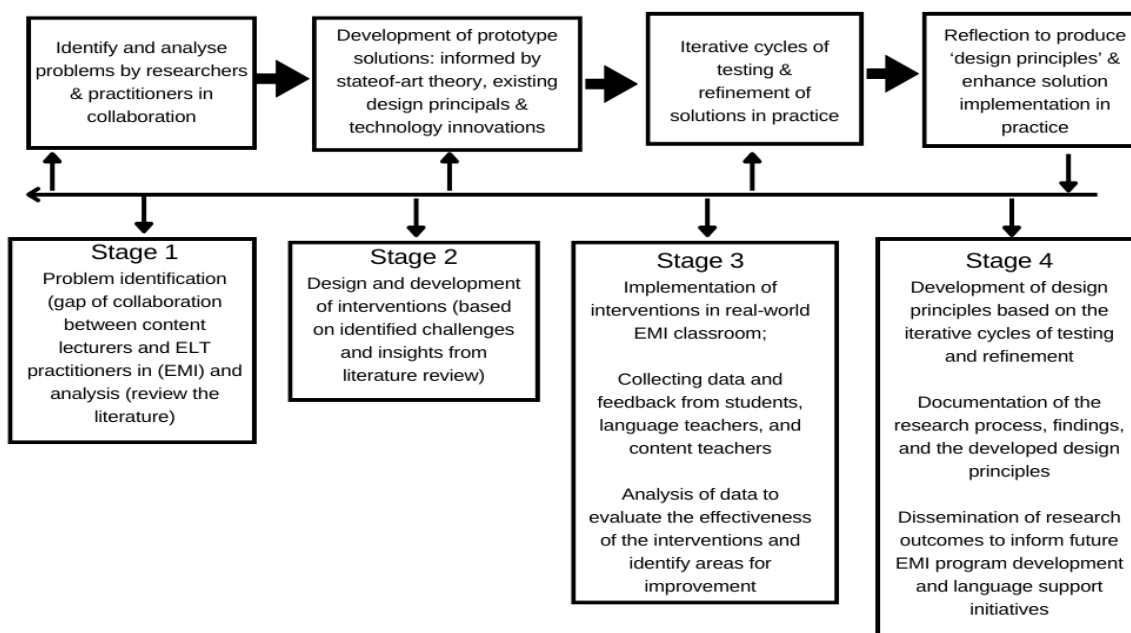

Figure 1 – Application of Design-Based Research in EMI

In stage 1, the researchers aim to investigate the collaboration gap that exists between content lecturers, who teach subject-specific courses, and English Language Teaching (ELT) practitioners in English-Medium Instruction (EMI) programs. To begin, the researchers conduct a comprehensive analysis to identify the specific challenges and issues that hinder collaboration between content lecturers and ELT practitioners in EMI programs.

In the second stage, the researchers design and develop interventions to address the collaboration gap between subject lecturers and ELT practitioners in EMI programs. Building on the challenges and insights uncovered during the literature review, this stage focuses on creating practical methods and activities to promote effective collaboration. ELT practitioners work closely with subject lecturers to co-create interventions that are contextually appropriate and tailored to the specific needs and characteristics of the EMI program under study.

The third stage focuses on implementing the developed interventions in real-world EMI classrooms, as well as collecting data and feedback from students, language instructors, and subject teachers. This stage evaluates the effectiveness of the interventions and identifies areas for improvement through a comprehensive data analysis approach.

In stage 4, the researchers concentrate on the last step of the study process, which will include the creation of design concepts based on iterative cycles of testing and refining. They will also prioritize documenting the research process, results, and design principles produced, as well as disseminating research findings to influence future EMI program development and language support efforts. These design principles will guide future interventions and collaboration-promoting activities.

Research instruments.

1. Intervention (experiment)

This pilot program looked to enhance cooperation between content and language teachers in generating assignments for English Medium Instruction (EMI) at SDU University in Kazakhstan. The research, which received government support, lasted one term and included two content and two language instructors. Collaborative discussions

were held both online and offline, facilitating the exchange of resources and practical ideas regarding the application of EMI theories. The content instructors successfully implemented an interdisciplinary EMI course, putting their theoretical knowledge into practice. Additionally, the language instructor played a supportive role by offering language teaching strategies and subject-specific activities on a weekly basis.

The study focused on two one-term social sciences courses, namely IRN 468 Contemporary Issues in International Relations (IR) and ECO 205 Microeconomics (CFA), which were conducted in English Medium Instruction (EMI). In contrast to previous instructional approaches, the EMI courses implemented collaborative, interactive, case-study, and problem-based learning activities, which were developed and compiled by the language instructor. Class time was dedicated to a range of teaching and learning activities, including lectures, exercises involving matching, gap-filling, true or false questions, comprehension discussions, analysis of case-study scenarios, and the creation and presentation of mind maps.

In a typical lesson, the class would commence with a 5-minute lead-in activity, where students are required to generate arguments about the given situation supporting their opinions and make guesses about the upcoming lecture topic. This is followed by a 10-minute mini-lecture, during which students work individually or in pairs to match definitions to new terms, aiding their comprehension of the lecture and the new concepts introduced. Subsequently, students engage in a true or false task to reinforce their understanding of the lecture content. The final 25-30 minutes of the class are dedicated to a group work activity in which students are provided with numerous scenarios connected to the new topic. The students are responsible for debating, thinking, investigating, and allocating positions within their groups. They then present their findings using the relevant language provided in the context of the case study. Finally, a Q&A session may be organized to allow students to interact with one another and clarify any issues they might have.

2. Survey

The survey consisted of both mandatory multiple-choice questions and optional open-ended questions. This approach struck a balance between quantitative data and qualitative insights, resulting in a thorough understanding of the participants' experiences and opinions. The survey administered to students (n=77) had several sections to collect data. The first part focused on participant demographics, including gender, age, field of study, and English proficiency level. This demographic data served as a foundation for comprehending the research participants' characteristics.

The second section focused on the participants' perceptions of development in English language abilities and topic understanding. It consisted of a series of questions aimed at evaluating the impact of classroom activities on language skill development. Participants were asked to assess the effectiveness of the activities in enhancing their English language skills while gaining topic knowledge on a scale of strong agreement to strong disagreement. Additionally, participants were asked to provide specific examples or details about how the exercises helped them improve their English language abilities. Another question asked if the activities increased classroom engagement compared to traditional teaching approaches.

The third section sought to elicit participants' overall impressions of the activities. Participants were asked to select the activities they found least effective and useful. Participants were also given the opportunity to provide suggestions or recommendations for improving existing activities or adding new ones that might help students improve their English language abilities while studying the material. This open-ended question allowed participants to offer their opinions and contribute to the enhancement of the educational approach.

The quantitative data was analyzed via SPSS v.29.0.0.0 (241).

Participants. The demographic data shows a diverse group of participants in the study, comprising 27 males (35.1%) and 50 females (64.9%). The majority are 18 years old (48.1%), with other ages ranging from 17 to 23 years old. Participants are split between two fields of study, with 33.8% in Law and Social Sciences and 66.2% in the Business School. Regarding English proficiency, participants have varied levels, with 29.9% at B2 (Upper Intermediate), 27.3% at B1 (Intermediate), and a smaller portion, 14.3%, at C1 or higher (Table 2):

Table 1 – Demographic data of participants

Demographic item	Options	Number of participants	%
Gender	Male	27	35.1
	Female	50	64.9
Age	17	1	1.3
	18	37	48.1
	19	10	13
	20	22	28.6
	21	5	6.5
	22	1	1.3
	23	1	1.3
Field of Study	Law and Social Sciences	26	33.8
	Business School	51	66.2
Level of English	A2 (Pre Intermediate)	1	1.3
	A2+ (High Pre-intermediate)	3	3.9
	B1 (Intermediate)	21	27.3
	B1+ (High Intermediate)	18	23.4
	B2 (Upper Intermediate)	23	29.9
	C1 or higher	11	14.3

Results. Table 2 below presents the analysis of responses to the questions designed to explore the perceived impact of integrated English language activities focusing on their effectiveness in enhancing language skills and classroom engagement, following an intervention. In Law and Social Sciences, 85.7% of respondents agree or strongly agree that these activities helped improve their English skills, compared to 83.7% in the Business School. For instance, in Law and Social Sciences, 53.8% strongly agree, indicating substantial perceived benefits. Moreover, a significant proportion across both fields, particularly in the Business School (66.7% with "Yes, definitely"), found these activities more engaging than traditional teaching methods, contrasting with Law and Social Sciences (51.9% with "Yes, definitely"). The mean scores of 4.14 and 2.39 respectively suggest a strong positive impact on language skill improvement and increased classroom engagement due to the integrated activities, demonstrating their efficacy in enhancing English proficiency within content-focused educational contexts under EMI.

Table 2 – Perceived impact of integrated activities on language skills and classroom engagement

Question items		Field of Study		Total	Mean	SD
		Law and Social Sciences	Business School			
Did the activities conducted in the classroom help you improve your English language skills while learning content knowledge?	Disagree	1	0	1	4.14	.702
	Neutral	2	9	11		
	Agree	14	27	41		
	Strongly agree	9	15	24		
Did the activities make you more engaged in the classroom compared to traditional teaching methods?	No, not really	7	2	9	2.39	.691
	Yes, to some extent	7	22	29		
	Yes, definitely	12	27	39		

To assess whether there were statistically significant differences in how students from different fields of study perceived the impact of classroom activities on their English language skills and engagement, we conducted the Mann-Whitney U test. Assumptions, including independence of observations and ordinal data, were met in this study, ensuring the reliability of the statistical comparisons. Based on the data from Tables 3 and 4 below, in terms of improving English skills while learning content knowledge, Law and Social Sciences students, despite being fewer in number, assigned a slightly higher mean rank (41.02) compared to Business School students (37.97), indicating they perceived the activities as more beneficial for language improvement. However, this difference was not statistically significant (Mann-Whitney U = 610.500, p = 0.531). Regarding engagement, Law and Social Sciences students also assigned a lower mean rank (34.58) compared to Business School (41.25), suggesting higher perceived engagement from Law and Social Sciences students. Again, this difference was not statistically significant (Mann-Whitney U = 548.000, p = 0.170). Thus, while there are perceptual differences, particularly with Law and Social Sciences students viewing activities more positively, these differences did not reach statistical significance in this study:

Table 3 – Ranks

Question items	Field of Study	N	Mean Rank	Sum of Ranks
Did the activities conducted in the classroom help you improve your English language skills while learning content knowledge?	Law and Social Sciences	26	41.02	1066.50
	Business School	51	37.97	1936.50
Did the activities make you more engaged in the classroom compared to traditional teaching methods?	Law and Social Sciences	26	34.58	899.00
	Business School	51	41.25	2104.00

Table 4 – Mann-Whitney U test results

Tests	Did the activities conducted in the classroom help you improve your English language skills while learning content knowledge?	Did the activities make you more engaged in the classroom compared to traditional teaching methods?
Mann-Whitney U	610.500	548.000
Wilcoxon W	1936.500	899.000
Z	-.626	-1.372
Asymp. Sig. (2-tailed)	.531	.170

These statistical analyses provide valuable insights into the participants' perceptions of the impacts of classroom activities on English language skills and engagement levels. The high percentage of agreement regarding the improvement of language skills and the increased engagement suggests the effectiveness of the implemented activities in enhancing both language learning outcomes and student engagement, with no statistical differences based on their field of study.

Then respondents were asked to elaborate on the previous questions by explaining how the activities contributed to their improvement in English language skills by providing examples. Thematic analysis was obtained by identifying recurring themes in the provided student responses regarding the specific ways in which the activities contributed to their improvement in English language skills. The responses were carefully examined, and common ideas and topics were

grouped together to form distinct themes. Moreover, participant identification was a crucial step in conducting this thematic analysis. Researchers effectively organized and analyzed data by assigning identifiers to individual participants, labelling them as S1 (Student 1), S2 (Student 2), etc. to examine the nuances and variations in their experiences. This identification ensures that the analysis accurately reflects the voices of the participants and allows researchers to maintain confidentiality and anonymity. Based on the provided statements, it appears that students have highlighted various activities and experiences that have helped them improve their English language skills. To conduct a thematic analysis and identify common trends, we can categorize the statements into several themes illustrated in Table 5:

Table 5 – Thematic analysis based on students' reflections regarding the impact of activities on their language skills

Themes	Students	Comments
Vocabulary Expansion and Academic Terminology	[S1] [S10] [S25] [S44] [S47] [S53] [S54]	➢ Learning new academic words for daily use; ➢ Learning specific academic words in terms of economics; ➢ Learning new words related to economics and other subjects; ➢ Searching for new words when answering open questions; ➢ Learning new vocabulary; ➢ Learning more advanced words and practising their usage; ➢ Learning new terms and reading more in English.
Speaking and Presentation Skills	[S2] [S6] [S9] [S11] [S15] [S19] [S21] [S33] [S36] [S37] [S38] [S41] [S42] [S51] [S57] [S62]	➢ Developing speaking skills and knowing new words and phrases; ➢ Presenting group projects in class; ➢ Improving speaking skills through teamwork; ➢ Gaining confidence in language through tasks like self-study and group work; ➢ Explaining market structures in group discussions; ➢ Developing speaking and presentation skills through problem-solving and explanations; ➢ Improving speaking and public performance skills through presentations and explanations; ➢ Building rapport with the audience and improving speaking skills; ➢ Practicing speaking in public without fear; ➢ Improving speaking skills by performing in front of an audience; ➢ Overcoming fear of speaking in front of an audience; ➢ Expressing ideas clearly and understanding different terms through activities; ➢ Enhancing fluency and vocabulary through presentation defense; ➢ Practicing speaking skills during group presentations; ➢ Practicing speaking and presentation skills during seminar discussions; ➢ Improving speaking skills through seminar discussions.
Reading and Comprehension Skills	[S5] [S20] [S45] [S56] [S61]	➢ Learning and improving vocabulary through reading books; ➢ Constant communication in class and learning new terms during lessons; ➢ Gaining valuable vocabulary through readings and improving writing skills; ➢ Learning new words and complex vocabulary through exercises and tasks; ➢ Improving reading skills and learning new terms through academic materials.
Confidence and Overall Language Improvement	[S11] [S16] [S22] [S23] [S40] [S43] [S52] [S55] [S58] [S60]	➢ Increased confidence in language through self-study and group work; ➢ Improvement in vocabulary, speaking skills, and analytical skills; ➢ Useful conversations and explanations in a team; ➢ Feeling more free and confident through research and speaking in class; ➢ Seeing improvements in reading and speaking skills ➢ English environment at the university leading to overall improvement; ➢ Essential skills developed through reading and main information extraction; ➢ Learning definitions and explanations, improving understanding; ➢ Discussions and tasks helping in negotiations and specialty development; ➢ High understanding of words through exercises and activities.

The majority of survey respondents focused on enhancing their speaking and presentation skills through a variety of activities. Group projects, self-study exercises, and in-class presentations provided students with opportunities to practice speaking in English, improve their fluency, and build confidence in expressing their ideas. The collaborative nature of these tasks also encouraged greater participation and engagement, leading to enhanced communication abilities. Additionally, several participants emphasized the importance of reading in their language-learning process. Engaging with academic materials, books, and other written works allowed students to expand their vocabulary, improve reading comprehension, and gain exposure to complex and specialized topics. Finally, many students reported an increase in their overall confidence as a result of their language-learning experiences. They felt more comfortable speaking in public settings, having overcome their previous fears and hesitations. Respondents also noted improvements in their overall language proficiency, including vocabulary, speaking, listening, writing, and analytical skills.

These common themes emerged across the various statements provided by the participants. It shows that vocabulary expansion, speaking skills development, reading comprehension, confidence building, and interactive activities have played significant roles in improving the students' English language proficiency.

The implemented classroom activities were perceived positively by participants, improving their English language skills and engagement. Key beneficial activities included case studies, conversations, and vocabulary work, facilitating language growth, motivation, and active learning. Participants suggested expanding speaking-focused tasks, interactive games, and multimedia projects to further enhance the learning experience. The collaborative nature of the activities contributed to improvements in language abilities and student engagement compared to traditional approaches.

Discussion and conclusion. The study findings demonstrate that the classroom activities had a substantial positive impact on students' English language skills and engagement levels. The collaborative design of these activities proved beneficial in improving various aspects of language learning and content acquisition. The present study's findings align with the argument that EMI helps students gain both English language skills and subject knowledge simultaneously, a point frequently debated but supported by many scholars.

Participants reported significant improvements in vocabulary, speaking and presentation abilities, reading comprehension, and overall language confidence. Thematic analysis of student perspectives revealed that activities like group work, presentations, and interactive discussions facilitated language development by providing opportunities for practice and active participation.

The sense of responsibility in group work, as well as the motivation gained from interactive learning experiences, also contributed to the enhancement of language abilities. Furthermore, the collaborative nature of the activities created an engaging classroom environment, with participants reporting higher levels of engagement compared to traditional teaching methods.

Key themes influencing student engagement included collaboration and communication, active learning and responsibility, language development, and motivation and enjoyment. In terms of the usefulness of individual activities, evaluating case studies was found to be the most helpful for improving English language skills, followed by conversations and vocabulary exercises. However, true/false questions and fill-in-the-blank tasks were less successful.

Students provided valuable recommendations for enhancing and introducing new activities, such as incorporating additional speaking challenges, role-playing games, debates, multimedia projects, and gamified learning platforms.

While the collaborative design of the activities improved students' EMI experiences in the social sciences, the study acknowledges limitations like the small sample size and potential biases in self-reported data. Future research should explore additional factors determining EMI outcomes and assess the long-term benefits of collaborative teaching approaches. This study emphasizes the significance of creative and engaging teaching methods in enhancing language acquisition and content understanding in EMI settings, contributing to students' academic performance and overall development.

REFERENCES:

1 **Wächter B., Maiworm F. English-taught programmes in European higher education: The state of play**. Bonn, Kössinger, Schierling, 2014, 144 p.

2 **Dearden, J. English as a medium of instruction: A growing global phenomenon**. British Council, 2014, 40 p.

3 **Macaro E., Curle S., Pun J., An J., Dearden J. A systematic review of English medium instruction in higher education.** *Language Teaching*, 2018, vol. 51(1), pp. 36–76. https://doi.org/10.1017/S0261444817000350.

4 **Rose H., Curle S., Aizawa I., Thompson G. What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation**. Studies in *Higher Education. Taylor & Francis*, 2019, vol. 45(11), pp. 2149-2161. https://doi.org/10.1080/03075079.2019.1590690.

5 **Nazarbayev N.A. Address to nation "New Kazakhstan in a new world".** Available at: http://adilet.zan.kz/rus/docs/K070002007_#z0 (accessed 28 November 2024).

6 **Karabay A. STEM and social sciences students' language-oriented academic challenges in English medium of instruction (EMI) programs: The case of an international university in Kazakhstan.** *2017.* **[Unpublished EdD in TESOL thesis].** Available at: http://nur.nu.edu.kz/handle/123456789/2557 (accessed 28 November 2024).

7 **Tajik M., Akhmetova G., Fillipova L., Shamatov D., Zhunussova G. Students' struggles with EMI in Kazakhstani universities.** *Obrazovanie i Nauka,* 2022, vol. 24(8), pp. 95. https://doi.org/10.17853/1994-5639-2022-8-95-115.

8 **Ihassan A., Ali N.A., Ali H.I.H. EFL students' challenges in English-medium business programmes: Perspectives from students and content teachers.** *Cogent Education,* 2021, vol. 8(1), pp.1-15. https://doi.org/10.1080/2331186x.2021.1888671.

9 **Ihassan A. EFL postgraduate students' learning needs on English-medium business programmes: An exploratory study**. *Language Teaching Research,* 2019, pp.1-19. https://doi.org/10.1177/13.

10 **Flowerdew J. English for specific academic purposes (ESAP) writing: Making the case**. *Writing & Pedagogy*, 2016, vol. 8(1), pp. 5-32. https://doi.org/10.1558/wap.v8i1.30051.

11 **Galloway N., Ruegg R. The provision of student support on English medium instruction programmes in Japan and China.** *Journal of English for Academic Purposes*, 2020, pp. 45-65. https://doi.org/10.1016/j.jeap.2020.100846.

12 **Chang Y.Y. English-medium instruction for subject courses in tertiary education: Reactions from Taiwanese undergraduate students.** *Taiwan International ESP Journal*, 2010, vol. 2(1), pp. 53-82. https://nurulfarhani7971.weebly.com/uploads/2/7/5/4/27546657/emi_3.pdf.

13 **Reeves T. C. Design research from a technology perspective**. In J. Van den Akker, K. Gravemeijer, S. McKenney, & N. Nieveen (Eds.). *Educational design research*, 2006, pp. 52-66. London, Routledge, 15 p., available at: https://www.taylorfrancis.com/chapters/edit/10.4324/9780203088364-13/design-research-technology-perspective-thomas-reeves (accessed 12 December 2024).

Information about the authors:

Raikhanova Danara Kurmanovna – PhD student, Senior Lecturer of the Department of pedagogy of natural sciences, SDU University, Republic of Kazakhstan, 040900 Kaskelen, 1/1 Abylai Khan Str., tel.: +7-707-049-12-35, e-mail: danara.raikhanova@sdu.edu.kz.

Gaipov Davzronzhon Erkinovich* – Candidate of Pedagogic Sciences, Associate Professor, SDU University, Republic of Kazakhstan, 040900 Kaskelen, 1/1 Abylai Khan Str., tel.: +7-701-712-66-26, e-mail: davronzhon.gaipov@sdu.edu.kz.

Korzhinbayeva Ardak Beisenbaykyzy – PhD student, Senior Lecturer of the Business School, SDU University, Republic of Kazakhstan, 040900 Kaskelen, 1/1 Abylai Khan Str., tel.: +7-775-442-24-90, e-mail: ardak.korzhinbayeva@sdu.edu.kz.

Tulepova Saule Baktigaliyevna – Candidate of Philological Sciences, Associate Professor, SDU University, Republic of Kazakhstan, 040900 Kaskelen, 1/1 Abylai Khan Str., tel.: +7-700-996-40-90, e-mail: saule.tulepova@sdu.edu.kz.

Райханова Данара Курмановна – PhD докторанты, аға оқытушы, СДУ Университеті, Қазақстан Республикасы, 040900 Қаскелең қ., Абылайхан көш., 1/1, тел.: +7-707-049-12-35, e-mail: danara.raikhanova@sdu.edu.kz.

Гаипов Давронжон Эркинович* – педагогика ғылымдарының кандидаты, қауымдастырылған профессор, СДУ Университеті, Қазақстан Республикасы, 040900 Қаскелең қ., Абылайхан көш., 1/1, тел.: +7-701-712-66-26, e-mail: davronzhon.gaipov@sdu.edu.kz.

Қоржинбаева Ардақ Бейсенбайқызы – PhD докторанты, аға оқытушы, СДУ Университеті, Қазақстан Республикасы, 040900 Қаскелең қ., Абылайхан көш., 1/1, тел.: +7-775-442-24-90, e-mail: ardak.korzhinbayeva@sdu.edu.kz.

Тулепова Сауле Бактигалиевна – филология ғылымдарының кандидаты, қауымдастырылған профессор, СДУ Университеті, Қазақстан Республикасы, 040900 Қаскелең қ., Абылайхан көш., 1/1, тел.: +7-700-996-40-90, e-mail: saule.tulepova@sdu.edu.kz.

Райханова Данара Курмановна – PhD докторант, старший преподаватель кафедры педагогики естественных наук, СДУ Университет, Республика Казахстан, 040900, г. Каскелен, ул. Абылай хана, 1/1, тел.: +7-707-049-12-35, e-mail: danara.raikhanova@sdu.edu.kz.

Гаипов Давронжон Эркинович* – кандидат педагогических наук, ассоциированный профессор, СДУ Университет, Республика Казахстан, 040900, г. Каскелен, ул. Абылай хана, 1/1, тел.: +7-701-712-66-26, e-mail: davronzhon.gaipov@sdu.edu.kz.

Коржинбаева Ардак Бейсенбайкызы – PhD докторант, старший преподаватель Бизнес-школы, СДУ Университет, Республика Казахстан, 040900, г. Каскелен, ул. Абылай хана, 1/1, тел.: +7-775-442-24-90, e-mail: ardak.korzhinbayeva@sdu.edu.kz.

Тулепова Сауле Бактигалиевна – кандидат филологических наук, ассоциированный профессор, СДУ Университет, Республика Казахстан, 040900, г. Каскелен, ул. Абылай хана, 1/1, тел.: +7-700-996-40-90, e-mail: saule.tulepova@sdu.edu.kz.

МЕКТЕП ОҚУШЫЛАРЫН ИНФОРМАТИКА ПӘНІ БОЙЫНША ОЛИМПИАДАҒА ДАЙЫНДАУҒА АРНАЛҒАН ЖАОК-ты ҚОЛДАНУДЫҢ МАҢЫЗДЫЛЫҒЫ

Рахметов М.Е.* – PhD, қауымдастырылған профессор, Х. Досмұхаммедов атындағы Атырау университеті, Атырау қ., Қазақстан Республикасы.

Садвакасова А.К. – PhD, қауымдастырылған профессор, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана қ., Қазақстан Республикасы.

Куанбаева Б.У. – педагогика ғылымдарының кандидаты, профессор, Х. Досмұхамедов атындағы Атырау университеті, Атырау қ., Қазақстан Республикасы.

Жусупкалиева Г.К. – педагогика ғылымдарының кандидаты, профессор м.а., Х. Досмұхамедов атындағы Атырау университеті, Атырау қ., Қазақстан Республикасы.

Қазіргі таңда әлем бойынша цифрлық технологияларды қолдану және білім беру саласына еңгізу ерекше маңызға ие болып табылады. Осы орайда 2023 жылғы ҚР Президентінің Жолдауында "Білім беру жүйесін жаңарту" бағдарламасында көрсетілгендей оқушылардың жаңа технологиялармен жұмыс істеу қабілеттерін арттыру мақсаты қойылған. Сондықтан жалпы білім беретін мектептерде информатика пәні бойынша оқушыларды олимпиадаға дайындауда заманауи технологиялар арқылы білім деңгейін арттырып, шығармашылық қабілеттерін дамытуға ықпал ету маңызды мәселе. Осы негізде жалпы орта мектептің оқушыларын олимпиадаға дайындауда ЖАОК-тің рөлі өте ерекше болып табылады. Мақалада ЖАОК-тың әлемдік жаңа білім беру саласында маңыздылығы әрі тиімділігі мен ерекшеліктері қарастырылады. Сондай-ақ,