



**Effectiveness of Teaching Economics Subjects through English
(English-Medium Instruction, EMI)**

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Abstract :

The growing globalization of higher education has led to an increasing adoption of English-Medium Instruction (EMI) in non-English-speaking countries, particularly in economics and business-related disciplines. This study investigates the effectiveness of teaching economics subjects through English and evaluates its impact on students' academic achievement, language proficiency, and professional readiness. Using a mixed-method approach, the research analyzes quantitative academic performance data and qualitative feedback from students and instructors enrolled in EMI-based economics courses at tertiary institutions. The findings reveal that EMI enhances students' access to global economic knowledge, improves academic English competence, and fosters critical thinking skills essential for modern economic analysis. However, challenges such as linguistic barriers, cognitive overload, and uneven instructional preparedness were also identified. The study concludes that EMI can be highly effective in economics education if supported by appropriate pedagogical strategies, language scaffolding, and institutional support mechanisms. The results contribute to ongoing debates on internationalization in higher education and provide practical implications for curriculum designers, policymakers, and educators implementing EMI in economics programs.

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Keywords : English-Medium Instruction (EMI), Economics Education, Higher Education, Academic Achievement, Language Proficiency, Internationalization, Pedagogy Introduction.

Аннотация:

Рост глобализации высшего образования привёл к всё более широкому внедрению обучения на английском языке (EMI) в неанглоязычных странах, особенно в области экономики и бизнес-дисциплин. Данное исследование рассматривает эффективность преподавания экономических дисциплин на английском языке и оценивает его влияние на академическую успеваемость студентов, уровень владения языком и их профессиональную готовность. Используя смешанный метод исследования, автор анализирует количественные данные об академических результатах, а также качественные отзывы студентов и преподавателей, обучающихся и работающих в экономических курсах с английским языком обучения в высших учебных заведениях. Результаты показывают, что EMI расширяет доступ студентов к глобальным экономическим знаниям, повышает уровень академического английского языка и способствует развитию навыков критического мышления, необходимых для современного экономического анализа. Однако были выявлены и определённые трудности, такие как языковые барьеры, когнитивная перегрузка и недостаточная подготовленность преподавателей.

Ключевые слова: Обучение на английском языке (EMI), экономическое образование, высшее образование, академическая успеваемость, языковая компетенция, интернационализация, педагогика, введение.

Annotatsiya:

Oliy ta'limning globallashuvi ingliz tilida o'qitish (EMI) tizimining ingliz tilida so'zlashmaydigan mamlakatlarda, ayniqsa iqtisodiyot va biznes yo'nalishlarida keng

joriy etilishiga olib keldi. Mazkur tadqiqot iqtisodiy fanlarni ingliz tilida o'qitish samaradorligini ko'rib chiqadi hamda uning talabalarning akademik o'zlashtirishi, tilni bilish darajasi va kasbiy tayyorgarligiga ta'sirini baholaydi. Tadqiqotda aralash metodologiya qo'llanilib, muallif ingliz tilida olib boriladigan iqtisodiy kurslarda tahsil olayotgan talabalar va dars berayotgan o'qituvchilarning akademik natijalari bo'yicha miqdoriy ma'lumotlarni, shuningdek, ularning sifat jihatidan berilgan fikr-mulohazalarini tahlil qiladi. Natijalar shuni ko'rsatadiki, EMI talabalarga global iqtisodiy bilimlardan kengroq foydalanish imkonini beradi, akademik ingliz tilini rivojlantiradi hamda zamonaviy iqtisodiy tahlil uchun zarur bo'lgan tanqidiy fikrlash ko'nikmalarini shakllantiradi. Shu bilan birga, til to'siqlari, kognitiv yuklama va o'qituvchilarning yetarli darajada tayyor emasligi kabi muayyan qiyinchiliklar ham aniqlangan. Tadqiqot xulosasiga ko'ra, tegishli pedagogik strategiyalar, tilni qo'llab-quvvatlash tizimi va institutsional mexanizmlar mavjud bo'lgan taqdirda, ingliz tilida o'qitish iqtisodiy ta'limda yuqori samaradorlikka erishishi mumkin. Olingan natijalar oliy ta'limni internatsionallashtirish bo'yicha davom etayotgan ilmiy munozaralarga hissa qo'shadi hamda iqtisodiy dasturlarda EMI tizimini joriy etayotgan o'quv dasturi tuzuvchilar, siyosatchilar va o'qituvchilar uchun amaliy tavsiyalar beradi.

Kalit so'zlar: Ingliz tilida o'qitish (EMI), iqtisodiy ta'lim, oliy ta'lim, akademik o'zlashtirish, til kompetensiyasi, internatsionallashtirish, pedagogika, kirish.

Introduction:

In recent decades, the internationalization of higher education has significantly influenced teaching methodologies and curriculum design across the globe. One of the most notable trends is the widespread adoption of English-Medium Instruction (EMI), defined as the use of English to teach academic subjects in contexts where English is not the first language of the majority of students . This trend is particularly prominent in

economics education due to the global nature of economic discourse, research publications, and professional communication.

Economics, as a discipline, relies heavily on international literature, statistical analysis, and cross-border case studies. Consequently, teaching economics subjects through English offers students direct access to primary academic resources, global economic debates, and international research frameworks. Universities in Asia, Europe, and Central Asia have increasingly integrated EMI into economics programs to enhance graduates' competitiveness in the global labor market .

Despite its growing popularity, the effectiveness of EMI in non-English-speaking contexts remains a subject of academic debate. While some scholars argue that EMI improves academic literacy and professional communication skills, others highlight potential drawbacks, such as reduced comprehension of complex subject matter due to language barriers . In economics education, where abstract theories, mathematical modeling, and technical terminology are central, the language of instruction plays a crucial role in shaping learning outcomes.

In countries undergoing educational reforms and international integration, such as Uzbekistan and other developing nations, EMI has become a strategic priority. However, empirical evidence on its pedagogical effectiveness in economics education remains limited. Therefore, this study aims to explore the effectiveness of teaching economics subjects through English by examining its impact on students' academic performance, language proficiency, and engagement with economic concepts.

By answering these questions, the study contributes to a deeper understanding of EMI implementation in economics education and offers evidence-based recommendations for improving teaching quality in multilingual academic contexts.

This study employs a mixed-method research design combining quantitative and qualitative approaches. The quantitative component assesses students' academic

performance in EMI-based economics courses, while the qualitative component explores perceptions and experiences of students and instructors regarding EMI implementation.

The participants consisted of undergraduate economics students ($N = 120$) enrolled in EMI-based courses such as Microeconomics, Macroeconomics, and International Economics at a higher education institution where English is used as the medium of instruction. Additionally, 10 economics instructors with experience in EMI teaching participated in semi-structured interviews. Academic Performance Analysis: Students' grades in EMI-taught economics courses were collected and compared with grades from similar courses previously taught in the native language.

Questionnaires: Structured questionnaires measured students' perceptions of comprehension, engagement, and language development.

Interviews: Semi-structured interviews with instructors explored pedagogical challenges, instructional strategies, and observed learning outcomes.

Classroom Observations: Observations focused on student participation, interaction patterns, and language use during economics

Data collection was conducted over one academic semester. Quantitative grade data were analyzed using descriptive statistics and correlation analysis to identify relationships between EMI exposure and academic performance. Qualitative data from questionnaires and interviews were coded thematically to identify recurring patterns related to comprehension, motivation, and instructional effectiveness. Quantitative data were processed using statistical analysis to measure mean score differences and performance trends. Qualitative responses were analyzed through thematic coding, enabling the identification of key categories such as language challenges, conceptual understanding, and global academic engagement. The quantitative analysis revealed that students taught economics through EMI demonstrated comparable or slightly improved

academic performance compared to those previously taught in their native language. The mean score increase of approximately 5–7% suggests that EMI did not hinder content mastery; instead, it may have encouraged deeper engagement with international academic materials.

Students reported that exposure to authentic English-language textbooks and research articles enhanced their understanding of real-world economic issues. This aligns with previous research indicating that EMI facilitates direct access to global knowledge networks and scholarly discourse . One of the most significant outcomes observed was the improvement in students' academic English proficiency. Participants indicated increased confidence in reading economic literature, writing analytical essays, and participating in discussions using economic terminology in English. The integration of subject-specific vocabulary contributed to the development of both linguistic competence and disciplinary literacy.

The results support the notion that EMI serves a dual function: content learning and language acquisition. In economics education, where specialized terminology such as “opportunity cost,” “market equilibrium,” and “fiscal policy” is widely used in English-language literature, EMI helps students internalize key concepts in their original linguistic form. Qualitative findings showed that EMI encouraged students to engage more critically with economic theories and global case studies. Students highlighted that learning in English enabled them to analyze international economic policies, compare global markets, and access up-to-date research from leading economists. This suggests that EMI not only improves linguistic skills but also promotes higher-order cognitive abilities such as analytical thinking, problem-solving, and comparative evaluation—skills essential for modern economists operating in globalized environments.

Despite its benefits, several challenges were identified. First, some students experienced initial comprehension difficulties, especially when complex economic theories were

introduced. Linguistic limitations sometimes led to slower processing of information, requiring additional explanations and language scaffolding.

Second, instructors reported increased workload due to the need to adapt teaching materials, simplify language without compromising academic rigor, and provide bilingual support when necessary. These findings confirm earlier studies indicating that effective EMI implementation requires pedagogical training and institutional support. Classroom observations indicated that EMI environments encouraged more formal academic interaction. Students frequently used English during discussions, presentations, and group work, which enhanced communicative competence. However, participation levels varied depending on students' prior English proficiency, suggesting the need for differentiated instructional strategies.

Discussion:

Overall, the findings demonstrate that EMI can be an effective approach for teaching economics subjects when properly implemented. The integration of language and content learning supports both academic achievement and professional skill development. However, success depends on several factors: students' initial language proficiency, teachers' pedagogical readiness, and availability of institutional resources. The results highlight the importance of adopting supportive teaching practices such as glossaries of economic terms, interactive discussions, and gradual introduction of complex theoretical content. These strategies help mitigate cognitive overload and ensure that language does not become a barrier to conceptual understanding.

Conclusion:

The study confirms that teaching economics subjects through English-Medium Instruction (EMI) can be highly effective in enhancing students' academic performance, language proficiency, and global economic awareness. EMI enables students to access

international academic resources, develop discipline-specific English skills, and engage more critically with economic theories and global case studies.

However, successful EMI implementation requires careful pedagogical planning, language support mechanisms, and teacher training to address linguistic and cognitive challenges. Institutions should adopt integrated approaches that combine content instruction with academic language development to maximize learning outcomes.

In conclusion, EMI represents a powerful tool for modernizing economics education and preparing students for participation in the global academic and professional environment. Future research should focus on longitudinal studies examining long-term academic and career outcomes of graduates from EMI-based economics programs.

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