

## THE IMPACT OF LANGUAGE BARRIERS ON ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS

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**Annotatsiya.** Ushbu tadqiqot ona tili bo'lmagan ingliz tilida so'zlashuvchi kontekstlarda universitet talabalarining akademik faoliyatiga til to'siqlarining ta'sirini o'rganadi. Ingliz tili butun dunyo bo'ylab oliy ta'limda asosiy ta'lim vositasiga aylanganligi sababli, ko'plab talabalar murakkab o'quv fanlarini ikkinchi tilda o'rganishlari kerak. Bu holat ko'pincha tushunish ishtirokini baholash natijalariga va umumiy o'quv yutuqlariga ta'sir qiluvchi lingvistik muammolarni keltirib chiqaradi. Tadqiqot til bilan bog'liq qiyinchiliklar talabalarining o'rganish tajribasiga qanday ta'sir qilishini o'rganish uchun so'rov ma'lumotlari va akademik samaradorlik ko'rsatkichlarini birlashtirgan aralash usullardan foydalanadi. Natijalar shuni ko'rsatadiki, akademik lug'atning cheklanganligi kam so'zlashuvchanligi va yozish qobiliyatining yetarli emasligi akademik natijalarga salbiy ta'sir ko'rsatadigan asosiy omillardan biridir. Bundan tashqari, tadqiqot til to'siqlarining ta'sirini kamaytirishda institutsional tilni qo'llab-quvvatlashning samarali o'qitish strategiyalari va raqamli o'rganish vositalarining muhimligini ta'kidlaydi. Natijalar ingliz tilini o'qitish vositasi sifatida (EMI) mavjud adabiyotlarga hissa qo'shadi va ko'p tilli oliy ta'lim muhitida ta'lim tengligi va ta'lim natijalarini yaxshilashga intilayotgan o'qituvchilar va siyosatchilar uchun ko'proq amaliy va yaxshi tavsiyalar beradi.

**Kalit so'zlar:** til to'siqlari, akademik ko'rsatkichlar, oliy ta'lim ingliz tili o'qitish vositasi sifatida, ikkinchi til.

**Аннотация.** В данном исследовании изучается влияние языковых барьеров на академическую успеваемость студентов университетов в условиях, когда английский язык не является родным. Поскольку английский язык стал доминирующим языком обучения в высших учебных заведениях по всему миру, многим студентам приходится изучать сложные академические предметы на втором языке. Эта ситуация часто создает языковые трудности, которые влияют на понимание, участие, результаты оценки и общую академическую успеваемость. В исследовании используется смешанный метод, сочетающий данные опроса и показатели академической успеваемости, чтобы изучить, как языковые трудности влияют на учебный опыт студентов. Результаты показывают, что ограниченный академический словарный запас, низкая уверенность в устной речи и недостаточные навыки письма являются одними из основных факторов, негативно влияющих на академическую успеваемость. Кроме того, исследование подчеркивает важность институциональной языковой поддержки, эффективных стратегий обучения и цифровых инструментов обучения для снижения влияния языковых барьеров. Результаты вносят вклад в существующую литературу по английскому языку как языку обучения (EMI) и предоставляют более практичные и эффективные рекомендации для

преподавателей и политиков, стремящихся улучшить равенство в образовании и результаты обучения в многоязычных средах высшего образования.

**Ключевые слова:** языковые барьеры, успеваемость, высшее образование, английский как язык обучения, второй язык.

**Abstract.** This study investigates the impact of language barriers on the academic performance of University students in non-native English-speaking contexts. As English has become the dominant medium of instruction in higher education worldwide, many students are required to study complex academic subjects in a second language. This situation often creates linguistic challenges that affect comprehension participation assessment outcomes and overall academic achievement. The research employs a mixed methods approach combining survey data and academic performance indicators to explore how language-related difficulties influence students learning experiences. The findings indicate that limited academic vocabulary low-speaking confidence and insufficient writing skills are among the primary factors negatively affecting academic performance. Additionally the study highlights the importance of institutional language support effective teaching strategies and digital learning tools in reducing the impact of language barriers. The results contribute to the existing literature on English as a Medium of instruction (EMI) and provide more practical and good recommendations for educators and policy makers seeking to improve educational equity and learning outcomes in multilingual higher education environments.

**Keywords:** language barriers, academic performance, higher education English as a medium of instruction, second language.

## Introduction

Globalization has significantly higher education systems, leading to the widespread adoption of English as a Medium of instruction (EMI) in universities around the world. While EMI offers opportunities for internationalization and academic mobility, it also presents substantial challenges for students whose first language is not English (Dearden 2015). Language barriers can limit students ability to understand lecture engage in discussion complete academic writing desk and demonstrate knowledge examinations. In many developing and non English speaking countries, students enter University with limited English proficiency, (Macaro et al.,2018) As a result, academic succes becomes closely linked not only to subject knowledge but also to language competence. This raises concerns about educational equity and fairness in assessment practices. The proposed of this study is the impact of language barriers on University students academic performance and identify dealing with the challenges that hinder learning. The study also explores strategies that may help reduce the negative effects of lang Language Barriers in Higher Education.

## Literature review

Language barriers refer to difficulties in understanding, speaking, reading, or writing a language used for instruction (Cummins, 2000). In higher education, these barriers are particularly evident in academic contexts that require advanced cognitive and linguistic skills, such as critical reading, academic writing, and oral slow down learning usage barriers in higher education.

## **English as a Medium of Instruction ( EMI )**

The use of EMI has expanded rapidly but over the past two decades ( Dearden, 2015 ) . While EMI programs aim to enhance global competitiveness , several studies indicate that insufficient language support can lead to lower academic performance and increased stress among students ( Macaro et al ., 2018 )

According to Flowerdew and Miller ( 2008 ), students in EMI contexts often struggle with lecture comprehension due to fast speech, unfamiliar accents, and discipline-specific terminology. These challenges negatively affect note-taking and exam preparation.

## **Academic Performance and Language Proficiency**

Academic performance is commonly measured through grades, test scores, and course completion rates. Previous studies have established a strong correlation between language proficiency and academic achievement (Harper & Widodo, 2018). Students with higher levels of academic English proficiency tend to perform better across disciplines.

Furthermore, limited writing skills can significantly affect assessment outcomes, as many university evaluations rely heavily on written assignment and examinations (Hyland, 2019).

## **Methodology**

Research design this study adopts a mixed-methods research design, combining quantitative survey data with quality observations. This approach allows for a comprehensive understanding of how language barriers affect academic performance.

Participants the participants consisted of 120 on the graduate student from a non-English speaking country, and all that in various EMI programs The students ranged from first year to fourth-year levels and represented different academic disciplines.

## **Data collection Instruments**

### **Data collected using**

A structured questionnaire measuring perceived language difficulties and academic challenges.

Self-reported to GPA scores.

Open-ended questions exploring students learning experience.

## **Data Analysis**

Quantitative data were analyzed using descriptive statistics, while qualitative responses were thematically analyzed to identify recurring patterns relative to language barrier and learning outcomes.

## **Results and Discussion**

### **Key Language Challenges**

The results revealed that the most common language-related difficulties included limited academic vocabulary, difficulty understanding lectures, and low confidence in speaking during class discussions. Over 65% of participants reported that language barriers negatively affected their exam performance

### Impact on Academic Performance

Students with lower self-reported English proficiency had significantly lower GRAS compared to those with higher proficiency levels. This finding supports previous research indicating a strong relationship between language competence and academic success (Harper & Widodo, 2018)

Language barriers also reduced classroom participation, which limited opportunities for active learning and feedback. As noted by Cummins (2000), meaningful interaction is essential for both language development and academic achievement

### Role of Institutional Support

Participations emphasized the importance of language support programs, such as academic writing courses and tutoring services. Digital tools, including recorded lectures and online dictionaries, who were reported as helped in overcoming comprehension difficulties.

### Conclusion

This study demonstrates that language barriers have a significant negative impact on the academic performance of university students in EMI contexts. Limited proficiency in academic English affects comprehension, assessment outcomes, and student participation. However, the findings also suggest that targeted institutional support, effective teaching strategies, and the use of digital learning tools can instigate these challenges. Universities should consider in integrating language support into academic programs and adopting learner-centered teaching approaches. And future research could explore multilingual data to examine how language sufficiency development influences academic success over time.

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