

**Exploring Kazakh L2 Teaching from Policy to Practice: A Systemic Functional Linguistic  
Discourse Approach (SFLDA)**

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in

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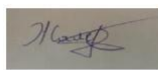
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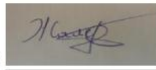
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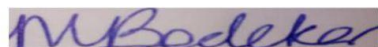
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A handwritten signature in purple ink, reading 'M Bedeker'.

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### **Abstract**

The current educational policy in Kazakhstan aims to achieve globalization, nationalization, and human capital development through education. Its main policy changes include trilingual education and the transformation of former teacher-centered teaching and learning practices towards more constructivist methods. Despite such optimistic aspirations, the implementation of these changes could result in unexpected outcomes. This study aimed to investigate the stipulations stated by the policy and compare it with the actual implementation process, thus filling a gap in comparative studies in the Kazakhstani context. Therefore, the study's purpose was to identify how the Kazakh second language (L2) curriculum is conceptualized and teachers' beliefs about teaching Kazakh L2 in both Nazarbayev Intellectual Schools and mainstream schools. The research questions were: 1) How is Kazakh as a Second Language (L2) conceptualized in policy documents in two school contexts? 2) What are teachers' beliefs about L2 language learning and teaching in two school contexts?

The research applied a Systemic Functional Linguistics (SFL) approach as an analytical framework and tool to understand the context, meaning, and structure behind the spoken and written language. The data consisted of document analysis of the official curriculum and the interview analysis of two teachers from two different school contexts. Despite policy pursuing globalization and constructivist ideas, the findings have revealed that the official curriculum still resembles the behavioristic approach of teaching as was found in the structure and context of highly instructional and informative documents but lack the methodological support and flexibility necessary for the transformation of education. The interviews have shown that both teachers feel optimistic about curriculum changes but still endure a lack of freedom and methodological support. To meet the objectives of current education, the curriculum needs to be reorganized to provide more explanation, methodological support, and flexibility towards teaching and learning Kazakh as an L2.

**Keywords:** curriculum, policy, teaching Kazakh as L2

### Андатпа

Қазақстандағы қазіргі білім беру саясаты жаһандануға, ұлттандыруға және білім беру арқылы адами капиталды дамытуға қол жеткізуге бағытталған. Қазіргі Қазақстандағы білім беру саясаты жаһандануға, ұлттандыруға және білім беру арқылы адами капиталды дамытуға қол жеткізуге бағытталған. Оның саясатындағы үлкен өзгерістер үштілді білім беруді және мұғалімдерге бағытталған оқыту мен оқудың бұрынғы тәжірибесін конструктивті әдістерге өзгертуді қамтиды. Осы оптимистік болжауға қарамастан, бұл өзгерістердің орындалуы күтпеген нәтижелерге әкелуі мүмкін. Ұсынылған жұмыс саясатта көрсетілген ережелерді зерттеуге және оларды нақты жүзеге асыру үдерісімен салыстыруға, осылайша қазақстандық контекстегі салыстырмалы зерттеулердегі бос орынды толтыруға бағытталған. Зерттеудің мақсаты қазақ тілінің екінші тіл ретіндегі (Т2) оқу бағдарламасында тұжырымдалуын және Назарбаев зияткерлік мектептері мен жалпы білім беретін орта мектептерінде қазақ тілін екінші тіл ретінде оқыту туралы мұғалімдердің көзқарастарын анықтау болды. Зерттеу сұрақтары мыналар болды: 1) екінші тіл ретіндегі қазақ тілі (Т2) екі мектептің контекстінде бағдарламалық құжаттарда қалай тұжырымдалған? 2) Екі мектептің мұғалімдері тілді Т2 ретінде үйрену және оқыту туралы не ойлайды? Зерттеу барысында жүйенің функционалды лингвистикалық тәсілі аналитикалық негіз және сөйлеу мен жазудың мәнмәтінін, мәні мен құрылымын түсіну құралы ретінде қолданылды. Деректерге оқу бағдарламасының ресми құжаттарын талдау және әр мектептен бір мұғаліммен жүргізілген сұхбаттарды талдау кіреді. Нәтижелер көрсеткендей, жаһандану және конструктивизм идеяларын ұстанатын саясатқа қарамастан, формалды оқу бағдарламасы әлі күнге дейін оқытудың бихевиористік тәсіліне ұқсайды, бұл құжаттардың құрылымы мен контекстінде жоғары нұсқаулық пен ақпараттылыққа ие, бірақ білімді трансформациялауға қажет әдістемелік қолдау және икемділік жоқ. Сұхбат көрсеткендей, екі мұғалім де оқу бағдарламасындағы өзгерістерге оң көзқарас танытады, алайда еркіндік пен әдістемелік қолдаудың жетіспеушілігі



қиындық тудырады. Ағымдағы білім берудің мақсаттарына жету үшін қазақ тілін екінші тіл ретінде оқыту мен оқуға қатысты түсіндіру, әдістемелік қолдау және икемділікті қамтамасыз ететіндей оқу бағдарламасын қайта құру қажет.

Түйінді сөздер: оқу бағдарламасы, саясат, қазақ тілін Т2 ретінде оқыту.

### Аннотация

Нынешняя образовательная политика в Казахстане направлена на достижение глобализации, национализации и развития человеческого капитала через образование. Текущая образовательная политика в Казахстане направлена на достижение глобализации, национализации и развития человеческого капитала через образование. Основные изменения в его политике включают трехязычное образование и преобразование прежних практик преподавания и обучения, ориентированных на учителей, в сторону более конструктивистских методов. Несмотря на такие оптимистичные ожидания, реализация этих изменений могла привести к неожиданным результатам. Представленная работа была направлена на изучение положений, изложенных в политике, и сравнение их с фактическим процессом реализации, таким образом восполняя пробел в сравнительных исследованиях в казахстанском контексте. Целью исследования было выявить концептуализацию учебной программы казахского языка как второго (Я2) и взгляды учителей на преподавание казахского языка как второго как в Назарбаев Интеллектуальных школах, так и в общеобразовательных школах. Вопросами исследования были: 1) Как казахский язык как второй язык (Я2) концептуализируется в программных документах в двух школьных контекстах? 2) Что думают учителя об изучении и преподавании языка как Я2 в двух школах? В исследовании применялся подход системной функциональной лингвистики в качестве аналитической основы и инструмента для понимания контекста, значения и структуры устной и письменной речи. Данные включают анализ документов официальной учебной программы и анализ интервью с одним учителем из каждой школы. Результаты показали, что, несмотря на политику, преследующую идеи глобализации и конструктивизма, официальная учебная программа по-прежнему напоминает бихевиористский подход к обучению, как это было обнаружено в структуре и контексте документов, которые являются в высшей степени инструктивными и информативными, но не имеют методологической поддержки и

гибкости, необходимой для трансформации образования. Интервью показали, что оба учителя положительно относятся к изменениям в учебной программе, но все же терпят недостаток свободы и методической поддержки. Чтобы соответствовать целям текущего образования, учебная программа должна быть реорганизована для обеспечения большего уровня объяснений, методологической поддержки и гибкости в отношении преподавания и изучения казахского языка в качестве второго языка.

Ключевые слова: учебная программа, политика, обучение казахскому языку как Я2.

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## **Chapter 1. Introduction**

Education can be considered as the driving force that builds the economy of a country. Conceptualizations of the curriculum are context-dependent and often complex to define, but discourses associated with globalization and economic markets have emerged in the Kazakh landscape related to educational reform (Kazakhstan-2050, 2017). For instance, Kazakh educational policy formulations have drawn on discourses that foreground education for a global community and national identity. Two significant educational developments in the post-Soviet Kazakh landscape are adopting the Trilingual Education Policy and the language teaching curriculum (Yakavets, 2014). In both of these reforms, language plays a central role because trilingualism makes provisions for the Kazakh, Russian, and English languages as subjects and mediums of instruction. While these educational transformations are praiseworthy, teacher training, possible fragmented levels of understanding, and the overwhelming conceptual demands can impact policy implementation (Zhetpisbayeva et al., 2016). Therefore, this study focuses on language teaching policy formulation and teachers' practices.

### **1.1 Statement of the Problem**

Firstly, even though the Trilingual Education Policy makes provisions for three languages, it is underpinned by discourse associated with nation-building and raising the prestige of the Kazakh language. Several studies have investigated the influence of the policy on language choice and language ideology among students and teachers in Kazakhstan. Some studies have illustrated that home socialization, technology, and the economic opportunities associated with Russian proficiency affect students' language choices and attitudes about linguistic capital (Akanova, 2017; Ayazbayeva, 2017; Smagulova, 2019). However, few studies have investigated how teachers and their language teaching approaches impact students' language attitudes about Kazakh or Russian as an additional language (L2) (Smagulova, 2019). Therefore, this study intends to address this gap by exploring how teachers and schools function

as powerful socialization spaces that can raise or lower language status with unintended implementation consequences for Trilingual Education.

Secondly, the language as a subject curriculum has been transformed to include second language acquisition theories associated with communicative language teaching and socio-cultural contexts of language use (MoES, 2016). Therefore, a transformed L2 teaching field offers an opportunity to foster Kazakh's national identity, status, and prestige of the Kazakh language when students use their L2 for authentic purposes and in error-free environments. However, according to Cullinan (2016), teachers' values and orientations to language teaching can impact policy implementation. For instance, where the old system advocated traditional language teaching theories focusing on the end product, teachers are now facilitators of language learning rooted in students' awareness of the language as a point of departure (Graves & Garton, 2017). In addition, in the international language teaching context, most shifts to new syllabus and curriculum designs have failed because insufficient attention has been given to prepare teachers for change (Richards, 1989). Therefore, Kazakh teachers' language learning beliefs need to be investigated and compared about the latest curriculum underpinnings to highlight potential implementation challenges.

## **1.2 Purpose of the Study**

The primary concern of this research is the connection between Kazakh teachers' language teaching and learning approaches and their attitudes towards Kazakh as subject curriculum stipulations. Therefore, this study aims to identify how the Kazakh (L2) language teaching curriculum is conceptualized and practiced in one Nazarbayev Intellectual School (NIS) and one mainstream school of Kazakhstan. Most importantly, the study investigates current language teaching approaches in policy and the unintended language attitudes that underpin them. The thesis argues that previous behaviorist or technocratic language teaching associated with perfect grammar rules, vocabulary, and correct spelling might still be prevalent.

### 1.3 Research Questions

This study sheds light on the stipulations encapsulated in the official curriculum and explores L2 teachers' language pedagogy. Therefore, the study addresses the following research questions:

#### **How is Kazakh as L2 conceptualized and practiced in two school contexts?**

1. How is Kazakh as a Second Language (L2) conceptualized in policy documents?
2. What are teachers' beliefs about language learning and teaching in these two contexts?
3. What is the relationship between teachers' language learning beliefs and their Second Language (L2) teaching practices?

### 1.4 Significance of the Study

This study's significance is that it draws on a Systemic Functional Linguistics (SFL) discourse approach to examine policy and practice. SFL views language as a semiotic resource where language usage is associated with a *context*, *register*, and *genre* (Halliday, 2004). It provides specific resources to reveal the purpose of the language, the power relationship between text and audience, and the genre that situates how cultural meanings are located in language use. The SFL framework is a relatively new concept in the Kazakhstani context, and the study represents one of the first attempts to apply it in education. By utilizing SFL resources, the study intends to illustrate the relationship between lexical and semantic meanings in policy documents and highlight the power-relations between policy and practitioners associated with judgment and appreciation. The SFL framework, in general, can provide a robust understanding of the curriculum stipulations and teachers' metalinguistic knowledge.

### 1.5 Outline of the Study

The Introduction chapter provides the essential background, justifies the research choice, states the main problems and research questions that will be addressed during the research. Chapter 2 overviews the discourse, discourse analysis, language teaching approaches, language

policies, and practices and underlining their functions based on national and international contexts, examining the sociolinguistic situations. Moreover, chapter two will present the theoretical framework of Systemic Functional Linguistics (SFL). Its focus is given to the document analysis of the official curriculum and highlights the teachers' role as agents for the establishment of status and prestige of the language. Chapter 3 presents the research methodology, the sampling, and the site choices that suit the research questions. Chapter 4 focuses on the research findings, and Chapter 5 offers recommendations and implications for teaching practice, local policy experts, and future research.

## **Chapter 2. Literature Review**

The previous chapter presented the rationale for the study specifying the objectives, issues, and research questions. This chapter focuses on providing a critical review of the current literature about the research topic. The first section of this chapter outlines the context and background of the Kazakhstani context. The second section describes conceptual studies about the language and how it has been researched and practiced in various contexts. The third section introduces the main theoretical framework of the study. Lastly, the fourth section will shed light on the relationship between the study's framework and various international educational policies.

### **2.1 Post-Soviet Educational Policy Changes**

Kazakhstan's independence from Russia in 1991 came with a dramatic breakaway from Soviet educational principles. However, several contextual factors showed a powerful Soviet legacy still influencing the post-Soviet academic field, such as a centralized, rigid, inflexible, and overloaded curriculum (Kalikova & Silova, 2008; Stainer-Khamsi et al., 2006). In addition, The United Nations Children's Fund (UNICEF) (1999) emphasized that the Kazakh education system focused on "factology" (p. 8): learning facts and figures rather than critical thinking and problem-solving. For example, a teacher's role was to ensure that students' interpretation or comprehension involved knowledge acquisition and the selection of "correct answers". As a result, curriculum transformation has become one of the significant issues in Kazakhstan (Yakavets, 2014).

During the first decade of independence, the Kazakh government's priority was to establish the fundamentals of creating a modern educational system. First, the declaration of Law on Education in 1992 provided a legal framework for establishing the Ministry of Education and Science (MoES), which has become the central state body that announces and executes state policies in education. Secondly, the declaration of the Constitution of the Republic of Kazakhstan in 1995 guaranteed free and accessible education for all. Despite these substantial efforts, the updated curriculum during the 2000s remained overloaded and rooted in a highly

centralized Soviet system (Steiner-Khamsi et al., 2006; Yakavets & Dzhadrina, 2014).

Moreover, the knowledge-based paradigm was seen as a critical factor in the success and was therefore still supported not only by the education community but also by the adult population as the principal value (Yakavets & Dzhadrina, 2014). As a result, the curriculum review process was hampered by stakeholders' perceptions of what counted as evidence of academic success during Soviet rule.

During the second decade, there were concerted efforts to address the Soviet legacy still visible in education. First, the goal of the State Program 2011 – 2020 was to "increase the competitiveness of education and development of human capital through ensuring access to quality education for sustainable economic growth" (MoES, 2004, p.56). Secondly, the first President of the Republic of Kazakhstan approved the Kazakhstan 2030 strategy as a roadmap for MoES regarding future educational reforms and initiatives. For this reason, MoES advocated new reforms and initiatives to drive educational change in Kazakhstan. The "State Program for the Development of Education for 2011 – 2020" (SPED) introduced an updated curriculum with a renewed focus on fluency in three languages (Kazakh, Russian, English), enhancement of students' skills in science, technology, engineering, mathematic (STEM), critical thinking, the use of Information and Communications Technology (ICT) (Ibraimova, 2017). As a result, these new educational objectives resulted in structural changes associated with the school system and curricula standards. However, a key element in its successful implementation is having well-trained teachers who possess both the subject knowledge and pedagogical knowledge to deliver the new curriculum effectively.

In addition, it is vital to provide a rationale for this research to compare education in mainstream schools and NIS. The "Strategic Plan 2020" outlined that by 2020 the notable changes in curriculum in all levels of education ought to be done. In May 2008, the government established the Autonomous Education Organization Nazarbayev Intellectual Schools (AEO NIS) in each regional center, including Almaty and Nur-Sultan. The distinguishing feature of these schools is

the independence from MoES, which gives full autonomy to the education process. They were provided with the best equipment and highly competitive staff (Fimyar et al., 2014). The central mission for the modernization of the secondary education system is delegated to the NIS, which are considered to be experimental base ground for development, implementation, and approbation of a new curriculum. The intention is that the NIS system becomes the model for mainstream schools. As a result, a comparative analysis of two school contexts will illustrate the current educational field of Kazakhstan.

## **2.2 Views, Beliefs and Perceptions of Language Teaching and Learning**

There is a growing body of literature on teacher beliefs, their language attitudes, and the implications it holds for classroom practice. Beliefs carried by teachers can shape the pedagogical techniques they apply and the students' outcomes; moreover, teachers are often resistant to changes when methods and approaches are alternative to their beliefs (Hall 2005; Staub & Stern 2002). Teacher education programs and in-service professional development experience challenges affecting teaching beliefs because many in-service teachers can adopt practices that worked for them (e.g., Torff et al., 2005; Wooley et al., 2004).

The language beliefs of an individual are established through specific values of the language that are based on one's personal experience and linguistic, cultural, and educational background (Curd-Christensen, 2009). According to Liddicoat and Taylor-Leech, language beliefs are viewed as a prism through which attitudes towards language policies can be seen (as cited in Ayazbayeva, 2017). These beliefs become powerful insights and transform into active language practices, both explicit and implicit (Curd-Christensen, 2009). Moreover, by researching the language beliefs of the main stakeholders, it is possible to establish their dominant language ideologies (Ayazbayeva, 2017). Therefore, this study focuses on teachers' language beliefs and language orientations that could intentionally or unintentionally impact L2 curriculum policy implementation.



Hornberger and Hult (2016) specify three main language orientations associated with language-in-education policy planning and implementation. The first orientation, Language as a Problem, peruses the monolingualism of the dominant majority language. This orientation views multilingualism as a threat to both national unity and the status of the national language. Although it is clear that the current policy of Kazakhstan does not support this policy, practitioners' attitudes towards the status of the national language and multilingualism might be different that could have a significantly negative effect on curriculum implementation. The second language orientation, Language as a Right, views language as personal freedom to maintain and preserve one's language. The primary value that it carries is a belief that linguistic inequality leads to social inequality. Therefore, it aims to protect all languages in the given context and support them by providing a space for their maintenance as a part of the educational curriculum. Lastly, the third orientation, Language as a Resource, views language as a personal and national resource that enacts in multiple purposes such as diplomacy, national enculturation, business, media, public relations, and numerous other possibilities. Interestingly, this orientation enhances multilingualism by stipulating legislation to academic programs for lifelong multilingual educational programs.

The Kazakhstan language policy development illustrates the Language as a Resource orientation, where three languages are valued and practiced in the school domain. For example, the provision of the Trilingual Policy, where all three languages are taught as the medium of instruction, can be evidence of this orientation (SPED, 2010). However, teachers' beliefs can shape classroom practices that align with or differ entirely from what is set by the pre-established curriculum. On this point, Ayazbayeva (2017) states that the language beliefs of leading stakeholders and policymakers towards specific languages play a vital role in curriculum implementation because they can either accept or reject them. In addition, Richards (1989) argues that most shifts to new language teaching syllabus design and curriculum changes have failed because insufficient attention was given to prepare teachers for change. Therefore, it is

essential to research the attitude of teachers towards the policy changes and identify their language orientations which might shed light on potential gaps between policy and its actual implementation.

The gap between intended and implemented curriculum has been examined in many studies with different purposes. Orafi and Borg (2009) revealed a mismatch between the objectives of the curriculum and the instruction observed in the Libyan secondary school context. Besides, Zhenhua (2010) established a mismatch between EFL curriculum policy-makers' stipulations and the practitioners' perceptions of implementing the curriculum. The administrators emphasized only higher scores on national English examinations rather than helping students gain proficiency in the language. Drake and Gamoran (2006) also researched the relationships between teachers and curriculum stipulations. Their findings revealed that these relationships often experience significant tensions and challenges. Interestingly, they have established that these tensions refer to teachers' beliefs, experiences, and positions about the particular issues related to their practices. As a result, teachers often follow their curriculum beliefs, evaluating and adapting in classroom management, pedagogy, and assessment.

## **2.2 Curriculum Policy as Discourse**

Generally, the socio-political agenda of a country impacts curriculum policy and planning (Nicolaou, 2001). For instance, stipulations about what (content), how (pedagogy), and why (assessment) probably reflect government objectives associated with economy and society that focus on connecting local needs and globalization demands (Widodo, 2015). Discourse can be defined as "the complex of... notions, categories, ways of thinking and ways of communicating that constitutes a power-infused system of knowledge" (Meutzenfeldt, 1992, p. 4). Policy as discourse approaches starts from the assumptions that all actions, objects, and practices are socially meaningful and that the interpretation of these meanings is shaped by the social and political struggles in specific socio-historical contexts. For this reason, it is crucial to shed light on discourse patterns by "deliberately, systematically, and, as far as possible,

objectively [...] produce accounts (descriptions, interpretations, explanations) of what their investigations have revealed" (Trappes-Lomax, 2004, p.1). Therefore, discourse analysis would be helpful to illustrate the orientations, philosophies, and values that underpin curriculum policies. For example, it can uncover the normative and taken-for-granted use of language in policy documents that appear to be common-sense and natural.

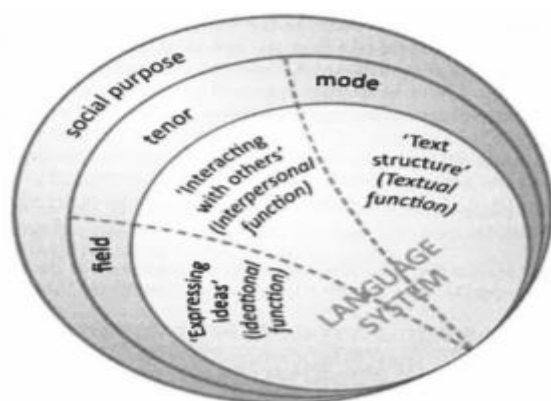
More recently, social-constructionist and post-structuralist thinking have contributed to conceptualizations "of how discourses regulate knowledge of the world and our shared understandings of events" (Goodwin, 2011, p. 170). However, discourse is complex and sometimes contested because "the concept of discourse is notoriously difficult, not least because it means different things in different analytic traditions" (Bacchi, 2009, p. 35). For example, applied linguists' analysis of discourse focuses on stretches of language and language use, while social theorists place centrality on the relationship between language and power relations. As such, there are various ways of conducting discourse analysis, but those interested in critical analysis of discourse, especially policy analysts, drawing on the work of Foucault's theories of discourse, describe the policy as discourse (Bacchi, 2009; Ball, 2006; Marston, 2004; Shaw, 2010).

Fairclough (1995) argues that linguistic interpretation or analysis of discourse cannot be conducted without a profound interrogation of the historical, ideological, and cultural constructions. For this reason, there is a connection between Critical Discourse Analysis (CDA) and Systemic Functional Linguistics (SFL) because both view language as a social semiotic system that reveals how language choice and social context work to naturalize thinking (Young & Harrison, 2004, p.1) For example, SFL's system of Appraisal (Affect, Judgment and Appreciation) shed light on how evaluative language can result in common-sense understandings of social actions. As a result, both CDA and SFL provide a view of language as a social construction that "give attention to the semantic aspect seen from the cultural aspect and the historical aspect" (Chalimah et al., 2018, p.54).

### 2.3 Systemic Functional Linguistics and Discourse

Michael Halliday (1978) was one of the leading figures who contributed to critical linguistics. He introduced the SFL, which views the language as a semiotic system, a holistic perspective that considers the language as a whole rather than discrete, disconnected parts. Fundamentally, the language in SFL is presented as a means of communication and construction of the language through meaning-making. Martin et al. (2001) emphasized that it is important to know the language's embedded context to understand the meaning behind it. Halliday (2009) also states that SFL is an applied theory that deals with the usage, purpose, and choices people make while creating any texts, written or spoken. Halliday (2007) also argues that meaning is dependent on the context, thus creating a choice among purposes available in a provided language (see Figure A below).

**Figure A**



*Adapted from: SFL Metafunctions (Derewianka, 2012, p. 137)*

The above figure shows that the main components of the SFL are *Field*, *Tenor*, and *Mode* (Halliday, 2000). First, the *Field* represents the language's purpose within a specific context. In policy and teachers' documents, the *Field* can illustrate the relationship between lexical and semantic meanings in policy and practice-based documents, either aligned or misaligned. Second, *Tenor* represents power relations, judgment, and affect. Therefore, the *tenor* meanings will explain how language shows power relations, what is judged, and what is appreciated in

policy and teacher interviews. Finally, the *Mode* describes the genre that situates how cultural meanings are organized through language, albeit written or spoken. Each component of the SFL describes three main functions or purposes they represent: *Field - ideational meaning* (subject of communication), *Tenor - interpersonal meaning* (maintaining relationships between communicators), and *Mode - textual meaning* (connections and organizations of the spoken or written texts).

Multiple studies investigating the SFL as a theory have further developed the ideas initially applied by Halliday and Martin. The flexibility of the SFL made it possible to use it in any given context, starting from media to language policies. Among these studies of the SFL theory, we can highlight the works of Spolsky (2004). He claimed that language policy is defined as a science about language choice, which corresponds with the fundamental idea in SFL that language is a meaning potential from which choices could be made (Halliday, 1978; Halliday, 1985; Halliday & Matthiessen, 2004). SFL can provide different angles for language policy, enabling scholars to conduct their research from both internal and external perspectives. A theoretical integration of SFL's core ideas and Spolsky's tripartite division of language policy (Spolsky, 2004) can offer us better access to examine the implementation process of language policy, along with its possible problems.

Yang conducted another interesting study about SFL theory (2010). He suggests that SFL should be divided into three independent but interrelated research areas: theoretical SFL, practical SFL, and applied SFL. She points out that applied SFL research in China is far from sufficient. Other scholars believe that SFL, as an "applied linguistics," has provided us with a theoretical framework to solve language problems. It is a new thinking mode and a different method to approaching problems. Note that language problems here could mean either a problem with language or a problem related to language (Xin & Huang, 2010).

The main focus of the study is interpersonal and textual meanings; for this reason, it adopts the Appraisal Theory as a developed concept emerging from SFL.

### ***2.3.1 Appraisal Theory***

Appraisal Theory (AT) emerged in 1990 from lead SFL scholars to develop studies related to interpersonal meaning. White explains it as a "particular approach to exploring, describing and explaining how language is used to evaluate, adopt stances, construct textual personas, and manage interpersonal positioning and relationships" (as cited in Wei, 2015, p.1). Martin and Rose (2007) specify that AT has been developed to analyze the language of evaluation in different discourses, for example, newspaper articles, speeches, academic and scientific works, and many more. The language in each of these contexts might have a positive or negative evaluation, such as attitudes negotiated in the texts, the measure of feelings and values involved while constructing the text, and the readers' alignment. Martin and White (2005) emphasize that AT is a discourse semantic resource construing interpersonal meaning.

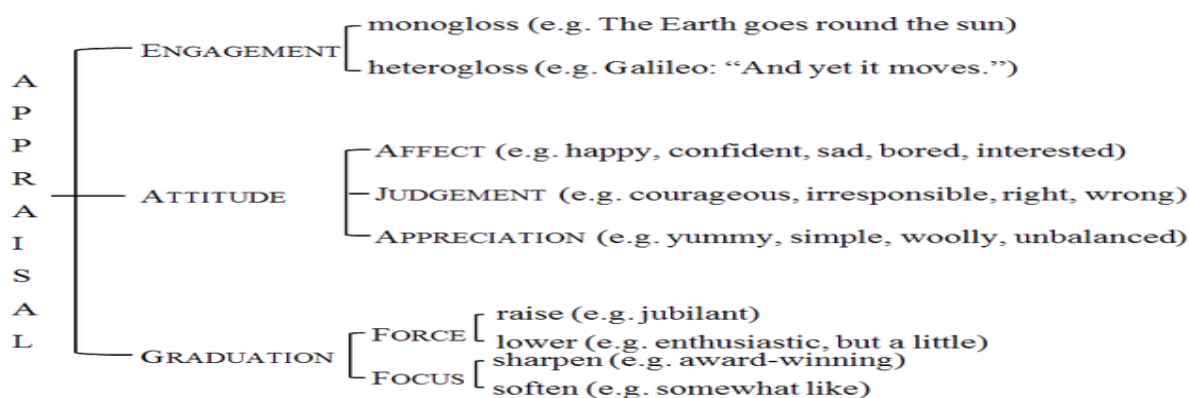
The SFL and Appraisal Theory both examine interpersonal meaning; however, they each consider different approaches. Halliday (1978) constructed the SFL framework around the systems of Mood and Modality and mostly put stress on the grammatical aspects of the languages. On the other hand, Martin and White (2005) stated that SFL provides less attention to the feelings, judgments, and estimations on the values of experience or certain phenomena. As a result, the focus was shifted from the analysis of grammar to the study of lexical expressions on good/bad parameters, which led to Appraisal Theory. Appraisal Theory includes multiple semantic resources, such as words, phrases, and structures, through which the speaker or writer employs their emotions, judgments, and valuations. Therefore, AT can shed light on teacher's emotions, judgments, and evaluations of educational policy changes.

Interestingly, Martin (2000) argues that AT can be used to evaluate negotiable attitudes, thus exploring the methods used by speakers or writers to pass their judgments and feelings on people and form alliances with those who share these views and distance themselves from those who do not. Positive and negative attitudes indicated by language use can be applied to negotiate the relationship between individuals. Meaningfully, we support those whose judgment and

valuation are the same and distance from individuals sharing alternative positions. The same applies to teachers who practice and teach language; when they show positive or negative attitudes, they align their orientations with the policy changes showing their positive or alternative perceptions. As a result, L2 teachers' orientations and beliefs about language teaching and learning can contribute towards a gap between language teaching policy and L2 teaching in the classroom.

To investigate what constructs interpersonal meaning, AT uses three primary resources: Attitude, Engagement, and Graduation. Each of these resources has further subsystems. Figure B illustrates each resource, and the next section explains each of these components.

**Figure B**



*Adapted from: Appraisal Theory (Martin & White, 2005)*

Firstly, Attitude describes emotions and feelings, including positive or negative reactions, judgments of attitude, and evaluation of items. Attitude includes three main subsystems: Affect, Judgment, and Appreciation. Secondly, Engagement deals with specifying the reasons for individuals to hold certain attitudes and draws a line on discourses associated with voices around positions they stand for. Similarly, Engagement is also divided into two subsystems: Monoglossia and Heteroglossia. Thirdly, Graduation describes the classification of the phenomena, whether the feelings are exaggerated or if the categories become less clear. Graduation is also evaluated by two subsystems: Force and Focus.

Attitude is the central system of the presented study. According to Martin (2000), Attitude has three subsystems: Affect, Judgment, and Appreciation. Affect is a resource used to negotiate feelings and is grammatically presented as adjectives and verbs (people can be happy or sad, confident or not, and secure or insecure). Judgment is a resource that examines behavior related to normal or abnormal actions in certain social situations. In other words, judgment represents social values. It is grammatically expressed as adverbials (justly, fairly, virtuously), adjectives (dishonest, brave, skillful), nouns (cheat, liar, genius), and verbs (cheat, deceive, triumph) (White, 2013). Appreciation evaluates inanimate objects, and specifically people's reaction to them (interesting, good), their composition (unreadable, clear), and their valuation (original, spectacular) (Martin & White, 2005). Attitude as a resource can be inscribed, evaluating language as explicitly negative or positive, or invoked, where lexis has negative or positive connotations. Therefore, the presented study focuses on Attitude associated with affect, judgment, and appreciation to shed light on the gap between policy and practice on teachers' feelings, attitudes, and perceptions about developments within L2 policy.

Research studies that draw on AT are growing in various contexts. For instance, Hood (2004) investigated the undergraduate dissertations and compared the appraisal resources they used in an AT analysis. Findings have shown that both published, and student writers apply Appreciation resources significantly more often than Affect or Judgement resources. In addition to that, texts were personalized by using attitudinal expressions. As a result, evaluation of certain items and resources played a significant role in their writing.

On the other hand, the research conducted in the school context by Coffin (1997) has also analyzed students' writings of historical texts. The study's findings revealed that Judgment resources were the primary appraisal resource in explaining the chronology of events. Therefore, students have applied their values of events to differentiate what should be in historical genres. Also, Chinese studies focused on AT in practice and found various contexts where it could be used, for example, in literary works, news, legal, scientific and academic discourse (Yuchen,



2013). Shuhong and Yali (2006) analyzed the power relation between the characters in "Blackmail" from an AT perspective. Zhao and Chen (2016) applied the AT to investigate the interpretation of interpersonal meanings expressed by Elizabeth in *Pride and Prejudice*. They have analyzed Affect, Judgment, and Appreciation resources to examine her attitudes. The findings revealed that Attitude resources were effectively used to express interpersonal meanings.

In China, the interest in Appraisal System focuses on the underpinning theories. For instance, Wang (2003) explored Martin's Engagement framework. He developed Martin's system of monogloss and heterogloss by adding the concept of "voices" that are subdivided into three methods: 'the first voice,' 'the second voice,' and 'the third voice.' Zhenhua and Yulei (2009) investigated three systems of AT and their applicability. Their findings revealed limitations such as obscurity of specific terms, difficulties in finding the directions of the attitude, and misconceptions between Judgment and Appreciation. Zhanzi (2004), through the series of the sequential analysis, has established continuity from mood to modality to appraisal, thus creating a clear passage from SFL to AT. Liu and Han (2004) have also investigated an AT theory and discussed its limitations. Their findings claim that AT is only partially applicable as it primarily focuses on intra-textual appraisal and ignores extra-textual appraisal. As a result, they illustrated a lack of an appraisal standard in the framework of AT.

Additionally, Liu and Han (2004) also suggested that Appreciation should be included in the Judgment category based on individuals' perspectives and psychology. An interesting study that investigated the practical application of AT was conducted by Starfield et al. (2015), where they evaluated the language used by examiners while providing feedback reports for Ph.D. students. The research has also narrowed it down to an Appraisal Theory with Appreciation, Judgment, and Affect as the primary resources. Since SFL is a flexible framework that acknowledges the opportunities for the development of new genres (Halliday, 1993), Starfield et al. (2015) have used this flexibility and created a new form of Appreciation resource, which they

have labeled as Standard. Their findings have shown that standard English was the norm that institutions and examiners highly value.

To conclude, SFL provides a sufficient framework to explore any type of interaction, whether written or spoken. The Appraisal Theory was already used in multiple spheres to shed light on values, perceptions, and evaluations. Therefore, it can be helpful to highlight the themes emerging in policy and views of the practitioners in the Kazakhstani context.

## **2.4 Conclusions**

This chapter has outlined the theory and concepts used to investigate the problem and the analytical framework. The first section provided a brief about the Kazakhstani educational context. The second section explored the previous approaches to investigate language-related issues. The third section presented the SFL as a primary analytical and theoretical framework and highlighted the Appraisal Theory to research the attitude and policy stipulations. Lastly, numerous examples of SFL applications in the research were presented. The next chapter will describe the methodology of the research study.

### **Chapter 3. Methodology**

The previous chapter reviewed the existing literature on the topic of the study. This chapter will describe and justify the methodology choice and methods to collect the data. The first section of the chapter discusses the research design. The second section presents the sample and research site, which is followed by the data collection methods. Then finally, this chapter illustrated the data analysis procedure, the ethical consideration of the research, and the risks and benefits related to this research project.

#### **3.1 Research Design**

The qualitative approach is best suited for the study's purpose because it aims to "explore a problem and develop a detailed understanding of the central phenomena"(Creswell, 2014, p.30). This study's central phenomenon is the teachers' language teaching beliefs and attitudes that could be misaligned with the current conceptualization of the Kazakh L2 curriculum.

##### ***3.1.1 Discourse Analysis***

A discourse analysis approach was applied to shed light on the theoretical framework underpinning the curriculum policy, classroom observations, and interviews. Discourse refers to a "particular way of talking about and understanding the world (or an aspect of the world)" (Jorgensen & Phillips, 2002, p. 1). In this regard, the curriculum is viewed as an aspect that influences teachers' lesson plans, tasks, and assessments.

##### ***3.1.2 Comparative Case Study***

The implementation of what is stipulated in the policy document was researched using a comparative case study, including one NIS and one mainstream school in Kazakhstan. Creswell (1998) argues that a case study explores a bounded system, utilizing contextual data to interpret findings related to specific phenomena. Teachers' attitudes and beliefs in two school contexts can represent the practical understanding (of teachers) related to implementing the curriculum, revealing their misconceptions between theory and practice.

### **3.3 Sample and Research Site**

#### ***3.3.1 Sample***

To gather the sample, a purposeful sampling strategy was chosen to select participants based on critical criteria that may shape teachers' beliefs and ideologies in the current educational policy context. Merriam and Tisdell (2015) emphasize that this type of sampling must be chosen to gain insights, and therefore such selected participants are those from which the most can be learned.

Initially, the number of participants varied depending on the number of volunteers, but not more than two participants from each school context were required. Two participants who took part in the research are classroom teachers of the Kazakh language as an L2 from one NIS and one mainstream school. Participants were recruited with the help of gatekeepers in both schools voluntarily. Creswell (2014) refers to gatekeepers as insiders that can connect researchers to potential participants. Once this connection was established, participants were provided with all necessary information about the research purpose, informed about timeframes, and assured of their protection and confidentiality.

#### ***3.3.2 Research Site***

For document analysis of curriculum and policy documents, no specific site was needed as there is free access to all materials, curriculum, and policy documents in national internet sources. However, to receive access to teachers' lesson plans and notes, the individual consent of teachers was granted. Due to the lockdown that happened in the period when the research was conducted, the location of the study was relocated from Nur-Sultan to Atyrau.

### **3.4 Data Collection Instruments**

Data collection instruments included a comparative document analysis of NIS and mainstream curriculum documents, semi-structured one-on-one interviews with teachers, and observations of each school's classroom lessons.

#### ***3.4.1 Document Analysis:***

Document analysis (see Appendix E) was conducted to evaluate national documents, the curriculum, and teachers' teaching materials in two school contexts to provide meaning, understanding, and empirical knowledge (Corbin & Strauss, as cited in Bowen, 2009). In this regard, the SFL lens distinguishes this data in terms of Field, Tenor, and Mode. Overall, analyzing official documents and comparing teaching approaches in two school contexts have shed light on current curriculum implementation.

#### ***3.4.2 Semi-structured, One-on-one Interview:***

Merriam and Tisdell (2015) refer to interviews as especially useful when the researcher cannot observe participants' behavior, feelings, or daily interactions. Moreover, Creswell (2014) states that interviews provide participants more space to express their experiences better. While the document analysis provides factual data, semi-structured interviews revealed teachers' attitudes and beliefs on policy implementation, showing a more in-depth understanding of its conceptualization (see Appendices C and D). All interview questions (see Appendix B) were designed in an open-ended format to allow participants to share their thoughts and beliefs. Additional questions that could clarify or benefit the research were also applicable. Interviews were audio-recorded, with the participant's permission, and were carried to the next step for further decoding.

#### ***3.4.3 Observation:***

Observations are often used to triangulate emerging findings; in most cases, this is in conjunction with interviews and document analysis (Merriam & Tisdell, 2015). This allows the researcher to interpret what is being observed from their expertise rather than relying solely on

the information gathered from interviews and documents. Thus, document analysis and interviews represent teachers' orientations, beliefs, and attitudes towards policy; observation creates a space to view this interaction in practice. Unfortunately, classroom observations were not conducted because of the COVID-19 restrictions that did not allow any personal interaction within the research sites.

### **3.5 Data Collection Procedure**

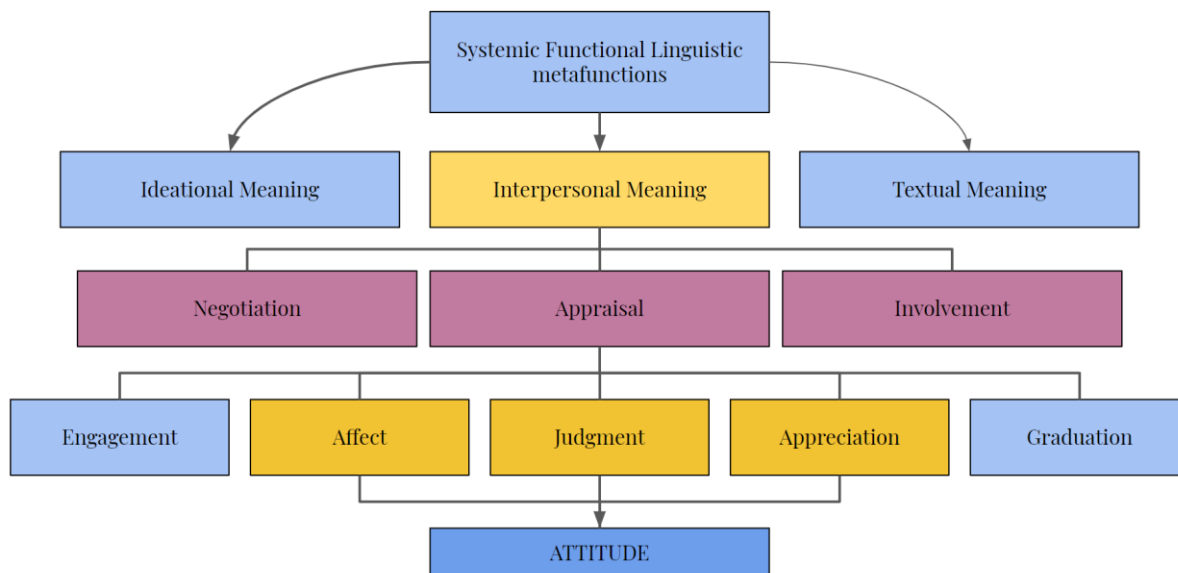
First, the official curriculum documents were collected from open national websites. Once the primary discourse documents were analyzed, participants for the interview were identified with the help of the gatekeeper. Consent forms and information letters were sent to each participant and details of the research were explained in detail if requested. Next, participants were asked to provide examples of their lesson plans, individual curriculum, classroom activities, and assessment documents for analysis. These documents were analyzed for three weeks, and after that, participants were invited to participate in online semi-structured one-on-one interviews. With the agreement of each participant, interviews were audio-recorded. Each interview lasted up to 50 minutes. Recordings, documents, and interview notes were used only for analysis.

### **3.6. Data Analysis Framework**

The data were analyzed by drawing on the SFL framework to investigate policy documents and interviews. Documents were analyzed for the genre to identify the purpose of the document and how the language was utilized to achieve this purpose. The analysis applied the SFL resources (Figure C) to establish these items. Firstly, the genres of the document were identified. Next, the language use of the documents was analyzed to specify how it was structured and what relationship with the audience it establishes. Then, the structure of the language was uncovered to identify the Field (purpose), Tenor (power relationship), and Mode (means of interaction). Lastly, the Appraisal analysis was applied to determine the Attitude of

the document with the help of Affect (values), Judgment (beliefs), and Appreciation (evaluation) towards certain items that the curriculum stipulates.

**Figure C**



*Adopted from: Systemic Functional Linguistics metafunctions (Martin & White, 2005)*

The interview analysis also included the SFL frame and applied the Appraisal theory to shed light on teachers' Attitudes towards curriculum stipulations. The interview questions were divided into three sections and, within each section, Affect, Judgment, and Appreciation were highlighted (Table 1).

### 3.7 Ethical Consideration

Creswell (2014) states that the researcher must secure the confidentiality of participants. For this reason, the consent form is a critical document that guarantees anonymity and forms an agreement between interviewer and interviewee. However, many details of the research could be lost in translation, as an official document of this rank must be written in both Kazakh and Russian. All names and other personal information were changed to preserve the anonymity of the interviewees. Participants' anonymity and data security must also be prioritized; these data are stored in a digital folder with password protection. In addition to this, all participants had the

option to withdraw from the study at any time. Ethical considerations are explored for all stages of the research process, with specific reference to the NUGSE Research Ethics Approval process.

### **3.8 Risks and Benefits**

#### ***3.8.1 Risks of the Research***

The research did not involve participants under 18 or any group from vulnerable populations; therefore, this was considered to be no more than minimal risk research. The study's potential risks included the risk of the deductive disclosure of the participants based on the information they provided, despite being anonymous. Another potential risk was related to the coverage of sensitive topics and pressure, which must be avoided. Due to the pandemic, personal interaction was considered dangerous, and social distance management was prioritized.

#### ***3.8.2 Benefits of the Research***

This research is beneficial to the field as very few studies in Kazakhstan have been drawing on linguistic theory, such as SFL, to explore discourses communicated through language. In fact, there is no study to date that has made a comparative analysis of NIS and mainstream curriculums. The presented research aimed to fill this gap and contribute to strengthening educational policy and practice.

### **3.9 Conclusion**

The purpose of this chapter was to describe and justify the research design and data collection methods, present samples and research sites, data collection procedures, and approach to the analysis of the data. The following chapter will shed light on the findings and present the analysis and discussions on the emerging themes.



## **Chapter 4: Presentation, Analysis, and Discussion of the Data**

The previous chapter focuses on the methodology that was applied to conduct the study. In this chapter, I present the data and findings of my research project. First, this chapter presents the two Kazakhstani secondary schools and participants who participated in the study. Secondly, the documents such as the policies and curriculums from both schools will be given. Finally, this chapter concludes with a discussion of the findings. The analytical frame draws on SFL tools, such as Field, Tenor, and Mode, for document analysis and Appraisal resources (Tenor dimension) inform the analysis of interviews to shed light on how Kazakh as an L2 is conceptualized in policy and the teachers' perceptions on its implementation in the Kazakhstani context.

The following section will present the context of the two schools and will include brief information about the research sites, their structure, and resources.

### **4.1 The Research Sites**

The first research site was one Nazarbayev Intellectual School (School A), located in West Kazakhstan. As previously mentioned in chapter 2, NIS represents the educational elite of the Kazakhstani school education system. It preserves the best facilities, teachers, and resources, thus gathering the best students in the country (Fimyar et al., 2014). Interestingly, the Two Parallels System practice separates its curriculum and educational policy from official policy guided by the Ministry of Education and Science. Every change that will be implemented into mainstream school education first has its approbation in NIS. Therefore, it has its curriculum, policy, assessment system, and unique organizations that stipulate all policy documents related to NIS.

The NIS that took part in the research was founded in September 2013. Among qualified teaching and administration staff, it has seven international teachers from different countries. The curriculum of NIS offers subjects from 7<sup>th</sup> to 12<sup>th</sup> grade. The school is designed for 720

students, with up to 24 students in each class. In addition to this, the school is equipped with modern technological resources such as 650 laptops for educational needs (NIS Atyrau, 2017).

The second research site is one mainstream school (School B) in Kazakhstan. The school is located in the western region and offers subjects from 1<sup>st</sup> to 11<sup>th</sup> grade. It is noteworthy that mainstream schools follow the Ministry of Education and Science (MoES).

I will now present the curriculum documents from School A and provide a detailed description of the gathered data. I first give the policy document that governs the teaching and learning of Kazakh Language and Literature in the context of NIS. Then, I move on to School B and present two documents that provide instructional and methodological guidance for the mainstream curriculum. Next, I compare the document that governs the teaching of Kazakh as an L2.

#### 4.2 Document Analysis from School A

The first document is issued by the Autonomous Educational Organization of Nazarbayev Intellectual School (AEO NIS). The document represents the curriculum for teaching the subject "Kazakh Language and Literature (L2)" in the NIS program. It was published in 2018 and is currently being used as the primary curriculum document for providing education on this subject.

I now move on to the NIS policy document for the Kazakh Language and Literature as an L2 curriculum. Table A illustrates the main findings revealed from the SFL analysis of the official curriculum in the context of School A.

**Table 1**

*NIS Curriculum on the subject "Kazakh Language and Literature" (L2)*

<b>Purpose:</b> It gives information about the curriculum goals, curriculum requirements and explains how to implement them.
------------------------------------------------------------------------------------------------------------------------------

How is Language <b>structured</b> for use to achieve its purpose?
-------------------------------------------------------------------

<b>The layout of information:</b> <b>Title, headings, and subheadings</b> <b>Form:</b>		<b>Structure:</b> Each section has headings and subheadings that foregrounds the information, and additional information and instructions are highlighted through bullet points, use of italics and bold fonts
<b>Audience:</b>		The specific audience of NIS staff (e.g., teachers and administration).
How is Language <b>used</b> in the document to achieve the purpose?		
<b>Field</b>	Language education and teaching Kazakh (NIS).	<b>Noun phrases</b> The national language, language learning,, Kazakh language, aims, subjects requirements, pedagogical principles, technology, communicative skills, assessment, learning objectives. <b>Processes:</b> - teacher role <b>is to acknowledge</b> the personal opinions of students - teacher <b>goal is to motivate</b> students - roles <b>is to create and demonstrate</b> problem-solving methods - <b>to support</b> students' learning - <b>to develop</b> students' critical thinking - <b>to organize</b> individual, group, and whole-class activities  <b>Circumstances:</b> NIS curriculum program and written for teachers of Kazkh language and literature.
<b>Tenor</b>	<b>Formal</b>  The relationship with the audience in the document is equal. No authority language was used (e.g., must need to).	<b>Affect:</b> - Develops <b>respect</b> for the Kazakh people and the state language - <b>respect</b> the traditions and customs of the nationalities living in Kazakhstan, and <b>respect the culture of the nation</b> - The Kazakh language reflects the <b>centuries-old experience, values, lifestyle, difficulties, and victories</b> of the Kazakh people and <b>folk art</b> . <b>Judgment:</b> - <b>Positive Judgment for National</b> language (basis of communication; a person who <b>respects</b> the Kazakh language and understands its <b>social significance</b> ) - language of <b>interethnic harmony</b> (strengthening of the relationship with other nationalities) <b>Appreciation:</b> - Globalization and innovation ( <b>global level, innovative</b> person) - <b>Literature</b> (teaching students skills through works of literature, <b>language situations, and works of art</b> )
<b>Mode</b>	<b>Written</b>	It has no traditional narration, and it is formal, instructional and filled with the specific vocabulary of the policy document (Kazakh language and literature curriculum)

Firstly, this document aims to give information about the curriculum for Kazakh language and Literature as well as provide teachers with a set of instructions associated with the procedures that teachers must follow to implement the curriculum. Therefore, this is a mixed genre because it gives information and a set of instructions. Thus, language is structured to achieve this purpose. For example, the policy document starts with the title "The importance of

the subject "Kazakh language and literature" in the educational program NIS-Program," which clearly states what the information and instructions will be about. Also, the purpose is visible in the outline because the bold headings and subheadings (e.g., Heading 1/ Subheading 1.1.) highlight the necessary information. The set of instructions is indicated through processes such as "to acknowledge students' opinion, motivate students, support learning, and develop critical thinking," which show the underpinning values when teaching the Kazakh language. As a result, the structure reflects the purpose because it illustrates that the language is used solely to provide information and instruction. Furthermore, the audience is teachers who will teach the Kazakh language, which is also visible in the title "NIS-Program: teaching Kazakh Language and Literature (L2)". Interestingly, the document is written in Kazakh without Russian use, and there are only two sections where English is used - for labeling international organizations as acronyms Common European Framework of Reference for Languages (CERF) and labeling the curriculum itself (e.g., NIS-Program).

Secondly, how language is used also reflects the purpose, audience, and circumstances. For example, a Field analysis revealed noun phrases, such as "Kazakh language, subject requirements, and pedagogical principles" and processes, such as "create and demonstrate problem-solving methods, develop students' critical thinking, and organize class activities," which indicate the information or subject associated with the title. Also, circumstances and participants such as "NIS curriculum program, for teachers of Kazakh language and literature" clearly illustrate the audience, topic, or content associated with the document's purpose.

Thirdly, the Tenor analysis revealed an equal relationship established with the audience because the audience is directly addressed as "teachers of NIS, students of NIS, NIS administration." Furthermore, the Tenor analysis revealed positive Affect towards creating a national identity and what it means to be Kazakh, which is visible in "respect for the Kazakh people and the state language," "respect the culture of the nation," and "The Kazakh language reflects the centuries-old experience, values, lifestyle, [...] victories of the Kazakh people". Therefore, teaching the subject Kazakh is also about socializing students into the culture, history, and values of being Kazakh. Furthermore, the document also revealed positive Judgment towards the teachers who must "acknowledge personal opinions of students, motivate students, create and demonstrate problem-solving methods, and support students' learning." This means that teachers who do not adhere to these actions could be negatively judged as not fitting the culture or ethos of teaching and learning Kazakh as an L2. Lastly, the document showed positive

Appreciation towards students' roles in a globalized world, for example, "global level, innovative person" and "teaching [...] skills through works of literature, language situations and works of art".

Finally, the Mode analysis revealed the written mode visible in how the text is "hung" together. The purpose, structure, bold headings, and bullet points negotiated meaning about the institutional curriculum and the curriculum as a text.

#### ***4.2.1 Discussion of the NIS Policy Document***

The document analysis illustrated that the purpose and layout of the official NIS curriculum would facilitate the intended audience's sense-making and understanding. For this reason, the curriculum as a text would be easy to follow and enact. Firstly, the Field illustrated what must be done, by who, and under what conditions. For example, the curriculum as a text contextualized the Kazakh as an L2 curriculum to be implemented by NIS teachers: their roles are to "acknowledge students' personal opinions" and "to motivate students." It is noteworthy that the language used to establish the Field also situates the institutional curriculum because it provides information about the "subject requirements, pedagogical principles" and the set of instructions that guides NIS teachers underlying pedagogical values about developing learners that can "create and demonstrate problem-solving methods [...] students' critical thinking". However, the Field provided limited or no information about second language acquisition theories to guide teachers' pedagogy about teaching Kazakh as an L2.

Interestingly, it was the Tenor analysis that brought to the surface the underlying Kazakh as L2 discourses of the curriculum as text. For example, discourse is associated with "respect for the Kazakh people, the state language, the traditions, and customs." It is even more interesting that analysis highlights the positive Affect (feelings and emotions), Judgment (social sanction of values), and Appreciation of the Kazakh history and culture, and what it means to be Kazakh. Therefore, the Tenor revealed the philosophical and culturally embedded norms and values that underpin the NIS institution. For this reason, teachers understand that to teach the Kazakh L2 curriculum means enculturating their learners into valuing the Kazakh language as their heritage

and national identity. Even though the national identity discourse is commendable, the Tenor revealed limited pedagogical discourse associated with language teaching and learning, especially the second language acquisition theories, to facilitate teachers' sense-making of teaching Kazakh as an L2. As a result, the curriculum text provided the necessary information and procedures for implementation. However, it demonstrated limited values about the second language acquisition theories to guide teachers' discursive practices in the Kazakh L2 classroom.

The section above has discussed the curriculum document of the NIS official policy document complemented with the SFL analysis and discussion. The following section will describe and discuss the policy documents of School B.

### 4.3 Document Analysis from School B

School B has three different policy documents associated with teaching the Kazakh language as L2. The first document refers solely to the number of hours distributed among all subjects that should be taught in the school and comes in a direct order from the MoES. This document only stipulates the number of hours for Kazakh L2 teaching in schools. For example, in grades five to nine, L2 Kazakh Language and Literature must be taught five times a week (See Figure 4) with similar instructional hours for grades ten and eleven.

**Figure D**

Типовой учебный план (обновленного содержания) основного среднего образования для классов с русским языком обучения

№	Образовательные области и учебные предметы	Количество часов в неделю по классам					Нагрузка, часы	
		5	6	7	8	9	Недельная	Годовая
Инвариантный компонент								
I	Язык и литература	13	13	13	13	13	65	2210
1	Русский язык	3	3	3	2	2	13	442
2	Русская литература	2	2	2	3	3	12	408
3	Казахский язык и литература	5	5	5	5	5	25	850
4	Иностранный язык	3	3	3	3	3	15	510
II	Математика и информатика	6	6	6	6	6	30	1020
5	Математика	5	5	-	-	-	10	340

*General curriculum of secondary and higher education for Russian oriented classes*

I will now move on to the two primary documents that guide the Kazakh as L2 curriculum implementation and classroom pedagogy at this mainstream school. The first document is the general curriculum for mainstream education, and the second document is the instructional and methodological letter.

#### ***4.3.1 Mainstream Curriculum Document***

The first document of the mainstream curriculum is labeled as the "Long-term plan for implementing the Standard Curriculum of the Updated Content," in terms of each subject taught in mainstream schools. Notably, for this study, only the data related to Kazakh Language and Literature teaching as L2 was considered. The document was issued by the MoES at the end of 2019 and is currently used as the main policy document for instructional and informational purposes.

I now present the mainstream policy document for the Kazakh Language and Literature as an L2 curriculum. Table B demonstrates the significant findings revealed from the SFL analysis of mainstream curriculum documents.

**Table 2**

*Mainstream Curriculum for Kazakh Language and Literature (L2)*

<p><b>Purpose:</b> It is to provide instructions and information about how Kazakh Language and Literature should be implemented. To outline the objectives, communicative skills, and themes that must be used.</p>	
<p>How is Language <b>used</b> in the document to achieve the purpose?</p>	
<p><b>The layout of information:</b> Title, headings, and graphs</p>	<p><b>Structure:</b> The whole document is presented in two separate sections. The first section contains the heading highlighted in bold and lists the main items (e.g., amount of hours, instructions, descriptions, objectives, legislations) of the document in numerical order.</p> <p>The second section is presented in a table outlined with four different areas for each lesson: topic, content, skills, objectives.</p> <p>The document has only headings marked in bold and does not have any subheadings, highlights, italic or bold fonts.</p>

<b>Audience:</b> The specific audience of teachers and school administration.		<b>Means of Interaction:</b> Formal language- unequal relationship because there is no direct interaction or addressing the audience
How is Language <b>structured</b> for use to achieve its purpose?		
<b>Field</b>	Language education and teaching Kazakh and Kazakh Literature	<b>Noun phrases</b> native language, literacy language, Works of art, communicative skills, learning objectives (e.g., reading, listening, speaking, writing), language tools, <i>followings are the themes studied: the purpose of the nation....</i>  <b>Processes:</b> <i>No instructions are given to teachers, only descriptions for students' expected achievements</i>  - student <b>should be able to support</b> the conversation - student <b>should be aware</b> of related vocabulary and terminology - student <b>must know</b> the structural and phonetical elements of the language  <b>Circumstances:</b> Long-term plan for the implementation of the Standard Curriculum of the updated content in the academic subject "Kazakh Language and Literature (L2)
<b>Tenor</b>	<b>Formal</b>  Relationship with the audience in the document are unequal. There is no interaction with the audience at all.	<b>Affect:</b> <ul style="list-style-type: none"> <li>- <b>respect</b> for the Kazakh language</li> <li>- national culture, national awareness,</li> <li>- <b>being Kazakh-</b> the Kazakh language as a <b>native</b></li> </ul> <b>Judgment:</b> <ul style="list-style-type: none"> <li>- <b>Positive Judgment for National language</b> ( a person who <b>respects</b> the Kazakh language and understands its <b>social significance, recognizes</b> the Kazakh language as a <b>native</b>)</li> <li>- the labor market, domestic industry</li> </ul> <b>Appreciation:</b> <ul style="list-style-type: none"> <li>- Kazakh works of art</li> <li>- Kazakh cinema</li> </ul>
<b>Mode</b>	<b>Written</b>	It has no traditional narration, and it is formal, descriptive and filled with the specific vocabulary of the policy document (Kazakh language and literature curriculum)

Firstly, the purpose of this document's two sections is to provide information about the curriculum for Kazakh Language and Literature. However, the language is poorly structured to achieve this purpose, which can be seen in multiple points. 1) Section one starts with the title "On the approval of standard curricula in general subjects, elective courses, and electives for general educational organizations," which illustrates what the information is about. However, none of the information related to curriculum structure or aims is highlighted. 2) The purpose is visible in the outline, but none of the information is associated with the instructional hours,



descriptions of materials used, and objectives that the curriculum aims to achieve in bold, italic, or highlighted headings. However, 3) section two starts with the heading "Long-term plan for the implementation of the Standard Curriculum of the updated content in the academic subject "Kazakh Language and Literature (L2)", which states the purpose of providing information. In addition to that, it contains tables specifying the topic, content, skills, and objectives. Therefore, the structure reflects the purpose because it illustrates that the language is used solely to give information about teaching Kazakh as L2.

Secondly, the audiences are teachers and school administrators, which is visible in the purpose of information. The writers of this policy have created an unequal relationship with the audience because of no direct/indirect interaction or addressing of the audience, which results in highly formal language. Interestingly, the Kazakh L2 curriculum document is written in two languages, Kazakh and Russian, and has some sections translated into English. The Field analysis revealed that the topic foregrounds language education about the teaching of Kazakh and Literature visible in noun phrases such as "native language, literacy language, communicative skills and learning objectives (e.g., reading, listening, speaking, writing).

Thirdly, the Tenor analysis revealed the unequal relationship visible in the formal language and the limited interaction and high modality such as "must, need to," indicating the policy mandates about teachers' roles. Furthermore, the policy writers show a positive Affect towards Kazakh as the national language and its ability to create a national identity, or "respect for Kazakh Language, national awareness, being Kazakh - native language." We can also see evidence of positive Judgement towards Kazakh social values: "respect the Kazakh language and understand its social significance, recognize the Kazakh language as a native, Kazakh as a language of the labor market and domestic industry." Finally, the analysis revealed the positive Appreciation for Kazakh culture and works of art, visible in the compulsory teaching and learning themes of "Kazakh cinema and Modern Kazakh Art." As a result, the policy writers

represent the teaching of Kazakh L2 in discourses associated with the culture, history, and values of being Kazakh.

Finally, the Mode analysis highlighted a written text visible in how the information is structured because the bold headings and the tables establish the purpose, the Field, and the Tenor.

#### ***4.3.2 Discussion of the Kazakh Mainstream curriculum document***

The document analysis revealed that the purpose of the official mainstream curriculum makes it challenging for the intended audience to follow due to the unequal relationship established by the high modality (“must”; “have to”) and the lack of interaction. Moreover, the document structure does not facilitate the audience’s sense-making and understanding due to the poor visual representation of the critical information and its objectives. Therefore, the curriculum as a text is difficult to follow and enact. The Field analysis revealed what should be taught and what are the expected outcomes of curriculum implementation. As an example, the curriculum as a text states that mainstream teachers must implement kazakh as L2. For this reason, they are provided with descriptions for students’ expected achievements, such as “students should be able to support the conversation” and “students should be aware of the related vocabulary and terminology.” Thus, the curriculum focuses on the students, highlighting the pedagogical values of the student-centered approach.

Interestingly, the document does not outline the role of the teacher in the curriculum implementation nor gives instructions about achieving the objectives. Therefore, the Field of the document does not provide methodological support on language acquisition practices to guide the teachers’ pedagogy. However, it is noteworthy that Field illustrates an institutional curriculum giving information about the “subject requirements” and the number of hours devoted to each grade. Next, the Tenor analysis of the document revealed the multiple discourses related to Kazakh nationalism. For example, discourses associated with “national culture, national awareness, and respect for the Kazakh language.” Notably, the analysis highlighted

positive Affect (feelings), Judgment (values), and Appreciation of Kazakh culture, works of art, domestic industry, and the social significance of Kazakh as a national language. As a result, we can conclude that the Tenor carries the cultural values and stipulations established in the mainstream schools. Therefore, teaching Kazakh as L2 in mainstream schools is very closely related to foregrounding the cultural norms and values to raise the learners' sense of their national identity to develop the national language. Despite the established teaching orientation themes, the Tenor analysis has shown the limitation of the curriculum as lacking a discourse associated with teaching and learning strategies that teachers can apply in their pedagogical practices. Thus, the curriculum document has provided explicit information and instructions about the context of the teaching process but did not outline any information on pedagogical discourse, which could significantly facilitate teachers' practices of Kazakh as L2 teaching.

The following section will present the second document of the mainstream official curriculum.

#### ***4.3.3 Instructional and Methodological Document***

This document was developed and mandated by the MoES and is titled, “On the specific feature on the educational process in educational organizations in Kazakhstan (2020-2021): Instructional and Methodological Letter”. This document stipulates how subjects in mainstream schools must be implemented. However, only the data relevant to teaching Kazakh Language and Literature as L2 was considered for this study.

I now present the analysis of the Instructional and Motivational letter. Table C illustrates the main findings observed from the SFL analysis of the mainstream instructional letter.

**Table 3**

*Instructional and Methodological Letter (2020-2021)*

Purpose: To provide information and procedures for the implementation of the Kazakh language and literature.	
How is Language <b>used</b> in the document to achieve the purpose?	
<b>The layout of information:</b>	<b>Structure:</b> The document follows the same structure for all sections. <i>Example:</i>

Title, headings, subheading, illustrations, graphs.	<b>Title</b> - Teacher in the Education System <b>Heading</b> - Teacher's role and functions <i>Keywords</i> - Instructional letter <b>Subheading</b> - Supportive function / Upbringing function / Social communicative function. Which are then written in bullet points. Important moments are highlighted either with bold or italic fonts. <b>Illustrations or Graphs</b>
<b>Audience:</b> The field of education. It is outlined within the document that the audience is: educational organizations, teachers of preschool organizations, subject teachers, heads of the departments.	<b>Means of Interaction:</b> The audience is not addressed directly but is often referred to as a part of the education field.
How is Language <b>structured</b> for use to achieve its purpose?	
<b>Field</b>	<p>Education and teaching guidelines for all subjects of mainstream education.</p> <p><b>Noun phrases</b>          Standards of education, modernization of curriculum, objectives of control, norms, development of education, comfortable and safe educational environment, continuity of learning, international trends.</p> <p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>- The teacher <b>is obliged to carry out</b> his professional duties</li> <li>- <b>to broadcasts</b> educational information,</li> <li>- <b>to introduces</b> students to the system of social values;</li> <li>- <b>studies</b> the level of mastering by students of the content of education</li> <li>- The teacher <b>develops</b> students' critical thinking</li> <li>- Teachers <b>can independently</b> plan written work following existing regulations and guidelines.</li> <li>- Teachers <b>develop criteria</b> and descriptors for written work.</li> <li>- Descriptors <b>must be</b> clear and concise.</li> </ul> <p><b>Circumstances:</b></p> <p>The document includes materials on the organization of the educational process in the preschool and 1-11 grades of educational organizations of the Republic of Kazakhstan in the 2020-2021 academic year.</p>
<b>Tenor</b>	<p><b>Formal</b></p> <p>The relationship with the audience in the document is equal.</p> <p><b>Affect:</b></p> <ul style="list-style-type: none"> <li>- Kazakh language: national language</li> </ul> <p><b>Judgment:</b></p> <ul style="list-style-type: none"> <li>- <b>Positive Judgment for National language:</b> communicate in the Kazakh language in public and teach to use language norms and write competently.</li> <li>- <b>Knowledge and Skills associated with Kazakh</b></li> </ul> <p><b>Appreciation:</b></p> <ul style="list-style-type: none"> <li>- "Dombyra," "Kazakh dance."</li> <li>- the level of "European language competence" (CEFR)</li> <li>- Kazakh national holidays</li> </ul>
<b>Mode</b>	<p><b>Multimodal</b></p> <p>The document utilizes written text, illustrations, graphs, and symbols to highlight important information.</p>

The purpose of this document is to give information and a set of procedures for the implantation of the Kazakh curriculum, which is evident in the title "Organization of the

Educational Process in 2020-2021". This purpose is also reflected in how language is used in the structure of the document. For instance, the title is followed by a heading (Teacher's role and functions) and subheadings (Supportive function or Upbringing function), which are then written in bullet points. Important moments are highlighted either with bold or italic fonts. In addition, there are keywords (instructional letter) that signal the purpose both in paragraphs and bullet points highlighted in bold or italic fonts.

The text's audience would be educational organizations, teachers of preschool organizations, subject teachers, and heads of departments. The relationship between document and audience is equal. Although there is no direct interaction with the audience (e.g., it doesn't have any addressing words such as "you" or "we"), the audience is presented as a part of any field of the educational sector and, thus, it is written for a generalized audience. Interestingly, the document is available in both Russian and Kazakh variants. However, the instructional and methodological support section of "Kazakh Language and Literature as L2" is written in the Kazakh language for both variants. This notion could be an example of positive appreciation and affect and contributes to the nationalistic aspirations of the state.

The Field analysis revealed that the participants (standards of education, modernization of curriculum, comfortable and safe educational environment), process (teacher obliged to carry out his professional duties, broadcast educational information, and introduce students to the system of social values) and circumstances (materials on the organization of the educational process in the preschool and 1<sup>st</sup> to 11<sup>th</sup> grades) were all connected with the purpose and title, foregrounding the topic of the text. In addition, the Tenor analysis revealed positive values associated with being Kazakh. For example, Affect revealed strong feelings related to the Kazakh language (the language of national unity), Judgment illustrated positive social sanction associated with National language (communicate in the Kazakh language in public and to teach to use language norms, to write competently) and Knowledge and Skills related to Kazakh (history, works of art, and folk). Lastly, the document showed the Appreciation for things such

as elements of national culture ("Dombyra," "Kazakh dance," and the Kazakhstani holiday "Nauryz") and the appreciation of the endorsement of Kazakh into the international arena (the level of "European language competence").

Finally, the Mode analysis illustrated a multimodal text because it consisted of both language and images. For example, Illustrations in sections such as "Additional Information" or "Attention" emphasize the information that teachers need to note. Moreover, various areas have graphs, additional illustrations, and headers highlighted in blue, further strengthening the document's multimodality.

#### ***4.3.4 Discussion of the Instructional and Methodological Letter***

The document analysis illustrates that the purpose and design of the document would contribute to the intended audience's understanding and sense-making. The structure of the document adheres to the purpose by highlighting the essential details. In addition, it creates an equal relationship with the audience, referring to it as part of the institutional organization. Therefore, the curriculum as a text is to be adopted and enacted. First, the Field outlined the objectives and practitioners' roles in the curriculum. For instance, Field highlights the role of the teachers as facilitators because they create a "comfortable and safe educational environment" and "motivate students."

Moreover, the Field also situates the instructional curriculum to provide information about the "organization of the educational process" and providing "materials on the preschool and 1-11 grades of educational organizations". Also, it provides instructional and methodological guidelines on content, upbringing, teaching, and psychology that facilitate the development of pedagogical expertise among teachers. Despite giving explicit explanations about instruction, the document provided limited information on second language acquisition theories to teach Kazakh as L2.

Interestingly, the analysis of Tenor revealed several discourses emerged from teaching Kazakh as L2. The discourse is associated with the "national value of Kazakh" and "Kazakh

language in the international arena.” Positive Affect, Judgement, and Appreciation were also visible in the Tenor dimension about the Kazakh language, national holidays, knowledge, and skills associated with Kazakh. Therefore, the document supports the cultural and national values that mainstream education is aimed to apply in schools. As a result, the instructional and methodological guidelines are designed to encourage teachers to pass these ideas to their students. Although it emphasizes the methodological instructions, the document provided a little explanation of teaching and L2 teaching strategies. The document offers necessary informational and methodological support for curriculum implementation; however, it has also revealed the lack of methodological guidance on L2 pedagogy.

#### ***4.3.5 Patterns across the documents at School B***

Curriculum documents related to School B are divided into three categories, where each document serves a specific purpose. The first official document presented the information about the number of hours dedicated to Kazakh Language and Literature as L2. The second document represented the official curriculum that described the content and objectives of education in mainstream schools. Lastly, the third document provided instructional and methodological support for the official curriculum. The official curriculum and methodological letter analysis has revealed that they both share the same purpose of contributing to the policy implementation in mainstream education. The notable difference is visible in the language use and structure of the two documents. The curriculum document created unequal relationships with the audience and used a complicated document structure that is challenging to follow.

On the other hand, the methodological letter established an equal interaction with the audience, and the overall structure of the document is easy to follow and enact. Interestingly, the two documents complement each other's gaps by indicating the role of students in the curriculum document and the role of the teachers in the methodological letter. Therefore, both documents are designed to contribute to the general teaching and learning practices in mainstream education. The SFL analysis of two documents has shown that they share similarly positive

Affect, Judgment, and Appreciation towards Kazakh identity, language and culture. Therefore, they underpin the central discourse on nationalism. Despite providing extensive informational and instructional support in the first document and methodological support on pedagogy in the second document, the official documents do not provide any theoretical or practical guidance on language acquisition theories and practices.

I now move on to discuss the emerging themes from the curriculum documents at Schools A and B.

### **4.3 Emerging themes from policy documents at School A and School B**

Document analysis of the official curriculum in both school contexts has revealed different approaches in terms of providing the information. For example, School A regulates all procedures and norms in one curriculum document that stipulates the number of hours, roles of teachers and students, institutional curriculum, methodological and instructional support. Moreover, the language in the document is well structured by highlighting all the information that is important to readers. Additionally, the language structure creates an equal relationship between the document and the audience. As a result, the document structure contributes to the sense-making of the intended audience and therefore makes it easy to follow and implement curriculum stipulations.

On the other hand, the official curriculum of School B is divided into three different documents, each serving its purpose, 1) to set the number of hours dedicated to the subject, 2) to describe the content and objectives of the course, 3) to guide methodology. All these documents were issued by the same organization (MoES). However, two out of three documents have poor language structure, making it challenging for practitioners to differentiate important information and enact the curriculum requirements. In addition to that, the curriculum document contains multiple elements of high modality, which creates an unequal relationship with the audience. Contrarily, the methodological and instructional letter contains well-structured content that compliments the achievement of curriculum objectives.



Additionally, the document establishes an equal relationship with the audience by developing a non-direct interaction. Overall, both schools provided clear explanations about the roles of teachers and students in the teaching and learning process outlined in their curriculums. As a result, we can conclude that both schools serve the purpose of guiding education. However, School A provides a more efficient curriculum structure, while School B documents can be a challenge that could impact practitioners' ability to implement the curriculum.

The SFL analysis has shown that both schools share equally positive Affect, Judgment, and Appreciation towards what it means to be Kazakh. It underpins national identity, language, culture, history, literature, and works of art. Thus, we can observe the discourse underlined in both school curriculums related to nationalism. The Field analysis displayed that Kazakh Language and Literature as an L2 subject is viewed as a medium of language learning. However, Tenor and Appreciation analysis showed the construction of a national identity and Kazakh cultural values. Therefore, teachers are the agents of teaching the language and tasked to enculturate the students into their national identity.

Interestingly, the central discourse on nationalism receives much attention in both school curriculums. However, the Tenor analysis also revealed that the curriculum documents in both cases provide limited or no access to pedagogical discourse associated with language acquisition theories and practices. Both curricula lack the theoretical and methodological explanatory genre to contribute to teachers' pedagogical approach. As a result, we can conclude that curriculum as a text stipulates content and objectives of the education program but fails to provide sufficient methodological support for its aims to be enacted in practice.

This section illustrated the curriculum as conceptualized in the NIS and Mainstream school contexts. The following section will foreground the interview data to shed light on how the L2 curriculum is enacted and practiced in these two school contexts.

#### **4.5 Presentation and analysis of Interview**

This section presents the data from interviews conducted with two respondents to illustrate their beliefs and attitudes about curriculum implementation and teaching Kazakh as L2 in their respective contexts.

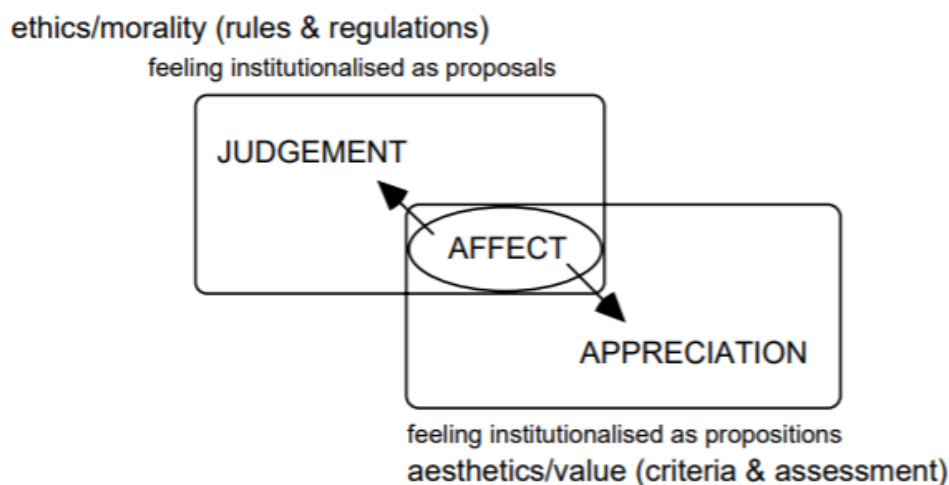
The first participant (Participant A) is a 38-year-old female with 14 years of teaching experience, of which six years were spent at NIS; therefore, she has experience teaching in both school contexts. She graduated with a bachelor's degree from a State University, specializing in teaching Kazakh both as L1 and L2. Furthermore, her teacher education and other professional qualifications include assessing L2 skills (Listening, speaking, reading, writing, multiliteracies) and various pedagogical training courses. However, none of them were directly related to second language acquisition pedagogies.

The second participant (Participant B) is a 40-year-old female teacher at the mainstream school. She has 18 years of pedagogical experience, of which 15 years were spent at technical and vocational institutions, and three were in mainstream education contexts. Her academic background includes graduating from a State University in 2002, specializing in Kazakh Language and Literature. Finally, her teacher education or other professional qualification also includes assessing L2 skills (listening, speaking, reading, writing, and multiliteracies). As a result, professional development seems to focus on L2 assessment rather than L2 pedagogy in both contexts.

The interview questions comprised four separate sections: 1) Section one focused on the participants' biographical data, qualifications, and teaching experience, 2) Section two foregrounded participant perceptions about the Kazakh L2 policy, and 3) Section three focused on the process of Kazakh Curriculum implementation, and 4) Section four concentrated on teachers' orientations towards L2 language pedagogy. For this reason, I coded the patterns in teachers' responses according to Affect, Judgment, and Appreciation to demonstrate the evaluative meanings used to justify and explain teachers' perceptions about curriculum changes and implementation in these two contexts. For instance, as Figure D illustrates, I first coded the

Affect meanings (participants' feelings and emotions), as these allowed me to code the Judgment (positive/negative) and the Appreciation (positive/negative) associated with teachers' feelings and emotions about the field of the curriculum in the Kazakh context.

**Figure E**



*Adopted from: Judgement and Appreciation as institutionalized Affect (Martin & Rose, 2005, p. 45)*

The following section of the thesis discusses the themes that emerged from the interview analysis (see analyzed Appendix D for the coding of themes).

#### **4.6 Emerging Themes**

The analysis revealed that both participants experience positive Affect towards the current educational policy and curriculum; however, both have established certain drawbacks which will further be uncovered.

The interview analysis has shown that Participant A affirms a significantly positive attitude for current policy, policy changes, and how policy supports Kazakh language teaching as an L2. Interestingly, Participant A has not expressed any position of the national values of the Kazakh language that were outlined in the curriculum. Participant B's interview analysis has also shown a strong positive attitude towards the language policy that is currently being enacted. Respondent B puts strong attention on the Kazakh language and its symbolic and national value

and the role of teachers and society that shape it. Moreover, respondent B has shown positive Appreciation for the modern resources and teacher training programs provided by the MoES. Participant B has also noted the changes in language use and how people and government authorities are using it. However, both participants have also expressed certain negative attitudes towards the teaching and learning policy changes. The following extracts and descriptions represent the evidence for these positions.

The significant emerging theme of both interviews was related to the teachers' perception of Upgraded Curriculum implementation. Thus, both participants agreed that education provision had been enacted successfully in Kazakh language teaching and learning as L2.

Extract:

In my opinion, it is receiving a lot of attention [...] This new system gives a lot of opportunities to develop students' academics. [...] the benefits of the educational policy are very interesting and provide a great opportunity to gain experience. It is beneficial not only for the students but also for teachers too (Participant A, March 27th, 2021).

Notably, Participant B also thought that policy is a complicated concept that is not easy to guide and enact.

Extract:

Since independence the provision for education is being implemented very well [...] Policy is a very complicated thing [...] policy should work on the ways of how to promote it and we should do our best to learn it (Participant B, March 31th, 2021).

However, participants have shown different perceptions towards the role of the teacher in the current policy. Participant A expressed the position that teachers play a significant role in the future of society.

Extract:

The future development of Kazakh is dependent on the teachers, on how they will teach and spread it, and on the society [...] in teaching practice we should not make it difficult, but usable in my opinion (Participant A, March 27th, 2021).

On the other hand, Participant B shared a different opinion that students play a more significant role in Kazakh language teaching.

Extract:

Before, it was a teacher who mostly speaks, but now we are listening mostly to our students [...] we don't even need to teach them everything, they learn it all by themselves. Now it is even said that we do not provide knowledge, but we provide guidance (Participant B, March 31th, 2021).

This difference in the perception of teachers' and students' roles signifies an unequal relationship concerning Participant A and an equal relationship in the case of Participant B. In the policy analysis section, it was already established that the curricula documents of both schools are student-centered. Therefore, we can conclude that Participant B supports the same position as the curriculum while Participant A does not.

#### ***4.6.1 Teachers perception of Post-Soviet Policy Implementation***

The subsequent important finding of the interviews is related to the differences between the post-Soviet curriculum and the current updated curriculum. Participant A has shown strong support towards the current curriculum, outlining its many advantages, such as interesting themes and an integrative teaching and learning process.

Extract:

The theme of what was taught before, it was mostly very simple topics [...] I can see the difference from what was and what is now in the context of what is being taught (Participant A, March 27th, 2021).

Extract:

The curriculum of NIS gives us the opportunity to create integration between subjects where science and linguistic subjects are interconnected. Exactly this type of educational orientation that is being used in the intelligence schools is very beneficial and effective, in my opinion (Participant A, March 27th, 2021).

In contrast, Participant B expressed a negative attitude towards the new curriculum.

Respondent's concerns were related to the content that is mainly concerned with the provision of academic knowledge.

Extract:

We have recently moved to the updated curriculum program which is very different from what it was before [...] Before, lesson plans included the title of the lesson, aims, upbringing goals, academic goals [...] We were oriented to develop the student's understanding of the topic from multiple perspectives [...] Now it is different, although it

also includes things like this into the Upgraded Curriculum it views it as an academic objective rather than upbringing resource (Participant B, March 31th, 2021).

In addition to this, both participants noticed positive changes in classroom management, mainly regarding the number of students in each classroom session in L2 classes.

Extract:

Before, we had many students in one class, more than 20 or even 30 in some cases. Now we have only 12 students, which is much easier to manage and teach (Participant A, March 27th, 2021).

Extract:

L1 classes have 24 students in one class, while L2 classes have only 12 (Participant B, March 31th, 2021).

#### ***4.6.2 Discourse of Nationalism***

Interestingly, a notable theme mentioned by Participant B was related to the discourse of nationalism, that supports the Kazakh language as means of preserving national values and identity:

Extract:

I am very proud that I am a teacher of my national language. For me it is a great joy to teach my own language among the many languages we have in our country (Participant B, March 31th, 2021).

Extract:

“You are living in Kazakhstan, your national and mother language is Kazakh. Therefore, since you live here it is your national duty to know Kazakh language. It is your duty towards your country!” - I do my best to spread this idea among my students (Participant B, March 31th, 2021).

Extract:

If we teach our children about our national values and traditions, about our language and its beauty and show it all from the positive side from the start they will carry these values through generations [...] I think that we should raise these ideas from early childhood, from kindergarten (Participant B, March 31th, 2021).

However, the discourse of nationalism and the values of the Kazakh language was not mentioned at any point during the interview with Participant A. This indicates that Participant A

does not pursue the curriculum agenda towards nationalism and, therefore, does not promote these ideas among the students of NIS. At the same time, Participant B presented contrasting results, showing strong support towards the national agenda and promoting it among all students.

#### ***4.6.3 Policy Support at School***

Participant A has shown positive Judgment and Affect about the curriculum. Respondent A outlined certain curriculum features such as the “spiral system of education,” which contributes to the integration of Kazakh into other subjects and the accessibility of technical support. However, Participant A highlighted the significant drawback of the policy related to the methodological support and resources. Participant B has shown a strong positive attitude towards how the Kazakh Curriculum is currently being implemented in mainstream schools. Participant B has shared multiple ideas and concerns about the challenges and features of policy implementation. In addition to that, the respondent specified famous figures of the past and present who contribute to the national language. The following extracts and descriptions will provide an analysis and explanation of their positions with evidence.

The first relevant findings are related to the support that policy provides for schools to help them reach the curriculum objectives. Interestingly, both participants specified the main drawback of the current approach in both school contexts: the lack of methodological support from educational organizations. Participant A expressed that the NIS school does not receive any coursebooks or thematic exercises; instead, they receive the themes and objectives that each lesson must accomplish. Moreover, the respondent mentions that the NIS curriculum pays little attention to grammar. Therefore, in the NIS context, teachers are the source of content, but policy requirements restrict the content itself.

Extract:

We are having difficulties as the educational policy does not provide course books, we are forced to search for a lot of resources [...] We are still bound to the criterias that are set by policy, we receive only the teaching aims and objectives but how do we achieve them and what resources we will use... we simply don't have them (Participant A, March 27th, 2021).

Extract:

The curriculum of NIS almost does not have grammar as objective, it is very poorly taught and I think it is the same for mainstream schools (Participant A, March 27th, 2021).

Participant B shared the same opinion, indicating that, despite the policy providing the coursebooks at the mainstream level, it cannot sustain the needs of every student. In situations like this, schools are imposed on buying other coursebooks to support every student. Moreover, the respondent mentioned that mainstream schools are unreliable in terms of support for the extra-curricular needs of the teachers.

Extract:

Unfortunately, there are cases when we don't have enough coursebooks for every student. Therefore, sometimes we have to buy a coursebook on our expenses (school expenses) to support every student. When it comes to the resources and supplies we tend to not rely on school and buy all materials on our own (Participant B, March 31th, 2021).

The inability of the educational policy to support the schools with methodological resources in both school contexts indicates the gap between policy and implementation. Practitioners face multiple challenges regarding the implementation of the current curriculum, as the policy does not provide enough resources or explanations on how to achieve the curriculum objectives.

In addition to this, participants have highlighted another limitation of the new policy implementation: the lack of flexibility of the curriculum. The curriculum remains highly instructional without applying any changes and with little room for flexibility.

Extract:

We can't say if we support this or not. We have no choice to make, we should follow the instructions we are provided. However, each teacher could apply their own contribution to the teaching process but it is up to each teacher (Participant A, March 27th, 2021).

Extract:

We receive the general curriculum and then adopt our lesson plan in accordance with it. School sets the regulations and should fit them regardless if we like it or not (Participant B, March 31st, 2021).



One of the upgraded curriculum aims is the transformation of the curriculum from a behavioristic to a more constructivist approach. However, the interview answers indicate that the curriculum remains highly bureaucratic and instructional at its core, where teachers have no actual freedom and must follow the regulation stipulated by the policy.

Despite these limitations, participants have shown positive Appreciation towards other aspects of the updated curriculum implementation. For example, Participant A specifies that the new curriculum makes provisions for the integrity of education.

Extract:

[...] opportunity to create integration between subjects where science and linguistic subjects are interconnected [...] The NIS program provides us an opportunity to work in collaboration and create integrative lesson plans, but I can't say that we are hundred percent successful in it (Participant A, March 27th, 2021).

In addition to this, Participant A highlighted that the curriculum of NIS is focused more on academic knowledge rather than the objective of simply passing the exams:

Extract:

If the curriculum gives the difficult text and the student can't comprehend it, or will study it only for the purpose of passing the exam it will not be beneficial (Participant A, March 27th, 2021).

Similarly, Participant B also shared positive Appreciation towards the new curriculum implementation. First is the collaborative work among Kazakh language teachers in the creation of school curriculum based on guidelines provided by the policy:

Extract:

We can create our school curriculum for the Kazakh language as a team of teachers or individually. Of course it is much more convenient to create it together with other Kazakh language and literature teachers (Participant B, March 31th, 2021).

Second is the appreciation for numerous teacher training programs established by the policy to support the methodological needs of teachers:

Extract:

We have all participated in the teacher training program as a part of the upgraded curriculum policy. There was an instructional and methodologic guideline written by

Askhat Salemov. I even bought several of his books and they are very good [...] I try to apply his outlined methodology in my classes (Participant B, March 31th, 2021).

#### ***4.6.4 Curriculum Implementation***

The interviews have also illustrated issues about the curriculum structure that stipulates the number of hours dedicated to the subject. Participant A expressed a generally positive Affect in this regard by stating that subjects receive enough support.

Extract:

Everything is at an acceptable level, the amount of hours and instructions. I can't say the educational policy is doing badly in this regard (Participant A, March 27th, 2021).

Nevertheless, Participant A expressed concerns about the support that Kazakh as L2 receives when students advance in grades. The respondent claims that higher grades receive fewer hours than lower grades but that the objectives and requirements remain.

Extract:

Seventh-grade students study Kazakh 5 times a week, and ninth-grade students study 4 times a week, and eleventh grade 2 times a week but come only once to the classroom, and the twelfth grade do not have Kazakh as L2 at all (Participant A, March 27th, 2021).

Participant A also states that it could be a challenge and explains that the reason behind it is the orientation of the curriculum, which focuses more on final examinations. In addition to this, the respondent shared an opinion on how to improve it.

Extract:

In the curriculum, the higher the grade of the students, the less hours of Kazakh language and literature they receive. There are less hours to teach Kazakh, the reason for this is the focus on profile subjects (STEM subjects). At the current situation, it could be a challenge. I believe that the amount of hours should be no less than three times a week for higher grades until they graduate (Participant A, March 27th, 2021).

On the other hand, Participant B states that, in mainstream schools, the number of hours dedicated to the Kazakh language stays relatively high across all grades of study

Extract:

Kazakh language as a subject is taught enough for all grades, lower grades have about 5 hours, and it stays the same in higher grades, but may differ from class orientation: STEM-oriented classes have the Kazakh language 3-4 times a week. On the other hand,

linguistic oriented classes have Kazakh 5-6 times a week (Participant B, March 31th, 2021).

The findings reveal the differences within the curriculum structure and indicate that mainstream schools receive more attention towards Kazakh Language and Literature in comparison to NIS. An interesting correlation can be seen in the focus of what is being taught in both school contexts. Mainstream schools are more focused on raising nationalistic values and supporting them with more hours of Kazakh compared to NIS. On the other hand, the NIS curriculum is focused more on globalization and human capital development through STEM subjects.

#### ***4.6.5 Teachers' Orientation, Values and Beliefs/Perceptions of Teaching***

This section of the interview responses focused on participants' L2 pedagogy teaching orientations, values, and beliefs. Both teachers shared their positions on teaching and learning, classroom management, and future aspirations. First, both teachers expressed high levels of appreciation for teaching materials and how they gather these resources.

Extract:

We are trying to choose materials that will not negatively affect our students, this is our main goal. Also, we try our best to not use outdated materials (Participant A, March 27th, 2021).

Extract:

We use the resources from our library and internet sources, journals and magazines. Moreover, we have the coursebook but always try to compliment it with additional resources (Participant B, March 31th, 2021).

Next, teachers conveyed their attitudes towards teaching the Kazakh language as a subject and compared them as L1 and L2. Participant A showed a positive Judgment towards teaching Kazakh as an L2. Participant A believes that L2 classes are more interesting, as students view Kazakh as a challenge and try to use more academic language to suit the needs of the course.

Extract:

In my opinion, teaching Kazakh as L2 is more interesting than teaching it as L1 [...] L2 students are not confident and feel that they must always be ready, thus developing much quicker (Participant A, March 27th, 2021).

In contrast, according to Participant A's response, L1 classes are more challenging to teach as students view Kazakh as natural and, therefore, develop more slowly.

Extract:

They are confident in their simple language and they trust it, therefore not eager to develop and stay at the same level [...] L1 students use simple language, not the academic (Participant B, March 31th, 2021).

Participant B has expressed a different opinion. The Respondent believes that teaching Kazakh as an L2 is more accessible in terms of methodology but much more complex in classroom management and language provision.

Extract:

The methodology of teaching Kazakh as L2 is rather different; it is easier in terms of content. However, it is more difficult to reach the L2 students and they have a very special manner of learning (Participant B, March 31th, 2021).

Extract:

I don't like that in one class we have students with different language proficiency. You can find both very high and very low proficiency students in one class [...] L2 classes students' tempo and level is lower and they need more time to give answers (Participant B, March 31th, 2021).

Here, again, an interesting contrast between teachers of both schools, where the NIS teacher prefers to work with Russian-English oriented students and the mainstream school teacher with Kazakh oriented students. There is, again, a visible parallel between the globalization and nationalization orientations of the two teachers.

Continuing with the topic of teachers' orientation in pedagogy, both teachers have shared their perceptions on four communicative skills that are most important in teaching and learning the language. Participant A believes that writing and speaking are the essential skills to teach the language while listening and reading are the most important to know it. Participant A also shared that reading is mainly used as the main element of teaching Kazakh as L2.

Extract:

I think the most productive are writing and speaking, as we can create the product out of it. Listening and reading are used to gather resources to create this product. Of course, writing and speaking are very important but without reading and listening they can't be developed [...] For me teaching and learning based on the reading materials are much more effective (Participant A, March 27th, 2021).

Participant B also shared perceptions about communicative skills and indicated that speaking is the most critical skill to teach the language. It is crucial for students to utilize the language. While learning the language, Participant B indicates that listening and writing are most important.

Extract:

I tend to put more stress on speaking. It is because current youth does not speak much, it is hard for them to start utilizing the language [...] speaking is always developed through listening. Firstly the child is gaining the knowledge from listening rather than from reading [...] we should emphasize writing as an equally important skill in language learning (Participant B, March 31th, 2021).

The participants highlighted certain features they tend to focus on in their teaching processes in terms of teaching methodology. Participant A stated that it is vital to develop students' cognitive abilities by enhancing their critical thinking.

Extract:

In order to show the language proficiency students' should know how to analyze and compare different resources, find similarities and differences (Participant A, March 27th, 2021).

Participant B shared that the main focus of any classroom should be the students and the knowledge they are receiving.

Extract:

We should not forget that our interest in every classroom is the student who sits in front of us. If we conduct the lesson, we must try our best to convey our knowledge to as many students as possible. Of course, on some occasions, we might not succeed, but it is still a part of our experience (Participant B, March 31th, 2021).

Although both teachers practice different approaches, both of their teaching orientations and focus on methodology are students, making their teaching and learning orientations constructivist and student-centered.

Another relevant finding is related to the maintenance of motivation among students and how teachers deal with this. Participant A stated that motivation maintenance is challenging and should be maintained with the help of teachers' attitudes and engagement.

Extract:

I believe that if the teacher is open-minded and educated, the student will be engaged to his/her knowledge. If the teacher could provide an interesting lesson, students will share his/her interest [...] teacher should be respectful towards the language and the subject. There is no magic in this and no simple solutions (Participant A, March 27th, 2021).

Participant B believes that motivation could be maintained with the help of constant positive feedback and a friendly atmosphere where the teacher does not possess an authoritarian presence. In addition to that, the respondent believes that there should be role models that students can follow, for example, characters from cinema or literature:

Extract:

In order to motivate our students, we should keep a positive attitude towards our students and always tell them how great they are where even small things make a great accomplishment [...] Before, I thought that the teacher was just an instructor, but now I believe that teacher is also a close friend [...] there should be a role model for students to follow, I often put examples of characters in literature and cinema (Participant B, March 31th, 2021).

Interestingly, both teachers expressed positive Judgment towards applying to teacher education or qualification development programs, which signifies the high levels of interest towards their profession.

Extract:

I have finished the full training program on critical thinking and currently conduct these training programs myself (Participant A, March 27th, 2021).

Extract:

I want to further develop my teaching skills and was thinking of applying for qualification improvement programs or even to my masters' degree where I could focus more on teaching Kazakh as L2 (Participant B, March 31st, 2021).

#### **4.6.6 L2 Pedagogy**

The following section is related to the pedagogical practices of teachers, where they provided a short description of their lessons and examples of successful teaching. Both participants share similar lesson structures.

Extract:

I necessarily start by learning new vocabulary. I try to make it a ritual because they need to know how these words change grammatically. It is the feature of Kazakh, if we link particles to the words, the meaning of the word will change as well. After I finish the explanation, we move on to the text or any other resource. And then, the lesson ends (Participant A, March 27th, 2021).

Extract:

I start with an introduction and greetings. Then I always check the well-being of the class and select the tone of the lesson based on the atmosphere. Next, I check the homework and start to move on to the new vocabulary. Then I explain the main topic. We cover some exercises. After that, I distribute homework and then end the lessons (Participant B, March 31th, 2021).

Participant A shared an experience in one lesson that was particularly successful in the respondents' opinion. Although it was a simple topic, the success of the lesson was determined by the quality of the resource:

Extract:

We have covered the topic about the animal who first flew to space. Since the recognition of the topic was high my students have remembered it quite well. Teaching material was very good, and therefore the lesson met its objectives. I think if the resources of the lesson plan are strong, the lesson will succeed (Participant A, March 27th, 2021).

Participant B also shared an experience, but in this case, the success was determined by the theme of the lesson related to national symbols:

Extract:

We have covered the topic called national symbols. I have played the national anthem but didn't tell students to stand up to see if they can understand it by themselves if they know it or not. Many have raised. I asked them why, they said it is the anthem we must respect it (Participant B, March 31th, 2021).

Interestingly, both participants have highlighted that the themes and topics covered in the new curriculum are interesting and engaging.

Extract:

The topics and themes that we are given to teach are very interesting. We don't have topics like "family," we do not teach simple things like this is my brother, and this is my cousin. Instead, we have topics like "family ties" or "demography," which are more explanatory. Therefore, teaching Kazakh is very interesting, too (Participant A, March 27th, 2021).

Extract:

Themes and content are very interesting too [...] They put a lot of emphasis on the communicative skills of students (listening, reading, writing, speaking) and every objective is designed to improve one of these skills (Participant B, March 31th, 2021).

Moreover, Participant A also emphasized the "spiral system" feature, which interconnects all subjects and themes through every grade of the NIS curriculum. Notably, such a system was not mentioned in mainstream schools.

Extract:

The "Spiral Sistem" is being applied throughout the whole curriculum. The themes they have covered in the 7th grade will be studied again from different perspectives till the graduation (Participant A, March 27th, 2021).

Lastly, participants were asked whether they support one language-only policy or use other languages to comprehend the content better. Participant A replied that her classes are taught exclusively in the Kazakh language as it is a requirement of the school program. However, the Respondent emphasized that it is essential not to make the classes difficult as this might result in negative attitudes towards the Kazakh language among L2 learners.

Extract:

My classes are taught only in Kazakh. I could use some little explanations in favor of students, but there is a requirement that Kazakh must be taught in Kazakh. It is the rule of the course program. Well... it is not demanded that Kazakh must be taught in Kazakh in policy, but in the curriculum you might find that it is written as should be taught (Participant A, March 27th, 2021).

Extract:

We must make everything on our hands to not make this requirement unbearable so that our students will start to hate the language (Participant A, March 27th, 2021).

In contrast, Participant B has a positive perception towards using multiple languages while teaching Kazakh as L2. The respondent believes that it creates a favorable atmosphere and



enhances the learning process. Moreover, the respondent states that it is stipulated in the policy document that Kazakh as L2 must be taught in the target language.

Extract:

L2 classes should be taught in Kazakh only, however I as a teacher allow my students to use Russian when they struggle to express themselves too much. Sometimes even I can use Russian to effectively describe the topic, grammar or vocabulary. We must put ourselves into the position of our students, create a favorable atmosphere where they can grow. However, the policy stipulates that the lessons should be taught in Kazakh only (Participant B, March 31th, 2021).

As a result, we can conclude that Participant A, in this case, supports the nationalistic ideas of the curriculum by conducting her lesson in Kazakh. At the same time, Participant B rejects this idea in favor of teaching and learning efficiency. Interestingly, both participants mentioned that it is written in the policy that Kazakh must be taught in the target language only. However, the document analysis of both curriculums has not shown any stipulations to support this point, which indicates that teachers or schools are disconnected from the policy.

#### **4.7 Discussion of Interviews**

The SFL analysis of participants' responses has revealed positive Affect, Judgement and Appreciation towards the policy's modern teaching resources and teacher training programs. Moreover, both teachers expressed a positive attitude towards applying for more teacher qualification programs. Both participants stated that themes and topics covered in the upgraded curriculum are very interesting and engaging, thus showing positive Appreciation towards the curriculum. Notably, participants have demonstrated different approaches to maintaining differentiation in the classroom. Participant A referred that dividing students based on their academic achievement is not ethical, and therefore each should be fairly assessed based on the lesson descriptors. Participant B stated that differentiated teaching is written in the mainstream policy although it is not outlined in the general curriculum.

Participant A expressed a strong Affect towards the upgraded curriculum by highlighting its advantages, such as interesting themes and integration of subjects throughout all education

grades. However, Participant B held a different position and asserted a negative Affect towards the current curriculum sharing concerns that it puts more stress on academic achievements rather than the complex teaching of values in older versions of the curriculum. Both participants have expressed positive Appreciation towards classroom management changes, namely stating that in L2 classes, there are fewer students, and therefore it is easier to teach.

The interview analysis also shed light on the positive Appreciation of both participants towards the integrity of education, i.e., the subjects are not isolated, and its content is integrated into other subjects. As a result, positive Affect about collaborative work was highlighted by both teachers in the planning of teaching content.

#### **4.8 Themes across the research instruments**

This study has included two research instruments: the data analysis of documents and semi-structured interviews. The document analysis for School A highlighted the gap in the methodological support provided by the policy and orientation of the education towards globalization with the help of enhancing the STEM subject. The document analysis for School B highlighted the insufficient provision of methodological resources and overall balance orientation that is focused on linguistics and STEM-oriented subjects. Interestingly, both School A and School B emphasize the discourse related to nationalism that plays a central role in both school contexts. The Kazakh language serves as the means of language acquisition and enculturing national values among students. Interview analysis of both school teachers has also highlighted the main gap established by document analysis: the lack of methodological resources and support towards teaching Kazakh as an L2 subject. Both participants have shown a positive attitude towards changes in the curriculum and expressed readiness to apply new practices and methodologies. However, differences have been revealed in the orientation and teaching approaches participants used. Thus, Participant A expressed a positive attitude towards teacher-centered learning, globalization perspective, and monolingual teaching. On the other hand,

Participant B expressed a positive attitude towards student-centered learning, nationalization, and multilingual teaching.

This chapter has shown the data and findings collected from policy documents and interviews from both school contexts. SFL analysis was applied to differentiate emerging themes and identify similarities and differences between policy and practice regarding Affect, Judgement, and Appreciation.

#### **4.9 Discussion of Findings**

The current research investigated the curriculum stipulations and practical aspects of teaching Kazakh as L2 in the two school contexts. Two data sources, documents, and interviews were included for data analysis. Both instruments were exposed to an SFL analysis to explore the purpose, values, and evaluations visible in the policy and practitioners' views. First, the document analysis of the official curriculums in the two school contexts sheds light on the stipulations, values, and objectives that the curriculum aims to achieve. Then, interview responses investigated practitioners' attitudes, perceptions, and values towards the curriculum stipulations and teaching-learning practices. The following section will focus on findings associated with the main research questions, which are:

- 1) How is Kazakh as L2 conceptualized in policy documents?
- 2) What are teachers' beliefs about language learning and teaching in these two contexts?
- 3) How is the curriculum conceptualized and enacted in two school contexts?

##### ***4.9.1 How is Kazakh as L2 conceptualized in policy documents?***

MoES (2016) stipulated that the current curriculum aims to transform education from the previous behavioristic approach to constructivist teaching and learning. This alignment can be seen in the official curriculum documents currently associated with the provision of the complex, content-based education that aims to develop learners' academic knowledge and cognitive skills. The SFL framework used in this study utilized Field, Tenor, and Mode resources to convey meaning and purpose based on the language used in the official documents (Halliday, 2000). As

a result, the Field analysis revealed that the curriculum provides substantial informational and instructional guidelines about the subjects. However, a gap can be seen in the structure of specific documents and their language. Tenor analysis revealed that two out of three official documents related to mainstream schools create unequal relationships with the audience due to high modality. Mode analysis showed the complicated structure of these documents, making them extremely difficult to follow and enact. As a result, policy stipulations and practical implementation are becoming more distant. The curriculum structure of mainstream education, on some occasions, still resembles the Soviet curriculum that was centralized, rigid, inflexible, and therefore similarly challenging to follow and enact (Kalikova & Silova, 2008; Stainer-Khamsi et al., 2006). However, the NIS curriculum structure and language use contribute to the audience's sense-making and therefore make it easy to understand and implement. As a result, we can conclude that both schools serve to guide education. However, NIS provides a more efficient curriculum structure while mainstream schools experience challenges in effectively providing information to the practitioners.

The SFL analysis of curriculums revealed the main finding that Kazakh as an L2 subject does not receive enough methodological and theoretical support that could guide teachers' pedagogical practice. Kazakhstani studies conducted in the same field of education have shown similar results but from different perspectives. For instance, Yakavets (2014) reported that curriculum transformation has encountered multiple challenges and remains one of the main issues. Zhetpisbayeva et al. (2016) referred to the overwhelming conceptual demand of the curriculum, which is not supported with a united level of understanding of “what” and “how” to teach. Similarly, official curriculum documents in both schools do not provide any information related to second language acquisition theories or any explanatory genre that could answer “how” to teach Kazakh as L2. As a result, we can conclude that curriculum as a text stipulates content and objectives of the education program but fails to provide sufficient methodological support for its aims to be enacted in practice.

Another critical finding is associated with the discourses that emerged from Kazakh as the L2 curriculum. Nicolaou (2001) stated that the socio-political agenda of a country impacts curriculum policy and planning. Similar agenda is visible in discourses linked to the Kazakh identity, culture, traditions, and customs. SFL framework is also applicable in this field as it provides a view of language as a social construction where semantic aspects can be seen from cultural and historical elements (Chalimah et al., 2018). Thus, the SFL analysis highlighted positive Affect, Judgment, and Appreciation linked to the discourse on nationalism throughout both school contexts. As a result, the curriculum of Kazakh as L2 pursues nationalistic agenda where Kazakh language as a subject aims not only to develop language proficiency but also to raise the value of Kazakh identity, the national language, and matters related to being Kazakh. Therefore, teachers of the subject are the agents of teaching the language and agents of enculturating the students to raise their national identity. This finding correlates with MoES's (2016) objectives to foster Kazakh's national identity, status, and prestige through transformed L2 teaching.

#### ***4.9.2 What are teachers' beliefs about language learning and teaching in these two contexts?***

Cullinan (2016) stated that teachers' values and orientations to language teaching could impact policy implementation. Likewise, Hall (2005), and Staub and Stern (2002) also claimed that teachers' beliefs shape pedagogical practices and student outcomes. Therefore, it is vital to establish teachers' beliefs about language teaching and learning practices. To reach this objective, the current study applied an Appraisal framework that utilizes Affect, Judgement, and Appreciation resources. White distinguishes the appraisal framework as an approach of exploring, describing, and explaining how language is used to manage interpersonal relationships and construct textual personas (as cited in Wei, 2015).

The interview analysis of two teachers representing two school contexts has revealed their teaching and learning practices. An interesting finding emerged from the Judgment analysis, which showed that participants shared different opinions about the role of the teacher in

the curriculum. Participant A expressed that it is the teachers who play the most significant role in the education enactment. Contrarily, Participant B specified that it is the students who play the central role in education. This contrast indicates the misalignment between the policy that foregrounds student-centered curriculum and Participant A's position that resembles a teacher-centered approach. Participant B's answers have shown a complete correlation with policy stipulations. Teachers often adopt the practices that work for them, and they are often resistant to change in the face of approaches and methods that run counter to those beliefs (Staub & Stern, 2002; Torff et al., 2005; Wooley et al., 2004). Therefore, regardless of policy stipulations, teachers' beliefs can shape classroom practices that might align with or differ entirely from what is set by the pre-established curriculum (Ayazbayeva, 2017).

Another important finding emerged from the Affect analysis of the interviews. The interview responses have illustrated the nationalistic discourse that was highly emphasized by Participant B. During the interview, respondent B shared strong emotional support for the provision of national values related to Kazakh culture and identity and the role of the teachers who shape it. Notably, Participant A hasn't mentioned any items related to the national discourse at any given point of the interview. Graves and Garton (2017) state that previously, language teaching was focused on the utilization of language use. Currently, teachers play the role of facilitators in embracing language learning rooted in students' awareness of the language. In other words, language teaching also refers to the aboutness of the language. This finding signifies that Participant A does not aspire to the nationalistic agenda stipulated in the curriculum and therefore does not promote this idea among students. On the other hand, Participant B established contrasting results showing strong support towards the national agenda and promoting it among all students.

The interview's judgment and Appreciation analysis have revealed another interesting finding related to multiple language use while teaching the Kazakh as L2. Participant A preserved consistent Judgment that lessons must be conducted solely in the Kazakh language.

However, Participant A acknowledges that it is crucial to adjust the language. The approach that is applied in the classroom signifies the language orientation held by the teacher.

Monolingualism of the dominant language and other language use restrictions indicate that the teacher supports the Language as a Problem orientation (Hornberger & Hult, 2016). At the same time, Participant B shares the opposite attitude and has a positive Appreciation towards using multiple languages while teaching Kazakh (L2) as it contributes to the learning environment. Similarly, endorsement of multiculturalism and enactment of multiple language use for specific purposes signifies that the teacher supports Language as a Resource orientation (Hornberger & Hult, 2016). As a result, Participant A, in this case, supports the nationalistic ideas of the curriculum by conducting the lessons solely in Kazakh. At the same time, Participant B omits this agenda in favor of teaching and learning efficiency. However, official policy supports fluency in three languages (Kazakh, Russian, English) and implements the Trilingual Education Policy to use these languages for multiple purposes (SPED, 2010). Thus, we can conclude that the state pursues the Language as a Resource orientation and supports multilingualism.

#### ***4.9.3 How is the curriculum conceptualized and enacted in two school contexts?***

The general objective of the current curriculum was clearly outlined in the State Program, which is to “increase the competitiveness of education and development of human capital through ensuring access to quality education for sustainable economic growth” (SPED, 2010, p.56). However, the main findings of the interview analysis refer to the challenges of providing quality education. Namely, it relates to the limited provision of resources towards methodological support in NIS and mainstream schools. Although participants shared positive Affect and Appreciation towards certain features brought by the updated curriculum, both almost immediately specify the main drawback: insufficient methodological support and resources from educational organizations. The inability of the educational policy to support the schools with methodological resources in both school contexts indicates the gap between the policy and practice. Practitioners are facing multiple challenges towards implementing the current

curriculum as the policy does not provide enough resources nor explanations on how to achieve the curriculum objectives. Similar challenges were outlined in the study of Orafi and Borg (2009). Their results revealed a mismatch between the goals of the curriculum and the instruction observed in the Libyan secondary school context. Mismatch in the Kazakhstani education system also can be seen in the focus of curriculum on objectives rather than instruments of achieving them. Richards (1989) also argues that most shifts to new language teaching syllabus design and curriculum changes have failed because insufficient attention was given to prepare teachers for change. However, in Kazakhstan, the insufficiency of curriculum guidance in terms of methodology becomes the main obstacle to curriculum implementation.

In addition to that, participants' responses revealed that the current curriculum does not provide freedom and flexibility. The curriculum implementation contains highly instructional requirements on what must be taught. As a result, the curriculum remains highly instructional without the option to apply any changes and with minimal opportunity to adapt to the time's needs. The curriculum is highly bureaucratic and directive, where teachers have no actual freedom and must follow the regulation stipulated by the policy.

Interview analysis shed light on another crucial finding related to the curriculum structure that outlines the number of hours dedicated to Kazakh Language and Literature. Participant A stated that in School A, the number of hours drastically decreases as students advance in grades. For example, if the 7th grade has Kazakh as an L2 subject five hours per week, 11th grade has only two hours per week, and 12th grade does not have subject Kazakh as L2. This approach is the school's orientation on STEM subjects and students' focus for preparation on final examinations. In contrast, Participant B stated that in the context of School B, the amount of five hours per week remains the same for all grades of secondary and high school. Presented findings reveal the differences within the curriculum structure and indicate that mainstream schools receive more attention towards Kazakh Language and Literature in comparison to NIS. An interesting correlation can be seen in the focus of what is being taught in both school contexts.



Mainstream schools are more focused on raising nationalistic values and supporting them with more hours of Kazakh compared to NIS. On the other hand, the NIS curriculum is focused more on globalization and human capital development through STEM subjects. Widodo (2015) also noted a similar pattern of curriculum stipulations towards the content and pedagogy that is often associated with economy and society in meeting the needs and demands set by globalization. The aims of the Kazakhstan government outlined in the strategic goals also emphasize global discourses associated with globalization and economic markets (Kazakhstan-2050, 2017). As a result, NIS seems to be considered a driving force towards reaching the demands of globalization while mainstream education maintains the nationalization among its students.

The finding related to the multiple languages was also established in the curriculum implementation in both schools. Despite teachers describing different positions on using multiple languages while teaching Kazakh as L2, both of them clearly outlined that it is stipulated in the policy document that Kazakh as L2 must be introduced in the target language only. However, the document analysis of both curriculums hasn't shown any stipulations to support this point. Similarly, Wang (2010) has also indicated a mismatch between curriculum intentions and practitioners' implementation while applying the EFL curriculum. However, in the Kazakhstani case, the issue is related to the practitioners' unawareness about the curriculum stipulations, which indicates that teachers and schools are disconnected from the policy.

## **Chapter 5: Conclusion**

The previous chapter focused on presenting findings and discussions from the qualitative data gathered from document analysis and semi-structured interviews. The interviews were conducted with two participants, representing a teacher of one NIS and one mainstream school. The document analysis included four curriculum documents, one official curriculum of NIS, and three official documents that construct the mainstream education curriculum. All data were analyzed with the SFL analytical framework that established the purpose, relationship with the audience, and means of interaction for both gathered data sets. The purpose of the study was to identify how the Kazakh (L2) language teaching curriculum is conceptualized and practiced in one NIS school and one mainstream school. To achieve the purpose of the following research questions were addressed:

1. How is Kazakh as Second Language (L2) conceptualized in policy documents?
2. What are teachers' beliefs about language learning and teaching in these two contexts?
3. How is the curriculum conceptualized and enacted in two school contexts?

In the final chapter, I foreground and summarize the findings of the above research questions. The study's main conclusions will be outlined: 1) Conceptualization of Kazakh as L2 curriculum, 2) Teachers' beliefs and values, and 3) Curriculum implementation in practice. Furthermore, this chapter presents the implications of the results, the study's limitations and provides recommendations for further research.

### **5.1. Conceptualization of Kazakh as L2 Curriculum**

The SFL analysis revealed that the purpose of both schools is to provide education that contributes to the complex development of the student. Despite documents employing different approaches to provide the information, they all serve their purpose and contribute to the practitioners' sense-making to further implement the curriculum in practice. The main findings have revealed that the curriculum of both schools is significantly affected by the discourse

associated with nationalism towards Kazakh values. It is stipulated that teachers ought to teach the language and enculture national values in students. However, the gap between policy and implementation is that the curriculums provide limited or no access to language acquisition teaching and learning practices or theories.

## **5.2 Teachers' beliefs and values**

The interview analysis of teachers representing two school contexts has revealed their beliefs on language teaching and learning practices. Participants have shown positive attitudes towards communicative skills (reading, writing, listening, speaking). They outlined that speaking is an essential skill for learning a language and listening and writing are important when acquiring the language. An SFL analysis highlighted that both participants share positive emotions and values associated with students' cognitive abilities. Interestingly, mainstream school teachers presented great support on the nationalistic agenda of the curriculum. However, NIS teachers implied no comments in this regard. Another finding was that NIS teachers emphasize the role of the teacher showing the signs of a behavioristic approach. In contrast, mainstream teachers put stress on the students as central figures of education. Notably, the findings revealed that the NIS teacher prefers to work with non-Kazakh-oriented students while the mainstream teacher prefers to work with Kazakh students. Lastly, teachers established their values about different language use while teaching Kazakh as L2. The NIS teacher affirmed a strong position of using the Kazakh language solely, while the mainstream teacher shared a positive attitude about the language switch use as long as it contributes to the teaching and learning process.

## **5.3 Curriculum implementation in practice**

Interview analysis has also revealed that curriculum implementation in practice experiences severe challenges in both school contexts. The main issue is the lack of resources and methodological support. For instance, NIS schools do not receive coursebooks to guide the

teaching practice and create content on their own. On the other hand, mainstream schools are provided with coursebooks, but the number of them is not sufficient to support every student's needs. Moreover, both teachers established that the curriculum lacks freedom and flexibility as it stipulates strict requirements on lesson procedures that are not allowed to change or adapt. Another important finding revealed that the Kazakh language as L2 receives more instruction hours in mainstream schools than in NIS. And lastly, both participants outlined that lessons must be provided in Kazakh only in the official documents stipulated in the official documents. However, the findings did not show any stipulations to support this, indicating a disconnection between curriculum and practice.

#### **5.4 Implications of the results**

The current study represents one of the first attempts to apply the SFL framework in the educational context of Kazakhstan. Therefore, the presented study aimed to contribute to the endorsement of SFL among future studies in various contexts. Furthermore, the same research can be applied on a larger scale to generate richer and more quality data to contribute to future educational theories and practices. Additionally, I hope that the same research would be applied towards other curriculum subjects to illustrate education phenomena in the Kazakhstani context.

#### **5.5 Limitations of the research**

The study initially included three research instruments to achieve data triangulation, they are 1) document analysis, 2) semi-structured interviews, and 3) classroom observation. However, classroom observations could not be conducted because of the Covid-19 restrictions that wouldn't allow any personal interaction on the research sites. For this reason, this study failed to achieve triangulation which is one of the study's limitations. Another limitation is related to the scale of the study that included only a few documents and two participants. Therefore, the current study's findings shouldn't be generalized, and the research requires further development with larger sample size.

## **5.6 Recommendations**

Based on the highlighted findings, specific recommendations can be implemented for future educational theory and practice changes. Firstly, the educational policy of NIS and mainstream education critically needs sufficient methodological support, namely resources that could guide the curriculum implementation. In the NIS context, the coursebooks contain an explanatory genre on how to teach the subject. In the mainstream context, there should be enough funding to provide learning materials to every student. Secondly, discourse on nationalism is commendable, but again, without resources and a transparent methodology that could guide this agenda, it is almost ineffective to implement. Thirdly, teachers have shared great support towards changes in the curriculum and established positive attitudes towards developing their qualifications further, which means that policy should meet this demand by providing more teacher training programs. And last but not least a critical recommendation is to reorganize the official documents' structure to make it easier for the intended audience to understand. Miscommunication between policy and practice might have significant adverse outcomes in the field of education.

## **5.7 Conclusion**

The experience of writing the masters' thesis provided much insight into the previously uncovered areas. Firstly, applying the SFL framework in practice enhanced my research skills, and I hope to use this knowledge in other fields of research. Secondly, data collection procedures developed communication skills and accuracy. In addition to that, thesis writing has significantly improved my academic English and writing skills. Lastly, data analysis has developed my dedication and patience. The findings outlined in the study were unexpected to me and shed light on the issues that must be addressed in education, and I am willing to conduct broader research in the future.

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## **Appendix A**

### **INFORMED CONSENT FORM**

#### **Exploring Kazakh L2 teaching from policy to practice: A Systemic Functional Linguistic Discourse Approach (SFLDA)**

**DESCRIPTION:** You are invited to participate in a research study that aims to find differences between Kazakh language teaching theory and practice. It will explore your language beliefs and language attitudes and your strategies and approaches to teaching the Kazakh language. You will be asked to take part in a face-to-face or online interview. With your agreement, the interview will be audio-recorded. Your replies and your identity will remain anonymous. Please, keep in mind that your participation is entirely voluntary, and you may choose not to answer any questions you find uncomfortable. The interview will be held informally, and you may choose Kazakh, Russian or English languages based on your preferences. In addition to the interview, you will be requested to share examples of a lesson plan, individual curriculum, classroom activities, and assessment documents for analysis. Finally, the research will require your permission held observation of one full-length classroom session. Recordings, documents, and notes from observation will be used only for analysis. No information will be presented anywhere outside of the study, and your anonymity will be protected at all times.

**TIME INVOLVEMENT:** Your participation will take approximately 35 minutes of interviewing time.

**RISKS AND BENEFITS:** The risks associated with this study are minimal. The study's potential risks might involve disclosing information that might cause discomfort, but you may leave them unanswered. Due to the pandemic, personal interaction could be considered dangerous, and social distance management should be maintained. There is no direct benefit to you; however, your opinions are important and valuable and will complement the educational policy's strengthening.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand that your participation is voluntary. You have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns, or complaints about this research, its procedures, risks, and benefits, contact the Master's Thesis Supervisor for this student work: Michelle Bedeker, [michelle.bedeker@nu.edu.kz](mailto:michelle.bedeker@nu.edu.kz)

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at: [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given complete information regarding the purpose and procedures of the study;
- I understand how the data collected will be used and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all previous, I agree to participate in this study of my own free will.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

### **Изучение преподавания казахского как второго языка, от политики к практике: Дискурсивный подход к системной функциональной лингвистике**

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании целью которого является выявление различий между теорией и практикой преподавания казахского языка. В исследованиях будут рассматриваться ваши взгляды и убеждения по отношению к языкам, а так же стратегий и методики преподавания казахского языка. Вам будет предложено принять участие в индивидуальном интервью. С вашего согласия, интервью будет записано на аудио носителе. Ваши ответы, а так же ваша личность останутся анонимными. Пожалуйста, помните что участие в исследовании является абсолютно добровольным, и вы можете не отвечать на любые вопросы которые вы сочтете нежелательными. Интервью будет в неформальной форме и вы имеете права выбрать язык наиболее удобный для вас казахский, русский или английский. В дополнении к интервью, исследование нуждается в примерах ваших поурочных планов, учебных программ, а так же критерий оценивания заданий для анализа. И наконец, в завершении исследование просит вашего разрешения на посещение одного вашего полноформатное классного занятия для наблюдения. Аудиозаписи, документы и заметки о наблюдениях будут использоваться только в целях анализа. Ни одно из этих сведений не будет представлена за пределами исследования. После завершения анализа эти материалы будут утилизированы.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует приблизительно 35 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с этим исследованием минимальны. Потенциальные риски исследования включают риск дедуктивного раскрытия вашей личности на основе предоставленной информации, даже несмотря на всю анонимность. Кроме того, некоторые вопросы могут вызвать дискомфорт, но вы можете оставить их без ответа. Так же, в связи пандемии личное общение может считаться опасным, и необходимо сохранить социальную дистанцию. Данное исследование не несет за прямых преимуществ лично вам, однако ваше мнение важно и очень ценно и оно будет способствовать укреплению образовательной политики. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на: вашу работу или социальное положение.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также

Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

**КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителям магистерского тезиса исследователя: Мишель Бедекер, [michelle.bedeker@nu.edu.kz](mailto:michelle.bedeker@nu.edu.kz)

**Независимые контакты:** Если вы недовольны проведением данного исследования, если у вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес: [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

## **ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

### **Қазақ тілін екінші тіл ретінде оқыту, саясаттан практикаға дейін: жүйелік функционалды лингвистиканың дискурсивті тәсілі**

**СИПАТТАМА:** Сіз қазақ тілін оқытудың теориясы мен практикасы арасындағы айырмашылықтарды анықтау мақсатында жүргізілген зерттеуге қатысуға шақырыласыз. Зерттеулерде сіздің тілдерге қатысты көзқарастарыңыз бен сенімдеріңіз, сондай-ақ қазақ тілін оқытудың стратегиялары мен әдістемелері қаралатын болады. Сізден бетпе-бет немесе онлайн сұхбатқа қатысу сұралады. Сіздің келісіміңізбен сұхбат аудио жазбаға түсіріледі. Сіздің жауаптарыңыз бен жеке басыңызға қатысты ақпараттар анонимді болып қалады. Зерттеуге қатысу толығымен ерікті екенін есте сақтаңыз және сіз қажет емес деп тапқан кез-келген сұраққа жауап бермеуге толықтай құқылысыз. Сұхбат бейресми түрде өтеді және сіз өзіңіздің қалауыңызға сәйкес қазақ, орыс немесе ағылшын тілін таңдай аласыз. Сұхбатқа қоса, сізден аталмыш құжаттардың нұсқалары сұралады: сабақ жоспары, жеке оқыту бағдарламасы, сыныптағы іс-шаралар, талдауға арналған тапсырмаларды бағалау критерийлері. Соңғысы, зерттеу жұмысы толық форматты сынып бақылауы үшін сіздің рұқсатыңызды керек етеді. Аудиожазбалар, құжаттар мен ғылыми бақылау мәліметтері тек талдау мақсатында ғана пайдаланылады. Бұл ақпараттардың ешқайсысы зерттеу жұмысынан тыс қолданылмайды және сізге қатысты жеке ақпараттар барлық уақытта жасырын болып қала береді.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен 35 минут уақытыңызды алады.

### **ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:**

Бұл зерттеу жұмысына қатысудың қауіптері өте төмен. Алайда зерттеу жұмысының ақпараттарды тереңірек ашу барысында қатысушыларға ыңғайсыздық тудыратын қауіптері болуы мүмкін, бірақ сіз сұрақтарды жауапсыз қалдыра аласыз. Сонымен қатар, КОВИД-19 пандемиясына сәйкес жеке байланыс қауіпті саналып, әлеуметтік арақашықтық сақталуы талап етілуі ықтималды. Зерттеу жұмысының сіз үшін тікелей артықшылығы жоқ. Алайда сіздің көзқарастарыңыз маңызды және бағалы, сондықтан білім беру саясатының күшеюіне ықпалын тигізуі мүмкін.

**ҚАТЫСУШЫҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді



кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

### **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады: Ассистент Профессор Michelle Bedeker  
michelle.bedeker@nu.edu.kz

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен  
gse\_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

## **Appendix B**

### **Interview Protocol**

#### **Interview Questions**

##### **Section One. General Questions**

- How old are you?
- Year(s) working as a teacher at this school
- Year(s) working as a teacher in total (this question is important because it shows the proficiency and experience of the teacher that could have a strong influence on the methodology of teaching).
- Do you have experience of a different school context or environment of teaching? (that influence both teaching practices and language beliefs).
- What is your academic background? - Degree/qualification (Higher education training that could influence their beliefs and attitude).
- Which of the following included in your teacher education or training or other professional qualification (if at all)?

Second language learning theories, teaching reading in a second language, teaching writing in a second language, teaching grammar in a second language, multiliteracies and second language writing, planning L2 interventions for learners with language barriers, assessing L2 skills (Listening, speaking, reading, writing, multiliteracies) Tick off the relevant ones

##### **Section Two. Policy changes for L2 teaching**

1. In your opinion, how is educational policy inclusive of the role of Kazakh in our society? And what do you think of it?
2. Can you describe (if any) what the policy states about the language teaching methods to motivate Kazakh learning as L2?
3. How does the policy support Kazakh pedagogy as L2? (incentives) Despite supporting the agenda, does it provide enough funding? This question states to shed light on this question.
4. Can you describe any changes in language teaching methods, assessment, and general classroom management issues stipulated by policies from the top?
5. Does the policy support enough Kazakh language teaching and learning?
  - i) How to improve it? What is missing?

- ii) What should be done to encourage learners to use it outside the classroom?.
- 6. Does your school provide enough materials for teaching Kazakh?

### **Section Three. Kazakh Curriculum implementation**

- 1. Can you explain how Kazakh as a subject is implemented? (How many periods, days per week, etc.)
- 1. What is the main reason for your school approach to question 4? Why is it operationalized in this way at your school?
- 1. What is your school's approach to Kazakh teaching? Do teachers plan together/one curriculum or content per week per term that all grades follow, or do teachers plan individually?
- 1. What materials do you use and why?
- 1. How and when is Kazakh as L2 assessed?
- 1. What skills are assessed, and who decides?

### **Section 4: Orientations to L2 language pedagogy**

- 1. We would like to know how you generally feel about teaching Kazakh as an L2?
- 1. What do you think is important when teaching Kazakh as L2? (In Kazakh language teaching, which ability do you consider the most important? (Listening, Reading, Writing, Speaking)
- 1. What do you think are the most critical skills learners need to be proficient in Kazakh?
- 1. What kind of teaching methodologies do you use in your teaching?
- 1. Can you provide a short description of one of your lessons (introduction, body, and ending)
- 1. Describe a successful lesson you conducted in the past and why you think it was successful?
- 1. Are your Kazakh classes conducted solely in Kazakh, or does it have cases of mixed language use (Russian or any), and why?
- 1. How do you plan lessons to develop the motivation of students to learn Kazakh? What techniques do you use?
- 1. How do you support strong and weak students and maintain differentiation so that the strong do not lose interest and the weak do not struggle?

### Сұхбат сұрақтары

#### Бірінші бөлім. Жалпы сұрақтар

- Мұғалімнің жасы
- Осы мектепте мұғалім болып жұмыс істеген неше жылы (дар)
- Жалпы мұғалім болып жұмыс істеген неше жылы (дар)
- Сізде мектептің басқа мазмұны немесе оқыту ортасы туралы тәжірибе бар ма?
- Сіздің академиялық біліміңіз қандай? Дәреже / Біліктілік
- Төмендегілердің қайсысы сіздің мұғалімнің біліміңізге немесе біліктілігіңізге немесе басқа кәсіби біліктілігіңізге кіреді (егер болса)?

Екінші тілді оқыту теориялары / Екінші тілде оқуды үйрету / Екінші тілде жазуға үйрету / Екінші тілде грамматиканы және көп тілділікті екінші тілде үйрету / Тілдік кедергілері бар оқушыларға екінші тілде араласуын жоспарлау / Екінші тілде дағдыларын бағалау (Тыңдау, Сөйлеу, Оқу, Жазу, Көптілділік) Қалағанын теріңіз

#### Екінші бөлім. L2 Оқыту саясатының өзгерістері.

1. Сіздің ойыңызша, білім беру саясаты қазақтардың біздің қоғамдағы орны туралы қалай қамтылған? Сіз бұл туралы не ойлайсыз?
2. Қазақ тілін оқытуды ынталандыру үшін тілді оқыту әдістері туралы саясатта L2 ретінде не айтылатындығын (бар болса) сипаттай аласыз ба?
3. Саясат қазақ педагогикасын L2 ретінде қалай қолдайды? (ынталандыру)
4. Тілдерді оқыту әдістері, бағалау және сыныпты басқару мәселелерінің жоғарыдан саясатпен қарастырылған кез келген өзгеруін сипаттай аласыз ба?
5. Саясат қазақ тілін оқыту мен оқуды жеткілікті деңгейде қолдай ма?
  - a. Оны қалай жақсартуға болады? Не жетіспейді?
  - b. Оқушыларды оны сыныптан тыс пайдалануға ынталандыру үшін не істеу керек ?
2. Сіздің мектебіңіз қазақ тілін оқытуға жеткілікті материалдармен қамтамасыз ете ме?

#### Үшінші бөлім. Қазақша оқу жоспарын енгізу.

1. Сіз қазақ тілі пән ретінде қалай жүзеге асатынын түсіндіре аласыз ба (аптасына қанша кезең, күн және т.б.)

1. 4-сұраққа байланысты. Сіздің мектептегі көзқарасыңыздың негізгі себебі неде? (неге ол сіздің мектебіңізде осылай жұмыс істейді?)
1. Сіздің мектептің қазақ тілін оқытуға деген көзқарасы қандай? (мұғалімдер бірлесіп жоспарлайды ма / аптасына бір оқу жоспары немесе мазмұны барлық сыныптар ұстанатын немесе мұғалімдер жеке жоспарлайтын)
1. Сіз қандай материалдарды қолданасыз және неге? (кім шешеді?)
1. L2 ретінде қазақ тілі қалай және қашан бағаланады? (Барлық бағалар үшін бірдей баға)
1. Қандай дағдылар бағаланады және кім шешеді?

**Төртінші бөлім: L2 тілдік педагогикаға бағдарлар.**

1. Сіздің қазақ тілін L2 ретінде оқытуға деген көзқарасыңыз туралы білгіміз келеді. (Сізге қазақ тілін үйрету несімен ұнайды несімен ұнамайды?)
1. Сіздің ойыңызша, қазақ тілін L2 түрінде оқыту кезінде не маңызды? (Қазақ тілін оқытуда сіз қай қабілетті маңызды деп санайсыз?) (Тыңдау, оқу, жазу, сөйлеу)
1. Оқушыларға қазақ тілін жетік білу үшін ең маңызды қандай дағдылар қажет деп ойлайсыз?
1. Сіз сабақ беру барысында қандай оқыту әдістемесін қолданасыз?
1. Сіз өзіңіздің сабақтарыңыздың біреуіне қысқаша сипаттама бере аласыз ба (кіріспе, мазмұндама және қорытынды)
1. Бұрын өткізген сәтті сабағыңызды сипаттаяласызба және оны неліктен сәтті өтті деп ойлайсыз?
1. Сіздің қазақша сабақтарыңыз тек қана қазақ тілінде жүргізіле ме, әлде аралас тілде қолдану жағдайлары бар ма (орыс немесе басқа) және неге?
1. Оқушылардың қазақ тілін оқуға деген ынтасын дамытуға арналған сабақтарды қалай жоспарлайсыз, қандай әдіс-тәсілдерді қолданасыз?
1. Сіз күшті және әлсіз оқушыларды қалай қолдайсыз, мықтылар қызығушылығын жоғалтпауы үшін және әлсіздер күреспеуі үшін дифференциацияны қалай сақтау керек?

### Вопросы интервью

#### Раздел первый. Общие вопросы

- Сколько вам лет?
- Годы работы учителем в этой школе
- Год (ы) работы учителем в целом (этот вопрос важен, потому что он показывает знания и опыт учителя, которые могут иметь сильное влияние на методологию преподавания).
- Есть ли у вас опыт работы в другой школе или другой среде обучения? (которые влияют как на практику преподавания, так и на языковые убеждения).
- Какое у вас образование? - Степень / квалификация (высшее образование, которое может повлиять на их убеждения и отношение).
- Что из следующего включено в ваше педагогическое образование или подготовку или другую профессиональную квалификацию (если вообще)?

Теории изучения второго языка, обучение чтению на втором языке, обучение письму на втором языке, обучение грамматике на втором языке, многоязычие и письмо на втором языке, планирование вмешательств L2 для учащихся с языковыми барьерами, оценка навыков L2 (аудирование, говорение, чтение, письменность, многоязычность) Отметьте соответствующие

#### Раздел второй. Изменения политики для обучения L2

1. На ваш взгляд, насколько образовательная политика учитывает роль казахов в нашем обществе? А что вы об этом думаете?
2. Можете ли вы описать (если есть), что говорится в политике о методах преподавания языка для мотивации изучения казахского языка как L2?
3. Как политика поддерживает казахстанскую педагогику как L2? (стимулы) Несмотря на то, что политика поддерживает повестку дня, обеспечивает ли она достаточное финансирование? В этом вопросе говорится, чтобы пролить свет на этот вопрос.
4. Можете ли вы описать какие-либо изменения в методах преподавания языка, вопросы оценивания и общего управления классом, предусмотренные политиками сверху?
5. Достаточно ли политика поддерживает преподавание и изучение казахского языка?
  - i) Как это улучшить? Что отсутствует?
  - ii) Что нужно сделать, чтобы побудить учащихся использовать его вне класса?
6. Достаточно ли в вашей школе материалов для обучения казахскому языку?

**Раздел третий. Внедрение учебной программы**

7. Можете ли вы объяснить, как реализован казахский язык как предмет? (Сколько периодов, дней в неделю и т.д.)
8. Какова основная причина вашего школьного подхода к вопросу 4? Почему в вашей школе это работает именно так?
9. Как ваша школа подходит к преподаванию казахского языка? Планируют ли учителя вместе / одну учебную программу или содержание в неделю на семестр, которому следуют все классы, или учителя планируют индивидуально?
10. Какие материалы вы используете и почему?
11. Как и когда казахстанский язык оценивается как L2?
12. Какие навыки будут оцениваться и кто решает?

**Раздел 4: Ориентация на языковую педагогику L2**

13. Мы хотели бы знать, как вы в целом относитесь к преподаванию казахского языка на втором уровне?
14. Что, по вашему мнению, важно при обучении казахскому языку в L2? (Какие способности вы считаете наиболее важными при обучении казахскому языку? (Аудирование, чтение, письмо, устная речь)
15. Какие навыки, по вашему мнению, наиболее важны для того, чтобы учиться владеть казахским языком?
16. Какие методы обучения вы используете в своем обучении?
17. Не могли бы вы дать краткое описание одного из ваших уроков (введение, основной текст и окончание)?
18. Опишите успешный урок, который вы провели в прошлом, и почему вы думаете, что он был успешным?
19. Ваши уроки казахского языка проводятся исключительно на казахском языке или в нем используются смешанные языки (русский или любой другой) и почему?
20. Как вы планируете уроки для развития мотивации студентов к изучению казахского языка, какие методы вы используете?
21. Как вы поддерживаете сильных и слабых учеников, как поддерживать дифференциацию, чтобы сильные не теряли интереса, а слабые не боролись?

## **Appendix C**

### **Data Sample**

#### **Interview Transcript I: NIS**

*Researcher - R*

*Teacher – T*

#### **Section Two. Policy changes for L2 teaching**

**R:** Now we are moving to section two, this section is about the language policy and stipulation it makes.

- 1. In your opinion, how is educational policy inclusive of the role of Kazakh in our society? And what do you think of it?**

**T:** Should I reply from the perspective of a NIS or my own?

**R:** You can explain it from perspectives, NIS and your own. As a person who works in the education sector directly, you know exactly how the policies are being implemented. How exactly does the language policy support or does not support the Kazakh in our society?

**T:** If we're about to compare the mainstream schools and NIS schools, the role of the Kazakh language and the aspirations of teaching and learning this language are more predominant in intelligence (NIS) schools. Why is it so? The reason behind this is that in intelligence schools the L2 oriented classes have subjects that must be taught in Kazakh language precisely, in addition to the Kazakh language. Therefore I believe that intelligence schools have classes which are



much more rational at this point. I didn't know until this year that we have such kind of curriculum. For example the Kazakh language is being taught in mainstream school only when it is a subject. However in intelligence school the curriculum, since it follows the trilingual policy, we have Kazakh oriented classes that have subjects that must be taught in Russian only, and the Russian oriented classes that have subjects which must be taught in Kazakh only.

**R:** So, the mainstream school has only one subject that should be taught in Kazakh?

**T:** Yes, only Kazakh Language as a subject.

**T:** Despite working in the intelligence school is not easy, such kind of benefits of the educational policy are very interesting and provide a great opportunity to gain experience. It is beneficial not only for the students but also for teachers too. For example, in order to achieve the objectives of the course subject I can make an integration with other courses such as geography and history of Kazakhstan... We can teach the same concepts, if the other teacher is responsible for teaching the theory I am responsible for teaching the language for this subject. So, the curriculum gives us the opportunity to create this kind of integration. Moreover, it provides the space for development of the vocabulary and specific dictionary. Learning Kazkh history in Kazakh, it is for Russian oriented classes, which has not only for Russian but also for French, Ukraine students, will provide great support for the final exams and will help them to extend their general knowledge of Kazakh. Exactly this type of educational orientation that is being used in the intelligence schools is very beneficial and effective, in my opinion. And this is the first time I have had this type of experience (laughs). I have never known that we have these types of teaching models.

**R:** If we look on Kazakh not from the educational perspective, how inclusive is it in our society do you think?

**T:** We can't say that Kazakh is being very inclusive, but in my opinion it is receiving a lot of attention. The future development of Kazakh is dependent on the teachers, on how they will teach and spread it and on the society. If the society will set high standards and demands, the

development of Kazakh it will reach the same level it is requested by standards of the people. If we will not need the Kazakh in our lives it will not develop, therefore the development of Kazakh is directly related to the needs of the people. Therefore, in teaching practice we should not make it difficult, but usable in my opinion.

**R:** Thank you very much, it was very insightful. Let's move onto the next question.

## Appendix D

### Interview coding themes

Interview Table					
Policy changes for L2 teaching	NIS response	Mainstream response	Judgment	Affect	Appreciation
1. Policy being inclusive of Kazakh	Policy is very inclusive: trilingual policy; a lot of attention for Kazakh. Intelligence schools the L2-oriented classes have subjects that must be taught in Kazakh language precisely, in addition to the Kazakh language. Therefore I believe that intelligence schools have classes which are much more rational at this point. The future development of Kazakh is dependent on the teachers, on how they will teach	Policy is inclusive for education in general and puts a lot of attention on teacher training. Teaching Kazakh as L2 is not easy- <b>negative affect</b> Teacher puts a lot of stress on the national value of the language and the importance of Kazakh as a means of national unity.- <b>Positive judgment of national ID</b>	<b>NIS - Positive:</b> beneficial and effective policy; NIS is much more rational.  <b>Mainstream - Positive:</b> - Teachers are the main influencers for the future of the society. - Teaching Kazakh as L2 is much harder, because the Russian classes are a little wayward. - You live here, it is your national duty to know Kazakh language. It is your duty towards your country!	<b>NIS - Positive</b> Affect: interesting experience that has no precedents.  <b>Mainstream - Positive:</b> It is not easy for us, but those who are hardworking will be very successful in this path.	<b>NIS - Positive</b> Appreciation: NIS provides great opportunities; beneficial both for teachers and students. <b>Mainstream - Positive:</b> - If we teach our children about our national values and traditions, about our language and its beauty and show it all from the positive side from the start they will carry these values through generations. - We are unique due to our national values and we must preserve them.

	and spread it and on the society. If the society will set high standards and demands, the development of Kazakh it will reach the same level it is requested by the standards of the people.				
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## Appendix E

### Document analysis framework

Purpose: To provide a clear set of directions for completing a specific task		
How Language is used in the document to achieve purpose?		
Structure		
Audience  Relationship with audience		
How Language is structured for use to achieve its purpose?		
Field		Noun phrases and process, circumstances

Tenor	Mood: Modality:	
Mode	Written, Spoken, Multimodal	