Learners' Language Use in Communication in a Multilingual Learning Environment

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Dear Xeniya,

The NUGSE Research Committee reviewed the project entitled "*The Impact of Studying in Multilingual Environment on Communication Skills of the Learners"*

and decided:

☐ To grant approval for this study subject to minor changes, to be discussed with supervisor

Approval subject to minor changes: The study is approved subject to minor changes.

Reviewers' feedback:
The student has mentioned that she will select students from Humanities department of the Eurasian National University and she plans to identify the students through her ex-group-mates who are currently studying at this university. She will then email the students and invite them to participate in the study. I suggest two things: a) the student may use a pseudonym instead of the real name of the university even in the Ethics application; b). would it not be better to seek approval for the study from the Dean of Humanities dept. of the university or any other authority?

Before starting your data collection, you need to discuss these changes with your supervisor, revise your proposal accordingly, and then ask your supervisor to check the revised proposal.

Sincerely,
NUGSE Research Committee

Acknowledgements

I wish to express my sincere gratitude to Graduate School of Education for giving me the opportunities of becoming a researcher and completing this master thesis. I would like to thank Professors Dilrabo Jonbekova and Rita Kaša for introducing me to the essentials of doing research, and Professors Bridget Goodman, Nettie Boivin and Denise Egéa for unveiling the field of multilingual education for me. I also thank my academic English instructors Robyn Bantel, Philip Montgomery, Kuralay Bozymbekova and Alfred Burns for their expert assistance in the way of improving my writing skills. Special thanks to my groupmates, to my family and friends for supporting me in stressful times and for rejoicing at my progress. Most of all, I am extremely grateful to my supervisor, Professor Sulushash Kerimkulova, for her wise guidance, tremendous enthusiasm, and constant encouragement, which pushed me to achieve more than I thought I could do.

Abstract

Learners' Language Use in Communication in a Multilingual Learning Environment

Following the trilingual policy implementation strategies, some higher education institutions in Kazakhstan have been actively introducing multilingual programs based on learning through Kazakh, Russian and English languages. These programs can transform university students from being mono- and bilingual speakers to multilingual ones, which, in its turn, can change their language communication practices. Therefore, the purpose of this study was to explore how students' language communication occurs in a multilingual learning environment (MLE). In particular, the research aimed at revealing students' understanding and perceptions of MLE and at determining their language communication practices in this environment. The study employed qualitative interview-based research approach, where eight university students studying in multilingual programs in one university in Astana were selected by means of purposeful and snowball sampling strategies as research participants. The findings of the study demonstrated that though the majority of the students have proper understanding of MLE viewing it as studying and communicating in several languages, they perceive not quite adequately as an environment for developing the English language only. This implies the importance of more explanatory work among students studying in multilingual programs. The findings also identified that studying in MLE was beneficial for enriching students' language communication experiences from using only separate multilingualism to including code-switching, translanguaging and receptive multilingualism into their communication practices. Thus, the results of the study imply the necessity of using opportunities of MLE for promoting the development of learners' language communication skills and practices.

Аннотация

Использование языка студентами при общении в полиязычной среде обучения

Следуя стратегиям реализации политики трехъязычия, некоторые высшие учебные заведения в Казахстане активно внедряют полиязычные программы, подразумевающие обучение на казахском, русском и английском языках. Эти программы приводят к тому, что студенты – монолингвы и билингвы постепенно становятся полилингвами, и, как результат, особенности использования языков в их общении могут измениться. Таким образом, цель этой работы состояла в изучении того, как языковое общение студентов происходит в полиязычной среде обучения. В частности, исследование было нацелено на выявление понимания студентами и восприятия ими полиязычной образовательной среды, а также на определение их языковых коммуникационных практик в этой среде. Исследование проводилось с использованием качественного подхода на основе интервью. В качестве участников исследования, при помощи методов специального отбора и «снежного кома», были отобраны 8 студентов, обучающихся на полиязычных программах в одном из университетов Астаны. Результаты исследования показали, что, хотя большинство студентов имеют правильное понимание полиязычной среды обучения, рассматривая ее как обучение и общение на нескольких языках, они воспринимают ее не совсем адекватно как среду для развития только английского языка. Это говорит о важности проведения более интенсивной разъяснительной работы среди студентов, обучающихся на полиязычных программах. Результаты также показали, что обучение в полиязычной среде было полезным для обогащения опыта языкового общения студентов, которые, помимо раздельного полиязычия, также включают переключение языковых кодов, трансязыковое общение и рецептивное полиязычие в свои коммуникационные практики. Таким образом, результаты исследования

предполагают необходимость использования возможностей полиязычной среды обучения для развития навыков языкового общения студентов.

Аңдатпа

Көптілді оқу ортадағы қатынаста студенттердің тілді пайдалану ерекшеліктері

Үштілділік саясатты іске асыру стратегияларын қолдана отырып, Қазақстанда кейбір жоғары оқу орындары көптілді, яғни қазақ, орыс және ағылшын тілдерде оқыту білдіретін бағдарламаларды белсенді іске асыруда. Осы бағдарламалар монолингвалды және билингвалды студенттерді көптілді студенттерге айналдыруда, және нәтижесінде, олардың қатынасында тіл қолдану ерекшеліктері өзгеруі мүмкін. Осылайша, осы зерттеудің мақсаты - көптілді оқыту ортада студенттердің қатынасында тіл қолдануы қалай өтетінін зерделеу. Соның ішінде, зерттеу студенттердің көптілді оқу ортасының түсінуін және қабылдауын және осы ортада олардың тілдік коммуникативтік тәжірибелерін анықтауға бағытталған болатын. Зерттеу сұхбат негіздегі сапалық зерттеу әдісін пайдаланып өткізілді. Астана қаласындағы бір университетінде көптілді бағдарламасы бойынша оқитын 8 студенттер зерттеу қатысушылары ретінде арнайы іріктеу және «жентек қар» әдістері көмегімен таңдап алынды. Зерттеу нәтижелері студенттердің көпшілігі бірнеше тілде оқыту және қатынасу ретінде қарастыра отырып, көптілді оқыту ортаның дұрыс түсінігі бар деп көрсетті. Дегенмен, олар осы ортаны тек ағылшын тілді дамыту үшін орта ретінде қабылдайды. Бұл көптілді бағдарламалар бойынша оқитын студенттерге түсіндіру жұмыстарын жүргізу маңыздылығын көрсетеді. Сондай-ақ, зерттеу нәтижелері студенттердің тіл тәжірибесін байыту үшін көптілді оқу ортаның тиімді екенін көрсетті. Себебі, студенттер олардың тілдік коммуникативтік тәжірибелері арасындағы, бөлек көптілділіктен басқа, тіл кодтары ауысу, транстілдік сөйлесу және рецептивті көптілділікті де пайдаланып қосады. Осылайша, зерттеу нәтижелері студенттердің коммуникативтік дағдыларын дамытуға көптілді оқу ортаның мүмкіндіктерін пайдалану қажеттігін болжайды.

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Chapter 1. Introduction

Kazakhstan is a diverse country where more than 130 ethnicities live together; therefore, multilingualism is one of the important hallmarks characterizing the country. There are many nationalities which contribute to the linguistic diversity of Kazakhstan by maintaining their mother tongues. Besides, every citizen is required to know Kazakh, Russian, and English languages. The initiative to promote learning these languages was put forward by the President Nursultan Nazarbayev in 2007 when he suggested launching a project called "The Trinity of languages" (Nazarbayev, 2007). According to this project, Kazakhstani citizens should develop Kazakh as the state language, maintain Russian as the language of international communication and learn English as the language for successful integration into the global economy (RK MoCS, 2011; RK MoES & RK MoCS, 2015). Thus, huge ethnic diversity and the policy of trilingualism make Kazakhstan a good example of a multilingual country in the modern globalized world.

New language policy and linguistic diversity can encourage Kazakhstani people to include more than one language into their communication. Furthermore, some international studies (Angouri &Miglbauer, 2014; Bono & Melo-Pfeifer, 2010; Cadier & Mar-Molinero, 2014; Gu, 2014; Malechova, 2016) have proved that multilingualism has impact on language use in communication, and demonstrated that multilingualism can be considered not only as knowledge of several languages but also as one of decisive factors for defining language communication patterns within a group of people. Considering that before introducing multilingualism Kazakhstan was bilingual with Russian as a prevailing language, new language policy, which designated the new statuses of Kazakh and Russian, and added English among the main languages, could change the peculiarities of language use among citizens. Hence, the current paper concentrates on the language use in communication occurring in a multilingual environment in the context of Kazakhstan.

Research Problem

The implementation of the trilingual policy resulted in some important changes in the educational system of Kazakhstan. Following the requirements of the policy (RK MoES, 2016), multilingual programs, learning through Kazakh, Russian and English languages, are being introduced at many educational institutions of the country (Jantassova, 2014; Mazhitayeva, Smagulova & Tuleuova, 2012; Seitzhanova, Plokhikh, Baiburiev & Tsaregorodtseva, 2015; Shaikhyzada & Andreyeva, 2013; Yeskeldiyeva & Tazhibayeva, 2015). These programs create multilingual learning environments for students who need to communicate in several languages while studying in such environments.

Communication in a multilingual context, including multilingual learning environment, can be one of the important factors for the harmonious development of such multilingual states as Kazakhstan. Moreover, there is some evidence from the researchers (Noorashid, 2014; Rooy, 2016) that people's communication in multilingual contexts has influence on interethnic relations, and social cohesion. Likewise, for Kazakhstan, multilingualism, trilingualism in particular, is one of the key priorities for maintaining social cohesion within such multilingual and multicultural situation (Nazarbayev, 2007). However, as it was found by research (Suleimenova & Tursun, 2016), some people in Kazakhstan argue that the promotion of the Russian and English languages may undermine the development of the state language. This means that the trilingual policy has already caused some debate and disagreement among people. That is why, to prevent the escalation of the tension in Kazakhstan, special attention should be given to the communication among university students studying in multilingual programs. At the moment, higher education institutions in Kazakhstan are implementing multilingual programs (RK MoES, 2016). Since students are among the main stakeholders affected by

this policy and expected to embody new multilingual society, it is important to investigate their experiences of communication in multilingual learning environments.

Research Purpose

The purpose of the current study is to explore how communication among university students occurs in a multilingual learning environment. In particular, the study attempts to reveal students' understanding and perceptions of multilingual learning environment as well as to determine language communication practices that are used by the learners who study in multilingual programs.

Research Questions

In order to reach the purpose, the study addresses the following research questions:

RQ1: How do university students understand and perceive multilingual learning environment?

RQ2: How do they communicate with each other in a multilingual learning environment?

To answer the questions, the research follows the qualitative interview-based research approach. Semi-structured interview protocol is used to collect the data from the participants who are multilingual program students in one university in Astana. The data is then analyzed using the six steps approach suggested by Creswell (2012).

Research Significance

The research significance is based on the belief that the study will help educators better understand students' communication in multilingual learning environment and find approaches for maintaining effective communication in such educational setting. Besides, it will contribute to the policy makers' awareness of the communication patterns within diverse communities. It will help them to assess the effectiveness of language policy in Kazakhstan and identify achievements and issues that exist in multilingual communication.

Besides the findings, the research will contribute to the body of literature on the students' understanding and perceptions of MLE and on the language communication practices in MLE.

Outline of the Study

The introduction part is followed by the literature review chapter which analyzes the results of the existing studies related to communication in multilingual learning environments. Then, the methodology chapter justifies the research approach, research instrument, sampling strategies that are applied for the study, as well as describes the data collection procedures, data analysis approach, and ethical considerations. The next chapter analyzes the findings of the study, which are followed by the discussion chapter where the findings are explained and interpreted. Finally, the conclusion chapter identifies the conclusions of the study along with its limitations, and provides recommendations for policy makers, faculty and for researchers.

Chapter 2. Literature Review

The following chapter provides the review of the literature related to the topic of this research. It starts with defining the key concepts such as multilingualism, multilingual learning environment, communication, multilingual communication. It continues by providing conceptual framework and explaining the concepts related to language communication practices, including code-switching, translanguaging, receptive multilingualism, monoglot strategy and separate multilingualism, which are employed as a part of the conceptual framework. Further, the chapter provides an analysis of the studies that investigated students' understanding and perceptions of multilingual learning environment and their language communication practices occurring in multilingual learning environments in the countries around the world. The chapter proceeds by analyzing the hallmarks of multilingualism in Kazakhstan and finishes with the analysis of the studies that explored students' language communication practices in educational institutions in Kazakhstan.

Main Concepts Used in the Study

This section presents an analysis of the main concepts used in this research. These include multilingualism, multilingual learning environment, communication, and multilingual communication. Besides, the section describes the conceptual framework for the study and analyzes the concepts of convergence (code-switching, translanguaging, and receptive multilingualism) and divergence (monoglot strategy and separate multilingualism) language communication practices that are applied for this study as a part of the conceptual framework.

The concepts of multilingualism and multilingual learning environment. In the existing literature (Cozart, Haines, Lauridsen, & Vogel, 2015; De Jong, 2011; Dodman, 2016; European Commission, 2007, as cited in Cenoz, 2013; Li, 2008, as cited in Cenoz,

2013) multilingualism is defined mainly from three perspectives: individual, societal, and environmental. Such differentiation emphasizes that coexistence of several languages can occur either inside an individual or within a society or an environment.

Regarding the first perspective, multilingualism relates to the coexistence of several languages inside an individual. According to De Jong (2011), multilingualism at an individual level is an ability of a person to speak more than two languages. Li (2008, as cited in Cenoz, 2013) provided more extended definition and described multilingualism by widening its scope from only speaking abilities to abilities of communication via active (speaking and writing) or passive (listening and reading) language skills.

As for the second perspective, it means that several languages coexist within a society. For example, the European Commission (2007, as cited in Cenoz, 2013) defines societal multilingualism as "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (p. 6). However, societal multilingualism does not mean that all the members of a certain society would be able to communicate in all the languages present in this society (Council of Europe, 2007, as cited in Hornsby, 2007). That means that societal multilingualism does not require every member of the society to possess individual multilingualism.

As regards the third perspective, environmental multilingualism implies the presence of several languages within a certain environment. Environmental multilingualism is considered as a variety of societal multilingualism; it occurs in a specific environment in which several languages coexist in the framework of a certain organization, e.g. educational institution (Dodman, 2016). In order to illustrate environmental multilingualism in education, Dodman (2016) employs the concept of multilingual learning environment and explains it as an educational setting where teachers and learners can communicate in several languages. Moreover, classroom activities and

teaching equipment in this environment also predispose students and educators to alternating languages. In addition to this explanation, which concentrates more on already created multilingual environment, Cozart et al. (2015) draw attention to the reasons for building such learning environment. The authors call it multilingual and multicultural learning space and claim that such learning environment occurs due to various linguistic and cultural backgrounds of teachers and students.

As the current study investigates multilingual communication within an educational institution, it is appropriate to apply the concept of environmental multilingualism for the purposes of the research. Also, as the participants of the research are studying within the frame of multilingual education programs, the use of three languages in their studies implies existing of multilingual learning environment. Taking into account that Kazakhstan is a diverse country, students might bear various linguistic and cultural backgrounds. That is why, it is appropriate for this study to combine both definitions given by Dodman (2016) and Cozart et al. (2015) and consider multilingual learning environment as a learning environment where teachers and students from different linguistic and cultural backgrounds use several languages for learning and communicating with each other.

The concept of communication. As this study is focused on communication happening in multilingual learning environment, there is also a need to explain the concept of communication which, according to the literature, has several key features. Also, for the purposes of the study there is a need to consider such varieties of communication as formal and informal communication.

Among the hallmarks of communication there are impact (Barnlund, 2008), meaningfulness (Griffin, 2016), and purposefulness and dynamism (Sikiti, 1998, as cited in Asemanyi, 2015). For example, Barnlund (2008) describes communication as a way of influencing someone's mind. Griffin (2016) gave broader understanding of the concept and

emphasized the importance of the meaning of communication, which cannot only impact message receivers, as it was claimed by Barnlund (2008), but also message producers: "human communication is an attempt by people to create meaning in and for their experience, circumstance, or larger environment, both for themselves and for others" (p. 1). Another two characteristics of communication are its purposefulness and dynamism which are highlighted in the definition of Sikiti (1998, as cited in Asemanyi, 2015) who presents another view on the concept and explains communication as "a purposeful process of expressing, receiving and understanding messages containing factual information, feelings, ideas and needs by two or more individuals through common symbols" (p. 1). Since all explanations provide important characteristics of the concept, it is pertinent for this research to synthesize all definitions and understand communication as a purposeful process of influencing the minds of the speakers by meaningful messages.

Also, for the purposes of this study it is important to differentiate between such types of communication as formal and informal communication. According to Griffin (2016), formal communication is construed as official communication which supposes using certain speech and behavior regulations. With regards to informal communication, it does not require following such regulations and occurs in an unofficial setting where more or less free choice of language is allowed (Griffin, 2016). As the study explores students' communication which can be both related and non-related to their studies, it is relevant to consider communication related to the studies (in-class communication and homework discussions) as formal communication and communication non-related to their studies (informal communication with their peers) as informal communication.

The concept of multilingual communication. The fact that today's globalized world makes many languages come into contact creates a ground for the emergence of such concept as multilingual communication. Although the concept is quite new, some

theorists (Canagarajah & Wurr, 2011; House & Rehbein, 2004) have already provided their definitions of multilingual communication.

The definitions of multilingual communication emphasize the use of several languages in communication. For instance, House and Rehbein (2004) define the concept as a process of communication among people with multilingual backgrounds, where several languages are used. According to the authors, for achieving multilingual communication several languages should coexist both inside individuals and within societies. In contrast to this view, Canagarajah and Wurr (2011) do not accentuate multilingual backgrounds of the speakers and understand multilingual communication as only using several languages within a community. Thus, multilingual communication can occur either among multilingual speakers using several languages, or only when using several languages regardless of the speakers' mono- or multilingual linguistic backgrounds.

Nevertheless, for this study it is more appropriate to apply the definition given by House and Rehbein (2004). As the research concentrates on students studying in multilingual programs, they are supposed to be multilingual speakers and use several languages in their communication. Hence, these patterns conform more to this definition.

The conceptual framework for the study. The coexistence of several languages in multilingual communication can create the need for speakers to adjust to each other. That is why, it is possible to consider multilingual communication under the frame of Communication Accommodation Theory developed by Giles (2016).

The Communication Accommodation Theory shows how people adjust to each other in communication. According to this theory, speakers adapt their utterances, speech patterns and other communication tools, such as gestures or mimics, to accommodate to other participants of communication. The adjustment process can result in either

convergence (i.e., the speakers are willing to rearrange their speech for communication with others) or divergence (i.e., the speakers reject making any accommodations) (Giles, 2016). The Communication Accommodation Theory is based on the connections between language, context and identity that are responsible for actual speech accommodation (Christopherson, 2011, as cited in Noorashid, 2014). This is aligned with the meaning of multilingual communication where speakers' linguistic and cultural contexts define the direction of the communication process.

Some empirical studies show both convergence and divergence taking place at higher educational institutions in students' language communication in multilingual learning environments. Particularly, convergence in communication can be signaled by code-switching (Hafner, Li, & Miller, 2015), translanguaging (Gu, 2014; Makalela, 2015; Martin-Beltrán, 2014), and receptive multilingualism (Härmävaara, 2014) while divergence is indicated by monoglot strategy and separate multilingualism (Gu, 2014).

Code-switching. Code-switching is a convergence language communication practice that can take place in multilingual communication. As it is described by Park (2013), code-switching means alternating between the two languages in communication. However, Kanwangamalu (2010) gives a different definition considering code-switching as usage of several languages or language varieties during a conversation. While the explanation given by Park (2013) refers to code-switching in bilingual setting, the definition by Kanwangamalu (2010) describes code-switching in the frame of a multilingual environment. Therefore, as this study considers students studying in multilingual environment, the second definition is taken as one of the guiding ones for this research.

Translanguaging. Translanguaging is one of the language communication practices that can be also used in multilingual communication as a convergence practice.

García (2009) and Canagarajah (2011, as cited in Martin-Beltrán, 2014) define translanguaging as an ability of multilinguals to capitalize on linguistic resources of various languages in their speech and by those means to expand their opportunities of meaning-making. The concept of translanguaging can be close to code-switching; however, the difference is that the use of translanguaging has a purpose. This means that translanguaging does not imply unconscious switching languages, which is code-switching, but refers to a purposeful process where several languages are used in communication with the aim to facilitate comprehending of the message. In this study, the concept of translanguaging is understood in accordance with the mentioned definition.

Receptive multilingualism. Receptive multilingualism is another language communication practice that can be used as a convergence practice in multilingual communication. Receptive multilingualism is construed as a strategy in conversation where each of the speakers keeps speaking his or her own native language (Bahtina & Thije, 2012; Zeevaert & ten Thije, 2007). This practice is related to convergence communication practices since the speakers should understand the languages of each other. In this case, receptive multilingualism helps speakers, who feel language barrier in speaking each other's languages, to achieve their communication goals and convey their messages (Bahtina & Thije, 2012). In this research, receptive multilingualism is understood in accordance with the above-mentioned definition and explanation.

Monoglot strategy and separate multilingualism. Monoglot strategy and separate multilingualism are divergence language communication practices applied in multilingual communication. Monoglot strategy is affected by monoglot ideology which is the preference of a certain group or community to communicate via the means of only one language (Blommaert, 2005, as cited in Gu, 2014). As for separate multilingualism, it is similar to the monoglot strategy in terms of ideological views; however, it emphasizes that

languages in a person's linguistic repertoire should be treated separately as well as used separately by the speakers in different situations (Gu, 2014). Thus, if monoglot strategy highlights the use of a single language within a group of people, separate multilingualism implies separating languages depending on the communicative situation. These two definitions are taken for understanding the concepts of monoglot strategy and separate multilingualism in the framework of this study.

As this research is focused on the investigation of students' multilingual communication in a multilingual learning environment, there is an assumption that students can show either convergence or divergence in their communication by using the described language communication practices. Therefore, it is relevant to apply the Communication Accommodation Theory as the conceptual framework for this research.

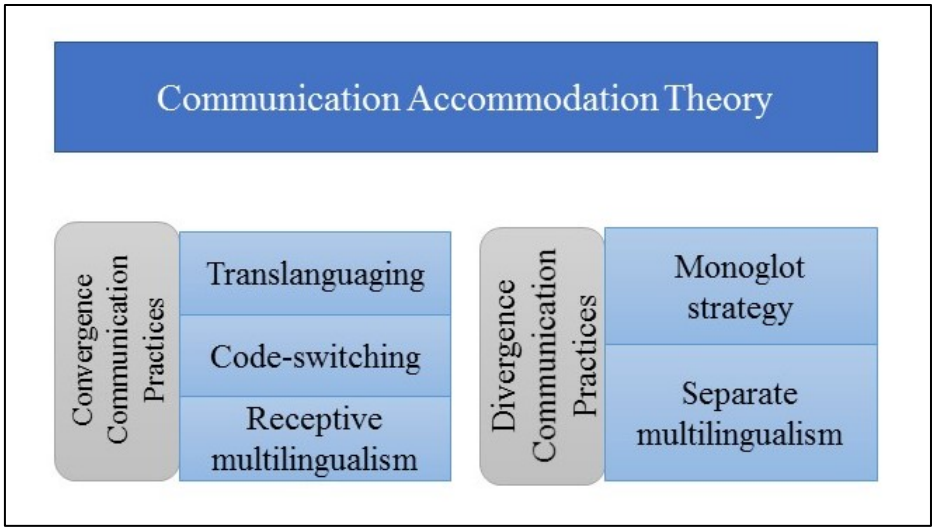

Figure 1. The conceptual framework for the study

Overall, the section has provided the analysis of the main concepts and identified how these are understood for the purposes of this study. As the research deals with students' communication in a multilingual learning environment, these concepts include multilingualism, multilingual learning environment, communication and multilingual communication. The section has described the Communication Accommodation Theory which is employed in this research as the conceptual framework. Also, it has analyzed

convergence (code-switching, translanguaging, and receptive multilingualism) and divergence (monoglot strategy and separate multilingualism) language communication practices as the constituents of this theory.

Communication in Multilingual Learning Environment: International Practice

This section provides an overview of the international studies that researched students' understanding and perceptions of multilingual learning environment and their communication practices in MLE. The section begins by analyzing the previous studies on students' understanding and perceptions of MLE, and then concentrates on learners' practices of language use in MLE in the international context.

Students understanding of multilingual learning environment in the international context. There are two international studies that explored students understanding of MLE. They showed that student understand MLE as speaking (Kyppö, Natri, Pietarinen, and Saaristo, 2015) or learning (Klapwijk & Van der Walt, 2016) in several languages by interlocutors from various linguistic and cultural backgrounds.

First, multilingual learning environment can be seen by students as an environment for communicating in several languages. The study conducted by Kyppö et al. (2015) investigated students' self-reflections on their learning experience in a multilingual environment. The students took part in a pilot course based in Finland, which was aimed at developing students' multilingual and intercultural communication skills. The study results showed that the participants, who were both local and international students, understand multilingualism in their university setting as communicating via the means of several languages by speakers from various linguistic and cultural backgrounds. Even though they used their languages for learning, their responses lack this important element of MLE (Cozart et al., 2015; Dodman, 2016). This might happen since the purpose of the program they were studying in was developing their multilingual and multicultural communication

skills, which could make students focus on communication in their answers. Finally, the students were from various backgrounds, and, as result, were focused more on developing their communication with each other.

Second, students can understand MLE as only learning via the means of several languages, which is in contrast with the finding of Kyppö et al. (2015). For instance, in the research by Klapwijk and Van der Walt (2016) conducted questionnaires with students speaking Xhosa as their mother tongue and English as their second language. Even though in the context of that university English is used in studying more than Xhosa, the results revealed students' understanding of MLE as studying through both languages, which means that they recognize both languages as important for their learning. The participants might not mention communicating in these languages since, as the authors report, both languages were used only for learning while communication with their families happened in their mother tongue. Also, in contrast to the study by Kyppö et al. (2015), the participants were from homogenous background, and, therefore, they were focused more on learning rather than communication.

Hence, the analyzed studies reveal that students can understand MLE differently either as studying or as learning in several languages. Such differentiation can be due to the students' backgrounds, purposes of their study programs and language use within their families.

Students' perceptions of multilingual learning environment. The analysis of the previous studies (Kyppö et al., 2015; Martin, 2009) revealed varied perceptions of MLE by students. Their perceptions can be either positive or negative depending on the existence of multilingual awareness at their university.

Students have positive perceptions of MLE if they are aware of multilingualism and diversity within their group. For example, in the study by Kyppö et al. (2015), already

mentioned in the previous sub-section, the student participants recognized the importance of every language in their linguistic backgrounds and understood MLE as an environment to practice these languages. Such understanding influenced their perceptions of MLE; they perceive it very positively and see it as beneficial factor for developing the languages that they and their groupmates speak (Kyppö et al., 2015).

However, when students' multilingual awareness is insufficient, they can demonstrate negative perceptions of MLE. That was the case for the research made by Martin (2009) who conducted a case study investigating minority language students' perceptions about their studies in a majority language environment in one of the British universities. As opposed to the study by Kyppö et al. (2015), Martin's (2009) finding was students' negative views on studying in such environment; they perceived MLE as an environment undermining their linguistic and cultural identities and leading to their social exclusion. This finding was explained by the author as a result of poor recognition of multilingualism and diversity at this university.

Thus, the analyzed studies indicate that in the case of students' awareness of multilingualism, they hold positive perceptions of multilingual learning environment where they study. However, if multilingualism is insufficiently recognized at the university, students perceive MLE quite negatively.

Language communication practices in multilingual learning environment in the international context. There is a range of studies that investigated language communication practices in multilingual environments, including workplaces (Angouri, 2013; Angouri & Miglbauer, 2014; Cadier & Mar-Molinero, 2014; Lüdi, 2013) and everyday citizens' interactions not bound by any institution (Braunmüller, 2013; Noorashid, 2014). However, as the focus of the present research is on the multilingual environment in educational setting, the following review addresses only the studies that

explored students' communication patterns at educational institutions. Based on the described Communication Accommodation Theory (Giles, 2016), multilingual learning environment can result either into students' convergence (translanguaging, code-switching, and receptive multilingualism) or divergence (monoglot strategy and separate multilingualism) communication practices which are presented below.

Convergence communication practices. As mentioned before, convergence communication practices include translanguaging, code-switching, and receptive multilingualism. This section provides an analysis of the studies where these practices were used by students studying in MLE.

Code-switching. The analysis of the previous research (Cheng, 2013; Hafner, Li, & Miller, 2015; Iyitoglu, 2016) reveals that code-switching is practiced by students studying in multilingual learning environments. According to the studies the use of this convergence language communication practice depends on the purpose of communication which students are engaged in.

In out-of-class communication code-switching to one or another language is determined by the purpose of communication. To give an example, the research by Hafner et al. (2015) focused on Chinese university students' language practices in out-of-class online communication about class project. Although the students were all from homogenous linguistic backgrounds, English medium of instruction at the university created multilingual learning environment. While observing students' communication artifacts, the authors concluded that the learners' language switching between Chinese and English was dependent on the purpose of the conversation. In particular, English was used when discussing the class project, i.e., for learning, whereas Chinese was utilized to establish group cohesion within a chat.

By the same way, in in-class communication, the purpose of conversation prompts students to code-switch. The two studies conducted by Cheng (2013) and Iyitoglu (2016), based on questionnaires and observations respectively, investigated students' code-switching to their native languages during English as a foreign language classes. Despite the learning context different to that in the study of Hafner et al. (2015) (not outside but inside the classroom), these authors revealed equivalent results. In this case, English was also used to discuss lesson-specific topics whereas native language was utilized to establish rapport among students, and between students and teacher.

As it was demonstrated, code-switching practice can be used by students depending on the purpose of their communication in a multilingual learning environment. In case of both out-of- and in-class communication, the students' code-switching can signal either discussing study-specific topic or managing group interaction.

Translanguaging. Translanguaging can also be used as a convergence practice in language communication of students studying in MLE. The previous research shows that translanguaging is used for achieving effective comprehension (Gu, 2014; Makalela, 2015) of each other or for facilitating learning process (Martin-Beltrán, 2014).

First, translanguaging can help students' in achieving comprehension of each other while communicating in a multilingual environment. For instance, Gu (2014) investigated mainland Chinese and Hong Kong students studying in English medium program in a multilingual university with regular enrollment of international students. The researcher conducted interviews with participants; and the results revealed that in order to communicate effectively in multilingual environment students had to transform their monolingual ideologies and practices (speaking only Chinese by mainland Chinese students or only English by Hong Kong students) into the practices of translanguaging. Likewise, the study by Makalela (2015), after observing self-recorded conversations of

South African university students, showed that they capitalized on translanguaging practices to facilitate comprehension while studying and communicating through Sotho and Nguni languages. Besides, by the means of translanguaging, the participants of this study combined these languages and created the new one called "kasi-taal".

In addition to achieving comprehension in communication, translanguaging is used by students to facilitate their learning. Martin-Beltrán (2014) conducted observations of high school students studying through English medium of instruction, where the students had Spanish in their linguistic repertoires. The learners were united into the program aimed at developing multilingual literacy practices and were involved into English-Spanish translanguaging in order to facilitate their learning. Translanguaging was practiced by them as an integrated linguistic system; this finding can be equivalent to that of Makalela (2015) who found students' using a "hybrid language".

In essence, the observed studies demonstrate that studying in multilingual learning environment encourages students to use translanguage in order to communicate effectively in a multilingual learning environment. Additionally, translanguaging is utilized to help students with their studies.

Receptive multilingualism. There is a study (Härmävaara, 2014) that explored students' practices of receptive multilingualism in MLE. Even though students encountered some challenges, the practice was helpful in achieving their understanding of each other in communication.

Receptive multilingualism can be helpful for students' better comprehension of each other in MLE. The study by Härmävaara (2014) identified that receptive multilingualism can take place in informal students' communication in a multilingual setting. The researcher was a member of university student organization, which helped her to observe and video-tape communication situations of her fellows, Finnish and Estonian

speakers who could understand each other but could not speak each other's languages, and spoke their own ones. Even though Finnish and Estonian are treated as close languages (Härmävaara, 2014), the students encountered some problems during their communication. Therefore, they had to use translation, or meaning negotiation strategies. Nevertheless, these encountered difficulties did not affect the effectiveness of their communication.

Hence, the analyzed study shows receptive multilingualism to be used as convergence language communication practice in MLE. In particular, this practice is useful in achieving communication effectiveness among learners in multilingual environment.

Divergence communication practices. Divergence communication practices include monoglot strategy and separate multilingualism. As it was proved by the studies reviewed here, these language communication practices are used by students studying in multilingual learning environments.

Monoglot strategy and separate multilingualism. Monoglot strategy and separate multilingualism are used by students studying in MLE. There is a study that showed that the use of these practices occurs due to students' languages beliefs.

Monoglot strategy and separate multilingualism can be practiced by students in MLE because of their language beliefs. Already highlighted in this chapter, the study of Gu (2014) during the interviews with the students from Hong Kong multilingual university found out that the mainland Chinese students prefer speaking Chinese while Hong Kong students prefer speaking English, i.e., both groups practice monoglot strategy. Concerning the use of separate multilingualism, all the students reported separating languages: for learning they use only English (as it is the language of instruction) and for communication with friends they use their preferred language. Both usage of monoglot strategy and separate multilingualism occurs since the participants strongly believe that language mixing or switching is inappropriate. Despite their strong beliefs, all the mainland Chinese

and Hong Kong students admitted that these practices hinder their effective communication with each other.

Thus, monoglot ideology and separate multilingualism were shown to be practiced by students in MLE. In particular, these strategies were proved as occurring due to students' language beliefs and were demonstrated as hindering communication in a multilingual environment.

To summarize, this section has demonstrated that in the international context students' understanding of MLE differs with some of them seeing it as communicating in several languages and others viewing MLE as studying in several languages. Similarly, the previous studies have shown varied perceptions of MLE by students who perceive MLE either positively or negatively depending on the existence of multilingual awareness in their universities. The range of studies on understanding and perceptions of MLE by students is quite limited; therefore, it is important to consider it in this study since it will contribute to the body of literature and to deeper understanding of these phenomena (understanding of MLE and perceptions of MLE) by the scholars.

In addition, the section has shown that students of MLE investigated by the studies around the world use convergence practices, including translanguaging, code-switching, and receptive multilingualism, more frequently than divergence practices, including monoglot strategy and separate multilingualism. This can mean that students are aware of and open to multilingual communication. However, since the range of studies exploring divergence communication practices is quite limited, such conclusion needs more evidence from the research.

Multilingualism and Multilingual Communication in the Kazakhstani Context

The following section provides an analysis of studies on multilingualism and multilingual communication in Kazakhstan. First, it reveals understanding of

multilingualism in the context of Kazakhstan, and finishes with the overview of the studies that touched upon the relations between multilingualism and communication in the country's higher education institutions.

Understanding multilingualism in the context of Kazakhstan. The analysis of the previous studies demonstrates that multilingualism in Kazakhstan is associated with several aspects. These include ethnic and linguistic diversity of the country, and the implementation of English language education and multilingual programs.

To begin with, multilingualism in Kazakhstan is related to the ethnic and linguistic diversity of the country. There are more than 130 ethnicities; and every nation is in full right to maintain their own native languages. Besides, many citizens are required to develop Kazakh, Russian, and English languages which were proclaimed as a part of the trilingual policy (Nazarbayev, 2007). The trilingual policy is very important for Kazakhstan since it designated special statuses for each of the three languages and defined the language policy of the country (Amanbayeva & Amirkhanova, 2015; Yeskeldiyeva & Tazhibayeva, 2015). Thus, the coexistence of various languages that are mother tongues for various ethnicities and three languages constituting the trilingual policy relates to one of the main features of multilingualism in Kazakhstan.

Another feature of multilingualism in the country is English language education. As Mazhitaeva, Smagulova and Tuleuova (2012) conclude in their paper reviewing multilingualism in Kazakhstan, for Kazakhstani citizens it is crucial to know English as this foreign language is a key for their future competitiveness as specialists. Likewise, Sadybekova (2013) highlights the necessity of English and provides some factual information on the progress of Kazakhstan with teaching this language. What she points out is that English as a subject is introduced from the first grades in Kazakhstani secondary schools and as a medium of instruction in some Kazakhstani universities (Sadybekova,

2013). So, along with ethnic and linguistic diversity, English language education is another important feature of multilingualism in Kazakhstan.

The final hallmark of multilingualism in the country is related to the introduction of multilingual education. It is a necessary component promoting the trilingual policy development as it implies teaching through the means of the three languages: humanitarian disciplines - through Kazakh and Russian, and science subjects - through English (Zharkynbekova, Kulmanov, Tussupbekova, & Abaidilda, 2016). Despite its quite recent introduction, there is some progress in the implementation of multilingual education. Even though quite recently it was practiced only in Kazakh-Turkish lyceums and Nazarbayev Intellectual Schools (Zharkynbekova, Kulmanov, Tussupbekova, & Abaidilda, 2016), now multilingual education is being implemented by other educational institutions in Kazakhstan. In particular, trilingual education is practiced in 117 comprehensive schools and 33 experimental schools for gifted children; furthermore, some higher educational institutions are also introducing trilingual education (RK MoES, 2016). Hence, multilingual education is also an important factor for promoting multilingualism in Kazakhstan.

Thus, multilingualism is one of the key components in the development of Kazakhstan; and in the context of the country it has several main features. These include ethnic and linguistic diversity, English language education and multilingual education. All of them are important since they contribute to maintaining and developing multilingualism in the country.

Language communication practices in communication of university students in Kazakhstan. The range of studies related to the topic of the current paper in Kazakhstani research is quite limited. However, there are some research papers (Akynova, Zharkynbekova, Agmanova, Aimoldina, and Dalbergenova, 2014; Alishariyeva, 2014) that

address using such practices as code-switching and separate multilingualism by the Kazakhstani students.

Regarding the convergence practice of code-switching, it is used as a language communication practice by some students in Kazakhstani universities. Akynova et al. (2014) used observation to explore students' (who study through Russian and Kazakh and learn English as a foreign language) informal communication patterns and found that they tend to code-switch from Kazakh and Russian to English. As the participants explained, the reason is that they view English as a popular and prestige language, and, therefore insert English utterances into either Kazakh or Russian speech. Thus, code-switching is practiced by some students in Kazakhstan to make their speech sound modern and impressive.

The divergence practice of separate multilingualism is also used by some students in Kazakhstan. In particular, the research by Alishariyeva (2014) analyzed language use among doctoral students at one Kazakhstani university. What the study revealed is that students mostly speak Kazakh, Russian and English, and also some other languages. The findings show that the usage of one or another language is separated and determined by a certain context, e.g. work or home environment.

To summarize, the studies conducted in Kazakhstani context reveal the main characteristics of multilingualism in Kazakhstan. Also, some studies touch upon language communication practices that are used by university students; these practices include both convergence (code-switching) and divergence (separate multilingualism) communication practices.

Overall, the chapter has provided an analysis of the main concepts of the study such as multilingualism, multilingual learning environment, communication, and multilingual communication. It has presented the conceptual framework and analyzed the concepts

relating to convergence (code-switching, translanguaging, receptive multilingualism) and divergence (monoglot strategy, separate multilingualism) communication practices which are also used as the main concepts for this research. Besides, the chapter has demonstrated the analysis of the previous studies in accordance with the research questions of this study. Particularly, it has analyzed the research dealing with students' understanding and perceptions of the concept of multilingual learning environment in the international context. The analysis shows quite limited range of studies relating to these issues; there is a need in more empirical studies. Therefore, conducting this research is important as it can contribute to the literature and to understanding of these issues in the scholarly world.

The chapter has also revealed that understanding of multilingualism in Kazakhstan is related to several aspects such as the country's ethnic and linguistic diversity, English language education, and multilingual education. However, there is lack of literature on students' understanding and perceptions of MLE, which are important to know for implementing multilingual policy and multilingual education. For their proper implementing, students should understand and perceive MLE properly. Therefore, this research is important since it reveals students' understanding and perceptions of MLE, and analyzes whether they understand and perceive it properly.

Also, the chapter has shown that in the international context students use both convergence (code-switching, translanguaging, receptive multilingualism) and divergence (monoglot strategy and separate multilingualism) language communication practices for communicating in MLE, where the convergence practices were shown to be used more frequently. That means that those students are aware of multilingual communication and of its meaning for maintaining effective and harmonious communication in diverse settings.

Notwithstanding, it is necessary to conduct more research on the language communication practices due to the following reasons. As the chapter has revealed most of

the studies (Gu, 2014; Hafner, Li, & Miller, 2015; Makalela, 2015; Martin-Beltrán, 2014) on language communication practices were conducted in the environments where students had sufficient proficiency level in the languages that were present in their learning environments. Therefore, it is necessary to conduct this research in Kazakhstan as there is a different situation with languages. To explain that, most students can have good proficiency in Kazakh and/or Russian but not so developed skills of English as multilingual programs at universities have been launched quite recently. This creates a need to research whether those internationally recognized practices are used by students in Kazakhstan and whether learners are aware of multilingual communication.

Nevertheless, there are three research studies (Cheng, 2013; Härmävaara, 2014; Iyitoglu, 2016) that do not correspond with the above-mentioned criterion of good proficiency in all MLE languages but they still support the importance of the current research. For example, the studies conducted by Cheng (2013) and Iyitoglu (2016) were held within the group learning English as a foreign language. In Kazakhstan students study in multilingual programs which mean learning subjects through several languages; that is why, findings of this study might differ from those of Cheng (2013) and Iytoglu (2016). Another research where students were not well proficient in all languages of MLE was the study by Härmävaara (2014), where Finnish and Estonian speaking students used receptive multilingualism to communicate with each other. The existence of similar situation can be assumed among Kazakhstani students. This situation can be related to Kazakh and Russian since many students can speak only one of the languages. Therefore, the research is needed to explore how communication among such students occurs, and whether they use receptive multilingualism to facilitate their communication.

The next chapter presents the methodology that was employed to conduct this study. In particular, it describes research approach, data collection instrument, research site and sample, data collection procedures, data analysis approach, and considers ethical issues.

Chapter 3. Methodology

This study aims to explore university students' language communication practices in multilingual learning environment. For achieving this purpose, the research needs to reveal students' understanding and perceptions of multilingual learning environment as well as to identify their language communication practices in such educational setting.

The previous chapter presented the review of the literature related to the topic of students' communication in multilingual learning environments. The following chapter elaborates on the methodology that was used to collect data for the study. It specifies the research approach, describes data collection instrument, research site, sample and data collection procedures, then explains data analysis approach, and considers ethical issues

Research Design

This section describes the research approach and design strategy that were used in this study as well as briefly elaborates on the research process.

This research employs qualitative research approach described by Braun and Clarke (2013) as research which "uses words as data…collected and analyzed in all sorts of ways" (as cited in Merriam & Tisdell, 2016, p. 6). Collecting and analyzing participants' words is important for qualitative research since its main purpose is to explore and understand the main concept of the study, i.e., the central phenomenon (Creswell, 2012).

This research is understood as qualitative since it has the purpose to investigate the central phenomenon of the study, which is communication in multilingual environment. For doing so, the narratives from the participants were collected and their experiences were analyzed. These could not be achieved by doing quantitative study, which can provide only numerical data without an in-depth understanding of the central phenomenon (Creswell, 2012).

This study is an interview-based research, which is consistent with qualitative research approach (Creswell, 2012; Merriam & Tisdell, 2016). Interviews are applied for understanding central phenomenon of the study and answering the research questions (Creswell, 2012). That is why, to investigate students' communication in multilingual environment by exploring their understanding of the phenomenon and revealing their language communication practices interview-based research was chosen.

The research started when the research problem and the research purpose aimed to contribute to the solution of this problem were identified. Then, two research questions, that should be answered in order to reach the purpose, were developed. Afterwards, a research instrument was created. This was a 10-question interview protocol, which was then pilot-tested with the master students of GSE. After making necessary changes in interview questions, the process of the data collection started.

Thus, qualitative interview-based approach was employed for the current study. The chosen research design was helpful to explore communication in multilingual environment as the central phenomenon of the study.

Data Collection Instrument

The following section presents and justifies the instrument that was used to collect the data for this research.

As stated above, this is an interview-based study in which semi-structured interview was used to collect the data. Interview was chosen as an appropriate instrument for this study as it is consistent with qualitative method (Creswell, 2012; Merriam & Tisdell, 2016). Since the current study is focused on exploring the participants' understanding and perceptions of multilingual learning environment and investigating their language

communication practices, interview was a necessary instrument which allowed learning about the students' experiences in details.

The type of interview that was utilized for the research was semi-structured interview which is defined by Merriam and Tisdell (2016) as interview where a researcher can be flexible in wording the questions, and adding new ones depending on the respondents' answers and ideas emerging during the interview. This description fits the present research because during the interviews the researcher had to reword questions and ask a lot of follow-ups in order to get the data necessary for answering the research questions.

For conducting interviews, 10-question interview protocol was developed. The questions covered the following topics:

A. Understanding of multilingual learning environment;
B. Formal communication practices with groupmates and instructors;
C. Informal communication practices with groupmates and instructors;
D. Benefits and challenges of learning in multilingual environment (please see Appendix A).

All in all, semi-structured interview was chosen as an appropriate research instrument for this study. The data was collected from participants by administering 10-question semi-structured interviews.

Research Site and Sample

The two sections above described the research design and research instrument applied for this study. This section describes the participants of the study, the research site and sampling procedures, and elaborates on the limitations of the sample.

Research site. One the universities in Astana was chosen as a research site. This university is a good example of multilingual learning environment due to multilingual programs implemented at many departments. Teachers and students there come from various linguistic and cultural backgrounds; and there are also many foreign teachers and students.

The multilingual programs in the chosen university imply studying by the means of two languages: one or two disciplines are taught in English, and the rest – in either Kazakh or Russian. Students are divided into Kazakh and Russian groups; and some of the students from both groups are selected to study one or two disciplines in English. So, the students are in their Kazakh or Russian groups when they have classes taught in Kazakh or Russian respectively whereas for the classes taught in English selected students from each group are united together.

Research sample. Eight students were recruited using purposeful maximal variation strategy. Purposeful maximal variation sampling is used when a researcher needs participants to follow certain criteria (Creswell, 2012). For this study, the following list of characteristics for the sample was developed. University students should have been:

- from multilingual programs since they can communicate in several languages, including;
- 3rd or 4th year students because they have certain experience of learning in a multilingual environment;
- majoring both in Humanities and Sciences. Humanitarian students are supposed to be more exposed to communication than Science students; therefore, their communication practices may differ.

The recruited students included 3 students majoring in "Social pedagogics and self-cognition", 3 students majoring in "Tourism", and 2 students majoring in "Technical physics" (for information about the participants, please see Table 1).

Table 1

Information About the Participants of the Study

Participant number	Major	Year of studies
1	Social pedagogics and self-cognition	4th
2	Tourism	3rd
3	Tourism	3rd
4	Technical physics	3rd
5	Social pedagogics and self-cognition	4th
6	Social pedagogics and self-cognition	4th
7	Tourism	3rd
8	Technical physics	3rd

Sample limitations. One of the limitations of the sample is that one criterion for selecting participants was met only partially. This criterion relates to multilingual programs at the university, which, in fact, are not studying through all three languages, as they should be, but through only two. This information was received from the participants while the gatekeeper who helped in recruiting them had stated that studying in multilingual

programs occurs in three languages. Nevertheless, these programs were still treated as MLE since students, even studying only in two languages, are proficient in all the three.

The next limitation is in imbalance between Humanity and Science students with less number of Science students. This happened because many Science students, that were found by the gatekeeper, rejected participating. Therefore, because of time constraints, in order to get more participants, and have broader view on research problem, some more Humanitarians were selected.

To overcome those challenges, it can be recommended to find out more details about the research site long before starting the study. Besides, devoting more time for searching participants could be helpful in diversifying the sample.

To summarize, one of the universities in Astana was chosen as a research site. The researcher managed to recruit and interview eight participants who are 3rd and 4th year students majoring in Humanities and Sciences. There are some limitations of the sample which can be overcome by more thorough planning and time management.

Data Collection Procedure

The previous section described the research site and sample. This section elaborates on the procedures that were undertaken to collect the data for the research.

After completing the proposal of the study, the research instrument, which is semi-structured interview protocol was developed. The instrument was pilot-tested with GSE students, and some changes to the questions were made. The next step was obtaining the permission from the GSE Research Committee. For this purpose, the NUGSE Research Approval Application form was completed, where the purpose of the study, the research questions, research design and methods, ethical issues such as risks and benefits were stated (please see Appendix B). Also, informed consent forms for participants in three

languages were developed (please see Appendix C). The informed consent forms and interview protocol were also submitted with the application form.

As soon as the approval from the GSE Research Committee was received on the 4th of November, the process of recruiting participants started. There was a need in eight participants who should have 3rd and 4th year students studying in multilingual programs and majoring in Humanities and Sciences. To recruit students of Humanities, the permission of the Dean of The Faculty of Social Sciences was asked. After receiving his agreement, the faculty administration provided the list of the students studying in multilingual program and with their contact information such as emails and phone numbers. There were four such students who then were sent e-mails with the description of the study and were asked to participate. As no answer was received, the students were contacted by phone, and three of them agreed to participate.

To recruit the other five participants, the assistance of the gate keeper, who is an employee at this university, was used. Three students of Humanities and two students of Science were selected with the help of the gatekeeper who provided the list of students from multilingual programs and their contact information. After receiving the agreement from all the participants, they were contacted again to negotiate the time and place convenient for conducting interviews.

After the time and place issues were resolved, the interviewing process started. All the interviews took place at the participants' university at the time which was chosen by them as most convenient. Each interview began from informing the students about the study and presenting the Informed Consent Form. The interviews started as long as the Informed Consent Forms were signed by the participants. All the interviews lasted 15-25 minutes, and were conducted in Russian ass all the participants chose this language for

interview. Interviews were recorded with the agreement of the participants. Interviews finished by thanking students and giving small gifts to them as compensation for their participation.

In conclusion, the data collection procedure consisted of several stages. These included preparing the research proposal, developing the research instrument, obtaining the approval from GSE Research Committee, recruiting the participants, and conducting the interviews.

Data Analysis Approach

The previous section provided the description of the research procedure. This section elaborates on the data analysis approach employed for the current research.

For analyzing the data, the approach of six steps suggested by Creswell (2012) was utilized. The first step included organizing and preparing the data. At this stage, all the interviews recorded by smartphone were uploaded into the laptop. Also, the data were backed up by uploading the recordings into Yandex Disc. After that, all the interviews were transcribed (for sample interview transcript, please see Appendix D), and all the transcripts were printed out for the convenience of analysis. The next step included initial observation of the data and coding it. All the transcripts were read for getting a general picture of the collected data. Then they were read again and, afterwards, they were coded. At the first stage of coding there were about seventy codes, which then were synthesized and reduced to eight.

Analyzing codes and developing categories out of them was the next step of data analysis. After completing this step, three major categories were identified: "students' understanding of MLE", "students' perceptions of MLE", "language communication practices in MLE". Afterwards, these categories were analyzed to develop the statements

of findings, which was the next step called representing findings. For instance, the first finding stated: "Most of the students have proper understanding of multilingual learning environment seeing it as studying and communicating in several languages while the least proportion of participants have insufficient understanding of MLE with some viewing it as studying in English only". This finding was developed using the category of "students' understanding of MLE".

Then, as the next step of data analysis, the findings were interpreted and explained. All the interpretations were made considering the previous literature on the topic, the participants' experiences and explanations, the context of the country, and the researcher's own experience and personal observations. Finally, there was the step of validating the accuracy of findings. At this stage, the strategy of external audit (Creswell, 2012) was employed, where one of the GSE students to read some of the transcripts and then the findings section. This person's comments regarding the compliance of the findings to the words of the participants resulted in some minor changes in the findings chapter.

To summarize, the approach of six steps suggested by Creswell was used for data analysis. In order to perform this process, the data were organized, then coded and developed into categories. Then categories were analyzed to present findings, which were interpreted and explained. Also, the strategy of external audit was employed to validate the findings.

Ethical Considerations

The section presented above described the data analysis approach utilized for this study. This section provides the information on the ethical issues related to this study and describes the steps undertaken to overcome those.

When the proposal for the study was completed, it was submitted to obtain the permission for conducting research from NUGSE Research Committee. For doing so, NUGSE Research Approval Application Form was prepared; this form contained all the information about the project, including the purpose of the study, the research questions, research design and methods, and ethical issues such as possible risks and benefits of the study. The research was approved by the GSE Research Committee on the 4th of November, 2016.

Important to this research was developing consent form since the study requires the involvement of the participants. This form recognizes "the subject's right to freedom and self-determination" (Cohen, Manion, & Morrison, 2007, p. 52). The informed consent form for the current study included the following information: clear explanation of the study purpose and the procedures, description of possible risks and expected benefits, an offer to answer any questions that participants might raise during the procedure. Equally important, the consent form informed the participants that their participation was voluntary and they were free to withdraw at any stage of the study.

When conducting the study, the participants were asked to read carefully the consent form and sign it if they agreed with all the conditions. Also, the participants were informed that their anonymity and confidentiality would be kept. Anonymity means that no names will be indicated and revealed during the study and in the final report about the study results (Cohen et al., 2007). Even if all the names of the interviewees are known to the researcher, they will not be revealed anywhere; this means preserving confidentiality (Cohen et al., 2007). The participants were assured that their names would be substituted by numbers, and the name of their university would not be revealed as well.

After the data collection procedure, all the interview recordings and transcripts were placed into the separate folder in the laptop which is secured by the password. All the printed interview transcripts were locked in the drawer. No person has access to the study materials besides the researcher and her supervisor. In the research report, the names of the aprticipants were substituted by number, and the university where they study was referred as "one university in Astana". When the thesis is defended, all the data that contains particpants' names and the name of the research site will be destroyed.

Overall, to begin the study the approval of NUGSE Research Committee was obtained. To address ethical issues, the participants were provided with Consent Forms; and after the data collection all the necessary steps to ensure their anonymity and confidentiality were undertaken.

To conclude, this chapter has provided an overview of research methodology applied in this study. The research was based on qualitative interview-based approach, where a semi-structured interview protocol was developed for collecting the data. Eight participants who are university students majoring in Humanities and Sciences and studying in multilingual programs were interviewed. The data was analyzed using the approach of six steps suggested by Creswell. All necessary measures to protect the participants' anonymity and confidentiality were taken. The next chapter will elaborate on the findings of the research.

Chapter 4. Findings

The purpose of this research is to investigate how language communication occurs among learners in multilingual learning environment. For doing so, there is a need to explore students' understanding and perceptions of multilingual learning environment and determine language communication practices used by learners in MLE.

The research followed qualitative design. Eight university students were selected as participants for the study. All the students are studying in multilingual programs and taking courses in two languages: either in Russian and English or in Kazakh and English. The data from participants was collected using face-to-face semi-structured interviews.

This chapter aims to present findings of the research. As a result of data analysis, three categories of findings were identified. Two of them fall under the first research question and the other one under the second research question. First, the chapter answers the first research question by presenting such categories as students' understanding of MLE and their perceptions of learning in MLE. Then, the chapter proceeds to the second research question and elaborates the findings on the category of students' language communication practices.

Students' Understanding and Perceptions of Multilingual Learning Environment

This section analyzes the findings that provide an answer to the first research question aiming at revealing students' understanding and perceptions of multilingual learning environment. The section starts with presenting the findings on students' understanding of MLE and finishes by the finding on their perceptions of MLE.

Students' understanding of MLE. The findings reveal that students understand multilingual learning environment differently. Some of them understand it as studying and communicating in several languages while others see it as studying in English.

First, the findings show that MLE is understood by students as studying and communicating in several languages. This explanation was given by more than half of the participants. For example, some students gave the following responses: "It is a learning environment where several languages are used" (Participant 4); "Multilingual learning environment is studying via the means of not a single language but several languages" (Participant 7); "Multilingual learning environment is when several languages are being learnt and used in communication" (Participant 3); "It is speaking, understanding and reading in several languages by students and those who surround them" (Participant 2).

Third, the findings identify that multilingual learning environment is also understood as studying in English. This idea was expressed by one fourth of the participants who claimed that MLE is studying in English only: "It [MLE] is when one discipline is taught in English" (Participant 6); "These [subjects taught in Russian] are not related to multilingual education, it is only in English" (Participant 5).

To conclude, most of the participants expressed quite proper understanding of multilingual learning environment. However, one fourth of the students showed insufficient understanding of MLE.

Students' perceptions of MLE. In line with asking to define the concept of MLE, students were asked about the benefits and challenges that MLE can bring to them. The answers show that students perceive MLE differently showing both positive and negative perceptions. If some of them believe that MLE is beneficial for developing their language skills, especially English, and expanding career and education opportunities, others see it as hindering their comprehension of some disciplines.

The findings demonstrate that MLE is considered beneficial by students for their language skills development. More than half of participants stated that studying in such

environment significantly contributes to improving their English language skills. These comments support the previous statement: "While studying in multilingual program I can develop my English well" (Participant 8); "Studying in multilingual environment I have more practice of speaking English" (Participant 4); "The benefit [of MLE] is in the opportunity to learn English" (Participant 6). Besides improving English skills, MLE was perceived as beneficial for developing Kazakh language skills. This was claimed by only one participant who is predominantly Russian speaking, and according to the students' answer, studying in MLE creates the opportunities for practicing Kazakh:

> …among the students we speak Russian and Kazakh…This is very useful, because I am a Russian speaker, and now, it is already a third year…and Kazakh for me becomes a common language. (Participant 7)

In addition, according to the findings, studying in MLE is perceived by students as potential to expand their education opportunities. Nearly a half of the participants expressed their intentions to enter master studies abroad or apply for academic mobility. Therefore, studying in MLE, and particularly studying in English, is viewed by them as a great advantage. This finding is supported by the following quotes:

> I think that learning some disciplines in English can help in the future when applying for master degree. If I apply to a university abroad, I will have some skills [of English] already. (Participant 7)

> Our transcripts will show that we studied some disciplines in English. I want to continue my studies and get master degree, and I think the language of my studying will be taken into account when I apply to a university. If I have studied some disciplines in English, this means that I more or less know the language. (Participant 2)

As a final benefit of MLE findings reveal better employment opportunities that were stated by some participants. In detail, one fourth of the students highlighted that the opportunity to study in English, which is provided by MLE, is very useful for their future employment as they consider working with foreigners, in international companies, or abroad. As some participants commented:

> In the future, I plan to go abroad, work with foreigners and with international companies. Therefore, it is [studying in English] is beneficial for me. (Participant 1)
>
> …now it [English] is necessary, for example, for my future career. Since I will work in the sphere of tourism, I will need to work mostly with foreigners. (Participant 3)

Along with mostly positive perceptions of MLE, the findings show some negative aspects of studying in a multilingual environment reported by the students. Nearly a half of the participants stated that studying some disciplines in English is hindering the comprehension of the content of those disciplines. As some participants responded: "…it is difficult to understand even in Russian, and understanding it in English will take some amount of time" (Participant 8); "…English is difficult, and science is difficult as well. And when they are combined, it is even more difficult" (Participant 4); "It is difficult to understand some information, because I need to translate it first and then understand the meaning" (Participant 3).

Overall, the findings reveal that students have varied perceptions of MLE. Although most of them expressed their positive views on studying in a multilingual environment seeing it as beneficial for improving their language skills, especially English, and for expanding their education and employment opportunities, some participants mentioned about the negative sides such as hindering content comprehension of some disciplines.

Students' Language Communication Practices in Multilingual Learning Environment

This section presents the findings that answer the second research question which is aimed at identifying the students' language communication practices in multilingual learning environment. First, the section provides an analysis the students' language communication practices in formal communication, and then proceeds to practices used in informal communication.

Students' language communication practices in formal communication. The results show that in formal communication students use both convergence, code-switching and translanguaging, and divergence, including separate multilingualism, language communication practices. While separate multilingualism is applied both for in-class communication and homework discussions, code-switching is used only in in-class communication, and translanguaging is utilized only in homework discussions.

In-class communication. Regarding the language use in class communication, the findings show the use of separate multilingualism and code-switching. As for separate multilingualism, all the participants stated that they try to keep speaking one language during their lessons. For example, the great majority of the students claimed that they try to use only English when doing class activities and talking with the teacher at the English medium instruction classes: "If we are in a multilingual group, we speak only English" (Participant 4); "During the lesson, everybody in a group tries to speak English only" (Participant 2); "To have more practice of English and develop our language skills we try speaking English only" (Participant 5).

Even if some words or phrases are forgotten, students reported that they try not to use their native languages. As strategies for avoiding forgotten words or phrases students stated paraphrasing: "…if I do not know the word I have to explain what I mean in a different way…" (Participant 1); "I try to make up a sentence which does not contain any words that I do not know" (Participant 4); using synonyms: "I use synonyms… so when I made up my mind to English, it is better to find another word [synonym]" (Participant 5); using translator application: "I have a translator on my phone, I always check [forgotten words] there" (Participant 8).

The findings indicate that code-switching is also used by students in in-class communication. Half of the students stated that in rare cases, during English medium instruction classes, when avoiding the unknown or forgotten word is impossible, they code-switch to Russian and wait their peers or teachers to help: "…if this option [paraphrasing] does not work…then I switch to Russian… and my groupmates can give a cue and help" (Participant 1); "When I speak English at the lesson, I can sometimes forget some words and say them in Russian. Then someone helps and translates into English" (Participant 3).

Also, the cases of code-switching were also reported to take place the Russian and Kazakh medium instruction classes. Nearly half of the students stated that they can unconsciously recall some English words when studying in Russian or Kazakh:

> It [recalling English words] happens often. When I entered this university, math was difficult for me, because I learnt it in English in Kazakh-Turkish Lyceum, and it was hard to put my mind to Russian… (Participant 7)
>
> I can insert something [in English] and do not even notice it. My groupmates and instructors laugh at this then. (Participant 2)

Homework discussions. As for students' language use in homework discussions, the findings revealed using practices of separate multilingualism among learners. Precisely, the majority of the students stated that they use mostly Russian to talk about homework for disciplines taught in English: "We speak Russian mostly… definitely, not in English…" (Participant 7); "Basically, we use Russian. Even if the discipline is taught in English, we still use Russian" (Participant 3).

In addition, the findings show that translanguaging practice is also utilized among the students when discussing their homework for English medium instruction classes. The great majority of the students reported about inserting some subject and study-related

words in English, e.g., "tasks", "paper work" (Participant 7), "forms of education" (Participant 5) during their homework discussions.

Overall, the results demonstrate that both convergence and divergence language communication practices are used in formal communication, but their use is different depending on the communicative situation. So, in in-class communication divergence practice of separate multilingualism is used more that the convergence practice of code-switching while in homework discussion both divergence practice of separate multilingualism and convergence practice of translanguaging are used much.

Informal communication. As the findings show, in informal communication students use the divergence practice of separate multilingualism with some rare cases of using the convergence practices of code-switching and receptive multilingualism.

The analysis of findings reveals that separate multilingualism is used by students in their informal communication. All the participants stated that in informal conversations they communicate mostly in Russian and Kazakh:

> Basically, with my friends and groupmates I speak Russian when we are not at our studies. (Participant 5)
>
> We are used to communicate in Russian. (Participant 8)
>
> Our multilingual group includes students from Russian and Kazakh groups. So, when we are in this group I need to need to speak Russian with predominantly Russian speaking students and Kazakh with predominantly Kazakh speaking ones. (Participant 2)

One fourth of the participants reported speaking English sometimes when they want to practice the language:

> Sometimes with my friends I speak English to practice and develop the language. We usually speak on various topics, and it is very useful. (Participant 5)

Also, the findings demonstrate that code-switching is practiced in informal communication among the students. Less than half of the students reported using code-switching to Kazakh interjections in their speech in Russian:

> Sometimes I insert Kazakh words when I speak Russian, but they are usually small words such as *zhaksy* (OK, good) and *rakhmet* (thank you). Participant 1;
>
> When in informal situation I can use some words in Kazakh, but it happens only in informal setting. Participant 7

Finally, as the findings show, the least used practice in informal communication among students is receptive multilingualism. This practice is used by one fourth of the participants who described their communication with predominantly Kazakh speaking groupmates:

> I have a groupmate who speaks only Kazakh because he is afraid to speak Russian. Sometimes I speak Russian and he speaks Kazakh, but we understand each other. We are of afraid of speaking each other's language because of mistakes, and in this way of communicating is very useful. (Participant 2)

To summarize, in informal communication students more use divergence than convergence language communication practices. The findings show frequent use of separate multilingualism while the use of code-switching and receptive multilingualism is rare.

List of Main Findings

1. Most of the students have proper understanding of multilingual learning environment seeing it as studying and communicating in several languages while the least proportion of participants have insufficient understanding of MLE with some viewing it as studying in English only.
2. The perceptions of MLE among students are different. Whereas most of them perceive it as positive for their language skills development, especially English

language skills, and expanding education and career opportunities, small number of the participants view MLE as hindering their comprehension of some disciplines;

3. In formal communication students apply divergence more than convergence language communication practices. The divergence practice of separate multilingualism is applied for both in-class communication and homework discussions whereas the convergence practices of code-switching and translanguaging are used only in in-class communication and homework discussions respectively;
4. In informal communication among students divergence language communication practices used more than convergence language communication practices. Students frequently practice separate multilingualism in communication with their groupmates and friends while the use of code-switching and receptive multilingualism is limited.

To conclude, the chapter has presented an analysis of the findings of this research. By analyzing the finding answering the first research question, the chapter has shown students have mostly proper understanding of multilingual learning environment with some showing insufficient understanding. Also, the chapter has demonstrated that MLE is perceived positively by the majority of the students, where small proportion of them expressed negative views. Finally, the chapter demonstrated that both in formal and informal communication of the students studying in MLE divergence language communication practices are used more than convergence language communication practices.

Chapter 5. Discussion

The purpose of this research is to identify how students' communication occurs in multilingual learning environment. There are two research questions put forward by the study. The first one is to reveal students' understanding and perceptions of MLE and the second question is to detect their language communication practices in MLE.

The research was based on the qualitative interview based approach. The semi-structured interview protocol was used to collect the data from 8 university students studying in multilingual programs.

The previous chapter presented the findings of the research. This chapter presents the discussion of the research findings, where these are interpreted, juxtaposed with the results of previous research in the field and the conceptual framework of the study.

Students' Understanding and Perceptions of MLE

This section presents the discussion of findings that answer the first research question which is to reveal students' understanding and perceptions of multilingual learning environment. The analysis of the findings showed that students' understanding and perceptions of MLE are varied.

Finding 1: Most of the students have proper understanding of multilingual learning environment seeing it as studying and communicating in several languages while the least proportion of participants have insufficient understanding of MLE viewing it as studying in English.

The finding reveals two categories of understanding of MLE. The first one is understanding it as studying and communicating in several languages and the second one is understanding MLE as studying in English.

First, the majority of the students understand multilingual learning environment properly by viewing it as studying and communicating in several languages. This finding partially corresponds to the definitions of MLE given by Cozart et al. (2015) and Dodman (2016) who consider it as learning environment where students and teachers from various linguistic and cultural backgrounds use several languages for studies and communication. The participants of this study highlighted in their answers "studying and communicating in several languages" which was also emphasized by the authors. However, when articulating their understanding of MLE, students did not consider the linguistic and cultural backgrounds of learners and teachers, which is considered as one of the important aspects of MLE (Cozart et al., 2015; Dodman, 2016). Thus, heterogeneity among students and instructors in multilingual learning environment can be important for students' complete understanding of it.

In addition, juxtaposing the results of this study with that of Kyppö et al. (2015) supports the previous statement about the possible influence of heterogeneity on students' understanding of MLE. While both the participants of this study gave explanations of MLE only partially corresponding to those of Cozart et al. (2015) and Dodman (2016) the participants of the research by Kyppö et al. (2015) when describing MLE highlighted students' and instructors' various linguistic backgrounds as an important feature of it. The reason can be that this study was conducted in the context of Finland where multilingual university group was represented by local and international students from various parts of the world. The participants of the present research are not studying together with any international students, and all of them, their groupmates and instructors have quite homogenous backgrounds being all Kazakhs with either Russian and Kazakh as their first languages. Therefore, there might be no reasons for them to think about the variety of linguistic and cultural backgrounds as a characteristic of MLE. Thus, quite proper but not

yet full understanding of MLE by students can imply that in multilingual programs where the participants study multilingual learning environment has not been completely established yet.

In addition, the finding indicated above partially supports the results of research by Klapwijk and Van der Walt (2016). Students in the mentioned study considered MLE only as studying in several languages whereas students in this study consider it as studying and also communicating in several languages. If in the study by Klapwijk and Van der Walt (2016) students used several languages only for studies but not for communication with their peers, in the context of this study students use at least Russian and Kazakh, and even English sometimes. That means even though multilingual environment has not been fully established, important aspects for its creation, such as communication in several languages, are followed. Therefore, there is a potential for future progress in this field.

Second, the findings show the small number of students have insufficient understanding of MLE seeing it as studying in English only. This type of definition has not been found in any other literature, and is unique to Kazakhstani context. This finding might have been revealed due to the following reason. Since the inclusion of English medium disciplines into the curriculum of groups with Russian and Kazakh medium instruction, the program where the students studied have become multilingual program. And the students selected from both Russian and Kazakh groups have become a multilingual group. Hence, these participants might juxtapose MLE with English language exclusively. This finding indicates the need of conducting more explanatory work with those students who are selected for studying in multilingual programs.

Finding 2: The perceptions of MLE among students are different. Whereas most of them perceive it as positive for their language skills development, especially English language skills, and expanding education and career opportunities, small number of the participants view MLE as hindering their comprehension of some disciplines.

This finding demonstrates that students' perceptions of MLE are different. Mostly the perceptions are positive considering MLE as beneficial for language skills development, and expanding education and career opportunities while a few responses highlight some negative aspects of studying in MLE, such hindering of comprehension of some disciplines.

All students in this study perceive MLE as beneficial for developing their language skills, especially for the English language skills. This finding does not endorse the results of the study made by Kyppö et al. (2015), which revealed that students studying in MLE see the benefit in developing their skills in all the languages present in the group. The reason of the discrepancy between the two findings might be in the difference between the linguistic repertoires of students in the two studies. Whereas in Kyppö's et al. (2015) research there was a mix of local and international students with both of them speaking various languages, in the current study there are only local students who are well proficient in Kazakh and Russian languages, and have average proficiency in English. So, if in the case of the Kyppö's et al. study most of the languages present in the group were new for students, they were willing to practice and improve their skills in those languages. However, in the case of the current study, students use both Kazakh and Russian frequently and may take them for granted while only English is new for them. They do not have so many opportunities to practice English besides speaking it during their classes; therefore, the participants may give much importance to developing their English in MLE.

Additional explanation to this finding can be the inadequate interpretation of multilingual program by students and university faculty. While arranging the data collection process, a few times, in the researcher's conversations with university staff, they mentioned about students who attend "multilingual disciplines". Also, the collocation "multilingual disciplines" was noticed in the answers of students. In both cases, the students and faculty were referring to the disciplines taught in English. This observation, along with the above-mentioned explanation relating to the students' linguistic repertoires, can influence students' perceptions of MLE, so that they perceive it as environment for developing English language only. Therefore, there is a necessity of informing students and university staff about the benefit of MLE for developing all the three languages.

Also, the findings indicate MLE as beneficial for expanding students' education and career opportunities. As students emphasized in their responses, developing their English through studying in MLE is the factor which can give them the mentioned benefits. The results of the study by Bradford (2007) reveal the same views of the participants regarding the English language; they consider English language as a necessary factor for getting education abroad and getting employment in international companies. This is also applicable to the participants of the current study who expressed their interest in entering master studies abroad, applying for academic mobility, and applying for jobs in international companies or companies working with international partners. This means that after their graduation students may become a part of a multilingual environment, which can give them another chance to practice and develop their skills of multilingual communication.

Finally, the findings reveal that students see MLE as hindering their comprehension of the content of English medium disciplines. As the English language is new not only for students but for their instructors as well, this can occur due to the latter's low language

proficiency and, as a consequence, poor skills of presenting materials in this language (He & Chiang, 2016). Also, as the participants explained, their own low English language proficiency makes it harder for them to understand the content. This finding means that since students and their instructors are not yet well-proficient in English, the English medium disciplines are seen by students as challenging. Since students have a chance to improve their English language skills as they have English as a foreign language classes, it might be important within universities to give more attention and efforts into developing instructors' English language skills as well.

Overall, the section has shown that the homogeneity of the students' and their instructors' backgrounds might make students have, though proper, but not yet complete understanding of MLE, which shows that multilingual learning environment is not fully established within these multilingual programs. In addition, the role of English in the emergence of multilingual programs could lead to some confusion in understanding of MLE by some students, which creates a necessity of more explanatory work among students and university staff. Even though, in general, the students' understanding of MLE is proper, their perceptions of it are not quite adequate. Since Kazakh and Russian can be taken for granted by them, they only consider the benefit of MLE in developing their English language skills. Nevertheless, their intentions to develop their English can lead to their studying and in a multilingual environment again, which will be beneficial for their skills of multilingual communication. Finally, the section has shown that some students perceive MLE as challenging for content comprehension of the disciplines taught in English; this can mean that more consideration should be given to developing the university instructors' English language skills.

Students' Language Communication Practices in MLE

This section discusses the findings that answer the second research question aiming at revealing students' language communication practices in a multilingual learning environment. The findings demonstrate that both in formal and in informal communication divergence language communication practices are applied more than convergence language communication practices.

Finding 3: In formal communication students apply divergence more than convergence language communication practices. The divergence practice of separate multilingualism is applied for both in-class communication and homework discussions whereas the convergence practices of code-switching and translanguaging are used only in in-class communication and homework discussions respectively.

This finding demonstrates that three language communication practices are used by students in their formal communication. These practices include separate multilingualism, code-switching and translanguaging.

Separate multilingualism in formal communication. The results of the study demonstrate that separate multilingualism is the practice frequently found in students' formal communication. In particular, they use this practice for such formal communicative situations as in-class communication and homework discussions.

With regards to in-class communication, majority of students reported trying to use only one language during their classes. In particular, during the English medium instruction classes students try speaking English only, which can occur due to several reasons. First, it can be explained by the students' belief that switching to another language can distract the speaker and affect his or her speech negatively (Gu, 2014). In other words, students can believe that code-switching or translanguaging can deteriorate the

development of the language in which students do not have enough proficiency; and in the case of the current research it is English. Second, using separate multilingualism practice during the classes can be attributed to the instructors' requirements to use only English. It can be explained by instructors' beliefs that target language should be acquired only in the target language environment, without resorting to students' native languages (Cheng, 2013). And third, according to their own explanations, the students try to speak only English during the classes in case if some other person, besides their instructor, is present at the lesson. This reminds of a common practice at schools, called "open lesson", in which a teacher invites his or her colleagues to observe the lesson. Usually the plan of the lesson is negotiated with students in advance; all the activities and questions are distributed among learners, so that everyone comes prepared and the lesson goes according to a "scenario". The teacher tries to arrange everything because he or she wants to make an impression of a very competent educator in front of his or her colleagues. The same could take place during the English medium instruction classes attended by the participants of the current study. In other words, if their instructor is going to invite some guests to his or her lesson, he or she informs the students beforehand about the visitors as well as about using only English during the class.

Additionally, the findings show that most students practice separate multilingualism during their homework discussions with their peers. Even if they speak English only during their English medium classes, all their homework discussions related to these disciplines usually transpire in either Russian or Kazakh depending on which language is dominant in a students' linguistic repertoire. Such language shift can occur because students clearly differentiate between the contexts where communication happens (Alishariyeva, 2014). To be more precise, the class environment and the presence of the instructor can be a signal for speaking English only while homework discussion with peers seems to be more

informal, and predisposes students to switch to the language they are more comfortable with. The discussed findings can imply that both students and their instructors are not informed well about the potential and opportunities of code-switching and translanguaging for the learning process.

Code-switching in formal communication. The findings indicate that code-switching is, even rarely, is practiced by students in formal communication. They use it during in-class communication and homework discussions.

Regarding code-switching in class, students reported about code-switching to either Kazakh or Russian in case of forgotten word in English when avoiding this word is impossible. Similar findings were revealed in the study of Iyitoglu (2016) who explained the students' code-switching as a strategy for maintaining the flow of communication. So, the students can code-switch to either Kazakh or Russian in order not to make long pauses while recalling the word in English. Another explanation of using code-switching during the classes can be in a students' attempt to prompt their peers and teachers to help in finding the word (Iyitoglu, 2016). Thus, the students code-switch in order maintain their speech in English, which can again imply their preference to separate multilingualism. So, even if code-switching is helpful for students in the described situation, they hardly recognize its usefulness and probably do it unconsciously.

Besides, the participants of the study can code-switch during the classes because of their teachers' allowance for doing so. This can be explained by teachers' beliefs about the facilitating role of code-switching for students' learning (Simasiku, Kasanda & Smit, 2015). Indeed, this can be a case for the participants of the study since they learn various humanitarian and science disciplines through English, and understanding the content might

be one of the priorities. This means that, even few, some teachers understand the benefits of this language communication practice for the learning process.

Translanguaging in formal communication. The findings reveal students' practices of translanguaging during their formal communication. In particular, some students use this practice in homework discussions with peers.

The findings show that while discussing the homework for disciplines taught in English students usually use either Kazakh or Russian but can insert some subject-specific terms or other study-related words in English. The explanation to this can be that the students can utilize translanguaging with the purpose to facilitate their learning (Martin-Beltrán, 2014). Furthemore, as the participants explained, translating the terms which are learnt in English into Russian or Kazakh can cause misunderstanding among peers and even slow down the communication process while using English for subject-specific terms makes communication faster and more effective, and helps in co-constructing the meaning. This finding shows that some of the students recognize the usefulness of translanguaging for their learning process, which can imply that there is a ground for transforming other students' minds by demonstrating the benefit of this language communication practice.

To conclude, the section has shown that due to the students' and their instructors' language beliefs and due to the latter's classroom practices, the students prefer using the practice of separate multilingualism. Nevertheless, some of them might understand the benefit of code-switching and translanguaging and, though rarely, apply it for formal communication.

Finding 4: In informal communication among students divergence language communication practices are used more than convergence language communication practices. Students frequently practice separate multilingualism in communication with their groupmates and friends while the use of code-switching and receptive multilingualism is limited.

This finding demonstrates the use of both divergence and convergence language communication practices among students in their informal communication. These practices include separate multilingualism, code-switching and receptive multilingualism.

Separate multilingualism in informal communication. The findings show that the majority of the students use separate multilingualism among their informal communication practices. This can be explained by students' ability to differentiate clearly between the contexts of communication (Alishariyeva, 2014). So, the change of communicative situation from English medium class to informal communication with peers makes students also to change the languages and use the language, which is more common for them when communicating informally. Additionally, as the participants interpreted, language choice depends on the language environment which surrounded the students during their childhood, school years and which surrounds them now. To put it differently, if a student attended Russian/Kazakh school, communicates in Russian/Kazakh at home, at university or at work, the language choice for informal communication will be in favor of either Russian or Kazakh respectively. This finding can show that even if the students study in MLE, their informal language use is not influenced by multilingual environment of their studies by but their own linguistic backgrounds.

Code-switching in informal communication. The findings revealed some rare cases of code-switching in students' informal communication. They reported about code-

switching to Kazakh interjections when speaking in Russian with their peers. An explanation to this can be that code-switching to such words in another language can become a part of someone's speech style (Lantto, 2014). Indeed, in the context of Kazakhstan, many Kazakhs proficient in both Kazakh and Russian often mix the languages in communication, where inserting Kazakh interjections into speech in Russian also occurs. This cannot show students' understanding of the benefits of code-switching since, if such code-switching is their speech style, they do it unconsciously.

Receptive multilingualism in informal communication. The findings reveal some rare cases of students' practicing receptive multilingualism in informal communication. In this case, only two languages were involved: Kazakh and Russian. As the study by Härmävaara (2014) showed, this communication strategy can be used when the interlocutors have low proficiency in the languages of one another. This explanation coincides with the interpretation of the participants who reported receptive multilingualism occuring between Russian and Kazakh speakers. In particular, as the participants elaborated, low proficiency for them means Russian accent while speaking Kazakh and making mistakes in Kazakh by predominantly Russian speakers and vice-a-versa. Despite such students' concerns about their speech accuracy, this finding shows that they are still eager to communicate with each other, and receptive multilingualism is very helpful for them.

Overall, the section has demonstrated that the shift of communicative situations and students' dominant language environment make them to include the practice of separate multilingualism more frequently than any other practices. Nevertheless, translanguaging and code-switching are practiced sometimes but students can do it unconsciously without sufficient recognition of its usefulness. The section also has demonstrated that receptive

multilingualism is used as a convergence communication practice which helps speakers of Russian and Kazakh to accommodate to each other.

Students' Language Communication Practices within the Frames of the Communication Accommodation Theory

This section presents an analysis of the language communication practices used by the participants of the study under the frames of the conceptual framework of the research, which is Communication Accommodation Theory (Giles, 2016). Particularly, the section analyzes such practices as separate multilingualism, code-switching, translanguaging, and receptive multilingualism.

According to the Communication Accommodation Theory, divergence practice of separate multilingualism refers to a speaker's unwillingness to accommodate to the language of the other speaker (Giles, 2016). Separate multilingualism practices used by the students in this study cannot be completely framed by this theory since students used this practice for a different purpose. In other words, separate multilingualism was utilized in order to differentiate among changing environments (e.g., from formal to informal, from English medium to Kazakh/Russian medium instruction classes) rather than for rejecting to adjust to other language speakers.

Regarding the correspondence of the students' code-switching to the Communication Accommodation Theory (Giles, 2016), their usage of this convergence practice can hardly be explained by the need to adjust to other speakers. The reason might be that students have homogenous backgrounds and, they have at least one common language to understand each other. Thus, they need only to adjust to their study environment, and the convergence practice of code-switching is helpful in doing so.

Translanguaging as convergence communication practice (Giles, 2016) is used by the participants, again, to adjust to their learning environment. As it was mentioned, inserting English words facilitates their learning, so, accommodation to the speakers is not a case here.

As for receptive multilingualism, the analysis of the findings has shown that the use of this practice by students supports the Communication Accommodation Theory (Giles, 2016). The participants of the study, who are Russian and Kazakh speakers, use it to understand each other; so, this finding confirms that this convergence practice can be used by the speakers to adjust to each other's speech patterns.

Thus, the analysis of the students' language communication practices shows that the use of separate multilingualism, code-switching and translanguaging among students does not depend on their interlocutors' language but influenced by their learning environment. Only the use of receptive multilingualism practice supports the Communication Accommodation Theory. Nevertheless, using convergence communication practices, such as code-switching, translanguaging, and receptive multilingualism, even if the first two are used with the purpose to adjust to the learning process, can imply that students have a potential for developing their skills of multilingual communication.

To summarize, the chapter has demonstrated that students' understanding of MLE is proper, though not sufficient because of their and their instructors' homogenous backgrounds, and due to the role of English in the emergence of multilingual programs. Although, in general their understanding of MLE is quite proper, their perceptions of it are not adequate. They see MLE as beneficial only for their English language skills since it is new for them while Kazakh and Russian might be taken for granted. Nevertheless, their interest in English can help them in gaining more skills of multilingual communication.

Also, the chapter has revealed that MLE is challenging for some students' due to their and their instructors' low proficiency in English. The chapter also has shown that divergence language communication practices, including separate multilingualism, are used by students together with convergence language communication practices, including code-switching, translanguaging, and receptive multilingualism, in their formal and informal communication. Although divergence practices are used more owing to students' and instructors' language beliefs and classroom practices, the use of convergence practice, even not always for accommodating to the speakers but to the learning environment, means that students have a potential for developing their skills of multilingual communication.

Chapter 6. Conclusion

The purpose of this interview-based research was to explore the patterns of students' communication occurring in a multilingual learning environment. For revealing those, the study aimed at identifying students' understanding and perceptions of MLE and determining their language communication practices in MLE.

The following chapter presents the conclusions drawn from this research. The conclusions are organized following the research questions and, therefore, three main conclusions are addressed in the chapter. These include 1) students' understanding of multilingual learning environment; 2) students' perceptions of multilingual learning environment; and 3) students' language communication practices in multilingual learning environment. Following the conclusions, the chapter provides recommendations for practitioners, then describes the limitations and suggests directions for further research.

Students' Understanding of Multilingual Learning Environment

The study has demonstrated the students' quite proper, but not complete understanding of multilingual learning environment, reporting only about studying and communicating in several but not about various linguistic backgrounds of students and instructors in MLE. The conclusion here can be that since they have homogenous backgrounds, the findings do not reveal their complete understanding. This implies that these multilingual programs are not yet capable of creating multilingual learning environment completely corresponding to internationally recognized MLE.

Students' Perceptions of Multilingual Learning Environment

The study has shown that even if students understand MLE quite properly, their perceptions of it are not completely adequate as most of them associate MLE with the English language exclusively. The conclusion to be drawn from this finding can be that

students are not informed well about the purpose of the multilingual program they were enrolled in. Therefore, it can be perceived by them as English medium instruction program. Also, such perception can misguide students' understanding of multilingualism, and hinder the development of multilingual language policy in Kazakhstan.

Students' Language Communication Practices in Multilingual Learning Environment

The findings of research have revealed that there are four main language communication practices used by students studying in multilingual programs in their formal and informal communication. Listed from the most to the least frequently used, these include separate multilingualism, code-switching, translanguaging, and receptive multilingualism. Although the use of divergence language communication practices is prevailing, the inclusion of some convergence practices implies that students have a potential to develop their skills of effective communication in a multilingual context, which in the future can contribute to harmony and social cohesion in Kazakhstan.

Recommendations for Policy Makers and Faculty

Based on the analysis of the findings and the conclusions, the researcher offers some recommendations. These are for educational policy makers and university faculty.

Regarding the policy makers, they can be recommended to conduct information sessions on multilingual education with university administration, educators and students. These sessions can be held in the form of seminars where the mentioned stakeholders would be provided with guidelines from policy makers, which then could be discussed. These information sessions can help in forming university administration, faculty, and students' adequate perceptions of multilingual programs as not only programs for developing the English language skills but the skills in all three languages.

As for the university faculty, they are recommended to use the potential of MLE for developing all three languages included into the trilingual policy. This can help in transforming students' minds from perceiving multilingual program as studying in English to understanding the true idea of the program. Also, the communication patterns of MLE can be used by instructors in order to develop students' skills of effective multilingual communication.

Limitations and Recommendations for Further Research

The limitations of the research are in time constraints, small sample size and the homogeneity of the sample. Basically, the main limitation can be lack of time which did not allow the researcher to involve more participants and select more diverse sample.

Therefore, in case of large-scale research, it can be suggested to interview larger number of participants, which would help to consider more experiences of students' communication practices in MLE. Also, it would be helpful to conduct observations of their formal and informal communication patterns since this can show the correspondence of their words to real practices. Another offer is selecting participants of more diverse backgrounds, i.e. of various nationalities, different linguistic and cultural backgrounds since it can reveal more patterns of multilingual communication among students.

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Appendix A

Sample Interview Protocol

Project: The Impact of Studying in Multilingual Environment on Communication Skills of the Learners Environment

Time of Interview: 15:00
Date: December 6, 2016
Place: A University in Astana
Interviewer: Xeniya Belova
Interviewee: Participant 1
Position of Interviewee: student

Questions:

1. What languages do you speak?
2. What languages do your group mates speak?
3. Can you tell me how do you understand multilingual learning environment?
4. What languages do you speak with your groupmates during the classes?
5. What languages do you speak with your instructors during the classes?
6. What languages do you speak when you discuss your homework with your groupmates?
7. What languages do you usually speak with your groupmates in informal setting?
8. What do you usually do when you do not know a word in a language that you are communicating in at the moment?
9. How can studying in multilingual environment benefit you?
10. What are the challenges for you when studying in multilingual environment?

Образец протокола интервью

Название работы: Использование языка студентами при общении в полиязычной среде обучения

Время интервью: 15:00
Дата: 6 декабря 2016 г.
Место проведения: один из университетов в Астане
Интервьюер: Ксения Белова
Респондент: Участник № 1
Позиция респондента: студент

Вопросы:

1. На каких языках Вы говорите?
2. На каких языках говорят Ваши одногруппники?
3. Что в Вашем понимании означает полиязычная среда обучения?
4. На каких языках Вы общаетесь с одногруппниками в течение занятий?
5. На каких языках Вы общаетесь с преподавателем в течение занятий?
6. На каких языках Вы обычно обычно обсуждаете домашнюю работу с Вашими одногруппниками?
7. На каких языках Вы предпочитаете общаться со своими одногруппниками в неформальной обстановке?
8. Что Вы обычно делаете, если Вы забыли какое-либо слово на языке, на котором говорите в данный момент?
9. Какую пользу может Вам принести обучение в полиязычной среде?
10. С какими сложностями Вы сталкиваетесь, обучаясь в полиязычной среде?

Appendix B

NUGSE RESEARCH APPROVAL APPLICATION FORM

This form should be used by students conducting research as part of their coursework at Nazarbayev University Graduate School of Education (NUGSE).

IMPORTANT: No research activities may begin until the research application has been reviewed and determined approved by the NUGSE Research Committee and written notification is received.

To apply for approval:

1. Complete and sign this application form.
2. Provide a copy of additional protocol materials such as consent, survey, interview questions, etc.
3. Attach any other information known to be relevant.
4. Submit all documents to the NUGSE Research Committee: Att. NUGSE Research Committee. Nazarbayev University Graduate School of Education. Phone: +7 7172 709359. Email: gse_researchcommittee@nu.edu.kz

Process

The decision to grant approval will be made by the NUGSE Research Committee. The NUGSE Research Committee will review the full set of documents submitted to decide if your research is approved. The decision of approval is based primarily on the risk that the research has for participants, the type of participants included, and the procedures to ensure the anonymity of data and confidentiality of participants' identity.

Decision

If it is determined that your research is approved, you will be provided with a written confirmation that will include the category of approval under which the study was granted. If it is determined that additional information is needed to determine status or certification is granted pending acceptance of requested modifications/clarifications, you will be notified of this information in written form. If the research project cannot be approved by the NUGSE Research Committee, you will be notified and the project will require review by Nazarbayev University Institutional Research Ethics Committee (IREC).

PROJECT TITLE: The Impact of Studying in Multilingual Environment on Communication Skills of the Learners

Advisor name (if any):	**Sulushash Kerimkulova**	Title:	**Associate Professor**
Student name:	**Xeniya Belova**	Email:	**xeniya.belova@nu.edu.kz**
Program:	**MA in Multilingual Education**		

NOTE. Add more rows if more than one advisor or student is part of the project.

PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

Purpose of the study: Explain the general purpose of your study.

Kazakhstan is a diverse country where more than 130 ethnicities live together and have a right to maintain their cultural and linguistic heritage. In addition, the current Trilingual policy requires from all the citizens the knowledge of Kazakh, Russian and English languages. With this linguistic and cultural variety, there can appear a problem of preserving social cohesion in Kazakhstan.
Educational institutions, universities in particular, can also be characterized as multiethnic and multilingual environments where students from various backgrounds need to communicate and collaborate. Educational institutions are the places that can contribute to developing tolerance and mutual respect among students, and it is important especially for multilingual and multicultural learning environments. Social cohesion and peace in multiethnic Kazakhstan can, to certain extent, depend on how students learn to communicate with each other in such diverse learning circumstances.

Therefore, the purpose of the current study is to explore how communication among university students' is happening and influenced by a multilingual learning environment.

Research questions: Include the research questions that will guide your study.

1. How do university students communicate with each other?
2. How do they perceive multilingual learning environment?
3. How does multilingual environment impact on their communication with each other?

RESEARCH DESIGNS AND METHODS

Research Design: Specify the research design to be used in the project.

The study will follow qualitative interview-based design as this will help in conducting rigorous exploration of students' experiences of communication in multilingual environment.

Participants: Indicate the approximate number of participants and briefly describe the sample and the sampling strategy to recruit participants for your research.

The participants will include 10 students from an X university in Astana. Purposeful maximal variation sampling strategy will be used to select participants. The reason is that to answer the research question the inquirer will need the students who meet the following criteria:

- They should be 3rd or 4th year students;
- They should be of different nationalities;
- They should be from trilingual education programs;
- They should be students majoring in Humanities.

To recruit participants the researcher will contact the dean of the Faculty of Social Sciences since trilingual education program is practiced within this faculty. She will provide him with the official letter from the university, describe the research purpose and ask for the access to students' emails. Then she will send emails to the students asking them to participate in the study. In the email, students will be asked to contact the researcher by email or phone number if they are interested in participation.

Research site: Indicate the research site(s)/location(s) where the research will take place

An X university in Astana is chosen as a research site. This university is a good example of multilingual learning environment due to the enrollment of students from different nationalities as well as international students. For interviews, a place will be negotiated with participants. This can be some informal place, e.g. a quiet café where it will be convenient for the researcher and participants to meet and have an interview.

Data collection instruments: List the data collection instruments to be used. Provide a copy of each instrument or two or three examples of the items/questions (e.g., survey items, interview questions, observation protocols) you will use to collect your data.

1. Semi-structured face-to-face interviews will be used to answer the research question of the study. The reason is that individual interviewing will allow getting a deep understanding of a participant's experience while semi-structured format will allow asking follow-up questions and clarifying necessary details.

Procedures: Explain what participants will be asked to do, how you will collect the data, when the data collection will start and end, and the order in which steps will occur.

The researcher will contact participants and stipulate the date, time and place of the interview. When she meets with each of the participants she first will describe the research purpose to him/her and ask him/her to read carefully and sign the consent form. Then they will proceed to the interview which will last approximately 40 minutes. The interview will be audio-recorded if only participants approve it. If recording is not possible, interviews will be manually note-taken. At the end the researcher will thank the participant and ask him/her not to hesitate to contact her if he/she has some questions about the study. The data will be collected between 5 and 16 of December 2016 as this is master students' data collection period.

ANONYMITY AND CONFIDENTIALITY PROCEDURES

Provide a full description of how confidentiality and anonymity of participants' identity will be ensured during data collection and in storing the data. Provide a copy of the informed consent form you will use in your research.

All necessary efforts will be undertaken to ensure the anonymity and confidentiality of the participants:

- The university name will be concealed and the real names of the participants will be substituted by pseudonyms in the field notes, final report, and other written and electronic documents;
- All the electronic data for the study will be stored in the researcher's computer secured by the password;
- All the written and printed documents, including field notes and consent forms, will be stored in a locked drawer in the researcher's room;
- All the data connected to participants' identities, such as field notes, consent forms, audio-recording, will be destroyed after completing the project.

RISKS OF THE RESEARCH

Extensively describe any risks to participants and others related to this research project and indicate the procedures that will be implemented to minimize the risks.

The risk for participants in the study is very minimal. All personal data and interviews will be stored in a secured place. No information from interviews with the students will be reported to or shared with university teachers or administration. The interview time will be negotiated with participants beforehand and it will not intervene with their class time. Therefore, the students will not lose their attendance scores at university and will not be revealed as participants.

BENEFITS OF THE RESEARCH

Indicate the potential benefits of the proposed research for participants and others.

The research will help educators to understand better how students communicate in multilingual learning environment and find approaches on how to maintain effective communication in such educational setting. Besides, it will contribute to the policy makers' awareness of interaction patterns within diverse communities. It will help them to assess the effectiveness of language policy in Kazakhstan and identify achievements and issues that exist in multiethnic communication. Besides

the findings of the research will contribute to the body of literature on the research topic.

21.10.2016

Advisor/tutor signature Date

21.10.2016

Student signature Date

CHECKLIST

Before submitting your application, use this checklist to verify that you provided all the information that the NUGSE Research Committee needs to make a decision about your project. Incomplete applications will not be considered and will delay the review process and approval of your project.

Use X if "yes" and NA if "not applicable"

__X___ Names and details of advisor/tutor specified

__X___ Students' name and details specified

__X___ Purpose of the study and research questions provided

__X___ Research design specified

__X___ Sample and sampling procedures described

__X___ Data collection instruments listed

__X___ Procedures for data collection explained

__X___ Anonymity and confidentiality procedures described

__X___ Risks of the research for participants and others specified

__X___ Benefits of the research for participants and others specified

__X___ All instruments attached (e.g. questionnaires, standardized tests, interview schedules) or examples of questions/items provided

__X_ Advertisement for recruitment of participants attached, if applicable

__X___ Informed Consent Form attached

__X___ Advisor/tutor signature on application

__X___ Student's signature on application

21.10.2016

Student signature **Date**

Appendix C

INFORMED CONSENT FORM

The Impact of Studying in Multilingual Environment on Communication Skills of the Learners

DESCRIPTION: You are invited to participate in a research study on the communication among students who learn in multilingual environment. Besides, the study will try to reveal how you as a student perceive multilingual learning environment and how the latter impact your communication skills. You will participate in a face-to-face interview containing 10-15 questions. If you express your agreement, the interview will be tape-recorded. Your name and the name of the university will be substituted by pseudonyms in all stages of the study and in all documents, including field notes, electronic files and the final report for thesis. All the electronic data for the study will be stored in the researcher's computer secured by the password. All the written and printed documents, including field notes and consent forms, will be stored in a locked drawer in the researcher's room. All audio-recordings will be destroyed after completing the project.

TIME INVOLVEMENT: Your participation will take approximately 40 minutes.

RISKS AND BENEFITS: The risk for you in the study is very minimal. All personal data and interviews will be stored in a secured place. No information from interviews with you will be reported to or shared with university teachers or administration. The interview time will be negotiated with you beforehand and it will not intervene with your class time. Therefore, you will not lose your attendance scores at university and will not be revealed as participant.
The benefit which may reasonably be expected to result from this study is your contribution to getting the new insights into multilingual communication. Your decision whether or not to participate in this study will not affect your class attendance.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and 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, Sulushash Kerimkulova, email: skerimkulova@nu.edu.kz, phone number: 87759999167.

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 to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

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

- I have carefully read the information provided;
- I have been given full 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 foregoing, I agree, of my own free will, to participate in this study.

Signature: _____ Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Влияние обучения в многоязычной среде на коммуникативные способности обучающихся

ОПИСАНИЕ: Вы приглашены принять участие в исследовании влияния обучения в многоязычной среде на коммуникативные способности студентов. Вам будет предложено принять участие в интервью, состоящем из 10-15 вопросов. Если Вы выразите свое согласие, интервью будет записано на диктофон. Ваше имя и название университета будут заменены псевдонимами на всех этапах исследования, а также во всех письменных и электронных документах, включая окончательный вариант диссертации. Все электронные файлы будут храниться в компьютере исследователя, защищенном паролем. Все письменные и печатные документы будут храниться в запертом ящике в комнате исследователя. Все аудиозаписи будут уничтожены после завершения проекта.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 40 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риск для участников исследования является минимальным. Все персональные данные и интервью будут храниться в безопасном месте. Детали интервью не будут сообщены преподавателям высших учебных заведений или администрации. Время интервью будет согласовано с Вами заранее, и не будет совпадать со временем Ваших занятий. Таким образом, Вы не потеряете баллы посещаемости в университете, и Ваше участие останется в анонимности.

Ожидаемой пользой от Вашего участия в этом исследовании является то, что вы будете способствовать развитию нашего понимания об общении в многоязычной среде. Ваше решение о согласии либо отказ в участии никаким образом не повлияет на Ваши оценки в университете.

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 научным руководителем исследователя, используя следующие данные: Сулушаш Керимкулова, email: skerimkulova@nu.edu.kz, моб.: 87759999167.

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес 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: _____

Appendix D

Sample Interview Transcript

Interviewee: Participant 2

Interviewer: What languages do you speak?

Interviewee: Well, my English is good. Kazakh is my native language. I studied at school in Russian, and at home I speak Russian. I have learnt English from the first grade, it's 14 years already. I also learn French from the fifth grade. And at university I began learning Arabic.

Interviewer: And what languages do your groupmates speak?

Interviewee: Well, my groupmates… those who are in a multilingual group know English well, but in our Russian group we have very few people who know English. I thought everyone at university knows English well, but it turns out we have only two or three such people the group. And, basically, everyone speaks Kazakh and Russian well, and now everyone is studying either Turkish or Arabic.

Interviewer: How do you understand multilingual learning environment?

Interviewee: Well, it is speaking, understanding and reading in several languages by students and those who surround them.

Interviewer: Now let's talk about your formal communication practices. I mean, for example, when you talk about your homework, about your studies what languages do you use mostly?

Interviewee: Well, basically the instructors send us messages in English. But after the lessons we discuss homework in Russian. At the lessons, they always tell us homework in English. Some students understand everything, and some do not understand and can ask in Russian.

Interviewer: And with each other you discuss...

Interviewee: In Russian, because the environment impacts.