

**EFL Teachers' Translanguaging Pedagogy and the Development of Beliefs about
Translanguaging**

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Dear Adam Kuandykov,

This letter now confirms that your research project entitled: **“Translanguaging Pedagogy at Schools in Kazakhstan and the Development of EFL Teachers’ Beliefs about Translanguaging”** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely

Bridget Goodman

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Abstract

EFL Teachers' Translanguaging Pedagogy and the Development of Beliefs about Translanguaging

The results of previous studies have shown that EFL teachers mainly held English-only beliefs in the context of Kazakhstan meaning that they preferred using the target language more than their learners' mother tongue. Yet, with this belief, there is little room for translanguaging practices in EFL classrooms as the translanguaging pedagogy calls for the strategic inclusion of learners' mother tongue into the lessons. However, these previous studies did not investigate the origins of teachers' English-only beliefs in the context of Kazakhstan. Therefore, this study was aimed at exploring both EFL teachers' beliefs about translanguaging pedagogy and the origins of these beliefs. Employing an interview-based qualitative research approach, the following two main research questions were posed: 1) What are EFL teachers' beliefs about translanguaging as a pedagogical tool? 2) What are some possible factors which have shaped these EFL teachers' beliefs about translanguaging in the English acquisition classroom? To answer these questions García and Kleyn's (2016) framework about the translanguaging pedagogy and Borg's (2015) framework about the developmental factors of belief were used. The study involved three school EFL teachers. Like previous studies, the participants in this study were found to have developed monoglossic beliefs and thus reported that they preferred to employ the target language more than their learners' mother tongue when teaching English. However, the intensity of their monoglossic beliefs was found to vary and different factors influenced their beliefs about translanguaging. The study demonstrated that professional development courses may encourage teacher trainees to judiciously use learners' mother tongue. Yet, the study also found that early language learning experiences may exert a strong influence on the formation of monoglossic beliefs. Moreover, a school's monoglossic language policy,

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oriented to preparing learners for English examinations, may encourage EFL teachers to use English-only approaches to teaching English. This kind of policy may be justified by the need to prepare learners for English monolingual university entrance examinations. Based on these findings, it is recommended that professional development courses take teacher-trainees' early language learning experiences into consideration to make the courses effective.

Аңдатпа

Ағылшын Тілі Мұғалімдерінің Транслингвальді Педагогикалық Тәсілге Деген Қатынасының Дамуы.

Алдыңғы зерттеулер нәтижесі Қазақстан аумағында ағылшын тілі мұғалімдері көбіне біртүлділік тәсілге жүгінген дұрысырақ деген сенім білдіргендерін көрсетті. Бұл дегеніміз ағылшын тіліне үйрету барысында мұғалімдер оқушылардың ана тіліне қарағанда, мақсатты тілді, яғни ағылшын тілін көбірек қолдануды жөн көрген. Осындай сенімнің нәтижесінде, ағылшын тілі сабағында араластылдесу педагогикалық тәсіл сирек қолданылады. Ал транслингвальді педагогикалық тәсіл оқушылардың ана тілін ағылшын тілі сабағында жүйелі түрде қолдануды ұсынады. Алайда, алдыңғы зерттеулер Қазақстан контекстінде осындай сенімнің даму факторлары жайлы аз мағлұмат береді. Сол себептен, осы зерттеу ағылшын тілі мұғалімдерінің араластылдесу тәсілі жайлы сенімдерімен қоса, осындай сенімдердің қалыптасуына әсер еткен факторларды зерттеумен айналысты. Сапалы зерттеу тәсілін қолдана отырып, әр мұғаліммен сұхбат өткізілді. Және келесі зерттеудің екі сұрағына жауап берілді: 1) Ағылшын тілі мұғалімдерінің ағылшын сабағында оқушының ана тілін қолдануға деген қатынастары қандай? 2) Ағылшын тілі мұғалімдерінің ағылшын сабағында оқушының ана тілін қолдануға деген қатынастарының пайда болуына қандай факторлар әсер етуі мүмкін? Осы сұрақтарға жауап беру үшін Гарсия мен Клейнның (2016) араластылдесу педагогикасы жайлы негізі мен Боргтың (2015) сенімнің дамуына әсер ететін факторлар жайлы негізі қолданылды. Осы зерттеуге үш ағылшын тілі мұғалімдері қатысты. Алдыңғы зерттеу нәтижелеріне ұқсас, осы зерттеу де мұғалімдердің біртүлділік тәсілге жүгінген дұрысырақ деген сенім білдіргендерін көрсетті. Алайда, осындай сенімнің дәрежесі әртүрлі екені және осы сенімдердің қалыптасуына түрлі факторлар әсер ететіні

белгілі болды. Осы зерттеу мұғалімдердің біліктілігін дамытуға арналған бағдарламалар ағылшын тілі мұғалімдеріне өздерінің сабақ барысында оқушылардың ана тілін саналы түрде қолдануға болатынын үйрететіні белгілі болды. Алайда, ерте тіл оқу тәжірибесі мұғалімнің біртүлділік тәсілге жүгінген дұрысырақ деген сенімінің дамуына әсер ететіні белгілі болды. Осыған қоса, мектептің тілдік саясаты да осындай сенімнің дамуына әкеліп соғуы да мүмкін екені дәлелденді. Мектептің осындай тілдік саясатын оқушыларды жоғары оқу орындарына түсу үшін ағылшан тіліндегі емтихандарға дайындау мұқтаждығымен түсіндіруге болады. Осы зерттеу нәтижесіне негізделе отырып, мұғалімдердің біліктілігін дамытуға арналған бағдарламаларды тиімдірек ету үшін мұғалімдердің алдыңғы тіл оқу тәжірибесін ескерген жөн.

Аннотация

Формирование Убеждения Преподавателей Английского Языка о Транслингвизме как Педагогической Практике.

Результаты предыдущих исследований в контексте Казахстана показали, что учителя английского языка убеждены в том, что лучший подход к обучению английскому языку – это прямой метод. То есть, это означает, что при обучении английскому языку учителя предпочитают использовать целевой, то есть, английский язык больше, чем родной язык учащихся. Результат подобных убеждений обычно приводит к тому, что на уроках английского языка отсутствует транслингвальная практика. А педагогика, основанная на транслингвальной практике, выступает за системное внедрение родного языка в уроки иностранных языков. Тем не менее, предыдущие исследования дают мало информации о факторах, влияющих на развитие такого рода убеждений в контексте Казахстана. Поэтому данное исследование, наряду с убеждениями учителей английского языка о транслингвальной педагогике, исследовало факторы, повлиявших на формирование таких убеждений. Для проведения данного исследования было использовано качественный подход с применением интервью с каждым учителем. Были даны ответы на следующие два вопроса исследования: 1) Каковы убеждения учителей английского языка о транслингвизме как педагогическом подходе? 2) Какие возможные могут быть факторы, влияющие на формирование тех или иных убеждений учителей английского языка о транслингвизме как подходе к обучению языка? Для получения ответов на поставленные вопросы были использованы две теоретические основы. А именно, основа Гарсии и Клейн (2016) о транслингвальной педагогике и основа Борга (2015) о факторах, влияющих на формирование убеждений. В данном исследовании приняло участие три учителя английского

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языка. Подобно предыдущим исследованиям, данное исследование показало, что учителя предпочитают использовать прямой подход к обучению английскому языку, что означает убежденность учителей об эффективности большего использования целевого языка, чем родной язык учащихся. Однако, как оказалось, степень такой убежденности отличается и было выявлено, что разные факторы могут влиять на формирование подобных убеждений. Данное исследование показало, что знание, приобретённое во время программ по повышению квалификации, может содействовать формированию убеждений у учителей о сознательном использовании родного языка учащихся на уроках английского языка. Однако, как показало данное исследование, опыт раннего изучения английского языка может повлиять на развитие убеждения о том, что лучший подход к обучению английскому языку – это прямой метод без вмешательства родного языка учащихся. Кроме того, было доказано, что языковая политика школы также может привести к развитию такого рода убеждений. Подобную языковую политику школы можно объяснить необходимостью подготовки учащихся к экзаменам по английскому языку для поступления в высшие учебные заведения. Основываясь на результаты данного исследования, для обеспечения эффективности рекомендуется учитывать опыт раннего изучения английского языка учителей во время прохождения программ по повышению их квалификации.

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List of Terms

EFL (English as a Foreign language) refers to the English language, which is taught as a subject in formal educational settings in countries, where the English language does not have a significant role outside the classroom (Richards & Schmidt, 2010).

ESL (English as a Second language) refers to teaching of the English language in countries, where English is widely used in every-day communication or has an important status in education or other domains of life (Richards & Schmidt, 2010).*

*Harmer (1991), however, argues that the distinction between EFL and ESL blurs for two reasons. Firstly, many multilingual speakers both in English-speaking and non-English-speaking countries use more or less the same English as a language for communication, which makes it difficult to differentiate between the forms of the English language. Secondly, at the present time EFL learners' use of English is not restricted to only classroom environment due to globalization. The development of the Internet, for example, made it possible for many EFL students to employ English in a global context. Consequently, both EFL and ESL teachers are said to be teaching more or less the same form of English regardless of the context. Therefore, although the current thesis focuses on EFL teachers' beliefs about translanguaging, the literature review includes some sources, where ESL teachers' beliefs about language use in English classrooms are considered as well.

Introduction

Background Information

Globalization has become one of the main reasons for the spread of multilingualism (Singh et al., 2012). In particular, many countries have been experiencing the increase in the numbers of school learners from diverse language backgrounds due to globalization (Blommaert, 2010; Vertovec, 2007). Consequently, this has challenged educators to rethink the ways of teaching multilingual children with different linguistic needs and re-examine the pedagogical approaches used in multilingual education (Duarte & Günther-Van der Meij, 2018; Hobbs, 2012). For Cenoz and Gorter, “multilingual education refers to the use of two or more languages in education, provided that schools aim at multilingualism and multiliteracy” (2015, p. 2). This language use usually happens for instructional purposes.

One of the attempts to re-examine the multilingual pedagogy was the shift in beliefs about the nature of multilingualism from the atomistic to the holistic view of multilingualism (Cenoz, 2013) and from the traditional models of bilingualism to dynamic bilingualism (García, 2009; García & Kleyn, 2016). In the case of atomistic view of multilingualism, languages of multilingual speakers are viewed as separate entities, while the holistic view of multilingualism posits that multilingual speakers have one unitary linguistic repertoire and they are not the sum of several monolinguals (Cenoz, 2013). In like manner, there has been a shift from the traditional models of bilingualism, which keep languages apart, and which resulted in the emergence of the terms – “additive bilingualism” and “subtractive bilingualism” (Lambert, 1974), whereas dynamic bilingualism acknowledges that all the linguistic features of bilingual speakers fluidly interact with one another (García, 2009; García & Kleyn, 2016).

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Translanguaging, as part of dynamic bilingualism, also advocates for the viewing of the languages of multilingual speakers as one whole linguistic system and challenges the strict compartmentalization of languages for instruction (García, 2009). In its broadest meaning, translanguaging is the conscious alternation between the languages in a bilingual classroom for input and output mode (Lewis et al., 2012a). As Williams (1996) defined it, “translanguaging means that you receive information through the medium of one language (e.g., English) and use it yourself through the medium of the other language (e.g., Welsh). Before you can use that information successfully, you must have fully understood it” (p. 64, as cited in Lewis et al., 2012a). The conceptualization of translanguaging was further extended by other linguistic scholars. For example, García and Kleyn (2016) used the term translanguaging to refer to “the deployment of a speaker’s full linguistic repertoire, which does not in any way correspond to the socially and politically defined boundaries of named languages” (p. 14).

From the pedagogical perspective, this approach was then further developed by García and Kleyn (2016), according to whom, the successful strategic use of the translanguaging tool occurs when a teacher has the three translanguaging strands: stance, design, and shifts. When expanded, the translanguaging stance refers to a teacher’s belief that all languages of bilingual learners represent one unitary linguistic system to be drawn from at any time a bilingual child needs to do so. Translanguaging design is a pre-planned integration of learners' first language (L1) into the lesson outline. As for the translanguaging shifts, it refers to the willingness of a teacher to diverge from that pre-planned and outlined lesson plan and have recourse to learners’ L1 to meet some of their individual needs (García & Kleyn, 2016).

Problem Statement

As for Kazakhstan, today, it is a multinational, multicultural, and multilingual state and a home for just under 130 ethnic groups in total (Bureau of National statistics, 2010). An initiative of the former President of Kazakhstan, Nursultan Nazarbayev, provided a major impetus to the strategic development of the Kazakh, Russian, and English languages, each with a specific role to play in the country (Nazarbayev, 2007). In the educational context, a certain number of schools with a multilingual educational system have been established in Kazakhstan. Namely, 33 Daryn schools, 20 Nazarbayev Intellectual Schools, and 30 Bilim Innovation Lyceums (former Kazakh-Turkish Lyceums) have been implementing trilingual or multilingual education (Irsaliyev et al., 2017; Mehisto et al., 2014). Although the basic principles of multilingual education in the context of Kazakhstan take the mother tongue of learners as the base for acquiring other languages (Irsaliyev et al., 2017) and even take Cummins' (1981) "Common Underlying Proficiency" into consideration in teaching learners second or foreign languages, Mehisto et al. (2014) stated that in the trilingual policy in Kazakhstan "the three languages were presented from a monoglossic perspective, as three separate entities" (p. 172). Moreover, some EFL teachers were found to consider the monolingual approach as preferable and mixing languages as obstructive in teaching English at schools in the context of Kazakhstan (Abdrakhmanova 2017; Amaniyazova, 2020; Kaipnazarova, 2020). Hence, it can be stated that some EFL teachers might still be holding the monolingual tenet of teaching English as a second or foreign language, which affirms the belief that the best approach to teaching English is exclusively through the medium of English (Phillipson, 1992). If EFL teachers hold these monolingual beliefs, it is likely that they are not implementing translanguaging as a pedagogical tool. Consequently, this may be resulting in English-only classes, where

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bilingual learners might be missing the opportunity to benefit from translanguaging pedagogy.

Moreover, although previous studies in Kazakhstan investigated teachers' beliefs on translanguaging, they have not addressed the origins of those beliefs as factors shaping these beliefs. Borg (2015) noted the importance of learning factors which influence on teachers' beliefs as there seem to be certain interrelationships between these factors. For example, the effectiveness of a professional development course may depend on whether the course takes a teacher's early language learning experiences into account during the study or not. Therefore, there is still a need to learn further about the origin of Kazakhstani EFL teachers' beliefs about language use and translanguaging in English classrooms.

Purpose of the Study

The current inquiry seeks to learn about EFL teachers' beliefs about translanguaging pedagogy in English classrooms in trilingual secondary schools in the context of Kazakhstan. To achieve this goal two sources are used as the framework: 1) García and Kleyn's (2016) three interrelated translanguaging strands: translanguaging stance, translanguaging design, and translanguaging shifts; and 2) Borg's (2015) three factors, namely, schooling (i.e., personal early language learning experiences), teacher education, and contextual factors, which may shape EFL teachers' beliefs about language use.

Research Questions

The following questions are to be addressed in the inquiry:

RQ1. What are EFL teachers' beliefs about translanguaging as a pedagogical tool?

Sub-questions:

- a) Do EFL teachers consider bilingual learners' language repertoire as one unitary system?

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- b) Do EFL teachers intentionally design translanguaging for their classes in advance?
- c) Do EFL teachers diverge from this design to meet some individual bilingual learners' needs in the classroom context?

RQ2. What are some possible factors which have shaped these EFL teachers' beliefs about translanguaging in English acquisition classroom?

Sub-questions:

- a) Do EFL teachers' early language learning experiences somehow influence their beliefs about the use of learners' first language in their English classes?
- b) Do professional development programs designed to improve EFL teachers' teaching skills address the question of using learners' first language?
- c) Do any contextual factors somehow influence EFL teachers' beliefs about using learners' first language?

Significance of the Study

This inquiry might prove to be significant for different groups of people involved in the field of language education, namely, English as a foreign language teachers, school administrators, policymakers, and researchers. Because of the spread of the monolingual principle in teaching a foreign language, especially the English language, different kinds of beliefs have influenced the way language teachers teach and make decisions during the process of conducting their lessons. Contributing to the studies on translanguaging, which concern the issues of monolingual fallacy, the results of this particular inquiry might help teachers rethink their beliefs about language use in general, and translanguaging in particular. School administrators, when designing their curricula, may find it useful to base their curriculum design on research results for purposes of efficiency. Lastly, policymakers would find the results of the present research useful when making decisions and

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developing policy documents on language use and pedagogical practices in EFL classrooms and professional development programs.

Furthermore, although a great body of literature on translanguaging concept and practice have been published globally in general and several studies have been conducted in the context of Kazakhstan in particular (Abdrakhmanova, 2017; Amaniyazova, 2020) since the time when Creese and Blackledge (2010) reiterated “the need for further research to explore what ‘teachable’ pedagogic resources are available in flexible, concurrent approaches to learning and teaching languages bilingually” (p. 113), this study is expected to make another valuable contribution to the research on translanguaging pedagogy.

Outline of the Thesis

This study consists of six chapters. The first chapter introduces the topic with some background information about the research subject. Then, the problem statement, the purpose of the study, and the research questions and sub-questions are presented. The chapter is finalized with mentioning the significance of the study for certain stake-holders. In the second chapter, the literature review is presented. The literature review expands conceptualization of the term translanguaging and mentions its application in the EFL and bilingual classrooms. This is followed by presenting the frameworks about translanguaging pedagogy and the factors which contribute to the development of language teachers' beliefs about translanguaging. Lastly, the chapter presents the review of previous studies about translanguaging in the context of Kazakhstan. The third chapter provides information about the methodology of the research, which includes the research approach, research design, research site and participants, data collection tools, data analysis procedure, and ethical considerations. The fourth chapter focuses on the findings of the research, and this is followed by the discussion of these findings with reference to the literature review.

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Finally, the main conclusion of the study with its limitations and some recommendations for further studies is drawn.

Literature Review

Introduction

This chapter reviews the relevant literature on translanguaging pedagogy and English as a foreign language (EFL) teachers' beliefs on translanguaging, as well as three main factors which contribute to the development of EFL teachers' beliefs about this pedagogical tool in English language classrooms. The chapter is structured in such a way as to consist of three main sections. The first section focuses on the conceptualization of translanguaging. The next section presents the two theoretical frameworks that the current inquiry is based on. In the first part of that section, translanguaging pedagogy with its three interrelated strands is discussed. This is followed by the review of some empirical studies on translanguaging pedagogy. Then, the concept of belief and three factors that may contribute to the development of EFL teachers' beliefs about translanguaging are explained. Next, the examination of some empirical studies on EFL teacher translanguaging and teacher beliefs about translanguaging in the context of Kazakhstan is presented. Finally, I draw a conclusion from what I have discussed in the literature review chapter.

The Conceptualization of Translanguaging

Due to the ongoing globalization of the world alongside what Vertovec (2007) called "superdiversity" (p. 1025), the focus of applied linguistics has shifted towards "the dynamic, hybrid, and transnational linguistic repertoires of multilingual speakers" (May, 2014, p. 1). That shift is what Conteh and Meier (2014) and May (2014) refer to as a "multilingual turn", which challenges the idea about the monolingual approach and language compartmentalization in the educational context (Cenoz & Gorter, 2015). Although the term multilingual turn emerged later, it captured various concepts that had emerged earlier but shared a relatively similar focus. These concepts include, though are

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not confined to, Gutierrez et al.'s (1999) hybrid language practices whereby bilingual learners make meaning and form their identity in classrooms, García's (2009) translanguaging to refer to "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p. 45), Blackledge and Creese's (2010) flexible bilingualism that critically views languages as "social resource without clear boundaries" (p. 109), Canagarajah's (2011) codemeshing to describe translanguaging practice in academic writing, and Jørgensen et al.'s (2011) polylinguaging to describe how multilingual speakers select features available in their linguistic repertoire. The common pivotal focus of these terms is on considering bilingual speakers' languages from their internal linguistic perspective as one unitary system that transcends clear-cut boundaries of named languages and shifting the attention from languages to bilingual speakers in education (Blackledge & Creese, 2010, 2014). As for the current thesis, it takes translanguaging as its central phenomenon.

It is believed that the term translanguaging was coined by Cen Williams, a Welsh educationalist in the 1980s. Initially he used it for pedagogical practice as well as for the purpose of revitalizing the Welsh language (Lewis et al., 2012a). Originally termed as "trawsieithu" in the Welsh language, it was first translated into English as "translinguifying", and then subsequently changed to "translanguaging" (Baker & Wright, 2017). Baker and Wright (2017) generally defined Cen Williams' translanguaging as "the planned and systematic use of two languages inside the same lesson" (p. 280). With reference to the definition of translanguaging, Flores (2014) and Poza (2017) voiced concern about the dilution of the meaning of translanguaging in some literature. What Poza (2017) noted is that in some literature, the definition of translanguaging is confined to code-switching, which would distort the full conceptualization of translanguaging. It is the shift of the research area, systematic approach, heteroglossic view of languages, and

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critical view of language boundaries which make translanguaging fundamentally different from code-switching and broaden its conceptualization (García, 2009; Otheguy et al., 2015). Each of these concepts is explored in greater detail in the following paragraphs.

Code-switching is defined as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (Gumperz, 1982, p. 59). This means that the alternation of languages occurs not only between separate systems, but also within subsystems. MacSwan (2004) referred to that alternation of languages between sentences belonging to different grammatical systems as “intersentential code-switching”, while he defined the switch between languages within one sentence as “intrasentential code-switching” (p. 283). Functions and advantages of code-switching inside bilingual classrooms have been reported in early studies. Teachers were mainly found to switch to learners’ mother tongue to explain text passages in the target language, clarify vocabulary, elicit learners’ responses, and build rapport with learners (Camilleri, 1996; Martin, 1996).

However, while scholars investigated code-switching from the linguistic perspective (MacSwan, 2004; Myers-Scotton, 2006), translanguaging focuses on bilingual speakers and the way they use their full linguistic resources to make meaning (Baker & Wright, 2017; García; 2009; García, & Wei, 2014). Moreover, García (2009) posited, sometimes, code-switching may occur randomly, which means bilingual teachers switch to learners’ mother tongue with little awareness of this concurrent use of two or more languages. In contrast, translanguaging promotes systematic alternation of two or more languages for the development of both receptive and productive skills of bilingual learners (Baker & Wright, 2017; García; 2009) through integration of multilingual and multimodal resources into lessons (García, 2011; García & Kleyn, 2016).

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Another distinctive feature of translanguaging is its heteroglossic view of languages. Referring to Bakhtin's heteroglossia (Holquist, 1981), García (2009) proposed the non-linear dynamic model of bilingualism and distinguished it from additive and subtractive models of bilingualism that are based on monoglossic view of languages (Lambert, 1974). Del Valle (2000) linked the monoglossic language ideology to Milroy and Milroy's (1999) ideology of language standardization that fosters a belief that a language is "a relatively fixed, invariant and unchanging entity" (p. 21). García's (2009) dynamic bilingualism, by contrast, is heteroglossic in that it describes bilingual speakers' complex and multiple linguistic practices as "ever adjusting to the multilingual multimodal terrain of the communicative act" in the twenty-first century (p. 46). Further, García (2009) suggested that one way to integrate the dynamic bilingualism into school curriculum is to promote translanguaging. Thus, translanguaging is conceptualized as having heteroglossic position. One reason heteroglossic view of languages is favored is that language separation may lead to language shift as in the case of, for example, transitional bilingualism. Especially when two languages have unequal value and status, the more powerful language is developed, whereas less valued language varieties are ignored (García, 2009).

The heteroglossic view of translanguaging is expanded by its critical view of language boundaries. The existence of language boundaries *per se* was critically questioned by Makoni and Pennycook (2007), who argued that "languages do not exist as real entities ... they are, by contrast, the inventions of social, cultural and political movements" (p. 2). Following Makoni and Pennycook (2007), Otheguy et al. (2015) used translanguaging to refer to bilingual speakers' communicative acts in which they select features from their full language repertoire "without regard for socially and politically defined language labels or boundaries" (p. 297). It is only when bilingual speakers' whole linguistic resources are considered from their own "internal linguistic view" their

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languages are not categorized with names or separated with boundaries. However, languages are named when judged from the “external social view” (García and Kleyn, 2016, p. 15).

Theoretical Framework

The present thesis seeks to examine in-service EFL teachers' beliefs about translanguaging and factors that shape their beliefs about translanguaging. In this thesis, the term in-service is used to describe “practising teachers”, i.e., “those who have completed their initial training and work in classrooms” (Borg , 2015, p. 87). The present thesis is based on two theoretical frameworks. First, to study in-service EFL teachers' beliefs about translanguaging pedagogy, García and Kleyn's (2016) translanguaging pedagogy is used. Second, factors which shape in-service EFL teachers' beliefs about translanguaging are investigated through the framework of language teacher cognition, proposed by Borg (2015). According to Borg (2015), there are three common factors, which contribute to the development of language teachers' beliefs about many aspects of the language teaching field, including that of translanguaging (Rabbidge, 2019). These factors are schooling, professional coursework, and contextual factors. The following subsections consider these two frameworks in depth separately.

Translanguaging Pedagogy for EFL

In the EFL field the theory about the elimination of learners' mother tongue from language teaching classrooms and separating the mother-tongue from the foreign language is associated with the Direct Method (Harbord, 1992; Howatt, 1984), which is a classic language teaching approach, alternatively called “Direct Methodology” (Howatt & Smith, 2014). The fundamental rule of the direct method is the extreme restriction of L1 use; as Larsen-Freeman (1986) stated, “no translation is allowed” in this method (p. 23). As it was noted by Howatt (1984), the prohibition of mother tongue was mainly practiced in the

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stronger version of the direct method. Similarly, other language teaching methods with the idea of restraining learners' mother tongue use for instructional purposes, which would ultimately lead to the maximum exposure to the target language, also emerged. Audio-Lingual Method, the Communicative Language Teaching, and the Task-Based Language Teaching are good examples of these methods (Krashen & Terrell, 1983; Larsen-Freeman, 1986). The practice of exclusive exposure to the target language through avoiding the use of learners' mother tongue is what Howatt (1984) called "the monolingual principle" (p. 173).

However, the efficacy of the monolingual approach both in bilingual and a second or foreign language context has been critically called for re-examination (Escobar, 2016; Kachru, 1994; Larsen-Freeman, 2018; Sridhar, 1994), considering that there is no research-based support for a monolingual method (Auerbach, 2016; Cummins, 2007, 2008). Moreover, English-only policy in ESL classrooms "is rooted in a particular ideological perspective, rests on unexamined assumptions, and serves to reinforce inequities in the broader social order" (Auerbach, 1993, p. 9). Therefore, it is suggested that bilingualism should be considered as a norm and asset, rather than a deficiency or problem in education (García, 2009; García & Wei, 2014).

The general definition of translanguaging pedagogy is provided by Cenoz and Gorter (2017) who refer to it as "pedagogical strategies used to learn languages based on the learners' whole linguistic repertoire" (p. 314). If employed judiciously, translanguaging as a pedagogical tool can promote the following:

- a) A fuller understanding of the subject matter;
- b) The development of skills in the weaker language;
- c) Home-school cooperation; and

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- d) The concurrent development of the second language ability with content learning.
(Baker, 2001, pp. 281-282).

García and Kleyn (2016) expanded the definition of translanguaging pedagogy organizing it around the three interrelated strands: stance, design and shifts.

Stance. García and Kleyn (2016) noted that some teachers develop a scaffolding stance. The term scaffolding originates from the Russian psychologist Lev Vygotsky's zone of proximal development (ZPD), which is defined as the difference "between a child's actual mental age and the level he reaches in solving problems with assistance" (Vygotsky, 1986, p. 187). Vygotsky's (1986) experiment showed that children's zone of proximal development differs regardless of their mental age. Although scholars define translanguaging scaffolding identically, they seem to conceptualize it differently. For example, for both Baker and Wright (2017) and García and Kleyn (2016) translanguaging scaffolding is a temporary assistance teachers provide bilingual learners with and remove over time when learners are capable of fulfilling tasks independently. Baker and Wright (2017) noted that some teachers tend to over-simplify tasks for bilingual learners, treating them as less capable of coping with challenging tasks compared to their monolingual peers. Baker and Wright (2017) further suggested that inequity of this kind could be reduced with the help of translanguaging scaffolding. However, García and Wei (2014) noted that translanguaging is "increasingly accepted as scaffolding practice in the teaching of the standard academic language", rather than "as a legitimate practice" (p. 132). Moreover, García and Kleyn (2016) argued that because translanguaging scaffolding is perceived as a temporary teaching device, it does not suffice to develop full translanguaging stance. Therefore, to develop a translanguaging stance García and Kleyn (2016) suggested bilingualism to be perceived not as an obstacle, but rather as an asset for teaching, and not as a temporary tool, but rather as a teaching approach at all times. A teacher views all

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languages of bilingual learners from learners own internal perspectives and not from the external perspectives that usually tend to be built on separatist position. This view is in contrast to the monoglossic language ideology where, for example, in the case of U.S. Latinas/os, the home language is ignored, rather than developed and U.S. education monolingual assessments seem to ignore linguistic diversity. As a result, these bilinguals, when assessed monolingually, get poor exam results. This in turn leaves them less capable of competing with monolinguals in their social life (García & Torres-Guevara, 2010).

Moreover, to develop a translanguaging stance a teacher is suggested to believe that “translanguaging transforms subject positionalities, enabling children to perform with their own internal norm that will make them more creative and critical” (García & Kleyn, 2016, p. 21). The transformative nature of translanguaging forms more political character and seems to be primarily essential in the contexts, where linguistically-minoritized bilinguals’ languages might be marginalized as a result of “socially constructed language hierarchies” (Otheguy et al., 2015, p. 283; see also Flores, 2014). García and Kleyn (2016) believe that one way to challenge the dominance of “the named national languages and of the power of the political state” would be to adopt the transformative stance of translanguaging (p. 21). Others spoke about the political character of translanguaging less expressively. For example, for Lewis et al. (2012b) translanguaging also has “ideological – even political - associations” (p. 659). However, the authors posit that translanguaging could be seen as a lens for re-examining the matter of language separation in the bilingual classroom only without a political aspect.

Design. As for the design of translanguaging, it is defined as a strategic integration of bilingual learners’ language into lesson plans to enable learners to connect their mother tongue with the target language. To do this, a lesson plan is designed to provide: 1) collaborative activities to encourage social interaction among learners, 2) multilingual and

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multimodal resources, and 3) translanguaging pedagogical practices (García & Kleyn, 2016), ultimately facilitating bilingual learners' creativity and criticality development (Li Wei, 2011). Usually, collaborative activities are achieved through grouping learners who share homogeneous home languages in a linguistically and culturally diverse classroom (García & Kleyn, 2016; García & Wei, 2014). Moreover, to design a translanguaging-based lesson, teachers might be encouraged to use multimodal resources. Multimodality refers to "communication in the widest sense, including gesture, oral performance, artistic, linguistic, digital, electronic, graphic and artefact-related" (Pahl & Rowsell, 2006, p. 6). Pedagogical practices systematize the implication of translanguaging across all grade levels, content area, as well as program types of education (García & Wei, 2014; Kleyn, 2016).

Shifts. Lastly, translanguaging shifts refer to the on-the-spot modification of a lesson plan or the "unplanned, moment-by-moment moves" (Seltzer & García, 2020, p. 26) initiated by teachers to meet the individual needs of bilingual learners (García & Kleyn, 2016). From the internal perspectives, each bilingual speaker's full language repertoire represents a unique language system which Otheguy et al. (2015) refer to as "idiolects". Because language practice is social and communication occurs in the interaction between a teacher and students, the uniqueness of bilingual learners' language system makes it almost impractical to design translanguaging pedagogies which would perfectly fit into lessons. Therefore, teachers may sometimes be expected to make necessary adjustments to their lesson plans during lessons and be more flexible about their teaching approaches (García & Kleyn, 2016).

Empirical Studies on Translanguaging Pedagogy. As for empirical evidence, three studies are worth considering, two of which (Deroo, 2020; Deroo & Ponzio, 2019) employed García and Kleyn's (2016) framework on translanguaging pedagogy, while the

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third (Flores & García, 2013) did not, though still relevant to discuss. Deroo and Ponzio's (2019) study differs from the other two studies in one essential detail. In the study, the participants' beliefs on translanguaging were investigated during and after the course which specifically taught the teachers the theory of translanguaging. In Deroo's (2020) study, by contrast, although the teacher had participated in professional development courses to support emergent bilingual learners, she did not have any theoretical knowledge of translanguaging. As for Flores and García's (2013) study, no reference to the participants' prior knowledge of translanguaging theory was made by the authors. The common aspect of the three studies is that they were all conducted within the USA, though in different contexts.

Deroo and Ponzio's (2019) study results revealed that teachers' own monoglossic ideology, coupled with the lack of support from the school administration, imposed significant constraint on their adoption of translanguaging stance. Both monolingual and bilingual teachers believed that from the pedagogical perspective it was challenging to implement a translanguaging approach in a linguistically diverse classroom. Deroo's (2020) and Flores and García's (2013) studies, by contrast, showed that to take up translanguaging a teacher does not necessarily need to be a fluent bilingual speaker (García & Wei, 2014). Both in Deroo's (2020) and Flores and García's (2013) studies teachers' translanguaging design mainly occurred in the form of planned translation of key words using either online dictionaries or asking learners to translate some words for their peers.

Nevertheless, in Flores and García's (2013) study the learners' linguistic and cultural diversity was not as wide as in Deroo's (2020) study. The former study involved emergent Spanish-English bilingual learners, while the latter involved learners of as culturally and linguistically diverse as speaking eight various languages. Thus, both in Deroo and Ponzio's (2019) and Deroo's (2020) study participants reported that they found

it challenging to design translanguaging for a class with learners of wide cultural and linguistic background.

Moreover, Deroo's (2020) and Flores and García's (2013) studies clearly indicate that to reify translanguaging design in a bilingual classroom space, first, the classroom physically should be well-equipped with necessary technologies. Second, when a monolingual ESL teacher asks for help of some of learners to translate some words for their peers, these learner helpers' target language level should be sufficient enough to understand the teachers' input in the target language.

The Concept of Belief

As for the second framework, it is worth noting that in his framework, Borg (2015) used the term cognition rather than the term belief itself. Therefore, the definition of cognition in relation to belief is provided first. According to Borg (2015) cognition is an umbrella term, encompassing “beliefs, knowledge, theories, attitudes, assumptions, conceptions, principles, thinking, decision-making about teaching, teachers, learners, learning, subject matter, curricula, materials, activities, self, colleagues, assessment, context” (Borg, 2015, p. 333). Therefore, cognition is an inclusive term and belief is a part of it.

With respect to belief, Rokeach (1968) defined belief as a “proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase “I believe that ...”” (p. 113). Others claimed that defining belief is of a hard task (Johnson, 1994; Pajares, 1992). Pajares (1992) noted that the existence of masses of synonymous terms, including, but not limited to, “attitudes, values, judgments, axioms, opinions, ideology”, might make it hard to define belief precisely (Pajares, 1992, p. 309). For Richardson (1996) belief means “psychologically held understandings, premises or propositions about the world that are felt to be true” (p. 103-104). Other definitions suggest

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that beliefs influence one's reasoning and conduct (Johnson, 1994), and tend to be implicit and inflexible to change (Borg, 2011). Pajares (1992) concluded that for the most comprehensive evaluation of people's belief it would be crucial for a researcher to look at what people "say, intend and do" simultaneously (p. 316). In view of the aforesaid, it is highlighted that this research has the limitation in terms of using only interview as a data collection tool without any class observation to learn about EFL teachers' beliefs about translanguaging. The methodology chapter addresses the reason of this limitation.

While a variety of definitions of belief co-exist, this thesis uses the definition suggested by Borg (2011) who saw it as "propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action and are resistant to change" (Borg, 2011, p. 370-371). However, as discussed below, Borg's (2015) framework suggests beliefs are influenced with certain factors and occasionally change. Therefore, apart from learning the influences of certain factors on EFL teachers' beliefs about translanguaging, this thesis considers whether these beliefs change or resist any change in consequence of these factors.

Factors Influencing the Development of Language Teachers' Beliefs

According to Borg (2015), there are three main possible factors that shape teachers' beliefs. They are schooling, professional coursework, and contextual factors. Each of these factors impact on teachers' beliefs to varying degrees. Therefore, each of these factors is classified into distinctive categories and defined in greater detail in the sections below.

Schooling. In a general sense, schooling refers to the influence of early language learning experiences at school on teachers' beliefs (Borg, 2015). Studies showed that in some cases teachers might inherit some teaching manners of their former teachers (Lortie, 1975), whereas, in other cases teachers might reject teaching methods of their own teachers and adopt other approaches (Moodie, 2015). This sub-section attempts to show that in both

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instances the influences of teachers' early language learning experiences in relation to translanguaging are seen unfavorable because these effects may lead to teachers' avoidance of translanguaging in their lessons.

Early language learning experiences can be classified into two compatible groups: apprenticeship of observation, and anti-apprenticeship of observation. Lortie (1975) first introduced the term "apprenticeship of observation" to label the early personal learning experiences that school learners gain throughout their whole school time (p. 61). Lortie's (1975) study demonstrated that teachers might inherit some personalities and teaching techniques from their former teachers. Dégi's (2016) research on EFL teachers' attitudes towards language use in Romanian schools demonstrated some teachers' preference of exclusive target language use for teaching English as a result of early language learning experiences. In like manner, Rabbidge (2019) found that one EFL teacher's positive image about her native English speaker teacher's communicative approach in an academy during her school time reflected her own decision making in her English classes. That teacher was found to favor target language use more than learners' mother tongue. Although, the way these teachers were taught in the past consequently led them to behave more or less the same in their own lessons, these effects could be considered unfavorable. As Lortie (1975) concluded, "if teachers are to adapt their behavior to changed circumstances, they will have to be freed of unconscious influences of this kind" (p. 230).

Nonetheless, there are opposite cases, when teachers prefer not to teach the way they were educated by their teachers in the past. Compared to Lortie (1975), Moodie (2015) used the term "anti-apprenticeship of observation" to describe the unfavorable impact of prior school language learning experiences on in-service EFL teachers' beliefs about their own teaching approach. Occasionally, school teachers may give their learners "models of what not to do as teachers" (Moodie, 2015, p. 290). Moodie's (2015)

exhaustive research on Korean school EFL teachers' cognition revealed that some teachers expressed unfavorable attitudes towards their former teachers' approach, which was more teacher-centered and focused mainly on grammar and translation exercises. That objectionable attitude consequently resulted in some teachers' avoidance of learners' L1 and the development of their assumptions about the effectiveness of exclusive use of target language in their lessons. However, some teachers were found to code-switch occasionally in their lessons to meet the needs of bilingual learners with low level of English in Dégi's (2016), Moodie's (2015), and Rabbidge's (2019) studies.

Thus, to sum up, in this thesis, both Lortie's (1975) apprenticeship of observation and Moodie's (2015) anti-apprenticeship of observation are used to refer to unfavorable influences of early language learning experiences on teachers' beliefs about their teaching manner, language use, particularly, translanguaging.

Professional Coursework. The general definition of professional coursework is “the process whereby teachers' professionalism and/or professionalism” are acquired (Evans, 2002, p. 131) and “skills, knowledge and/or attitudes” are strengthened for better job performance (Mitchell, 2013, p. 390). There seems to be some uncertainties as to whether professional coursework exert any influence on teachers' beliefs. Richardson (1996), for example, having discussed the results of several studies on teachers' beliefs, concluded that some professional coursework influence teachers' beliefs and some do not. She concluded that professional development coursework designed for in-service teachers are more likely to change teachers' beliefs than that of designed for pre-service teachers. Borg (2015) also noted that professional development coursework may be less effective at influencing beliefs if teachers' prior language learning experiences are ignored during the coursework. With that being said, it was reported that professional coursework can exert influence on teachers' beliefs. For instance, some studies showed professional coursework

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was found to explain the formation of school EFL teachers' monolingual beliefs (Alshehri, 2017; Borg, 2011; Hall & Cook, 2013; Kang, 2013), while others reported that teachers' beliefs about languages changed towards more heteroglossic stance by the end of professional coursework (Eslami et al., 2016; Gorter & Arocena, 2020). In what follows the findings of these studies are discussed in detail.

Study results have shown that the knowledge EFL teachers gained during both pre-service and in-service teacher training programs to certain extent had an impact on the development of teachers' monoglossic beliefs. Teachers in two studies referred to professional development coursework as the reason they usually attempted to maximize the target language use for instruction at the expense of learners' mother tongue in their English lessons (Alshehri, 2017; Kang, 2013). Another large-scale research, which involved EFL teachers globally, sought to investigate participants' attitudes towards the use of learners' L1 as well as the functions L1 use served in EFL teachers' classes. By and large, the survey results showed that teachers favored more English-only approach to teaching. In addition, participants mentioned that the pre-service and in-service professional development programs they participated in deterred them from employing their learners' L1 in English classroom. The authors concluded that partially this might be the source of teachers' monoglossic beliefs (Hall & Cook, 2013). Hall and Cook's (2013) study results seem to be significant and generalizable as the sampling of the study involved just under 2800 teachers from 111 countries. Therefore, it is reasonably concluded that professional development programs might contribute to teachers' monoglossic beliefs.

At the same time, other studies confirmed that these monolingual beliefs might alter to some extent in professional development courses. Eslami et al.'s (2016) study on the impact of professional development on teachers' beliefs about translanguaging at two single-sex middle schools in Qatar provided some evidence of effectiveness of teacher

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training. The study comprised 11 educators, 5 English language teachers, 4 science teachers, and 2 coordinators. The primary focus of the six-week professional development program was to teach participants reading strategies. In the project teachers and students were considered translinguals (Canagarajah, 2013), who used translanguaging (García & Wei, 2014) as a part of the project. Triangulated from transcripts, classroom observations, and pre-, mid-, and post-program semi-structured interviews, data analysis showed that teachers had “increased attention to communicative strategies and decreased attention to form” when teaching reading (Eslami et al., 2016, p. 252). Another mixed-method-based research study by Gorter and Arocena (2020) showed some evidence in the change of primary and secondary in-service school teachers' beliefs about translanguaging as a result of the professional development course, which lasted over a year in the Basque country. The participants consisted of teachers of different subjects including English as a subject. Teachers' beliefs about separating and mixing languages in English classes prior the course were compared to their beliefs after the course. The descriptive results showed substantial change of teachers' beliefs towards positive perception of translanguaging. It is worth noting, however, that these studies did not mention whether the professional coursework took teachers' early language learning experiences into consideration or not (Borg, 2015).

To sum up, empirical studies showed that professional development programs might be the reason for the development of EFL teachers' monoglossic beliefs. At the same time, other studies demonstrated that this kind of belief to some extent may convert to more heteroglossic view as a result of knowledge gained during professional development programs, specifically designed to raise bilingual teachers' awareness of multilingualism and translanguaging.

Contextual Factors. With regards to contextual factors in relation to translanguaging, Creese and Blackledge (2010) noted that “the local ecologies of schools

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and classrooms" may determine teachers' successful translanguaging practice (p. 107).

According to Borg (2015), contextual factors may be either temporary, or permanent.

Moreover, the influence of contextual factors on teachers' beliefs are twofold. On the one hand, contextual factors may change language teachers' decision-making without exerting much impact on their beliefs about teaching practices. On the other hand, teachers may comply with what contextual factors require without any resistance. In relation to translanguaging, this is confirmed by the results of the following studies.

In general, empirical studies suggest school language policy as a major constraint on teachers' implementation of translanguaging. For instance, Allard's (2017) recent study, involving two ESL school teachers, illustrated that the absence of support for translanguaging from the school language policy was found to hinder teachers from fully employing translanguaging. However, classroom observation demonstrated that teachers still translanguaged for various purposes, though they considered it as a last resort. Similarly, the imposition of monolingual rule for educating bilingual learners by school policy was reported in another study, conducted within several elite schools in Pakistan (Manan, 2020). It was reported that teachers responded to this kind of language policy differently. Some teachers reported that they sometimes attempted to take their agentic roles to challenge the monolingual policies of the schools.

However, another study reported a rigid school language policy as a reason for a serious limitation of translanguaging in linguistically and culturally diverse classrooms in Pakistan (Manan, 2018). In contrast to the results of the above-mentioned studies, teachers were found to comply with the rules of school language policies.

Thus, according to Borg's (2015) framework on language teachers' cognition, there are three main factors, which contribute to the development of teachers' beliefs about translanguaging: schooling, professional coursework, and contextual factors.

EFL Teacher Translanguaging and Teacher Beliefs about Translanguaging in the Context of Kazakhstan

The recent academic research into translanguaging pedagogy has been undertaken by Abdrakhmanova (2017), Alzhanova (2020), Amaniyazova (2020), and Kaipnazarova (2020) at different schools in the context of Kazakhstan. The studies involved school EFL and STEM subject teachers. Amaniyazova (2020) drew on Macaro's (2001) framework to focus on the degree of teachers' beliefs about translanguaging. However, it is still relevant to interpret the findings of other studies through Macaro's (2001) framework. In short, according to Macaro's (2001) framework teachers' beliefs about the role of learners' mother tongue fall into three categories of the continuum of belief. 1) Virtual position which describes teachers' beliefs about excluding the L1 totally from a foreign language lesson as they perceive the classroom as the place to immerse learners into the target language. 2) Maximal position which describes teachers' acknowledgement that it is impractical to create an ideal monolingual environment in the classroom. Therefore, teachers of this position feel compelled to use learners' L1 though with the feeling of guilt. For teachers holding both the virtual and maximal position L1 has no pedagogical value. 3) Optimal position by contrast characterizes teachers' acceptance of L1 for its some pedagogical value. Teachers holding the optimal position resort to L1 consciously.

As for the results, the four studies on in-service teachers' beliefs about translanguaging practice at schools revealed comparable results. All studies showed that teachers had more monoglossic than heteroglossic beliefs in teaching English language, meaning that teachers reported they attempted to employ English-only approach to teaching the English language or STEM subjects to expose their learners to the target language as much as possible. However, the degree of teachers' monoglossic belief was found to range between the virtual and the optimal position on the continuum (Macaro,

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2001). For instance, some teachers reported that they believed L1 should be used only when all other strategies are exhausted (Abdrakhmanova, 2017; Amaniyazova, 2020). For Amaniyazova (2020) this meant teachers perceived translanguaging as a last resort and she placed it near maximal position of Macaro's (2001) framework. Further, the results revealed teachers' acceptance of translanguaging for scaffolding instruction (Abdrakhmanova, 2017; Alzhanova, 2020; Amaniyazova, 2020; Kaipnazarova, 2020). Teachers' belief that translanguaging can be used for scaffolding seems to be lesser than their belief of translanguaging as a last resort as teachers usually employ L1 for scaffolding consciously (Macaro, 2001). Moreover, no translanguaging scaffolding would happen, if teachers did not perceive L1 use as pedagogically valuable (Macaro, 2001). Hence, translanguaging scaffolding belief seems to be closer to optimal position in Macaro's (2001) framework of the continuum of beliefs. As discussed earlier, the question of scaffolding in relation to translanguaging is arguable. For Baker and Wright (2017) translanguaging scaffolding is to be used regardless of its temporality, while García and Kleyn (2016) and García and Wei (2014) argue that bilingual learners' full linguistic repertoire should be perceived as a rightful and pedagogically valuable asset in the classroom and it should be used permanently, rather temporally.

Two contextual factors were mentioned by some participants that impacted their decision-making in either avoiding or drawing on learners' L1. Alzhanova (2020) and Amaniyazova (2020) noted that teachers in their studies referred to the school policy's emphasis on high-stakes examinations as the factor impacting on their preference of English-only approach to teaching the target language. This might be the reflection of Canagarajah's (2011) argument that "because formal writing is a high-stakes activity in schools, with serious implications for assessment, translanguaging is heavily censored in literate contexts" (p. 402). EFL and STEM subject teachers' unfavorable beliefs about

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translanguaging in these education settings also might be the reflection of what Mehisto et al. (2014) referred to as “a monoglossic perspective” of Kazakh, Russian, and English languages “as three separate entities” in the trilingual policy in Kazakhstan (p. 172).

In contrast, in Alzhanova's (2020) and Kaipnazarova's (2020) studies another contextual factor, being learners' low level of English language proficiency, turned out to be the reason for teachers' drawing on their learners' L1. This goes in line with the findings in Rabbidge's (2019) study with five in-service EFL school teachers in Korea. Rabbidge (2019) concluded that learners' inadequate knowledge of English necessitated some of these EFL teachers to use learners' L1, which was the Korean language in that context.

To sum up, analyzing the results of the above-mentioned inquiries in the context of Kazakhstan through García and Kleyn's (2016) translanguaging pedagogy framework it is possible to state that in-service EFL teachers' beliefs are nowhere near the translanguaging stance which sees bilingual learners' languages holistically. As for translanguaging design and translanguaging shifts, these studies did not explore these elements of García and Kleyn's (2016) framework. Examined through Borg's (2015) language teacher cognition framework, the results of the same studies make it evident that a contextual factor, which is school policy's emphasis on high stakes examination may inhibit teachers' translanguaging practice, and on the contrary, another contextual factor - learners' low level of English language may entail teachers using learners' L1.

Conclusion

This chapter reviewed some pertinent literature to translanguaging. The literature review showed that translanguaging as a concept stands distinct from code-switching. García and Kleyn's (2016) framework further aided to show that translanguaging is more than just a pedagogical tool. The literature revealed that translanguaging can help to

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counter some inequity issues among language-minoritized learners. A study based on this framework demonstrated that there can be certain constraints for teachers to adopt translanguaging stance. For example, teachers' own monoglossic ideology, and necessary support from school administrators. Another study, on the other hand, showed that a teacher may still be able to practice translanguaging in the classroom without being fully a bilingual speaker.

Borg's (2015) framework on language teachers' cognition helped to discuss three common factors which contribute to the development of teachers' beliefs about their language use and translanguaging in English language classrooms. Studies show that EFL teachers may inherit some teaching manners of their past teachers. Studies also show that early language learning experiences may discourage some teachers from internalizing their teachers' teaching methods. Professional development courses as the second factor were found to encourage teacher-trainees to adopt monolingual teaching approaches to teaching English. However, other studies demonstrated that professional development courses designed to teach EFL teacher-trainees translanguaging theory may change their beliefs towards embracing translanguaging. The third factor – contextual factors seem to be diverse. School language policy, for example, was reported to restrict translanguaging practice in schools. Lastly, some studies on EFL teachers' beliefs on translanguaging in the context of Kazakhstan were discussed. Teachers mainly were found to have developed monoglossic beliefs.

Methodology

Introduction

The current thesis attempts to answer the following two main research questions each having three sub-questions:

RQ1. What are EFL teachers' beliefs about translanguaging as a pedagogical tool?

Sub-questions:

- a) Do EFL teachers consider bilingual learners' language repertoire as one unitary system?
- b) Do EFL teachers intentionally design translanguaging for their classes in advance?
- c) Do EFL teachers diverge from this design to meet some individual bilingual learners' needs in the classroom context?

RQ2. What are some possible factors which have shaped these EFL teachers' beliefs about translanguaging in English classroom?

Sub-questions:

- a) Do EFL teachers' early language learning experiences somehow influence their beliefs about the use of learners' first language in their English classes?
- b) Do professional development programs designed to improve EFL teachers' teaching skills address the question of using learners' first language?
- c) Do any contextual factors somehow influence EFL teachers' beliefs about using learners' first language?

The previous chapter reviewed the literature, relevant to the present thesis, concentrating on the conceptualization of translanguaging and two theoretical frameworks within which the current thesis is written. That chapter concluded examining school in-service EFL teachers' beliefs about translanguaging in the context of Kazakhstan. In what follows, I discuss the components which form the methodology used to investigate EFL

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teachers' beliefs on translanguaging and answer the above-mentioned two research questions. First, I provide information about the research design. This is followed by the justification of the research sites and the participants in the research. Then, the description of the data collection instruments, procedures, and analysis of the collected data is provided in three separate paragraphs. Lastly, I touch on the ethical considerations. Having considered all these, I draw the conclusion at the end of the chapter.

Research Design

This study was conducted through qualitative methods. Qualitative research is defined as “any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification” (Strauss & Corbin, 1990, p. 17). This research approach is more suitable for it allows gaining information that is more detailed (Creswell, 2012; Hoepfl, 1997) and gives a researcher the opportunity to get a deep, thorough grasp of the researched phenomenon (Creswell, 2012; Ryan et al., 2009). In contrast to quantitative methods, “the focus of qualitative inquiries is on describing, understanding, and clarifying a human experience” (Polkinghorne, 2005, p. 139). Usually, the quantity of participants and sites in a research carried out employing qualitative methods tends to be smaller than those in quantitative method-based research. As opposed to quantitative methods, qualitative research uses purposeful sampling (Creswell, 2012). As for the data collection tool, semi-structured in-person interviews were employed as elaborated below. Hence, a qualitative interview-based approach was used for the current inquiry.

Research Site

Initially, two different schools were projected to be selected for the current thesis in Nur-Sultan city, which is located in the north of Kazakhstan. However, one of the two schools refused to provide access to the school due to the excessive number of applications

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for the research on translanguaging in their site. Therefore, one private school-lyceum with multilingual education system was involved in the current study. The school is one of the members of the International Educational Fund - Bilim-Innovation which supports trilingual policy in Kazakhstan (*International educational fund Bilim-Innovation*, n.d.). More specifically, schools under this fund use English as a medium of instruction for natural science subjects. To protect the confidentiality of the participants, the exact names of the schools are not provided here. All the information about the school-lyceum is retrieved from the official website of the school. The school is located in Nur-Sultan city in the north of Kazakhstan and it has been operating since 2007. The website provides adequate information about the educational program of the school. Brief information about primary school, school-lyceum, extra-curricular activities, assessment, and academic calendar is available on the educational program page of the website of the school. Both the primary school and school-lyceum employ a project-based learning approach in classrooms and the language of instruction in basic level is Kazakh. Science subjects in Grades 7-11 are taught in English. Students' performance is assessed with criterion referenced assessment. As for English, some of the classes are divided into level-groups and students take the international KET (Key English Test), PET (Preliminary English Test), FCE (First Certificate in English), and IELTS (International English Language Testing System) Cambridge tests at the end of the year. In addition, the school provides free extra Math and English lessons to those students who may struggle in the subjects.

Besides having a multilingual curriculum, an additional reason for selecting this school for the research was that teachers at this school were believed to participate in professional development programs more than teachers at mainstream schools because private schools have funding to invest in professional development. Looking at the

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professional development courses as one of the possible factors that may influence teachers' beliefs about language use is a part of the current inquiry.

Sampling

As for the participants, initially ten teachers of English as a foreign language (EFL) working at two different schools, implementing multilingual education system, were projected to be selected. After one school denied access, the goal was to recruit 5 teachers from one school. However, eventually, only three participants from the school agreed to be involved in the research in general. For the present research, homogeneous sampling was employed as method of recruitment of participants. This strategy requires the selected group to have similar characteristics (Creswell, 2012). For this particular inquiry, participants needed to have the following characteristics: 1) more than two years of relevant working experience in teaching English as a Foreign Language; 2) non-native English language teachers speaking Kazakh or Russian or both fluently as their first language; 3) a bachelor's degree in philology; 4) minimal English language proficiency level – B2. As for their age and gender, the current study does not critically stress on these characteristics. An overview about the participants is provided in the table below.

Table 1

Characteristics of Participating Teachers

Interviewees' pseudonyms	Languages	Teaching experience	Level of English	Academic degree
Sara	Kazakh, Russian, English	Around 10 years	C1	Master's degree in philology
Farida	Kazakh, Russian, English	More than 10 years	C1	Master's degree in philology
Enlik	Kazakh, Russian, English	More than 12 years	C1	Master's degree in philology

Data Collection Instrument

Initially, it was arranged that the data collection would consist of two instruments: classroom observation and interview. This study was conducted during the pandemic COVID-19 which caused some constraints to data collection procedure. Therefore, it was decided that the data for the present thesis were to be collected only through semi-structured interview. For Kvale (1996) the interview is “a professional conversation, which has a purpose to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (pp. 5-6). To explore the EFL teachers' beliefs about translanguaging and factors which shape their beliefs, a one-to-one semi-structured interview was carried out individually with each teacher. The semi-structured interview was conducted with open-ended questions (Dörnyei, 2007) for the reason it allows gaining “data on the more intangible aspects of ... values, assumptions, beliefs, wishes, problems” (Cohen et al., 2007, p. 97). The interview protocol contains 11 open-ended questions translated into both Kazakh and Russian for the sake of convenience for the respondents (see Appendix A). The questions are designed to reflect the elements of García and Kleyn's (2016) framework which are translanguaging stance, design, and shifts, as well as Borg's (2015) framework which focuses on beliefs developmental factors which are schooling, professional development courses, and contextual factors.

Data Collection Procedures

The data collection procedure started with contacting two schools to request permission to conduct a study after gaining approval from the NUGSE IREC. As mentioned earlier, one of the two schools where I intended to conduct the research, declined the request for access due an exorbitant number of applications for the research on translanguaging at the school. Thus, I contacted the second school and searched for other schools as an alternative to the first school. I contacted a number of schools via email

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requesting access to the site. I sent a brief description of the study, the interview questions, and the consent form (see Appendix B) to gatekeepers so that they could gain some information about the research and its aims. These documents were sent in either the Russian or Kazakh language. Eventually, only one school agreed to provide access to the site and sent me the email address of three EFL teachers. Overall, there were four gatekeepers that assisted me to gain entrance to the research site. These were the school administrator, two vice principals, and the school principal. The school administrator helped me talk to one vice principal who asked me to provide brief description of the study and the interview questions. Then, the vice principal directed the study description to the school principal who eventually gave his permission to conduct a research and assigned another vice principal to further assist me. The second vice principal provided me with the email addresses of EFL teachers at the school who were invited to participate in the research. All those gatekeepers had an “official role at the site” and had “insider status” at the school (Creswell, 2012, p. 211).

Having obtained permission from the gatekeepers for a study and e-mail addresses of potential participants, I sent a request for EFL teachers to participate in the study via e-mail. I also sent a consent form to all teachers for their agreement on the participation. Consent forms were electronically signed before the interviews. The teachers were informed in advance that the participation was voluntary. Teachers had a chance to choose the most appropriate time. The interviews took place via Zoom or Whatsapp messenger. Participants were offered to choose the suitable language for the interview out of Kazakh, Russian or even English. The three interviewees chose Russian, Kazakh, and English respectively. Each interview lasted around 20-25 minutes. Before the interview, I reminded the participants of the necessity of recording their answers on a built-in audio recorder application on my smartphone and asked their permission to do so. The recorded answers

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of each participant were stored on my laptop as well as in the online cloud Dropbox, each with a strong-level password known only to the researcher. Having uploaded the recorded interview answers of the participants into my laptop and online cloud Dropbox, I removed the audio files totally from my smartphone device.

Data Analysis Procedures

As soon as the raw data were gathered, I commenced the data analysis process. To fulfil the task, I used thematic analysis method for “identifying, analyzing and reporting (themes) within data” (Braun & Clarke, 2006, p. 79). Braun and Clarke (2006) suggested the guide for data analysis consisting of six phases:

1. Familiarizing with the data;
2. Generating initial codes;
3. Searching for themes;
4. Reviewing themes;
5. Defining and naming themes;
6. Producing the report (p. 87).

The first step was familiarizing myself with the data, which involved transcribing the answers of the participants recorded in audio files (see Appendix C for a transcription sample). The three interviews were carried out in Kazakh, Russian, and English. To transcribe the answers of participants given in Kazakh and Russian I used the website OTranscribe. As for the answers in English, the primary transcription of the interview was accomplished with the help of the free demo version of the software IBM Watson Speech to Text and further refined on OTranscribe.

Transcription conventions adapted from Dovchin (2021) were used to make meaning of the participants' responses when analyzing the data. The particular font size and various symbols were used to achieve this goal. For example, words respondents

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uttered with emphasis were capitalized, as well as careless lexical errors needed to be rectified with special symbols in the transcript. Due to the relatively small amount of data obtained in the three interviews, Microsoft Word – Word Processing Software was sufficient for coding the data. The interviews conducted in languages other than English were thoroughly translated into English.

To code the transcribed answers of the participants I used descriptive coding (Saldaña, 2013). The transcribed responses of teachers were read and reread several times to identify “text segments”, that is to say “sentences or paragraphs that all relate to a single code”. Then, using “lean coding”, I gave these segments labels with codes and sought overlapping codes to reduce the number of codes. Finally, these codes were broken and divided into emerging themes (Creswell, 2012, pp. 244-245). Themes and codes that belong to the major themes were highlighted with different colors to categorize them (see Appendix D for an example). When creating themes and codes, both the original language of the interview and the English interpretation were kept in two columns in word documents to constantly compare the responses. When analyzing the data and creating themes and codes I had to reread and listen to the audio files simultaneously several times. Two tables with codes and major themes on the two research questions and sub-questions are presented separately below.

Table 2

Coding for Translanguaging Pedagogy Beliefs: From Codes to Themes

Research question 1 Translanguaging pedagogy beliefs		
Codes	Firmer English-only belief. English-only belief. Towards Moderate English-only belief and awareness of learners' heterogenous background.	Minimal translanguaging design (bilingual dictionaries) and the absence of translanguaging shifts.

Major themes	Translanguaging stance	Translanguaging design and translanguaging shifts
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Table 3

Coding for Translanguaging Beliefs Developmental Factors: From Codes to Themes

Research question 2 Translanguaging beliefs developmental factors			
Codes	Apprenticeship of observation as a marginal impact. Anti-apprenticeship of observation.	Professional development courses for judicious L1 use.	School language teaching policy. Target language for international examinations. Classroom-internal factors.
Major themes	Schooling	Professional development course	Contextual factors

Ethical Considerations

Being aware that in general information about beliefs is highly personal, I was expecting that teachers might feel frustrated to share with me their true opinions about the researched topic. Moreover, the current thesis addresses some contextual factors including school language policies as the determinant of teachers' decision-making and beliefs. Therefore, I was also supposing that teachers might feel unwilling to share their true beliefs about translanguaging speaking against their school language policies for fear of damaging their own reputation or receiving punishment of their employers. Therefore, to enhance credibility, the participants were informed that, firstly, the research was being conducted with the approval from the NUGSE Research Committee as well as I was supervised by an associate professor of the Nazarbayev University. Moreover, to minimize any risks, I carefully dealt with the trusted information about EFL teachers' beliefs about translanguaging and as mentioned above adequate steps were taken to ensure their anonymity and confidentiality, especially from their supervisors. The names of participants

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were replaced by pseudonyms and information about their school was coded attentively. Additionally, participants were informed that they had a right to refuse to answer some questions they find sensitive, and their answers were not shared with supervisors or impact their employment in any way.

Conclusion

The methodology chapter provided a thorough description of the research design, which is the qualitative method-based approach to the inquiry of the current thesis. A semi-structured one-to-one interview with participants was conducted online to collect data on EFL teachers' beliefs about translanguaging pedagogy. Three EFL teachers working at one school-lyceum in Nur-Sultan city were involved in study. The choice of the particular school for the research site was justified. The chapter provided a description of each participant as well as procedures for collecting data, analysing data, and ensuring data collection and analysis adhered to ethical principles. In the next chapter findings based on the thorough analysis of the data are explained.

Findings

Introduction

This chapter discusses the findings of the data analysis. Each finding is presented separately and expanded with relevant quotations of the participants' responses regarding the research questions. The thematic classification of each finding is labelled with some of the terms of the two theoretical frameworks upon which the current thesis is based.

Moreover, the findings are related and guided by the research questions below. First, EFL teachers' beliefs about translanguaging pedagogy are presented. This is followed by looking at factors that shaped these beliefs. Overall, the findings are divided into six major themes, each including sub-themes, framed by the following research questions and sub-questions:

RQ1. What are EFL teachers' beliefs about translanguaging as a pedagogical tool?

Sub-questions:

- a) Do EFL teachers consider bilingual learners' language repertoire as one unitary system?
- b) Do EFL teachers intentionally design translanguaging for their classes in advance?
- c) Do EFL teachers diverge from this design to meet some individual bilingual learners' needs in the classroom context?

RQ2. What are some possible factors which have shaped these EFL teachers' beliefs about translanguaging in English acquisition classroom?

Sub-questions:

- a) Do EFL teachers' early language learning experiences somehow influence their beliefs about the use of learners' first language in their English classes?
- b) Do professional development programs designed to improve EFL teachers' teaching skills address the question of using learners' first language?

- c) Do any contextual factors somehow influence EFL teachers' beliefs about using learners' first language?

Translanguaging Pedagogy Beliefs

In this part of the chapter findings on the three strands of translanguaging pedagogy are discussed. In general, participants' beliefs about their learners' full linguistic repertoire, their lesson design, and spontaneous changes to their lesson designs are arranged according to the first theoretical framework of the thesis.

Translanguaging Stance

Translanguaging stance deals with teachers' ideologies and beliefs about language learners' linguistic and cultural resources. Various language teaching methods differ as to whether learners' mother tongue should be strategically and judiciously employed in teaching or not. Therefore, asking questions about language teaching methods teachers used in their lessons, I intentionally aimed at inferring teachers' beliefs about the use of learners' mother tongue and their whole linguistic repertoire. When interpreting and analyzing the respondents' answers, the lexical features of the answers were taken into consideration. Specifically, phrases similar to "I think", "I believe", "In my opinion", "I support", "I consider" and their negations were sought to infer participants' beliefs about translanguaging.

The analysed data revealed that participants' beliefs about their learners' language resources ranged from a relatively firmer monoglossic to a moderate English-only belief. This range is represented in three sub-themes classified as follows: 1) Firmer English-only belief, 2) English-only belief, 3) towards moderate English-only belief and awareness of learners' heterogenous background.

Firmer English-only Belief. Out of the three participants, one teacher under the pseudonym Sara was found to have a comparatively firmer monoglossic belief. Overall,

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there were around ten references to this kind of belief made by Sara during the interview.

This teacher's firmer monolingual belief could be inferred from the words she pronounced with emphasis in her responses as shown below.

Translation, очень часто, то есть, очень редко используем. Мы не переводим. Да зачем переводить? (Sara).

|We use translation very often, I mean, very seldom. We do not translate. What's the point of translating?| (Sara).

Мы стараемся **ВООБЩЕ НЕ** говорить на русском. Даже какие-то элементарные предложения там "Извините", "Могу выйти?", "Вы отдайте ручку", что-то такое. Всё должно идти на английском. (Sara).

|We try **NOT** to speak Russian **AT ALL**. Even some simple phrases like "I am sorry. Can I go out?", "Can you give me that pen?" are said in English. Everything should be in English.| (Sara).

regular font – the original language of the interview, |vertical bars| – English translation from Kazakh/Russian, **bold type** – translanguaging, **CAPITALS** – pronounced with stress/emphasis, "double quotation marks" – any language examples.

It is important to note that in the extract the respondent's answers predominantly concerned translation but not translanguaging *per se*. Although translation is not completely equal to translanguaging, the latter includes the former. Therefore, this would mean that if Sara would not favor incorporating translation into teaching practice, the restricted use of learners' mother tongue would occur. Consequently, this could lead to the comparatively narrow space for translanguaging.

Ну, моя точка зрения, как преподавателя английского языка как иностранного языка, это **НЕ** использовать родной язык на уроках. Ну как минимизировать до, может быть 5 или 10 процентов. (Sara).

|Well, as an EFL teacher I believe that learners' mother tongue should **NOT** be used. Well, I mean, at least it is better to try to minimize the use of learners' mother tongue to 5 or 10 percent.| (Sara).

regular font – the original language of the interview, |vertical bars| – English translation from Kazakh/Russian, **CAPITALS** – pronounced with stress/emphasis.

The teacher's insistence that even basic instructions should be given in English, her attempt to minimize learners' mother tongue use to 5 or 10 percent, and the way she

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expressed opposition to using languages other than English with particular emphasis on words would provide additional evidence for Sara's firmer monoglossic belief.

At the same time, Sara demonstrated an example of subconscious translanguaging going back and forth between English and Russian during the interview as it is seen in her response. Across the whole interview Sara translanguaged subconsciously seven more times, some of which are provided in the extracts below.

Я не сторонник таких вопросов, “да или нет”. Я сторонник таких **open-ended questions**, когда требуется ... (Sara).

|I am not a proponent of asking general questions. I am a proponent of asking special open-ended questions, which allow ...| (Sara).

Даже забыла, как-то это называется система. Ну, **old school**. (Sara).

|I can't even remember. A kind of old school.| (Sara).

То есть, **we are encouraging people to speak in English, right? Providing their environment**. На русском они могут и другие, не знаю, 24 часа в день поговорить. (Sara).

|That is to say, we are encouraging people to speak in English, right? Providing them the environment. They already have spaces to use Russian 24 hours a day.| (Sara).

regular font – the original language of the interview, |vertical bars| – English translation from Kazakh/Russian, **bold type** – translanguaging, “double quotation marks” – any language examples.

These examples of subconscious translanguaging makes it hard to attribute a completely strong monoglossic belief to Sara. However, these instances of fluid languaging occurred during the interview, which would mean that this teacher might consider translanguaging an acceptable habit outside the classroom, rather than a tolerable regular practice for pedagogical purposes. The source of this kind of relatively firmer monoglossic belief is elaborated when answering research question two.

English-only Belief. Another teacher, whose pseudonym is Farida, was also found to hold English-only belief. Farida also reported she usually tried to limit learners' L1 use. However, the findings showed some differences in the degree of Sara's and Farida's monoglossic belief. Farida believed that the overall portion of the target language in

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English lessons should be around 70 percent, whereas for Sara the target language should be used as much as 90 percent during lessons.

Moreover, Farida expressed a comparatively friendly attitude towards both the original form of translanguaging, which refers to providing the input completely in one language and expecting the output completely in another language, and the mixing of two or more languages in one sentence. Farida could recall one Kazakh language integrated English lesson, where the instruction was provided by two teachers: the Kazakh language teacher and the English language teacher, who, in that case, was Farida. The objective of the lesson was to teach learners Kazakh sayings with a constant switch between Kazakh and English. Yet, the teacher admitted that it was somewhat different from what the original definition of translanguaging described. Hence, it could be assumed that some kind of negligible deviations from the earliest prototype of translanguaging occurred during the lesson. In general, Farida responded that the lesson was interesting. However, it is important to note that the participant had only one lesson, in which this type of translanguaging was employed, though with some slight modifications. This indicates that it is not possible to safely assume that one lesson sufficed for the respondent to thoroughly evaluate the essence of translanguaging. Consequently, the respondents' positive belief on the original type of translanguaging reflects a general character, rather than a concretized one.

As for Farida's attitude towards mixing two or more languages within one sentence, having been provided with a simple example of this kind of fluid languaging practice, the teacher could give her own example of learners' mixing their languages as it is illustrated in the extract below.

Балалар бізде сөйлейді, **например, гоуте** деп айтады. **Пойдемте** дегенді **гоуте** дейді. Араластырып айтады. Бір жағынан жақсы, яғни ағылшын тілін үйрену барысында егер де олар жаңа үйренген сөздерді осылай қолданысқа енгізе бастаса, ол жақсы әрине. Бірақ бұны бір дағдыға айналдырып, кейін

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болашақта мен сияқты араластырып сөйлеп отырса, ол конечно, әрине, кішкене бұрыс нәрсе. Себебі бір тілді таза сөйлей білу керек. (Farida).
 |Learners do this here. For example, they say *goute* [Let's go]. If learners use this kind of practice for learning new words and integrating them into practice, then it is good. However, if learners develop mixing languages in one sentence into skills and speak like me, then I believe this is not acceptable. Because a language should be spoken in its pure form.| (Farida).

regular font – the original language of the interview, |vertical bars| – English translation from Kazakh/Russian, **bold type** – translanguaging, *asterisk* – transliteration, [square brackets] – English translation of transliterated word/phrase.

“*Goute*” is a plural imperative verb borrowed from the English language and phonologically and morphologically assimilated (García, 2009) among multilinguals who are fluent mainly in Russian and English. It is constructed with the English stem verb “go” and the Russian ending “yte” (ute). It has entered predominantly multilingual adolescents’ and some young adults’ colloquial vocabulary.

It is evident in the extract that similar to Sara, Farida translanguaged as well, switching between Kazakh and Russian during the interview. Nonetheless, unlike Sara, Farida seemed to be aware of her mixing languages in her speech, which is justified with her following words: “... *if learners develop mixing languages in one sentence into skills and speak like me, ...*”. However, Farida unambiguously responded she deemed using hybrid language practices to be inappropriate for pedagogical purposes. Therefore, it is concluded that for Farida this type of translanguaging has no pedagogical value.

Moreover, the data showed additional evidence which demonstrates Farida’s monoglossic belief. Farida believes that translanguaging should be used only when all other strategies are exhausted. Teachers who accept translanguaging as a last option usually seek alternatives to teaching, for example, asking learners to help their peers. When asked about whether she would use learners’ L1 if some of them might find some tasks or content hard to grasp, Farida responded that she would not resort to learners’ L1 straightaway. Instead, she would ask other learners to help their peers out.

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Другим путем постараться дать другому то ученику, партнеру объяснить, да. Потому что иногда бывает учителя может не понять ребенок, если даже одноклассник объяснит на английском языке, то одноклассника может понять да, например. То есть, нужно разные методы попробовать, разные вот реально, перепробовать, а уж потом, я не знаю, к переводу. (Farida).
 [If the learner still does not comprehend, another way to work out is to ask the learner's peers to help out. Sometimes, a learner's peers' language may be more comprehensible than the teachers' language. I mean, translation should be a last resort, when all possible approaches are exhausted.] (Farida).

regular font – the original language of the interview, |vertical bars| – English translation from Kazakh/Russian.

It is evident that in this particular instance peer assistance occurs as a way of scaffolding the instruction. However, this kind of scaffolding does not occur through the use of learners' whole linguistic repertoire. Rather, Farida would ask, presumably, more successful learners to help their struggling peers understand the instruction or lesson content using the target language. Therefore, this kind of assistance cannot be considered to be translanguaging scaffolding. As it is apparent at the end of the extract, Farida would use learners' mother tongue only when she exhausts all possible methods of facilitating learning. This can be interpreted as the participant's belief about translanguaging as a last resort. Thus, the way Farida position learners' mother tongue as a last resort would speak about her monoglossic belief, which, in these particular instances, is not favorable for the successful development of translanguaging space in English language classes.

All these particular examples repeatedly underscore the complexity of the essence of beliefs. With that being said, if summarized, Farida demonstrated some examples of conscious translanguaging, switching between Kazakh and Russian during the interview and general positive attitudes towards the original types of translanguaging. However, Farida did not believe mixing two or more languages had any pedagogical value. Moreover, for Farida, learners' L1 should be employed only when no other strategies work for instructional purposes. This indicates that the teacher has more monoglossic than heteroglossic belief about languages.

Towards Moderate English-only Belief and Awareness of Learners'

Heterogenous Background. The data also revealed an example of conversion from a comparably firm monoglossic to a moderate monoglossic belief. The third EFL teacher, whose pseudonym is Enlik, when asked whether she would use learners' L1 in general, responded that at that time she did, though very infrequently as shown in the dialogue below.

Okay. Alright. Do you use your students' mother tongue or L1 in your classes, maybe occasionally? (Researcher).

Today, I do use. But, very very seldom. Earlier, when I was a fresh 'like' first-year teacher, I tried to avoid that. I thought actually it was very bad. However, I think this is a pity where everyone actually goes thinking that when we speak mainly 'you know like' in L2, it encourages them to learn more. However, it also makes a contribution for students to become [xx] learners as well. So, when I actually identify this 'ahh' I understood that I have to use sometimes L1. (Enlik).

regular font – the original language of the interview, [xx] – inaudible, 'single quotation marks' – filler words.

It is apparent in the extract that the respondent used to have a monoglossic belief on language teaching and it used to be firm to some extent as she tried to avoid using learners' L1 and perceived it as adverse. Over time, Enlik re-examined her belief on English language teaching and started realizing the importance of integrating learners' mother tongue when needed. Unfortunately, because the interview took place online, the instability of internet connection caused the loss of the quality of sound recording. As it is seen at the end of the extract, some inaudible words were uttered by the respondent, which made it hard to see the complete picture of the respondents' answers. With that said, the findings show that foreign language teachers' beliefs on language teaching may convert from one point to another along the continuum. In this particular instance, Enlik's firmer monoglossic belief converted to a moderate English-only belief about languages. Moreover, the data analysis also showed that a language teacher can be aware that when teaching a foreign language learners' social aspects are to be considered. Enlik, for

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example, demonstrated some kinds of awareness of the importance of taking the heterogeneity of learners' socio-economic and educational background into consideration when educating them. The following extract from the interview illustrates this awareness.

... they come from different social background, they come from different other educational background, from different schools. The social background is important as well. 'Like' a student, a child, who had 'like' experience to travel, what would they parents they are, anywhere better [xx] use of English language, whereas those students, who didn't have the possibility, they don't know many things and you (0.2) are kind of entitled to help them in that way as well. (Enlik).

regular font – the original language of the interview, [xx] – inaudible, 'single quotation marks' – filler words.

In the case of foreign language teaching, according to Enlik, a teacher's awareness of learners' diverse socio-economic and educational background may remedy some kind of injustice. Learners who come from prosperous families usually have more opportunities to acquire high-quality knowledge, in contrast to those who come from middle-class or hard-up families and who might be deprived of these opportunities due to these distinctions in social status. As the respondent elaborated, some learners might be luckier than others to improve their English because their families can afford travelling which creates a good chance for these learners to have new experiences and practice their English. Enlik believes that, therefore, it is her duty to provide more help to those learners who might need assistance. It can be reasonably concluded that Enlik meant that this kind of help could be provided through a learner's mother tongue because the respondent made the above-mentioned comment when answering the question about the use of learners' mother tongue in general in her classes. Thus, a language teacher's awareness of learners' heterogenous social and educational background could be said to favorably influence the reification of translanguaging in English language classroom.

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However, the data also revealed some evidence for the participant's monoglossic ideology. Similar to Farida, Enlik also believes that learners' mother tongue should be utilized only if other approaches would not work as it is illustrated in the extract below.

I am a proponent of peer teaching. So, if something is not clear, I ask 'like, you know' [xx] students in the class or who has no 'like' difficulties in understanding my instructions, to help others to explain or to understand the task. If I see that his or her explanation is going well, I am okay with that. Or when I identify this [xx] student still has some struggles; I do go and help them. (Enlik).

regular font – the original language of the interview, [xx] – inaudible, 'single quotation marks' – filler words.

However, although the extract evidently shows that Enlik perceives learners' L1 only as a last option, in her other response the teacher was found to consider learners' L1 essential at lower levels of English language knowledge.

So, 'yeah', 'like' with students of elementary, pre-intermediate, and intermediate levels, I believe, we have to use L1. (Enlik).

regular font – the original language of the interview, 'single quotation marks' – filler words.

Although the respondent did not explicitly tell that learners' mother tongue was to be removed over time, when they achieved higher levels, it is reasonable to conclude that Enlik perceived translanguaging as a scaffold rather than a constant pedagogical strategy which could be an integral part of bilingual education. It is also possible to conclude that this particular teacher perceives translanguaging as a last resort when teaching learners of higher levels of English, while dealing with learners of lower levels the teacher may translanguage for scaffolding instruction.

Translanguaging Design and Translanguaging Shifts

Minimal Translanguaging Design and the Absence of Translanguaging Shifts.

Translanguaging design is about planning translanguaging instruction. Designing instruction is achieved through integrating collaborative and learner-centered activities, bringing multilingual and multimodal resources into class, and developing pedagogical

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strategies. To foster collaboration among bilingual learners, for instance, teachers may group learners according to their linguistic background. However, it was not the purpose of this study to learn how diverse the learners' linguistic background was at the research site. Therefore, no reference to this question was made during the interview. As for using multilingual and multimodal materials to leverage learners' full linguistic repertoire, in general, the participants reported that they did not usually include any resources of this kind into their lesson plans. With that said, there was one, and only one, reference to translanguaging design. Enlik was found to use both monolingual dictionaries (English-English dictionaries) and bilingual dictionaries (English-Kazak and Kazakh-English, English-Russian and Russian-English dictionaries). This speaks about the scarce planning of translanguaging design.

Contrary to expectations, the data analysis did not reveal any form of translanguaging shifts. Translanguaging shifts mean moment-by-moment change of the lesson plan to respond to bilingual learners' individual needs. The three translanguaging strands, namely, stance, design, and shifts are interrelated, i.e., one appears from the other. Translanguaging stance motivates a teacher to purposefully integrate multilingual and multimodal resources into the lesson and depart from this lesson plan whenever needed. The data analysis did show that certain classroom-internal factors contributed to teachers' switch to learners' mother tongue. However, with predominantly monoglossic belief and minimal translanguaging design that kind of switch to learners' mother tongue did not fit the definition of translanguaging shifts. Therefore, these classroom-internal factors are discussed when answering the second research question.

Translanguaging Beliefs Developmental Factors

This part of the chapter discusses findings regarding factors that contribute to the development of EFL teachers' beliefs about translanguaging and translanguaging

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pedagogical strategies. Overall, the themes are arranged as in the second theoretical framework that the current thesis is based on.

Schooling

Schooling means early language learning experiences. Asking questions about the three teachers' early language learning experiences at school, I attempted to learn whether their English language teachers' teaching manners could somehow influence their beliefs about teaching in general and language use in particular. Early language learning experiences were found to influence teachers' beliefs differently.

Apprenticeship of Observation as a Marginal Impact. On the one hand, the impressions of early language learning experiences were found to have little or almost no impact on a teacher's general beliefs about language teaching. When asked about early language learning experiences, Enlik could recall many things related to those experiences. For example, the teacher could remember methods her English language teachers used at school in the past and even the name of the book she used in English language classes. Enlik reported that her teachers mainly used Grammar-translation method and she enjoyed some reading activities that involved translations. However, when I attempted to learn whether her teachers' teaching methods somehow impacted on her beliefs about teaching, Enlik responded that she could barely recall her teachers. Consequently, this would mean that having some images of prior language learning experiences does not necessarily influence teachers' beliefs on language teaching.

Anti-apprenticeship of Observation. On the other hand, the data also showed that the memories about early language learning might discourage teachers from teaching the same way as their former teachers taught in the past and develop their own manner of teaching. Sara, for example, could remember her early language learning experiences and she believed that her English language teachers employed learners' L1 excessively.

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Я не помню, чтобы мы говорили чисто на русс..., то есть, чисто на английском. То есть, всё время урок шёл на русском языке. Мы сидели, переводили. Одно предложение читаем на английском, потом его переводим. Следующее предложение. Было очень скучно. По-моему, не знаю, я считаю такой метод НЕ подходит для изучения языка. (Sara).

|I do not remember any time when we spoke only Russ..., I mean English. I mean the class was conducted in Russian all the time. What we did was to sit and translate. We read one sentence and then translated it. And so on. It was very boring. In my opinion, this kind of method is NOT favorable for teaching a language.| (Sara).

Мне кажется, из-за этого и было, не было прогресса. (Sara).

|I think that was the reason we did not succeed in learning English.| (Sara).

regular font – the original language of the interview, |vertical bars| – English translation from Kazakh/Russian, CAPITALS – pronounced with stress/emphasis.

The method that Sara's English language teachers used at school resembles the classic Grammar-translation method. The method has many pedagogical principles, including teaching grammatical rules deductively, teaching learners to read and understand literature primarily through translating it from the target language into mother tongue and vice versa, and teaching learners to memorize grammatical paradigms. Some of the features of this method are evident in the above-mentioned extract, such as translation. What is important is Sara, in general, perceived these early language learning experiences unfavorable for learning and teaching English. As it is evident in the extract, lessons were mainly conducted in learners' mother tongue, which was Russian, and according to Sara the excessive use of learners' L1 determined her unfavorable belief about language learning. In addition, the respondent's utterance of some words with special emphasis would speak about her objectionable perception on Grammar-translation method. Therefore, Sara reported that she usually preferred not to imitate her past teachers but to teach her learners the other way. Consequently, the data showed that prior language learning experiences to certain extent may exert unfavorable influence on language teachers' beliefs about teaching in general and language use in particular.

Professional Development Courses for Judicious L1 Use

As for professional development programs, all three teachers reported they had participated in different professional development courses. This was not the aim of this research to learn the type of courses the respondents participated. The aim of the research was to find out whether any kind of profession development program might have had any influence on school EFL teachers' beliefs on translanguaging. Sara reported that at the time the interview took place she was taking Teaching English for Speakers of Other Languages (TESOL) online certification course on a massive open online course – Coursera offered by the University of Arizona and funded by the Ministry of Labour and Social Protection of the Republic of Kazakhstan. The teacher reported that the course did not concern any questions of own language use in English language classes. The content of the course, according to the respondent, was about teaching the main four skills of language: speaking, listening, reading, and writing. Sara briefly mentioned other types of professional development courses. Therefore, it was unreasonable to conclude that professional development programs directly impacted on this teacher's beliefs on translanguaging.

However, two other teachers reported they had participated in some training courses in which the question of English language learners' L1 use was discussed to some extent. Farida recalled one training course where English language learners' L1 was recommended to be judiciously used for grammar teaching. Enlik who had participated in TESOL and Certificate in English Language Teaching to Adults (CELTA) certification courses similarly responded that most professional training courses recommended using learners' mother tongue reasonably.

And 'ahh' 'like' we had a session on this topic, actually. And many 'like' 'you know' 'like' prominent leaders in teaching language, [xx] yes, I just forgot the names, surnames. But many of them claim and they recommend when it's elementary, pre-intermediate levels, it's better to use L1. When some notions, some, for example, important things are not clear, it's better to use L1. And [xx]. (Enlik).

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regular font – the original language of the interview, [xx] – inaudible, ‘single quotation marks’ – filler words.

Enlik, as discussed earlier, was found to believe that English language learners' L1 could be used for scaffolding instruction and the inclusion of bilingual learners' whole language repertoire was temporary. As it is evident in the above-mentioned extract, some training courses that she participated in encouraged using learners' L1 at the lower levels of English. Therefore, though not definitively, it could be inferred from her words that professional development courses may impact on teachers' beliefs on language use to some extent.

Contextual Factors

School Language Teaching Policy and Target Language for International Examinations. Lastly, regarding the question about the contextual factors that might influence EFL teachers' beliefs about translanguaging, two salient themes emerged from the data analysis: the language teaching policy of the school, and classroom-internal factors. All three teachers unanimously reported that they were mostly free to choose their own teaching approaches and materials. As discussed earlier, teachers reported they usually tried to employ language teaching methods, Communicative, Project-based Learning (PBL), Task-based Learning (TBL), in which the role of learners' mother tongue is generally negligible. At the same time, all three teachers reported that the school language teaching policy to some extent places limitations on the use of learners' mother tongue in English classes. One of the participants elaborated on this limitation. Farida reported that in grades 7-11 science subjects, for example, were taught in English. Therefore, this participant noted that to facilitate learning science subjects in English the school administration was induced to write an executive order to ensure English language teachers employ English-only approaches more than any other approaches that would allow teachers inclusion of learners' mother tongue. Moreover, Farida reported that she

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usually tried to use more monolingual approach to teaching English because of the need to prepare learners for different international examinations. Therefore, the school seems to feel compelled to follow to certain extent monolingual paradigms to prepare school learners for successful performance in high-stakes tests which are predominantly in English. All these findings exemplify the impregnable position of the English language at wider various macrolevels.

Classroom-internal Factors. As for classroom-internal factors, the data showed the despite the prevalence of the English-only beliefs, all three teachers to some extent occasionally used learners' mother tongue mainly when teaching grammar and vocabulary, as this quote from Sara, who had the firmest monolingual belief, illustrates:

Обычно это в грамматике происходит, когда они не улавливают, не знаю, разницу между **Past Simple** и **Present Perfect**. Когда, что, скажем пример, да. Да, конечно, тогда объясняем на русском. Но и то, стараюсь не долго останавливаться. (Sara).

|Usually, it happens when teaching grammar. Some students may not see the difference, say, between Past Simple and Present Perfect. We may use learners' L1 when giving examples. With that being said, I try not to spend much time on this. | (Sara).

Мен не нәрсемен келісемін, мынау, тіл, өзінің туған тілін грамматика үйрету барысында қолдану, яғни ыңғайлы, жақсы. Себебі бала кішкене өзіне **примерное представление**, бір ойын орнықтыру үшін өзінің басында ойындарын, солай кішкене салыстыру арқылы өту керек деп ойлаймын. (Farida).

|With that being said, I agree that learners' L1 could be useful for teaching grammar. Learners' L1 use may help them get exemplary picture of what is being taught. I believe that a learner can learn grammar through comparing and contrasting the target language and the mother tongue. | (Farida).

regular font – the original language of the interview, |vertical bars| – English translation from Kazakh/Russian, **bold type** – translanguaging.

However, as it is clear in the extract, Sara reported that she usually tried not to spend too much time explaining grammar in learners' mother tongue, which reflects her monolingual stance. For Farida, occasional use of learners' mother tongue would improve teaching English grammar. Farida believed seeing the difference and similarities between

the grammatical structure of the target language and the mother tongue would allow learners to master the rules better.

Conclusion

This chapter presented the findings of data analysis on EFL teachers' beliefs on translanguaging. Overall, these results indicate that some beliefs can be firmer compared to other beliefs. For example, one of the three teachers was found to hold a firmer monoglossic belief as she usually preferred the target language over learners' mother tongue both for the input and output, while the other two teachers' belief on the role of learners' mother tongue was found to be comparatively less monoglossic. The findings also showed that one teacher's belief had converted from a firmer to a comparably moderate monoglossic belief. Out of the purposefully investigated factors that might impact on the development of EFL teachers' beliefs on translanguaging three factors were found to be comparably salient. The data analysis demonstrated that one teacher's early language learning experiences consequently led her believe that using learners' mother tongue was not effective as her past teachers used translation excessively in English lessons. Professional development courses were also found to somewhat exert influence on EFL teachers' beliefs about language teaching. Two teachers reported that they were encouraged to reasonably use learners' mother tongue. Moreover, the most noticeable contextual factor that influenced EFL teachers' beliefs on language use was the comparably rigid English-only policy of the school. It is important to note that beliefs are not easily measured in linear fashion but seem to present a complex manner on a long continuum. This complexity will be illustrated further in the next chapter.

Discussion

Introduction

This chapter presents a detailed discussion of the findings about school EFL teachers' beliefs on translanguaging in the context of Kazakhstan. The two main research questions and sub-questions of this thesis are used as a guide to discuss the findings:

RQ1. What are EFL teachers' beliefs about translanguaging as a pedagogical tool?

Sub-questions:

- a) Do EFL teachers consider bilingual learners' language repertoire as one unitary system?
- b) Do EFL teachers intentionally design translanguaging for their classes in advance?
- c) Do EFL teachers diverge from this design to meet some individual bilingual learners' needs in the classroom context?

RQ2. What are some possible factors, which have shaped these EFL teachers' beliefs about translanguaging in the English classroom?

Sub-questions:

- a) Do EFL teachers' early language learning experiences somehow influence their beliefs about the use of learners' first language in their English classes?
- b) Do professional development programs designed to improve EFL teachers' teaching skills address the question of using learners' first language?
- c) Do any contextual factors somehow influence EFL teachers' beliefs about using learners' first language?

The findings are also discussed by comparing and contrasting them with the findings of previous studies on translanguaging beliefs described in the literature review chapter. The current thesis uses two frameworks to address these two research questions. In the previous chapter the two research questions were considered separately. However, as

the findings illustrated, there is an interplay between EFL teachers' beliefs about translanguaging and the factors which contributed to the development of these beliefs. Therefore, this chapter discusses the findings addressing the two research questions simultaneously. The chapter then concludes with a consideration of the importance of the findings of the present study.

Firmer English-only Belief and Anti-apprenticeship of Observation

The first research question sought to find out school EFL teachers' beliefs about translanguaging as a pedagogical approach. The findings confirmed the results of the previous studies about teachers' monoglossic belief on teaching English in the context of Kazakhstan (Abdrakhmanova, 2017; Alzhanova, 2020; Amaniyazova, 2020; Kaipnazarova, 2020). However, the participants' English-only beliefs varied in their degrees of strength in this study and different factors were found to influence these beliefs. The findings showed one teacher held a comparatively firmer monoglossic ideology on language teaching. More specifically, Sara, who embraces a monoglossic ideology, sees learners' languages as separate entities (García, 2009). This belief resonates with the "monolingual principle" as the teacher usually tried to expose learners to the target language to the maximum and avoid learners' mother tongue (Howatt, 1984, p. 173). Earlier researchers in linguistics have reported the pervasiveness of monolingual approaches in the EFL field (Harbord, 1992; Howatt, 1984; Krashen & Terrell, 1983; Larsen-Freeman, 1986). This kind of belief stands in contrast to García and Kleyn's (2016) translanguaging stance which sees bilingual learners' languages as a whole linguistic system and a teaching tool at all times. Further, from the perspective of García and Kleyn's (2016) framework of translanguaging pedagogy, this means that usually, teachers holding a monolingual ideology cannot be expected to purposefully integrate multilingual and multimodal resources into their lessons to develop bilingualism. Moreover, usually no

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deliberate and conscious moment-by-moment change into the lesson plan to meet bilingual learners' needs occurs in lessons of teachers holding this belief. This is justified by the results of this particular study as Sara's monoglossic belief entailed the lack of integration of multilingual and multimodal resources and subsequent lack of shifts in her lessons.

Schooling, defined as early language learning experiences (Borg, 2015), was found to be a key factor of the development of this kind of monoglossic belief. In this particular case, early language learning experiences are described as an anti-apprenticeship of observation – a situation when teachers decide not to teach the way their teachers taught them in the past, but rather choose other approaches to teaching (Moodie, 2015). Similarly, the findings of this study demonstrate a link between the monolingual belief and anti-apprenticeship of observation. Sara's teachers' grammar-based approach and excessive use of translation in English language lessons in the past consequently led her to believe that the use of learners' mother tongue was not an effective way to teach English.

Here, it is important to note that although Grammar-translation method and translanguaging share a common feature, which is using learners' L1 for teaching languages, they are fundamentally different. However, this finding shows that the excessive use of learners' L1 by their teachers at school may develop learners' unfavorable perception on the role of mother tongue in learning a foreign language. As a result, when some of these learners decide to become foreign language teachers in the future, they might perceive learners' L1 as adverse. Consequently, in relation to translanguaging this kind of objectionable attitude towards learners' L1 use may lead to little room for translanguaging pedagogy in English language classroom.

English-only Belief, Professional Development Course, and Contextual Factors

Further, the findings revealed that an EFL teacher's belief about language teaching can be somewhat mingled. For example, one EFL teacher under the pseudonym Farida was

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found to have adopted a general positive attitude towards the original practice of translanguaging which is defined as “the planned and systematic use of two languages inside the same lesson” (Baker & Wright, 2017, p. 280). The findings revealed the description, rather than a coherent explanation of, this positive attitude towards translanguaging. As it was mentioned in the previous chapter, Farida had an experience of pre-planned translanguaging practice in a lesson which was designed to teach learners the Kazakh culture through sayings. This lesson, though only a single one, could be defined as a contextual factor because according to Borg’s (2015) framework contextual factors may be either temporary or permanent. However, it is hard to conclude whether that lesson influenced on the teacher’s beliefs at all or not. Therefore, that lesson can only be considered as a description of the respondent’s positive belief about translanguaging, rather than a factor which could influence the teacher’s beliefs. It is not clear where this kind of favorable attitude originates from. The findings showed that the respondent participated in some professional development courses which addressed the question of L1 use and generally encouraged her to judiciously use the L1. Although the positive effect of some professional development courses on teachers’ beliefs about translanguaging was noted (Eslami et al., 2016; Gorter & Arocena, 2020), the overall positive influence of some other professional courses was questionable (Richardson, 1996). Therefore, this study did not comprehensively reveal the origin of Farida’s general positive attitude towards the original type of translanguaging.

Further, the respondent expressed her positive thoughts about hybrid languaging practice. To be more precise, Farida is usually aware of her bilingual learners translanguaging when they select features from their full linguistic system during lessons. The teacher regards her learners mixing Kazakh, Russian, and English languages with favor, though in a general sense. This could tell that this particular teacher is able to

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identify learners' heteroglossic practices. Notwithstanding, this kind of belief does not adequately belong to true heteroglossic belief which refers to viewing languages as one whole linguistic repertoire in which languages are not necessarily divided by clear boundaries (García, 2009; García & Kleyn, 2016; Otheguy et al., 2015). Moreover, the data showed other findings which underscore the respondent's monoglossic belief. More specifically, this study found that the same participant considered translanguaging as the last option. This means that for teachers holding this kind of belief, learners' L1 may have minute or even no pedagogical value (Macaro, 2001) and translanguaging is regularly avoided if other alternatives work effectively. Comparable findings about English language teachers' acceptance of translanguaging as a last resort were reported in other empirical studies within Kazakhstan (Abdrakhmanova, 2017; Amaniyazova, 2020) and outside of it (Allard, 2017). Therefore, this teacher's belief is nowhere near García and Kleyn's (2016) translanguaging stance which fosters the idea of viewing bilingual learners' languages as one linguistic system when viewed from bilingual speakers' internal perspective.

Consequently, similar to Sara, it is possible to conclude that Farida's English language lesson plans do not usually include any multilingual and multimodal resources. If the lesson plans of this teacher are mainly monolingual, then it is less likely that any conscious translanguaging shifts occur during lessons.

Two other interrelated contextual factors serve as an explanation of Farida's monoglossic belief. First is the school's monoglossic language policy. It has already been remarked that the trilingual policy in Kazakhstan takes a "monoglossic perspective" meaning that the three involved languages – Kazakh, Russian, and English, are treated as discrete entities (Mehisto et al., 2014, p. 172). It has already been mentioned that this school operates under the International Fund – Bilim Innovation and uses the trilingual policy in Kazakhstan (*International educational fund Bilim-Innovation*, n.d.). Therefore, it

is possible that this is the reason the school favors one-language policy for teaching English. Moreover, at this school, learners are usually expected to continue their study at international universities or other types of universities where the admission requirements involve taking mainly English-monolingual examinations. For Farida, therefore, preparing learners for these examinations monolingually is more effective than employing learners' mother tongue. Therefore, this contextual factor was found to shape this teacher's English-only belief. This accords with findings of recent studies (Alzhanova, 2020; Amaniyazova, 2020) which showed that Kazakhstani EFL teachers believed it was important to employ a monolingual approach to teaching English because of the need to prepare learners for English monolingual high-stakes examination. It was also noted earlier by Canagarajah (2011) that "translanguaging is heavily censored in literate contexts" because of the importance of assessments in high-stakes examinations (p. 402). This finding may also lead to think that the situation at mainstream schools where learners usually take high-stakes examination in their first language can be different.

Towards Moderate English-only Belief, Professional Development Course, and Contextual Factors

Lastly, the findings revealed that a teacher's belief about language teaching may shift from one point to another along the continuum of belief. This phenomenon stands in contrast to Borg's (2011) definition which states that beliefs are usually "resistant to change" (pp. 370-371). In this particular case, the findings demonstrated a change from a firmer monoglossic belief towards a moderate English-only belief. For example, this study found that one teacher under the pseudonym Enlik used to have a firmer English-only belief which converted to a moderate English-only belief over time. The moderate English-only belief in this case can be defined as a teacher's belief that the best way to teach the target language is through that target language. Nonetheless, a teacher holding this kind of

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belief does not completely repudiate the benefit of the inclusion of learners' mother tongue into their lessons (Macaro, 2001). If Enlik's initial monoglossic belief induced her to keep her learners' mother tongue out of her English language lessons, her emerging moderate English-only belief provided her with an understanding of the importance of including her learners' mother tongue into her lessons. Nevertheless, the emergence of this kind of moderate English-only belief is justified by the teacher's acceptance of translanguaging as a scaffold. In relation to translanguaging, scaffolding is generally defined as a temporary inclusion of bilingual learners' mother tongue into lessons (Baker & Wright, 2017; García & Kleyn, 2016). The present study found that the teacher believed it was important to use the learners' mother tongue at the lower-level classes of English only. The literature review showed that scaffolding, with respect to translanguaging, has become somewhat arguable. If some accepted and favored scaffolding disregarding its temporality at the initial stages of teaching (Baker & Wright, 2017), others criticized it and argued for the inclusion of bilingual learners' mother tongue into lessons at all times (García & Kleyn, 2016; García & Wei, 2014). Therefore, the teacher's belief that the use of mother tongue is important only at the initial stages of language learning to some extent indicates the limitation of this kind of translanguaging belief.

Different factors were found to exert an influence on the change of the teacher's shift from the firmer monoglossic to the emerging moderate English-only belief. First, the finding showed the influence of knowledge gained in professional development programs on the teacher's belief. More specifically, the teacher participated in TESOL and CELTA courses which encouraged the participant to use learners' mother tongue reasonably at the lower levels of language learning. In the literature review it was noted that in-service professional development courses are more effective than that of pre-service courses (Richardson, 1996). It was also discussed that some professional development programs

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may encourage participants to use a more English-only approach to teaching the target language, which consequently leads to the development of a monoglossic belief (Alshehri, 2017; Hall & Cook, 2013; Kang, 2013). At the same time, other studies revealed that professional development programs that purposefully teach the theory of translanguaging may foster the development of teachers' more heteroglossic beliefs (Eslami et al., 2016; Gorter & Arocena, 2020). Although the participant in this study was not purposefully exposed to the theory of translanguaging, she participated in some professional development programs which concerned the judicious use of learners' mother tongue in English lessons. Based on this, it is possible to conclude that there is a link between the development of the emerging moderate English-only belief and the knowledge this teacher gained during professional development programs. Moreover, according to some key information presented in the methodology chapter, the teachers who were engaged in this study had more than 10 years of work experience. This particular teacher who was found to be developing a moderate monoglossic belief had been working as an EFL teacher for more than 12 years. The findings showed that a long work experience also led one teacher to rethink her ideologies about language teaching. This last influence on the development of teachers' beliefs is generally referred to as contextual factors. Therefore, to sum up, it is concluded that various factors impacted the development of this teacher's emerging moderate English-only belief.

Enlik's understanding of the importance of the judicious use of learners' L1 was also caused by another factor. To be more precise, this study found that a teacher's awareness of her learners' diverse socio-economic background may contribute to the development of a flexible teaching approach. In this particular case, the findings showed that this teacher considered it important to approach those learners who come from middle-class or needy families differently as these learners may be less lucky in learning English

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because of a lack of resources. The flexibility of a teacher's teaching approach was found to involve learners' L1 use. Therefore, this study found that some types of affective factors may contribute to the development of a translanguaging space in the foreign language classroom. Although this last factor belongs to contextual factors, the literature review of this study did not cover this factor. Thus, it is recommended that future studies might take this into consideration as one kind of contextual factor.

Conclusion

The discussion chapter presented some detailed information about the findings regarding EFL teachers' beliefs about translanguaging pedagogy and the factors which shape the development of their beliefs about language teaching. The findings of this particular inquiry suggest a link between a firmer monoglossic belief that leads a teacher away from designing translanguaging pedagogies and their early language learning experience. The findings also showed that it can be hard to precisely categorize an EFL teacher's belief. For example, a teacher may have a moderate monoglossic belief. However, this kind of teacher may also welcome the systematic use of translanguaging. Lastly, it was found that a language teacher's belief may shift from one point to another along the continuum of belief. To be more precise, the current study found that an EFL teacher's beliefs may undergo re-examination and change during professional development programs and long work experience.

Conclusion

Introduction

The current study aimed at investigating school EFL teachers' beliefs and factors which developed these beliefs about translanguaging pedagogy in the context of Kazakhstan. To achieve this aim, a qualitative study was conducted with three school EFL teachers. These teachers' beliefs about translanguaging pedagogy and factors which shaped these beliefs were learnt through semi-structured interviews with each teacher individually. Two main research questions were framed to guide this thesis:

RQ1. What are EFL teachers' beliefs about translanguaging as a pedagogical tool?

Sub-questions:

- a) Do EFL teachers consider bilingual learners' language repertoire as one unitary system?
- b) Do EFL teachers intentionally design translanguaging for their classes in advance?
- c) Do EFL teachers diverge from this design to meet some individual bilingual learners' needs in the classroom context?

RQ2. What are some possible factors, which have shaped these EFL teachers' beliefs about translanguaging in English classroom?

Sub-questions:

- a) Do EFL teachers' early language learning experiences somehow influence their beliefs about the use of learners' first language in their English classes?
- b) Do professional development programs designed to improve EFL teachers' teaching skills address the question of using learners' first language?
- c) Do any contextual factors somehow influence EFL teachers' beliefs about using learners' first language?

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To answer these questions two different theoretical frameworks were utilized. More precisely, García and Kleyn's (2016) framework was used to answer the first questions, while the answer to the second research question was gained with the help of Borg's (2015) framework. The last chapter of this thesis draws some main conclusions and offers some recommendations for stakeholders in the educational field in general.

EFL teachers' beliefs about translanguaging pedagogy

First and foremost, similar to previous studies, the current study confirmed the existence of language teachers' monoglossic belief which stands in a complete contrast to translanguaging pedagogy as translanguaging as a theory is based on a heteroglossic ideology. For these teachers, language separation is usually a norm and learners' full linguistic repertoire is not completely activated but rather limited in a classroom. However, school EFL teachers' monoglossic beliefs were found to vary in their degrees in the context of Kazakhstan. This means that beliefs may lie at different points of the continuum and one teacher may have firmer monoglossic belief than others. Furthermore, beliefs by nature do not seem to be always static. This study demonstrated that an EFL teacher's beliefs may change from one point to another along the continuum. However, this kind of shift seems to happen only over time. This means that this kind of phenomenon might be expected to happen more among experienced teachers rather than novice teachers. At the same time, two other participants who had almost the same amount of work experience did not demonstrate any change in their beliefs over time. Therefore, it can be suggested that future researchers compare experienced teachers with novice teachers for any change in their beliefs.

Developmental factors of EFL teachers' beliefs about translanguaging

In essence, any kind of belief has an origin and develops under the influence of various factors. The extent of influence different factors exert on teachers' beliefs also

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seem to range. For example, this study found that early language learning experiences may have a comparatively strong influence on an EFL teacher's beliefs about language teaching in general and translanguaging in particular. Demotivating teaching methods at the early stage of English learning at school were found to unfavourably influence an EFL teacher's beliefs about translanguaging. For example, an excessive use of L1 by a teacher in English lessons can consequently lead a future teacher to believe that L1 use hinders successful language learning.

The study also showed the moderate influence of knowledge gained during professional development courses. In this particular study the influence of professional development courses in relation to translanguaging was found to be moderate. Although none of the participants in this study previously participated in professional development courses which taught the theory of translanguaging, some of the courses they completed somewhat taught them the importance of reasonably using the L1. This means that if these participants are purposefully taught the theory of translanguaging pedagogy, and their early language learning experiences are taken into consideration, professional development courses may have the potential for positive outcomes.

Contextual factors were also found to have influence on EFL teachers' beliefs about translanguaging. In this particular study, school language policy which is based on monolingual rule was found to have a substantial impact on teachers' beliefs and decision-making. The participants could express their understanding the reason for this monolingual language policy. Because learners at this particular school usually go abroad for study, the school's decision to require EFL teachers to use more monolingual teaching methods seem to be reasonable. However, this kind of contextual factor clearly limits the translanguaging space in English lessons. At the same time, one teacher, Farida, was particularly found to develop her own approach to teaching English. The contextual factor which caused the

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development of this approach was the understanding of learners' diverse socio-economic background. Because learners usually have unequal opportunity to learn and improve English, to promote the equality of opportunity teachers may be encouraged to understand this socio-economic diversity among learners. In this particular case, Farida's approach involved using learners' L1. This means that usually there may be multiple contextual factors which differently influence EFL teachers' beliefs about translanguaging. If some contextual factors unfavourably influence teachers' beliefs, other contextual factors by contrast may positively impact EFL teachers' beliefs about translanguaging.

Limitations

The main limitation of the present study is the number of participants. There were only three EFL teachers involved in the study. Initially it was planned to recruit at least ten teachers for the study. However, the recruitment was hindered by several reasons. One of them is the pandemic COVID-19 which placed some serious constraints. Therefore, the results of this particular study cannot be generalized. Moreover, it has already been mentioned that beliefs are best learnt when the data collection includes at least two tools, for example, interviews and classroom observations. This study collected data using only semi-structured interviews. Classroom observation was also hindered by the same pandemic COVID-19 as schools were working mainly online and classes were being conducted online. Observing online lessons would not as effective as observing offline classes because of the poor internet connection.

Recommendations

Despite the above-mentioned limitations, the findings suggest the following potential considerations for these stakeholders. EFL teachers and educational policymakers are the most likely stakeholders who could benefit from the findings of this study. The findings of the current study could be a good reflection for EFL teachers who share similar

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beliefs as the participants of this study. Because this study investigated teachers' beliefs about translanguaging pedagogy and pedagogy means the study of teaching methods, the findings of this particular study could be a good reason for teachers to rethink their language ideologies. Using learners' L1 though with some limitations with the belief that languages are strictly separated in teachers' well as in learners' heads is not equal to a strategic inclusion of learners' whole linguistic resources into lessons. In addition, reading this study and its results in particular EFL teachers might have the opportunity to see where their beliefs which are the base of their decision-making are originated. Similar to one participant in this study, EFL teachers might see how early language learning experiences can have comparably strong impact of the development of their monoglossic belief.

In addition, as this study found that early language learning experiences may have a strong influence on a teacher's beliefs and contribute to the development of monoglossic belief, policymakers could be recommended to take this finding into consideration when designing professional development courses. As it has been discussed in other chapters of this thesis, one way to enhance the efficiency of professional development courses is to recognize the importance of teachers' early language learning experiences. This could be accomplished through developing pre-course tests for teachers which could allow course developers learn about these prior language learning experiences. Then, based on the results of these tests the outline of courses could be designed. This approach would make any professional development course for translanguaging more or less unique rather than suitable for all teachers because any teacher's early language learning experiences are unique. The same recommendation could be given to school administrators which conduct in-service professional development courses for their EFL teachers.

This qualitative study was conducted to investigate EFL teachers' beliefs about translanguaging at one school-lyceum in Kazakhstan. The study involved three teachers

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and these teachers' beliefs about translanguaging were learnt through semi-structured interview with each teacher individually. The research questions were answered and, consequently, the purpose of the study was fulfilled.

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Appendix A

Interview Protocol in English, Kazakh, and Russian

Interviewer: Adam Kuandykov

Interviewee: Teacher 1

Position of Interviewee: An EFL teacher

Duration of the interview: 20 – 25 minutes

Interview Questions

1. What kind of English language teaching methods do you use in your classes?
2. Which of these methods do you prefer using more frequently?
3. Do you use your students' L1 in your classes? Are there any particular reasons for this? (**Translanguaging stance. García & Kleyn, 2016**).
4. What do you think about assigning a task completely in one language and asking students to answer totally in another language? For example, giving a task in Kazakh/Russian and asking students to answer in English only? Do you do it yourself?
5. What do you think about mixing two or three languages in one sentence when speaking or writing? Do you do it yourself?
6. Do you include activities for translation into your lesson plans? For example, activities for vocabulary? What about teaching grammar? Do you use learners' first language for teaching grammar? (**Translanguaging design. García & Kleyn, 2016**).
7. If some of your students struggle to understand your instruction, do you use his first language to explain the task, words, or rules? (**Translanguaging shifts. García & Kleyn, 2016**).
8. When you were at school, did your English language teacher often employ your mother tongue? What kind of approach did your teacher often use? Did it help you learn English better? (**Schooling. Borg, 2015**).
9. Have you ever participated in professional development programs designed to enhance your knowledge and improve your teaching skills? Do you ever participate in this kind of programs? Did any of these programs touch upon the question of using the mother tongue of learners in English classrooms? How long do they usually last? How important is this kind of program for you? (**Professional development course. Borg, 2015**).
10. Does your school curriculum demand that you use a particular English language teaching method? Does this curriculum allow you to use learners' L1 in your classes?
11. Do EFL teachers collaborate at any time with one another on English language teaching strategies? To what extent is this collaboration important for you? (**Contextual factors. Borg, 2015**).

Интервью Сұрақтары

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1. Ағылшын сабағында қандай тіл үйтеру тәсілдерін қолданасыз?
 2. Осы тәсілдердің қайсысын көбірек ұнатасыз?
 3. Өзіңіздің сабағыңызда оқушылардың ана тілін қолданасыз ба? (Не себептен қолданасыз немесе қолданбайсыз?) (**Translanguaging stance. García & Kleyn, 2016**).
 4. Тапсырманы толықтай бір тілде беріп, оқушылардан осы тапсырманы толықтай екінші тілде тапсырулары жайлы не ойласыз? Мәселен, тапсырманы қазақ немесе орыс тілінде беріп, оқушылардан оны ағылшын тілінде тапсырулары жайлы не ойлайсыз? Осы тәжірибені өзіңіз қолданасыз ба?
 5. Бір сөйлемнің ішінде екі немесе үш тілді араластырып сөйлеу немесе жазу жайлы ойыңыз қандай? Осы тәжірибені өзіңіз қолданасыз ба?
 6. Сабақ жоспарына аудармаға арналған тапсырмаларды енгізесіз бе? Мәселен, сөздер жаттауға арналған тапсырмалар немесе грамматикаға арналған тапсырмалар. Грамматика үйрету үшін оқушылардың ана тілін қолданасыз ба? (**Translanguaging design. García & Kleyn, 2016**).
 7. Егер оқушы тапсырманы түсінуге қиналса, оның ана тілін қолданып түсіндіресіз бе? (**Translanguaging shifts. García & Kleyn, 2016**).
 8. Сіз мектепте оқығанда, сіздің ағылшын тілі мұғаліміңіз сіздің ана тіліңізді жиі қолданатын еді ме? Сіздің мұғаліміңіз қандай тіл үйрету тәсілін қолданатын еді? Сол тәсілдер сізге тілді үйренуге көмектесті ме? (**Schooling. Borg, 2015**).
 9. Мұғалімнің біліктілігін арттыру бағдарламаларына қатысып көрдіңіз бе? Қазіргі кезде осындай бағдарламаларға қатысасыз ба? Осындай бағдарламаларда оқушының ана тілін қолдану жәйлі сұрақтар талқыланады ма? Осындай бағдарламалар әдетте қанша уақытқа созылады? Осындай курс сізге қаншалықты маңызды? (**Professional development course. Borg, 2015**).
 10. Мектеп бағдарламасы сізден белгілі тіл үйрету тәсілдерін қолдануыңызды талап етеді ме? Осы мектеп бағдарламасы сізге оқушылардың ана тілін қолдануға рұқсат береді ме?
 11. Сіздің мектебіңізде ағылшын тілі мұғалімдері тіл үйрету тәсілдері жайлы бірігіп талқылайды ма? Осындай талқылаулар сізге қаншалықты маңызды? (**Contextual factors. Borg, 2015**).
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Вопросы для интервью

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1. Какие методы обучения английскому языку Вы используете на своих уроках?
 2. Какой из этих методов Вы предпочитаете использовать чаще?
 3. Используете ли Вы родной язык учащихся на своих уроках? (Какие особые причины могут быть для Вашего использования или не использования родного языка учащихся?) (**Translanguaging stance. García & Kleyn, 2016**).
 4. Каково Ваше отношение к приёму обучения английскому языку, где учитель задаёт задание исключительно на одном языке, а учащиеся отвечают на другом? Например, учитель задаёт задание на казахском или на русском, а учащиеся отвечают на английском? Применяете ли Вы такой методический приём на практике?
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5. Каково Ваше отношение к смешиванию двух или трёх языков в одном предложении в разговорной или письменной речи? Применяете ли Вы такой методический приём на практике?
 6. Включаете ли Вы задания для перевода в свои поурочные планы? Например, упражнения на лексику? А что Вы думаете насчёт обучения грамматике? Используйте ли Вы родной язык учащихся для обучения грамматике? **(Translanguaging design. García & Kleyn, 2016).**
 7. Используете ли Вы родной язык ученика, в случае, если он затрудняется освоить материал или понять задание? **(Translanguaging shifts. García & Kleyn, 2016).**
 8. Когда Вы учились в школе, часто ли Ваш учитель использовал родной язык учащихся на уроках английского языка? Какие методы обучения английскому языку часто использовал Ваш учитель? Оказались ли эти методы полезными для освоения языка? **(Schooling. Borg, 2015).**
 9. Проходили ли Вы курсы по повышению квалификации? Обеспечивает ли Ваша текущая работа прохождение подобных курсов? Затрагивался ли вопрос об использовании родного языка учащихся в подобных курсах? Сколько обычно длятся такие курсы? Насколько важен такой курс для Вас? **(Professional development course. Borg, 2015).**
 10. Требуется ли школьная программа от Вас использования определённого метода обучения английскому языку? Позволяет ли Вам школьная программа использовать родной язык учащихся на уроках английского языка?
 11. Сотрудничают ли и обмениваются ли преподаватели английского языка опытом преподавания? Насколько подобная совместная работа важна для Вас? **(Contextual factors. Borg, 2015).**
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Appendix B

Consent Form in English, Kazakh, and Russian

INFORMED CONSENT FORM

EFL Teachers' Translanguaging Pedagogy and the Development of Beliefs about Translanguaging.

DESCRIPTION: You are invited to participate in a research study on English language teachers' beliefs about using learners' first language or languages in their English classes at schools in the context of Kazakhstan. This study will seek to reveal English language teachers' beliefs about the use of learners' first language as a pedagogical tool and what factors might have contributed to their beliefs about this pedagogical tool in their English language classes. Participating in this study, you would make a valuable contribution to the development of literature in the research about the use of learners' mother tongue in the second language acquisition field. In the study, your answers will be recorded on an audio-recorder application on the smartphone to be analyzed. Afterwards, the recorded files will be deleted completely without any possibility of being accessed by anyone. Your participation is completely voluntarily and you will have a full right to withdraw from the study at any point.

TIME INVOLVEMENT: Your participation will take approximately 40 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. To ensure your confidentiality the researcher will use pseudonyms instead of your names and information about you and your school will be coded so that sharing any information about your school or job will not entail any kind of punishment from your employers or damage of your reputation. Moreover, interview questions are designed in the manner not to cause any psychological damage. As for the benefits, although you will not acquire any direct benefits from the study, it is expected that your participation will expand the research literature in the field about second language acquisition from the perspective of using learners' first language or languages in English classes in the context of Kazakhstan. Your decision whether or not to participate in this study will not affect your employment.

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, Associate Professor Bridget A. Goodman, bridget.goodman@nu.edu.kz, +7(702) 181-02-64

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

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as a participant, please contact the NUGSE Research Committee at
gse_researchcommittee@nu.edu.kz.

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

- I have carefully read the information provided;
- I have been given 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: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Ағылшын Тілі Мұғалімдерінің Транслингвальді Педагогикалық Тәсілге Деген Қатынасының Дамуы.

СИПАТТАМА: Сіз Қазақстан елінде ағылшын тілі мұғалімдерінің өз сабақтарында оқушылардың ана тілін қолдануы жайлы сенімдеріне бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Зерттеудің мақсаты - ағылшын тілі мұғалімдерінің оқушылардың ана тілін педагогикалық тәсіл ретінде қолдануға деген сенімдерін, сондай-ақ ағылшын тілі сабақтарында осы педагогикалық тәсілге көзқарас және сенімдерінің қалыптасуына қандай факторлар әсер етуі мүмкін екендігін зерттеу. Сіздің зерттеуге қатысуыңыз шет тілін оқыту саласындағы оқушылардың ана тілін қолдану мәселесі жайлы зерттеу бойынша әдебиеттің дамуына құнды үлес қосады. Ақпаратты талдау үшін зерттеуші сұхбат барысында қатысушылардың берген жауаптарын олардың келісімімен диктафонға жазып алуға мұқтаж болады. Осыдан кейін жазылған файлдар толығымен жойылады және ол файлдар ешқандай бөтен адамның қолына түспейді. Сіздің қатысуыңыз толығымен ерікті түрде болады және сіз кез-келген уақытта зерттеуге қатысудан бас тартуға толық құқығыңыз бар.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 40 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН

АРТЫҚШЫЛЫҚТАРЫ: Зерттеу жұмысына қатысудың қауіптері шектеулі. Сіздің анонимділігіңіз бен ақпарат құпиялығын сақтау үшін сіздің аты-жөніңіз лақап атпен ауыстырылады. Және де сіз және сіздің мектебіңіз туралы ақпарат шифрланады. Осылайша өзіңіздің жұмыс орныңыз жайлы қандай да ақпаратпен бөлісуіңіз өзіңіздің жұмыс беруші тарапынан болатын жаза барынша алдын алынады. Сонымен қатар, сұхбат барысындағы сұрақтары психологиялық зиян келтірмейтіндей етіп жазылған. зерттеудің пайдасы жайлы айтатын болсақ, қатысушылар ғылыми-зерттеу жұмыстарынан ешқандай тікелей пайда алмағанына қарамастан, сіздің қатысуыңыз шетел тілін үйретуде оқушылардың ана тілін қолдану мәселесі жайлы зерттеу әдебиетінің дамуына үлкен үлес қосады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға еш әсерін тигізбейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс

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құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады, Қауымдастырылған Профессор Бриджит Гудман, bridget.goodman@nu.edu.kz, +7(702) 181-02-64

Дербес байланыс ақпараттары: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен gse_researchcommittee@nu.edu.kz.

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

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

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Формирование Убеждения Преподавателей Английского Языка о Транслингвизме как Педагогической Практике.

ОПИСАНИЕ: Вы приглашены принять участие в исследовании на тему об убеждениях учителей английского языка об использовании родного языка учащихся на уроках английского языка в школах Казахстана. Целью данного исследования является изучение убеждений учителей английского языка в отношении использования первого языка учащихся как педагогического подхода, а также какие факторы могли повлиять на формирование их убеждения в отношении этого педагогического подхода на уроках английского языка. Ваше участие в исследовании внесет ценный вклад в развитие литературы по исследованию использования родного языка учащихся в сфере обучения иностранным языкам. Для анализа информации, исследователю необходимо будет записывать Ваши ответы на диктофон на смартфоне во время интервью с их согласия. После этого записанные файлы будут полностью удалены, и никто не сможет получить к ним доступ. Ваше участие является полностью добровольным, и у вас будет полное право отказаться от участия в исследовании в любой момент.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 40 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с этим исследованием, минимальны. Для обеспечения конфиденциальности, исследователь будет использовать псевдонимы вместо ваших имен, а информация о вас и вашей школе будет закодирована, и предоставление Вами любой информации о Вашей школе или работе не повлечет за собой никаких рисков в форме каких-либо наказаний со стороны ваших работодателей. Более того, вопросы интервью составлены таким образом, чтобы не причинять никаких психологических ущербов. Что касается преимуществ, несмотря на то, что участники не получают каких-либо прямых выгод от исследования, ожидается, что Ваше участие расширит исследовательскую литературу в области исследования темы об использовании родного языка учащихся на уроках обучения иностранному языку в Казахстане. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на вашу работу.

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 руководителем магистерского тезиса исследователя, используя следующие данные: Ассоциированный Профессор Бриджит Гудман, bridget.goodman@nu.edu.kz, +7(702) 181-02-64

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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, отправив 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 C

Transcription Sample

Researcher: So, before we start our interview, I'd like to briefly introduce myself and talk about myself shortly. So, my name is Adam and I'm a second-year graduate student in multilingual education program at Nazarbayev University. So, currently I'm doing my master's degree and a writing my master's thesis. So, I'm sorry I just wanted to ask what language would be like more appropriate for you like I can speak Russian Kazakh or English.

Enlik: Ok, we can go with English.

Researcher: All right. Okay. Good. So basically, the topic that I'm researching is about EFL teachers' beliefs about learners' first language use in their English language lessons. So, in teaching English, as a teacher I hope you are aware that different teachers use different kinds of methods and techniques or approaches as we say. And these approaches may have their own, like, fundamental rules. Some of these methods allow a teacher to use learners mother tongue or first language as we say or (other), whereas other methods just don't encourage to do it. So, I hope that the general description of the thesis research is clear for you. If you have any questions, you may ask before we start the actual interview. But I also would like to ask you to just to tell your maybe just talk about yourself just briefly, like, how long have you been all working as a teacher.

Enlik: Ok. Yeah. If I am not mistaken your research focus is about the role of L1 in teaching L2, right?

Researcher: Yes.

Enlik: Yeah. Okay. So, briefly about me, I graduated from a pedagogical institute faculty English language and Arabic languages. And I've been teaching like more than ten years. So, I did some, mainly I prepare students, I teach English and I teach usually English to [xx] or college students. And I have them prepared to some olympiads, that is an academic or intellectual competition. As well as, I am a debate coach. So, yeah, that's it briefly about what do I do usually.

Researcher: Okay. So, once again I'd like to say my thank thanks to you for agreeing to participate in the interview. So, if everything is clear if you don't have any questions special questions so let me just ask you the very first question. What kind of English language teaching methods do you use in your classes?

Enlik: English language teaching methods. Usually, it's Communicative approach. Then, it's very difficult to go back to theory, but, ahh, like, [xx] (0.2) multi, (just close this) [xx] usually, it's Communicative approach, ahhh, Direct Method, yes, sometimes,

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they do that as well. Because I think, like there are some grammatical categories in English that we don't have in Kazakh language or Russian language as well. So, direct method, I find sometimes very useful as well. Usually, when it comes, for example, to the lesson format itself, last, like, lately I prefer PBL, TBL, like encourage students to find out more about the subject they research, were they, like, target topic and so on. Besides, like, [xx] mainly I teach tenth graders or ninth graders or college students. It's more active and efficient when they work in groups. Others feel it difficult to get rid of the habit of [xx] or the participant as well. [xx] the teacher as an observer, sometimes, yeah, it is difficult. However, we have to nurture this culture in our classrooms that the students could be independent thinkers and delegate their responsibilities among themselves.

Researcher: Okay. Alright. Do you use your students' mother tongue or L1 in your classes maybe occasionally?

Enlik: Today, I do use. But, very very seldom. Earlier, when I was a fresh 'like' first-year teacher, I tried to avoid that. I thought actually it was very bad. However, I think this is a pitiful where everyone actually goes thinking that when we speak mainly 'you know like' in L2, it encourages them to learn more. However, it also makes a contribution for students to become [xx] learners as well. So, when I actually identify this 'ahh' I understood that I have to use sometimes L1. For example, especially, when you're explaining a word. It [xx] meaning of the word 'yeah'. So, it is important, actually, to shed some lights one this. And you can do this only sometimes with L1. And, especially, when you are teaching groups 'like', in my experience it didn't happen that I was teaching elementary or pre-intermediate groups. But when I teach them or when I have 'like' the classes 'ahh' they are not heterogenous 'like' they come from different social background, they come from different other educational background, from different schools. The social background is important as well. 'Like' a student, a child, who had 'like' experience to travel, what would they parents they are, anywhere better [xx] use of English language, whereas those students, who didn't have the possibility, they don't know many things and you (0.2) are kind of entitled to help them in that way as well. So, 'yeah', 'like' with students of elementary, pre-intermediate, and intermediate levels, I believe, we have to use L1.

Researcher: All right! So. What do you think about assigning a task completely in one language and asking students to answer totally in another language? For example, you may give a task in Kazakh or Russian language and ask your students to answer only in English. Have you ever ... ?

Enlik: It didn't happen in my experience. I think, if it's like, ahhh, if it's English language lesson, then the instruction and task must be given in target language. If it's not clear, ahh, instructions are not clear, you can use, like, CCQS (concept checking questions), well, if it's not still clear because of not just, like, you know, cognitive abilities, but because of the language barrier, I think, you can just explain it in L1. However, giving the task itself in L1, I think, that's not very great idea.

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Researcher: Okay. So about mixing 2 or 3 languages in one sentence when speaking to your students or maybe when doing some writing tasks maybe?

Enlik: If it's not prepared thing, and it goes like occasionally or accidentally, I think, it's ok. There is no like worries about that. But when you are as an instructor there, you are giving an instruction or explaining the task, explaining a phenomenon or whatever, it's better not to mix languages. Because in the class, you are the model of the language or you the model of anything that's being taught. And that is why students will replicate you in the future. And in order to avoid those things, you have to do that, I think so. Although, it's sometimes not very natural, it looks more artificial.

Researcher: So, do you sometimes include activities for translation into your lesson plans before-hand or maybe before-planned before your lessons. Like, for example, some activities for vocabulary maybe?

Enlik: So, do I include into my lessons, like, translation, tasks that require translation?

Researcher: Yes.

Enlik: No, I do not include this thing. But I can tell, like, if it's not clear, you can look up your google, or dictionaries. Usually, in our classrooms, like, right now, we are, like, on online mode. But when it was offline, in regular classes, we used to have like English-English dictionaries, or its various, or English-Russian, Russian-English, or English-Kazakh or Kazakh-English dictionaries. So, [xx] for the school and colleges to give the opportunity for students to use this real like, [xx]. There is another problem, when students are not able to look up the word in the dictionary.

Researcher: So, as I understood, if some of your students struggle to understand your instruction, so, you may still use their languages, their mother languages, mother tongues, sorry?

Enlik: I am a proponent of peer-teaching. So, if something is not clear, I ask, like, you know, [xx] students in the class or who has no, like, difficulties in understanding my instructions, to help others to explain or to understand the task. If I see that his or her explanation is going well, I am okay with that. Or when I identify this [xx] student still has some struggles; I do go and help them. Of course, [xx] actually never happened like that. Today's kids, like, they are very great in English. Honestly speaking, they are very good. I know some cases, because I was teaching in schools, where they learn English from the seventh grade, maybe because of that. So, maybe, I, in other ordinary, ahh, schools, Russian and Kazakh medium schools this situation might be different. So, based on my experience [xx].

Researcher: Yeah, I do agree that some learners or some children are more intelligent, I would say, in learning English, in, at the present time. So, let's move to another question.

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So, when you were at school as a learner, as a student, so, did your English language teachers often employ your mother tongue?

Enlik: It was like 60 percent, maybe 70 percent, it was in L1. So when you were

Researcher: Sorry

Enlik: Yes, go on.

Researcher: Sorry, ahh, I just wanted to ask, what kind of approaches did your teachers, like, often use? Like, did they use the methods that allowed them to use your mother tongue?

Enlik: Mainly, it was grammar-translation method. So, when we had a grammar, we had a vocabulary. Teacher would give us a translation. And that's it. However, we really enjoyed and loved reading classes, when we had special readers and we could read [xx] and translate it [xx] and then retell it. This was like secondary Kazakh medium school. It was completely different.

Researcher: Alright. Do you think that the methods that your teachers used to teach you English somehow helped you to learn English?

Enlik: Honestly speaking, I cannot comment on that. Because, it's like, I finished the school many years ago. So, I went to school in 90s. And in 90s we had only Starkov So, like, "My mother is a doctor and my father is an engineer."

Some sentences in that book. To be honest, I don't remember that well my teacher in English classes. Mainly it was translation just.

Researcher: Okay, ahh, did you have any chance to attend other classes, maybe at private language centers at that time?

Enlik: At that time actually language learning centers were not popular at all in Kazakhstan. We didn't have them. Ahh, yeah, and we had only teachers who would, ahh, teach you privately. But my sisters, like, they were kind of good at English. So, they helped me with English.

Researcher: Alright, good. Let's move to another question. So, have you ever participated in professional development programs that we call PDP, so enhance your knowledge or maybe improve your teaching skills?

Enlik: Ahh, so, it's like upgrade of qualification. It was TESOL course [xx] it was CELTA. I think that the courses really helped me, ahh, to kind of make an observation of my own lesson. And make an observation of other teachers' lessons. TESOL, which really helped us understand how to teach teenagers. What is important when teaching teenagers and adults is two different things. That's it. However, the PDP programs that were

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organized to [xx] or you were expecting, I am not sure. You expected me to speak about professional development programs organized by Kazakhstani government or any entity in Kazakhstan?

Researcher: Well, actually, it doesn't matter. If it is a kind of program that maybe your job provides you with. And a kind of program that lasts for maybe for about several weeks, like.

Enlik: Yeah, [xx] were chosen and paid by myself. So, I value it [xx].

Researcher: Did any of these programs touch upon the question of using mother tongue of learners in teaching English?

Enlik: Of course, they do. Most programs, they do. And, ahh, like, we had a session on this topic, actually. And many 'like' 'you know' 'like' prominent leaders in teaching language, [xx] yes,

I just forgot the names, surnames. But many of them claim and they recommend when it's elementary, pre-intermediate levels, it's better to use L1. When some notions, some, for example, important things are not clear, it's better to use L1. And [xx]

Researcher: Great! So, let's move to other questions. So, at the beginning of our interview I forgot to mention that if you find any questions, ahh, I don't know, maybe, unfavorable to answer, so, it's totally alright, if you choose not to answer.

Enlik: Okay, I remember that.

Researcher: Sorry?

Enlik: I remember that. In your consent form it was written, mentioned.

Researcher: A, okay, yes.

Enlik: I can withdraw at any time.

Researcher: Alright. Ahh, so, next question. Does your school curriculum, maybe school program, maybe, require or demand that you use a particular teaching method, like, maybe Communicative teaching methods, maybe, Direct method or Task-based learning?

Enlik: Although, we are not directly told to do something, we are encouraged to use more Communicative method, more Task-based or Project-based learning style, or learning methods. Actually, this kind of methods that teachers prefer themselves as well as teacher, as well as students, I mean.

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Researcher: Mhm, okay great. Actually, that was the last question. If you have any questions concerning the research, maybe, so you are welcome to ask, ahm. I also want to tell you that as soon as the thesis is completed and it is published on our official repository of the university, I can send you the link to the thesis just to read your answers.

Appendix D

Data Coding Sample

<p>Исследователь: Хорошо, давайте.</p>	<p>Researcher: Okay. Give me a second.</p>	<p>AK Adam Kuandykov Translanguaging example</p>
<p>Учитель 1: Я потом ... Вот я уже прошусь к Вам.</p>	<p>Teacher 1: Here I am, sending a request to join the session.</p>	
<p>Исследователь: Сейчас. А всё.</p>	<p>Researcher: One second. Here we go.</p>	
<p>Сара: [Translation] очень часто, то есть, очень редко используем. Мы не переводим. Да зачем переводить? У нас больше акцент на speaking, grammar, то есть, usage, использование языка. Зачем нам переводы. Мы же не переводчики. Мы учимся говорить на английском, и больше акцент у нас идёт на говорение, на прослушивание, на учить выражать мысли на английском, защищать свою точку зрения.</p>	<p>Sara: We use translation very often, sorry, very seldom. We do not translate. What's the point of translating? We mainly focus on speaking, grammar, that is to say, the usage of the language. What would we need translation for? We are not translators. We learn to speak English and therefore, we focus on speaking and listening more. We learn how to express our views in English.</p>	<p>AK Adam Kuandykov Firmer English-only belief</p> <p>AK Adam Kuandykov Monolingual teaching method</p>
<p>какие-то слова, да, вот, например. Просто помочь ...</p>		<p>AK Adam Kuandykov L1 for grammar explanation</p>
<p>Сара: Да. В этом случае используется. Обычно это в грамматике происходит, когда они не улавливают, не знаю, разницу между Past Simple и Present Perfect. Когда, что, скажем пример, да. Да, конечно, тогда объясняем на русском. Но и то, стараюсь не долго останавливаться.</p>	<p>Sara: Yes. In such a case I may use learners' L1. Usually, it happens when teaching grammar. Some students may not see the difference, say, between Past Simple and Present Perfect. We may use learners' L1 when giving examples. With that being said, I try not to spend much time on this.</p>	<p>AK Adam Kuandykov Translanguaging example</p>
<p>Исследователь: Хорошо.</p>	<p>Researcher: Okay.</p>	
<p>Сара: Потому что, хотелось бы, и так у наших учеников, они, как сказать, у них нет среды языковой. Если и урок английского будет проходить языка на русском, зачем тогда, в чём смысл?! Моя задача для учеников, то есть, ученикам обеспечить среду, именно, говорить на английском. То есть, we are encouraging people to speak in English, right? Providing their environment. На русском они могут и другие, не знаю, 24 часа в день поговорить.</p>	<p>Sara: The reason for that is students usually do not have language environment. If we use learners' L1 in English language classes, wouldn't they be deprived of that language environment? It is my task to create that language environment for my learners. That is to say, we are encouraging people to speak in English, right? Providing them the environment. They already have spaces to use their mother tongue 24 hours a day.</p>	<p>AK Adam Kuandykov Translanguaging example</p>
<p>Исследователь: То есть, метод погружения, да, как мы это называем?</p>	<p>Researcher: You mean you use language technique?</p>	
<p>Сара: Да.</p>	<p>Sara: Yes.</p>	
<p>Исследователь: Хорошо.</p>	<p>Researcher: Okay.</p>	
<p>Сара: Ну, это лично мой метод. Я думаю, что он самый лучше работает</p>	<p>Sara: Well, I would say I personally prefer this method. I believe this method works</p>	<p>AK Adam Kuandykov Firmer English-only belief</p>

SCHOOL EFL TEACHERS' BELIEFS ABOUT TRANSLANGUAGING

<p>например. То есть, нужно разные методы попробовать, разные вот реально, перепробовать, а уж потом, я не знаю, к переводу.</p>	<p>last resort, when all possible approaches are exhausted.</p>	<p>Adam Kuandykov Translanguaging as a last resort</p>
<p>Зерттеуші: То есть, оның баланың ана тілі самая последняя мера да получается.</p>	<p>Researcher: So, you mean a learner's mother tongue is a last resort. Am I right?</p>	<p>Adam Kuandykov Translanguaging as a last resort</p>
<p>Фарида: Да. Ну если я обучаю английский язык как иностранный язык, то конечно да.</p>	<p>Farida: Yes. Well, if I teach English as a foreign language, then yes, this is what I mean.</p>	<p>Adam Kuandykov Translanguaging as a last resort</p>
<p>Зерттеуші: Сіз мектепте оқығанда, сіздің ағылшын тілі мұғаліміңіз сіздің ана тіліңізді жиі қолданатын еді ме?</p>	<p>Researcher: When you were at school, did your English language teacher often employ your mother tongue?</p>	<p>Adam Kuandykov Apprenticeship of observation</p>
<p>Фарида: Жок, менің мұғалімдерім қазақ тілін де орыс тілін де білмейтін.</p>	<p>Farida: No, they didn't. My English language teachers spoke neither Kazakh, nor Russian.</p>	<p>Adam Kuandykov Apprenticeship of observation</p>
<p>Зерттеуші: То есть, олар тек ағылшын тілінде сөйледі?</p>	<p>Researcher: You mean, they spoke only English?</p>	<p>Adam Kuandykov Apprenticeship of observation</p>
<p>Фарида: Иә, тек ағылшын тілінде сөйледі.</p>	<p>Farida: Yes, they spoke only English.</p>	<p>Adam Kuandykov Apprenticeship of observation</p>
<p>Зерттеуші: Мұғалімнің біліктілігін арттыру бағдарламаларына қатысып көрдіңіз бе? Қазіргі кезде осындай бағдарламаларға қатысасыз ба?</p>	<p>Researcher: Have you ever participated in professional development programs designed to enhance your knowledge and improve your teaching skills? Do you ever participate in this kind of programs?</p>	<p>Adam Kuandykov PDP for judicious L1 use</p>
<p>Фарида: Иә, қатысып тұрамын.</p>	<p>Farida: Yes, I do.</p>	<p>Adam Kuandykov PDP for judicious L1 use</p>
<p>Зерттеуші: Осындай бағдарламаларда оқушының ана тілін қолдану жөйлі сұрақтар талқыланады ма?</p>	<p>Researcher: Did any of these programs touch upon the question of using the mother tongue of learners in English classrooms?</p>	<p>Adam Kuandykov PDP for judicious L1 use</p>
<p>Фарида: Бір сондай семинарда талқыланды. Сонда, тек осындай грамматика үйретіп жатқан кезде анда</p>	<p>Farida: I remember the question of learners' L1 use was discussed in one seminar. It was recommended to use</p>	<p>Adam Kuandykov PDP for judicious L1 use</p>