Policy Enactment of Trilingual Education in Kazakhstan: A Case Study of One NIS

School

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Abstract

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Currently national Trilingual Education Policy (TLP) is one of the most important topics in the Kazakhstani educational system, and all Kazakhstani schools are involved in its implementation. However, despite the national mandate for trilingual education in schools, at this stage of policy formulation, there is a lack of clear and explicit regulations or guidelines for implementing the policy in schools. This current lack necessitates that schools interpret what they think trilingual policy means for their context. One national policy response was the establishment of Nazarbayev Intellectual Schools (NIS) as a model platform for innovation that can later be transferred to Kazakhstani mainstream schools, TLP being one important innovation. Although many studies were conducted exploring TLP in the Kazakhstani context, they mainly focus on the stakeholders' attitudes, perceptions and challenges, and thus to date there is a lack of research on exploring TLP implementation process itself. Thus, the main purpose of this qualitative policy analysis case study is to understand the ways national trilingual policy is implemented in one Kazakhstani NIS school. Specifically, this research presents the ways the school leaders and teachers interpret and work to implement national trilingual policy in their school. One-on-one semi-structured interviews and nonparticipant observation were used to understand how TLP is enacted in the work of 3 school leaders and 9 teachers of the NIS school under study.

Major findings include the following: school leaders and teachers are in consensus on understanding TLP as teaching three languages, and other content courses through them, and these understandings are entirely consistent with the national policy for TLP and with the NIS institutional policy for TLP. This policy is enacted in the school by teaching

Kazakh, Russian and English language courses, teaching designated content courses through these languages using an explicit CLIL approach, and conducting extra-curriculum activities in three languages across the curriculum and in non-curriculum activities. The school leaders and teachers promote the equally balanced use of the languages. The school supports the staff in TLP implementation by providing material support, organizing language and CLIL training for teachers, encouraging teacher collaboration, and internationalizing education. The school leaders and teachers perceive successful student preparation for trilingual learning context and students' improved L2 development as the successes of the school's implementation of TLP. The school leaders' and teachers' reported challenges of implementing TLP in the school under study include teachers' unpreparedness for teaching in a trilingual context and a lack of time for professional development and course preparation due to workload.

Аңдатпа

Қазақстандағы үш тілде білім беру саясатының жүзеге асырылуы: Бір

Назарбаев Зияткерлік мектебінің кейстік зерттеуі

Қазіргі уақытта мемлекеттік үш тілде білім беру саясаты қазақстандық білім беру жүйесінің ең өзекті мәселелерінің бірі болып табылады, және барлық қазақстандық мектептер оны жүзеге асыруға қатысады. Алайда, мектептерде үш тілде білім беру мемлекеттік талап болуына қарамастан, бұл саясатты қалыптастырудың қазіргі сатысында, мектептерде саясатты іске асыру үшін анық және толыққанды ережелер немесе нұсқаулықтар жетіспейді. Бұл қазіргі таңдағы жетіспеушілік мектептерді үштілділік саясатын өз контекстіне қатысты өздерінің ойынша түсінуге мәжбүр етеді. Бұл мәселенің бір шешімі ретінде Назарбаев Зияткерлік мектептері (НЗМ) басқа қазақстандық жалпы орта білім мектептерімен өз тәжірибесімен бөлісу үшін инновациялық білім беру үлгісінің платформасы ретінде құрылды, және үш тілде білім беру саясаты маңызды инновацияларының бірі болып табылады. Қазақстандық контекстте үш тілде білім беру саясаты туралы көптеген зерттеулер өткізілгенімен, олар негізінен мүдделі тараптардың көзқарастарын, қабылдауын және қиыншылықтарын қарастырады, ал үш тілді білім беру саясатының жүзеге асыру барысы туралы зерттеулер жетіспейді. Осылайша, бұл сапалық саяси талдау кейстік зерттеуінің негізгі мақсаты - ұлттық үштілділік саясатының қазақстандық Назарбаев Зияткерлік мектептерінің бірінде жүзеге асырылу жолдарын түсіну. Нақтырақ айтқанда, бұл зерттеуде мектеп басшылары мен мұғалімдерінің өз мектебінде ұлттық үштілділік саясатының іске асыруын түсіну және жұмыс істеу жолдарын көрсетеді. Жеке жартылай құрылымдық сұхбаттар және бақылаулар зерттелген Назарбаев Зияткерлік мектебінің 3 басшысы

мен 9 мұғалімінің жұмысында үштілділік саясаты қалай жүзеге асырылғанын түсіну үшін пайдаланылды.

Негізгі зерттеу нәтижелері: Мектеп басшылары мен мұғалімдері арасында үштілділік саясаты туралы ортақ дәйекті түсінік бар: олар бұл саясатты үш тілді және осы тілдер арқылы басқа пәндерді оқыту ретінде түсінеді, және осы түсінік ұлттық үштілділік саясатымен және Зияткерлік мектептердің үштілділік саясатымен толықтай сәйкес әрі жүйелі. Бұл саясат зерттелген мектепте қазақ, орыс және ағылшын тілдерін оқыту, осы тілдер арқылы басқа арнайы пәндерді CLIL тәсілін пайдалана отырып оқыту және үш тілде сыныптан тыс іс-шаралар өткізу арқылы жүзеге асырылуда. Зерттелген мектептің басшылары мен мұғалімдері оқу жоспары бойынша және сыныптан тыс шаралар арқылы тілдерді тең дәрежеде қолдануға шақырады. Бұл мектеп материалдық қолдау көрсету, мұғалімдерге тіл мен CLIL даярлықтарын ұйымдастыру, мұғалімдердің ынтымақтастығын ынталандыру және білім беруді халықаралық деңгейге көтермелеу арқылы үштілділік саясатын жүзеге асыруда мектеп қызметкерлерін қолдайды. Мектеп мұғалімдері оқушылардың үштілді оқу контекстісінде үздік дайындығын және оқушылардың екінші және үшінші тілдегі жетістіктерін мектепте үштілділік саясатын жүзеге асырудың сәттілігі ретінде қабылдайды. Мектептің басшылары мен мұғалімдері осы мектептегі үштілділік саясатын іске асырудың қиындықтары ретінде мұғалімдердің үштілділік саясатта оқытуға дайын еместігін және біліктілікті арттыру мен сабаққа дайындалуға уақыттың жетіспеушілігін хабарлады.

Аннотация

Политическое введение трехъязычного образования в Казахстане:

Тематическое исследование одной НИШ школы

В настоящее время трехъязычная образовательная политика является одной из наиболее актуальных тем в казахстанской образовательной системе, и все казахстанские школы участвуют в ее реализации. Однако, несмотря на национальное требование на трехъязычное образование в школах, на данном этапе разработки политики отсутствуют четкие и подробные положения или методические рекомендации для его осуществления в школах. Этот нынешний недостаток требует, чтобы школы интерпретировали то, что, по их мнению, означает трехъязычную политику для их контекста. Одним из национальных политических мер было основание Назарбаев Интеллектуальных Школ (НИШ) в качестве модельной платформы для инноваций в области образования, которая впоследствии может быть переведена в другие казахстанские общеобразовательные школы, и трехъязычная образовательная политика является одной из важных инноваций. Несмотря на то, что было проведено много исследований по изучению трехъязычной образовательной политики в казахстанском контексте, они в основном фокусируются на взглядах, восприятиях и проблемах заинтересованных сторон, и в настоящее время есть недостаток исследований по изучению самого процесса реализации трехъязычной образовательной политики. Таким образом, основная цель данного тематического исследования, основанной на качественном политическом анализе - понять, как реализуется национальная трехъязычная политика в одной казахстанской НИШ школе. В частности, это исследование показывает, как руководители и преподаватели интерпретируют и работают над реализацией национальной трехъязычной политики в своей школе. Индивидуальные

полуструктурированные интервью и наблюдения использовались для понимания того, как трехъязычная политика внедряется в работе 3 руководителей и 9 учителей исследуемой НИШ школы.

Основные выводы заключаются в следующем: руководители и преподаватели школы имеют общее/согласованное понимание трехъязычной политики, как преподавание трех языков и других предметов через эти языки, и эти понимания полностью согласуются с национальной трехъязычной политикой и институциональной политикой трехъязычного образования НИШ школ. Эта политика внедряется в школе путем преподавания казахского, русского и английского языков, преподавания других определенных предметов через эти языки с помощью подхода CLIL и проведения внеклассных мероприятий на трех языках. Руководители и учителя исследуемой школы поощряют одинаково сбалансированное использование языков в рамках учебной программы и внеклассных мероприятий. Школа оказывает поддержку персоналу в реализации трехъязычной политики, предоставляя материальную поддержку, организуя языковые и CLIL обучения для учителей, поощряя сотрудничество учителей и интернационализируя образование. Руководители и учителя школы воспринимают успешную подготовку учащихся к трехъязычному контексту обучения и успехи учащихся на втором и третьем языках как успех реализации трехъязычной политики в школе. Руководители и учителя школы сообщили, что проблемами внедрения трехъязычной политики в изучаемой школе являются неготовность учителей преподавать в трехъязычном контексте и нехватка времени для профессионального развития и подготовки к урокам.

Table of Contents

List of Tables

List of Figures

Chapter 1. Introduction

Background to the Study

More than 130 representatives of different nations and ethnicities live in relative peace and harmony in multicultural and multiethnic Kazakhstan (Yestekova, 2015). After gaining independence in 1991, the establishment of the national language policy was challenging due to the sophisticated historical, sociopolitical and cultural background of the country. Today the language policy of Kazakhstan is ambiguous and complex (Smagulova, 2008). On the one hand, according to the Law of the Republic of Kazakhstan on Languages (1997), the Kazakh language is set up as the state language of the country, and "the duty of every citizen of the Republic of Kazakhstan shall be the mastery of the state language that shall be the most important factor in the consolidation of the people of Kazakhstan" (Article 4). On the other hand, the Russian language is used as the official language, and its status is equal to Kazakh in governmental organizations and local government (Article 5). The government is aiming at both revitalization of Kazakh and promotion of the other language at the same time (Smagulova, 2008).

As for education, the Law on Languages (1997) states that "the Republic of Kazakhstan shall ensure acquisition of primary, basic secondary, general secondary, technical and professional, post-secondary, higher and postgraduate education in state, Russian and, if necessary and possible, in other languages" (Article 16). Moreover, additional to Kazakh and Russian languages English has been introduced rapidly to master for Kazakhstani students in recent years (Smagulova, 2008). President Nazarbayev (2007) said: "Kazakhstan should be taken as a highly educated country, whose population uses three languages. They are as follows: Kazakh as a state language, Russian as the language of international communication, and English as the language of successful integration into the global economy". In 2007 the programme "The trinity of languages" was mentioned by

Present of the country, Nursultan Nazarbayev, in the address to the nation of Kazakhstan. Consequently, the Ministry of Education and Science of Kazakhstan is on its way of introducing the trilingual education system to our country in recent years.

Definition of Trilingual Education

A multilingual person is "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)" (as cited in Cenoz, 2013, p. 5). The need for multilingual education is caused by the diversity of languages, economical globalization and intercultural communication (Cenoz, 2013).

Multilingual education, as Hornberger (2009) defines, is the appreciation and use of several languages at the same time in learning and teaching. Moreover, it accepts and appreciates "understanding and dialogue across different lived experiences and cultural worldviews", and supports the continuation of students' learning as "full and indispensable actors in society" based on their previous knowledge (p. 2). Currently, future generation is provided with excellent opportunities for becoming a part of creating non-discriminatory and equitable environment in the world by studying multilingual education (Hornberger, 2009).

Trilingual education, being under the broad field of multilingual education, generally means learning and teaching in three different languages. Although trilingual education is a complex term with multiple definitions, there is general consensus that trilingual education can be understood as using three languages in education to teach and for teaching (Beetsma, 2002; Brohy, 2005; Cenoz & Jessner, 2009; Nunan and Lam, 1998; Riemersma, 2011).

Cenoz and Jessner (2009) acknowledge that trilingual education and third language acquisition (TLA) are very similar terms, however, they are not identical. TLA is defined as "learning an L3 as a school subject", and it usually requires foundation of bilingualism,

while trilingual education is defined as "the use of three languages as languages of instruction" (p. 123). These two terms can be distinguished by their educational goals for each language and methodological approaches (Cenoz & Jessner, 2009).

In this study I will draw heavily on Nunan and Lam (1998), who defined trilingual education as teaching "more than two languages" and their "academic instruction" use (p. 117). In other words, in trilingual education three languages are taught as separate language courses and, at the same time, they are used as medium of instruction for certain content courses. Similarly, having analyzed various scholar definitions of *trilingual education*, Riemersma (2011) presents the commonly accepted one: "all three target languages are to be taught as a school subject as well as used as a medium of instruction during a relevant number of teaching hours" (p. 7). For instance, due to historical, political and social factors, Hang Kong use trilingual education, referring to Cantonese, Putonghua and English, in their system from early childhood (Bolton, 2011).

Problem Statement

As we see from the background to the study, there is a national mandate for Trilingual Education in Kazakhstan for 12 years. The main strategic state programs for development of Kazakhstan, including the State Programme of Education Development for 2011-2020 (2010), the State Programme for Development of Education and Science for 2016-2019 (2016), National Plan "100 Concrete Steps" (2015), and Road Map for Trilingual Education (2015), were launched to implement trilingual education policy in the country. Despite this national mandate, there is a lack of clear and explicit guidelines of the implementation for educational institutions (Iyldyz, 2017). Nevertheless, with no national guidelines, schools are interpreting and implementing trilingual policy based on various understandings and to varying degree of success. For instance, in 2007, 31 Kazakhstani schools were offering trilingual education for gifted children, and by 2020 the number of

these schools was planned to increase up to 700 (Mehisto, Kambatyrova, & Nurseitova, 2014).

Important in this context, Nazarbayev Intellectual Schools were established as a platform for "testing polylingual educational model and educational innovations" in 2008 (as cited in Shamshidinova, Ayaubayeva, & Bridges, 2014, p. 75). Along with being a role model, one of the goals of launching these schools was to diffuse their experience to other Kazakhstani schools (Shamshidinova, Ayaubayeva, & Bridges, 2014).

Therefore, a problem of a need for more research on trilingual education to understand how schools are interpreting and implementing this policy at the institutional level emerges. In this case study, the place to understand national trilingual policy implementation is one particular NIS school in Kazakhstan.

Research Purpose

The purpose of this exploratory qualitative case study research is to understand the ways national trilingual policy is implemented in one Kazakhstani NIS school. More specifically, this research will explore the ways school leaders and teachers interpret and work to implement national trilingual policy in their school.

Research Questions

Three research questions working to achieve this research purpose are as follows:

1. What are the leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels? In other words, how the leaders and teachers interpret TLP both in Kazakhstan and the school.

2. How is TLP enacted (implemented) in the work of school leaders and teachers, both inside and outside the classroom? This question seeks to explore how TLP is part of the leaders' and teachers' work within the classroom and the larger school context.

3. What are leaders' and teachers' perspectives on the successes and challenges of implementing TLP in the school? Precisely, this question tells what are reported as successes and what are taken as challenges of TLP implementation by the leaders and teachers, and how they have worked to sustain successes and address challenges.

Significance of the Study

Recent research has focused on stakeholders' beliefs, attitudes, and perceptions of Trilingual Policy in the Kazakhstani context. However, there is a gap in researching its implementation in Kazakhstani schools. Thus, this policy analysis case study attempts to fill this research gap by exploring one NIS school experience because the Intellectual Schools are planned to be a model platform for other schools in the country. The exploration of this case might facilitate policy makers to see the results of national trilingual policy implementation at the institutional level, pilot schools to get in-depth knowledge of NIS experience with particular focus on the ways of adapting it for their own school context, and NIS schools to think of areas for improvement by getting an overview of one school's practice.

Outline of the Study

After describing the background to the study, dwelling on the definition of *trilingual education*, identifying research problem, purpose and questions, and presenting the significance of the study in Chapter 1, since this is policy analysis case study I review relevant language policy in Kazakhstan narrowing historical and sociopolitical background of the country to NIS institutional context with particular emphasis on NIS TLP texts in Chapter 2. Along with it, Chapter 2 dwells on the teaching and learning strategies in TLP such as a CLIL approach, internationalization of education and teacher collaboration, and school policy enactment conceptual framework by Ball, Maguire, and Braun (2012). It is

followed by Chapter 3 where I justify and explain how a qualitative policy analysis case study utilized semi-structured interviews and nonparticipant observations to achieve the research purpose. I also give rationale for research site and sampling, describe data analysis approach, and depict ethical considerations. In Chapter 4, data analysis and findings are organized in accordance with research questions. After this, I present the discussion of findings integrating them with the conceptual framework and literature review in Chapter 5. Finally, Chapter 6 concludes the research by answering research questions, describing how and to what extent the purpose is achieved, and presenting the implications and limitations of the study.

Chapter 2. Literature Review

Introduction

This chapter presents the analysis of the key literature, related to the research topic of Nazarbayev Intellectual Schools Trilingual Policy (NIS TLP), to provide better understanding of the study. The purpose of this qualitative policy analysis case study is to understand how the national trilingual policy is enacted in the work of one NIS school. The following three research questions are developed to reach this purpose:

1. What are the leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels?

2. How is TLP enacted (implemented) in the work of school leaders and teachers, both inside and outside the classroom?

3. What are leaders' and teachers' perspectives on the successes and challenges of implementing TLP in the school?

In line with the research purpose and questions, three main sections are established: (1) what I am calling the Policy Triangle, which presents the relevant language policy history of Kazakhstan from the 19th Century to the present, including NIS TLP; (2) Language Policy and Planning, which emphasizes more deeply on the NIS TLP by analyzing the statuses of three languages – Kazakh, Russian and English – and connecting them with key literature on the issues; and (3) a set of key issues on teaching and learning strategy in TLP relevant implementing TLP in classrooms instruction. Having described and analyzed the key literature, I will present the conceptual framework of this policy analysis case study.

Policy Triangle

This section elaborates on the relevant historical overview and language policy of Kazakhstan with a particular focus on Nazarbayev Intellectual Schools (NIS) Trilingual

Education Policy (TLP), which is the central focus of the study. First, I will describe Kazakhstan's history in relation to the linguistic situation to set the context for language policy of the country. Secondly, I will explain language policies in Kazakhstan from Independence in detail. This discussion is important for my study because it covers the reasons for Trilingual Policy enactment, and the issues presented are significant in the work of the school to implement TLP. Finally, I will establish and analyze Trilingual Policy of NIS schools both in relation to this historical context and to the language policies in Independent Kazakhstan because the purpose of this case study research is to understand the way one NIS school is enacting TLP.

Becoming a minority in their own land. In this subsection, I will briefly describe historical events which changed the demographic situation in Kazakhstan, and, therefore, made Kazakh a minority language in the country. In the beginning of 18th century in 1731, Abulkhair, the khan of Small Horde, had to make the decision to become a part of Russian Empire voluntarily in order to save and protect Kazakh lands (Smagulova, 2016). It was the beginning of the Russian Empire's control over Kazakhstan (Pavlovic, 2003). Russian Empire sent Cossacks to Kazakhstan for military purposes, and gave them more "privileges", such as lands, than to Kazakhs (Pavlovic, 2003, p. 42). In 19th century Russian colonization significantly increased (Ayagan, Abzhanov, & Mahat, 2010). In 1867-1868 Russian Empire established "temporary" reforms, which divided Kazakhstan into 3 parts: Turkistan, Orenburg, and West Siberia (Kan & Shayakhmetov, 2012, p. 137). These reforms reinforced the colonization of Kazakhstan by Russian Empire: all the administrative power was given from Kazakh khans and tribe leaders to Russian governors; therefore, Kazakhs organized a number of rebellions against them (Kan & Shayakhmetov, 2012). Afterwards, in 1886 and 1891 new administrative-territorial reforms were signed, and these permanent rules declared the entire Kazakh lands were a state

property of the Russian Empire (Kan & Shayakhmetov, 2012). In 1880s Russian Empire

grabbed Kazakh lands, and sent there Russian peasants (Kan & Shayakhmetov, 2012). The

census at the end of 19th century showed 11,9% were migrants, local population was

85,7%, and others were 2,4%, so these migrations of Russian peasants influenced social-

demographic and political-economic situation of Kazakhstan (Kan & Shayakhmetov,

2012). Moreover, 45 thousand Uighurs and 5 thousand Dungens were sent to South

Kazakhstan in 1881-1883 (Kan & Shayakhmetov, 2012). In the beginning of 20th century,

Stolypin's Agrarian Reform caused another wave of migration to Kazakhstan, in which the

population of the country became 5,4 million: Kazakhs were 67%, Russians and

Ukrainians were 28%, Tatars were 1,7%, Germans were 0,7% (Masanov, Abylkhozhin,

Yeropheeva, Alekseenko, & Baratova, 2001). The migrations of different ethnicities such

as Russians, Ukrainians, German, Chechens, Koreans, Mordva, Tatars, Karachais, Poles,

and others to Kazakhstan continued taking place (Smagulova, 2006). In 1930s the

population of Kazakhs decreased significantly because of famine (Kan & Shayakhmetov,

2012). The population of Kazakhs dramatically decreased from 5,114,000 in 1931 to

2,182,000 in 1937 (Masanov et al., 2001, p. 376; Mendykulova, 1997, p. 94). The change

in the demographics, namely the increase of Russian speaking population, because of the

Soviet accomplishments, including migrations and the political acts to lower Kazakh

power, is central to my study since it impacted language policy until today.

As a result of the described historical events, Kazakhs became a minority group in

their own state, and Russian became dominant language (Smagulova, 2006). This also

affected linguistic situation. In 1939 Cyrillic alphabet was introduced for writing in

Kazakh instead of Latin script (Abdakimov, 1994), formalizing the status of Russian

language in Kazakhstan and across the Central Asia regions. The dominant language in

education became Russian in secondary and higher education (Mehisto, Kambatyrova, &

Nurseitova, 2014). These policies had the effect of reducing the value of Kazakh "to nothing" (Zhumanov, Dosova, Imanbetov, & Zhumashev, 2016, p. 4244). What followed was a series of policies explicitly aimed at eliminating Kazakh language in education, specifically resignation of Kazakh from school and even closure of Kazakh-medium schools (Zhumanova et al., p. 4244). Consequently, before Independence, the most Russified country in Central Asia was Kazakhstan (Dave, 2007; Yakavets, 2014). Russian was the language of literacy for over 80-90% of whole urban population in Kazakhstan while only approximately 10-15% was literate in Kazakh (Fierman, 2006).

From the 1950s to the period of Independence, the use of Kazakh was weakened being a minority language while the dominance of Russian was reinforced in Kazakhstan. This issue later influenced language policy of Independent Kazakhstan which is described and analyzed below to set foundation for the introduction of trilingual education policy in the country.

Language policy in independent Kazakhstan. After gaining independence, Kazakhstan worked on reviving Kazakh language by giving legal recognition to it on the national level. Language policy of Kazakhstan went through several stages, aimed at reviving Kazakh and, at the same time, considering the use of Russian, in order to solve the linguistic issues above.

The first stage started in 1989 when Law about Languages in Kazakh Soviet Socialist Republic became the first legislative document about languages in Kazakhstan (Iyldyz, 2017). According to this Law, Kazakh was given official language status, and all schools were mandated to teach Kazakh and Russian. However, it could not improve a minority role of the Kazakh language, and Nursultan Nazarbayev, being First Secretary of the Central Committee of the Kazakhstan Communist Party, admitted the dominance of Russian "in administration, politics and education" in 1989 (Landau & Kellner-Heinkele,

2001, p. 85). In 1992, as President of Independent Kazakhstan, Nazarbayev confessed Kazakh used to be "a language of the kitchen" before the Independence, and acknowledged the country would use education for changing this status (Landau & Kellner, 2001, p. 85). This is significant to mention in this research because later it became one of the goals of NIS TLP enactment.

The second stage of establishing language policy in the country was the period when the statuses of both Kazakh and Russian were controlled by the Constitution of Kazakhstan. In 1993 the Constitution gave Kazakh the status of the state language, and Russian was recognized as the language of inter-ethnic communication. Other languages, along with Kazakh and Russian, were welcomed to use in Kazakhstan, and discrimination because of languages was not allowed in the country. However, the Constitution, adopted in 1995, made some changes regarding the use of these languages. According to it, Kazakh remained the state language status, and Russian was allowed to use along with Kazakh, without any legal status (Yakavets, 2014). The strong supporters of this "Kazakhisation" process agreed with the 1995 Constitution, and believed it would help to increase the status of Kazakh and decrease the use of Russian in the country (Matuszkiewcz, 2010). However, "less than 1% of Kazakhstan's ethnic Russians (who comprised less than 40% of the nation's population) spoke Kazakh" (Yakavets, 2014, p. 15). Moreover, most of them did not show any interest in learning Kazakh (Pavlovic, 2003). This echoed the adoption of the Law on Languages (1997) which stated Kazakh is the state language (Article 4), and Russian is the official language in Kazakhstan (Article 5). Some spheres such as "state administration, legal proceedings and legislation, all official documentation" required the use of Kazakh; however, Kazakh was not developed enough to utilize in those areas (Matuszkiewcz, 2010, p. 220). For this reason, The State Terminology Commission was

created in 1998 to raise the use of Kazakh and to expand Kazakh vocabulary in culture, education, technology, economy (Matuszkiewcz, 2010).

The title of the Law on Languages in 1997 also aroused interest (Lee, 2004; Matuszkiewcz, 2010). The title was different in Kazakh and Russian: in Kazakh it was the "Law on Language", which nationalist Kazakhs perceived as the law only about Kazakh, while in Russian it was the "Law on Languages", which meant to be equal functioning of Kazakh and Russian (Lee, 2004). The content was similar in Kazakh and Russian, the difference was only in the title, but it already resulted in various interpretations by Kazakhs and Russians (Schatz, 2000).

The third stage of setting language policy of Kazakhstan started with launching the State Program of Development and Functioning of Languages of Kazakhstan for 2011-2020, which was adopted in 2011 by the Decree of the President Nursultan Nazarbayev. Its main purpose was "to ensure a harmonious language policy, which provides full-scale functioning of the state language as the most important factor for strengthening of the national unity by preservation of languages of all ethnic groups living in Kazakhstan" (State Program of Development and Functioning of Languages of Kazakhstan for 2011-2020, 2011, p. 1). The emphasis of this program seems to be mainly on the development of the state language since 6 out of 10 key tasks are referred to improvement of Kazakh, including development of methodology and infrastructure of teaching Kazakh language, and increase the prestige and the demand for use of the state language (p. 1). The other 4 key tasks covered the increase of language culture, the use of Russian for communicative purposes, keeping language diversity in Kazakhstan, and studying English and other foreign languages (p. 1). One of the key indicators of the program is "increase of the share of population speaking three languages (Kazakh, Russian and English) to 10 % by 2014, to 12 % by 2017, to 15 % by 2020" (p. 1). Another key indicator is increase Kazakh speaking

population to 95%, Russian to 90%, and English to 20% by 2020. Here, we can see the government's attempts to increase the prestige and use of Kazakh, to continue the use of Russian, and the highlighting of need for studying English.

These legal regulations of Language Policy in Kazakhstan, aiming to increase the status of Kazakh along with the equal use of Russian, influenced language in education policy, and set the national policy foundation.

Language in education policy. The above described Language Policy naturally impacted Language in Education Policy, including the NIS policy for TLP. After gaining independence, Kazakh families started to choose Kazakh-medium schools for their children (Mehisto, Kambatyrova, & Nurseitova, 2014). The number of school students enrolled to Kazakh-medium program almost doubled from 30,7% in 1988-1989 to 59,3% in 2006-2007 academic years (Altynbekova, 2010). The percentage of students, studying in Russian-medium schools, decreased from 40% in 1996 to 32% in 2013, with 64,2% of students were in Kazakh-medium programs, and the other 3,8% were studying through other languages (Mehisto, Kambatyrova, & Nurseitova, 2014). The number Kazakh-medium schools increased in 2003 to 45,9% from 44,3% in 2000 while the number of Russian-medium schools decreased to 26,8% from 29,4% (Yakavets & Dzhadrina, 2014). This top-down approach of increasing the number of Kazakh-medium schools and bottom-up approach of parents' choice of Kazakh-medium schooling for their children made education "a key and a potent agent of change contributing Kazakh language revitalization" (Smagulova, 2016, p. 96). This is important for this research because the need for Kazakh revitalization also influenced TLP in NIS schools.

The Law on Languages (1997) has Article 17 "Language in the field of education" which states the government ensures all levels of education starting from primary till

postgraduate provided in "state (Kazakh), Russian and, if necessary and possible, in other languages".

Having defined the roles of Kazakh and Russian in education, policies later aimed specifically at Trilingual Education Policy by adding the English language to the list of main languages in Kazakhstani educational system. Starting from the 2000s, Kazakhstan introduced English to the general education system (Yakavets & Dzhadrina, 2014). President Nazarbayev mentioned Trilingual Education several times during his addresses to the nation of Kazakhstan. Firstly, in 2006 he indicated the significance of mastering at least 3 languages for the future of the children in XII session of the Assembly of people of Kazakhstan. In 2007 in his address to the nation of Kazakhstan, Nazarbayev highlighted the project "Trinity of languages". In 2012 Nazarbayev said: "we must make a head start in learning English" and "trilingualism must be fostered at the state level" in the annual address. He supported this in 2014, stating "school leavers must know Kazakh, Russian and English". Thus, by the decree of the President Nazarbayev the following programs for trilingual education implementation were launched: State Program of Education Development in the Republic of Kazakhstan for 2011-2020 (2010) and State Program of Education and Science Development in the Republic of Kazakhstan for 2016-2019 (2016).

In 2007, 31 trilingual schools were launched by Ministry of Education and Science (Mehisto, Kambatyrova, & Nurseitova, 2014). The State Program of Education Development in the Republic of Kazakhstan for 2011-2020 (2010) sets the goal of increasing the number of those trilingual schools to 700, and increasing Nazarbayev Intellectual Schools (see below) from 6 to 20, which "will become a platform for appropriation of multilingual model of education" (p. 38). Today 21 NIS schools operate in the country (AEO NIS, n. d.). The next State Program of Education and Science Development in the Republic of Kazakhstan for 2016-2019, launched in 2016, indicates

the necessity for students' and teachers' language skills improvement. Furthermore, this policy document highlights the lack of Science courses teachers who are able to teach in English.

Another important policy documents in TLP implementation are National Plan 100 Concrete Steps (2015) and Road map for Trilingual Policy 2015-2020 (2015). The National Plan 100 Concrete Steps (2015) is important for this study because the aim of adding English to the Kazakhstani education system is explained in the 79-step: "to increase competitiveness of students when they leave and position the educational sector as attractive for international students". The Road map for Trilingual Policy 2015-2020 (2015) is crucial for my research because it lists the events/tasks for the implementation of TLP with responsible actors, completion form and deadlines.

This language in national education policy, spread out in the mentioned policy documents, formed the policy foundation for Trilingual Policy in the network of NIS schools, discussed below.

NIS trilingual education policy. The network of NIS schools, established in 2008, is designed as a model of multilingual education in Kazakhstan (SPED, 2010; Mehisto, Kambatyrova, & Nurseitova, 2014). Students are offered trilingual programs in these schools, and the network has special curricula and trainings for educators (Mehisto, Kambatyrova, & Nurseitova, 2014). In the analysis to follow I will work with three key NIS Policy texts for TLP: "Trilingual Education of Nazarbayev Intellectual Schools" (AEO NIS, 2013a), "The Trilingual Implementation Guidelines for the Nazarbayev Intellectual Schools" (AEO NIS, 2013b), and "2020 Development Strategy" (AEO NIS, 2013c) since they are central in understanding the TLP enactment which is the purpose of the study.

Trilingual education of Nazarbayev Intellectual Schools. This policy text sets the goals of trilingual education, and describes the way it should be realized. Connected to the history and national language policy of Kazakhstan, Autonomous Educational Organization Nazarbayev Intellectual Schools (AEO NIS) gives certain status for each language. The policy states Kazakh should be developed, Russian should be sustained, and English should be added through trilingual education (AEO NIS, 2013a, p. 3).
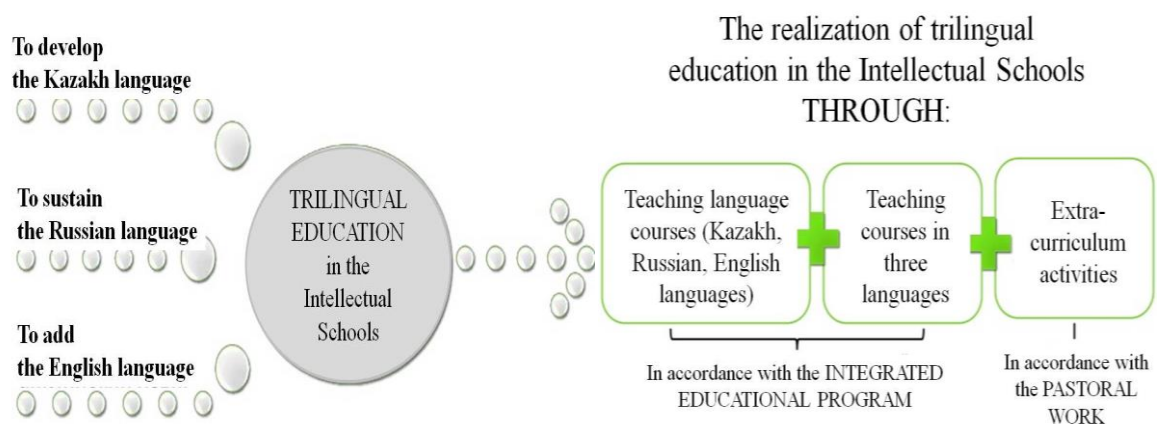
Figure 1. Trilingual education of Nazarbayev Intellectual Schools (AEO NIS, 2013a)

This policy text describes "the realization of trilingual education in NIS schools": TLP should be implemented by sum of teaching Kazakh, Russian, and English language courses, teaching content courses in these languages, and organizing, what the NIS official website calls, "pastoral" extra-curriculum activities (p. 4). The sections of interest for this discussion are "Language courses" which explains they should develop students' abilities of functional literacy, communication and critical thinking (p. 5); "teaching [content] courses" listing the courses to teach in Kazakh (4): History of Kazakhstan (Grade 6-10), Geography (Grade 6-11), Basics of Law (Grade 9), and Kazakhstan in the modern world (Grade 11-12), in Russian (3): World History (Grade 6-10), Computer Science (Grade 1-10), and Physical training (Grade 1-12), and in English (7) in Grade 11-12: Mathematics, Physics, Chemistry, Biology, Economics, Computer Science and Global perspectives and research (p. 9); and "extra-curriculum activities" describing, what the NIS website calls,

"pastoral" work to implement trilingual education such as students' research projects in 3 languages, "Respect to Motherland" expedition in Kazakh and English, works of press centers, i.e. newspapers and journals, in 3 languages, the competition of compositions on the theme "Discover Kazakhstan" in English, debate clubs, intellectual games, and work with worldwide Internet sites (e.g., Wikipedia and TEDxNIS) in 3 languages (p. 10). According to this policy text, the methods and approaches of trilingual education in NIS schools are Content and Language Integrated Learning (CLIL), where a content teacher develops students' language skills and teaches the content (p. 12), team-teaching, when 2 teachers teach a course in L1 (Kazakh or Russian) and English simultaneously (p. 13), and Language Immersion (p. 11). This text is published in Russian, and all translations are done by me (see Appendix A).

The trilingual implementation guidelines for the Nazarbayev Intellectual Schools. This policy text supports the previous one, described above, and gives more detailed guidelines for NIS TLP implementation. The AEO NIS schools always associate the term *trilingualism* with Kazakh, Russian and English, and support additive trilingual education (AEO NIS, 2013b, p. 4). Kazakh and Russian are recognized as either L1 or L2: students' parents or guardians choose the medium of instruction, and English is always L3 in the schools (p. 4). Moreover, the term *polylingualism* is used for 4 or more languages in the Intellectual Schools, and the focus on the Kazakh, Russian and English languages does not limit possibilities for teaching other languages (p. 4; p. 8).

According to "Trilingual Implementation Guidelines for Schools", as the intended outcomes of NIS TLP the students are aided to develop: "grade and age-appropriate levels of L1 native or native-like competence in reading, writing, listening and speaking"; "grade and age-appropriate levels of advanced proficiency in" L2 and L3 receptive and productive skills (p. 4).

This NIS TLP text emphasizes on Kazakh, by stating it "as state and heritage language of the nation has special status" (p. 5), and students are encouraged to develop "an understanding and appreciation of the Kazakh culture" (p. 4). Furthermore, this policy text shows the value of Russian and English, similar to other than these 3 languages and cultures, "as additional languages" (p. 5). At the same time, the Intellectual Schools policy promotes equally balanced use of three languages to "develop a common Kazakhstani identity" (p. 5). This text also indicates all three languages are planned to be equally used even on the schools' "permanent signage" in the following order: "Kazakh coming first, followed by Russian and then English" (p. 10).

NIS curriculum is the main starting point of implementing TLP, and the special curriculum is developed for primary (only in Kokshetau and Taldykorgan), secondary and high schools (AEO NIS, 2013b). In primary school, the NIS schools offer "three streams": "Stream 1" is Kazakh-medium of instruction program for the students whose L1 is Kazakh, "Stream 2" is Russian-medium of instruction program for the students whose L1 is Russian, and "Stream 3" is Kazakh-medium of instruction program "for non-Kazakh speakers" (p. 5). From Grade 1 the students study Kazakh or Russian as L2 and English as L3 with the focus on "oral skills" in the Streams 1 and 2 (p. 5).

In secondary school, Grades 7-10, students have 2 "streams" for choosing: Stream 1 is with Kazakh- and Stream 2 is with Russian-medium of instruction (p. 6). Generally, the majority of courses are taught either in Kazakh or in Russian in accordance with the stream language. However, in secondary school such courses as Geography, History of Kazakhstan and the Basics of Law are taught in Kazakh (3), and the courses Computer Science, World History and Physical Education are taught in Russian (3) regardless of the stream language (p. 6). For instance, Geography is taught in Kazakh for Stream 2 students in Grade 7-10, and World History uses Russian-medium of instruction for Stream 1

students in Grade 7-10. In addition to this, Mathematics, Computer Science, Physics, Biology, and Chemistry are taught in Kazakh/Russian and English at the same time, which is mentioned as "bilingual team-teaching (L1+L3)", in Grades 8-10 (p. 6). It is referred to the introduction of English terms during the classes as foundation for studying these science courses in English in high school, Grades 11-12.

In high school the languages of instruction are Kazakh, Russian and English (AEO NIS, 2013b). Geography is taught in Kazakh, and the course Kazakhstan in the Modern World is added to the list of courses taught in Kazakh in Grade 11-12 (p. 6). Students and teachers use the Kazakh language for Kazakh literature and the Russian language for Russian and World literature in "a combined literature course" (p. 6). Global Perspectives and Research, Economics, and science courses such as Computer Science, Biology, Chemistry and Physics are taught in English in high school (p. 6). Team teaching (L3+L1) can be used in high school because of the need to develop students' L1 academic language or to discuss the content (p. 6).

Similar to the previous policy text "Trilingual education of Nazarbayev Intellectual Schools" (AEO NIS, 2013a), this text acknowledges CLIL is used for teaching and assessing in the language and content courses, and extra-curriculum activities, which use Kazakh, Russian and English in equal amounts, are utilized for NIS TLP enactment (AEO NIS, 2013b). The schools provide opportunities for the students to "feel safe and confident" to learn (p. 6).

The text considers the roles of school leaders, staff and the students' parents in TLP enactment. The school leaders are encouraged to use all three languages in balance, and in case of not being proficient in one/two of them a leader should be learning the languages (p. 8). Moreover, the teacher teaching in Kazakh, Russian and English should have "equal attention" from the administration, and school gives preference to bilingual and trilingual

staff (p. 8). Both the language and content teachers have "equal access to training" (p. 9). The schools welcome "cross-curricular and cross-linguistic integration" of teachers (p. 8). It is anticipated that NIS schools will share their experiences of trilingual education with Kazakhstani mainstream schools (p. 9). Parents are viewed as important stakeholders, and the Intellectual schools are interested in the parents' involvement in the intended outcomes, the benefits of TLP, their support for students' language learning and assessment in TLP (p. 11).

2020 Development Strategy. This policy text describes general contribution of TLP to the educational system and the undertaken task. The main contribution of TLP is students' "intellectual development", which includes "capacity to be flexible, to think critically and creatively, to innovate, to co-operate cross-culturally, to build greater respect for self and others, and to learn yet more languages" (AEO NIS, 2013c, p. 13). The undertaken tasks generally coincide with the previous policy texts. The newly mentioned tasks are creation of "the artificial English-speaking environment" by inviting "highly qualified foreign teachers to teach in English", material support, i.e. "technical equipment and software", ensuring students' "well-structured contact and communication" with peers and adults in L2 and L3 (p. 13).

The NIS schools use 6 levels, from A1 (the lowest) to C2 (the highest), of Common European Framework for Reference for Languages (CEFR) to assess students' language proficiency (AEO NIS, 2013a; AEO NIS, 2013c). Teachers, teaching in Kazakh and Russian, are required to have "native or native-like (C2 CEFR level) fluency" (AEO NIS, 2013b, p. 9). The teachers, teaching in English, are expected to master B2 level in primary and secondary, and to have C1 level in high school (AEO NIS, 2013b, p. 9). The students should achieve C2 level of L1, and C1 levels of both L2 and L3 by the end of schooling (AEO NIS, 2013c, p. 13).

This section of Literature Review firstly established the historical language policy context in which Trilingual policy was developed and has meaning. Then, the national Trilingual policy was narrowed to the Language in Education policy of Kazakhstan, under which TLP of NIS schools was launched. The NIS Trilingual Education Policy subsection has crucial meaning to the study because it provides necessary policy context for RQ1 – What are the school leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels? The school leaders' and teachers' understandings come from the interpretation of the NIS TLP documents, which were described above.

Language Policy and Planning

As stated above, *trilingualism* in the Intellectual Schools always refers to the Kazakh, Russian and English languages (AEO NIS, 2013b). As will be explored below, the trilingual education in the network of NIS schools has assigned certain status for each language: to develop Kazakh, to sustain Russian, and to add English (AEO NIS, 2013a). In this section, I will explore and explain the reasons for different emphasis on each language in relation to key theories and perspectives of Language Policy and Language Planning. The understanding of each language's status/role in the school TLP will help to answer the RQ1 – "What are the leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels?" – and RQ2 – "How is TLP enacted in the work of school leaders and teachers, both inside and outside the classroom?".
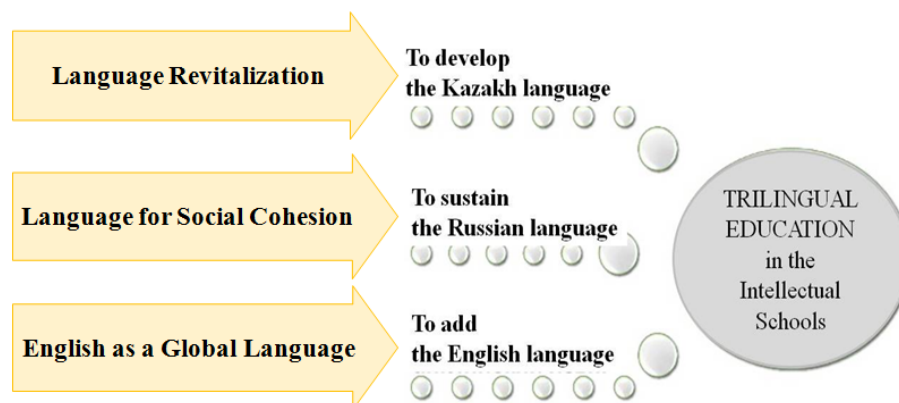
Figure 2. The goals of Trilingual Education in the Nazarbayev Intellectual Schools (adapted from AEO NIS, 2013a)

Why develop Kazakh? Language revitalization. As described above, due to the historical and socio-demographic background of the country, Kazakh became a minority language in Kazakhstan from the 20th century (Smagulova, 2006). The government started to promote "Kazakhization" after gaining Independence in 1991; however, in reality Russian was still actively used despite of legal regulations aiming to increase the use of Kazakh (Matuszkiewcz, 2010, p. 221). This caused the need for the Kazakh language revitalization.

Although *language revitalization* is widely used term in multilingual education, in this discussion, I am using the term to mean the revival of a lost or endangered language. Hinton (2001) defines the term as "the development of programs that result in re-establishing a language which has ceased being the language of communication in the speech community and bringing it back into full use in all walks of life" (p. 5). There is significant consensus that the degree of language revitalization efforts vary according to the historical, socio-political and economic contexts (Crystal, 2000; Ferguson, 2006). Language revitalization efforts are often associated both with small level of cultural events including music and art in a community, and political support from government such as corpus planning which covers establishment of alphabet and creation of books, and educational programs such as bilingual education or language immersion (Ferguson, 2006; Hinton, 2003; King & Benson, 2004; Spolsky, 1998). More specifically, language revitalization is "the efforts to revive" threatened languages by boosting the number of users (De Jong, 2011, p. 43). It has recently used education to increase the language status/prestige (Ferguson, 2006).

Thus, the goal of NIS TLP to develop Kazakh can be understood as language revitalization through medium of instruction due to the historical and socio-political context. For this reason, History of Kazakhstan and Geography are taught through Kazakh in the NIS schools.

Why sustain Russian? Social cohesion. As stated above, Russian has been a dominant language in Kazakhstan for many years (Fierman, 2006; Landau & Kellner-Heinkele, 2001; Matuszkiewcz, 2010; Smagulova, 2006). President Nursultan Nazarbayev said: "it is the Russian language that unites our nation [natsiya], all citizens of our country. This is the way things developed historically, and this is no one's fault" (as cited in Yakavets & Dzhadrina, 2014, p. 43). This may show the political need for sustaining Russian to keep peaceful interethnic stability in Kazakhstan. Schools, especially bilingual education programs, are considered as one of the ways to set social cohesion (Meier, 2014; Oder, 2005).

Broadly speaking, social cohesion is defined as "probably a desirable state, so long as it is based on equality, or at least relative equality, of access to goods, opportunities and power" (Green, Preston, & Janmaat, 2006, p. 10). However, social cohesion is often constructed because of its absence or "social conflict" (Green et al., 2006, p. 10; Meier, 2014). As mentioned above, the second stage of language policy of Kazakhstan caused a social tension between the use of Kazakh and Russian while giving legal statuses by Constitution (1995), and social cohesion by the adoption of the Law on Languages was the solution for it. Schools are significant tool for boosting social cohesion (Green et al., 2006; Oder, 2005), and it can be further developed "through language education, specifically bilingual education" (Meier, 2014, p. 186).

Thus, taking into account the historical, demographic and socio-political context and the discussion of social cohesion, the goal of sustaining Russian can be addressed as attempts to keep social cohesion in Kazakhstan in the case of NIS TLP.

Why add English? The rise of English as a global language. In NIS TLP, English is taught as a language course and is used as medium of instruction in high school, Grade 11-12, for science courses such as Physics, Computer Science, Biology and Chemistry (AEO NIS, 2013a, 2013b). The reason for this can be its status of a global language around the world (Chang, 2006; Crystal, 1997; Ferguson, 2006; Nunan, 2003). Moreover, currently every country should consider English as "a factor that needs to be taken into account in its language policy" (Spolsky, 2004, p. 91).

Some scholars are critical towards the dominance of English globally, and the main criticisms are: inequality and inequity (Phillipson, 1992, 2000; Tollefson, 1991), a threat to linguistic ecology and diversity, and culture (Ferguson, 2006; Phillipson, 1992). However, these criticisms do not limit the global use of the English language. The key feature of English, being the global language, for my study is as follows: it is "the undisputed language of science and technology" (Nunan, 2003, p. 590). For instance, the majority of German scientists: "physicists (98%), chemists (83%), biologists (81%), and psychologists (81%)" utilize English as de facto language (as cited in Nunan, 2003, p. 590). This can be connected to the reason for choosing English medium of instruction for science courses in the NIS schools.

These goals of NIS TLP to develop Kazakh, to sustain Russian, and to add English can be viewed as the instances of status planning. It is the attempts to drive the status of a particular language in a society (De Jong, 2011; Ferguson, 2006). Usually it becomes significant after gaining independence (Spolsky, 1998). To be precise, language-status policy is "by its nature a political activity", and it takes place when government makes

decision what language(s) to utilize for different functions: law, media, and education (Spolsky, 1998, p. 69). The statuses of Kazakh as the state language and Russian as an official language are set by the government (Law on Languages, 1997). The historical, demographic, and socio-political background of Kazakhstan influenced the national language policy of Trilingual Education, which, in turn, impacted NIS TLP. The medium of instruction are Kazakh, Russian and English in NIS TLP because of language-status policy of the country. Thus, the choice of medium of instruction is "a political as well as an educational matter" in Kazakhstan, similar to Malaysia, Hong Kong, and others (Ferguson, 2006, p. 35). The choice of "a particular pathway to multilingualism" should also take into account "the local context and must be flexible enough respond to changes in that context" (De Jong, 2011, p.169). In the experience of NIS TLP enactment, local context is considered by setting the goal of developing Kazakh and sustaining Russian, and it also responds the changes in the global context by adding English to the language in education policy.

Teaching and Learning Strategies in TLP

The previous sections elaborated on history and language policy and planning, which were the foundation for Nazarbayev Intellectual Schools Trilingual Policy (NIS TLP). In this section I will present key teaching and learning strategies in TLP which will be used in the discussion of findings. They are: Content and Language Integrated Learning (CLIL), internalization of curriculum, and teacher collaboration.

Content and language integrated learning (CLIL). A key dimension of the NIS teaching experience is CLIL. The term Content and Language Integrated Learning (CLIL) is known from 1990s in European context (Marsh, 2002). A CLIL approach was used to give a space for language varieties, specifically L2 and/or L3, in linguistically diverse European educational context (Cenoz, Genesee, & Gorter, 2014). CLIL, being one of the

unique approaches in multilingual education (Coyle, 2008), is defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, Hood, & Marsh, 2010, p. 1). In other words, CLIL approach affiliates content knowledge and language through a non-native medium of instruction (L2/L3).

Scholars' view on balancing content and language in a CLIL approach are contradicting. Ting (2010) acknowledges CLIL classes should distribute content and language equally (50/50). However, in contrast to Ting (2010), the results of other research on CLIL present it is arduous to identify a normal proportion of content and language (Dalton-Puffer, 2007; Mehisto, 2008). Regarding this issue, Marsh (2002) claims a class covering both content and language in any distribution (i.e., even 90/10) might be counted as a CLIL class. However, Cenoz, Genesee, and Gorter (2013), in turn, argue that at least 10% of any foreign language class is dedicated for content knowledge, and this does not mean CLIL is utilized in each foreign language class. Therefore, currently this issue of balancing content and language in CLIL still remains to be open for discussion.

Considering CLIL as an umbrella term, some benefit and challenges of CLIL might be defined. One of the benefits of using CLIL is that it provides opportunity for integrating content and language in one class in various learning environments (Coyle, 2007). In other words, it is possible to use CLIL for many educational programs (e.g., multilingual education) because of its multifunctional characteristic. On the other hand, a possible challenge of CLIL might be that there are various ways of understanding and interpreting CLIL because of its flexibility (Coyle, 2007).

Internationalization of education. NIS TLP implementation reflects significant internationalization of education in the school. A famous definition of internationalization is presented by Jane Knight (2003) as the integration of "international, intercultural, or

global dimension into the purpose, functions or delivery of … education" (p. 2). There are

six "approaches" which are leaders' initiatives to contribute and implement

internationalization at the institutional level (Knight, 2004, p. 20). They are: "activity",

"outcomes", "rationales", "process", "at home" and "abroad" approaches (Knight, 2004, p.

20). The "activity", "outcomes" and "process" approaches are described below and used in

the discussion of findings, and the other 3 approaches are not presented because they are

beyond of the research scope.

The activity approach means the undertaking of certain actions such as "study

abroad, curriculum and academic programs, institutional linkage and networks,

development projects and branch campuses" to boost internationalization (p. 20). The

second approach of "outcomes" focuses on "student competencies, increased profile, more

international agreements, and partners or projects" (p. 20), and its main purpose is to

update "wider interpretations of outcomes" by implementing internationalization (p. 19).

The next "process" approach involves "a process where an international dimension is

integrated into teaching, learning, and service functions of the institution" (p. 20).

Teacher collaboration. Teacher collaboration refers to "de-privatization of

teaching", which means teachers work together to operate as an effective school (Fullan,

2011, p. 4). It does not refer to formal grouping of teachers to work together, but it focuses

on "help, support, trust and openness" to each other (Fullan & Hargreaves, 1991, p. 48).

 Collaboration among teachers helps them to improve their teaching by enriching

knowledge of "theories, methods, and processes of teaching and learning" (Goddard,

Goddard & Tschannen-Moran, 2007, p. 879). Schools are the place where collaboration

takes place: for instance, mainstream and special schools teachers may work together in

inclusive education, or teachers can use "a team model" collaboration to amend teaching

styles (p. 880). School leaders can organize teacher collaboration to "establish and discuss

academic standards" (as cited in Goddard, Goddard & Tschannen-Moran, 2007, p. 880).

Furthermore, teachers can work collaboratively for planning periods (p. 880).

Conceptual Framework

Below, I will describe my "Policy Enactment Lens", drawing on the way Ball,

Maguire, and Braun (2012) and Ricento and Hornberger (1996) did. First, I will define

"policy enactment", exploring how it will help me research one NIS school and the work

of leaders and teachers within it. Policy enactment "involves creative processes of

interpretation and recontextualisation" (Ball et al, 2012, p. 3). In other words, policy

enactment goes through several steps: introduction, interpretation, and translation.

Interpretation is an initial understanding of policy, and translation means the embodiment

of the interpretation (Ball et al., 2012). For instance, firstly, policy appears in a national

level (encoding), then it is interpreted by school administration according to school context

through policy artefacts (decoding), after it is translated by policy actors in classrooms

(redecoding). To be precise, talking about policy enactments in school, we need to take

into account all the "contextual dimensions" (p. 21) and "policy actors" (p. 49) because

they play vital role in the whole policy enactment process (Ball et al., 2012). The

contextual dimensions are important because they influence the way policy is interpreted,

and policy actors are the people who translate policy text and interpretation into action.

Contextual dimensions include "situated contexts, professional cultures, material and

external contexts" (Ball et al., 2012, p. 21). "Situated contexts" include the information

about location and/or history of the research site, for example, Ball et al. (2012) chose the

school with "a multi-ethic, socially mixed student body" in London as one of the research

sites for their study because of "the diversity of its catchment area" (p. 21). "Professional

cultures" refer to "examining ethos, teachers' values and commitments within schools,

asking whether and how they shape policy enactment" (Ball et al., 2012, p. 26). It means

that this dimension focuses on policy actors and their roles, views, understandings and values in policy enactment. Ball et al. (2012) gave an example of a teacher, from the Atwood school, who said that the parents and governors are happy and proud because they did not make students wear uniforms. However, the teacher thought that students should be controlled to some extent in wearing uniforms, and it was the teacher's understandings and values regarding the school uniform policy (Ball et al., 2012). "Material contexts" include "buildings and budgets, but also to levels of staffing, information technologies and infrastructure" (Ball et al., 2012, p. 29). For instance, one school can be separated into several blocks, and these blocks can be equipped differently – one block can be newly built with free access to Internet whereas another one can be quite opposite – and this factors influence policy enactment as well (Ball et al., 2012). "External contexts" refer to impacts and interests of stakeholders outside schools, such as local and/or national authorities and regulations (Ball et al., 2012, p. 36). For example, a teacher from the Wesley school described a situation when Ofsted report, which is outsider stakeholder, questioned the performance of the school, and it affected the school policy (Ball et al., 2012).

In Table 1, I consider some of the likely site instances of these dimensions in my research site:

Table 1

Contextual Dimensions of the Conceptual Framework

	Contexts			
Dimensions	Situated	Professional cultures	Material	External
Likely site instances	One of 21 NIS schools Its location When the school	The roles of policy actors The understandings and values of	Schools building Classrooms Posters ICT	Policy texts from government

	was opened	teachers and leaders	Textbooks	
	The year the school started implementing TLP			

Ricento and Hornberger (1996) add useful ideas to Ball et al (2012). They acknowledge Language Policy and Planning (LPP) has four stages of metaphorical onion layers: nation-states and supranational agencies, legislation and political processes, institutions, and classroom practitioners. This coincides with the idea of policy enactment by Ball et al. (2012). For example, a language policy is created by nation-state, and it is understood by educational institutions, and finally it is implemented in classrooms.

So, in sum, my "Policy Enactment Lens" is the combination of Ball et al. (2012) and Ricento and Hornberger (1996) theories of policy enactment and LPP onion. It will be useful to me because I am going to research Language Policy, namely TLP, in the secondary school context to understand how national policy is implemented in the school level. Particularly, this Policy Enactment Lens is useful because it will assist me to explore TLP enactment process in one NIS school taking into account contextual dimensions and policy actors, who are leaders and teachers.

Chapter 3. Methodology

Introduction

The previous chapter presented the literature important for this study into the implementation of trilingual policy in Kazakhstan. In this chapter, I explain and give the rationale of the methodology which was utilized to conduct this research. The research is aimed at understanding how one NIS school is enacting national trilingual policy in Kazakhstan. The research questions, constructed to achieve this aim, are as follows:

1. What are the leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels?

2. How is TLP enacted (implemented) in the work of school leaders and teachers, both inside and outside the classroom?

3. What are leaders' and teachers' perspectives on the successes and challenges of implementing TLP in the school?

A methodology chapter presents "how the problem was investigated and why particular methods and techniques were employed" (Bell, 2005). Thus, firstly, I justify the reasons for choosing exploratory qualitative case study research to answer above mentioned research questions. Secondly, I describe the research site and sampling. Thirdly, research methods and data analysis approach are specified. Lastly, I consider ethics of the study.

Research Design

This section illustrates the research approach and design strategy for this study along with the brief description of research process.

This study utilizes qualitative research approach which is described by Ritchie (2003) as an approach that "offers the opportunity to 'unpack' issues, to see what they are about or what lies inside, and to explore how they are understood by those connected with

them" (p. 27). In other word, it is appropriate to use qualitative approach for this study since, as Ritchie (2003) acknowledges, it allows and helps to understand phenomena by exploring the experiences of participants, and in my study the purpose of making sense of the implementation of trilingual policy in one Kazakhstani NIS school can be achieved by exploring school leaders' and teachers' works. I argue that quantitative approach is not applicable to reach this purpose because of its nature focusing on numeric data to examine the relationship of tendencies (Creswell, 2014).

To be precise, a qualitative case study is employed because this type is conducted in order to understand the particular case. Creswell (2014) defines a case study as "an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection" (p. 493). Therefore, a case study is used to get deep understanding of TLP enactment in one bounded system, one NIS school. The goals of case study researchers are "to identify the various interactive processes at work, to show how they affect the implementation of systems and influence the way an organization functions" (Bell, 2005, p. 10), and I, as a researcher, aim at exploring the school leaders and teachers work to enact TLP in the site, so it is feasible to use a case study.

To begin with, I identified the research problem, and set the research purpose to solve that problem. Then I developed 3 research questions to reach the purpose of the study. Next, I chose the appropriate research instruments to answer the research questions. They were semi-structured one-on-one interviews and non-participant observations, therefore I created the interview and observation protocols. After this step, I submitted detailed information about the research purpose, questions, design and methods, anonymity and confidentiality procedures, risks and benefits of the study, interview and observation protocols to the NUGSE Research Committee. After receiving the NUGSE Research Approval, I requested an official letter from NUGSE to support the research to be

conducted in the particular NIS school. Next, having gotten the official support letter, I contacted my gatekeeper at the research site. A gatekeeper is "an individual who has an official or unofficial role at the site, provides entrance to a site, helps researchers locate people, and assists in the identification of places to study" (Creswell, 2014, p. 233). My gatekeeper, a vice principal of the school, helped me to recruit the research participants by purposeful sampling approach (more on Research Site and Sampling section). Simultaneously, I pilot tested 20-question interview protocol on two in-service teachers before I went to the site since piloting the interview is one of the strategies to get high-quality data (Wellington, 2000). Then I revised the interview questions and observation protocol. Having done all these steps, I went to the research site to collect data.

Qualitative case study research approach, used in this study, was useful to understand how TLP is enacted in one NIS school.

Research Site and Sample

The following section describes the sample, the research site, taking into account ethical issues.

Research site. The research was conducted in one Kazakhstani NIS out of 21 NIS schools operating in the country. The research site is chosen due to the fact that NIS schools are known as a model of implementing TLP in Kazakhstan (AEO NIS, 2013b; Shamshidinova, Ayubayeva, & Bridges, 2014). The specific NIS school is chosen based on convenience for me as a researcher, given that any NIS school would have been appropriate. In order to keep my participants' role in this research confidential, I will not identify the school or the city in which the school resides, and I worked carefully in writing this text to assure that this promise of confidentiality was kept.

Research sample. I employed a purposeful sampling where research participants and site are selected according to researcher's exact criteria to achieve the purpose of the

study (Creswell, 2014). It is effective to use purposeful sampling in a qualitative method because in this type of research the focus is on the uniqueness of the exploring individual, group of them, or phenomenon (Cohen, Manion, & Morrison, 2011). Namely, maximal variation purposeful sampling is used in the study. Maximal variation purposeful sampling means sampling of participants that have different features from each other to get various perspectives of central phenomenon (Creswell, 2014). The central phenomenon in this study is the understanding of TLP implementation in one NIS school, and this sampling helped to know the leaders' and course teachers' understandings of TLP and the ways it is part of their work in the school. Firstly, school leaders were included to the participants because they are one of the main stakeholders in TLP enactment in school since they make decisions and administrate overall implementation process inside and outside the classroom. Secondly, I needed to include equally important stakeholders – teachers. The main criterion for them was teaching in three languages: Kazakh, Russian, and English, because the research questions are related to the TLP implementation and it is crucial to explore perspectives of representatives of each language. The next main criterion for the participants was at least 3-year teaching experience at one NIS school. Teaching experience is necessary in order to provide information on how work in the school, and with each participant, has changed over time as understandings of TLP have become clearer and policies have been implemented.

Initially, the research participants planned to be school leaders (2) and science subject teachers (8) in the site. Leaders were to be the Principal and a Vice Principal, and teachers were to teach the following science subjects: Geography in Kazakh (2), World History in Russian (2), and Computer Science in English (2), Biology in English (2). Two teachers from each subject were intended to be selected to see how issues, experiences and perspectives can be compared across the three languages of instruction contexts. However,

on arrival to the site, some changes were added to the initial sampling because of the

school leaders' and teachers' availability. Leaders were the Vice Principal of Educational

Affairs and the International Deputy Principal, and the School Language Coordinator was

added to the participants. As for teachers, the above mentioned sampling remained with

some additions. One foreign Computer Science teacher was added because this subject was

practicing team teaching where a local teacher conducts the lesson in cooperation with a

foreign one. Overall, the research participants were 3 leaders and 9 teachers. Table 2 shows

the information about the participants.

Table 2

A Participant Chart

Participant number	Leaders	Teachers	
		Subject	Teaching language
1	Vice Principal of Educational Affairs (VP)		
2	International Deputy Principal (ID)		
3	Language Coordinator (LC)		
4		Biology (Bio4)	English
5		Biology (Bio5)	English
6		Computer Science (CS6)	English
7		Computer Science (CS7)	English
8		Computer Science	English

		(CS8)	
9		Geography (Geo9)	Kazakh
10		Geography (Geo10)	Kazakh
11		World History (WH11)	Russian
12		World History (WH12)	Russian

Research Methods

The sections above described the research design and sampling for this study. In this section I introduce and justify my research methods, and explain data collection procedures.

Another important point of conducting a qualitative research is to define correct data collection methods which are appropriate to answer research questions. A researcher chooses methods which collect the necessary data "to produce a complete piece of research" (Bell, 2005, p. 115). Therefore, the two data collection methods – interviews and observations – are used in tandem to produce a multi-dimensional picture of TLP in this site. Both methods are appropriate to employ in this qualitative case study research because (1) interviews provide opportunity for getting to know participants' "thoughts, values, prejudices, perceptions, views, feelings and perceptions" (Wellington, 2000, p. 71) and (2) observations give chance to explore participants' actions in special places such as classrooms (Wellington, 2000). Thus, they are appropriate to use to understand the school leaders' and teachers' work in TLP implementation. Each method is explained in detail below.

Interview. A researcher selects interviewing method to collect "research-relevant information", and emphasizes on "content specified by research objectives of systematic description, prediction, or explanation" (Cohen & Manion, 1994, p. 271). Based on this,

interviewing suits my research because the conversations with the school leaders and teachers assist me to obtain data for getting better understanding of TLP implementation at the site, which is the research purpose.

Specifically, semi-structured one-on-one interviews with open-ended questions were conducted to get in-depth information from the participants. Semi-structured interviews possess qualitative nature because they allow flexibility and give freedom in structure while structured interviews such as surveys are usually used in quantitative research (Edwards & Holland, 2013). Semi-structured interview is often "the most valuable" approach to conduct a qualitative research (Wellington, 2000, p. 74). Its value is that this type of compromise interview is placed between structured interviews with less flexible in advance prepared questions and unstructured ones where interviewees talk about anything they want (Wellington, 2000). This description by Wellington completely fits my study for the reason that I need to change the order of questions and/or add some follow-up questions, depending on the participants' answers, which semi-structured interviews allow to do. One-on-one interviews, where only one participant at a time is interviewed (Creswell, 2014), are suitable for this study because in-depth understanding of each participant's replies is core aspect in getting complete answers for the research questions. The questions of the interviews are open-ended in order to give opportunity for participants to share their experiences regarding TLP.

I developed a 26-question interview protocol which focuses on the topics such as understanding of TLP in school and national level, the implementation process of TLP, and successes and challenges of TLP enactment (please see Appendix C). Before going to the site, it was pilot tested on in-service teachers two times because piloting the interview helps to get high-quality data (Wellington, 2000). For the first time, the interview was tested in English since the protocol was developed in this language. Then, it was translated

into Kazakh and Russian because the actual interviews were in these languages, and was

tested for the second time. After revising the interview questions based on the feedback, I

went to the site and scheduled interview time. Each interview was scheduled beforehand at

participant's convenience, and it started with the brief explanation of the study and

introduction of the Informed Consent Form (please see Appendix B). After signing the

form, interview began. The duration of interviews was from 40 to 50 minutes. There are

several types of interview recording such as "note taking, more detailed record-keeping,

tape recording or, in some cases, photographic or video records" (Wellington, 2000, p. 84).

I chose tape recording because it allows word for word transcription of interviews, and it

was convenient both for me and my participants. The interviews were recorded by a

professional tool and iPhone recorder to be used for the data analysis. I used 2 recorders to

make sure I have got an access to the second recording if the first one is not hearable

(please see Appendix F for my reflections on the research process).

   Observation. The next data collection tool was observation. Observation may

provide a researcher "access to interactions in a social context and to yield systematic

records of these in many forms and contexts, to complement other kinds of data" (Simpson

& Tuson, 2003, p. 17). In other words, observation advances the researcher in getting the

understanding of participants' real interactions and enriches the data collected from

interviews. In this study, I observed Biology, Computer Science, Geography, and World

History classes to see how teachers implement TLP in their classrooms. Initially, it was

planned to observe 8 classes, 2 from each course. However, one Biology teacher (Bio5)

was not available for a class observation during my data collection period, so I end up with

being a nonparticipant observer in 7 classes. A nonparticipant observer does not take part

in activities, but attends a site and takes notes (Creswell, 2014). The role of a

nonparticipant observer provided me the opportunity to see the way school leaders and

science course teachers manage with TLP in the school without interrupting the usual education process.

The Observation Protocol with field notes was developed in advance (please see Appendix D). The same as the interviews, I agreed for observation with participants individually at their convenience, and by observation time they had acquainted with the Informed Consent From and signed it. Moreover, the participants were informed my intention was not to evaluate their work, but to understand how they translate TLP in their real classes.

To sum up, in this section I describe and justify the research methods used in this case study. They are semi-structured one-on-one interview with open-ended questions and nonparticipant observations. Each piece of them contributes to understand the way TLP is enacted in one NIS which is the purpose of this case study, and complements each other. Interviews aid to get detailed information from participants, while observations allow seeing the process in the real context (please see Appendix F for my reflections on research process).

Data Analysis Approach

The section above presented the research methods with justification of appropriateness for this study. In this section, I elaborate on data collection procedures of this research.

Wellington (2000) suggests the following 6 stages of qualitative data analysis: "immersion, reflecting back, analyzing, synthesizing, locating, and presenting" (p. 141). I decided to analyze data manually because not big number of data (12 interviews and 7 observations) allowed to do so. The first step was immersion. I organized the collected data from interviews and observations. The 12 interview recordings were transferred from a recorder to password required folder in my laptop, and the photos of hand-written

observational fieldnotes were saved to the same folder. Also, I uploaded them to the secured folder in Google disk, and one copy of each interview was saved in iPhone recorder. Then, I transcribed all the interviews and printed them out as preparing for coding (please see Appendix E for a sample interview transcript). At this stage, I listened to the records, read the transcripts, tried to note the key moments, and look through the observational fieldnotes. The second step was reflecting back when I put together the data from 2 methods, and started reading and rereading through researcher's lens to each piece of data to understand the real meaning. Initial coding was used at this stage, considering both anticipated and new categories. As the third step of analyzing, I built up several subcategories from the initial codes. At this stage I had 17 categories such as Awareness of NIS TLP texts, using a CLIL approach, the NIS trilingual goals: Status planning, and others. Then, these subcategories were grouped into 7 bigger categories (e.g., Understanding of TLP: Consensus and Consistency and Translating TLP into Action). At the next step of synthesizing, these categories were used to build 3 larger themes in alignment with RQs: RQ1 – Policy Interpretation, RQ2 – Policy Translation, and RQ3 – TLP Successes and Challenges. The fifth stage was locating these themes into findings, which are in line with the conceptual framework. Considering analyzed data from interviews and observations, 12 finding sentences were identified from categories and themes. Then, as the final stage, these findings were presented in the Findings chapter.

Table 3 is a sample for data analysis.

Table 3

A Sample for Data Analysis Approach

Interview data	Code	Subcategory	Category	Finding
First of all, I feel like a bit of personal feeling of	Feeling of shame	Awareness of being	Policy awareness:	The school leaders and

shame that I am not a model of excellence as leader in the school for the realization of our trilingual policy. It's hard with… to possess a 100% credibility as someone who supports trilingual policy, who supports multilingualism and polylingualism in our school if I am not someone who is even more committed to that in personal life or personal-professional life. So, I have to own that I have to take responsibility for that, and once I do that I still have the job to do, right? And that is to promote for the people to whom I am charged to serve. It does not give them an out from becoming trilingual just because I am not, right?	Difficult to be 100% trilingual The participant is not trilingual Job responsibility Requirement for school staff	policy actor: Local and Foreign Teachers Difference.	TLP interpretation	teachers are aware of the policy. This awareness is explicitly and consciously informed by key institutional policy texts, and they consciously work from this awareness and from these policy texts. They know the reasons for medium of instruction choice of content courses and

Just because I may be a bad personal example in that regard. Still the message is the message, and the obligation is the obligation. So, the way I may be an imperfect messenger, the message is still just fine. And then, so I have owned and mentioned several negative aspects related to sort of my own relationship with trilingualism. But, as I mentioned earlier, I am also responsible or I certainly accept responsibility for being a key voice in the articulation of English in our school and to holding the standard that which we communicate in English at the highest levels. And	Job responsibility School articulation of English			are aware of their own policy actor roles in the school.

that goes to my colleagues to students as well. So, I am personally failing in some aspects of realizing our policy. I am contributing in other very meaningful ways to making sure that the English that we do here is on track, is exceptional.	The participant's contribution			

This table illustrates the data analysis for a part of the finding statement "The school leaders and teachers are aware of the policy. They are familiar with policy documents, have limited academic agency, know the reasons for language choice of content courses, aware of their own policy actor roles, and can explain TLP translation in the school", namely for the part "aware of their own policy actor roles". As described above, for immersion step, I listen to the interview record, transcribed it, read its transcript, and tried to highlight key moments (column Interview data). At the second step of reflecting back, I identified initial codes such as "feeling of shame, difficult to be 100% trilingual" and others by reading and rereading the transcript not to miss research-relevant data (column Code). At the third step of analyzing, the mentioned codes built the subcategory "Awareness of being policy actor". The next step was synthesizing, when several categories formed one theme, "Awareness of being policy actor" was one of 3 subcategories, creating "Policy awareness: TLP interpretation" category. Then, this category became one of two categories which formed the theme "Research Question 1 –

Policy Interpretation". This category was located into the second finding statements in the list of 12 (see Findings). At the final stage, the Finding chapter was written.

Ethical Considerations

In this section, I present ethical issues and the actions done to overcome them.

As mentioned above, the proposal is submitted to the NUGSE Research Committee to gain permission for conducting this research. That proposal described the research problem, question, design, instruments, participants, procedures, ethical considerations, and risks and benefits of the study as detailed as it was possible at that stage. My Application Form was approved the GSE Committee on the 14th of November, 2017.

The important part of the proposal was Informed Consent Form (please see Appendix B). This form clearly explains the research purpose and questions, considers all possible risks and benefits to a participant, informs their role in the research. Furthermore, it indicates that their participation is voluntary, and the participants can stop taking part in the data collection any time they wish without penalty. Also, this form mentions that (not) participation in the study do not affect their job.

There are two methods used in this study: (1) interviews, and (2) class observations — each with issues of confidentiality I carefully consider. It is not possible to provide total anonymity in a qualitative research; however, confidentiality is possible, and this is important in this study. I worked to ensure confidentiality of the participants' identity in the following ways:

1. I did not mention the city or region of the country the school is in. However, since there are only 21 NIS schools, there is a possibility that someone might try to triangulate from my thesis which of the 21 schools this is. I worked diligently to make sure there is no identifying information about the school in

my final thesis report and other future reports, whether written or in presentation form.

2. The real names of the participants were not be mentioned anywhere. I used pseudonyms. I limited the use of identifiable data as much as possible.

3. Absolutely no identifying information regarding students was collected or used in this study in any way. Students were not the focus of this study, and they were neither be interviewed nor individually observed as part of the classroom observation. The focus of the classroom observations was only on the teacher and how they understand and work to implement TLP.

4. Because my presence in the school was known to participants and others in the school, I discussed with my gatekeeper and all participants the importance of keeping the site's identity confidential. Of course there is risk that my research on the site could be known outside the school in the event that participants or others at the school mention my presence to others.

5. In order to ensure that collected data for the study was available only for me (the researcher) and my Supervisor, all hardcopy documents were kept in locked and secure locations, and all digital data were kept in a special folder with unique password on my computer.

6. I promised to destroy all data and related documents in one year following the submission of the thesis.

Conclusion

To sum, this chapter described and justified the methodology undertaken to conduct this research. This study used a qualitative case study research with semi-structured one-on-one interviews, classroom observations, and document analysis. The number of participants was 12, and they were school leaders (3) and teachers (9), involved in the

enactment of TLP in the school. The data analysis was done by Wellington's 6 stages approach of immersion, reflecting back, analyzing, synthesizing, locating, and presenting. As a result, 17 subcategories built 7 categories, and these categories, in turn, formed 3 themes, and all of them were developed into 12 finding statements. All possible ethical considerations were ensured in this study. This chapter describes and justifies methodology for data collection and analysis, and the next chapter focuses on the findings from collected data.

Chapter 4. Findings

Introduction

This chapter presents the data analysis and findings, collected from NIS leaders and teachers through one-on-one semi-structured interviews and non-participant observations. The purpose of this qualitative policy analysis case study is to understand the ways trilingual policy is "enacted" (Ball et al., 2012, p. 3) in the work of one NIS school. More specifically, this study explores the ways trilingual policy is understood and manifest in the experience of policy "interpretation and recontextualisation – that is, the translation of texts into action" (p. 3). The data, collected to achieve this purpose, is organized by answering research questions. They are as follows:

1. What are the school leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels? In other words, this question seeks to understand the leaders' and teachers' interpretation of TLP in the school.

2. How is TLP enacted (implemented) in the work of school leaders and teachers, both inside and outside the classroom? This question is designed to explore the ways the school leaders and teachers translate TLP into practice inside and outside classroom – the translation of their interpretation.

3. What are the school leaders' and teachers' perspectives on the successes and challenges of implementing TLP in the school? In exploring this question, I want to understand the results of the school leaders' and teachers' TLP enactment, what are the success and challenges of their interpretation and translation of the policy in the school.

Drawing on Ball et al's (2012) policy enactment conceptual framework explored in the Literature Review chapter, specifically the related concepts of policy interpretation and translation and the contextual dimensions of policy enactment (situated, material,

professional cultures and external), the data analysis identified 3 main themes, each presented in relation to the relevant Research Question below: (1) Research Question 1 – Policy Interpretation, (2) Research Question 2 – Policy Translation and (3) Research Question 3 – TLP successes and challenges. To answer each research question, these larger themes revealed 7 categories: (1) Understanding of TLP: Consensus and Consistency, (2) Policy Awareness: TLP interpretation, (3) Translating TLP into Action, (4) School Support for TLP Implementation, (5) Teacher Collaboration within and across Kazakhstani Schools, (6) TLP successes and (7) TLP challenges, which are aligned with the conceptual framework of the study. The quotes, presented in data analysis below, are translated into English by me because the interviews were conducted in either Kazakh or Russian at the participants' convenience, except for the International Deputy Principal's and a Computer Science teacher's (CS8) quotes which were originally in English.

The chapter concludes with the representation of 12 key findings, which individually and combined describe the ways national trilingual policy is enacted in this NIS school case study.

Research Question 1 – Policy Interpretation

This section deals with the data analysis of the categories (1) Understanding of TLP: Consensus and Consistency and (2) Policy Awareness: TLP Interpretation which answer RQ1 – What are the leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels? The conceptual framework of the study addresses this theme as policy interpretation, when policy actors, in this case the school leaders and teachers, understand and interpret the policy, namely TLP in the study. To support it, the contextual dimensions of "professional cultures" and "external dimensions" from the Ball et al's theory (2012, p. 21) are presented under each category and subcategory. As described in the conceptual framework of the study, professional cultures

include policy actors' values and commitments while external dimensions mean outside the context stakeholders' impacts on the policy enactment.

Understanding of TLP: Consensus and consistency. This theme refers to the school leaders' and teachers' understanding of trilingual policy in Kazakhstan and the school. The data from interviews showed that both leaders and teachers similarly understand TLP as teaching courses through Kazakh, Russian, and English languages. They understand TLP not as teaching one course in 3 languages simultaneously; instead, it means assigning certain languages to certain courses (e.g., Biology in English, History of Kazakhstan in Kazakh, and World History in Russian). School leaders' and teachers' evidentiary quotes are "TLP is not teaching all the courses in 3 languages at the same time, it is teaching according to peculiarity of the course…" (VP) and "I teach Computer Science in English, and Geography is taught in Kazakh. They [Geography teachers] develop students' Kazakh, and I develop their English. In secondary level [Grades 7-10] Computer Science is taught in Russian, thus, students develop their Russian. Our policy is about that" (CS6). This understanding is consistent with NIS TLP texts, as described in the Literature Review, which state trilingual education utilizes at least 3 languages for teaching different content courses such as Geography, World History and Biology (AEO NIS, 2013a, 2013b).

This category relates to the professional cultures in the Ball et al's framework since it demonstrates participants' making sense and interpretation of the policy. This understanding was consensual among all participants and consistent with NIS TLP. Clearly, they are aware of the policy, and in fact, this awareness emerged as important.

Policy awareness: TLP interpretation. This category refers to the participants' interpretation of the trilingual policy. Data analysis below indicates that participant interpretations are significantly drawn from and consistent with NIS policy texts which they demonstrate significant working awareness of. This was identified by the following 4

subcategories, which were emerged from interview analysis and supported with

observation notes: (1) Awareness of NIS TLP texts, (2) Awareness of medium of

instruction choice reasons: Language in education policy and (3) Awareness of being

policy actor. In other words, the participants mentioned these subcategories which show

they understand the policy and are aware of it. Each subcategory is explained in detail

below.

      Awareness of NIS TLP texts. All participants are familiar with TLP texts which

come from the Autonomous Education Organization Nazarbayev Intellectual Schools

(AEO NIS). They can demonstrate clear understanding of the policy texts, mentioning the

gradual enactment of TLP, which is stated in Trilingual Implementation Guidelines for

schools (AEO NIS, 2013b). For instance, a Biology teacher indicates:

> There is a policy document exactly about trilingualism. It says that language itself
> should be implemented gradually, i.e. in Grades 7-9 teaching happens only in
> native language. Then in Grade 10 some percentage, but not completely, can be
> dedicated for teaching in English. Only after that, certain courses are shifted to
> teaching in English. (Bio5)

      Her statement shows in-depth understanding of the policy on Kazakh, Russian and

English medium of instruction as described in the NIS policy text (AEO NIS, 2013b, p. 6).

      Furthermore, teachers' understanding of TLP texts extends to strategies and

academic language for language development and support, and teaching content and

language. As a World History teacher comments:

> It [document] states that we should employ scaffolding to support student's
> language. Course content necessarily should be unfolded through academic
> language which needs to be understandable. Therefore, we need to use those kinds
> of activities where course content and language aim go together. (WH11)

      This teacher's interpretation refers to Trilingual Implementation Guidelines for

schools which acknowledges both content and language teachers use Content and

Language Integrated Learning (CLIL) principles as a strategy for TLP implementation

(AEO NIS, 2013b). Another text Integration of Content and Language: Guidance for

teachers also claims content teachers should "support use and learning of academic language" and employ scaffolding (AEO NIS, 2013d, p. 4). This means schools teachers are aware of the policy texts and have interpretation of them.

Class observations also confirm that teachers prioritize teaching content through academic language, and try to make sure students understand content. For instance, Geography teachers have academic language walls in their classroom. They require the students to use them during the classes. In the conceptual framework this category refers to the professional cultures because it is teachers' value, and external dimension since the policy comes from AEO NIS which is an outside stakeholder.

Awareness of medium of instruction choice reasons: Language in education policy. This subcategory deals with the consensus understanding among participants regarding the policy-mandated status of Kazakh, English and Russian in the NIS curriculum. Here again, there was consensus among teachers on the interpretation of NIS language in education policy. Leaders and teachers know why particular language was chosen for teaching particular course. They associate it with processes of globalization, courses' distinctive features, and availability of resources.

As the school teachers acknowledge, science courses are taught in English because science is moving with high speed in this language in the globalizing world; so, to be in step with the time the policy chose the courses, which generally stimulate country's development in the global arena, such as Computer Science, Physics, Biology and Chemistry, to teach in English in Grades 11-12. A Computer Science teacher supports: "it is connected with government's policy. We are entering global community. We want to be equal with them. Therefore, we want to speak fluently with them and to consume their science. Thus, our government decided we need to know English" (CS7).

The teachers suppose some courses such as Geography, History of Kazakhstan and Kazakhstan in modern world are taught in Kazakh to bring up students' patriotic feelings and form Kazakhstani identity. Moreover, participants claim some terms, which describe and explain history of Kazakhstan, need to be in Kazakh to transpose and disclose all the meaning which is impossible to do so through other languages. An instance from the interviews:

> My peers from Kazakh Turkish lyceum said that they cannot imagine at all how it is possible to study History of Kazakhstan not in Kazakh. It will probably be very strange because there are old Kazakh terms that are distorted when you translate into Russian. (Bio4)

All the teachers agree on one criterion for NIS language in education policy, specifically choosing the medium of instruction, based on the relative availability of materials in the language. World History uses Russian as a medium of instruction, and participants connect it with the fact that the content information in Russian is richest than in any others. When the question about the reason for teaching World History in Russian was asked, a World History teacher replied: "because there are enormous sources of materials and database is big" (WH12).

Awareness of being policy actor: Local and foreign teachers difference. Data analysis revealed the school leaders and teachers share consensual awareness of their role in TLP enactment. According to their interview answers, they know that the school is implementing trilingual policy, and that they are actively taking part in it. However, their perceptions of their own contribution slightly varied. In other words, local teachers consider themselves as people who are implementing the policy in the school whereas foreigners seem to understate their own input to TLP enactment. For instance, a local Geography teacher comments "yes, I think I contribute in TLP enactment" (Geo10) which shows her awareness of what they are doing, and other teachers answers are the same. When I asked if they consider themselves as a person implementing TLP, a local World

History teacher gave an extended reply: "I think so because I'm teaching in Russian for

Kazakh groups" (WH11). Here, she means she helps students in Kazakh groups to develop

their Russian, L2, through teaching World History since, as described in the Literature

Review, one goal of TLP is to reach L2 advanced level (AEO NIS, 2013a). She continued:

"I know Kazakh. I speak Kazakh with my colleagues. I study English. I try to speak

English with my foreigner colleagues. So I consider myself such a person" (WH11). This

means, in her understanding, being trilingual, someone who can speak Kazakh, Russian

and English, strengthens her role in implementing TLP at school.

On the other hand, the foreign International Deputy Principal (from the USA)

evaluates his contribution in this way:

> In terms of practice? … No, my Kazakh is low, and my Russian certainly could be
> better. … First of all, I feel like a bit of personal feeling of shame that I am not a
> model of excellence as leader in the school for realization of our trilingual policy,
> it's hard with to possess a 100% credibility as someone who supports trilingual
> policy … So I am personally failing in some aspects of realizing our policy, but I
> am contributing in other very meaningful ways to making sure that the English that
> we do here is on track, is exceptional.

This quote demonstrates that the participant understands his role in implementing

TLP regarding English. As presented in the Literature Review, NIS TLP sets reaching

advanced level in English as a primary intended outcome (AEO NIS, 2013b). However, he

also understands he is not trilingual and feels this may weaken his contribution.

Data analysis emerged that the school leaders and teachers are aware of their policy

actor role. Their policy role can be as "policy enthusiasts and translators" by the Ball et

al's framework (2012, p. 59). Ball et al. (2012) explain these policy actors as people who

translate and enact the policy in their work, and they are positive and active implementers.

Analyzing the teachers' roles, they are actively involved in the enactment, which support

the idea of being policy enthusiasts and translators.

To conclude this section, data analysis indicates that the school leaders and teachers are aware of TLP and the work they are doing to implement it. The school leaders and teachers have consensus understanding of the policy among themselves, and their understandings are in consistency with the national and institutional trilingual policies. They are aware of NIS TLP texts, know the reasons for the choice of medium of instruction, and can elaborate on their contribution to the policy implementation in the school. This data analysis corresponds with the conceptual framework of Ball et al. (2012) since it represents the participants' policy interpretation, which refers to professional cultures of external dimension (this point will be discussed more deeply in the next chapter, "Discussion of Findings").

Research Question 2 – Policy Translation

The discussion above focused on the participants' understanding of TLP, both school and national policy levels. This section aims at presenting the data analysis to answer RQ2 – How is TLP enacted in the work of school leaders and teachers, both inside and outside the classroom? The data analysis revealed the following categories regarding this question: (1) Translating TLP into action, (2) School support for TLP implementation and (3) Teacher collaboration within and across Kazakhstani schools. This is followed by a case, which elaborates on the work of a key enactor of school TLP, within the case to support the data related to RQ2.

While the previous section refers to policy interpretation, this section relates to policy translation in Ball et al's policy enactment theory, which is the conceptual framework for this study. As described in the conceptual framework, policy translation means embodying "the abstractions of policy ideas into contextualized practices" (Ball et al., 2012, p. 3). Usually the translation is done by the enthusiasts, in this case school

leaders and teachers. Below, their practice of policy translation is written under each category.

Translating TLP into action. This category explains the exact practices of the school leaders and teachers in implementing TLP. In other words, both leaders and teachers are involved in the policy translation, and their work is aligned with the policy. The following subcategories are described in detail: (1) Using a CLIL approach, (2) TLP and extra-curriculum activities, and (3) NIS Trilingual Goals: Status planning.

Using a CLIL approach. As described in the previous section, the participants are aware of the policy text which states TLP should be enacted in the Intellectual schools using CLIL (AEO NIS, 2013a, 2013b). This category presents the way teachers actually use CLIL as they translate the ideas from the policy text into their work. As described in the Literature Review (p. 26), CLIL is acronym for Content and Language Integrated Learning, and it was defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, Hood, & Marsh, 2010, p. 1). All 9 teachers use CLIL in their classes through employing different CLIL activities. A Geography teacher describes her use of CLIL:

> In Grade 12 we are using a United Nations model to improve speaking. We are researching global issues through this model. Students play the role of secretaries in UN, and discuss an issue. Then, each student researches the issue in one country. After, they gather and share with their research results, describing a country's position and the step to solve the problem. Then, students, representing different countries, ask questions from each other. Finally, they come to consensus and make a resolution. This activity takes more than 40 minutes, and extends students' vocabulary. For example, students talk to themselves, not a teacher. (Geo10)

This quote explains how the teacher uses a CLIL activity to teach Geography content and to improve language skill. For instance, while researching a global issue individually students enrich the knowledge of Geography content and at the same time language proficiency since they research it in L2. Similarly, discussing as a group, students improve L2 listening by getting to know the position of other countries, which is content

knowledge, and speaking in L2 by sharing their own results. Also, this student-centered CLIL activity enables students' critical thinking in L2 because they need to find a resolution for the issue.

Data analysis showed teachers struggle with balancing the focus on teaching course content and language in using CLIL for TLP implementation. There is consensus on content being the primary focus: "content is more focused on" (Bio4) than language and "the main thing to pay attention to" (Geo9) in teaching and assessment. For instance, a Computer Science teacher says he dedicates 60% to content and 40% to language teaching (CS8), while a Geography teacher indicates she gives 50% to content and 50% to language teaching (Geo10). During the interview, a Computer Science teacher answers he assesses 70% content and 30% language (CS7) when a Geography teacher's replies 85% content and 15% to language (Geo10). A Biology teacher comments she pays attention to 100% content both in teaching and assessing, and continues that she only gives feedback on language, but does not assess it (Bio4). In this regard, the TLP policy writes "feedback on content and language is an integral part of the learning process" (AEO NIS, 2013b, p. 7). All of these suggest that some teachers feel challenged to balance content and language during teaching and assessing, and each teacher decides for themselves what feasible distribution is. Generally, the data analysis present content is more important for teaching in translating the policy into action.

TLP and extra-curriculum activities. In the research site TLP is enacted inside and outside the classroom, and this category elaborates more on the latter. Data analysis revealed extra-curriculum is divided into academic and pastoral. The academic extra-curriculum activities include special non-credit short- and long-term courses.

Firstly, there are some course weeks in the school, and during this week courses teachers prepare extra-curriculum tasks for students to improve their content knowledge

and language skills. These tasks include "entertaining game Kahoot in English" (Bio4) when Biology teachers prepared for high school students during Science Week and "various brain rings and quiz" (WH11) which were organized by World History teachers for History week.

Secondly, teachers can work with academically weak students in the afternoon outside the classroom. A Biology teacher claims: "systematically I conduct extra classes. For instance, a girl, who faces with difficulties [because of English proficiency lack], comes and studies additional hours. If students have such problems, they can come to the teacher after classes" (Bio5). I also observed how Grade 10 students came to extra class of Geography in the afternoon, and the teacher explained the topic and asked some questions.

Thirdly, the elective extra-curriculum course of computer programming operates in the school. The foreign teacher does it in English, so students can learn programming and develop English with the native speaker. Also, as International Deputy says, the elective course of Robotics is realized in bilingual teaching, English and Russian. Overall, course weeks, extra classes, and elective course help students to improve their content knowledge and language skills outside the classroom.

What the NIS official website calls, "pastoral" extra-curriculum activities are student research projects in 3 languages, expedition "Tugan elge tagzym" (Respect for Motherland) in Kazakh and English, writing magazines and newspapers in 3 languages, work of theatre in 3 languages, writing competition "Discover Kazakhstan" in English, debate clubs in 3 languages, and working with worldwide networks such as Wikipedia and TEDxNIS in 3 languages (AEO NIS, 2013a, p. 10). The school Language Coordinator says: "all these events are embodied in the school". In addition, the school has language days: "Mondays-Tuesdays are Kazakh days, and Wednesdays-Thursdays are English days, and Fridays-Sundays are Russian days" (LC). According to the Language Coordinator,

morning meetings are held in the day language, and school staff and students are expected to speak mainly the day language. These activities show the school Language Coordinator's contribution to establish trilingual culture as a part of implementing TLP in the school (see more in Appendix G). Also, I observed a break ring is in 3 languages with background music of Kazakh kui, traditional music, and after the third class students have activity break. During this break, students gather in the school atriums and dance to a Kazakh/Russian/English song according to the day language.

These "pastoral" activities, along with developing languages proficiency, raise "understanding and appreciation of the Kazakh culture" and help to "develop a common Kazakhstani identity" which are anticipated outcomes and values of TLP (AEO NIS, 2013b, p. 3). This shows that the translation of TLP by pastoral activities in the school is aimed at reaching its goals, written in the policy text.

The NIS trilingual goals: Status planning. This category refers to the stated policy goals for each of the three languages in NIS's trilingual policy: "to develop Kazakh, to sustain Russian, and to add English" in the school (AEO NIS, 2013a, p. 2). The participants agree with each language's position in this goal. They indicate Kazakh should be developed because "we have problems in Kazakh. Some people's nationality is Kazakh, but they speak Russian" (CS7), and it is enough to sustain Russian because "it is already developed here [in Kazakhstan]. Probably, there is no kid or adult who cannot express themselves in Russian. They perfectly know this language" (WH11), also to add English "because English was completely new to our society, and now, I think, in several years we can say to develop it" (VP).

In addition, this goal of developing Kazakh, sustaining Russian, and adding English seems to cause a tension between Kazakh and other languages. The International Deputy suggests: "Russian is the dominant language here. Kazakh is a secondary language that

fights for respect", and the Language Coordinator supports: "sometimes I am afraid of forgetting my Kazakh language … Kazakh is a little suffering". A Geography teacher indicates: "because of going along with Russian, the level of Kazakh and its use decreased. English and Russian were mainly focused, and attitude or activities or support from government for Kazakh seem to be little" (Geo10). This echoes a tension between attempts to shape students' national and a global identity. On the one hand, translating the policy to develop "an understanding and appreciation of the Kazakh culture" and "develop a common Kazakhstani identity through all languages of instruction" (AEO NIS, 2013b, p. 4), teachers may feel the need to emphasize on Kazakh. On the other hand, keeping in mind another intended policy outcome of developing "knowledge, skills, attitudes and habits that foster intercultural communication" (AEO NIS, 2013b, p. 4) and teaching some courses in Russian and English, they may feel the demand for creating students' global identity. For instance, a Biology teacher says: "Our school prepares students so that they are ready to study everywhere, that is, in or outside Kazakhstan, so that they are competitive, that is, they are so strong" (Bio4). Here, she means they should bring up a global citizen who can adapt to any place of the world.

In the meantime, school leaders try to use these 3 languages in equal level. All leaders, participated in the study, indicate they "want these languages [Kazakh, Russian, and English] to be equal" (VP). This policy interpretation is translated into school life by teaching language courses and content courses in 3 languages, extra-curriculum activities, and school decoration. In other words, leaders try to distribute the equal use of each language, and it is consistent with the policy which encourages NIS schools to use 3 languages "relatively equal measure at all levels of schooling" (AEO NIS, 2013b, p. 7).

To sum, TLP is translated in the school by using CLIL approach inside classroom and conducting academic and pastoral extra-curriculum activities outside classroom. In

using CLIL approach the teachers are challenged to find a balance in teaching content and language. Each language has its own position in the school TLP, and it carries two-dimensional purpose: (1) to develop Kazakhstani identity and (2) to create global identity. The leaders' and teachers' work refers to professional cultures because they translate the policy into practice considering their own values and commitment. The policy itself refers to external dimensions since AEO NIS provides it to enact in the school.

School support for TLP implementation. In answer to RQ2 on how TLP is enacted in this school, this theme depicts how the school actively works to support the implementation of TLP. Here we begin to see an image of a school that is working explicitly, comprehensively and even systematically to implement TLP. To be precise, the school organizes language and CLIL training to develop the competencies of the staff, provides useful resources, both material and informational, and creates positive environment for teachers. Data analysis emerged the following subcategories: (1) Material support, (2) Language training, (3) CLIL trainings, (4) Internalization of education and (5) Quality control from school administration. They are explained in detail below.

Material support. This subcategory presents the way the school supports teachers in terms of material resources and curriculum. Firstly, material resources such as specially designed classrooms, Internet, interactive boards, laptops, flipcharts, and others are available at the school. This aids teachers to deliver course content through L2/L3. As a Biology teacher indicates:

> We have an interactive board. We use it to present slide-shows, videos and animations. Especially, it is helpful when you teach some complicated processes in English, when you need to explain – this goes there, and that moves here, everything is shown in a animation, and you can tell it in normal calm tone. Also, we have laptops for students on each desk. For example, I have given them an individual task for the first time. There was an animation and questions about it. Overall, it went well. Students worked actively. This [using laptops] is very comfortable … when they [students] work interactively, it becomes interesting [for students]. (Bio4)

Here we see material support used to create a learning environment consistent with NIS policy aimed to "ensure they [students] all feel safe and confident enough to experiment with language and ideas" (AEO NIS, 2013b, p. 6).

Non-participant observation confirms the material support provided by the school is helpful in teaching in L2/L3. I observed a Geography class, and after explaining the topic, the teacher gave a task to conduct little research in pairs by surfing the Internet in L2. One laptop with access to the Internet was provided for each pair. Students were very interested in the task, and everyone in the class was willing to share their results with peers. It would not be possible if the school did not provide material support such as Internet and laptops.

Secondly, curriculum is well-supported and controlled in the school. The policy text acknowledges, as presented in the Literature Review, NIS curriculum is "the primary vehicle for implementing trilingual education in the Intellectual Schools" (AEO NIS, 2013b, p. 5). According to the teachers, AEO NIS provides the curriculum for each course, and it considers all nuances, concerning teaching content through L2/L3. A Biology teacher indicates:

> We have a calendar thematic plan in English. In this plan there are links to resources and goals, which we must cover. Also, there is a wonderful thing in this plan, for example, suggestions for activities to deliver the topic. For example, I am teaching first year, and I read an activity and think if it is needed, if it is not interesting. However, when I give this task, it is 100% workable. That is, they are tested. (Bio4)

Here, important is teachers have good support in delivering content in L2/L3. They receive a plan from NIS system with the suggestions of informational materials to cover and activities to reach a class goal. Moreover, the activities are feasible because they might be tried-and-true. A Computer Science teacher supports: "NIS system gave us long term plan … the school gave us a year plan, adapted from Cambridge system. This is big support for us. That means resources are given: links for websites or YouTube to take

video are provided" (CS7). Another key thing here is that teachers know what kind of support for TLP translation is given and where it comes from.

Language training. This subcategory focuses on the school support teachers and parents get in terms of language proficiency. Data analysis revealed the school helps NIS teachers and students' parents to overcome their language barriers. The special language training for teachers is organized to improve their English proficiency in the school. A Computer Science teacher says: "our English language teachers conduct courses in school. It is not connected with Computer Science, but deals with English only" (CS7). A Biology teacher supports: "now Science Course teachers are divided into small groups of 3-4 people, and are assigned to different English language teachers, who teach them English every week" (Bio5). Here, very organized efforts to develop teachers' English proficiency can be seen. The Biology teacher emphasizes on Science Course teachers, however, all school staff is encouraged to attend this language training. For instance, a World History teacher comments: "we had to attend our English language courses after 5 o'clock. Even if I do not teach in English, the first 3 years were mandatory" (WH11). From this quote, it is possible to see how much the school is interested in teachers' progress in English because they organized mandatory English language training for teachers after the working day.

However, some teachers (2 out of 9) question the effectiveness of this English language training. A Computer Science teacher mentions: "I hear from my colleagues that it [English language course] helped them, but for me it might be only 5% help because, firstly, it was after work so we were tired, hurried to go home, and receptivity decreased" (CS6). Another Computer Science teacher continues: "the training is conducted, but, generally, the majority [of teachers] are busy with other things. We have our classes to teach; also our system requires a lot of writing. We are lack of time. However, the school helps in this way" (CS7). These quotes may represent although the school makes some

efforts to increase English language proficiency, a few teachers are not sure about their

effectiveness. The Vice Principal addresses it in the following way: "if the school language

training is conducted intensively, if teachers are responsible, of course, they are effective.

It, as teachers tell, is connected to their willingness, possibility to be assigned to a trainer,

which they wish, and appropriateness of the time" (VP). In other words, she means the

effectiveness of this language training depends on the circumstances such as teachers'

willingness and responsibility, availability of trainers, and suitable scheduling.

In addition, the school used to organize some language training for students'

parents. The language coordinator indicates:

> We had got language courses for parents last year. It does not mean necessarily
> strictly teaching them English or Kazakh. We decided with our foreigner and local
> teachers, for example, a person, who liked cooking, taught a language through
> cooking dish. For example, teaching the names of special machines or the
> ingredients of a pizza in English or Kazakh. (LC)

From this quote, we can understand the school leaders trying to involve all

stakeholders: local and foreigner teachers, students, and parents in the TLP enactment.

This can be the translation of NIS policy which states "schools treat parents as partners in

trilingual education" (AEO NIS, 2013b, p.11). The school administration may be trying to

help parents better understand TLP by immerging them into learning environment.

CLIL training. This subcategory explains the way the school supports TLP

translation by organizing CLIL training both in international and local levels. Teachers

highlight the importance of CLIL training, and find it helpful. A Computer Science teacher

spent 2 weeks in England while a World History and a Geography teachers (3 out of 9)

attended the training from Steve Mastin and Peeter Mehisto to get "CLIL master" status.

The Computer Science teacher told the first week was dedicated for CLIL theory and in the

second week they were observing the practice of CLIL classes in England. She was

surprised that they (as a school) cover more theory in a class than teachers in England.

Moreover, she says "I made sure our teachers work harder in comparison to them [English teachers] … because their students are willing to take knowledge, and ours, vice versa, think teachers must teach them" (CS6). Here, it is noticeable the teacher, while improving her CLIL approaches, was able to draw parallels between Kazakhstani and English schools. The World History teacher, who was trained by Steve Mastin, says: "He is practicing teacher from Great Britain. The special teaching training was held to us, and we adopted various types of activities for students" (WH11). Similarly, the Geography teacher, who attended the trainings of Peeter Mehisto, supports: "He made us play different games, taught us how to use scaffolding, to set goals for a class, to reach them, to make students think critically, and what tasks should be given. This person taught us many things" (Geo10). 3 teachers (out of 9) experienced CLIL training at international level, and found it supportive in terms of improving their teaching strategies using CLIL approaches.

Other teachers (4 out of 9) indicate they went through CLIL training at the local level. In other words, CLIL masters conduct CLIL training to share their experience with other teachers in the school. Similar to the English language training, CLIL training is organized in the school. A World History teacher says: "We have seminars and master classes about CLIL in the school. Our colleagues do CLIL master classes where we get to know many activities to integrate content and language" (WH12). This can be a representation of systematic approach to translate TLP using CLIL approach. Also, this refers to teacher collaboration, which is discussed below (see Teacher collaboration within and across Kazakhstani schools below).

Internalization of education. This subcategory concentrates on internationalization patterns of education in the school. To be precise, the school develops curriculum in a formal, contractual agreement with Cambridge University, hires foreign teachers, and has other international partners.

Firstly, the NIS system works closely with Cambridge University to develop curriculum. For instance, a World History teacher indicates: "Our Center for Educational Programs (CEP) develop teaching manuals and books. They are written by our teachers. Frankly speaking, the system of delivering material was heavily drawn from the Cambridge system" (WH12). The teacher is positive about adapting the Cambridge curriculum to build the school's one, and admits the Cambridge program is ideal. A Geography teacher says: "we have a book in Kazakh. It was written together with Cambridge" (Geo9). The important here is that the NIS curriculum tends to adapt or take best examples from Cambridge program. Furthermore, Geography and World History books are written together by NIS and Cambridge teachers for NIS system, as the participants acknowledge.

Secondly, foreign teachers from USA, UK, and other English speaking countries are invited to the school to increase English proficiency and to share experiences with the local teachers. The International Deputy Principal, who comes from the USA, mentions: "International teachers are supportive in helping teachers to expand their resources pool. So they are not just pooling from, for example, a Russian bank of resources, but also from an English, more global resource bank" (ID). Here, he is explaining how foreign teachers are useful in the translation of TLP to expand resources. Also, the Language Coordinator supports: "we have brought foreign specialists. It was great. Some understand it, and others do not… Nevertheless, we understand and know we cannot move forward without the English language" (LC). From this excerpt, it can be understood the Language Coordinator means foreign specialists are supportive in improving English language proficiency. For instance, a Computer Science teacher, who is originally from England, teaches IELTS for students and school teacher.

Thirdly, the NIS system has got many international partners such as University of Cambridge, International Baccalaureate, Toronto District School Board, University of Helsinki, Council of International Schools, Microsoft, John Hopkins Center for Talented Youth, University of Pennsylvania, and others. They have got a Networking Map where all there international and national partners are listed. This is also seen as a pattern of internalization.

Quality control from school administration. This subcategory explains the control from school administration teachers get as a support for TLP translation. In other words, the school administration observes teachers' classes and gives feedback on the areas for improvement. Only 2 teachers out of 9 and 1 leader out of 3 indicate this, however, it seems to worth attention because it is also an important part of TLP enactment. A Computer Science teacher says:

> Sometimes we get observed, so it's something like feedback to me after the observation. If there is a problem with my teaching, then people observing will tell me that. And I am expected to change things, to improve things. This is just support. The idea is that might help me perhaps to deliver some parts in a different way. (CS8)

Here, he means the control from administration is aimed at supporting the teacher and giving useful tips regarding teaching methodology. A Biology teacher supports this point: "We have control: they come to a class to check. They come to control us to speak English" (Bio4). She means the school administration is interested in the use of English when it is required, i.e. during the classes.

The school administration also attempts to use control for encouraging teachers. The Vice Principal suggests: "just telling to develop language competency gives no result. There should be encouragement/award for them. They should be able to see the fruits of their success. One of them is attestation. During the attestation, language achievements are well taken into account" (VP). The leader means teachers' successes in L2/L3 are

controlled over a period of time, and teachers get awards for them during the attestation. Here, control may be support for motivating teachers to develop L2/L3 competencies.

To conclude, the school teachers are supported in TLP translation. They have opportunity to attend language and/or CLIL training, have an access for material support and curriculum. The patterns of internalization are visible in the school. Furthermore, the leaders support teachers' language competencies by controlling and creating encouraging environment. In the conceptual framework, all of these relate to professional dimensions because it shows teachers' values and experiences in translating their own policy interpretation. In other words, this theme demonstrates how school supports teachers to translate the policy.

Teacher Collaboration within and across Kazakhstani Schools. Teacher collaboration has significant role in TLP translation in the NIS system. Teachers collaborate in the school and across Kazakhstani mainstream schools to enact TLP. This category has the following subcategories: (1) collaboration within the school and (2) collaboration across mainstream schools.

Collaboration within school. The TLP policy states "teachers teaching through Kazakh, Russian, and English are provided with structured opportunities to share teaching experiences, learning materials and strategies" (AEO NIS, 2013b, p. 8). To translate this policy statement teachers work together for team-teaching, and developing language and content knowledge. Team-teaching means a collaboration of 2 teachers to reach a class goal – "to create a richer environment for learning of both content and languages" (AEO NIS, 2012b, p. 7). In team-teaching both teachers teach and assess students together. Team-teaching is mainly used in high school when students are expected to learn Science Courses in English. A local and a foreign teachers collaborate to deliver the course content in L3 (English). The Language Coordinator mentions: "team-teaching means complement

each other. For instance, if one teacher explains the topic, the second teacher gives examples. There is an opportunity for individual working with every student in small groups, so teachers should embody it" (LC). Here, the key is team-teaching promotes individual support of every student in terms of content and language. A Computer Science teacher, experiencing team-teaching, tells: "we have to work very much as a team, and that requires communication, planning, and discussing what will take place in a lesson. All of these have to be thought of in advance" (CS8). This shows that teachers work together to deliver content in English, as it was stated in the policy.

Secondly, there is collaboration between language and content teachers. The policy states teachers should have opportunity "for cross-curricular and cross-linguistic integration" (AEO NIS, 2013b, p. 8). For instance, the Language Coordinator indicates:

> We require content and language teachers' integrated support for students. This is not new thing, for example, a student writes a composition, and a language teacher supports in writing their thoughts in paper, and a content teacher supports in content depth. This is considered in our policy. Language and content teachers should integrate for developing a class plan. (LC)

So, the language and content teachers collaborate to support each other in the school: language teacher help to integrate language development for the content teachers while content teachers aid language teachers in inserting content knowledge into a language class.

Collaboration across mainstream schools. This subcategory describes the collaboration between NIS and Kazakhstani mainstream schools. International and local CLIL training for NIS teachers were discussed above, and this subcategory refers to the way NIS teachers share their CLIL experiences with mainstream school teachers. The policy states NIS schools "are expected to support other Kazakhstani schools in establishing or improving trilingual education" (AEO NIS, 2013b, p. 9). Thus, the school organizes seminar and master classes for teachers of mainstream schools. As a World

History says: "when teachers from other schools, we conduct these classes [using CLIL approach] for the purpose of translating experience" (WH11). She explains teachers from mainstream schools come to NIS for professional development in terms of using CLIL approaches. The other World History teacher expresses interesting point regarding it: "there is very interesting moment. When we do master classes for mainstream school teachers, sometimes we get the insight. We start looking at it [using CLIL approach] in a different way" (WH12). From this quote, it can be understood not only mainstream school teachers benefit from the collaboration across Kazakhstani school, but also the NIS teachers themselves do because they start getting to the insight of using CLIL approach.

In conclusion, this category works the data analysis concerning teacher collaboration within and across Kazakhstani schools. Data analysis revealed there is very strong teacher collaboration within NIS teacher in team-teaching and teaching content through L2/L3. Also, the NIS system encourages teacher collaboration across Kazakhstani mainstream school to transfer their TLP translation experiences. This relates to professional cultures and external dimensions in the conceptual framework.

Research Question 3 – TLP Successes and Challenges

When the first section refers to school leaders' and teachers' TLP interpretation, and the second section illustrates their TLP translation, this section presents the findings to answer RQ3: What are leaders' and teachers' perspectives on the success and challenges of implementing TLP in the school? Analyzing the data, two categories – (1) TLP successes and (2) TLP challenges – were emerged.

TLP successes. This category focuses on the things which imply TLP implementation successes. Students are successfully prepared for studying in L2/L3, and over the period of studying at the school their L2/L3 develop. The implementation of TLP has good impact on the teachers' work. These are written in detail under the following

subcategories: (1) successful student preparation for the trilingual learning context and (2) students' L2 development.

Successful student preparation for the trilingual learning context. This subcategory refers to successful preparation of students to study in trilingual settings. Teachers help student to study some courses in L2 (Kazakh/Russian) by introducing academic language and terminology in the beginning of secondary school, and prepare them to study in L3 (English) in high school by teaching terminology in English from Grades 8-10 and organizing summer school to choose the courses to study in L3.

Firstly, teachers teach academic language and give terminology in L2 in Grade 7 when students start studying in the school. A World History teacher indicates: "it is very important to form students' academic language in Grades 7-8, especially in classes with Kazakh medium of instruction. For this reason, I think, we pay special attention … give Russian terms with interpretation in Kazakh" (WH12). A Geography teacher supports: "they [students] studied Geography in Russian in their previous school, and it was difficult for them to shift immediately to Kazakh, especially in the I and II terms [of Grade 7]. We helped them to overcome language barrier, and give terminology in Kazakh" (Geo9). Here, it is possible to see how the school teachers work to successfully teach content courses through L2. In Grade 7-8 they help students to success in studying trilingually by forming L2 academic language and terminology.

Secondly, students are successfully prepared for studying some courses in English in Grades 11-12 by improving English proficiency in the English language course, learning Science courses terminology throughout Grades 7-10, and attending summer school before Grade 11. A Biology teacher suggests: "they [students] answer. They understand questions and can express their thoughts. I do not know why they know English well. Mostly, they know English very well. It seems to me English is taught well" (Bio4). A Computer

Science teacher supports: "they know English well. Until this day there have been no problems [for students] in delivering their thought in English. They studied English very well. Their English is quite better than the teachers' one" (CS6). Here, it can be visible students' language abilities are prepared to successfully study content courses in English. Moreover, Science Courses teachers start teaching terminology in L3 from Grades to ensure that they are ready to study in English when they turn to Grade 11. A Computer Science teacher says:

> From Grade 7 we give students English translations of the terms. In Grades 9-10 we pay more attention to it. Each class we give terms: write them on the board and practice pronunciation. They should know. We prepare them [students] in this way to make teaching in Grades 11-12 easier. (CS6)

> So, introducing Science courses terminology is one strategy to successfully enact

TLP in the school.

> In addition, in August 20-days summer school is held for students, who are turning from Grade 10 to Grade 11, as a trial for studying Science courses in English. As mentioned in the Literature Review, students study science courses in English in high school, Grade 11-12. In these 20-days summer school students are taught all four courses: Computer Science, Physics, Biology, and Chemistry, and by the end they choose only two. A Biology teacher reports:

> Transitioning from Grade 10 to 11 in August students were taught scientific courses, where classes were from August 9 to September 1. For example, today they study chemistry and biology, that is, teachers prepare programs for these courses. Every day students had two classes: for example, one class of Biology and one class of Chemistry. The next day they study Physics and Mathematics. That is, the classes were alternated. Every day regardless of what course a student chose, they had opportunity to be prepared for studying in English. Plus, this teaching was carried out jointly with local teachers and foreign teachers. (Bio5)

> Here, we see the other strategy to implement TLP successfully. Students have chance to experience a trial version of studying the courses in English, and only after that, the actual teaching in L3 starts.

Students' L2 development. One success of implementing TLP is students'

development in Kazakh/Russian. According to Geography and World History teachers,

students' progress in Kazakh/Russian is obviously seen. A Geography teacher indicates: "I

had taught that class for 3 years. I noticed students' Kazakh language level increased. It

means along with teaching Geography content, we contribute the development of the state

language. We are glad for it" (Geo9). Here, the teacher means he sees the progress students

from Russian stream classes made in Kazakh over 3 years. The second Geography teacher

supports:

> I know our work is correct since I see the results – how much students' [Kazakh]
> language level increased. For instance, the students, who could not speak any word
> in Kazakh, now can tell many things. I have just come from a class in Grade 12.
> There I have students Maxim and Lena. They are ethnic Russians. In Grade 7 they
> did not know Kazakh at all. Now their Kazakh level is very high. Today I have
> observed a situation when an ethnic Kazakh student asked Maxim how to answer a
> question in Kazakh, and Maxim helped to reply in Kazakh. Maxim's Kazakh is
> quite better than the ethnic Kazakh student's one. Reflecting on this, I think this is a
> result of our correct policy. (Geo10)

This shows teachers' good TLP interpretation and translation give successful TLP

enactment. Teachers support students to develop their L2 by teaching a content course

through L2. Similarly, the International Deputy Principal also comments: "I have been here

for more than 4 years. I see the progress that students have made. I see that the students

who came in here as seventh graders are significantly more expressive and proficient in the

three languages now" (ID). The school leader, being in the site for more than 4 years,

reflects on the students' three-language achievement over this period. This also supports

students develop Kazakh, Russian and English languages proficiencies thanks to schooling

in trilingual setting.

TLP challenges. This category focuses on the challenges of TLP implementation

in the school. The key challenges are teachers' language barriers in Kazakh and English

and lack of time for teachers. The emerged categories are (1) teachers' unpreparedness for

teaching in trilingual context and (2) a lack of time for professional development and course preparation due to workload.

Teachers' unpreparedness for teaching in trilingual context. The participants report that the school teachers were not ready to enact TLP because for content teachers it was challenging to teach language through teaching content, and language teachers, vice versa, found teaching content along with language challenging. The Vice Principal indicates: "it is difficult to teach in L2 for teachers. Telling about teachers' readiness … there are problems: firstly, they need to think of students' particularities, and secondly, problems in teaching in the other language from his/her native language" (VP). The first problem refers to teachers, teaching in Kazakh or Russian. They need to consider that Kazakh/Russian is not students' L1, so teachers should not use complicated language. The second problem relates to teacher, teaching in English. These teachers have to acquire high proficiency in L3.

The Language Coordinator also supports: "the policy started implementing, and the specialists were not ready. This was the first hit" (LC). By not readiness, she means content teachers face with challenges regarding teaching language, and it is difficult for language teachers to explain course content. In order to overcome these challenges, the school supports teachers by organizing language and CLIL training (written above in RQ2).

A lack of time for professional development and course preparation due to workload. Lack of time is the next reported challenge for teachers to implement TLP in this school. More than half of participants (5 out of 9) indicate lack of time as a challenge of TLP implementation. Successful TLP enactment requires teachers' equal proficiency in Kazakh, Russian and English. However, mastering 3 languages equally needs time. For instance, teachers are lack of time even to attend language trainings, organized by the

school. As a Computer Science teacher suggests: "our English language teachers conduct courses in school … the majority [of teachers] are busy to attend them. We have classes, and the NIS system requires a lot paper work. We are very lack of time" (CS7). This teacher means they are lack of time to acquire language competencies to implement TLP in the school. A Biology teacher supports: "as I said I do not have problems with language. Preparing for a class in terms of theory takes quite long time for me" (Bio5). In this case, the teacher says language (English) does not challenge her, however, the (Biology) content knowledge requires amount of time.

To wrap up, the main challenges of TLP implementation in the school are not readiness of teacher and lack of time. Some content teachers are not completely ready to teach through L2/L3, and some language teachers are not able to teach content. Furthermore, overcoming these challenges requires time while teachers are lack of time.

Findings:

1. The school leaders' and teachers' interpretations of TLP were significantly consistent, both among each other and with policy as described in the AEO NIS. This finding is derived from the discussion above in Understanding of TLP: Consensus and Consistency and Policy Awareness: TLP Interpretation.

2. The school leaders and teachers are aware of the policy. This awareness is explicitly and consciously informed by key institutional policy texts, and they consciously work from this awareness and from these policy texts. They know the reasons for medium of instruction choice of content courses and are aware of their own policy actor roles in the school.

3. TLP is enacted in the school by

    a. teaching Kazakh, Russian, and English courses;

    b. teaching content courses through 3 languages;

    c. organizing outside classroom activities. The school understands the importance of these languages, and tries to promote their equal distribution.

4. TLP is enacted in the school through the consistent use of CLIL approach inside the classroom.

5. Using the CLIL approach, the school teachers describe some struggle balancing course content (e.g., Geography) and language instruction (e.g., Kazakh as L2) while teaching a course and assessing students. The school teachers prefer to focus more on the course content because it is important for them.

6. The school divided extra-curriculum activities into academic and pastoral. Academic extra-curriculum activities include course weeks and elective courses of Chinese, French, and German. What the NIS official website calls, "pastoral" extra-curriculum activities foster balanced use of 3 languages, and include the activities such as research project defense in 3 languages, expedition "Tugan elge tagzym" (Respect for Motherland) in Kazakh and English, writing magazines and newspapers in 3 languages, work of theatre in 3 languages, writing competition "Discover Kazakhstan" in English, debate clubs in 3 languages, and working with worldwide networks such as Wikipedia and TEDxNIS in 3 languages (AEO NIS, 2013a).

7. During TLP enactment there is competing formation of the national Kazakhstani and international global identities in the school. Moreover, a tension between Kazakh and the other two languages is noticeable. The policy emphasizes on Kazakh, and, at the same time, demands advanced knowledge of Russian and English.

8. The school supports teachers in TLP implementation. The teachers have opportunities to attend language, organized in the school by their colleagues, and CLIL training both local and international, and are provided with material and informational resources. The school shows some interest in parents' involvement in TLP implementation by organizing language training for them as for one of the key stakeholders. Moreover, the school controls teachers' works in terms of TLP enactment as a support.

9. Internalization plays an important role in enacting TLP in the school. It develops curriculum in relation with Cambridge, hires foreign teachers, and has got international partners. Teachers write books for NIS and/or Kazakhstani mainstream schools in collaboration with professionals from Cambridge. Teacher from English speaking countries come to teach science courses in team-teaching or for an administrative job position. The NIS system works with international partners such as such as University of Cambridge, International Baccalaureate, Toronto District School Board, University of Helsinki, Council of International Schools, Microsoft, John Hopkins Center for Talented Youth, and University of Pennsylvania.

10. An important dimension of TLP enactment in the school is teacher collaboration within the school and across Kazakhstani schools. It includes team-teaching and integrated work of teachers in the school as well as work with mainstream schools to share the experience of TLP interpretation and translation.

11. The school leaders and teachers perceive successful student preparation for trilingual learning context and the students' L2 development as successes of TLP implementation. The school students are successfully prepared for studying in 3

languages by introducing terminology in L2/L3 in advance and attending 20-

days summer school before Grade 11. Geography and World History teachers

help students with language barrier in L2 especially in the first half of Grade 7

because the students study these courses in L1 before being enrolled to this

school. Science courses teachers introduce the terminology from Grades 7-10 in

English to make sure students are ready to study the course in English in high

school.

12.   The reported challenges of implementing TLP are teachers' unpreparedness

for teaching in trilingual context and a lack of time for professional development

and course preparation due to workload. Some teachers are not ready because of

2 reasons: the first is language barriers in L2/L3, and the second is weakness of

content knowledge. Furthermore, teachers do not have time for overcoming

these challenges because of their workload.

Conclusion

This chapter presented the data analysis and findings which was collected through

qualitative one-on-one semi-structured interviews from one NIS leaders and teachers and

non-participant observations in the school. The data was analyzed based on the conceptual

framework of the study, and revealed 3 larger themes in relation to the relevant Research

Question. They were: (1) Research Question 1 – Policy Interpretation, (2) Research

Question 2 – Policy Translation and (3) Research Question 3 – TLP Successes and

Challenges.

As we saw, Trilingual Policy implementation in this school, understood in

conceptual terms as "enactment" (Ball et al., 2012) is done inside and outside the

classroom by teaching Kazakh, Russian, and English language courses, teaching content

courses through 3 languages, and extra-curriculum. Here we see a school that interprets

TLP and translates the TLP texts into practice, considering the contextual dimensions:

situated, material, professional cultures, and external (described in the Literature Review).

This school-level enactment of TLP was the work of the school leaders and teachers who

are policy enthusiasts and translators.

  In the next chapter, I will explore the significance of these findings, both in relation

to the academic and professional literature in the field and, most importantly, in relation to

the Research Problem that this research sought to better understand.

Chapter 5. Discussion of Findings

Introduction

This chapter presents the discussion the findings presented in the previous chapter. The research problem is that Kazakhstani mainstream schools are expected to implement Trilingual Policy (TLP) by 2019; however, they do not have written guidelines for TLP (Iyldyz, 2017). Therefore, the network of Nazarbayev Intellectual Schools (NIS) is established to be a model platform for transferring their experience for other Kazakhstani schools (Shamshidinova, Ayubayeva, & Bridges, 2014). Thus, in this case study policy analysis research, it is important to explore the enacting experience of NIS TLP. The purpose of this qualitative policy analysis case study is to make sense of one NIS school's TLP enactment, in other words, to understand how this policy is understood and implemented at this one school. Specifically, the research is aimed at exploring the school leaders' and teachers' TLP interpretation and translation of that policy. The three research questions developed to reach this purpose will organize the discussion below, and include:

1. What are the school leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels?

2. How is TLP enacted in the work of school leaders and teachers, both inside and outside the classroom?

3. What are the school leaders' and teachers' perspectives on the successes and challenges of implementing TLP in the school?

It is important to highlight this is a case study of one NIS school, and the findings are significant to this particular school. However, since the network is regulated by Autonomous Educational Organization (AEO), the system among 21 NIS schools is similar, and the findings can be understood as having significance to all of them within the NIS network. As mentioned above, the discussion of findings is organized by Research

Questions, integrating the findings, relevant literature and conceptual framework of Ball et al's policy enactment (2012) – especially, as described in Chapter 2, the process of "policy interpretation" and "translation' and the contextual dimensions such as "situated", "material", "professional cultures" and "external" (p. 21).

Research Question 1 – Policy Interpretation

RQ1 is designed to know the school leaders' and teachers' understandings of TLP. I will explore this question in discussion of the first 2 key findings under the categories "Understanding of TLP: Consensus and Consistency" and "Policy Awareness: TLP Interpretation" from the previous chapter. The school leaders and teachers understand TLP as using 3 medium of instruction for teaching different courses according to course specifics and following the guidelines from the NIS policy texts. Interestingly, this understanding is on consensus among the participants and consistent with NIS TLP policy texts. Below, firstly, the participants' consensus on TLP understanding and, secondly, the consistency of their understandings with the NIS policy are discussed with the help of Policy Enactment conceptual framework, namely policy interpretation, the contextual dimensions of "situated" and "external" (Ball et al., 2012, p. 21).

Referring back to the conceptual framework of the study, the first step of policy enactment, after its introduction, is interpretation (Ball et al., 2012), and the school leaders' and teachers' understandings of the policy are formed at the stage of interpretation. Interpretation means "a making sense of policy – what does this text mean to us? What do we have to do? Do we have to do anything? It is a political and substantive reading" (p. 43). Firstly, in the researched school's case, the answers to these questions, which are the leaders' and teachers' TLP interpretations, are in consensus, at least in terms of the respondents' statements during the interview. This may result from the school's explicit emphasis on the policy as manifest, for example, in the language coordinator's efforts to

explain the policy to the staff and to create trilingual culture in the school (see more in Appendix G "A case within the case: The language coordinator and her contribution in TLP implementation"). This is supported by the conceptual framework, which describes interpretations as "authoritative", in this study the national policy coming from the government (presented in Language in education policy), and "authorial", which is the NIS TLP policy (in detail in Literature Review), and these interpretations are introduced to stakeholders during meeting/events or by policy texts in order to develop a shared understanding of them (p. 44).

Secondly, along with consensus, data analysis revealed the leaders' and teachers' understandings of TLP are consistent with NIS and national TLP, and it also relates to policy interpretation. Interpretation occurs considering "the culture and history of the institution and the policy biographies of the key actors", which is "situated contextual dimension", and this consideration usually influences policy to make it feasible in the work of a particular institution (Ball et al., 2012, p. 43). However, the participants' understandings of TLP are in line with both national and NIS TLP. This brings the idea that NIS TLP is already an interpreted version of the national policy. In other words, national trilingual policy is presented the target goals and indicators in the governmental policy texts such analyzed in the literature review chapter: State Program of Development and Functioning of Languages of Kazakhstan for 2011-2020 (2011); State Program for Education Development in Kazakhstan for 2011-2020 (2010); State Program of Education and Science development in Kazakhstan for 2016-2019 (2016); the National Plan 100 concrete steps (2015) and the Roadmap for Trilingual Policy 2015-202 (2015). However, these goals and indicators lacked explicitly written guidelines for implementation (Iyldyz, 2017), thus requiring AEO NIS to develop the guidelines for TLP implementation in the Intellectual Schools, following the main goals of the national policy. Furthermore, the

interpretation process connects "institutional priorities and possibilities to political necessities" (Ball et al., 2012, p. 44). In other words, policy actors interpret institutional policy, taking into account "situated" contextual dimension, in relation to national policy, which is an "external" dimension, coming from the bodies outside the institution (p. 21). For instance, the school teachers see the link between NIS and national TLP: as I described in the previous chapter, a computer science teacher says: "it [the use of English for science courses] is connected with government's policy … Thus, our government decided we need to know English" (CS7). So, since the school leaders' and teachers' TLP understandings are based on the interpretation of NIS TLP, which has already gone through the "situated" dimension, modifications because of the culture, history, and place of the school, of the "external" dimension, the school staff's TLP understandings are in agreement with the national and NIS policies.

Regarding the first 2 findings on the participants' consensus and consistent understandings of TLP, data analysis did not reveal resistance of the school leaders and teachers to the policy as Ball et al. (2012) analyses account for. This may suggest the result of "deliverology" by Barber or "a regulatory system" by Jones (as cited in Ball et al., 2012, p. 76). According to Jones, this links "the micro-world of classroom interactions" which are the school leaders' and teachers' practices in the school and "macro-level objectives of standards and achievements" which are the national trilingual policy (as cited in Ball et al., 2012, p. 76). The delivery chain "becomes ingrained in routines, patterns of work, assumptions and perspectives" (Ball et al., 2012, p. 82). Thus, this brings the idea that the lack of the participants' resistance to the policy are reached by "deliverology" because enacting TLP in the school became the usual practice during 5 years, and it is regulated by NIS network. Deliverology is "a techne of government and of enactment, which gets policy done in very effective ways by creating an economy of visibility which brings

students, teachers and schools directly into the gaze of policy" (Ball et al., 2012, p. 139). In other words, the point here is that the consistency of the school leaders' and teachers' understandings of TLP with the national and institutional policies raises the question whether their understandings of TLP are really in consistent to significant extend with the national TLP and the institutional TLP or if it is a possible example of "deliverology".

This discussion is important because policy interpretation shapes its translation (Ball et al., 2012). The understandings of the school leaders and teachers about TLP influence its embodiment in the school. Although, literature indicates the typical cases while teachers interpret policy according to "situated dimension" (Ball et al., 2012, p. 21), in this case study, their understandings are in consensus among themselves and consistent with the national policy and NIS TLP. Therefore, the consensus and consistency of policy interpretation are suggested to be a foundation for effective policy translation. Thus, it is important to explore the stakeholders' policy interpretation in order to understand the whole policy enactment process. Moreover, bearing in mind the idea of NIS schools being a model platform for transferring TLP into mainstream schools, the school leaders' and teachers' TLP interpretations are significant as a part of enactment, not merely in the NIS context, but as a point of interpretation with implications for further implementation of TLP policy throughout the system.

Research question 2 – Policy Translation

Exploring RQ2, I want to know how TLP is enacted in the work of the school leaders and teachers. The previous section discussed the first 2 findings, and this section presents the discussion of the next 8 key findings related to the following categories: (1) Using CLIL for TLP enactment, (2) The NIS Trilingual Goals: Status Planning, (3) Internationalization of education and (4) Teacher collaboration within and across Kazakhstani schools from the previous chapter. All of these categories refer to policy

translation, which, as mentioned in the conceptual framework, means "putting those [institutional policy] texts into action, literally enacting policy using tactics" (Ball et al., 2012, p. 45).

Using a CLIL approach. As presented in the previous chapter, the school utilizes CLIL approach as NIS TLP translation in language and content classrooms. This fourth finding corresponds with the previous research exploring CLIL by Marsh (2002) and Cenoz, Genesee, and Gorter (2014). Marsh (2002) describes CLIL introduction in Europe both as "innovative educational approach" and "socio-pedagogical issue" because despite it uses top-down direction, its "driving force" is teachers in classrooms, coming from the bottom (p. 66). This completely suits the experience of NIS TLP enactment. This innovative approach is introduced in top-down direction since NIS TLP, taking its roots from the national policy, is distributed to the Intellectual Schools by AEO NIS. However, the real enactors are the school teachers, who embody the policy in their classrooms by teaching courses through L2/L3 using a CLIL approach.

The use of English as L2/L3 is popular in the European context as well as in Kazakhstan. Although many studies claim CLIL feasibly assists to support language diversity in education, Cenoz, Genesee, and Gorter (2014) suppose mainly English is emphasized as target L2 or L3 of CLIL in Europe. This partially coincides with the Kazakhstani context, specifically with NIS TLP. CLIL helps to involve historically and socio-politically significant Kazakh and Russian languages as well as globally popular English to education in balance in the school. These similarities of the school TLP translation with the international experiences in Europe imply CLIL is commonly used for multilingual education implementation around the world.

Another important fifth finding about the role of CLIL in implementing TLP in this school relates to a challenge faced by some teachers to balance language (L2/L3) education

and content knowledge education (e.g., World History) while teaching and assessing students in CLIL approach. It is consistent with the existing literature by Cenoz, Genesee, and Gorter (2014), Dalton-Puffer (2007), and Mehisto (2008), who argue it is challenging to find the balance of teaching content and language in CLIL approach. Dalton-Puffer (2007) claims typically there is a competing tension between content knowledge and language in CLIL settings, and content teachers are worried about 2 things – "coverage and depth" (p. 5). Firstly, content teachers assume teaching in a foreign language requires more time, and this impacts the reduction of content knowledge (Dalton-Puffer, 2007). Secondly, they suppose poor proficiency in L2/L3 may lead to "reduced cognitive complexity" of content knowledge (p. 5). This coincidence with the literature suggests that the case of the school's CLIL use for TLP translation, when "content is more focused" (Bio4) than language, is not unique to the school, but is a usual challenge across the world.

Moreover, the school is working on balancing content and language. As presented in Findings, the school teachers are encouraged to attend local and international CLIL training regularly. So, the teachers' attempts to teach and assess both content and language may indicate the effectiveness of the CLIL training. For instance, as Geography teacher says she distributes 50/50% to content and language while teaching, and distributes 85% to content knowledge and 15% to language while assessing the students. 15% language assessment may be not huge accomplishment in CLIL; however, the fact the teacher considers language while assessing is already good start.

The previous section showed that the school leaders' and teachers' understandings include teaching designated content courses through L2/L3 as a part of NIS TLP interpretation, and this section discussed their policy translation of that interpretation by using a CLIL approach. In other words, the school used CLIL for "putting those [institutional policy] texts into action", which "policy translation" (Ball et al., 2012, p. 45).

Teachers' focus on content because of its importance in CLIL refers to the dimension of "professional cultures" in the conceptual framework (Ball et al., 2012, p. 21). It explores "teachers' values and commitments within schools, asking whether and how they shape policy enactments" (p. 26). The values of teachers and leaders or of school and national policies can be different/conflicting (p. 27). In this case, the school teachers prefer to pay attention to content more than language in CLIL approach, and this slightly differs from the leaders' and NIS TLP values, which promote the equal attention to content and language in CLIL (AEO NIS, 2013b).

The discussion above may show the significance of CLIL in multilingual education policy translation because CLIL allows teaching content and language simultaneously. The school's experience of using CLIL as a major approach to enact TLP can be transferred to other Kazakhstani schools, and "effective collaborations", in this case collaboration between schools for sharing CLIL experience, happen "examining existing practices critically, seeking better alternatives and working hard together at bringing about improvements and assessing their worth" (Fullan & Hargreaves, 1991, p. 55). Therefore, the important thing to remember is local and, if possible, international CLIL training because it may facilitate the raise of TLP translation effectiveness.

The NIS trilingual goals: Status planning. The data analysis showed the school leaders and teachers support the goal of TLP "to develop Kazakh, to sustain Russian, and to add English" (AEO NIS, 2013a, p. 3). Theoretically the goal of "to develop Kazakh" is connected to language revitalization, and "to sustain Russian" refers to social cohesion, while "to add English" relates to global language spread (see Literature Review: Language Policy and Planning). Below, I will discuss this goal as an "external dimension", as described in the conceptual framework of the study (Ball et al., 2012, p. 21), because it is the country's "language-status policy" (Spolsky, 1998, p. 69), in terms of the

appropriateness for all Kazakhstani regions, the consideration of other minority languages, and its consequences on the students' identity construction and the social cohesion in the country.

This goal, being a part of governmental political language-status planning, is designed for all NIS school in Kazakhstan, situated in different regions of the country. However, NIS TLP does not seem to take into account the Kazakhstani socio-demographic situation. If we look at separate regions, this goal may not be suitable for all of them. For instance, historically Atyrau and Kyzylorda regions were Kazakh dominant (Fierman, 2006), and this suggests in these regions Kazakh needs to be sustained and Russian to be developed. Furthermore, if the experience of NIS is a model to transfer TLP to all Kazakhstani schools, the discrepancy of Kazakh/Russian fluency between rural and urban areas (Smagulova, 2006) should be considered whether to develop or sustain Kazakh and Russian. Historically, students in rural areas were fluent in Kazakh, while urban population was more Russian dominant, less than 1% of people in urban was fluent in Kazakh (Fierman, 2006). This suggests in urban areas Kazakh should be developed, and Russian should be sustained – concurrence with NIS TLP; when in rural areas Kazakh should be sustained, and Russian should be developed – dissension with NIS TLP.

Another interesting point of this goal of revitalizing Kazakh, sustaining Russian and adding English is the consideration of other minority languages in Kazakhstan. They are seemed to be almost ignored in NIS TLP. It states Kazakh is specially valued "as the state and heritage language of the nation", whereas Russian and English, similar to other languages, are appreciated "as additional languages" (AEO NIS, 2013b, p. 5). However, in my time on site, I did not see the use of other than the core 3 languages. In fact, only Kazakh, Russian and English are actively used in the school as medium of instruction. This conflicts with the national policy, which welcomes the use of other minority languages.

State Program of Development and Functioning of Languages of Kazakhstan for 2011-2020 (2011) puts "preservation of language variety in Kazakhstan" as one of the key tasks (p. 1). NIS TLP admits the use of other languages, but the emphasis on 3 languages may marginalize the use of other minority languages.

As described in the previous chapter, the participants, agreeing with the assigned language status by this goal, also notice a tension between Kazakh and the other two languages in TLP translation. The tension may influence the school students' identity construction. One the one hand, NIS TLP tries to "develop a common Kazakhstani identity through all languages of instruction"; on the other hand, it aims at developing "knowledge, skills, attitudes and habits that foster intercultural communication" (AEO NIS, 2013b, p. 4). This can be supported by Montgomery (2013) who assumes Kazakhstan is heading "in two seemingly opposite directions": building "a common national" Kazakhstani and global identities (p. 5). So, it may not be feasible to form students' national and global identities, two contradicting goals, by enacting NIS TLP in the school.

Furthermore, this tension among languages can, in turn, impact social cohesion in the country. As presented in the Literature Review: Language Planning and Policy, a reason behind setting a goal of sustaining Russian in TLP may possibly be keeping peaceful social cohesion in Kazakhstan. However, as the previous chapter of Findings showed, the participants reported a tension between Kazakh and the other 2 languages, despite of possible attempts to sustain social cohesion by implementing trilingual education, which is justified by Green et al. (2006) who claim schools are important tool for developing social cohesion. For instance, a Geography teacher says: "because of going along with Russian, the level of Kazakh and its use decreased. English and Russian were mainly focused, and attitude or activities or support from government for Kazakh seem to be little" (Geo 10). This may suggest the translation of keeping social cohesion TLP goal

should be reconsidered because it does not seem to work as it was planned, at least in the case of this school.

The discussion about the NIS trilingual goals has significance to this study because it explores possible challenges of transferring the NIS schools' TLP enactment experience to the Kazakhstani mainstream schools.

Internationalization of education. As described in the previous chapter, the ninth finding showed the school's TLP translation involves internationalization of education by developing curriculum in collaboration with Cambridge, inviting foreign teachers to work at the school, partnering with international institutions, and utilizing internationally well-known CLIL approach. This can be the results of the school's attempts to cope with globalization and to maintain "the individuality of the nation", which are peculiar to internationalization of education (Qiang, 2003, p. 249). As presented in Literature review, there are 6 approaches of internationalization at the institutional level: "activity", "outcomes", "rationales", "process", "at home", and "abroad" (Knight, 2004, p. 20). Below, the mentioned findings are discussed in connection with these approaches.

Development of curriculum in collaboration with Cambridge refers to "activity approach" of internationalizing the education at the institutional level because this approach includes internationalization of "curriculum and academic programs" (Knight, 2004, p. 20). As a Geography teacher says: "it [course book] was written together with Cambridge" (Geo9). The school uses specially written for NIS system course book for Geography and World History, which were developed in collaboration of NIS and Cambridge teachers. This can imply activity approach to internationalize education is implemented in the school.

The school is internationalizing their educational system by inviting foreign international teachers to work in the school, and this relates to the "outcomes approach"

since it is described as "student competencies, increased profile, more international agreements, and partners or projects" (Knight, 2004, p. 20). Specifically, this suggests the foreign teachers are invited to develop the students' and local teachers' competencies by collaborating with their international colleagues. This approach can be connected to the dimension of "professional cultures" in the conceptual framework because, similarly, it refers to "teachers' values and commitments" (Ball et al., 2012, p. 26). An instance of "outcomes approach" translation is the work of language training, where a foreign teacher, along with the local colleagues, develops the school teachers' English language skills and knowledge.

The school has networking with international partners such as University of Cambridge, International Baccalaureate, Toronto District School Board, University of Helsinki, Council of International Schools, Microsoft, John Hopkins Center for Talented Youth, University of Pennsylvania. This can be connected with "activity approach" because "institutional linkages and networks" are embedded in this approach of internationalization (Knight, 2004, p. 20).

The use of CLIL in the school can be an example of process approach. Process approach is defined as "a process where international dimension is integrated into teaching, learning, and service functions of institution" (Knight, 2004, p. 20), and CLIL approach is used worldwide education (Cenoz, Genesee, & Gorter, 2014; Marsh, 2002).

The discussion above about the patterns of internalization of education in relation to the approaches of internalization suggests the school is being internationalized, and the implementation of NIS TLP is a part of this process because the embodiment of each approach is connected to NIS TLP enactment. Although other Kazakhstani mainstream schools may not have opportunities to use all these approaches while transferring the

Intellectual Schools' experience, they can take what is affordable for them. For instance, CLIL might be implemented after a local training from the NIS teachers.

Teacher collaboration within and across Kazakhstani schools. As presented in the previous chapter, NIS TLP translation induces teacher collaboration within the school for team-teaching and developing CLIL, and across mainstream schools for sharing the school's experience. These collaborations are initiated by NIS TLP, which claims "teachers teaching through Kazakh, Russian, and English are provided with structured opportunities to share teaching experiences, learning materials and strategies" within the school (AEO NIS, 2013b, p. 8), and NIS schools "are expected to support other Kazakhstani schools in establishing or improving trilingual education" (p. 9).

As described in Literature Review, teacher collaboration may help to improve teaching style (Goddard, Goddard, & Tschannen-Moran, 2007). An instance of team-teaching in the NIS school can be related to "a team model" collaboration where a team of teachers work together to improve teaching and to increase students' academic achievements (p. 880). In the case of the school, a foreign and a local teachers collaborate to deliver science courses in English in Grade 11-12. As the language coordinator says, in team-teaching teachers complement each other and have opportunity to work individually with students during a class. However, a Computer Science teacher's quote: "my second colleague is a specialist in English, and he was helpful. But, in my opinion, these specialists' [foreign teachers] content knowledge is lower than ours. We know the course content better, but our language proficiency is lower", raises a question about effectiveness of this collaboration. On the one hand, this can be an effective solution teaching both content and language simultaneously because one teacher may be more responsible for content while the other may ensure language use. On the other hand, one teacher's dominance in content and the other's strength in language may lead to students' low

academic achievements, for instance, if the teachers do not contribute equally, and the teacher, whose language is stronger, is dominant in a class. Thus, team-teaching should be organized carefully.

School leaders can organize teacher collaboration for planning (Goddard, Goddard, & Tschannen-Moran, 2007). This can be an explanation for the school TLP requirement for collaboration of content and language teachers to plan classes in the school. NIS TLP states there should be "cross-curricular and cross-linguistic integration" (AEO NIS, 2013b, p. 8). This collaboration can be asset in CLIL approach because a content and a language teachers can plan together their classes to achieve the needed academic standards.

According to Goddard, Goddard, and Tschannen-Moran (2007), mainstream and special school teachers can collaborate in inclusive education. In this study, we see the collaboration between NIS and mainstream teachers to implement TLP in Kazakhstan, and it is initiated by the NIS TLP (AEO NIS, 2013b). A World History comments the work with mainstream teachers: "when we do master classes for mainstream school teachers, sometimes we get the insight. We start looking at it [using CLIL approaches] in a different way" (WH12). This suggests collaboration across NIS and mainstream schools is helpful for both sides: NIS school teachers improve and refresh their knowledge and understanding of NIS TLP when mainstream school teachers learn the ways of implementing TLP (e.g., using CLIL).

To sum up, teacher collaboration has its role in NIS TLP enactment. Kazakhstani mainstream school teachers are involved in collaborative work with NIS teachers. It can be a foundation for establishing teacher collaboration within the schools as it is practiced in the NIS school.

Research question 3 – TLP Successes and Challenges

RQ3 is developed to explore the school leaders' and teachers' perspectives on the success and challenges of TLP implementation in the school. I will answer this question in discussion of the last 2 key findings from the previous chapter: (1) TLP successes and (2) TLP challenges.

TLP successes. As presented in the previous chapter, the school teachers perceive their students' Kazakh/Russian (L2) development as one of the successes of TLP implementation. A Geography teacher says: "I had taught that class for 3 years. I noticed students' Kazakh language level increased. It means, along with teaching Geography content, we contribute the development of the state language. We are glad for it" (Geo9). This can be explained by the studies about second language acquisition, which claim fluency in L2 needs time (Brown, 2000), and communication is "the driving force" in learning L2 (De Jong, 2011, p. 77). Learners should know the reasons for communication, "the value of language" and "the purpose of reading and writing", and communication with native or advanced speakers assists students to acquire L2 effectively (De Jong, 2011, p. 77). In the case of the school, students have opportunities for real life interaction with their peers and teachers, and the school leaders establish trilingual culture to explain the students the values of languages and the purposes of using them as medium of instruction, as it is stated in the NIS TLP. The students are taught in L2 by native speakers.

In this case, we see NIS TLP success of developing students' L2, and the transference of this experience for Kazakhstani mainstream schools can be beneficial for the government to raise the status of the state language (Kazakh) and to sustain the status of the official language (Russian). This transference can be feasible because the vast majority of school have opportunities to create real environment for using L2, which Kazakh or Russian, and to teach particular courses through L2.

TLP challenges. Data analysis in the previous chapter revealed the key challenges of TLP implementation in the school are teachers' language barriers and lack of time. These challenges are common in international and local arena.

Firstly, the challenge, concerning teachers' low language proficiency, is noticeable worldwide. For instance, the study, conducted in Thailand, showed the Thai teachers are also challenged to use foreign language, English, in their classroom because of their low proficiency (Vacharaskunee, 2000). Moreover, since there is no natural English-speaking environment in Kazakhstan, this challenge can be reasonable. The school is working on the ways to overcome the challenge: it supports the teachers by organizing language training. Low language proficiency may be a potential challenge for other mainstream schools, so Kazakhstani schools can follow the experience of NIS school by organizing language training within school in advance to successful TLP implementation.

Secondly, teachers' lack of time seems to be embedded in the local context. Both NIS and mainstream school curriculum is overwhelmed (Shamshidinova, Ayubayeva, & Bridges, 2014), and this brings the idea that teachers are lack of time to focus on improving their language proficiency or deepening their content knowledge because of overwhelmed curriculum and required paper work. This is supported by a Computer Science teacher: "our English language teachers conduct courses in school … the majority [of teachers] are busy to attend them. We have classes, and the NIS system requires a lot paper work. We are very lack of time" (CS7). This quote also connects the challenge of time shortage with the previous one of low language proficiency. These two challenges are interconnected because the school prepared for the teachers language training, however, they are lack of time to attend them. Thus, the issues of overwhelmed curriculum and a vast amount of paper work should be addressed.

Conclusion

This chapter presented the discussion of findings in relation to the Literature Review and research questions. The school leaders' and teachers' understandings of TLP refer to policy interpretation. This interpretation forms policy translation (Ball et al., 2012). Ball et al's framework of policy enactment suits TLP enactment in the school. There are four dimensions in policy enactment: "situated", "material", "professional cultures", and "external" (Ball, et al., 2012, p. 21). Regarding "situated contextual dimension", NIS TLP has already been recontextualized because it is the adaptation of the national policies (p. 21). In terms of "material" dimension (p. 21), the school supported TLP enactment by providing material resources such as internet connection and designed classrooms for courses (e.g., Biology classroom), and this is also used for internationalization of education. "Professional cultures" refer to the school teachers' using CLIL and collaboration as a result of their own values (p. 21). The national and NIS TLP are "external dimension" because they come to the school from the government and AEO NIS, which means NIS TLP is enacted in the school in top-down direction.

Chapter 6. Conclusion

Introduction

This chapter presents the way I explored the research problem, which is a need for more research on TLP implementation to understand how Kazakhstani schools are interpreting and implementing this policy. The research purpose, identified to address this problem, is to understand the ways national trilingual policy is implemented in one Kazakhstani NIS school. To achieve this purpose, three research questions were developed:

1. What are the school leaders' and teachers' understandings of trilingual policy (TLP), at both national and school levels?

2. How is TLP enacted in the work of school leaders and teachers, both inside and outside the classroom?

3. What are the school leaders' and teachers' perspectives on the successes and challenges of implementing TLP in the school?

Below, I will show the ways I answered my research questions and achieved the research purpose, share with my key insights of conducting this study, and indicate the implications and limitations of the study.

"Answering my research questions"

The research questions, which work to achieve my research purpose, are as stated above. This section demonstrates how and to what extent I answered my research questions by providing brief summary of my findings.

The RQ1 seeks to understand the school leaders' and teachers' policy interpretations of TLP at the national and institutional levels. The data analysis revealed the school leaders and teachers understand TLP as using 3 medium of instruction for teaching the courses designated for the specific languages. In other words, for them TLP

means teaching specific courses in specific languages, for instance, as the participants reported: to teach History of Kazakhstan in Kazakh because of difficulties of transposing terms into other languages and to bring up students' patriotic feelings, to teach World History in Russian because of richness of content information in this language, and to use English for Science courses because science is developing in English globally, and in sum this gives trilingual education. Interestingly, there is consensus on participants' understandings of TLP among themselves and consistency with the institutional (NIS) and national trilingual policy. These consensus and consistency are interesting because, as Ball et al. (2012) describe, usually policy actors' understandings of policies are not in consensus and consistency with national policies. Furthermore, the school leaders and teachers are aware of trilingual policy, being implemented in the school: they have clear and explicit interpretations of the policy texts, and can elaborate on their contribution in implementing TLP in the school. The school leaders' and teachers' understandings of TLP refer to "policy interpretation" because, as Ball et al. (2012, p. 3) explain, at this stage policy actors make sense of the policy, making it feasible in their own context. Analyzing their understandings, the school teachers' "policy actor" roles were identified mainly to be "policy enthusiasts and translators" in the school policy enactment framework by Ball et al. (2012, p. 58). In sum, policy "enthusiasts" are "policy models" whose work is an illustration to follow for others, and "translators" are people who comply with policy and embody it (p. 59).

The RQ2 is designed to explore how TLP is enacted in the work of the school leaders and teachers inside and outside the classroom. The data analysis presented 3 main categories of TLP enactment in this school: (1) Translating TLP in Action, (2) School Support for TLP Implementation and (3) Teacher collaboration within and across Kazakhstani schools.

Firstly, the school uses a CLIL approach, conducts extra-curriculum activities related to TLP, and embodies NIS trilingual goals of developing Kazakh, sustaining Russian and adding English to implement TLP. Teaching CLIL courses, the teachers find challenging to balance content and language teaching, and they prioritize the role of content teaching in CLIL for the reason of identifying it more important than language knowledge. Regarding extra-curriculum activities, they are divided into academic and pastoral. Academic extra-curriculum activities include the organization of courses weeks, availability of extra-hours for academic consultations, and opportunities for enrollment in the elective courses of Chinese, French and German. Pastoral extra-curriculum activities cover various activities in 3 languages mandated by the institutional TLP. In terms of embodying the stated NIS trilingual goals, the school leaders and teachers try to promote the equally balanced use of Kazakh, Russian and English in the school. Despite these efforts to promote languages equally, there was a reported tension between Kazakh and the other 2 languages, when, for example, International Deputy Principal said: "Russian is the dominant language here. Kazakh is a secondary language that fights for respect".

Secondly, the school supports TLP implementation explicitly, comprehensively and systematically by providing material and informational support, establishing language and CLIL training, promoting internationalization of education, and giving feedback for the teachers' work. There is a full access to specially designed classrooms, Internet, interactive boards and laptops which makes it feasible for the teachers to implement TLP in the school. Furthermore, the school provides L2/L3 development training as well as local and international CLIL training for the teachers to help them in TLP implementation. The patterns of internationalization such as NIS curriculum development in collaboration with Cambridge, invitation of foreign teacher, and partnering with international organizations are practiced in the school to support TLP implementation. Moreover, the school leaders

observe the work of the school teachers and provide them with constructive feedback for TLP implementation.

Thirdly, the school encouraged teacher collaboration within the institution and across other Kazakhstani schools. The school teachers collaborate for team-teaching, planning classes (e.g., a language and a content teachers work together to plan a CLIL class) and prosecute language or CLIL training within the school to implement TLP. Along with this, they work together with the teachers of other Kazakhstani schools to transfer the experience of NIS TLP implementation.

All of these TLP implementation practices of the school refer to "policy translation" stage of the conceptual framework of the study, which means an embodiment "from text to action – put into practice – in relation to history and to context, with the resources available" (Ball et al., 2012, p. 3). Specifically, the school teachers' TLP implementation experiences are connected with "professional cultures" contextual dimension in the conceptual framework since it is defined as "teachers' values and commitment within schools, asking whether and how they shape policy enactment" (Ball et al., 2012, p. 26).

The RQ3 explores how the school leaders and teacher perceive the successes and challenges of TLP implementation in the school. The participants perceive successful student preparation for learning in trilingual context and students' L2 development as TLP implementation successes. Teachers unprepared to teach in trilingual context and lack of time for preparation due to workload are reported as the challenges of TLP implementation in the school. Here, the successes of TLP implementation in the school refer to "professional cultures" dimension from the conceptual framework (Ball et al., 2012, p. 26) because these successes were achieved by the school leaders' and teachers' practices and contribution to implement this policy. Regarding the challenges of TLP implementation,

they refer to "external" contextual dimension from the conceptual framework of policy

enactment (Ball et al., 2012, p. 36) since these challenges emerged due to the general and

trilingual policies of the NIS network.

       Reflecting on this brief summary of findings, data analysis seems to answer my

research questions of the study in a substantial and precise way. Having answered my

research question, in the next section I will move to research purpose.

 "Achieving my research purpose"

       As mentioned above, the research purpose is to make sense of the ways one NIS

implements national trilingual education policy. In this section I will demonstrate how and

to what extent I achieved my research purpose. As we saw, the school leaders and teachers

are on consensus understanding of TLP among themselves and in consistency with the

institutional, which is NIS network, and national TLP. They are precisely working on this

policy implementation and have their reported successes and challenges of it. From

conducting this research, I got to know NIS schools have clear and explicit guidelines for

TLP implementation, although there is no national guideline (Iyldyz, 2017). I understood

TLP appears to be effectively enacted in the NIS school going through the step of "policy

interpretation" and "policy translation", particularly across the "professional cultures" and

"external" dimensions of the Conceptual Framework (Ball et al., 2012, p. 21).

       "Policy interpretation" means "an initial reading, making sense of policy" (p. 43)

and "an engagement with the languages of policy" (p. 45). In other words, at the stage of

interpretation policy actors form their understandings of policy, making it feasible to enact

in their context (Ball et al, 2012). In this case, NIS interprets national policy, and the

school leaders and teachers have clear interpretations of national and institutional (NIS &

school) policy.

"Policy translation" is "an iterative process of making institutional texts and putting those texts into action" (Ball et al., 2012, p. 45). Specifically, translating policy into action means the practical work policy actors do to implement policy in their educational institution (Ball et al., 2012). In the case of the school under study, NIS translates TLP in ways appropriate for the NIS context, and the school leaders and teachers transfer TLP into their work being guided by their policy interpretations.

Although 4 contextual dimensions of "situated", "material", "professional cultures" and "external" of the policy analysis conceptual framework were used in data analysis and the discussion of findings (Ball et al., 2012, p. 21), the most important in achieving the purpose of the study, which is to understand the ways of TLP implementation in one NIS school, were "professional cultures" and "external". "Professional cultures" refer to teachers' practical experiences of interpreting and translating policy in their schools (p. 26). Thus, the school teachers' contribution in TLP implementation in this NIS school refers to "professional cultures" dimension. "External" contextual dimensions refer to the influences of "wider local and national policy frameworks" to school policy enactment (Ball et al., 2012, p. 36). Therefore, "external" dimensions are important in this case because the school trilingual policy is developed at the institutional, which refers to NIS schools network, and national levels.

Having largely achieved my research purpose by the discussion above, the next section elaborates on my key insights from the study.

Key insights

The previous sections presented how and to what extent I answered my research questions and achieved the purpose of the study. In this section I will describe 5 key insights I got from exploring the case of this school implementing TLP. Conducting this research, I have learnt the way school policies are enacted, the connection of launching

national educational policies with the country's important historical events, how educational issues are researched, got familiar with the work of NIS schools, and considered opportunities and challenges of sharing the NIS approach to TLP to mainstream schools.

Firstly, the policy analysis conceptual framework of the study by Ball et al. (2012) helped me to learn how school policies are enacted. Before doing this research I, thinking about policy implementation, was not aware of school policy enactment. Steven Ball et al. look at "policy enactment" as conceptually clear and precise way to describe what is commonly understood as implementation. The authors acknowledge policies cannot be just implemented, however, they are enacted in educational institutions though certain specificities of "interpretation" and "translation" based on the 4 contextual dimensions of "situated", "material", "professional cultures" and "external" (p. 21). Ball et al. (2012) also argue policy actors should be given freedom of modifying policies to make them appropriate to the school context. This study explored the way national trilingual policy is enacted in one NIS school. However, the focus on one particular policy does not limit my understanding of policy enactment because now I can elaborate on policy enactment generally in ways that could help me understand policy implementation in other contexts, and other policies.

Secondly, conducting the policy analysis case study of one NIS school implementing TLP, I understood important educational policies have important historical origins. Analyzing NIS trilingual policy, I saw the link with the history of the country. For instance, the trilingual goals of developing Kazakh and sustaining Russian in NIS schools take their roots from historical background of Kazakhstan because, as described in the literature review, historically Kazakh became a minority language and Russian was dominant language in the country. This link, in turn, has important implications in

implementing those educational policies. For example, the school leaders and teachers reported a tension between Kazakh and the other two languages in implementing TLP in the school (see more "The NIS trilingual goals: Status planning" in the Findings chapter), and this tension is also an impact of the history.

Thirdly, doing this study taught me the way educational research is conducted in practice. This was my first experience of doing research, thus, every stage of identifying research problem, purpose and questions, reviewing the literature, developing methodology, analyzing data and discussing the findings was new for me. I understood case studies explore the research problem from different perspectives to get in-depth knowledge. Moreover, I learnt ensuring confidentiality and anonymity of the participants is important in qualitative studies. The most interesting and the most challenging part of researching for me was interviewing the school leaders and teachers. Since the nature of interviews was semi-structured, I had to immediately think of follow-up questions based on the participants' answers to get needed data for reaching my purpose.

Fourthly, this study helped me to get familiar with educational system of NIS network, particularly of one NIS school. Again, before this study I did not have practice in their system, but now I explored myself how effectively one NIS school is working. Furthermore, I saw Autonomous Educational Organization supports NIS schools in developing curriculum, forming students' Kazakhstani and global identities, and upgrading managing and teaching staff. Based on my NIS policy texts analysis, interviews and observations, I saw effective and strategic way of establishing a model platform for other Kazakhstani school.

Fifthly, while exploring the case of one NIS school implementing TLP, I tried to consider the opportunities and challenges of diffusing NIS experiences to other mainstream schools in Kazakhstan. The opportunities of transferring NIS approach of TLP

implementation to mainstream schools are supposed to be the diffusion of NIS TLP texts with clear and explicit guidelines of this policy implementation, the development of local teacher training in terms of languages and/or CLIL within an educational institution, the establishment of all possible extra-curriculum activities in 3 languages which happen in NIS schools, and the reinforcement of teacher collaboration within and across different departments in the school. The challenges of putting NIS schools as a role model of implementing TLP are as follows: firstly, the use of the same curriculum for NIS and mainstream schools might be challenging because the students as well as teachers are gifted and selected ones in NIS schools, thus, the curriculum is also designed for academically strong students and specially qualified teachers. Secondly, as mentioned earlier, NIS schools are provided with material resources which aid to endeavor successful TLP implementation while other mainstreams schools are lack of those equipments such as designated classrooms for specific courses, laptops and Internet. Based on these opportunities and challenges, it might be concluded the diffusion of NIS TLP implementation to mainstream schools is still possible, however, with needed modifications according to the specificities of the educational institution context.

To conclude, conducting this study gave me general understanding of school policy enactment, made me see the connection between national educational policy and country's history, helped me to develop my researching skills, was an opportunity to explore a model platform of schooling in Kazakhstan, and assisted me to consider the feasibility of NIS TLP diffusion to other Kazakhstani mainstream schools. The next section presents the implications of the study.

Implications of the study

Findings, discussion of findings and conclusion suggest the implications of the study for different stakeholders. This section will show the implications of the research for policy makers, pilot school, and NIS schools.

This study can raise awareness of policy makers in TLP implementation since it is the exploration of the model platform case of enacting national trilingual policy. Based on the experience of this school, policy makers may analyze the results of the national and institutional TLP policy. They think of the areas for improvement (e.g., adapting NIS TLP implementation guidelines at the national level) to successfully transfer for other Kazakhstani schools. Furthermore, the conceptual framework of the study can be useful for policy makers to get insights of policy enactment in schools: this school policy enactment framework brings to the table the idea of giving flexibility for institutions for its effective implementation.

Pilot schools can benefit from the study by seeing the case of its role model's effective TLP implementation. Since the study gives in-depth knowledge about TLP implementation, pilot schools can have general overview the ways effective TLP implementation should look like. Pilot schools can recontextualize NIS TLP making it appropriate to their context. They may translate the policy into practice by picking up the most suitable and affordable activities from NIS model. Especially, the school leaders and teachers perceptions of TLP challenges are essential because, analyzing them, pilot schools can develop the ways of overcoming them in advance.

This study might facilitate the work of NIS schools since it is an opportunity for them to step back and know how their TLP enactment looks like in a larger context. They can think of the ways of making the implementation more effective in their own context. Moreover, knowing possible opportunities and challenges of NIS TLP sharing experience,

NIS schools can suggest some alternative of TLP implementation for pilot and mainstream schools.

To conclude, this study has important implications for policy makers, pilot schools and NIS schools. Generally, this policy analysis case study raises awareness of all stakeholders' TLP implementation in one NIS. The next section describes the limitations of the study.

Limitations of the study

The study has several limitations in terms of findings generalization, time spent on the site, and the scope of exploring the case of one NIS school. Firstly, the findings cannot be widely generalized because it is a small scale case study focusing on the work of 3 leaders and 9 teachers of one NIS school, and each school has its distinctive features. Secondly, I conducted 1 interview and 1 class observation of each participant because of the time pressure, and it could be get more valid and reliable data by conducting 2 interviews: 1 pre-observation and 1 post-observation. Thirdly, again in the interest of time, I had to emphasize on TLP implementation inside and outside classroom, however, exploring the work of library and elective courses could add deeper knowledge of TLP implementation in the school.

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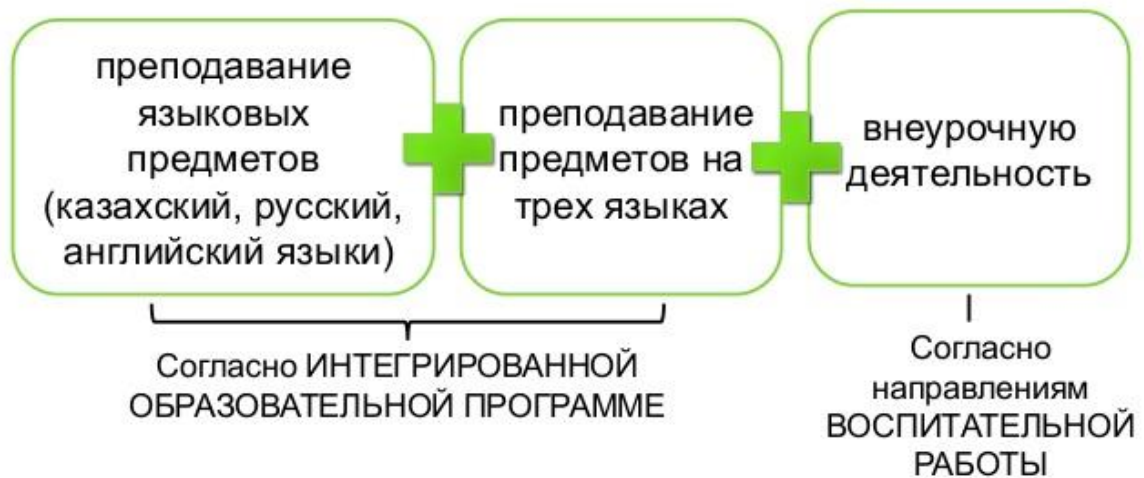   *International Journal of Environmental and Science Education, 11*(11), 4241-4253.

Appendix A

Appendix B: Informed Consent Form
Policy Enactment of Trilingual Education in Kazakhstan: A Case Study of One NIS School

DESCRIPTION: You are invited to participate in a qualitative case study on trilingual policy implementation in Kazakhstan. The purpose of this study is to understand the ways national trilingual policy is implemented in one Kazakhstani NIS school. You will be asked to answer questions in as many as three one-on-one interviews. Your responses will be audio recorded, but after analyzing the data and getting the findings of the research the records will be deleted within one year of the completion of the study.

TIME INVOLVEMENT: Your participation includes two parts: (1) as many as three 30 minute interviews and (2) class observation. I will schedule these with you at your convenience.

RISKS AND BENEFITS: The risk associated with this study is potential exposure of your identity as a participant. In order to minimize the risk, your name will not be mentioned anywhere in my thesis or other reports (written or presentation), nor will the name of the school, the city, your course titles or similar things. The benefit which may reasonably be expected to result from this study is the increase of awareness regarding the implementation of trilingual education policy in 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, Jason Sparks, jason.sparks@nu.edu.kz.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz
Please sign this consent from if you agree to participate in this study.
• I have carefully read the information provided;
• I have been given full information regarding the purpose and procedures of the study;
• I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
• I understand that I am free to withdraw from the study at any time without giving a reason;
• With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.
Signature: _____ Date: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ
Политическое введение трехязычного образования в Казахстане: тематическое исследование одной НИШ школы

ОПИСАНИЕ: Вы приглашены принять участие в тематическом исследовании по реализации трехязычной политики в Казахстане. Цель этого исследования - понять, как реализуется национальная трехязычная политика в одной казахстанской НИШ школе.

Вам будет предложено принять участие в индивидуальном интервью. Ваши ответы будут записаны на аудио, но после анализа данных и получения результатов исследования записи будут удалены в течение одного года после завершения исследования.

ВРЕМЯ УЧАСТИЯ: Ваше участие включает в себя две части: (1) три 30-минутных интервью и (2) классное наблюдение. Я проведу их с вами в удобное для вас время.
РИСКИ И ПРЕИМУЩЕСТВА:

Риск, связанный с этим исследованием, - потенциальное разоблачение вашей личности как участника. Чтобы свести к минимуму риск, ваше имя не будет упоминаться ни в одном из моих тезисов или других отчетов (письменных или презентационных), а также название школы, город, названия ваших курсов или подобные вещи тоже не будет упоминаться. В качестве ожидаемых преимуществ в результате исследования можно рассматривать повышение осведомленности о реализации трехязычной образовательной политики в Казахстане. Ваше решение о согласии либо отказе в участии в этом исследовании 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
исследователем, используя следующие данные: Джейсон Спаркс, jason.sparks@nu.edu.kz.

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

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.
• Я внимательно изучил представленную информацию;

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

Подпись: _____ Дата: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ
Қазақстандағы үш тілде білім беру саясатының жүзеге асырылуы: бір Назарбаев Зияткерлік мектебінің жағдайын зерттеу

СИПАТТАМА: Сіз Қазақстандағы үштілді білім беру саясатын іске асырылуы бойынша зерттеу жұмысына қатысуға шақырылып отырсыз. Зерттеудің мақсаты ұлттық үш тілде білім беру саясатының бір Назарбаев Зияткерлік мектебінде жүзеге асу жолдарын түсіну болып табылады. Сізден сұхбаттағы сұрақтарға жауап беруіңізді сұраймыз. Сіздің жауаптарыңыз дыбысқа жазылады, бірақ дыбыстық көшірмелер деректерді талдап, зерттеу нәтижелерін алғаннан кейін бір жыл ішінде жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз екі бөліктен тұрады: (1) үш 30 минут сұхбат және (2) сыныптық бақылау. Мен сұхбат пен сыныптық бақылауды сізге ыңғайлы болған уақытқа жоспарлап отырмын.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауібі сіздің осы зерттеуге қатысқаныңыздың танылу ықтималдылығы болып табылады. Бұл қауіпті мүмкіндігінше азайту үшін Сіздің атыңыз менің диссертациямда немесе басқа есептерде (жазбаша немесе презентацияларда) аталмайды, сондай-ақ мектептің, қаланың, курстың атауының немесе сол сияқты нәрселердің атауы болмайды. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: Қазақстандағы үштілді білім беру саясатын жүзеге асыру туралы хабардарлықты арттыру. 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,қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады: Джейсон Спаркс, jason.sparks@nu.edu.kz.

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген

байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық

пошта gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды

сұраймыз.

• Мен берілген формамен мұқият таныстым;
• Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;

• Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;

• Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;

• Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____ Күні: _____

Appendix C: Interview Protocol

Project: Policy Enactment of Trilingual Education in Kazakhstan: A Case Study of One

NIS School

Date:

Time of interview:

Length of interview: 40-50 minutes

Place: NIS school

Interviewer: Gulnar Bakytzhanova

Interviewee: Leader/Teacher

Position of Interviewee: a science subject teacher of NIS school

I am conducting a research regarding Policy Enactment of Trilingual Education in

Kazakhstan. The main aim of my research is to understand the ways national trilingual

policy is implemented in one Kazakhstani NIS school. I am going to collect the data by

conducting some interviews with NIS leaders and science teachers, and observations. All

the responses will be confidentially protected. You will be recorded during 1 hour

interview for analyzing the data, and, after transcribing it, your recordings will be deleted.

Name: *Sign:*

Questions:

1. What is multilingual education for you?

2. How do you understand the goals and objectives of multilingual education?

3. Are you familiar with the language policy of Kazakhstan? What do you know about
   trilingual policy in Kazakhstan? Could you explain it?

4. What are the statuses of languages in Kazakhstan? Could you suggest reasons for
   them?

5. What are the aims of TLP in Kazakhstan?

6. Could you describe trilingual education policy in your school? What does it mean for you?

7. Are the goals and objectives of TLP in your school clear for you? Explain why/why not.

8. When did you start implementing TLP? Why?

9. Is there any school policies/regulations regarding TLP implementation? Do you have exact written guideline for implementing TLP in the classroom? If yes, describe it. If not, describe how you enact policy in the classroom.

10. What would be better for you in TLP enactment: to follow the guideline or to develop your own methodology? Why?

11. What is the most important thing to focus on while TLP enactment? Why?

12. Does the implementation of TLP influence your work? How? Could you give examples?

13. Do you think some teacher development programs should be provided for pre-service and/or in-service teacher in TLP? Why (not)?

14. How do you feel teaching in second (third) language the content subjects?

15. Do you feel any support from your school in teaching content in L2/L3? Could you describe it?

16. What resources do you have for TLP implementation? Are they enough?

17. Are there any problems in delivering the content because of language barriers? What problems? How do you cope with them?

18. Do you think you need language teachers' assistance for teaching content in L2/L3? Do you ask for their help? If yes, give examples. If not, why not.

19. Could you describe your assessment criteria? Do you pay more attention to language skills or content knowledge? (%) What are the reasons for it?

20. How is TLP enacted in your school outside the classroom?

21. Are there any connections between inside and outcome classroom activities for

    TLP implementation in your school? Can you give examples?

22. Which one is more effective in TLP implementation: inside or outside classroom

    activities? Why?

23. What are your successes in implementing TLP? Describe them.

24. What are your challenges in implementing TLP? Describe them.

25. What are the benefits of teaching content in L2/L3?

26. What are the drawbacks of teaching content in L2/L3?

Appendix D: Classroom Observation field notes' protocol

Project: Policy Enactment of Trilingual Education in Kazakhstan: A Case Study of One NIS School

Date:

Time of observation:

Length of observation: 45 minutes

Place: NIS school

Setting: a science subject lesson at NIS

Observer: Gulnar Bakytzhanova

Role of observer: a non-participant observer

I am conducting a research regarding Policy Enactment of Trilingual Education in Kazakhstan. The main aim of my research is to understand the ways national trilingual policy is implemented in one Kazakhstani NIS school. I am going to collect the data by conducting some interviews with NIS leaders and science teachers, and observations. All the responses will be confidentially protected. Your lesson will be observed for 30 minutes for analyzing the data, and, after transcribing it, the protocol will be deleted. The purpose of the observation is not evaluation, but only to collect information that relates to teaching in relation to TLP.

Name: *Sign:*

Description:	Reflection notes:
Material dimensions:	

Professional cultures:
       Lesson goals
       Lesson texts
       Activities	

Language use	
External dimensions	

Appendix E: A sample interview transcript

Interviewer: *While planning this curriculum, do you pay attention to language use, to language development? Or is it basically focused on the content?*

Interviewee: I think we're able to do both. I think we have to do both. It is the job of the school: to do both is to procure excellence from any and our students with regard to knowledge and understanding of key content, but it's also a job of this particular school to advance multiple languages study in areas of instruction. So, it is, we don't do one thing without the other, and, as I mentioned at the beginning of our conversation, I understand that has, there is only so much time, and there is always a cost of committing to different interests and activities, right? But this is area where we are trying not to compromises as much as it's possible.

Interviewer: *Do you consider yourself as a person who is implementing trilingual policy in this school?*

Interviewee: Am I person…? No, my, well... in terms of practice, no, I am a bit… Frankly, my Russian is insufficient in the school, so if you mean with regard to practice, like: Do I practice? Am I a great example for trilingual education in practice? No, my Kazakh is low, and my Russian certainly could be better.

Interviewer: *But you are improving the English language, so isn't it your contribution to implementing trilingual policy?*

Interviewee: Sure, that's the other side that I would continue. So, first of all, I feel like a bit of personal feeling of shame that I am not a model of excellence as leader in the school for the realization of our trilingual policy. It's hard with… to possess a 100% credibility as someone who supports trilingual policy, who supports multilingualism and polylingualism in our school. If I am not someone, who is even more committed to that in personal life or personal vs professional life, so I have to own that I have to take responsibility for that.

And once I do that I still have the job to do, right? That is to promote for the people to whom I am charged to serve. It doesn't give them an out from becoming trilingual just because I am not, right? Just because I may be a bad personal example in that regard. Still the message is the message, and the obligation is the obligation. So, the way I may be an imperfect messenger, the message is still just fine. Then, so I've owned and mentioned several negative aspects related to sort of my own relationship with trilingualism. But, as I mentioned earlier, I am also responsible or I certainly accept responsibility for being a key voice in the articulation of English in our school and to holding the standard which we communicate in English at the highest levels. And that goes to my colleagues, to students as well. So, I am personally failing in some aspects of realizing our policy, but I am contributing in other very meaningful ways to making sure that the English that we do here is on track, is exceptional.

Appendix F: Reflections on My Research Process

The data collection period was the most enjoyable time for me in getting Master's degree. In this section I share with some interesting moments of my collecting data in the site. They are: overcoming little stress, interviewing experience, and interaction with non-participant teachers, keeping confidentiality.

Before going to the research site, I was really stressed about the whole data collection process. The main question in my mind was whether I can collect all research-relevant data to reach the research purpose and answer RQs in 2 week. I had never been researching anything before. For this reason, I was reading the literature on conducting educational research by Wellington, Bell, and Creswell, was surfing the Internet to find useful tips, and was trying to follow my supervisor's instructions. Another reason for worrying was that I was not familiar with the NIS. I was not sure they were implementing TLP before I went to the site. I tried to prevent all the wrong ways I could go. However, I understood I could collect data from the first day on the site. The gatekeeper helped me to find the participants who meet all the criteria. On the first day, I agreed with the leaders and participants and scheduled interview and observation times at their convenience. For my luck, the participants were friendly and open for sharing their TLP enactment experience.

As mentioned earlier, I pilot tested interview twice, and it helped me much. The first time, it was tested on an in-service teacher, who graduated from Bolashak program, but had no experience in TLP implementation. The interview almost failed for two reasons. Firstly, I started it in Kazakh, but had to shift to English because the interview protocol was initially prepared in English, and it was difficult to translate some specific terms such as multilingual education, CLIL, and identity, and others. Secondly, because of the interviewee's lack of knowledge in TLP half of his answers were not research-relevant.

Then, I translated the protocol into Kazakh and Russian because my participants chose the interview language at their convenience. The second pilot testing was better. I found another in-service teacher who works in TLP setting, and interviewed in Russian. The duration was about 40 minutes, as planned. The first actual interview in the site made me more confident because I managed to ask almost all interview questions in 50 minutes, and the participant's answers were sufficient. Similarly, other participants were also interested in my research.

Following my supervisor's suggestion, I wanted to be at the site as much as possible for getting insight view of TLP implementation. Therefore, I offered my help for the Language Coordinator if it is possible. At the same time, I understood those unofficial observations would not be included to findings. The Language Coordinator asked me to practice English speaking with the school staff, including school psychologist, curators and non-participant teachers, who were going to pass IELTS in the nearest future, and said that would be huge help from me. So, I spent free time between interviews and observations for practicing IELTS speaking tasks with the staff. I noticed their English was at different levels, from elementary to advanced. Moreover, by doing this I had chance to ask several questions about TLP enactment from the other school population than my participants. Generally, they were positive about it. Here, the challenge was to keep confidentiality while interacting with the staff. I did not want to disclose I was at the school for researching. For this reason, we agreed with the gatekeeper and leaders to tell I am an intern for Nazarbayev University.

Appendix G

A case within the case: The language coordinator and her contribution in TLP

implementation

The NIS network in Kazakhstan is a model for implementation and distribution of the national TLP, and for this reason some job positions operate there in distinction from other Kazakhstani mainstream schools. For instance, the position of language coordinator, crucial for TLP enactment, is new to schooling system in Kazakhstan. Below, I introduce the language coordinator of my research site, describe her contribution to the school TLP implementation, explain and analyze her role in the policy enactment by Ball et al.'s framework (2012).

Language coordinator is one of my participants from school leaders. Her job focuses on the implementation of TLP in school by developing students' and teachers' 3 languages, supporting their learning of Kazakh, Russian and English, planning and organizing the language exams regularly, and analyzing general language use. She is actively involved in school TLP enactment because her interpretations and translations of the policy directly influence teachers' work and school's educational process. In her understanding, trilingual education can be demonstrated by the triangle: one angle is teaching Kazakh, Russian and English as language courses, the second is teaching some courses in L2/L3, and the last is outside classroom activities which support the previous 2 academic sides. She argues when these angles are supported simultaneously, trilingual culture in the school is established and visible immediately. So, an example of her policy interpretation and translation is setting trilingual culture, which help students to meet the goals of TLP, in the school through "alive" trilingual walls. The following paragraphs describe how the language coordinator embodies trilingual culture by using Kazakh, Russian and English in balance in the school.

The name of the two-storied school is written in Kazakh, Russian and English languages in front. At the entrance to the school gate there is a security post, and a security guard usually asks you the reason of your coming in Kazakh. Then, entering the school, you will meet another security guard who asks where you are going in Kazakh or Russian.

The first floor has four main areas: the main atrium, classrooms, free activities area, and school library. When you enter the school, you will be standing in the main school atrium. In the front, you will immediately notice the orientation of the school, written in English and hung on balloons "I love Math". After, you will see some art works of the school students, and their description is written in three languages. You can also see the poster where the best teachers of the month are presented, and all descriptions are in 3 languages. Moving to the right from atrium, you will see "the regional geography" wall, where the information about regional nature and economics are demonstrated in 3 languages with the emphasis on Kazakh. Then, you will meet several classrooms, such as Geography, Global perspectives, and others, and their names are written in 3 languages. Opposite to these classrooms, school greenery/hothouse is placed. It is followed by school library. Books in 3 languages are available at the library. Moreover, the library organizes events like book crossings and 100 books. Turning to the right from the library, you can visit the assembly hall and classrooms for elective courses such as robotics, dancing, and art, and their names are presented in Kazakh, Russian, and English as well. Moving to the left side of the atrium, you can observe free activities area. In this area, students can read about the universities in Kazakhstan and abroad, where school alumni currently study, and it is presented in Kazakh, Russian, and English. Going further, you will see the school canteen. In the canteen, directions, advertisements, and food names are in 3 languages.

There are several stairs to the second floor, and climbing each you can see some interesting photos with a brief description from outside classroom activities. These

descriptions from activities such as "2 weeks spent in a village", "10 days at parents'

workplace" are written in Kazakh and Russian, and in some cases only, in

English/Kazakh/Russian. The following areas are situated in the second floor: the atrium,

separate departments of different courses, such as Languages, Biology and Chemistry, and

Physics and Math, and Physical training, the information center, and the administration.

All the name tags are presented in 3 languages. When you enter the second floor atrium,

you will see the mission of the school in Kazakh. Also some information related to the

school orientation is written on the walls in English. Going to the right, you will be in the

information center. In this area, posters of 7 shanyraks, assemblies of the school students,

in Kazakh and Russian and TEDxNIS are situated. To the right, the school administration

is situated. The rooms of the principal, vice-principals, language coordinator, and curators

are there. Opposite to vice-principal's room, there is the board "what's the best advice

you've ever received?" (the question in written in English, Russian, and Kazakh) is on the

wall, where students write their answers also in 3 languages. Going further, you will see

the networking map, where the organizations, which NIS network works with, are

presented in the world map. Turning to the right, you will see the physical training room,

where school mission is written in Russian. Moving to the left from the administration, you

will be in the department of language courses. The UK and USA flags and/or their main

sightseeings are painted on the walls there. Some quotes in 3 languages are written on the

walls. Moreover, there is an activity corner, where students can play various games and

solve crosswords and rebuses related to 3 languages during their breaks or free time. Going

to the left from this place, you will be in the department of science courses. Some

information about Biology, Chemistry, Physics, and Math are demonstrated in this area,

mostly in English.

The school mission and vision is written in each classroom in 3 languages. Also, each classroom is equipped and decorated taking into account a course's specific features. For instance, the Biology and Chemistry classrooms have special desks and the equipments which allow students to experiment Biology or Chemistry process, and academic alphabet and vocabulary is presented in English because they are taught in English.

The wall of the outside classroom activity "one month – one country" is also situated in the second floor. In this project, students, divided into 7 shanyraks, write about one country each month. Each shanyrak is assigned to 1 theme (eg, education, economy, literature, traditions) and 1 language (eg, Kazakh, Russian, or English) to write about the theme in the beginning of the academic year.

The wall of peak performances, where best students of the school are mentioned, and the best teacher of the month poster are written in 3 languages. Also, the advertisements and announcements are written in 3 languages.

According to language coordinator, these trilingual walls in the school show established trilingual culture, which promotes equally balanced use of 3 languages. Her policy translation, which is passionate attempts to create trilingual culture through speaking walls, comes from her policy interpretation. She acknowledges "the policy exactly writes balance among languages should be kept, starting from school canteen" and "trilingual culture is visible in the classrooms [decoration], and it is noticeable when you enter the school". Moreover, she is developing trilingual culture because it helps students to adapt to trilingual environment and to develop proficiency in target language(s) (eg, for memorizing new words). On the other hand, she says "now the [trilingual] culture is gradually establishing. In the beginning, some arguments in terms of translating into 3 languages used to take place among teachers. However, now everyone tries to accept and support it because of school policy and requirement". All of these mean she strongly

supports the policy, and is trying to translate TLP policy into school life and staff's work by setting the trilingual culture.

Regarding TLP outside classroom activities, I had an opportunity to observe and be partially involved in the project "one month – one country", which also supports the establishment of school trilingual culture. When I came to the site, the country of that month was Singapore. The information board about this country was hung on the second floor. One day I was going to the administration area, I noticed new posters from 7 shanyraks about France along the hall. In comparison to the Singapore board, these posters were more vivid and beautiful, however, less informative. Noticing it, the language coordinator asked me to pick up informative and interesting facts about France in 3 languages from reliable sources. She was interested in making France posters trilingually informative because she thought it would give chance for students to know about France in 3 languages from reliable sources.

Here we see that the language coordinator is a policy actor of "narrator" and "entrepreneur" in Ball et al's framework (2012, p. 50). Narrators "explain, decide, and then announce what must be done, what can be done, and what cannot" (p. 50), which is language coordinator's central work when she explains and promotes TLP to teachers and parents. Entrepreneurs advocate the policy and bring changes (Ball, et al., 2012). Language coordinator's ambitious goal of creating trilingual culture, which makes changes, in the school demonstrates her entrepreneurship in the policy enactment. Also, entrepreneurs gather "enthusiasts", policy actors who willingly support and enact it, for successful implementation with changes to the reality (Ball, et al., 2012). Similarly, language coordinator is trying to amass teachers-enthusiasts, using her narrator's function of explaining the policy, in the school to implement TLP successfully.