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Kazakhstani Pre-Service Teacher Educators' Beliefs on Translanguaging

Serikbolsyn Tastanbek

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

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Abstract

Kazakhstani Pre-Service Teacher Educators' Beliefs on Translanguaging

Teacher educators are partially responsible for the development of pre-service teachers' beliefs towards translanguaging during university-based teacher preparation programs. There is scarce information on whether Kazakhstani pre-service teacher educators acknowledge translanguaging as a legitimate practice and pedagogic strategy. The purpose of this study, then, is to explore pre-service teacher educators' beliefs on translanguaging as a practice and pedagogical strategy. To achieve that goal, the following research question is posed: What are Kazakhstani pre-service teacher educators' beliefs on translanguaging? There are also two subquestions: 1) What are Kazakhstani pre-service teacher educators' beliefs on translanguaging as a general practice? 2) What are Kazakhstani pre-service teacher educators' beliefs on the use of translanguaging as a pedagogical tool in their teaching practice? This qualitative interview-based study was built on Macaro's (2014) framework of beliefs towards the use of languages other than English in classes, which includes the virtual, maximal, and optimal beliefs. All 10 participants were faculty members from two higher education pedagogical institutions in Shymkent that train students majoring in "Foreign Language: Two Foreign Languages," where one of the languages is English. The findings revealed that most of the teacher educators had the maximal belief towards translanguaging. They preferred to mainly use English, and consequently viewed translanguaging as a last resort. However, another finding indicates that there were instances when translanguaging was indeed valued as a pedagogical tool. The conflicted responses of the teacher educators imply that their opinions about translanguaging are still being transformed. The implications point to a need to heighten teacher educators' awareness of translanguaging practices and improve their use of it

in multilingual education. More research investigating teacher educators' beliefs and practices regarding translanguaging is needed given their crucial role in preparation of culturally responsive and competent teachers.

Аңдатпа

Қазақстандық педагогикалық факультет оқытушыларының транстілдесу туралы пікірлері

Университет оқытушылары болашақ мұғалімдердің транстілдесуге деген пікірлерінің қалыптасуына ішінара жауапты. Алайда олардың транстілдесудің жалпы қолданысы және транстілдесуді педагогикалық әдіс ретінде қолдану туралы пікіріне қатысты ақпарат жеткіліксіз. Сол себептен бұл зерттеу жұмысының мақсаты педагогикалық мамандық оқытушыларының транстілдесуге деген пікірлерін анықтау. Аталған мақсатқа жету үшін келесі зерттеу сұрағы қойылды: Қазақстандық педагогикалық мамандық оқытушыларының транстілдесуге қатысты пікірлері қандай? Сонымен қатар екі қосымша сұрақ болды: 1) Қазақстандық педагогикалық мамандық оқытушыларының транстілдесуді жалпы қолдану туралы пікірі қандай? 2) Қазақстандық педагогикалық мамандық оқытушыларының педагогикалық әдіс ретінде транстілдесу туралы пікірі қандай? Бұл сапалық зерттеу Макароның (2014) ағылшыннан басқа тілдерді ағылшын тілін үйретуде қолдануға қатысты виртуалды, максималды және оптималды пікірлер теориялық негізін қолдана отырып жасалды. Зерттеу барысында Шымкент қаласында орналасқан екі жоғары оқу орнының “Шет Тілі: Екі Шет Тілі” мамандығы бойынша болашақ ағылшын тілі мұғалімдерін даярлайтын он оқытушы сұхбат берді. Сұхбат нәтижесі бойынша жинақталған деректерді талдай келе, оқытушылардың көбісі транстілдесу жөнінде максималды пікірде екені, олардың барынша ағылшын тілін қолдануды дұрыс көретіні және транстілдесуді соңғы амал деп есептейтіні анықталды. Дегенмен, кейбір деректерге байланысты транстілдесу тиімді педагогикалық тәсіл деп те саналатыны белгілі болды.

Оқытушылардың қарама-қайшы пікірлері олардың транстілдесуге деген көзқарастарының әлі де толық қалыптаспағанын көрсетеді. Зерттеу нәтижелерінің негізінде оқытушылардың транстілдесу және оның көптілді білім беруде қолданылуы туралы білімін жоғарылату ұсынылды. Құзырлы мұғалімдерді дайындаудағы оқытушылардың рөлі маңызды екендігін ескере отырып, олардың транстілдесу жөніндегі пікірлерін және педагогикалық практикасын анықтау үшін қосымша зерттеу жұмыстары жасалуы қажет.

Аннотация

Убеждения казахстанских преподавателей педагогических факультетов о транслингвизме

Преподаватели педагогических специальностей частично ответственны за формирование убеждений касательно транслингвизма у будущих учителей. До настоящего времени мнение преподавателей об общем использовании транслингвизма и его применении как метода преподавания не было изучено. В связи с этим, данное исследование нацелено на выявление убеждений казахстанских преподавателей о транслингвизме. Для достижения этой цели был сформулирован следующий вопрос: Каковы убеждения казахстанских преподавателей педагогических специальностей о транслингвизме? Вдобавок, были два дополнительных вопроса: 1) Каковы убеждения казахстанских преподавателей педагогических специальностей об общем использовании транслингвизма? 2) Каковы убеждения казахстанских преподавателей педагогических специальностей о транслингвизме как о методе преподавания? В частности, в данном качественном исследовании была использована теоретическая основа Макаро (2014), согласно которой могут быть виртуальное, максимальное и оптимальное убеждения об использовании других языков помимо английского в преподавании английского. Десять преподавателей высших учебных заведений Шымкента, ведущие занятия с будущими учителями английского, обучающихся по программе «Иностранный Язык: Два Иностранных Языка», приняли участие в интервью. Результаты исследования показали, что большинство преподавателей имеют максимальное убеждение о транслингвизме. Также было выявлено, что во время уроков они предпочитают использовать английский и считают транслингвизм крайним

выходом несмотря на то, в конкретных ситуациях транслингвизм был признан ими эффективным методом преподавания. Противоречивые ответы преподавателей указывают на то, что их мнение о транслингвизме все еще формируется. Исходя из этого, необходимо улучшить знания преподавателей о транслингвизме и его использовании в сфере полиязычного образования. Требуется больше исследований по убеждениям и педагогической практике преподавателей, учитывая их ключевую роль в подготовке компетентных учителей.

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Introduction

The theory of translanguaging has emerged to promote a viewing of multilingual learners' linguistic repertoire holistically and the harnessing of a set of naturally occurring multilingual, multimodal, and multidiscursive practices (García, 2009; Wei, 2011; Wei, 2018). Translanguaging arguably facilitates multilingual learners' acquisition of the target language or academic content when teachers strategically integrate it into their pedagogic practices since it mediates "mental processes in understanding, speaking, literacy, and, not least, learning" (Lewis, Jones, & Baker, 2012, p. 655). In classrooms, depending on their beliefs, teachers have the authority to capitalize on or reject translanguaging (Blackledge & Creese, 2010; Canagarajah, 2011; Wei, 2011). According to Macaro (2001), teachers may showcase the virtual, maximal, and optimal beliefs towards multilingual practices such as translanguaging with low, medium, and high degrees of support. Similar findings might be observed in a number of other studies around the world (Caruso, 2018; Daryai-Hansen, Barfod, & Schwarz, 2017; Doiz & Lasagabaster, 2017; Olimnazarova, 2014; Tabaku, 2014).

The development of the above-mentioned teacher beliefs tends to happen during university-based teacher preparation programs, especially since future teachers are likely to adopt the beliefs and teaching approaches modelled by their educators (Darling-Hammond & Bransford, 2005). In Coleman's (2016) study, professors simply giving lectures to promote multilingual learning strategies did not suffice, especially considering that they favored the dominant English language. Instead, when educators demonstrated both positive beliefs about, and practices of, translanguaging while teaching, the opinions of pre-service teachers regarding these practices were optimistic (Canagarajah, 2011; Catalano & Hamann, 2011; Makalela, 2015; Musanti & Rodriguez, 2017).

Within the trilingual education policy framework of Kazakhstan, an efficient pre-service teacher education is critical considering that by 2020, the share of citizens fluent in English needs to reach 20% (MoES, 2010). In other words, teacher educators who train English teachers in the framework of “Foreign language: two foreign languages” partially contribute to the achievement of the policy goals. In this context, it is scarcely known whether Kazakhstani pre-service teacher educators engaged in training future English language teachers acknowledge translanguaging as a legitimate practice and pedagogic strategy or continue to employ it secretly (García & Wei, 2014).

Problem Statement

A significant issue is that Kazakhstani teachers may deem translanguaging inefficient due to the usage of standard languages (Kazakh, Russian, and English) in high-stakes examinations similar to the Unified National Testing (UNT) (Carstens, 2016; García & Wei, 2014; Irsaliyev et al., 2017). Given that students in Kazakhstan have limited exposure to English, teachers who usually share multilingual repertoires with their students might translanguage with students outside of class time. Similarities with students in linguistic repertoire and languaging practices may or may not impact teacher educators' beliefs for pre-service teacher education. Moreover, unlike what García (2009) says, some teachers could think of translanguaging only as of a scaffolding method, which becomes less useful as students achieve greater proficiency.

Although pre-service teacher education programs are changing to train linguistically and pedagogically responsive classroom practitioners (Fimyar, Yakavets, & Bridges, 2014), teacher educators' beliefs on translanguaging remain unclear. Some Kazakhstani university students preferred not to engage in translanguaging practices due to an overall limited

knowledge of their naturalness, low language competence, and language ideologies of their own and their educators' (Belova, 2017; Ospanova, 2017). Yet it was revealed that the students translanguage unconsciously regardless of all those factors. As the available studies do not directly relate to teacher education, it is difficult to judge how teacher educators view pre-service teachers' multilingualism, a key part of which is translanguaging.

Similarly, it is not feasible to evaluate the efficiency of teacher educators in their training of future English teachers with appropriate beliefs and practices for working with the multilingual students of Kazakhstan. It is known that teacher educators perform two functions: the first is educating about teaching, and the other is being role models (Hogg & Yates, 2013). From the accessible curricula of the Bachelor program "Foreign Language: Two Foreign Languages" of one higher education institution in Shymkent, one cannot evaluate how faculty deliver courses such as "Bilingual education and foreign language teaching" and "Methods of foreign language teaching." Even less is known about whether faculty raise pre-service teachers' awareness of multilingual students' language use including translanguaging practices and model their effective use as pedagogic tools. It could be that monolingual ideology is dominating in terms of teaching approaches and "English only" is advancing further, which is a common occurrence in the US, too (García & Kleyn, 2013).

Overall, there is a need in research to determine the beliefs of teacher educators on translanguaging that may influence the delivery of their courses. On top of that, while teachers' beliefs about translanguaging have received some attention (Nuñez & Espinoza, 2017; Yessenova, 2016), pre-service teacher educators vested with influence are yet to be studied, both globally and in Kazakhstan.

Purpose of the Study

Based on the aforementioned, the purpose of the study is to explore pre-service teacher educators' beliefs on translanguaging. In particular, the study attempts to reveal the beliefs of faculty who teach the English language to Kazakhstani pre-service teachers regarding translanguaging as a general practice and a pedagogical tool in their teaching practice.

Research Questions

The main research question is: what are Kazakhstani pre-service teacher educators' beliefs on translanguaging?

Subquestions:

1. What are Kazakhstani pre-service teacher educators' beliefs on translanguaging as a general practice?
2. What are Kazakhstani pre-service teacher educators' beliefs on the use of translanguaging as a pedagogical tool in their teaching practice?

Significance of the Study

This one of a kind investigation of pre-service teacher educators' beliefs on translanguaging may be helpful in several ways. Firstly, it might benefit teacher educators by allowing them to reflect on their beliefs and practices during or after the interviews. Those teacher educators who read the thesis could similarly improve their awareness of translanguaging beliefs based on the experiences of their colleagues. Secondly, this thesis may help raise higher education institutions' awareness of the importance of teacher educators' beliefs. Specifically, they could start addressing their internal language policies and conduct professional development workshops on multilingual practices such as

translanguaging. Thirdly, the Ministry of Education and Science might find this project helpful in developing the teacher education program curricula and professional development programs for teacher educators. Last but not least, it fills a gap in educational research in the context of Kazakhstan by illuminating the beliefs of teacher educators at large. In addition, researchers may use my thesis as baseline research for further studies to improve pre-service teacher education.

Outline of the Study

The first chapter overviews the background of the considered research problem, provides the research purpose, the research questions as well as the significance of the study. The second chapter in turn provides a review of the literature relevant to the research topic. Specifically, the theory of translanguaging is explored, which is followed by the topic of translanguaging in the context of Kazakhstan. Then, pre-service teacher and translanguaging in pre-service teacher education are elaborated upon. In the final part of the second chapter, the theoretical framework is discussed. The third chapter is dedicated to the methodology of this study with special attention given to the research design, research site and sampling, data collection, data collection instrument, data analysis and ethical considerations. It is followed by the fourth chapter, where three major findings are listed: preference of English only, translanguaging as recourse, and translanguaging as resource. The fifth chapter then focuses on the discussion of those findings in relation to the literature reviewed in Chapter Two. The final chapter sheds light on this study's conclusions, recommendations, and implications for further research.

Literature Review

This chapter reviews the literature to better understand the relevant concepts and to build the theoretical framework for studying the Kazakhstani pre-service teacher educators' beliefs on translanguaging. First, there is elaboration of the translanguaging theory to explicitly understand the concept, its components, categories and what is needed for it to be practiced effectively. Second, translanguaging in Kazakhstan is also given attention in the following subsection, which allows seeing the distinctive features of the notion in the context. Third, pre-service teacher education in the world and in Kazakhstan is discussed. Fourth, the role of teacher educators' beliefs is expanded. The closing part of the literature review chapter is dedicated to the theoretical framework, which was adopted to explore the beliefs of teacher educators about translanguaging by integrating related empirical literature.

Translanguaging Theory

The theory of translanguaging defies hierarchical notions of standard languages and language varieties as well as dominant and minority languages (García & Wei, 2014; Wei, 2018). Instead, it promotes more holistic and inclusive views on languaging and multilingual practices (Canagarajah, 2011). In other words, translanguaging places the same value on a person's entire linguistic repertoire. The very term translanguaging is Colin Baker's translation of *trawsieithu*, a Welsh bilingual teaching approach developed by Cen Williams to work with students who speak English and Welsh (Baker, 2011). Originally, translanguaging implied increasing students' language proficiency by using one language for input and another for output, i.e., English and Welsh respectively (Lewis et al., 2012). However, its definition has been expanded to include dynamic language practices multilingual speakers employ for meaning-making across modalities, discourses, and linguistic boundaries (García,

2009; Wei, 2011). Wei (2014) states that translanguaging further promotes the verb *linguaging* instead of the noun *language* and encompasses “the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems” (p. 159). From that, it could be said that translanguaging challenges conventional language norms and normalizes harnessing learners’ entire linguistic repertoire to both empower them and facilitate the learning process, provided there is support from authorities, education institutions, and teachers (Gort & Sembiente, 2015). While the proponents of the translanguaging theory assert that components of different standard languages are part of one whole repertoire, they do not deny that those linguistic elements are distinguished internally (Otheguy, García, & Reid, 2018). The theory of translanguaging thus contests traditional language teaching methodologies, which have the monoglossic ideology at their core and consequently view the languages of bilingual learners as separate systems (Lin & He, 2017).

Translanguaging as a set of multilingual practices is also argued to go beyond, yet include, codeswitching (shuttling between languages) and translation as well as borrowings, coinages (newly coined words), and calques (loanwords) (García & Sylvan, 2011; Nikula & Moore, 2016). While the mentioned concepts have monoglossic ideology in the background as they imply movement from one discrete language in the direction of another, translanguaging suggests unmarked and flexible employment of all the linguistic resources one has at one’s disposal. Flexibility as such, however, does not happen in an arbitrary manner since translanguaging requires creative and critical languaging, i.e., adequate knowledge of linguistic norms for meaningful synthesis of expressions and an ability to analyze and evaluate language resources for proper use (Wei, 2011; 2014). It could mean that

creativity and criticality in the languaging of each individual lead to the development of an idiolect or one's unique linguistic system that transcends conventional language rules but remains linguistically logical (Otheguy, García, & Reid, 2015).

Although translanguaging initially meant alternating the languages of input and output, currently scholars identify its additional categories. According to García and Lin (2017), there are two versions of translanguaging: 1) the strong version, which suggests that multilingual individuals use their entire linguistic repertoire instead of mixing segregated languages; 2) the weak version, which recognizes national linguistic boundaries but promotes the idea of softening them (p. 10). While the theory of translanguaging puts forward the strong version, the recognized boundaries of languages should also be taken into account for language users to meet the societal expectations, such as using academic or literary languages. In contrast to the previous categories, Makalela (2013) recognizes "external translanguaging" as the process when words are borrowed from one language into another and "internal translanguaging" as "the retention of the common morphological forms on newly borrowed words" (p. 121).

If the two previous sources define the subcategories of translanguaging in relation to adherence or violation of language boundaries, Cenoz (2017) distinguishes translanguaging on the basis of its use in or out of the classroom. First, translanguaging can be pedagogical in the classroom. Pedagogic translanguaging refers to "planned strategies based on the use of students' resources from the whole linguistic repertoire" (Cenoz, 2017, p. 194) and is intended to be teacher-controlled for optimal learning outcomes. The statement concurs with how translanguaging was devised in Welsh education as the use of two languages in a planned and systematic manner to enhance students' linguistic skills and cognition (García, 2009). However, pedagogic translanguaging stipulated to be purposeful and systematic sometimes

may not be pre-planned, and instead may happen when the teacher instinctively initiates it (Nikula & Moore, 2016). Makalela (2015), Musanti and Rodriguez (2017), Catalano and Hamann (2016) and Lin and He (2017) investigated the use of pedagogical translanguaging and found its effectiveness in improving students' academic skills and awareness of their multilingual selves. Moreover, the New York State Initiative on Emergent Bilinguals (NYSIEB) of The City University of New York (CUNY) has published several translanguaging guides for educators that present the theory of translanguaging and recommendations on how it can be used in teaching (Celic & Seltzer, 2013; Espinoza, Ascenzi-Moreno, & Vogel, 2016). The mentioned guidelines used at the CUNY-NYSIEB Center itself (García & Wei, 2014) were among the teaching materials in the study of Carroll and Sambolin-Morales (2016). The activities proposed in the two guidelines include developing readings groups, where students can preview in their first language and then read the same text in English, or read in English and discuss in any language. Another activity is focused on writing skills by partnering multilingual students so that they can brainstorm in any language and write in English, and work together to translate each other's writing from their first languages to English. This all illustrates a growing interest around the pedagogic type of translanguaging and its spread as a teaching tool. It also implies that pedagogic translanguaging may be incorporated into teacher education programs to train linguistically and culturally responsive specialists.

Since the use of translanguaging has gone above pedagogy and also includes multilingual practices outside the classroom, there is a second type of translanguaging Cenoz (2017) recognizes. From the perspective of sociolinguistics, there is spontaneous translanguaging for daily practices with varying contexts, including classroom practices of

translanguaging (Cenoz, 2017; Lewis et al., 2012). This one is described as more student-controlled and serendipitous. In other words, both types appear similar to each other in practice as mostly pedagogic translanguaging seems to occur impromptu as well. In contrast, Lewis et al. (2012) suggest a trilateral distinction as the meaning of the concept is anticipated to be elaborated with more research done in cross-disciplinary contexts including neurolinguistics. While the first two categories correspond to those of Cenoz (2017), the third type is neurolinguistic translanguaging, a rising area of research, which examines how activation of several languages influences cerebral activities (Lewis et al., 2012).

For the languaging practices understood as translanguaging to be capitalized upon, both in language learning and domains outside the classroom, Hornberger (2005) insists there should be an ideological space for implementation (as cited in Flores & Schissel, 2014). The “translanguaging space” should emancipate multilingual individuals from monolingual bias and allow them to language flexibly across the traditionally imposed linguistic norms to perform their multilingual identity (Wei, 2011, p. 1222). When teachers harness the learners’ translanguaging practices in a strategic manner, the learning process may be not only more liberating but also increasingly efficient as the content is more comprehensible (García, 2009; Wei, 2011). In case translanguaging in education is seen as recourse, i.e., last resort, the academic potential of students could be limited to a certain extent considering they would not be freely employing their entire linguistic repertoire for achievement of greater results in learning (Nikula & Moore, 2016).

Translanguaging in the Context of Kazakhstan

A substantial number of Kazakhstani citizens may consider themselves as bilinguals or multilinguals. In addition to their first or second languages that are often Kazakh and Russian

or minority languages such as Uzbek, Ukrainian, Uyghur, Turkish, Tatar and/or Tajik, they could be learning English (Simons & Fennig, 2018). Translanguaging, a natural linguistic practice of multilingual individuals (Wei, 2014), is then assumed to happen both in the daily life and learning of Kazakhstani people. However, it is worth noting that the context of Kazakhstan differs from that of the research sites in the seminal works on translanguaging. In the United States, the United Kingdom, and the Basque Autonomous Community, for example, scholars talk about translanguaging as a tool for building on the whole linguistic repertoire of the learners, including their first languages, which often happen to be minority languages, such as Spanish, Mandarin, Cantonese, Turkish or Basque (Blackledge & Creese, 2010; Cenoz, 2017; García, 2009; Musanti & Rodriguez, 2017; Wei, 2011). In Kazakhstan, where English is a foreign language commonly learnt in schools and is not spoken by the majority, Kazakh and Russian top the list of the most spoken languages (MoES, 2010).

Still, translanguaging is a commonplace practice among the users of the Kazakh language. *Shala Kazakh* (“Half Kazakh” in translation from Kazakh) is a derogatory term used in reference to the translanguaging practices on the part of those unable to speak “pure” Kazakh (Akanova, 2017). In this instance, translanguaging often involves combining elements of, and switching between, Kazakh and Russian in communication (Foster, 2017). The negative connotation of the expression hints at a deep-rooted monoglossic ideology in the society, which often condemns the use of “impure” language. It could be compared to Spanglish (Spanish + English) or Euskañol (Basque + Spanish) (Cenoz, 2017). In the Basque context there is a fear that translanguaging might contribute to the disappearance of the local minority language as more and more people shift to Spanish (Jaspers, 2018). The proponents of using pure Kazakh might also have the same concern since the use of Kazakh has been on

decline prior to the independence of the country (Smagulova, 2008). From a monoglossic point of view, home languages are an obstacle to the development of the additional language, and in response to that, teachers might view the presence of home languages as problematic in the classroom setting (Ruiz, 1984). Based on that, it can be said that most multilingual Kazakhstani learners of Kazakh, Russian or English are expected and encouraged to use only the target language at the expense of their home languages and naturally occurring translanguaging practices. In the context of Kazakhstan, pre-service teacher education is the least affected by recent educational reforms so far, but it is expected to undergo changes to build and transform aspiring teachers' professional knowledge and capacity (Fimyar et al., 2014). It is then safe to say translanguaging, as a comparatively new concept in multilingualism, has not been incorporated into the teacher education curricula of Kazakhstan. It is shown in the methodology chapter how the absence of translanguaging policy at the national level is implicated in institutional policy.

Pre-service Teacher Education

To distance language education from monolingual ideology and language-as-problem orientation in teaching approaches, and to move toward an efficient use of students' home languages in the learning process, teachers ought to be more culturally responsive (Sclafani, 2017). Some studies show that teacher education is pivotal for pre-service teachers to develop positive attitudes toward multilingual practices and to build on them to teach more effectively, e.g., by adopting practices of their professors and mentors that support policies and linguistic practices (Macaro, 2014; Nuñez & Espinoza, 2017). García and Kleyn (2013) state that teacher education must transform its curriculum to improve student teachers' understanding of

multilingual learners and their linguistic background, language, multilingualism, acquisition of language as well as multilingual pedagogy (p. 3).

The pedagogic institutions in Kazakhstan do not satisfy the needs of the education sector with the approaching wave of demand in skilled English language teachers (Kambatyrova & Iyldyz, 2015). To be specific, McLaughlin, Yakavets, and Ayubayeva (2017) maintain that independent Kazakhstan has retained the elements of teacher preparation of the Soviet time that was recognized as too theoretical. Since 1991, the country has made a series of attempts to replicate Western education and policies, which were more copied than adapted to the local needs and capacities (McLaughlin et al., 2017). Another reason pre-service teacher education in Kazakhstan is of low quality is that the country's pre-service teacher training programs provided at 86 Higher Education Institutions (HEIs) have significantly lower application requirements based on the Unified National Testing (UNT) in comparison to other programs (OECD, 2014).

Translanguaging in Pre-service Teacher Education

Teachers are language policy agents that ultimately decide on how any particular regulation is implemented within their classrooms (Johnson & Johnson, 2015). In some sense, teachers are not always aware of how they play the role of language policy makers, and teacher education is responsible for awakening them to realize that (Langman, 2014). For them to come to harness translanguaging in instruction, they should receive appropriate knowledge of its implications (Hornberger & Link, 2012). To make instruction culturally responsive and empowering, preparation of teachers should be based on research and embrace activities that in the future may be implemented in classrooms (Sclafani, 2017). In other words, teachers in training should be using their own communicative repertoires in a way

similar to the way their future students might do. De Mejía and Hélot (2015) emphasize that teacher educators are key figures in “helping teachers and future teachers to understand complex multilingual realities in their classrooms and how to implement pedagogical strategies which will allow all their students to make full use of their bilingual and multilingual repertoires” (p. 279). From the main claim here, it is clear that translanguaging used by the educators themselves and the instilled ideology of such education practice influence future pedagogy of pre-service teachers. The use of, and support for, translanguaging may be among the means to familiarize modern teachers with language and language acquisition, bilingualism and, in particular, the concept of dynamic bilingualism that focuses on how bilingual practices are intertwined and complex (García, 2009).

Therefore, as individuals largely responsible for the quality of future teachers, teacher educators might influence the beliefs of the former in regard to translanguaging even if the practice is not recognized as one (Ping, Schellings, & Beijaard, 2018). By default, teacher educators have the authority to encourage or limit the use of translanguaging through their taught courses. In case they view translanguaging positively and embrace its use, the classroom becomes a translanguaging space where conventional language boundaries, modalities, structures, and skills are crossed dynamically and creatively (Wei, 2011). Based on the beliefs on translanguaging, teacher educators and pre-service teachers negotiate language practices within a teacher education program, which directly impacts the way future teachers will teach.

Although not starkly different from the experiences of school students and teachers, pre-service teacher education has different implications. The students do not just learn through translanguaging, they also take their practices into their future classrooms.

Canagarajah (2011) explored the development of teacher identity and literacy awareness in the case study of a graduate course on teaching second language writing. In his study, he mainly assigned the half Anglo-American and half international class a literacy autobiography, wherein the students could critically reflect on an example provided in advance while translanguaging. From the findings, it is clear how creatively the students translanguaged: proverbs with translations, expressions in Arabic, phrases in French, and visual symbols (motifs). Such writing patterns are sometimes idiosyncratic and sometimes shared by other students. By creating such a space, Canagarajah has brought in the values and codes of the students while respecting the conventional rules of academic writing. A similar qualitative study was conducted by Musanti and Rodriguez (2017) at a university on the Texas-Mexico border to investigate the types of translanguaging practices the mostly Latin American bilingual pre-service teachers enacted while engaging in academic writing. The case study's data have resulted in the following codes: cognates, semantic extension, coining a word, translation, grammatical influence, confronting a translation challenge, and text-level translanguaging. Using the materials in English, the pre-service teachers produced or faced the mentioned uses of languages, hence created a translanguaging space where they could use their structural and functional knowledge of both languages.

In the same vein, the mixed-method study of Makalela (2015) at the University of the Witwatersrand illustrates how translanguaging can be an effective methodological tool to facilitate prospective teachers' vocabulary acquisition when learning a language. The study's main goal was to investigate the efficacy of a teacher training program that included a course in which the target language (Sepedi) did not belong to the same cluster as that of the pre-service students' L1 (English, isiZulu, isiXhosa, etc.). Translanguaging was used extensively

as the researcher instructed the students equipped with bilingual dictionaries (Sepedi-English) to write multilingual blogs and to join a Facebook group, where they would flexibly use Sepedi (their L1) and English. Likewise, there were three other methods used to cement translanguaging as a teaching method: 1) comparing and contrasting meanings and extending them in the other language(s) when new concepts were introduced in one language; 2) brainstorming in group discussion in any language, writing notes in any language, and reporting in Sepedi; 3) reading texts in L1 (Sepedi) and re-telling them in the target language. Such practices not only enlarge the linguistic and cultural repertoire of pre-service teachers, but also teach them to see things differently and be empathetic to their future students. Overall, the test results showed that student-teachers best developed their vocabulary, while the reading results were not much different from the control group's indicators.

Teacher preparation for multilingual education also constructs the stance future pedagogical professionals hold towards student home language practices. With the belief that teachers teach the way they are taught, viewing language as a resource (Ruiz, 1984) and adhering to such ideology in teacher education is of increased significance (Catalano & Hamann, 2016). Translanguaging could be used as well for language study of teachers in cases where they do not speak the home languages of learners (Catalano & Hamann, 2016). Taken together, incorporation of translanguaging in the preparation of teachers not only enhances their academic skills, but also raises their awareness of multilingual concepts such as dynamic and flexible bilingualism (Blackledge & Creese, 2010; García, 2009). These examples also illustrate how translanguaging helps pre-service teachers reflect on what their learners do or will experience in the class.

Theoretical framework for teacher educators' beliefs about translanguaging

In order to answer the research questions, this study adopted the framework developed by Macaro (2014), who defined the virtual, maximal, and optimal positions foreign language teachers may hold toward codeswitching. Although his study uses codeswitching as its central phenomenon, the framework is appropriate for the present thesis. Codeswitching is considered to be part of translanguaging practices. Moreover, the three positions were previously used in the work of Doiz and Lasagabaster (2017), who investigated “Teacher’s beliefs about translanguaging practices.” Similarly, this framework focuses on the degree of acceptance and support of multilingual practices, which means it could be used for researching both codeswitching and translanguaging.

The virtual position, the first type, could be displayed by teachers that support the idea of using only the target language in their teaching so that the classroom is similar to the environment where the learnt language is used as the first language (Macaro, 2009). Teachers of this position are likely to view translanguaging as an unfavorable practice that inhibits the learning process and diminishes the amount of exposure to the target language. It could be caused by factors in the program design, and the belief that maximized exposure and use of the target language leads to higher proficiency in the same language (Doiz & Lasagabaster, 2017; Yessenova, 2016).

The maximal position, the second type, is evident when the language instructor is unfamiliar with translanguaging strategies, but resorts to them (Macaro, 2014). Oftentimes, these teachers feel guilty when they have to use translanguaging in their teaching for the lack of necessary conditions to instruct the learners exclusively in the target language (Abdrakhmanova, 2017; Doiz & Lasagabaster, 2017; Nadeem, 2012; Olimnazarova, 2012).

However, scholars documented frequent cases of translanguaging practices in classrooms based on naturally occurring situations such as explanation of the content, translation activities, and peer and group work for gaining understanding of the content in the target language (Coste, Moore, & Zarate, 2009). The teachers in the studies by Coste Moore and Zarate (2009) and Doiz and Lasagabaster (2017) admitted the importance of translanguaging in learning a target language, but still did not know how to strategize a flexible use of languages in the class to reach expected learning outcomes. As a result, teachers' unawareness of translanguaging pedagogy occasionally led to a cautious use of students' L1 and less effective teaching (Escobar & Dillard-Paltrineri, 2015).

The optimal position, the third type, emerges among teachers who think that strategic use of translanguaging may facilitate development of the target language (Macaro, 2014). It implies that teachers with this kind of belief are ready to embrace learners' entire linguistic repertoire and judiciously incorporate translanguaging into the curriculum (Daryai-Hansen et al., 2017; Tabaku, 2014). Language development in their classrooms could happen in the most desirable way from the perspective of the translanguaging theory proponents. Whether it is a content or language classroom, a teacher with the optimal belief is able to integrate translanguaging to reach the lesson objectives in the most effective way. The same applies to teacher educators that work with EFL pre-service teachers, who model pedagogic translanguaging and pass on the optimal belief to their trainees.

Conclusion

The literature review chapter has broadened the understanding of the related concepts and provided the theoretical framework needed in the current study. Particularly, the theory of translanguaging was given elaboration, including its spontaneous and pedagogic types.

After the discussion of Wei's (2011) translanguaging space, translanguaging in the context of Kazakhstan was reviewed. Later, the focus narrowed to translanguaging in pre-service teacher education. The final part of the chapter was dedicated to the theoretical framework of this study that is built on Macaro's (2014) virtual, maximal, and optimal positions towards translanguaging. The provided synthesis of literature lays the foundation of the current study's methodology that is discussed in the next chapter.

Methodology

This chapter provides the methodological foundation of this study that explores Kazakhstani pre-service teachers' beliefs on translanguaging. The aim of this study is to answer the research question "What are Kazakhstani pre-service teacher educators' beliefs on translanguaging?". The subquestions are as follows:

1. What are Kazakhstani pre-service teacher educators' beliefs on translanguaging as a general practice?
2. What are Kazakhstani pre-service teacher educators' beliefs on the use of translanguaging as a pedagogical tool in their teaching practice?

For that purpose, the details of the research design are given first. This is followed by a description and justification of the research sites and the sampling procedures. Then, the data collection instrument and data collection procedures are thoroughly discussed. Afterwards, the steps taken in the data analysis are described. Lastly, the ethical considerations taken into account in the study are delineated.

Research Design

In accordance with the purpose of the study to explore Kazakhstani pre-service teacher educators' beliefs on translanguaging, a qualitative approach to the research was selected as being the most appropriate. A qualitative approach allows the researcher to investigate the problem and build a better understanding of the central phenomenon (Creswell, 2014). With it, more detailed insights may be gained to highlight the core interest of my study, which is about the beliefs of pre-service teacher educators about translanguaging and its use in pedagogical training. The richness of information presented in such a research implies that the readers have access to an in-depth report on the explored matter (Hoepfl, 1997).

Qualitative research enables the exploration of pre-service teacher educators' beliefs on translanguaging and finding the meaning of the concept constructed through their experiences (Denzin & Lincoln, 2005). Another feature of the qualitative approach is that the researcher learns from the participants while collecting data (Creswell, 2014). In this case, their words are valuable in helping the researcher comprehend how translanguaging is understood in teacher education. The process of exploring beliefs about translanguaging in preparation of pedagogical professionals may be more effective if a qualitative approach is used since it positions the researcher as a *bricoleur* who collects pieces of information and interprets them (Denzin & Lincoln, 2005).

Although the research design used in this study may fit the description of case studies in certain aspects, it still has several differences. Similar to the case study design, this study focuses on the particular issue of beliefs on translanguaging (Creswell, 2014) by providing a rich description and insight into the beliefs of a limited number of subjects. However, it is notable that there were ten interviewees in this study in contrast to Duff's (2008) claim that having three or four participants should suffice to do an in-depth analysis in a case study. Another overlapping point is that this study also explores cases of real individuals in authentic situations, which enables the readers to understand the concept better (Cohen, Manion & Morrison, 2007). To obtain more information about the research problem of interest, case studies tend to use at least two data collection instruments, e.g., interviews and participant observations (Duff, 2011; Cohen et al., 2007). Meanwhile, due to the narrow focus of the present study, only interviews were used to collect data. An appropriate way of collecting data to explore beliefs is conducting interviews (Creswell, 2014), which proved to be sufficient in the frame of this study, too. The research questions were designed in such a way that the

participants' responses to the interview questions provided adequate information without the need for additional data collection instruments. Therefore, the research design in this thesis has elements of a case study design but also includes other features of qualitative studies to properly respond to the research question.

Research Site

The study was conducted at two higher education institutions (HEIs) in Shymkent, a southern city known for its multilingual and multicultural population of over a million people. The first is a state institution that has been operating since before Kazakhstan gained independence in 1991, while the other one is private and had been in operation since the second half of 1990s. Both HEIs run in accordance with the state standards and follow the regulations of the Ministry of Education and Science of the Republic of Kazakhstan. The choice of two sites for data collection is justified by the fact that the number of faculty members who met the selection criteria at only one HEI was limited. Such an assumption was made based on the list of the teaching staff provided on the web portals of the respective research sites. Although the information on the web portals might not have been up to date, the number of faculty members was not expected to deviate drastically. For equal representation, five participants were recruited at each research site.

In terms of teacher education program modules, one HEI in the Turkestan region develops the proficiency of pre-service teachers in English and the second foreign language through years 1 through 4 dedicating 143 ECTS credits for the purpose. Meanwhile, little attention is paid to the module of 11 ECTS credits called "Foundations of teaching methods." It should be mentioned that the textbooks and other materials listed in the references of the courses are outdated, with the earliest being from 1989 and the latest from 2010. There is

little justification presented in the choice of teaching materials in accordance to Nation and Macalister's (2009) language curriculum design framework. Specifically, the multilingual environment of Shymkent, the needs of students and language teaching and learning principles are scarcely addressed in the course module documents. Moreover, none of the 14 referenced materials in the module specifically address teaching English in bilingual or multilingual education, reducing the chances that multilingual teaching methods be encouraged. In the second HEI, the situation is comparatively better considering that there is a "Methods of foreign language teaching" module worth 25 ECTS credits in total, which includes a course on "Bilingual education and foreign language teaching." The unevenness of pre-service foreign language teacher education programs observed from these two cases suggests that multilingual practices are covered insufficiently in the curricula.

Sampling

The study's target population is pre-service teacher educators from Shymkent that teach courses on the English language and on foreign language teaching methodology to "foreign language: two foreign languages" students. The participants were recruited by means of purposeful homogeneous sampling as they had to belong a particular subgroup that possesses a set of defining characteristics (Creswell, 2014). Namely, the participants had to: (1) have more than two years of experience teaching the English language courses that are part of "Foreign language: two foreign languages" modules; (2) possess a good command of the pre-service teachers' dominant language (Kazakh and/or Russian); and (3) have a sufficient level of English language proficiency (B2 or above according to The Common European Framework of Reference for Languages) so that the teacher educators are not inhibited from using English to teach (Macaro, 2001). While meeting the first criterion was

confirmed with the gatekeeper, the second and the third ones were based on the teacher educators' self-reported level of language command.

After receiving the contact information of the population from the gatekeepers, the potential participants were sent a message on WhatsApp application with an invitation to partake in the study by providing relevant recruitment information. Overall, there were no more than five interviewees from each of the two HEIs. This specific number is suitable since having ten participants has been sufficient for studies that had similar focuses to succeed at collecting rich data and fulfilling the set research purposes (Ospanova, 2017; Abdrakhmanova, 2017). More information on all the participants is presented in Table 1.

Table 1

Study Participants

| Participant | Higher Education Institution type | Number of years teaching | Languages spoken | Self-assessed level of English (CEFR) |
|--------------------|--|---------------------------------|--|--|
| Akerke | Public | 3 | Kazakh, Russian, English | B2 |
| Aiman | Public | 2 | Kazakh, Russian, English | B2 |
| Gulmira | Public | 16 | Russian, Kazakh, English | C1 |
| Bike | Private | 14 | Kazakh, Russian, English, Turkish | C1 |
| Bolat | Public | 2 | Kazakh, Russian, English | C1 |
| Kamila | Public | 9 | Kazakh, Russian, English | C1 |
| Mereke | Private | 15 | Kazakh, Russian, English, Turkish, Uzbek | B2 |
| Shakhnoza | Private | 12 | Uzbek, Kazakh, Russian, English | B2 |
| Zhanar | Private | 20 | Russian, Kazakh, English | C1 |
| Korkem | Private | 7 | Kazakh, Russian, English | C1 |

Note. The names of the participants are pseudonyms.

Data Collection Instrument

Data were collected through a semi-structured interview, which combined asking questions that were prepared in advance and follow-up questions that were made up on the spot depending on the insights from the interviewees (Griffie, 2012). The prepared questions included in this instrument are based on the relevant literature in regard to revealing teacher educators' beliefs on translanguaging. There were three groups of interview questions that were targeted at revealing: (1) background information of the participants; (2) their beliefs on translanguaging as a general practice; (3) their beliefs on the use of translanguaging in teaching as a pedagogic tool (See Appendix A).

Cohen et al. (2007) emphasize that “the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard” (p. 349). In other words, the researcher may keep the interview controlled and dynamic simultaneously and make observations while taking notes to capture information on the participants' non-verbal communication signals, e.g., facial expressions, hesitation, body language, and posture. The use of interviews as the sole data collection instrument might be a justified choice considering the methodological approaches of studies with a similar focus (al-Bataineh & Gallagher, 2018; Olimnazarova, 2012; Wang, 2016). Interviews were preferred as a tool that reflects the experiences of the participants and enables the researcher to directly listen to their opinions and know more about their feelings. Since interviews are the instrument that most adequately capture participants' beliefs, they fit the focus of the current study.

Data Collection Procedures

Before any interview with actual study participants, the data collection instrument was piloted with fellow students from Nazarbayev University Graduate School of Education (NUGSE). The interview questions were checked and adjusted to be as appropriate and accurate as possible. The two research sites, HEIs in Shymkent, were contacted at least a week before the data collection started. As the gatekeepers granted access to the sites, the researcher visited each site to introduce the research to the potential participants. Then contact information of the the potential participants was requested. Potential participants received a recruitment message from the researcher with detailed information on the study. Those who showed interest in the study were asked several questions to check whether they met the selection criteria. All ten recruited participants were provided an electronic copy of the consent form (See Appendix B) before interviews were scheduled according to their preferred time and place. Specifically, face-to-face interviews were conducted at the research site or a public place of their choice.

On the day of the interview, the procedures were as follows. A hard copy of the consent form was given to the participants and their signatures were obtained before the interview started. Before each interview began, the participating teacher educators were asked to feel free to use any of the Kazakh, Russian or English language when responding to the questions. The duration of each interview averaged approximately 20 minutes. They were held in accordance with the interview protocol prepared in advance. With every respondent, I conducted a semi-structured interview, which started with an introduction of the study, the participant's rights, and signing the consent form. The interviews started with questions about each participant's background and narrowed down to questions asking about particular

translanguaging strategies. To make the interviews as clear as possible, the researcher used simple vocabulary and avoided terms specific to multilingualism or any other field that may be unfamiliar to the participants. For instance, the term translanguaging was simplified as “use of first languages in teaching/learning English,” which was thought as the most appropriate interpretation in the context of this study. Only one question was asked at a time with probes and prompts to elicit information-rich answers. At the same time, I tried to avoid making assumptions and asking sensitive or personal questions (Cohen et al., 2007). For the purpose of data transcription and analysis, the interviews were recorded via a voice recording application on the researcher’s mobile phone.

During the data collection process, the notes and generated analysis were validated through member-checking (Creswell, 2014). The participants were asked if the researcher’s understanding of their answers did match what they thought and said in the interviews to maximize the accuracy of all the interpretations.

Data Analysis Procedures

Once the data were collected, the next cycle was the part where I worked with them creatively to digest and surface patterns and determine the most salient and meaningful pieces of data to interpret and reveal to readers (Hoepfl, 1997). The interviews were analysed thoroughly to compare, contrast and surface recurring opinions that contribute to understanding beliefs about translanguaging in pre-service teacher education. The interviews conducted with those ten participants were meticulously transcribed on a website called otranscribe.com. Then, the interview transcripts (See Appendix C) were coded, and further parts of data analysis occurred. Although there were only ten participants, a computer-assisted

data analysis tool called NVivo was used to streamline the coding and thematize the processes (Denzin & Lincoln, 2005).

The interviews with raw and rich information were transcribed into a digital document, where the lines of the interviewer and the interviewees were clearly indicated to facilitate coding (Creswell, 2014). The approaches to coding might be classified as a mix between template and editing approaches. According to Crabtree and Miller (as cited in Bloomberg & Volpe, 2008), in the former approach key codes appear from literature, while in the latter there are no predetermined codes as they rather have an emergent nature. In other words, the codes were developed after several thorough examinations of the interview transcripts based on the literature review and the researcher's insight. The emerged initial open codes were then collapsed into focus codes that were grouped into themes that appear in the interviews (See Table 2). Overall, five ordinary, unexpected, hard-to-classify, major and minor themes were accumulated over the course of coding and were used to respond to the questions of the research (Creswell, 2014). According to the research questions, the codes were used to interpret the teacher educators' beliefs toward translanguaging as a general practice as well as a pedagogical tool in their teaching practice. After the answers of the interviewees were analyzed, their beliefs were categorized as the virtual, maximal, or optimal positions according to the theoretical framework developed by Macaro (2014).

Table 2

Thesis Codebook with Themes, Focused and Initial Codes

| Code Name | Description | Files | References |
|---------------------------------|--|--------------|-------------------|
| TED BELIEFS | Teacher Educators' Beliefs on Translanguaging (The main code) | 10 | 55 |
| Conflicted opinion on TL | Quotes that represent both support for and rejection of translanguaging (further referred to as TL in codes) | 4 | 6 |

| | | | |
|-------------------------------------|---|----|----|
| Disapproval of codeswitching | | 2 | 2 |
| Support of language purity | | 2 | 2 |
| English only | | 8 | 16 |
| Assumed En Only Policy | | 5 | 5 |
| Disapproval of TL | | 4 | 9 |
| English Only demanded | | 8 | 23 |
| English Only not used but supported | English only approach to teaching is deemed as the ideal situation in the classroom | 7 | 16 |
| Maximum use of English preferred | | 10 | 32 |
| TL as Recourse | Use of translanguaging is treated as the last resort | 6 | 20 |
| Multimodal communication | | 1 | 1 |
| Occasional TL | | 2 | 2 |
| Surreptitious Student TL | Students practice translanguaging secretly | 2 | 3 |
| TL with guilt | Teacher educators use translanguaging with a bad conscience | 5 | 8 |
| TL as Resource | Translanguaging is seen as a useful tool | 6 | 13 |
| Students' TL as a tool | | 4 | 9 |
| Support of TL as a pedagogical tool | Open support of translanguaging pedagogy | 9 | 41 |
| TL as scaffolding | Teacher educators think that gradually there should be less translanguaging and more of the target language | 10 | 23 |
| TL for building rapport | | 6 | 6 |
| TL for comprehension | | 6 | 17 |
| Limited TL allowed | | 6 | 11 |
| TL for high level courses | Translanguaging for courses that require complex language use | 1 | 3 |
| TL for preserving multiculturalism | | 1 | 1 |
| TL outside the classroom | | 1 | 1 |
| TL supported but not used | Teacher educators show support for (certain) pedagogic translanguaging approaches but do not use it strategically | 2 | 3 |
| TL in non-dominant languages | Languages other than En/Kz/Ru | 0 | 0 |

| | | | |
|--------------------------|--|---|---|
| TL in minority L | Translanguaging in (local) minority languages, e.g. Uzbek | 3 | 5 |
| TL with International Ss | Translanguaging with international students from Turkmenistan, China, Pakistan, etc. | 3 | 6 |
| No TL for Int Ss | Lack of translanguaging with international students | 2 | 2 |

Ethical Considerations

While the research may be a valuable contribution to understanding of an issue, it is required to follow ethical codes, among which are regulations of the institution, and to respect both the site and the participants (Creswell, 2014). The study as an ethical enterprise has to be conducted in a manner that would be ethically defensible (Cohen et al., 2007). Inescapably, there tends to be potential risks for participants that need to be managed. The potential risks in this study may include breach of confidence and fear of retribution. To make sure the study does not impose more than minimal risk to its participants, an ethical approval from the Nazarbayev University Graduate School of Education's Research committee was obtained on November 6, 2018, which is over a month before the data collection started. In order to provide anonymity and protect the confidentiality of the participants, their names were replaced with pseudonyms during data collection and report. The recorded audio files are stored on a mobile phone, a laptop, and an online file storage, all protected by passwords and accessible only to the researcher. Any information that could lead to the identification of the participants, e.g., HEI name, geographical location and people's names, have been changed or coded. The names of the research sites and their exact location in Shymkent are not disclosed anywhere in this thesis. Therefore, participation in this study will not subject the interviewees to retribution or punishment from their employer or any other party.

Conclusion

This chapter presented the methodology of the study on Kazakhstani pre-service teacher educators' beliefs about translanguaging. It includes detailed descriptions and justifications of research design, research sites, and sampling procedures, data collection instrument, data collection procedures, and data analysis, as well as ethical considerations. Specifically, the study adopted a qualitative case study approach conducting semi-structured interviews to collect data. Ten participants were recruited among pre-service teacher educators who work at two HEIs in Shymkent and teach English language or foreign language teaching methodology. To ensure the protection of the participants' rights and other ethical considerations, an ethics approval was obtained from the NUGSE Research Committee. The following chapter presents the main findings of the study.

Findings

This qualitative study was designed to shed light on the beliefs of faculty members involved in educating future English language teachers in Shymkent. The research question “What are Kazakhstani pre-service teacher educators’ beliefs on translanguaging?” guided the research. The subquestions were as follows:

1. What are Kazakhstani pre-service teacher educators’ beliefs on translanguaging as a general practice?
2. What are Kazakhstani pre-service teacher educators’ beliefs on the use of translanguaging as a pedagogical tool in their teaching practice?

This chapter unveils the main findings from ten semi-structured interviews that were based on the abovementioned research questions. From the open codes, three major themes emerged: preference of English only, translanguaging as recourse, and translanguaging as resource. The sections below expand on each of these themes. The presence of such diverse themes reflects the internal conflict of the teacher educators’ beliefs toward translanguaging since they are still reflecting on this set of multilingual practices.

Preference of English Only

One of the major themes across the interviews is the preference of the English language, both in the general language practices in the classroom and for pedagogic purposes. This theme includes subthemes such as maximum use of English, English only demanded, English only supported despite its impracticality, and disapproval of translanguaging. Insistence on teaching only in English was partially rooted in the belief of faculty that the students of this program should be instructed in English only. For instance, Akerke stated, “In alignment with the needs of the program, we have to conduct lessons speaking only English”

For all your quotes from interviews or field notes you need a precise reference: exact date, and name, unless it is mentioned before the quote as it is in this case (Akerke).

Likewise, the participating teacher educators referred to how they hold students majoring in foreign language teaching to higher standards in terms of English language use in the class. Correspondingly, the participants maintained that compared to students of other majors, future teachers of English should study in English only. It was illustrated in the words of Gulmira, “As we are training specialists of English language, the lessons a priori should be in English” (exact date).

Overall, preference of English only was expressed by all ten teacher educators in one way or another. More evidence is provided in the subcategories below.

Maximum use of English

Most of the participating teacher educators were inclined to believe that the ratio of English to other languages should increase through the years of study of pre-service teachers. It means that, for example, Kazakh or Russian could be present during the classes with freshmen or sophomores but have to be very limited with juniors and seniors. Regarding the language that should be used in the class, Akerke had to say the following:

To be honest, English should be used as much as possible. With the first and second-year students, maybe 30% of the lesson could be in their languages. However, the third and fourth-year students should speak only English. I also should use English language only.

On the other hand, some said that although it depends on the type of course they are teaching, English language is the preferred classroom language. The participants also were aware that it is impossible to use only English because of the students' insufficient? level of English and

other factors. Regardless, they were determined to continue employing English to the maximum as Aiman said, “I prefer English because I have adopted the approach of immersion in the language environment so that students have more practice. Even though I am not a native speaker” (reference). Another participant, Kamila, stated the following:

Since I teach practical courses of English, I try to conduct lessons in English from the beginning till the end. I like to do everything—from saying “stand up,” “sit down,” “who’s present today,” and “who’s absent today,” to asking for translations of the words in English. I use this approach and I taught my students to do the same. For instance, when someone asks for a translation of a word, I encourage them not to use the Kazakh or Russian translation but the *definition* [Original English in italics, plain text is translation from Kazakh].

Most linked their choice of demanding English or using it to the fullest to the major of the students. They tried to avoid translanguaging and mentioned that they also ask their students to use primarily English in their teaching as can be seen in the quote from Bike, “I tell them to conduct all 40 minutes of the lesson or at least 39 minutes of that duration in English”.

The teacher educators were confident that students would get used to English only even if there could be a lack of understanding or increased learning anxiety. They believed that if students are struggling to grasp the meaning of an utterance, the message should be repeated or further explained in English. That may be observed in Mereke’s following statement, “English should be the primary language in the classroom, because even if children don’t understand when you speak only English, they will try to understand you (reference).

Based on their judgment, the study participants were inclined to choose English even in situations where translanguaging could potentially improve the learning process.

English only demanded

Due to the belief that teaching in English only is the best option, certain teacher educators admitted that they force their students to use the target language. Besides asking to use English only when giving tasks, some monitor language use in the classroom to be certain that students are following the said rule, for example, during group discussions.

Korkem: Sometimes I try to approach them and remind them in English to *use English language* [Original English in italics, plain text is translation from Kazakh]. Aiman: *So, in this case, they speak only in English, I go to the class, listen to them do they speak in English or not. Are they using English, not Kazakh or Russian? Ne dumaite chto ya vas ne slyshu. Da, ya hozhu po klassu i* [Don't think I don't hear you. Yes, I walk around the classroom and] listen to them to see if they are using English or not [Original English in italics, plain text is translation from Kazakh, bold is Russian].

In addition, the use of English was demanded employing a unique approach by Kamila, "Sometimes, when they ask me about something related to the lesson in their languages, I simply do not respond. I demand asking questions in English".

The participants demanded all the students to use exclusively English regardless of their background. It means the rule applied to the native speakers of non-dominant languages as well, which is illustrated in the quote below.

Akerke: **No** (But) when we divide students into groups for *discussion*, we **zastavit etip** (make them), **tol'ko na angliskom govorite!** (speak only in English!) We give them tasks **obsuzhdat' tol'ko na angliskom** (to discuss only in English), **no oni vse ravno ispol'zuyut svoi yazyki** (but they still use their own languages), be it Kazakh, Russian or Uzbek. If it's Turkmens, **oni tozhe mogut obsuzhdat' na turkmenskom** (they also

have discussions in Turkmen). But when we give tasks, we ask them to speak only in English, **inogda delaem zamechaniya esli oni razgovarivayut** [in their language] (we sometimes reprimand them [for speaking in their own? language]). **No inodga** (But sometimes) we do that **propuskaem** (we ignore it), **ladno** (OK) and let them be. We make them speak in English when they have to talk to the whole class [plain text is translation from Kazakh, bold text is Russian, underlined is Kazakh and original English is in italics].

English only supported despite its impracticality

All the interviewed faculty shared the idea that, in their perfect class, only English would be used. The reasoning behind it was that during English lessons both instructor and students should employ solely English. However, they also understood that it was not feasible given the circumstances. Some attributed it to their teaching approaches, while others blamed it on how they cannot avoid translanguaging in their teaching practice. Akerke, for example, said, “There are teachers with great methodology that use only English in their teaching practice, I support them. Aiman expressed a similar point of view:

I have to use English, it should be a requirement in mastering English. The instructor should [conduct] lessons only in English... but, unfortunately, although I try my best to use [English only], I keep going back to Russian or Kazakh, mostly, to Russian.

Another reason why it was not possible for some interviewees to use English only was related to their students' level of English. Gulmira said, “Ideally, it would be great to conduct lessons only in English, but we aren't always ready. The level of preparation of students who come here does not always correspond to the requirements”. As was said by the participants, the vast majority of students often come from the villages in South Kazakhstan and their English

proficiency level is not as high as that of urban students who attend afterschool English language courses.

Disapproval of translanguaging

The study participants also showed their preference of English only when answering the questions regarding the pedagogic uses of translanguaging. Most were either overtly against the very idea, or hesitant to alternate the languages of input and output driven by various beliefs and teaching experience. While it was acknowledged that students may engage in translanguaging practices secretly, the faculty members firmly believed in the need to use English only.

Bolat: If the task is given in English, the work should be in English. If I assign to write a report in English, they can't bring it in Kazakh. They have to do it in English.

Bike: Are you saying that *input* is English, but *output* is any language they choose? No, I am against it [Original English in italics, plain text is translated from Kazakh].

While there were positive responses to the questions about using translanguaging practices as a pedagogical tool in teaching English, about half of the faculty were not fond of the idea. Mostly, translanguaging in the form of alternating languages of input and output, as well as prewriting using one's whole linguistic repertoire and submitting the final draft of the work in English, were not received well. Instead, all participants mentioned that they urge their students to perform such tasks only in English. Such beliefs could be noticed in Gulmira's words, "*At this very moment, if it is about our writing speech, it should be in English... from the very very beginning, yes* [Original English]." Zhanar also held a similar belief, "M-m [disagrees]. Although there can be [translanguaging] in discussions despite it being prohibited,

the *final draft* and the *draft version* all should be prepared in English [Original English in italics, plain text is translation from Kazakh].”

Regardless of the level of English, some of the teacher educators were convinced that only the target language should be used in assignments and in class. It was partially due to their belief that students would get used to the use of Kazakh or Russian by the instructor, which would ultimately hinder the target language development. Mereke demonstrated it well saying, “Even if it takes time, they should learn to do it [in English]. They ought to learn to produce in the language they are learning.”

Translanguaging as Recourse

The second major theme categorized as “translanguaging as recourse” unites subthemes such as translanguaging with guilt, and surreptitious student translanguaging. With more than half of the study participants believing that they should use English as much as possible if not only English, translanguaging was most often treated as a last resort. Since to them translanguaging is something they would rather avoid, the findings that carry this idea were brought together under the theme “translanguaging as recourse.” Some statements displayed their displeasure about unconsciously referring to their or their students’ first languages. Although translanguaging was a useful multimodal communication tool, one teacher educator criticized it for contributing to students’ shrinking vocabulary. Aiman believed so saying, “Often, because they use gadgets, especially because they use emojis, it seems that their vocabulary is getting scarcer” (reference).

Similarly, while translanguaging was used by them in teaching, they felt helpless because their rule of using only English was not being accepted by their students. Moreover, they could not follow that rule themselves either, as they often engaged in translanguaging

practices later during a lesson that usually started in English. According to their responses, to make the content more comprehensible, the participants had to translanguage despite their unwillingness to do so. More findings that elaborate on this theme are presented further. What is amazing to me is that they readily give into translanguage in their interview responses, gleefully offering a rich cocktail of all three languages.

Regardless of seeing specific translanguage practices useful in teaching, a few participants showed their dislike of mixing languages. It was evident in their arguments in favor of language “purity.” Bike strongly believed, “If you are speaking, speak pure Kazakh. If you are speaking, speak only Russian. If you are speaking, speak only English” (reference). Bolat also said, “Generally, it’s better to speak in one language” (reference). See previous comment.

During the interviews, the teacher educators also revealed that among their students there are native speakers of languages that are non-dominant in the context of Shymkent. Native speakers of Uzbek, Turkmen, Azerbaijani, Urdu, Korean, and Chinese were in a worse situation than those whose first language was Kazakh or Russian, the dominant languages in the city. Users of minority languages such as Uzbek were locals who reportedly had a very good command of the dominant languages. Therefore, even though the interviewee herself was a native speaker of Uzbek, there was little Uzbek used in the class, except for rare occasions when students are struggling to understand something. As Shakhnoza explains, it was for certain reasons:

[Graduates of] Uzbek schools are highly proficient in Kazakh. It’s not hard for them.

If they were from Uzbekistan, maybe it would be, but our locals, as mostly only local students enroll in our program, learn Kazakh at the same time [with their first

language]. Also, they take UNT [Unified National Testing] , they take it in Kazakh, so it's not hard for them. We teach them in Kazakh. (reference)

According to the study participants, speakers of minority languages opted for studying with Kazakh or Russian as the medium of instruction for reasons similar to the abovementioned. They could translanguage among themselves, but, as Akerke stated, were asked to use English only.

In contrast to the minority language speakers, international students that identified the remaining languages as their first oftentimes struggled with the local languages, and often even with English at the beginning of their studies. It was true even for the students who took year-long preparatory language courses in Kazakh or Russian. Akerke said, “When they start studying, they often don't know any Russian, Kazakh or English. It's hard to communicate with them. **Inogda prihoditsya** [Sometimes we have to] interact with them with the help of their [local] groupmates [Plain text is translation from Kazakh, bold is Russian] ” (reference).

A share of international students had some knowledge of the common languages in the context. It was reported by Aiman and Kamila that they sometimes use Russian or English during the lessons. Based on that, despite not being explicitly prohibited from translanguageing or using their first languages, international students tried to use mainly the local languages or English.

Aiman: There are Turkmens, Uzbeks, Uighurs, Tatars, Kazakhs, and Russians. When they talk to each other or to me... **ko mne obrashayutsya, oni starayutsya libo na russkom, libo na angliskom** [when they talk to me, they try to [use] either Russian or English] [plain text is translation from Kazakh, bold is Russian].

From the findings above, it was evident that the teacher educators did not encourage the use of the first languages of non-dominant language speakers. This implies that speakers of languages other than Kazakh or Russian had restricted access to their whole linguistic repertoire when they were learning English or content in English.

Translanguaging with guilt

Mostly, I sensed that the teacher educators felt guilty about translanguaging because it is a practice they cannot avoid and on which they have to rely in teaching. It was, as they explained, partially because of their and their students' level of English, which was not sufficient to use English exclusively. Although they did not say that they felt guilty about it, their word choice and intonation sufficed to make such an inference. Particularly, saying "you can't escape it" and "you have to explain... in Kazakh," the participants expressed their displeasure related to translanguaging (the phrases are underlined in the following quotes). Aiman said, "*For example, when explaining Present Perfect, they almost, they utterly, they will absolutely, it is a fact, they will ask how it will be in Russian or in Kazakh. You can't escape it* [original English is in italics, plain text is translation from Kazakh]." Meanwhile, Korkem stated, "However, in Kazakh groups you have to explain certain concepts or definitions of some words like "stereotype" in Kazakh when they don't understand it in Russian."

They explained that in case there is no translanguaging on their part, students might ignore or simply not understand the lesson content. Gulmira's unenthusiastic tone and word choice when saying "you'll need to" may also be evidence of translanguaging, although she would prefer not to employ it. Gulmira shared, "Well, yes, if you notice that the class isn't

responding or getting you and ignoring you instead, you'll need to switch [to their first languages], yes”.

Surreptitious student translanguaging

A few teacher educators also admitted that it is impossible to prohibit students from translanguaging in the classroom, because they engage in such practices regardless. The reasoning was that teacher educators have little to no control over the cognitive processes of the students who will use their whole linguistic repertoire in spite of being urged to use only English. Bike stated, “You can’t completely prohibit it. Even though if you instruct them to use English, to discuss things in English, there are times when they use their mother tongues *during pair work, or during group work* to some extent [Plain text is translation from Kazakh, original English is in italics].”

Translanguaging as Resource

The third major theme that emerged from the data is named “translanguaging as resource” and it has subthemes such as “translanguaging supported as a pedagogical tool,” “translanguaging as a means of scaffolding,” “translanguaging for comprehension,” “translanguaging for building rapport,” and “student translanguaging as a tool.” According to the responses to the interview questions, all ten participants cited different forms of translanguaging as a resource. Although it contrasts with their preference of English only and deeming translanguaging as their last resort, different manifestations of translanguaging were considered useful pedagogical strategies. This ambivalence in regard to translanguaging shows the participants’ dynamic beliefs that are yet to be shaped. One of the most remarkable findings is that some of the teacher educators were provoked by the interview questions to a considerable extent. Particularly, they reflected upon their teaching practices when they were

asked about the pedagogic uses of translanguaging. Consequently, they thought about the need to use the ideas of pedagogic translanguaging, such as allowing students to use their entire linguistic repertoire in writing the rough draft of an assignment, then submitting the final version in English. Among their justifications were that it is better than not being able to write anything at all or simply copying from the internet or elsewhere. Below are the subcategories of this theme that similarly illustrate the ways the teacher educators expressed their views about translanguaging as a resource.

Translanguaging supported as a pedagogical tool

Teacher educators from both HEIs explicitly showed their approval of using translanguaging as a pedagogical tool in their teaching practices, linking it to their own linguistic background. It means that they deem translanguaging a natural practice as they engage in it personally. For instance, Mereke said, “For example, we have learnt Russian, and even a person who doesn’t know Russian now speaks using some Russian words. Just like that, I don’t think there is anything wrong... with mixing Kazakh and English” (reference).

Zhanar also reflected on her own experience of translanguaging and showed how this multilingual practice could facilitate her students’ language development:

Well, if they can’t find a word in English, they can quickly do it in Kazakh or Russian.

The same applies to me. I used to think carefully before; I used to think only in the English language as I wanted to sound literate. Now I think that they [languages] complete each other.

Another instance of translanguaging being supported was when the English only approach was considered inappropriate.

Kamila: If we **kak by** [kind of] *pressure* them to study only in English, to explain things only in English, then they won't be able to grasp the materials [plain text is translation from Kazakh, bold is Russian and original English is italics].

Zhanar: *English only policy?* Well,... there used to be something like that in the past. I remember I used to think that if it's English, it should be? only English. If it's Russian, it should be only Russian. The same for Kazakh. Also, everything should be accurate. But now I think slightly differently, because language is language. What is it for? To help us express our thoughts, to be used, doesn't matter what language it is. What matters more is the result, communication.

The common perception was that translanguaging is a suitable teaching approach that capitalizes on students' first languages. In other words, according to the participating teacher educators, students' background knowledge as a whole can be used to build better comprehension of the content. Bike said, "However, there are certain aspects [of language] like pronunciation peculiarities and grammar items, where you should be *using their background knowledge* [Plain text is translation from Kazakh and original English is in italics]." Mereke also shared, "I think that since they don't understand anything because of their low level, we should use our language, for example, we need to use Kazakh **perevodka** [for translation], for memorizing words and for explanations [Russian is bold, Kazakh is underlined, plain text is translation from Kazakh]."

Translanguaging was seen as a means of overcoming a language barrier. In other words, teacher educators believed that translanguaging could push students to start using English, thus supporting its use. Gulmira stated, "If it helps overcome that barrier, I prefer them to mix these languages."

Likewise, during the interviews, the teacher educators came to a realization that they should not limit students to choosing only one language of communication and, instead, gave them freedom of choice. Moreover, it was a way for teacher educators to preserve the multicultural nature of the classroom. Such freedom was given to speakers of Kazakh, Russian, and other languages present in the class. Gulmira said, "I think it's better not to say that there should be only one language during discussions and debates. They can use any language, they can mix them."

Translanguaging as a means of scaffolding

Oftentimes, teacher educators who supported the use of translanguaging viewed it as a way of scaffolding, i.e., a teaching tool that should be used less often over time. Most of the study participants were tolerant of translanguaging in the initial stages of learning because of the students' level of English. However, they saw it as a purpose to limit the presence or eliminate the elements of students' first languages in the class. Akerke shared the following, "Gradually, as they study they should switch to English." It was in part due to students' need of translanguaging to understand the topic well enough to start a discussion in English. Therefore, whenever students struggled to get the grasp of the covered matter, the teacher educators were not against translanguaging practices. Aiman said, "They start talking to each other in Kazakh or Russian right away and after some time they switch to English. They never choose English from the beginning". Bike also shared the following:

You can see it in their eyes whether it is laborious for them to express their thoughts in English or whether they get the meaning of the information. So, in such instances only I think it is okay to refer to their first languages to provide some additional information.

However, one teacher educator clearly stated that the complete transition to English should be negotiated and agreed upon by both sides, meaning that students should accept this condition. Korkem stated, "After some time when a certain level is reached, with a mutual agreement there should be total shift to one language [English]."

Translanguaging for comprehension

More than half of the interviewed teacher educators mentioned that translanguaging helps them deliver information accurately to the students. When content in English is not sufficiently comprehensible to learners, Kazakh and Russian were referred to in order to improve the situation. Mereke said, "If I speak only in English, children will understand only half of it because they are just learning the language. That's why I want to explain it in their language. To deliver the message clearly to the children." Similarly, Shakhnoza stated, "To explain content to students accessibly, we use their mother tongue. It's either Kazakh or Russian."

Translanguaging was practised for comprehension by the students, too. Specifically, the study participants mentioned their students' reliance on translanguaging, and showed approval of their asking questions with the use of their first languages. It was illustrated in the words of Bolat, "First and second year students are supposed to be at B1 level, but in reality they aren't. Therefore, when they ask about something and they cannot do it only in English, they can use their first languages."

Translanguaging was a means of increasing comprehension, especially during higher level courses, such as English literature or foreign language methodology. The reasoning was that when teaching about theories and complex issues, there is a need to employ the first languages of the students for extra support. Akerke shared, "During difficult courses, for

instance, literature **ili** (or) methodology, if there are parts they don't understand, there is **perehod** (switching) from English to Kazakh or Russian. Mixing. Sometimes, we speak all three languages at the same time [plain text is translation from Kazakh, bold is Russian].”

Translanguaging for building rapport

Teacher educators also revealed that they use translanguaging for building rapport. According to the interviewees, they and their students depend on their first languages when communicating both in and out of the classroom. It lets them build a connection with learners that English may sometimes not be able to provide. Students find it easier to express their honest thoughts when they use their whole linguistic repertoire. Shakhnoza said, “Anyway, when you talk to them in their mother tongue... it's possibly easier for them to give their opinions, complain, and so on.” Korkem also shared how she used translanguaging for a similar purpose, “From time to time I use Kazakh or Russian words in our speech to brighten up the mood of students.”

Such a trend is related to the special relationship with their mother tongue. It was reported that teacher educators choose translanguaging for building rapport because of the feeling of intimacy about using first language in communication. Zhanar clearly demonstrated her support of translanguaging by saying, “One of the advantages of using first languages is particularly about building rapport. I support it. It's *mother tongue, mother tongue* [Original English]! It's close to their heart. So yes, it's better [to use it].”

Student translanguaging as a tool

The pedagogic uses of translanguaging in the classroom were not limited to the language practices of the teacher educators. The participants mentioned how they strategically use student translanguaging in instances similar to giving instructions, group discussions, or

when students struggle to remember words in a certain language. The choice to do so was not random, as the faculty members had some justification for the use of translanguaging. For instance, Gulmira relied on student translanguaging when there was a need to clarify the tasks. Shakhnoza thought that student translanguaging helps her learn, too. Thus, both teachers and students benefited from translanguaging when utilized for specific purposes.

Gulmira: If you are explaining something, for example, when giving tasks in English and you see that a part of the students is already doing it, then you can stop there. You don't need to explain anything in Kazakh or Russian because they will explain each other everything.

Shakhnoza: If it is a Kazakh-medium group, then we use Russian as well. It is because there are moments when I don't know the Kazakh translation of the words. I translate it into Russian and they give me the Kazakh alternative.

While the teacher educators may not have known that the name of such practices is translanguaging, they still noted that they are commonplace in the classroom environment. Translanguaging was often used in elaborate and unprepared discussions. Gulmira said, "*But discussions are usually unprepared; that's why they will use anyway they will use their native language* [original English]." Zhanar also shared, "They are given freedom of choosing languages. Especially when we are watching videos... discussing something. I mean when they talk to each other".

Conclusion

The findings show that five teacher educators held maximal belief, three of them were between maximal and optimal beliefs, one of them held virtual belief, and another one held

optimal belief towards translanguaging both as a general practice and as a pedagogic tool for teaching. The presented information could be summarized into six findings:

1. The teacher educators considered translanguaging practices as a resource based on their multilingual background. Therefore, they were not against the use of translanguaging, especially for building rapport or communicating with students in and out of class.
2. The majority preferred usage of English to the maximum. It was partially because students are exposed to their target language insufficiently outside the classroom.
3. Pre-service teachers were often required to use English only during in-class activities or for assignments. Despite the demands from teacher educators, teachers report that students often engaged in translanguaging.
4. Employment of translanguaging by pre-service teacher educators was treated as the last resort. For that reason, there was a sense of guilt associated with its use. The participants felt they had to helplessly rely on translanguaging because of their own and their students' inadequate English proficiency.
5. The study participants were inclined to think that the use of translanguaging should decrease as students become more proficient in the English language. They were tolerant to translanguaging practices during the first few years because students are often admitted to the university with a low level of English.
6. The pedagogical use of translanguaging was supported in order to increase students' comprehension of content, to overcome the language barrier, to preserve the multiculturalism of the classroom, to build rapport and to facilitate students' language development at large.

Discussion

Introduction

The preceding chapter covered the findings that were based on the qualitative data from ten semi-structured interviews with teacher educators who work with future English language teachers in Shymkent. The present chapter focuses on the discussion of those findings in relation to the literature on the topic. The purpose of this study was to explore the beliefs of Kazakhstani pre-service teacher educators on translanguaging. Therefore, the main research question was: What are Kazakhstani pre-service teachers' beliefs on translanguaging? To gain more insight into the matter, two subquestions were posed: 1) What are Kazakhstani pre-service teacher educators' beliefs on translanguaging as a general practice? 2) What are Kazakhstani pre-service teacher educators' beliefs on the use of translanguaging as a pedagogical tool in their teaching practice? The discussion of findings is aligned with the subquestions.

SQ1: What are Kazakhstani pre-service teacher educators' beliefs on translanguaging as a general practice?

It was important to explore this subquestion to see whether teacher educators have different beliefs toward translanguaging as a general practice compared with its use for pedagogic purposes. To shed more light on this matter, a finding given below is discussed in relation to the reviewed literature:

Finding 1. The teacher educators considered translanguaging practices as a resource based on their multilingual background. Therefore, they were not against the use of translanguaging, especially for building rapport or communicating with students in and out of the classroom.

This finding illustrates that the teacher educators held the optimal belief toward translanguaging as a general practice. It is in line with the statements of scholars such as García (2009) and Wei (2011) since translanguaging is indeed a natural set of multilingual practices present in Kazakhstan. The teacher educators who took part in my study were no exception considering they had Kazakh, Russian, English, Turkish, Uzbek, and other languages in their linguistic repertoire, similar to their fellow countrymen (Simons & Fennig, 2018). One of the manifestations of translanguaging was in the form of mixing languages that was mentioned by interviewees such as Akerke. Such practices may be interpreted as *Shala Kazakh* (Akanova, 2017), a term used in reference to frequently used language in Kazakhstan with elements of Kazakh and Russian. Since teacher educators themselves engaged in translanguaging in their daily life as multilinguals, they did not object to its use by their trainees as a general practice for communication. In other words, bearing in mind that the teacher educators themselves were multilingual, who engaged in translanguaging practices, including but not limited to *Shala Kazakh*, they viewed translanguaging as a resource.

One could say there was a translanguaging space (Wei, 2011) where both teacher educators and pre-service teachers freely translanguaged, most often for building rapport and communication outside the class time. In this space, spontaneous translanguaging that is different from pedagogic translanguaging (Cenoz, 2017) was practiced to make meaning of the surrounding world. Through this student-controlled and serendipitous type of translanguaging, teacher educators and pre-service teachers could build stronger bonds and communicate more effectively. Similar to the argument by de Mejiá and Hélot (2015), teacher educators were showing pre-service teachers what is acceptable during and outside the allotted academic hours. The teacher educators were not only allowing pre-service teachers to

translanguage outside of class time, but also encouraging such multilingual practices when they translanguage in response. The created dialogue could further enforce pre-service teachers' belief that translanguageing is natural and accepted in education in case it is confirmed by further research involving interviews and observations with pre-service teachers.

SQ2: What are Kazakhstani pre-service teacher educators' beliefs on the use of translanguageing as a pedagogical tool in their teaching practice?

This subquestion was posed to identify teacher educators' beliefs toward translanguageing, specifically as a pedagogical tool. Five major findings provided further help to answer this question:

Finding 2. The majority preferred usage of English to the maximum. It was partially because students are exposed to their target language insufficiently outside the classroom.

This finding about the preference of using exclusively English leads to thinking that the faculty members held the virtual belief. Despite the participants admitting that they translanguage on a regular basis, they had more traditional beliefs toward language practices in the classroom. Opposite the ideas promoted by the theory of translanguageing (Lin & He, 2017), most of the teacher educators held a monoglossic ideology, meaning that they supported using English language only in teaching. It is similar to the findings of the study by Doiz and Lasagabaster (2017), whose participants thought that an English-only context should be created to mirror a native-speaking environment. With similar motives, the teacher educators in my study thought pre-service teachers should be exposed to as much English as possible while they are in the classroom. It implies that in the view of my study participants the home languages of the students impede the development of the target language. Their

beliefs match with the language as problem orientation of Ruiz (1984) meaning that in the eyes of the participants translanguaging practices pose a threat to the development of students' English.

Taking into account that English is not anyone's native language in the context of Kazakhstan (Smagulova, 2007), this idea about the need to maximize the use of English in the class might be understood. However, by deciding to limit what happens naturally, teacher educators are disregarding translanguaging as a means of facilitating the process of learning the target language. The choice of English as the major or the only language of instruction was not something that affected only the courses taught by the study participants. It was one of the formative decisions that could also impact the teaching style of pre-service teachers in training, as the latter adopt the teaching methods they see modelled (de Mejía & Hélot, 2015; Sclafani, 2017).

Finding 3. Students were often required to use English only during in-class activities or for assignments. Despite the demands from teacher educators, teachers report that students often engaged in translanguaging.

The third finding also serves as a basis for thinking that the participants held the virtual belief. By their requests to stop engaging in translanguaging, teacher educators were exercising their authority to minimize the translanguaging space that was present during non-academic hours. By depriving pre-service teachers of that space, teacher educators were supporting language boundaries and structures and limiting dynamic and creative language processes under the umbrella term translanguaging (Wei, 2011). It is emphasized by de Mejía and Hélot (2015) that teacher educators play a pivotal role in equipping teachers and future teachers with tools to teach using their students' entire multilingual repertoires. In contrast,

the teacher educators in this study were restricting the pre-service teachers' freedom of choice and right to their own linguistic resources.

In response to the mentioned restrictions, pre-service teacher educators opted for continuing their ordinary linguistic practices that include translanguaging. The learning process in such conditions may be described as far from being efficient and liberating, since there was no ideological space for implementing translanguaging (Flores & Schissel, 2014; García, 2009; Wei, 2011). The mentioned attempts of the teacher educators to restrict translanguaging spaces, but failing at doing so, shows that there is a continuing struggle related to translanguaging practices in classrooms.

Finding 4. The use of translanguaging by pre-service teacher educators was treated as a last resort. For that reason, there was a sense of guilt associated with its use. The participants felt they had to helplessly rely on translanguaging because of their own and their students' inadequate English proficiency.

In correspondence with Macaro's (2014) framework, teacher educators' beliefs on translanguaging of this kind may be categorized as maximal. Similar to the description of that belief, the teacher educators in my study felt that they were relying on translanguaging due to a lack of necessary conditions to instruct learners exclusively in the target language. In cases when translanguaging was used by the faculty that took part in the study, it was often seen as the last option. It means that if there were a way to avoid translanguaging, the teacher educators would do so. This sort of belief toward translanguaging may be noticed in the works of Abdrakhmanova (2017), Doiz and Lasagabaster (2017), Nadeem (2012) and Olimnazarova (2012), where teachers felt guilty for translanguaging, and lacked the necessary knowledge to strategically use it in their teaching practice. Little awareness of various

pedagogic uses of translanguaging might mean that teacher educators cautiously use students' linguistic repertoire, which leads to less effective teaching (Escobar & Dillard-Paltrineri, 2015). According to Nikula and Moore (2015), under such circumstances, students do not fulfill their academic potential since they are unable to capitalize on their whole linguistic repertoire while learning.

Finding 5. The study participants were inclined to think that the use of translanguaging should decrease as students become more proficient in the English language. They were tolerant to translanguaging practices during the first few years because students are often admitted to the university with a low level of English.

The fifth finding demonstrates that the teacher educators' beliefs fit the description of the maximal belief in Macaro's (2014) study. In contrast to guidelines that indicate how translanguaging can be used across language levels (Celic & Seltzer, 2013; Espinoza, Ascenzi-Moreno, & Vogel, 2016), the teacher educators in this study believed that translanguaging should be minimized as students reach a higher level of proficiency in the target language. Despite using translanguaging for reaching learning objectives, it was treated as a last resort instead of an integral pedagogical tool. This finding adds a layer to the beliefs of the participants, making them even more complex and paradoxical since the same participants simultaneously approve using English only, and rely on translanguaging for pedagogic purposes. In their understanding, translanguaging is a practice inherent to learners with lower levels, although *Shala Kazakh* and many other forms of translanguaging are practiced regardless of users' degree of proficiency in the learnt language. While Cenoz (2017) and Jaspers (2018) state that minority language proponents think translanguaging may put their L1 (the minority language) under threat because of potential language shift, in this

study the teacher educators have an opposite concern. They think that translanguaging limits the development of the English language although in practice quite the reverse course of events takes place in the example of Cenoz's (2017) study, where speakers of Euskara may be shifting towards Spanish, not Basque. It may be because, as the participants reported (See Finding 2), English is not as strongly present outside the class in the Kazakhstani context that local teacher educators prefer using mostly English and believe translanguaging diminishes the efficiency of their teaching. From a monoglossic viewpoint of the teacher educators, students' home languages may be a problem as they slow down the process of learning the target language (Ruiz, 1984). For similar reasons, once students reach a certain level of English sufficient to use it as the sole language of instruction, they are discouraged to translanguange during classes. In other words, Kazakhstani learners are expected to develop their English with access only to a limited part of their other? linguistic resources as they go beyond a certain level of proficiency.

Finding 6. The pedagogical use of translanguaging was supported in order to increase students' comprehension of content, to overcome the language barrier, to preserve the multiculturalism of the classroom, to build rapport, and to facilitate students' language development at large.

On the basis of the last finding, one could say that the participants demonstrate features of the optimal belief towards translanguaging. While they did not fully fit the description of the optimal belief, their responses may be evidence of their moving toward it. They strategically use translanguaging for raising students' understanding of content, overcoming the language barrier, and other purposes. The teacher educators that partook in this study may not have had a fixed belief regarding all aspects of the very large concept of translanguaging,

but they did have positive opinions about some aspects of pedagogic translanguaging. It was in agreement with the study of Daryai-Hansen and her colleagues (2017) in Denmark whose participants thought that using students' entire linguistic repertoire is advantageous in language teaching, especially for increasing comprehension. Although there are multiple ways of using pedagogic translanguaging according to Canagarajah (2011), García and Wei (2014), Makalela (2015) and Musanti and Rodriguez (2017), not all the teacher educators were eager to use translanguaging in developing all four linguistic skills. They more often favoured its use in speaking due to its help in increasing student comprehension, overcoming language barrier, and building rapport. The teacher educators' use of translanguaging for increasing comprehension of content is consistent with the study of Makalela (2015), where he used three translanguaging-based teaching methods. The function of preserving multiculturalism in employing translanguaging is similar to the findings of Canagarajah (2011), where the study participants' multicultural identities were empowered through assignments that let them use their entire multilingual repertoire.

Although the participants did not believe that they use translanguaging in various ways, the fact that some of them liked the idea of employing new methods of pedagogic translanguaging means that they are ready to learn. Such plurality of beliefs regarding translanguaging illustrates their internal conflict. Since the same participants gave contradictory responses, they are in a struggle to choose a side in relation to translanguaging. With half of them showing maximal beliefs (Macaro, 2014), this enthusiasm about learning could imply there may be some movement in the direction of optimal belief toward translanguaging.

Conclusion

The purpose of the chapter was to discuss the major findings of the study. The findings consistent with the literature demonstrated that the participants were accepting of spontaneous translanguaging or translanguaging as a general practice in non-academic discourses since it helps them communicate and build stronger bonds with their students. It means that they held the optimal belief towards translanguaging as a general practice. Nevertheless, they showed more conflicted beliefs to pedagogic translanguaging. In line with the reviewed literature, faculty preferred English as the sole medium of instruction, yet they relied on translanguaging for specific purposes. Overall, it shows that half of the teacher educators had the maximal belief toward translanguaging. However, three participants showed that they were moving towards the optimal belief. The participants' preparedness to employ translanguaging in new ways could mean they can adopt the optimal belief if given enough training. While one teacher educator (Bolat) showed his belief towards pedagogic translanguaging is virtual, another educator (Zhanar) held the optimal belief. Most of the participants struggled to pinpoint what they believe in relation to translanguaging, which may serve as evidence that the educational policy currently in action does not provide clear guidelines on the languages of instruction and methods of teaching. Most of the teacher educators' reflections show that they rely on their experience and intuition when they decide whether they should translanguage and let their trainees engage in translanguaging practices. It implies that the top-down policies should have better guidelines regarding the languaging practices employed in teaching and learning. Additionally, both the pre-service teacher education programs and the professional development programs for teacher educators in Kazakhstan need to address the intricacies of multilingual education.

Conclusion

The previous chapter covered the discussion of the major findings of this qualitative study based on the data from ten semi-structured interviews conducted with pre-service teacher educators of two higher education institutions in Shymkent. This chapter is dedicated to the main conclusions drawn in this research. The purpose of this study was to explore the beliefs of Kazakhstani pre-service teacher educators toward translanguaging in accordance with the framework proposed by Macaro (2014). To reach that purpose, the following research question was posed: What are Kazakhstani pre-service teachers educators' beliefs on translanguaging? There were two subquestions to gain more insight into two types of translanguaging: (1) What are Kazakhstani pre-service teacher educators' beliefs on translanguaging as a general practice? (2) What are Kazakhstani pre-service teacher educators' beliefs on the use of translanguaging as a pedagogical tool in their teaching practice?

The final chapter of this study addresses the main conclusions. Next, limitations and further implications as well as recommendations are provided.

Main Conclusions of the Study

The first conclusion of the present study is that pre-service teacher educators consider spontaneous translanguaging to be a natural set of multilingual practices. In particular, the participants were generally positive about the use of translanguaging for building rapport and communication with the students outside class time. It was in part due to a form of translanguaging known under the derogatory term *Shala Kazakh* which is common in Kazakhstan. Since the faculty members engage in translanguaging themselves, they were not against students' use of translanguaging. Given the positive beliefs toward translanguaging, a

translanguaging space was created that allowed pre-service teachers and teacher educators to translanguage outside the academic hours.

However, the vast majority of the study participants were inclined to believe that ideally translanguaging should not be used for pedagogical purposes. Instead, English was considered to be the only preferred medium of instruction. Considering how their trainees are exposed to the target language in a limited manner, the participants thought that the maximum amount of English should be employed in the learning process. The monoglossic ideology of the pre-service teacher educators was expressed in their attempt to create a native-speaking environment. Similarly, it could be noticed in how they demanded their students to use English only. Regardless of how impractical it could seem to restrict classroom language practices to English, pre-service teacher educators deemed the English only environment to be the most desired option.

As a consequence of the contextual limitations, the participants had to rely on translanguaging. They admitted that the trainees did not always follow their instructions to not engage in translanguaging. There were also difficulties in relation to using English only since the English proficiency level of both teacher educators and their students did not suffice to conduct the lessons the way they would have ideally wanted. Having a similar linguistic background as the pre-service teachers, faculty members also reported switching to translanguaging inadvertently. Since the envisioned English only scenario could not be followed, they resorted to translanguaging to deliver their lessons with a sense of guilt.

At the same time, the faculty members treated certain translanguaging strategies as useful for teaching. Their beliefs toward translanguaging were in conflict when seeing how the same person strived for English only, yet capitalized on translanguaging for pedagogic

purposes. In spite of their preferred teaching methods, they used translanguaging strategies for scaffolding, increasing comprehension, and developing communication skills of their trainees. In other words, they allowed both themselves and their students to translanguage to reach specific pedagogic objectives in their classroom. Their positive attitude to translanguaging was also identified through their expressed willingness to include translanguaging-based tasks in future lessons after they were asked several questions during the interview.

In general, the study findings show that half of the participants held the maximal position toward translanguaging. It means that despite preferring to use English only, they nevertheless relied on translanguaging in their teaching practice. Meanwhile, the responses of three study participants illustrated that they were moving towards the optimal belief, which implies that they were embracing pedagogic translanguaging. As one teacher educator held the optimal belief and another one held the virtual belief, it may be assumed that their educational background and teaching experience played a role.

Overall, most of the faculty members that partook in this study had conflicted beliefs toward translanguaging. While some of them did not like the idea of translanguaging in class, they had to rely on it in their teaching. It may be related to deficient educational policy, curriculum design, and guidelines provided to teacher educators. Paradoxical beliefs of teacher educators are all the more alarming considering that their beliefs and practices are passed down to their trainees. Unless more attention is paid to translanguaging in education, the teaching of English could be done less efficiently.

Limitations and Further Implications

The limitations of the study are mainly related to the uniqueness of the research site, participants, and accuracy of the findings. More details are provided below.

First, given the fact that the research site and the participants of this study are unique, it is hard to generalize the findings to Kazakhstani and foreign contexts. With only ten faculty members from two universities involved, their beliefs cannot represent their whole departments, institutions, or the city of Shymkent. It implies that studies with a larger database and a broader range of sites should be conducted to more substantially register the beliefs of teacher educators in Kazakhstan. For such a future effort, this study could be used as a baseline research.

Secondly, the teacher educators' beliefs toward translanguaging could be captured inaccurately. As translanguaging is quite a broad concept, only a limited amount of its elements and aspects were addressed in the interview questions. Moreover, it was paraphrased into the use of L1 and mixing languages, which could affect the quality of the findings. To improve that, triangulation could be done by means of using more data collection instruments, such as observations. Alternatively, more expansive interviews with more meticulously described translanguaging could be conducted.

Thirdly, the study participants could not be fully honest in their responses. They could adjust their answers in accordance to what they believed I expected them to say. To gain more accurate insight into teacher educators' beliefs, more thorough interviews could be conducted to crosscheck their answers. Similarly, observations could be carried out to see if their beliefs and practices match each other.

Recommendations

Based on the findings and conclusions of this study, several recommendations to educational policy makers, higher education institutions and teacher educators could be proposed.

Educational policy makers who often implement top-down policies need to take into account the multilingual context of Kazakhstan when designing the pre-service teacher education program's curriculum. Based on the findings, we may conclude that the currently taught course modules and used teaching materials do not sufficiently cover the peculiarities of multilingual education and modern English language teaching methods. Additionally, more comprehensive and updated professional development programs should be provided to teacher educators to raise their awareness of the benefits of translanguaging in policy and curricula.

Higher education institutions, in turn, could introduce several changes to improve the quality of teacher education programs. They may find it appropriate to address their institutional language policies more explicitly since the teacher educators specifically in this study were not sure about them. Workshops, seminars, and other ways of professional development could be provided to teacher educators at an institutional level.

Lastly, **teacher educators** personally may need to reflect on their teaching practices more deeply and frequently. The findings illustrate that one person may have substantially conflicted and even paradoxical beliefs toward translanguaging. It could mean that teacher educators do not reflect on the multilingualism of their students and contexts as often as they should. On top of these reflections, teacher educators need to do research and hone their skills in the craft of teaching on their own as professional development is fairly dependent on individual initiative.

Key insights

As a researcher, conducting this study let me realize a number of things in relation to translanguaging and teacher educators' beliefs on this practice. Considering that the concept

of translanguaging has expanded noticeably over the past decade, it is not surprising that its different aspects garnered reactions ranging from full disapproval to support. With the help of clear guidelines and theoretical pieces on translanguaging, anyone new to it (e.g., emerging scholars, teacher educators, teachers) would be able to unpack it. While interviewing the faculty members from two institutions in Shymkent, I realized that they were doing the best they could in dealing with multilingual practices if you take into account the design of “Foreign Language: Two Foreign Language” program curriculum in addition to other problems they may face in their work. The teacher educators were intuitively integrating translanguaging into their teaching, albeit not to the extent they could in case the stakeholders involved in teacher education worked collaboratively and capitalized on the multilingualism of pre-service teacher trainees and teacher educators. With team effort, I believe that it is possible to transform beliefs on translanguaging from virtual and maximal to optimal so that multilingual students learn more effectively in an empowering environment.

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Appendix A: Interview Protocol

| Categories | Interview questions | Интервью сұрақтары | Вопросы интервью |
|-------------------------------------|--|--|--|
| Background | 1. What is the main language of instruction in your class? Probes: based on any language policy 2. What are the first languages of the students? | 1. Сіздің сабақ барысында қолданатын негізгі тіл қандай? Probes: тілдік саясат 2. Студенттердің бірінші тілдері қандай? | 1. Какой основной язык инструкции на ваших занятиях? Probes: языковая политика 2. Какие у студентов первые языки? |
| General practice | 3. What language(s) do you think should be used in class? Probes: by you; by students. 4. What do you think of students mixing their first language(s) with English while learning English? | 3. Сабақта қандай тілдер қолданылуы керек деп ойлайсыз? Probes: сіз, студенттер. 4. Ағылшын тілін үйрену барысында студенттердің бірінші тіл(дер)ін ағылшын тілімен араластыруы туралы не ойлайсыз? | 3. Какие языки по вашему мнению должны использоваться на занятиях? Probes: вы, студенты. 4. Каково ваше мнение касательно смешения первого языка(ов) с английским языком студентами во время изучения английского? |
| Pedagogic tool in teaching practice | 5. What do you think of teaching English only through English? Probes: correlation to the taught course (language/methodology) 6. What is your belief on using students' first languages in your teaching? 7. How much do you think students' first language(s) should be used in teaching | 5. Ағылшын тілін тек ағылшынша оқыту туралы не ойлайсыз? Probes: курсқа қатысы (тіл/методология) 6. Студенттердің бірінші тілін сабақ берген кезіңізде қолдану туралы пікіріңіз қандай? 7. Студенттердің бірінші тіл(дер)і ағылшын тілін үйреткенде қаншалықты | 5. Что вы думаете о преподавании английского только посредством английского языка? Probes: отношение к курсу (языковой/методология) 6. Какое у вас мнение насчет использования первых языков студентов в своей преподавательской деятельности? 7. Насколько вы думаете следует |

| | | |
|--|--|--|
| <p>English? Why? Probes: for explaining concepts; introducing new content; giving instruction and feedback; building rapport; making clarifications.</p> | <p>қолданылуы керек деп ойлайсыз? Неге? Probes: концепттерді түсіндіруге; жаңа материал таныстыруға; тапсырма және кері байланыс беруге; жақсы қарым-қатынас құруға; айқындауға.</p> | <p>использовать первый язык(и) студентов в преподавании английского? Почему? Probes: для объяснения концептов; ознакомления с новым материалом; инструкций и обратной связи; налаживания хороших отношений; разъяснений.</p> |
| <p>8. What do you think of assigning students to listen to/read a piece in English and asking them to talk about it in a language(s) of their choice (García & Wei, 2014)?</p> | <p>8. Студенттерге оқуға/тыңдауға тапсырма беріп, сөйлеу барысында өздері қалаған тіл(дер)ді таңдату туралы не ойлайсыз (García & Wei, 2014)?</p> | <p>8. Что вы думаете о том, чтобы дать задание студентом по аудированию/чтению на английском и попросить их говорить на удобном им языке(ах) (García & Wei, 2014)?</p> |
| <p>9. What is your stance on allowing students to use multiple languages in discussions but asking to share ideas with the class in English (García & Wei, 2014)?</p> | <p>9. Студенттерге талқылау барысында бірнеше тілді қолдануға рұқсат беріп, сыныппен пікірлерін ағылшынша бөлісуді сұрау туралы пікіріңіз қандай (García & Wei, 2014)?</p> | <p>9. Каково ваше мнение о том, чтобы позволить студентам использовать несколько языков в обсуждении, но потребовать делиться мнениями с классом на английском (García & Wei, 2014)?</p> |
| <p>10. What do you think of having students pre-write using all their languages, then submit the work in English (García & Wei, 2014)?</p> | <p>10. Студенттерге дайындық барысында бар білетін тілдерін қолдана отырып жаздыртып, соңғы нұсқасын ағылшын тілінде тапсырту жайлы не ойлайсыз (García & Wei, 2014)?</p> | <p>10. Что вы думаете о том, чтобы задать студентам использовать все свои языки в написании предварительной версии, а затем попросить сдать работу на английском (García & Wei, 2014)?</p> |

Appendix B: Consent Forms

CONSENT FORM

Kazakhstani Pre-service Teacher Educators' Beliefs on Translanguaging

DESCRIPTION: You are invited to participate in a study that focuses on pre-service teacher educators' beliefs on use of students' first language(s) in learning English in the context of Kazakhstan. The purpose of this study is to reveal what pre-service teacher educators who specialize in English language believe regarding first language use as: 1) a general practice; 2) a pedagogic tool in their teaching.

Your opinions are important and valuable for this research since it will hopefully contribute to the expansion of the research literature on the investigation of beliefs on first language use in Kazakhstani pre-service teacher education. Participation is completely voluntary and there will be no loss of benefits if you choose not to participate or to withdraw from this study.

TIME INVOLVEMENT: Your participation will take approximately 30 minutes

RISKS AND BENEFITS: This study exposes you to minimal risks that might include breach of confidentiality and fear of retribution. To protect your anonymity and provide confidentiality, your name will be replaced with a pseudonym and the information about you and the institution will be coded. The interview questions were thoroughly checked to be tactful and psychologically comfortable. Moreover, you may choose not to answer any question or choose to withdraw from the interview. Participation or non-participation in this study will not subject you to retribution or punishment from your employer or any other party. You will not get direct benefits from participating in the interview. However, the collected data will help grow the body of literature on pre-service teacher educators' beliefs on the first language use in Kazakhstan.

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, Assistant Professor Bridget A. Goodman, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50

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 form if you agree to participate in this study.

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

- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ
Қазақстандық Педагогикалық Факультет Оқытушыларының Транстілдесу
туралы Пікірлері

СИПАТТАМА: Сіз қазақстандық педагогика факультеті оқытушыларының студенттердің ағылшын тілін үйренуде бірінші тіл(дер)ін қолдануы туралы пікірлерін білуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Бұл зерттеудің мақсаты – ағылшын тіл білімінде маманданған оқытушылардың жалпы іс-әрекет ретінде және өз білім беру тәжірибесінде қолданылатын әдіс ретінде бірінші тілді қолдану туралы пікірлерін анықтау. Сіздің пікіріңіз және көзқарасыңыз осы зерттеу үшін маңызды, себебі бұл жұмыс болашақ мұғалімдерді дайындаудағы бірінші тілді қолдануға қатысты оқытушылардың пікірлері бойынша ғылыми-зерттеу әдебиеттер қатарын кеңейтуге үлес қосады. Сұхбатқа қатысу ерікті түрде өткізіледі және егер қатысудан бас тартқан жағдайда сізге ешқандай зиян тимейді.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сұхбатқа қатысу шамамен 30 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН

АРТЫҚШЫЛЫҚТАРЫ: Зерттеу жұмысына қатысудың қауіптері шектеулі. Олардың қатарына құпиялылықтың бұзылуы және жазадан қорқыныш кіруі мүмкін. Сіздің анонимділігіңіз бен ақпарат құпиялылығын сақтау үшін сіздің аты-жөніңіз лақап атпен ауыстырылады, ал басқа жеке ақпаратыңыз бен жоғары оқу орны туралы мәлімет шифрленеді. Бұл зерттеу жұмысының сұрақтары барынша орынды болу үшін жете тексерілген. Қиындық тудыратын сұрақтар кездестірген жағдайда сіз оларды жауапсыз қалдыра аласыз немесе сұхбатқа қатысудан бас тарта аласыз.

Бұл зерттеуге қатысу немесе қатыспау нәтижесінде сіз жұмыс беруші не басқа тараптардан ешқандай жауапкершілікке немесе жазалау шараларына тартылмайсыз.

Сіз бұл сұхбатқа қатысудан ешқандай тікелей пайда алмайсыз. Алайда жиналған ақпарат қазақстандық болашақ мұғалімдерді дайындауда оқытушылардың бірінші тілді қолдану туралы пікірлерінің жалпы көрінісін көрсете отырып, зерттеуге үлес қосады.

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:

Сұрақтар: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады: Ассистент Профессор Бриджит Гудман, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбау немесе сұрақтар 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;
- Мен жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Убеждения Казахстанских Преподавателей Педагогических Факультетов о Транслингвизме

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению убеждений казахстанских преподавателей педагогического факультета об использовании первого языка(ов) в изучении английского языка. Целью данного исследования является выявление убеждений преподавателей, специализирующихся в английском языкознании, касательно использования первого языка как общепринятой практики и подхода в преподавании. Ваше мнение очень важно для этого исследования, поскольку в будущем это исследование может внести вклад в расширение исследовательской литературы по исследованию убеждений об использовании первого языка в подготовке учителей в высших учебных заведениях Казахстана. Участие в интервью происходит полностью на добровольной основе, а также не принесет вреда, если вы откажетесь от участия.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 30 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Данное исследование подвергает вас минимальным рискам, среди которых может быть нарушение конфиденциальности и боязнь наказания.

Для защиты вашей анонимности и конфиденциальности ваше имя будет заменено на псевдоним, а другие личные данные и данные о вузе будут зашифрованы.

Интервью было тщательно проверено, чтобы все вопросы являлись подходящими. Более того, вы можете не отвечать на любой затруднительный вопрос, либо полностью отказаться от участия в интервью. Участие или неучастие в данном исследовании не будет подвергать вас к ответственности или наказанию со стороны вашего работодателя или иных сторон.

Вы не получите прямой пользы от участия в интервью. Однако собранные данные внесут вклад в развитие исследования, демонстрируя общую картину убеждений преподавателей об использовании первого языка в педагогических факультетах Казахстана.

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: Ассистент Профессор Бриджит Гудман, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев

Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

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

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

Подпись: _____

Дата: _____

Appendix C: Transcription Sample of Interview 2**- Сабақта қандай тілдер қолданылуы керек деп ойлайсыз?**

- Сабақта ағылшын тілі мамандығына түскендіктен ол тек ағылшын тілінде болуы керек. Тек шет тілінде болуы керек. Бірақ ерекшеліктері бар, Жергілікті ерекшелік бар, студенттердің көпұлттылығының ерекшелігі бар, мультикультурность да. Вот этот, мультимәдениеттілікті мұғалім сақтауы керек, өйткені қазіргі біздің студенттердің контингенті түрлі ұлттар. Түркмен бар, өзбек бар, ұйғыр бар, татар бар, қазақтар, орыстар. Олардың бір-бірімен сөйлескенінде, болмаса маған... ко мне обращаются, они стараются либо на русском, либо на английском. Ағылшын тілін қолдануым керек, ол осы ағылшын тілін толық жетік меңгеруге меңгерудегі талап солай болуы керек. Оқытушы өзі тек қана сабақта ағылшын тілінде... Бірақ, өкінішке орай, өзім қолдануға тырысқанмен, бәрібір орыс тіліне не қазақ тіліне менде көбінесе орыс тіліне кетіп қала береді тілім. Студенттер енді олар кәмет жасқа толған үлкен адамдар, сондықтан өздерінің мамандықтарына саналы түрде келген, олар өз мамандығын жетілдіруде тек ағылшынша сөйлеуге тырысуы керек.

- Ағылшын тілін үйрену барысында студенттердің бірінші тіл(дер)ін ағылшын тілімен араластыруы туралы не ойлайсыз?

- They try, my students try to speak in English during the classes. When they are motivated highly, they try to just speak with each other in English during the classes, but output of the class all the languages, all the requirements that were in the class, they just disappear.

- So, in general you don't mind them mixing the languages that they have?

- Uhm, it's I don't mind, it's not so kind of... yeah, yeah, it's a problem for students and for me, cuz I by myself use three languages, because I feel some difficulties while speaking in

English, only in English. It's not a secret that I can.. I cannot find some words in order to express my opinion, so I use Russian or Kazakh, but it's my fault. And the students also follow my way, my example, they try. If they do not know the language, they just keep silence.

- So, you think it's a problem that you cannot keep to one language only, yeah?

- Uhm.. kind of problem. In our situation, in the classes only one language should be spoken.

- What do you think of teaching English only through English?

- I can divide to 50/50. According to the regional features, our, we have to mix the culture while learning the language, they use they learn culture, through language they learn culture, so while in the multicultural classes, it's allowed to speak not only in English. It should be allowed. Through using different languages, we, they develop at first, if they use it every day, and they use to know, to acquire, to know about each others' culture, traditions. So, in our case, that's a fact in our classes. We have international students. Бізде халықаралық студенттер бар ғой. If we explain them the theme, when we work on something. For example, in project work, it's not perf..., they use their languages, yeah, it's a inevitable fact that they cannot, if they are maybe trained, they can.. without using another language, they can cope the problem. For example, the task, handle the situation. In any case, no, maybe it's an ideal class while just using one language. It's automatically, they use, for example, Turkmen people, students, they use their own language. Kazakh students their own language.

- Is it related to the taught course?

- Mostly, I teach practical English classes, so I don't have classes teaching methods.