

**Kazakhstani Teachers' Beliefs on Translanguaging: Evidence from a  
Trilingual Context**

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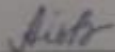
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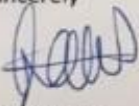
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**Abstract****Kazakhstani teachers' beliefs on translanguaging: evidence from a trilingual context**

Teachers' choices as to how to conceptualize and accept translanguaging in the classroom are mostly influenced by their expectations and beliefs regarding this practice. However, research on whether Kazakhstani teachers acknowledge it as a legitimate pedagogical practice is still limited. The trilingual educational policy in Kazakhstan, based on using Kazakh, Russian and English as mediums of instruction - KMI, RMI, and EMI - and imposing the one subject/one language formula has sparked discussion as to whether or not to use translanguaging.

The purpose of this qualitative study is to explore KMI, RMI and EMI teachers' beliefs on translanguaging as a teaching practice. Data collection was conducted through interviews with eight teachers from two schools: one NIS school and one mainstream school. The study was based on Macaro's (2001) framework of beliefs on the use of languages—other than the target language—in the classroom, which includes virtual, maximal, and optimal beliefs, and indicates the teachers' degree of acceptance and support of translanguaging. Accordingly, teacher educators who hold a virtual position are likely to adhere to the one language only policy, while the ones holding a maximal position tend to use this practice out of necessity, although without an acknowledgement of its pedagogical use. The optimal position, nonetheless, paves the way for teachers to adopt translanguaging practices in the classroom. Findings revealed that the participating teachers hold a maximal belief regarding translanguaging. In other words, they support the idea of using the target language in class, but only as a last resort. However, the respondents also showed some contradictions in their answers, something that might point to the fact that their beliefs

about translanguaging are still being shaped. Therefore, further work is required to enhance teachers' awareness and improvement of translanguaging practices.



### Аңдатпа

#### Қазақстандық мұғалімдердің транстілдесу туралы сенімдері: үштілділік контекстке негізделген дәлел

Мұғалімдердің транстілдесуді тұжырымдамалауына және оқыту барысында қолдануына көп жағдайда олардың осы әдіске қатысты қалыптасқан сенімдері ықпал етеді. Алайда олардың транстілдесуді заңды педагогикалық әдіс ретінде қаншалықты құптайтындығы туралы зерттеу жұмыстары әлі де жеткіліксіз. Қазақстанда үштілде білім беру саясаты қазақ, орыс және ағылшын тілін қолдана отырып, оқытуға негізделген. Алайда, сабақ барысында транстілдесу әдістерін қолданудың қаншалықты дұрыс екендігі туралы пікірталас орын алып отыр.

Бұл сапалық зерттеу жұмысының мақсаты қазақ, орыс және ағылшын тілдерінде сабақ беретін мұғалімдердің транстілдесуді оқыту барысында қолдануға қатысты сенімдерін анықтау. Зерттеу жұмысына деректер жинақтау үшін бір Назарбаев зияткерлік мектебі мен бір жалпы орта білім беретін мектептен жалпы саны сегіз мұғаліммен сұхбат жүргізілді. Зерттеу жұмысы Макароның (2001) негізгі тілді үйрету барысында басқа тілдерді қолдануға қатысты виртуалды, максималды және оптималды сенімдер теориялық негізіне сүйене отырып жасалды. Сәйкесінше, бұл мұғалімдердің транстілдесуді құптау және қолдау деңгейін көрсетеді. Виртуалды сенімді ұстанатын мұғалімдер тек бір ғана тілді қолдану керек деп санайды, ал максималды сенімді қолдаушылар транстілдесу әдісін қажеттілік туындағанда ғана қолданады, дегенмен бұл әдісті педагогикалық құрал ретінде аса құптамайды. Өз кезегінде оптималды сенімді ұстанатын мұғалімдер транстілдесуді оқыту барысында қолдануды қолдайды әрі оң көзбен қарайды. Сұхбат нәтижесі бойынша жинақталған деректерді талдай отырып, зерттеу жұмысына қатысқан мұғалімдердің көпшілігі транстілдесуге байланысты максималды сенімді

ұстанатындығы анықталды. Олар оқыту барысында бір ғана тілді қолдану дұрыс деп санайды және транстілдесуді соңғы амал деп есептейді. Дегенмен мұғалімдердің жауаптарындағы қарама-қайшы пікірлер олардың транстілдесуге деген көзқарастарының әлі де толық қалыптаспағандығын білдіреді. Сондықтан алдағы уақытта мұғалімдердің транстілдесуге қатысты білімдерін арттыруға және оқыту барысында әдіс ретіндегі қолданысын дамытуға бағытталған шаралар жүзеге асырылуы қажет.

### Аннотация

#### Убеждения казахстанских преподавателей о трансязычии: пример из трехязычного контекста

Цель этого качественного исследования изучить убеждения учителей, преподающих предметы на английском, русском и казахском языках, о трансязчии и о его применении на практике. Для сбора данных было использовано интервьюирование, в котором приняли участие восемь учителей из двух школ: одна относится к сети Назарбаев Интеллектуальных школ, вторая относится к средним общеобразовательным школам. Данное исследование применила теоретическую основу разработанную Макаро (2001 г.), которая представляет систему убеждений об использовании языков, не являющихся целевым языком. Эта теоретическая основа включает в себя виртуальные, максимальные и оптимальные убеждения, которые представляют степени допущения учителями трансязычии. Основываясь на этом измерительном инструменте, можно сказать, что виртуальной позиции придерживаются учителя, использующие только один язык в преподавании, в то время те которые допускают интегрирование языков придерживаются максимальной позиции. Что касается оптимальной позиции, в этом случае учителя проявляют лояльность и могут адаптироваться к применению разных языков во время урока. Результаты данного исследования показали, что учителя больше придерживаются максимальной позиции. Иначе говоря, они допускают идею использования других языков на уроках, но из-за невозможности практики преподавания только на целевом языке. Тем не менее были выявлены некоторые противоречия в ответах учителей, которые указывают на, что их убеждения в отношении трансязычии все еще формируются. Исходя из этого, возникает необходимость повысить осведомленность учителей о трансязычии и его применении на практике, которому может поспособствовать дальнейшее исследование.

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## Introduction

Translanguaging as a concept is now clearly a part of the ongoing multilingual turn toward a greater understanding of language, with a focus on how individuals use and live with and in languages, rather than of language as separate structures (Paulsrud, Rosen, Straszer, & Wedin 2017). In other words, the multilingual turn means a shift from a monolingual perspective toward a more inclusive and flexible perspective on multilingualism (Bieri, 2018).

Translanguaging can be considered to be an important part of the process of acquisition of the language and content of the subject since it facilitates the “making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” (Baker, 2011, p. 288). That is to say, it encourages the use of the whole linguistic repertoire of learners to improve the understanding and achievement. At the same time, it is important to emphasize the teachers' role as they are considered to be the main engine in classroom organization. Therefore, teachers are the ones who decide to support translanguaging or not and their choices are mostly influenced by their expectations and beliefs (Blackledge & Creese, 2010). The relationship between teachers' beliefs and their teaching practices has been noted by many researchers such as Attardo & Brown (2005), Johnson (1992), Jones & Fong (2007), Poynor (2005), Yook (2010).

Thus, as stated by Macaro (2001), teachers might demonstrate the virtual, maximal and, optimal beliefs regarding the use of students' languages. In other words, these beliefs indicate various degrees of encouragement of translanguaging by teacher educators. There exist other studies which also investigated the classroom practices and beliefs of teachers Olimnazarova (2014), Tabaku (2014), Daryai-Hansen, Barfod, & Schwarz (2017), Doiz & Lasagabaster (2017), Caruso (2018), Tastanbek (2019).

On a daily basis, teacher educators are faced with different complex decisions to make that rely on various kinds of knowledge and judgement can involve high stakes outcomes for students' futures. In order to make appropriate decisions, teachers must be aware of different ways in which student learning can be displayed in the context of development, learning differences, language and cultural influences, and approaches to learning (Hammond & Bransford, 2005). However, as noted by Li and Pajares (2012, 1992) teachers' beliefs have a greater effect than the teachers' knowledge on planning their lessons, on the types of decisions they adopt, and on classroom practice. This view is supported by Haste and Burke (1977) and Kuzborshka (2011) who note that teachers make decisions about their classroom teaching based on the beliefs they have about language teaching and learning. In the same vein, Harcarik (2009) explored the correlation between teachers' knowledge and beliefs and their relationship to classroom practices. The results of this study showed that there is a relationship between teachers' beliefs and their classroom practices in the areas of resources, classroom practices and time. Therefore, teachers' beliefs play an important role in understanding the difficulty of teaching and learning issues and setting up better education programs. Moreover, what teacher educators understand about changes in language teaching are related to what they believe about it. In order to have an understanding of the specific changes in language teaching, it is important for teachers to have a deeper understanding of their beliefs.

In accordance with the trilingual policy framework in Kazakhstan, the share of people with a good command of English needs to reach 20% by 2020 (MoES, 2010). Consequently, teachers who are involved in the realization of the trilingual policy also contribute to the fulfillment of the policy goals. However, it remains unclear whether Kazakhstani teacher educators are aware and approve translanguaging as a legitimate practice or still use it surreptitiously.

### **Problem Statement**

In the Kazakhstani context translanguaging might be regarded by teachers as inefficient since in high-stakes examinations, such as the Unified National Testing (UNT), Kazakh, Russian, and English languages are used, which might interfere with the acknowledgement of it as a pedagogical tool in their classroom (Irsaliyev et al., 2017, Garcia & Wei, 2014). In other words, test-based assessment of students' performance is still considered to be the reasonable indicator of schools and its teachers' competence. Consequently, making teachers accountable for the preparation of students to get higher scores in it (Kopeeva, 2017., Koretz, 2002). At the same time, the UNT does not yet reflect trilingual education requirements, as it has not developed taking into account the translanguaging practices in schools (Irsaliyev et al., 2017). Meanwhile, translanguaging is an inevitable part of classroom practice as it is considered to be a naturally occurring phenomenon (Canagarajah, 2011). Moreover, some teachers may consider translanguaging only as a scaffolding strategy, which turns out to be less useful as learners attain higher language proficiency.

According to Cenoz, Gorter, and May (2017) translanguaging can be employed as a pedagogical tool both in language and content classes as it can serve various purposes. Accordingly, Content and Language Integrated Learning (CLIL) classrooms are considered to be one of the appropriate settings where translanguaging can be applied in myriad ways. In his major study, Marsh (2012) defines CLIL as “a dual-focused educational approach in which an additional language is used for the teaching of content and language with the objective promoting both content and language mastery” (p.2). However, Cenoz (2013, as cited in Cenoz & Gorter, 2013) pointed out the possibility of compartmentalization between languages in CLIL classes, although its initial point is the integration of language and content. In the meantime, proponents regard to translanguaging as a teaching strategy



that softens lines between languages. Precisely, they view the use of L1 in CLIL and language classes as a resource that can be utilized appropriately (Cenoz et al., 2017). This means that, teacher educators need to acknowledge and set up a favourable condition for judicious use of translanguaging in their classrooms.

Although translanguaging has been spread widely and discussed in the circle of scholars and researchers, teachers' beliefs regarding translanguaging still remain unclear, and it appears that teacher educators' awareness of this notion needs to be increased (Fimyar, Yakavets, & Bridges, 2014). On top of that, for the most part, CLIL teachers are subject teachers who do not have experience in planning lessons considering the languages. Likewise, in the European context integration of linguistic and nonlinguistic goals in the curriculum has been consistently disregarded (San Isidro, 2018).

### **Rationale for Choice**

Through personal experience it is challenging to avoid learners' L1 while delivering the subject in L2. In line with this, Lasagabaster (2013) asserts that L1 was not only inevitable but that it could serve useful purposes.

As stated by Garcia and Wei (2015, as cited in Wright, Boun & Garcia, 2015) "there can be no way of educating children inclusively without recognizing their diverse language and meaning-making practices as a resource to learn and to show what they know, as well as to extend these" (p. 227). In this way, it appears that the sense of guilt may be a commonplace burden that concerns the vast majority of content subject teachers who involved in this policy. Apart from that, despite a growing interest of researchers in CLIL (Karabassova, 2018; Kakenov, 2017; Vitchenko, 2017) the overall number of studies on translanguaging in the Kazakhstani trilingual context is quite limited.

### **Purpose of the Study**

Based on the aforementioned, the purpose of the study is to examine teachers' beliefs on translanguaging as a pedagogical strategy in CLIL and non-CLIL classrooms. Since the majority of teachers have not been properly trained and are not aware of the intentions behind translanguaging and its potential use in classrooms (Bieri, 2018; Tastanbek, 2018), there are various beliefs among teachers related to this approach. As regards teachers' beliefs, they can directly influence positively or negatively their pedagogical decisions and instructional practices or in other words, how classroom activities are tailored. (Andrews, 2003 as cited in Liyanage & Nima, 2016).

### **Research Questions**

1. What are RMI (Russian as a medium of instruction) and KMI (Kazakh as a medium of instruction) teachers' beliefs on translanguaging in Kazakhstani trilingual schools?
2. What are EMI (English as a medium of instruction) teachers' beliefs on translanguaging in Kazakhstani trilingual schools?

### **Significance of the Study**

The study may present benefits for teachers, who, as main participants of this study, will be able to reflect on their own experiences and beliefs. Moreover, they also might reconsider their perspectives towards the proper use of translanguaging in their classroom, which ultimately contributes to the advancement and better implementation of the trilingual policy within schools.

Policy-makers might draw conclusions about teachers' beliefs and open up the ways of collaborative work between themselves and teachers as practitioners. Finally, it

contributes to the body of literature in the field of education in the context of Kazakhstan by shedding light on teacher educators' belief as a whole.

### **Outline of the Study**

The first chapter reviews the background of the research problem, presents the research purpose, the research questions and the significance of the study. The second chapter is devoted to the review of the literature related to the research topic. Particularly, the origins and development of translanguaging and its potential role in CLIL, and the current context of Kazakhstan are examined. The theoretical framework of this study is discussed in the closing part of the second chapter. The third chapter justifies reasons for the method used in the study and presents the data collection, instrument, sample, data analysis procedure, and ethical considerations. The fourth chapter presents the findings of the study that is interpreted considering prior research. The final chapter addresses the conclusions gleaned from the study and provides some implications and recommendations for further investigation.

## **Literature Review**

This chapter presents the literature in order to provide the conceptual and theoretical framework that underpins the present study on Kazakhstani teacher' beliefs on translanguaging. At the beginning it provides a thorough explanation of the origins and development of translanguaging theory, its various aspects and how it should be acknowledged by teacher educators. Then, the potential use of translanguaging in CLIL and non-CLIL classrooms are discussed. The section sheds light on translanguaging in the Kazakhstani trilingual context which enables to understand the specific features of the concept in its context. Then, the role of teacher educators' beliefs is elaborated. The final part of the literature review highlights the theoretical framework, which allows to investigate teacher educators' beliefs on translanguaging by considering relevant studies.

### **Translanguaging Theory**

For the first time the term translanguaging appeared in 1980s and was applied in the Welsh educational context by Cen Williams. Originated from a Welsh word “trawsieithu”, later it was interpreted into English as “translinguifying” but later on modified to “translanguaging” (Lewis, Jones & Baker, 2012). Initially it referred to a pedagogical practice that aimed to enhance students' language proficiency by intentionally alternating the language mode for input and output in a classroom. For instance, students were asked to read in one language and write in another or to discuss in one language and read in another (Baker, 2011). Since then, the term has been extended to refer to multiple discursive language practices in which multilingual speakers use for meaning making within different discourses and language boundaries (Garcia, 2009; Wei, 2011). As explained by Williams, “translanguaging means that you receive information through the medium of one language and use it yourself through the medium of the other language.

Before you can use that information successfully, you must have fully understood it” (1996, p. 64 as cited in Lewis et al., 2012). Otherwise stated, in order to reproduce the information in other languages it needs to be understood and absorbed completely by a speaker. For example, to deliver the original meaning of a proverb from one language to another and to make a proper translation one should understand fully and find the word or phrase with equal meaning in other languages. Interestingly, Wei (2014) went further and defined the notion of translanguaging as a verb, *linguaging*, which refers to the process of using language to gain knowledge, to make sense, to articulate one’s thoughts and to communicate about using language, rather than *language* as a noun. Hence, it could be suggested that translanguaging questions the constructed notion of monolingual norms and normalizes translanguaging or the use of the learner’s whole language repertoire to legitimate and ease the process of learning (Gort & Sembiente, 2015).

According to Garcia and Wei (2014) translanguaging challenges the existing hierarchies between the dominant and minority languages as well as language varieties. Therefore, it encourages viewing languages more holistically. In addition, translanguaging has been defined by Otheguy, García, & Reid (2015) as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages” (p. 281). In other words, translanguaging sets a high value on people’s whole language repertoire. Similarly, Canagarajah emphasizes the integratedness of linguistic repertoires as an “ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p. 401).

However, it does not mean that speakers are not aware of the existence of the boundaries between languages and between language varieties. A multilingual is someone

who knows and is aware of the presence of the political entities of named languages and has a translanguaging capacity that allows resolving differences, distinctions, discrepancies, or ambiguities for the sake of strategic gains (Wei, 2018).

As explained by Wei (2018), in the course of time, translanguaging has proven to be an effective pedagogical practice in different educational contexts where the medium of instruction is different from the languages of the students. Thus, it has been “deliberately breaking the artificial and ideological divides between indigenous versus immigrant, majority versus minority and target versus mother tongue languages” (p.15). Moreover, translanguaging empowers both the learner and the teacher, changes the power relations, and emphasizes the process of teaching and learning on making meaning, improving experience, and developing identity. As noted by Garcia and Sylvan (2011),

translanguaging includes code-switching, the shift between two languages in context, and it also includes translation; however it differs from both of these practices is that it refers to the process by which bilingual students perform bilingually in the myriad ways of classrooms- reading, taking notes, discussing, signing, and so on. (p. 389).

They also pointed out the pedagogical value of translanguaging that enables teacher educators to fulfill different purposes in their teaching practice. Oftentimes, teachers use translanguaging purposefully as a scaffolding tool to provide emergent bilinguals at the initial stage access to complex texts and assistance to produce new language practices and new knowledge (García & Wei, 2014). It should be noted that the productive educational outcome of translanguaging was also expressed by Williams (1996, as cited in Lewis et al., 2012) who defined it as a meaningful strategy that transcends mere word by word

translation and requires a better comprehension of the subject matter to deliver a certain idea.

Lewis et al (2012) emphasize the significance of translanguaging as a pedagogic tool as it activates various cognitive processing skills in listening and reading, the assimilation and accommodation of information, choosing and selecting from brain storage to communicate in speaking and writing. Consequently, translanguaging requires a deeper understanding and it is more than just translating. Additionally, Baker (2011, as cited in Lewis et al, 2012) considers four potential educational advantages of translanguaging: deeper understanding of a content; development of a weaker language; strengthen home-school links and cooperation; contributes to the integration of both the fluent speakers with early learners.

However, according to Canagarajah (2011), there is still a strong belief among scholars that translanguaging is not permitted in writing. Consequently, teacher educators often do not allow it to be employed in writing, as they consider it a more formal activity than classroom interactions (i.e., group work, teacher/student conversations). In his detailed examination Canagarajah (2011) challenged this assumption by providing the distinction between the use of translanguaging in speaking and writing and emphasized its potential use and significance in writing.

Furthermore, a positive turn towards bilingualism in education entailed new vision towards translanguaging and assumptions about the possible mental disorder caused by learning bilingually has been failed, so that translanguaging started to be seen as a valuable teaching strategy which allows acquiring proficiency in two languages. Consequently, it paved the way for approaches as CLIL, where the integration of content and language is promoted and acknowledged as a legitimate practice (Lewis, et al., 2012).

**Translanguaging in CLIL**

CLIL refers to an “integrated approach where both language and content are conceptualized on a continuum without an implied preference for either” (Coyle, 2007, p.545). In other words, it is a dual-focused educational programme in which an additional language is used as a medium in the teaching and learning of non-language content. CLIL appeared in Europe in the 1990s, encouraged largely through top-down promotion by educational policymaking and through bottom-up localized initiatives (Dalton-Puffer, 2007). In recent decades, it has spread across the continents to the extent that in some areas it is becoming mainstream, though typically as an option rather than an obligation. For example, Bertaux in France, Breidbach and Viebrock in Germany, Leone in Italy, and also moving beyond the continent (Nikula & Moore, 2016).

Although CLIL has the “potential to better integrate foreign language/L2 instruction” (Cenoz, Genesee and Gorter, 2013, p. 256), the efficacy of the approach mainly depends on teacher educators’ professional competence. In view of this, it appears to be challenging for subject teachers to maintain a more balanced pedagogic integration of content and language, since the vast majority of them lack professional language qualifications (Dalton-Puffer, 2011; Evnitskaya & Morton, 2011). In turn, it might lead to the continuous tension of content and language, as most of the time, subject specialists are concerned more about the “coverage and depth” of the content (Dalton-Puffer, 2007, p. 5). In other words, teaching in additional language may require a longer time, thereby impeding deeper comprehension of the subject matter and, at the same time, lack of linguistic proficiency of teachers might result in avoiding higher-order thinking tasks and lowering the complexity of content knowledge.



Meanwhile, over the last years, a considerable amount of articles has been published regarding the potential pedagogic value of translanguaging in CLIL classrooms (Lin & He, 2017; Nikula & Moore, 2016). More precisely, an ethnographic study was carried out by Lin and He (2017) in Hong Kong secondary school, where the role of translanguaging as a teaching strategy in the CLIL classroom examined. In the school, communication issues appeared to be a common case, mainly during the introduction of new content or difficult topics since English considered to be the sole medium of instruction but not a home/community language of students. Drawing upon the findings of the study, researchers indicate the significance of the first languages of students and advise to make full use of these resources. Along with that, the study provides various translanguaging strategies such as scaffolding, which enables to make meaning and facilitates the learning process and backs them up with illustrations from the study observation. Accordingly, acknowledging translanguaging as a natural and useful teaching strategy, allow teacher educators who involved in CLIL to be “guilt-free” and open up a space for dynamic multilingual practices. It means that, supporting the use of learners’ whole linguistic repertoire and translanguaging strategies would enable students to comprehend topics deeper and improve linguistic competencies. Similarly, Creese and Blackledge (2010) proposed to legitimate the alternation of languages in order to “ease the burden of guilt” which, appears to occur in a setting where the monolingual approach plays a dominant position (p. 113).

Apart from it, one of the key scholars and experts in CLIL Marsh (1999, as cited in Nikula & Moore, 2016) provided a clear explanation for teacher educators to employ L1 when needed without any hesitation in their teaching practice. Thus, allocating a space for translanguaging in CLIL classroom:

CLIL should not be thought of as necessarily requiring 100% use of a foreign language in the learning process. CLIL invites the use of the mother tongue and an additional language in the learning context (p. 162).

In the same vein, Nikula and Moore (2016) examined the functionality and potential role of translanguaging in CLIL classrooms. Therefore, the exploratory study based on classroom observations from three European contexts: Austria, Finland, and Spain. According to Nikula and Moore (2016), both translanguaging and CLIL can be understood as umbrella terms, the former relating to bilingual behavior and the latter to bilingual education. Based on CLIL classroom discourse analysis from the European contexts, they suggest that translanguaging should be valued as a potential tool in CLIL classrooms. More precisely, in the Finnish context translanguaging was employed to encourage learners 'to play language detectives', to find and discuss the similarities and differences, across the languages. Similarly, in the Austrian history classroom, it was used to explain an important concept by providing simultaneous glosses i.e., the meaning of the particular word in two languages. In the Spanish context, technology students mostly relied on their L1 while working in a group, thus it was suggested to not prohibit but rather proactively plan the language use which covers the learners' whole linguistic repertoire. Consequently, researchers emphasized the significance of awareness-raising strategies for teacher educators, as it would not only motivate them to create a favourable environment for students but, most importantly to admit it as a part of bilingual behaviour. These results provide further support on the efficacy of translanguaging in the CLIL classroom, as it serves various purposes and enriches on multiple levels.

In a similar vein, in his comprehensive exploratory analysis of teachers' and students' translanguaging practices in the Swiss context, particularly in CLIL and non

CLIL classroom Bieri (2018) was able to show that translanguaging in CLIL goes beyond the mere use of L1 and target language, it rather includes all aspects of the multilingual repertoires of learners and teachers. It should be noted that, the Swiss context was considered appropriate for the study of translanguaging as there are diverse languages operating simultaneously. Interestingly, Bieri (2018) found that despite the difference between the CLIL and non CLIL classrooms salient (participants orient to language in order to facilitate content learning) and unmarked (participants orient primarily to the flow of interaction) translanguaging occurred on the same level. Therefore, he concluded that, translanguaging practices encompassing more than the L1 of learners are needed and valuable in both CLIL and non CLIL classrooms.

The above-mentioned studies lead to the acceptance and promotion of translanguaging as a legitimate and commonplace practice in CLIL classrooms, where an individual's linguistic repertoire is valued and used to reach various purposes. Moreover, adherence to one language only policy should be reviewed, and teacher educators need to encourage the use of the whole linguistic repertoire to facilitate comprehension and meaning-making.

### **CLIL in the Kazakhstani Context**

First of all, it is worth mentioning that in the Kazakhstani context CLIL is considered to be one of the key strategies in the fulfillment of the trilingual policy across the country. It implies that all schools, including Nazarbayev Intellectual Schools (NIS) and mainstream, will be introduced and implement the CLIL approach gradually. In line with the policy, "NIS schools are expected to support other Kazakhstani schools in establishing or improving trilingual education" (AEO NIS, 2013, p. 9). Therefore, in order to accomplish the goals of the trilingual education, promoting teacher educators' as well as

other stakeholders' awareness about the pedagogic value of translanguaging in CLIL would impact positively on the overall advancement of the policy. It should be noted that it is a relatively new approach, and consequently, the vast majority of subject specialists, who have no language education are unaware of its educational intentions (Karabassova, 2018).

In order to have a better understanding of the trilingual policy in the Kazakhstani context it is important to shed light on the historical background of language education. Due to the colonial background and historical events, Kazakhs became a minority group in their own land, and Russian became the dominant language (Smagulova, 2008). Consequently, it affected not only the demographic situation but also the linguistic situation in the country. As it was noted later by the first president Nazarbayev (1992) the Kazakh language used to be “a language of kitchen”, before the independence. Therefore, after gaining independence, the government put much effort on revitalizing the Kazakh language by giving recognition to it on a national level. However, to keep the harmonious growth and social cohesion, Russian kept its status and use along with Kazakh and became the language of interethnic communication.

Furthermore, education was considered as the key sphere for the introduction and development of the language policy. Thus, over the course of time, the language policy in education has been revisited and adjusted on several occasions. After assigning the roles of Kazakh and Russian in education, the government introduced and aimed at developing the Trilingual Policy, by including English to the list of main languages. Accordingly, starting from the 2000s, English was incorporated into the general education system (Yakavets & Dzhadrina, 2014). One of the recent and significant changes was connected with the launch of State Program of Development and Functioning of Languages of Kazakhstan for 2011-

2020 and cultural program “Trinity of languages” by the Decree of Nursultan Nazarbayev. In agreement with its objectives, the share of population speaking in the three languages, Kazakh, Russian and English should increase 100%, 95% and 25% respectively by 2020. It can be seen that by setting up and envisaging a fairly ambitious goal, the government is making an effort to enhance the prestige of Kazakh, to maintain the use of Russian and highlighting the significance and necessity of studying English. Even though these aims have not yet been fully achieved, there have been some positive changes in the language situation of the country.

Albeit the trilingual education is a complex term with various definitions, the following definition well describes the Kazakhstani context, “all three languages are to be taught as school subjects as well as used as a medium of instruction during a relevant number of teaching hours” (Riemersma, 2011., p.7). In other words, Kazakh, Russian and English are taught as separate language subjects and at the same time used as a medium for certain content subjects. In an attempt to implement this policy, Nazarbayev Intellectual Schools (NIS) were set up as experimental sites “for testing the polylingual educational model and educational innovations” in 2008 (as cited in Shamshidinova, Ayaubayeva, & Bridges, 2014, p.75). Another main goal of NIS is introducing its experience to the mainstream schools and contributing to the spread of the trilingual policy throughout the country. Moreover, it has received legal status and became the Autonomous Education Organisation of Nazarbayev Intellectual Schools (AEO NIS) and this means they were granted full academic freedom and autonomy (Shamshidinova, Ayaubayeva, & Bridges, 2014). Thus, NIS have various privileges in terms of designing and adopting its educational program and financial allocation. Indeed, as a leading engine for the mainstream schools, NIS declared and first adopted trilingual education as its defining feature and in particular, CLIL was defined as a significant part of trilingual education

(Karabassova, 2018) and currently this experience is also being transferred to other mainstream schools (Bakytzhanova, 2018). Although, the role of translanguaging in CLIL and non CLIL classrooms has not gained much attention, there is some research that has shed light on other aspects of CLIL implementation. For instance, existing studies revealed the main challenges teachers face in CLIL classrooms are the language proficiency of students, vocabulary, lack of teaching materials and striking the balance between content and language (Bakytzhanova, 2018, Kakenov, 2017). Besides, as was mentioned earlier, most teachers understood it as teaching merely through another language (Karabassova, 2018). In general, therefore, it seems that teacher educators are not fully aware of the intentions behind CLIL.

### **Theoretical framework for teachers' beliefs about translanguaging**

In the literature the term belief is generally understood to mean a personal judgment formed from experiences (Raymond, 1997). This view is also supported by Li (2012), Pehkonen and Pietila (2003) who claim that it is a kind of knowledge that is subjective and experienced-based. In other words, beliefs are made slowly over time. Consequently, the more teachers gain experience in their profession, this knowledge also advances more and shapes a highly personalized belief system that sets boundaries in the teachers' understanding, judgement and behavior. Otherwise, over time teacher beliefs might get stronger and become resistant to change. Richards (1998) also highlighted the importance of teachers' belief system in their teaching practice, "that is the information, views, values, theories and thought about teaching and learning that teachers make over time and bring with them to the classroom" (p.79). Moreover, it involves both subjective and objective aspects and comes into play when teachers make decisions (Richards & Lockhart, 1994).

While some research did not indicate any connection between teachers' beliefs and classroom practice (Bisland, O'Conner and Malow-Iroff, 2009), others revealed that there is a relationship between them (Harcarik, 2009) particularly, in the areas of resources, classroom practices and time. Another contradiction appears to exist about the impact of teacher education programs in changing teachers' beliefs, since Peacock (2001) concluded that teachers' beliefs were stable and were never subjected to any modification, whereas Freeman and Johnson (1998) reported the significance of teacher education in changing teachers' beliefs. In their view, the correlation between teacher education programs and teacher educators and its impact on teachers' practice should be examined further.

Moreover, there is a large volume of published studies describing the relationship between teachers' beliefs and their teaching practices (Attardo & Brown, 2005; Johnson, 1992; Jones & Fong, 2007; Poynor, 2005; Yook, 2010, Olimnazarova, 2014; Tastanbek, 2019).

The framework developed by Macaro (2001), who outlined the teachers' possible stances toward codeswitching, seems to be compatible with this study. Despite the fact that his study employed codeswitching as its main aspect, codeswitching was reasoned to be a part of translanguaging practices. Similarly, this framework was applied in the work of Doiz and Lasagabaster (2017) who explored "Teacher's beliefs about translanguaging practices" and Tastanbek (2019) who also investigated "Kazakhstani pre-service teacher educators' beliefs on translanguaging". In particular, Macaro's framework considers the degree of approval and encouragement of multilingual practices by teacher educators, thus it could be used for investigating both codeswitching and translanguaging. Accordingly, it encompasses three main positions regarding multilingual practices: virtual, maximal and, optimal. That is to say, translanguaging with different degrees of support.

According to Macaro (2001) the virtual position views the classroom as the target country and therefore aims at total exclusion of students' L1. It argues that there is hardly any pedagogical value in employing L1 in classroom practice. Consequently, this position can be employed by teachers who advocate the use of the one language only, since they hold the view that use of L1 might hamper the proper acquisition of a target language. In other words, based on this position, teachers strictly adhere to the target language only policy. A possible explanation for that is likely to be the general monolingual assumption and time-honored belief that the full exposure and the use of target language enhances learners' proficiency in that language (Krashen, 1981., Cook, 2001, Escobar, 2015).

The second position, which is the maximal proposed by Macaro (2001), can be seen in cases when teachers resort to translanguaging without having any awareness about it. At the same time, the lack of perfect conditions for teaching makes them fall back on it. However, they do not acknowledge its pedagogical value, thus they usually find themselves guilty when they employ it in their teaching practice (Copland & Neokleous, 2011, Olimnazarova, 2012). Although policy makers and school administrators tend to suggest one language only approach, there are number of cases recorded when translanguaging practices were employed to achieve multiple purposes in classroom practice. More precisely, teachers found students using it during group discussion, although monolingual communication was required (Lin & He, 2017), and even teachers admitted that they use this practice for explaining various concepts and vocabulary (Canagarajah, 2011., Barnard & McLellan, 2013., Doiz & Lasagabaster, 2017). These findings show that the use of translanguaging is a commonplace practice used by teachers.

According to the third position, that is the optimal, a reasonable use of learners L1 may enhance learning more rather than adhering to the target language only policy (Macaro, 2001). It appears that the use of learners' L1 opens the way for translanguaging



and teachers who support the optimal position are willing to embrace translanguaging. Moreover, since they acknowledge its pedagogical value in the classroom, they are also keen to learn and incorporate it into their practice. Therefore, with this in mind, from the point of translanguaging, both teachers of content and language subjects seem to have favourable lessons which enhance students' language proficiency in a harmonious way without impeding their natural linguistic behavior. This is also applicable for teachers who work in a Kazakhstani trilingual context, as it might contribute to the better implementation of this policy across the country.

## **Methodology**

The focus of this chapter is to explain and justify the methodology used to conduct this study, namely, a qualitative based interview. Furthermore, this chapter elaborates on the methodology used to collect data for the study. It specifies the research approach, describes the data collection instrument and research site, identifies the sample and data collection procedures, explains the data analysis approach and concludes with a consideration of ethical issues.

## **Research Design**

In line with the purpose of the study, to examine Kazakhstani teachers' beliefs on the translanguaging, a qualitative approach to the research was chosen as being the most relevant. A qualitative approach "offers the opportunity to unpack issues, to see what they are about or what lies inside, and to explore how they are understood by those connected with them" (Ritchie, 2003, p.27). In other words, this approach enables the researcher to comprehend the phenomena by exploring the participants' experiences, thus making them able to see the issue through the teacher educators' perspective. Therefore, teachers' beliefs on the use of translanguaging in CLIL and non CLIL classrooms can be achieved by using this approach. At the same time, by employing a qualitative approach, the researcher can learn from the participants of the study while collecting data (Creswell, 2014). Precisely, by analyzing the responses and opinions of participants, the researcher would understand better how the notion of translanguaging is perceived by teacher educators.

This study is an interview-based research, which is in line with a qualitative research approach (Creswell, 2014). Apart from that, the interview sets a favourable condition for interviewees to open up and share their thoughts and understandings on the

considered research problem and voice their concerns and beliefs smoothly (Cohen, Manion & Morrison, 2011). Moreover, the interview questions were designed properly, so that allowed to obtain the relevant information without using other data collection instruments.

### **Research Site**

The study took place in two schools: in one of the Nazarbayev Intellectual Schools (NIS) and in one of the mainstream schools in Nur-Sultan. The rationale for choosing these schools was based on the fact that the researcher has worked at NIS as a teacher, and the choice of the mainstream school is to examine beliefs of teachers working in two different trilingual contexts. Moreover, being familiar with the city and having experience in a school made it possible for the researcher to conduct the research smoothly. Furthermore, the interview was conducted in different places (offices and school cafeterias) which were convenient for the participants.

The NIS was chosen as it is considered to be “one of the pioneers of CLIL in the country, and which are supposed to translate their CLIL implementation experience to mainstream schools” (Karabassova, 2018, p. 3). In addition to that, the first president of Kazakhstan, Nursultan Nazarbayev in his annual address to the nation (2007) emphasized the significance of trilingual education whereby the Ministry of Education and Science of Kazakhstan is putting efforts for better enactment of this policy. Accordingly, NIS schools were set up as main platforms where this model is being implemented.

### **Sampling**

With the purposeful sampling strategy, the researcher reached teachers engaged in a trilingual context. This type of sampling allows for the selection of participants and sites deliberately to reach the aims of the study (Creswell, 2014). Namely, maximal variation

purposeful sampling was used as it gives the opportunity to acquire individuals' different views, as participants differed on some characteristics or traits (Creswell, 2014). The study recruited four subject teachers from each school (NIS and mainstream) and they represented the sample. The participating teachers are the specialists of these subjects: history of Kazakhstan, world history, chemistry and English. The criteria for selecting participants was based on the difference of the language of instruction: Kazakh, Russian and English. Participating teachers have two years of work experience in a school setting. The overall number of participants was eight teachers. This number of participants is sufficient to get rich data and accomplish the purpose of the study that can be seen from the results of similar studies conducted by other researchers (Tastanbek, 2019; Ospanova, 2017). In order to ensure anonymity and confidentiality, the participants of the study were assigned pseudonyms and all potential identifiers were removed at all steps of writing the thesis.

#### *Study participants*

<b>№</b>	<b>Participant</b>	<b>Years of experience</b>	<b>Language of instruction</b>
1.	Aizhan	4	Kazakh
2.	Aigul	18	Russian
3.	Samal	14	English
4.	Tolkyn	23	English
5.	Balausea	17	Kazakh
6.	Kalamkas	37	English
7	Arai	13	English
8	Tanya	24	Russian

### **Data Collection Instrument**

As mentioned earlier, this is an interview-based study in which a semi-structured interview was employed to collect the data. The rationale for choosing the interview as an instrument for this study is that it is in line with a qualitative research approach (Creswell, 2014). Apart from that, it is a unique tool for data collection, thanks to which multi-sensory channels can be used: verbal, non-verbal, spoken and heard (Cohen, et al., 2011). In other words, it allows the researcher to make observations and get information on the participants' nonverbal messages e.g. body language, facial expressions.

According to Cannel and Kahn, (as cited in Cohen et al., 2011) the research interview as a “conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation” (p.411). In this case, the current study is focused on examining teacher educators' beliefs on translanguaging, and the interviewing process was an appropriate instrument that enabled the researcher to uncover/reveal participants' beliefs in detail.

Specifically, a semi-structured interview was chosen as the most appropriate research instrument that can address the research questions. In turn, Cook and Kvale (as cited in Datko, 2015, p. 143) define the semi-structured interview as a flexible instrument that provides a little freedom for researchers to modify and manage questions upon necessity during the interviewing process. This is in contrast to the unstructured interview, where higher flexibility and freedom are welcome. Rather, it is a conversation initiated by the researcher during which participants reveal their personal experiences regarding the research questions. Moreover, the researcher can moderate the process in order to obtain more detailed and subjective responses from the interviewees, thus researcher would be

able to see the picture to a familiar situation from a different angle. Since the interview is the instrument that enables us to obtain valuable information on participants' beliefs, it is suitable for the current study.

### **Data Collection Procedures**

Before collecting the data, the instrument was pilot tested with students from Nazarbayev University Graduate School of Education (NUGSE), and minor changes to the questions were made. Prior to undertaking the research, the permission was obtained from the NUGSE research committee. In this regard, the NUGSE Research Approval Application form was completed, including brief information about the purpose of study, research design and methods, ethical considerations such as benefits, and risks were explained. After getting the approval from NUGSE Research Committee, and then developing a project description and a consent form, the researcher started the process of data collection. Data collection took place from December 3rd to December 13th, 2019. All semi-structured interviews with the participants were conducted face-to-face (four teachers from mainstream school) and by Skype (four teachers from NIS). Through the gatekeeper's granted access to the site, the researcher visited the mainstream school to introduce the research and recruit the potential participants. The messages with detailed information about the study were sent to the participants of the study by the researcher. And, after agreement with all four participants, the time and location were arranged according to their availability. Besides, face-to-face interviews took place at a place suggested by the study participants for his/her comfort and convenience.

For NIS teachers, the interviews were conducted via Skype at the scheduled time suggested by the interviewee, because the researcher resided in Nur-Sultan. It was

beneficial to use Skype rather than the phone, as it allowed for face-to-face, instead of voice-only, communication.

Prior to the interview, the researcher informed participants on the purpose and procedures of the study and hard and electronic copies of the consent form were provided to be signed (see Appendix A). In order to set a favourable atmosphere, participants were asked to feel free and use any of the three languages, Kazakh, English or Russian, while answering the questions. The interview lasted from 15 to 35 minutes, which was sufficient time for each participant to answer the research questions. The interviews started with questions asking participants' background and narrowed down asking specific questions related to the research purpose. With the aim of making clear the terms specific to multilingualism, the researcher used simple words and phrases during the interview. For example, the term translanguaging was simplified as "use of first languages in teaching/learning English/Russian" which made this term clearer to the participants.

Upon agreement with the participants, interviews were recorded on the researcher's mobile phone for further data transcription and analysis. At the end of the interview, the researcher thanked teachers for their participation and contribution to the study.

### **Data Analysis Procedure**

In order to analyse the data, six steps suggested by Creswell (2014) were employed. At the first stage it was important to organize and prepare the collected data for further analysis, thus all the interviews recorded by mobile phone recorder were uploaded to the researcher's laptop and backed up on a Google drive folder. After that, all the interviews were transcribed and during transcribing, the participants were assigned pseudonyms, leaving out personal information in line with ethical requirements and to keep confidentiality. The next step in data analysis included preliminary exploratory analysis

and coding. The aim of this step is to explore the data to obtain a general sense of it (Agar, 1980 as cited in Creswell, 2007). Therefore, in order to get the general picture of the collected, data all the transcripts were read several times and coded afterwards.

According to Bloomberg and Volpe (2008), during coding it is important not to stick or force data into only predetermined categories or codes that appear from literature, but also create some new emergent descriptors or eliminate some of them upon necessity of data. Otherwise stated, codes were developed only after the detailed investigation of the transcripts, considering the literature review and researcher's insight. Therefore, the following step included analyzing codes and developing categories out of them. As a result, main categories or strands were defined such as "translanguaging as a scaffolding strategy", "translanguaging as a last resort", and "one language policy".

In accordance with the research questions, codes and categories were applied to interpret the teachers' beliefs toward translanguaging as a pedagogical strategy in their teaching practice. After examining the previous literature on the topic, the findings were interpreted and explained. The final point of six step was validating the accuracy of findings by employing external audit (Creswell, 2014) where one of the GSE students was asked to read the transcripts and the findings section. The purpose of this stage is to have a thorough review and to define some of the strengths and weaknesses of the study. Therefore, a few minor changes were made in the findings chapter after an external audit's feedback regarding of accordance of the findings with the participants' words. After having completed all the above-mentioned steps, theoretical framework developed by Macaro (2001) was used to classify teachers' beliefs as the virtual, maximal and optimal respectively.



**Ethical Considerations**

Protecting participants information anonymously and confidentially is a duty of a researcher. This entails the researcher to take steps to properly safeguard personal information that participants would not reasonably want to disclose to others or make public. Therefore, “ethics should be primary consideration rather than afterthought, and it should be forefront of the researcher’s agenda” (Hesse-Bieber & Leavy, 2006 as cited in Creswell, 2012 ). In other words, the researcher needs to follow ethical practices in all steps of the research process. Accordingly, before starting to collect the data, the NUGSE Research Approval Application Form was developed and it covered the necessary information regarding the study, including the research questions, purpose of the study, methodology, benefits and risks of the study. Equally important was the informed consent form for the study, which indicated the research purpose, potential risks and benefits for participants as well as their rights to withdraw from the interview at any time without any detrimental effect. Approval form from the GSE Research committee was obtained on November 15th, 2019, which is about two weeks before the data collection started. While conducting the research, respondents were asked to get familiar with the consent form before the participation and sign if they accept provided conditions. Apart from this, participants also were informed that their anonymity and confidentiality would be kept. Accordingly, participants were assigned pseudonyms and any other information that might reveal their participation were changed or coded. The information regarding the research sites and their locations are not disclosed anywhere in this study.

After completion of the data collection procedure, all the recordings and transcripts were uploaded into the laptop and Google drive file storage of the researcher, that is secured by passwords and only researcher and her supervisor have access to it. Therefore, in order to maintain the confidentiality of the participants all necessary steps were taken.

## **Findings**

The purpose of this chapter is to present the results of study which was aimed to explore teachers' beliefs on translanguaging.

The data for analysis was obtained from semi-structured interviews conducted with eight subject teachers from two schools: one NIS and one mainstream. During the coding procedure the following five main strands emerged: beliefs about the trilingual policy, teachers' beliefs about CLIL, the preference of one language policy, translanguaging as a scaffolding strategy and translanguaging as a last resort. Each of these strands are explained in the following sections and the responses of the participants are cited as evidence.

Before analyzing teacher educators' beliefs about translanguaging, it is important to mention the different conditions and development strategies implemented in these two schools. At the Nazarbayev Intellectual Schools, trilingual education is practiced and is one of its defining features. The autonomous status of NIS implies the right to independently approve their educational curricula, establish requirements for entrance exams, continually monitor academic performance, while, the mainstream schools follow state educational standards of the Republic of Kazakhstan and operate upon the decree from the Ministry of Education (nis.edu.kz).

### **Beliefs about the Trilingual Policy**

As specified by the OECD report (2015) the trilingual education system in Kazakhstan is unique from other multilingual countries. Consequently, one of the introductory questions of my interview was referred to the trilingual policy. According to the recommendations/strategic plan outlined in the State Program on Education development and 100 Concrete Steps, currently all mainstream schools are gradually

switching to the trilingual program (MoES, 2010). Consequently, schools are at different stages of implementation of the trilingual policy, which might also influence teachers' beliefs towards it. For instance, all the four teachers from NIS have positive beliefs about the trilingual policy, while the mainstream schoolteachers hold a totally opposite opinion. This can be seen from the following extracts:

The most positive – if speaking about the advantages, I have expanded the library, resources, and to be honest in foreign languages, that is, in English, it is very clearly written. Even complex chemical processes are explained in a simple, accessible language that is much easier than in Russian and I like it (Samal, NIS, December 4, 2019).

The policy of trilingual education appeared not as some kind of luxury but as a need of the modern world. It is one of the ways to integrate into the process of integration. I think that it was the right decision to introduce it through the educational sphere and I look at it positively. Nowadays, there for sure will not be a single person who knows only one language, people are most likely to know more than one language and it is just necessity” (Aigul, NIS, December 6, 2019).

It is important to note the fact that the training resources provided for NIS schools are comparable to OECD countries, such as new facilities and large libraries, the widespread availability of technologies, high-speed Internet, and interactive whiteboards equipped with science laboratories. Moreover, the NIS curriculum was developed in collaboration with international partners and teachers are frequently offered different courses and workshops, that lead to their professional development as well as prepare them to meet potential challenges by raising awareness on emerging issues (OECD, 2015).

Apart from it, the study conducted by JSC “Information Analytic Center” (Irsaliyev et al., 2017) whose purpose was to analyse the preparedness of Kazakhstani schools for implementation of trilingual policy, found that the majority of teachers lacked a clear understanding of its stages, mechanisms and methodological aspects, though they supported the initial idea. This was expressed by the mainstream teachers,

I do not like the trilingual policy at all, and I think that to form our nation one should fully acquire his/her mother tongue. I agree with the statement “Know all other languages but respect your language. Of course, English is the main language, but I do not like it, I do not agree ... I do not agree. Moreover, the language level of our teachers and students is not sufficient yet to study in other languages, so we are not ready” (Balausa, Mainstream, December 23, 2019).

I'm against the trilingual policy in education because it is unsuitable for our country, and it is just a waste of money, it will not bring any benefits for our generation” (Kalamkas, Mainstream, December 23, 2019).

One unanticipated finding was the belief of the Kazakh history subject teacher Balausa, who perceived the acquisition of other languages as a threat to the Kazakh identity. In a similar vein, Kalamkas also mentioned the traces of the past russification policy as negatively impacting the Kazakh language and something that we cannot still avoid.

We went through the russification policy over seventy years and as a result the number of the younger generation who can speak Kazakh fluently and purely is very small. That is why all of us mix Russian words in our utterances (Kalamkas, Mainstream, December 23, 2019).

Another possible explanation for these discrepancies between the teachers of the two schools might be the abovementioned differences in the conditions provided in these schools, in terms of teaching resources, training sessions for teachers, and class sizes. To be specific, in NIS schools, students are divided into two groups in the subjects that are delivered in L2 or L3, which make up a total of 15 at most, whereas in mainstream schools there is no division into two groups and the number of children in one group total up to 30 students. It can be seen from the response of one of the NIS teachers:

To facilitate and overcome language challenges, an opportunity is created, the classes with the second language of instruction are divided into two and that is very good and easy to manage, so as you see, we can ask questions, practice language, organize work in pairs, and we can allocate more time for intercommunication and close contact with each other (Aigul, NIS, December 6, 2019).

Additionally, the response provided by Arai, who works as a chemistry teacher at the mainstream school, appears to support the ease and effectiveness of working with a small number of students.

I think it is improper to introduce the trilingual policy for all schools, as we do not have the same conditions as in Nazarbayev schools where there are only 15 students in one group. In our case, there are 30 students in one group and how can you control them? It is a stupidity (Arai, Mainstream, December 23, 2019).

This result is consistent with Harcarik (2009) who indicated the link between teachers' beliefs and their classroom practices in the areas of resources and time. Along with that, the financial investment to the network of NIS schools is significantly higher than that for mainstream schools (OECD, 2015). It might be suggested that such an unequal allocation of resources also impacts teachers' attitudes and perspectives, which in turn could shape their beliefs. On top of that, a lack of unified guidelines and weak collaboration between stakeholders i.e. policy makers, teachers and management, and parents are found to be the main reasons of the negative outcomes and pitfalls that hinder the successful implementation of this policy.

### **Teachers' Beliefs about CLIL**

Furthermore, the current study found that not all participating teachers are trained in CLIL or aware of its rationale. To be more precise, all NIS teacher participants have trained in CLIL workshops, whereas only two teachers from the mainstream schools had this opportunity. Consequently, only those who had taken part in it could respond to the question and justify the reasons for the integration of content and language.

Through language we teach the content, thus I can say that for me, they are equally important because, if I focus only on language, we cannot attain other skills - the goals. That is why through language we teach knowledge and through knowledge we acquire the language. Therefore, I think that we need to keep focus equally on both of them (Aizhan, NIS, December 3, 2019).

Samal gave an analogy about the importance of a dual focus thereby highlighting the significance of keeping a balance between language and content: “Anyway it will be 50/50, it is like two wings of a bird”

However, in contrast to the supporters of an equal focus of language and content and despite being trained in CLIL at a workshop, Arai still preferred content over language.

I think that we need to focus on content, because knowledge of chemistry is important and if a student finds it difficult to explain something in English, I will let him speak in Kazakh (Arai, *Mainstream*, December 23, 2019).

It is difficult to explain this result, but it might be related to the quality of CLIL training and the professional levels of instructors. Additionally, as it was mentioned earlier, teachers' beliefs tend to be resistant to change.

Regarding the challenges of working in CLIL, the language barrier was defined as predominant by the vast majority of teachers.

The main challenges are subject terminology, lexicon, gaining academic language on history, developing four skills such as listening, writing, reading and speaking so it takes time and I can say mainly challenges are related to language (Aigul, December 6, 2019).

I need help from a language teacher, especially in terms of using proper grammar structures, but we do not have time for collaboration (Samal, *NIS*, December 4, 2019).

Nevertheless, the improvement of language skills was highlighted as the main advantage by EMI, RMI, and, KMI teachers. In other words, teaching through additional language requires diligence and effort to enhance their proficiency which in turn makes them more aware and knowledgeable in that language. The following extract from the interview with Tolkyn clearly demonstrates it:

Teachers will develop as professionals and students will learn and improve their skills in the target language (Tolkyn, *NIS*, December 6, 2019).

Additionally, development of their linguistic awareness and opportunities for students' future were some of the additional bonuses of learning through English that were identified by the teacher participants.

### **Preference of One Language Policy**

In the Kazakhstani context, the linguistic repertoire of teachers and students consists of mainly Kazakh and Russian, although English is emerging as an additional language. The analysis of the data shows that the majority of interviewed teachers still hold the opinion that the exclusive use of the target language is considered to be the best way to teach language, and students' L1 should be avoided as much as possible. In other words, they believe that using students L1 during lessons might hinder the proper acquisition of L2 or L3.

In my subject, I support the use of only one language, because it is an English language lesson and our aim as teachers is to make them speak English. Language should not be mixed, it would be good if the English language were taught in "pure" English, so, too, with the Russian and Kazakh languages (Kalamkas, mainstream school, December 23, 2019).

I support the idea of using only English while teaching English, and I look at this positively; I strive for this, and I hope that next year we can teach that way (Samal, NIS, December 4, 2019).

This resonates with Phillipson's (1992) study, where the monolingual approach was regarded as the best strategy to teach the target language.

However, some content subject teachers consider the use of L1 reasonable, as their aim encompasses teaching both the language and content, while for language subjects the exclusive use of the target language should be obligatory.

I think that for language teachers, such as for Kazakh, Russian or English, they should use only the target language because they are language-oriented, and their purpose is to master the language, thus it should be taught completely in the target language, while the content subject teachers need to cover two goals that are

language and content so I think that it is ok for us to use students' L1 (Aizhan, December 3, 2019).

The preference for one language or the monolingual approach is partially rooted in the educational program of NIS. As part of this program, high-stake examinations in these schools are considered to be another crucial factor for teachers' choice of this particular approach. Some of these issues have been voiced by the teachers:

We are implementing a trilingual policy, and my children have come to study in English. It seems to me that if we are permitted to use L1 we will always lean on it and it this will weaken both teachers' and students' desire to learn English. Another reason why I do not allow my students to use L1 is because of the MESK (external summative assessment), whose assessment tool will be in English, thus, the students will be assessed not only for content but also for their proper use of language. In the summer, I was one of the members of the examination checking group, where I witnessed some students writing their answers in Kazakh or Russian instead of English because their knowledge of English was not sufficient and for that reason points were taken off. Hence, this particular experience made me rethink everything. That is why I decided to teach my subject only in English, whether they would understand it or not. I can be tough now, but even if they cannot connect words correctly and grammatically, they will be able to write and explain one or the other process by using all the necessary keywords and terminology (Samal, December 4, 2019).

It appears to be challenging for Samal, who has been constantly participating in CLIL training sessions, to strike a balance between the school policy requirements i.e. high-stakes examination criteria on the one hand and CLIL, which encourages the use of both the mother tongue and an additional language on the other hand. Moreover, based on this extract, it can be assumed that teachers are disposed to choose English in cases where translanguaging can be applied as a facilitating tool in the process of learning. The situation in the mainstream school is quite similar, since the ultimate goal is to teach the subject completely in the target language:

I agree with the statement to use only English while teaching in English, however, according to our program, we need to introduce 25% in the - first term, 50% in the second term, 75% in the third term, and then to switch to 100% (Arai, December 23, 2019).



The preference for one language only (target) of participants can be seen in their responses on the pedagogic uses of translanguaging. The majority of teachers were either against the idea or felt dubious about alternating the languages of input and output based on their beliefs and teaching experience. For instance,

It is ok to give them reading materials in Russian, but they need to explain their understanding in Kazakh, but if the material is in Kazakh then they have to explain it to me only in Kazakh (Aizhan, December 3, 2019).

Although the students were permitted to read in their L1, the ultimate production was expected to be in the target language. By doing so, the teacher restricted her students to use their L1 to the full extent. However, it is important to bear in mind, that teachers' responses may not reflect actual practice, since the use of L1 is considered to be an inevitable part of both CLIL and non-CLIL classrooms. Moreover, the following extract clearly demonstrates the inevitability of excluding the students' L1 in practice, despite teachers' strict adherence to the target language only approach.

Balausa: You mean allowing them to discuss in Russian but asking them to share in Kazakh?! No, I cannot agree with that, but I have an excellent student who finds it difficult to explain his ideas to me in Kazakh, so he uses Russian mostly, in that case I cannot pressure him as well (Balausa, Mainstream, December 23, 2019).

Moreover, in the following extract it can be seen how another teacher admitted the use of L1, although she could not justify her stance properly. The possible explanation for this might be the lack of awareness of translanguaging by the teacher educators.

Aigul: This is quite ambivalent for me, you know... However, in any case if students answer me correctly in L1, I accept it and I do not consider it as some kind of a crime to do so (Aigul, December 6, 2019).

Although generally, teachers acknowledged the use of translanguaging as a teaching strategy in classrooms positively, the majority of them were still not supportive of the idea. Particularly, alternating languages for input and output, and allowing students to use the language of their choice while answering to the questions or expressing ideas were not

welcomed. Instead, they stated that they would require their students to perform such assignments only in the target language. Nevertheless, one of the teacher participants, Tanya, who has no experience teaching L2 yet and hadn't been trained in CLIL, claimed that she would apply any teaching tools which would make it possible for her not to lose the content of her subject and would allow her to teach her students, even if it goes against the established language policies.

It came as a surprise that almost all teachers' answers to the questions on employing translanguaging as a pedagogic strategy contradicted themselves. For instance, Arai was against students' employing their whole linguistic repertoire in her lesson. However, to the question regarding her own experience of teaching, she could not deny that to make up sentences in English she relies on Kazakh or Russian and then tries to interpret into English. This result may be explained by a lack of awareness on the part of the teachers regarding the (legitimate) use of translanguaging and their beliefs that are yet to be transformed. In general terms, one language only was stated by majority of participants in one way or another.

### **Translanguaging as a Scaffolding Strategy**

Interestingly, although the majority of teachers preferred monolingual approach in their classroom practice, they also admitted that they use and consider translanguaging as a scaffolding, that is a teaching strategy which enables a student to achieve a goal gradually leading to independence in the learning process. More precisely, they supported the use of translanguaging at the beginning stages of schooling due to the students' low level in the target language, although their ultimate goal was to limit or avoid the usage of students' L1 in the setting.

In the beginning, in the 7th grade, children might not understand the Kazakh language; therefore, there should be a ratio between two the languages, and I think

it is ok to allow them to use L1 for a while. Moreover, sometimes I try to explain things to them in Russian but as grades gradually get higher like 8, 9, 10 we try to limit and make them speak purely in the Kazakh language without mixing (Aizhan, December 3, 2019).

Similarly, in order to make sure that all students understand the terms and phrases, it is important to employ the whole linguistic repertoire that students possess. In other words, students' existing languages serve as a scaffolding role in the explanation of the words. The following extract clearly demonstrates this:

World history includes the study of France, England and it happens that some of the words and phrases come from these cultures, thus I try to explain that to them in Kazakh that is L1, so in this case, it is not obligatory to strictly follow the rules as long as there is a need for explanation and adaptation, and we need to help them (Aigul, December 6, 2019).

Moreover, teacher participants mentioned that allowing students to use their L1 facilitates them to grasp the learning material faster. Therefore, some of them expressed their support on that:

I have noticed that for some reason, probably to speed up the students opt for L1 in group discussions but respond to me in Russian. So, I don't mind if this is progress in the right direction, I let them think and work in their mother tongue and answer me in Russian (Aigul, December 6, 2019).

It can thus be suggested that teachers should allow students to employ their L1 in the classroom and at the same time to encourage them to use the target language.

The usage of L1 for explaining the meaning of words and grammar rules was mentioned as the most frequent reason by teacher participants. This finding supports previous research conducted by Olimnazarova (2012), which showed the similar result with English language teachers in Tajikistan. As interviewees put it:

I try to explain grammatical structures in Kazakh or in Russian respectively depending on classes because students need to understand clearly as they will use it in the future (Tolkyn, NIS, December 6, 2019).

While explaining grammar I can use the Kazakh language, in order to make a comparison with English and explain it properly (Kalamkas, Mainstream, December 23, 2019).

On the whole, these results reveal that teachers employ a potential use of translanguaging in their classrooms one way or other.

### **Translanguaging as a Last Resort**

In general terms, the analysis of the data shows that all of the students' existing languages are used in CLIL and non CLIL classrooms to different extents both by teachers and students.

The majority of teacher participants indicated that the use of L1 is inevitable in classroom practice, both by teachers and students. Aizhan states that requiring students to speak in Kazakh, at the beginning puts them under pressure, thus it would be better for teachers to work with building the necessary vocabulary at first. She says:

As students previously studied the subject in Russian they cannot speak in Kazakh at once, and they use Russian anyway. And, I see quite often that students rely on and employ their L1; therefore, we try to build and provide them with the terminology, vocabulary, and then we focus on the content of the subject. Otherwise, they cannot demonstrate their knowledge and I think it is stressful not to allow them to use their L1 (Aizhan, December 3, 2019).

All participant EMI teachers held the belief that they should aspire to English only class and desired to reach that goal. In other words, according to them both students and teachers should use English exclusively. At the same time, they knew that it was not attainable given the circumstances.

Ideally, the English language is good to be taught only in English, but we partially allow students to use L1 because of need (Tolkyn, December 6, 2019).

I do allow my students to use L1 partially only when I see that he or she does not understand complex topics and needs support, but in general I suppress it (Samal, NIS, December 4, 2019).

Moreover, the use of target language only was not feasible for some participants because of their students' low level of the target language

While discussions students use their mother tongue in order to understand each other and I cannot restrict it. Otherwise it will be difficult for them, as their levels of language are different, but they answer to my questions in English (Tolkyn, December 6, 2019)

It all depends on children's ability or the level of their English language, if their language proficiency is high then it is better to employ English, but if not the understanding of the meaning is important, so they need to understand it first in their mother tongue (Kalamkas, Mainstream, December 23, 2019).

In spite of the students' different levels of English, some of the participants were quite confident that only the one language should be used while teaching in a class. It might be connected to their belief that learners would get used to the Kazakh or Russian languages, which might hinder the acquisition of English. Samal expressed her opinion well on this matter by saying:

I suppress the use of L1, however I can't control them all the time, but we need to do so in order to shift to 100% English, otherwise they will get to used to use Kazakh or Russian (Samal, December 4, 2019).

Meanwhile, there were cases when some of the teachers felt guilty for using translanguaging while teaching in L2 and L3. In particular, translanguaging is treated as something they would avoid and only use as a last resort, yet they could not because of both their and their students' insufficient level of the target language. As one of the interviewees said:

I think there is a problem in my level of English, but there are also students whose language competence is lower than mine. So, I'm crying, because it is very and very difficult, I was very ashamed at the beginning when I just started to teach chemistry in English and it is a huge stress, it is terrible. I do not want to feel guilty because I think it is my fault if a child does not get the desired score in the exam. After all, they did not hear those words from me, thus, they did not understand, I want to earn my money honestly. However, our children are very amazing and supportive (Samal, NIS, December 4, 2019).

This finding of this study matches those observed in earlier studies which state that teachers usually feel guilty and defensive about their unavoidable practice of

shifting/alternating between languages in classrooms (Tang, 2002; Cummins, 2007; Garcia, 2009; Creese and Blackledge, 2010). Also, some teachers' unwillingness and reluctance can be noticed by the tone of their voices and by the words they expressed during the interview, such as "I can't control", "We have to explain", "even though I don't integrate the use of LI in my lesson plan I use it anyway".

The findings reported here suggest that Kazakhstani educators, who are influenced by monolingual ideologies, have yet to recognize the alternative approaches in language education.

With regards to planned translanguaging, teachers held different views.

Nevertheless, more than half of the participating teachers were in favor of planning, and rationalized this response by explaining the importance of delivering the content properly, whereas others believed that there is no need for planning if you prepare well enough to support your students and adapt your materials to simple language or by using other pedagogic tools which allow them to achieve the goals of their lesson.

As I have been working with my students for several years, I already know their levels and abilities, and for me there is no need to plan everything. Moreover, you can manage without the Kazakh language, you can explain things in English. One needs to bear in mind the abilities of children, but it is not necessary to write down on your lesson plan exactly when you will use this or that language (Kalamkas, *Mainstream*, December 23, 2019).

It seems possible that these results are due to several factors: school requirements for lesson plans to be in one language which is connected with top down instruction, teachers' adherence to predominantly monolingual habits in their teaching practices, and an unawareness of translanguaging as a legitimate practice.

### Discussion

This chapter presents the discussion of the findings presented in the previous chapter in relation to the literature on the topic. It aims at providing the answer to the major two research questions about teacher educators beliefs on translanguaging in the Kazakhstani trilingual context. The purpose of the study was to explore teachers' beliefs on translanguaging. Therefore, the following research questions guided this study:

1. What are RMI (Russian as a medium of instruction) and KMI (Kazakh as a medium of instruction) teachers' beliefs on translanguaging in Kazakhstani trilingual schools?
2. What are EMI (English as a medium of instruction) teachers' beliefs on translanguaging in Kazakhstani trilingual schools?

**Finding 1.** The majority of participating teachers preferred the use of one language only. This view might be the result of the monolingual assumption held for many decades in language teaching that the use of L1 will impact negatively learning the target language and that an increase in the exposure to the target language is beneficial in its acquisition (Lasagabaster, 2013). Similarly, Garcia and Wei (2014) noted that many educators still continue to believe that instruction through the home language does not contribute much to the development of another language. Particularly, the reason for EMI teachers' choice of this stance might be the fact that the classroom setting is the only environment for students to get involved and exposed to the target language. It can, therefore, be concluded that teacher educators held the virtual belief proposed by Macaro (2001).

Three main ideas stand out in the participants' comments. First, languages should not be mixed, thus the target language should be taught solely in that language. Accordingly, there is hardly any room for translanguaging practice. For teachers who

support this view, the ideal classroom is the one where one language only policy is employed to the full extent. This resonates with Phillipson's (1992) study, where the monolingual approach is considered to be the best way to teach the target language. Second, high-stakes exam standards and assessment systems are considered to be the main catalyst and indicator of students' performance. To be more precise, in the Kazakhstani context standardized assessment is administered in one language only, thus as stated by Garcia and Wei (2014) confounding knowledge with language ability. Despite the existing difference between the schools recruited in this study NIS and mainstream, in terms of language choice in the final exam, both schools require learners to take it in one language only. Moreover, it appears that in mainstream schools the results of these exams are to be used not only as a measure of teachers' performance but also linked to performance-based pay (NUGSE, 2014). It is worth noting that, nowadays in many countries of the world assessment is still viewed by policymakers as the main driving force to improve the education of students, though some of the studies have revealed its drawbacks and reported inappropriateness of it to the modern needs of the world (Garcia, 2009). In turn, Garcia and Wei (2014) claim that there are ways for standardized assessments to be done in translanguaged ways so that learners will be able to demonstrate their understanding and knowledge freely. However, despite its usefulness and potential to truly assess student's knowledge, these tests have not been developed yet. In the meantime, Cummins (2001) called teachers to become advocates for their students by raising questions about the validity of assessment in one language or the other, thus gain space for legitimate translanguaging practice in their classroom. However, drawing upon the findings it can be proposed that assessment in high-stakes exams plays a crucial role in shaping teachers' beliefs towards translanguaging practice. Third, the use of L1 is detrimental and might lead both students and teachers to laziness or make them reluctant in learning the target



language. In other words, some teachers believed that if they allow their students to employ their whole linguistic repertoire, they might fall back to it whenever they want, which will in turn make them prepare their lesson conscientious way. This finding of the current study is consistent with those of Escobar and Dillard-Paltrineri's (2015) who found that one of the reasons for teachers' adherence to the target language only approach is the belief that L1 use would create a habit of laziness, weakening both conscious and subconscious processes of learning. Similarly, Shohamy, Tannenbaum, and Haim (2019) reported that teachers fear that the use of learners' L1 will lead to over reliance during the lessons.

**Finding 2.** The teacher educators were predisposed to think that the use of translanguaging appropriate only at the initial stage of language acquisition and it should be minimized as learners get more proficient in the target language. In other words, they were quite understandable and lenient to their students' translanguaging at the beginning since oftentimes students' level of the target language was low. Following the Macaro's (2001) framework, teachers' beliefs on translanguaging of this type may be labeled as maximal.

This finding further supports the idea of Garcia and Wei (2014) who claim that translanguaging is used strategically as a scaffolding approach by teachers at the beginning points to ensure so that learners will be able to engage with rigorous content, comprehend difficult texts and produce new language practices. Therefore, translanguaging in teaching is always used to provide accurate instruction and increase interactions that would widen the students' language and meaning-making repertoire and helps to shape meaning. Indeed, teachers, in this case, are the ones who set up the affordances for students to engage in these practices.

The scaffolding function of translanguaging is also reported by Swain and Lapkin (2013) and by Luk and Lin (2015). It has been reported that the judicious use of L1 can be useful since prior knowledge could be a cornerstone for acquiring new knowledge and also because the “L1 can be a cognitive tool when learning tasks are complex, particularly in the case of content-based instruction” (Cenoz, Gorter, & May 2017, p.315).

Similarly, this finding is consistent with those of Nikula and Moore (2016) who also support the idea that translanguaging serves as a scaffolding tool for students acquiring an additional language. Precisely, in the Finnish context teachers used mostly the target language that is English whereas students replied in their mother tongue. However, as students make progress to higher levels, students increasingly switch to the target language. Despite the effectiveness of translanguaging in this particular case, which is leveraging students in their language learning journey the ultimate goal of teacher educators remains to achieve the monolingual target language setting. It is noteworthy that Escobar and Dillard-Paltrinieri (2015) revealed that even university instructors in the context of Costa Rica held the view that the use of L1 is only legitimate and appropriate as a last resort at the beginning levels of language acquisition and only for limited purposes.

Likewise, as in the Finnish context, the teacher participants of the current study also stated that they make all efforts to reach monolingual instruction in their classroom. In other words, instead of acknowledging translanguaging as an integral part of an educational tool teacher participants treated it as a last resort, even though they employed it quite often for achieving the learning objectives of their lessons. This finding may help us to understand that translanguaging was utilized by teacher educators as a supportive device as it scaffolds meaning and the teaching. However, teachers' beliefs toward

translanguaging need to be developed as they continue to expect their learners to shift the target language use only after a specific time period.

**Finding 3.** The use of translanguaging practices by teacher educators was mentioned as an unavoidable practice that both teachers and students fall back recurrently. Because of that, teachers experienced a feeling of guilt. In other words, some of the teacher educators pointed out that the insufficient level of the target language of both students and teachers themselves make them utilize L1 during classroom activities. Thus, the third finding also implies the idea that the teacher participants had the maximal belief.

Previous studies have shown that despite the school administration's and education authorities' advice of using the one language only approach the use of L1 remains to be a commonplace practice (Doiz & Lasagabaster, 2016., Barnard & McLellan, 2014).

This finding is also concurs with Canagarajah's (2011) findings which showed translanguaging to be a naturally occurring phenomenon in classroom practice. In his comprehensive investigation of translanguaging, he found that in a majority of cases teachers produced it without conscious pedagogical strategies. Similarly, Escobar and Dillard-Paltrinieri (2015) assert that although the majority of teachers reported a preference for target language only classroom policies and practices, they held conflicting beliefs about this as they also admit that translanguaging is something that comes naturally to them. Despite the existence of a number of studies approving translanguaging to be as a legitimate practice and valuable pedagogical tool in CLIL and non CLIL classrooms (Lasagabaster, 2013., Nikula & Moore, 2016., Cenoz, Gorter, May 2017., Bieri, 2018) some of the participating teachers in this study seem to have a little awareness about this since they are experiencing a feeling of guilt because of that. The majority of teacher educators of this study have participated in CLIL workshops, however, some of them keep

endeavoring to reach target language environments without any space for translanguaging and even one of them has blamed herself for not succeeding at once. The reason may be related to different factors, as mentioned in the literature review with the standards of the high-stakes exam, school policy and, etc. However, it also seems to be because of the CLIL instructors' knowledge and competence since the possibility of usage of L1 in CLIL classrooms is also explained by Marsh (2002) who co-launched CLIL and continues piloting and developing CLIL globally. Similarly, San Isidro also (2018) highlighted this particular feature of CLIL, that it goes beyond the traditional monolingual perspective in language teaching. Accordingly, teacher participants could not justify the appropriateness of the use of students L1 based on their prior knowledge in CLIL. Thereby, poor training of teachers about the CLIL may result in its inefficient implementation (Morton, 2012). Moreover, previous studies (Ebsworth & Schweers, 1997) found that teachers' experience as language learners may continue to be influential throughout their professional life.

In order to enable teachers who have been struggling to use translanguaging practice without any guilt, Swain, Kirkpatrick, and Cummins (2011) provide thorough guidance on the guilt-free use of translanguaging. The handbook is designed and appropriate for both language and content subject teachers who teach through the medium of English and particularly, the scaffolding role of L1 and its strategic purpose was highlighted.

Similarly, this finding corroborates the findings of Garcia (2009) who reported the possible reason for teachers' reluctance and feeling of guilt while using translanguaging practice in the US context. According to this study (Garcia, 2009), one of the main reasons behind this guilt is underpinned on teachers' prior experience, which had favoured monolingual ways of teaching and considered it to be good and valuable. Therefore,

teacher educators oftentimes hide their natural translanguaging from administrators and others. In other words, it implies that teacher educators rely on translanguaging because of necessity and if there were a way to prevent or reject, they would so. Similar beliefs towards translanguaging can be found in the works of Olimnazarova (2012), Escobar and Dillard-Paltrinieri (2015), Cahyani, Michele de Courcy and Barnett (2018), Doiz and Lasagabaster (2017), Lin and He (2017), Alshehri (2017), Tastanbek (2019), Shohamy, Tannenbaum and, Haim (2019) where teachers felt guilty for translanguaging and did not have sufficient knowledge to manipulate it strategically in their teaching practice. Consequently, little awareness of this notion might lead to less effective teaching when learners cannot unfold their whole potential by using their linguistic repertoire (Nikula & Moore 2015). While, seeing translanguaging as dynamic flow allows, teacher educators, to be “guilt-free” and facilitate teaching language and content simultaneously (Lin & He, 2017).

**Finding 4.** The pedagogical use of translanguaging was favoured by teacher participants as it allows to increase students’ comprehension of the content, grammar and can save classroom time. This finding showcases the teachers’ optimal belief regarding translanguaging. Even though the majority of the teacher participants believed virtual position to be their desired goal in their classroom some of them admitted that they also resort to translanguaging in certain cases. Particularly, teachers found it reasonable to rely on translanguaging while explaining grammar rules, the meaning of words and also allow students to use L1 during group work since it helps to facilitate meaning-making and very efficient in terms of time. This goes along with Cenoz (et al, 2017) viewpoint which states that the use of translanguaging helps not only to ensure understanding of content by students but also can serve as a resource especially when there are similarities at the grammar structure, vocabulary and also other elements that have already been learnt in

mother tongue which can be reinforced while acquiring an additional language. In other words, using translanguaging strategically both in CLIL and non CLIL classrooms would be beneficial to reinforce the connections between languages and it is becoming to be seen as a resource for enhancing the effectiveness of learning through the medium of the L2. This view is also supported by Lin and He (2017) who based on their observations in the context of Hong Kong indicated that the use of translanguaging in CLIL classrooms not only is natural but also can be a valuable pedagogical tool. Similarly, in her analysis Birch (2002) recommends three main strategies to learn vocabulary, where one of them suggests making a connection between the languages, thus supports the translanguaging approach in the acquisition of additional language. This also tallies with the study conducted by Rolin-Ianziti and Varshney (2008, as cited in Escobar 2015) where students admitted that the use of L1 helps them to gain explicit knowledge of grammar and vocabulary. Therefore, it means that translanguaging affects both language and content subjects taught through the medium of second or additional language (Cenoz, Gorter & May 2017., Alshehri, 2017). However, at the same time, it may bring some challenges as it requires the involvement and collaboration of whole school and content and language teachers in projects based on translanguaging. Nevertheless, according to Doiz and Lasagabaster's (2017) study elements of translanguaging are being already used by teacher educators regardless of their beliefs with respect to the medium of instruction.

Based on participants' responses in this study the group discussions appeared to be another instance where translanguaging practices employed frequently and considered to be a valuable strategy. Although the majority of the teachers were ambiguous and uncertain about the use of translanguaging strategies during group and individual assignments, one participant was confident and determined to continue to use it even if it contradicts the stated school policy. The possible explanation for this may be a lack of

awareness about translanguaging as she has not participated in the CLIL workshop and could not justify her stance appropriately.

Therefore, the present finding seems to be consistent with other studies of Nikula and Moore (2016), Lin and He, (2017), Tastanbek (2019), Cook (2001) which found that students are commonly using their L1 during group work as it provides scaffolding for students to help each other. Moreover, Makalela (2015) in his investigation was able to show that students in an experimental group who are allowed to use L1 demonstrated better results in terms of vocabulary and viewed translanguaging as a positive experience.

On a different note, teacher participants preferred translanguaging for being less time-consuming strategy. Particularly, teachers employed translanguaging when explaining difficult concepts, confirm the meaning of new vocabulary. Besides, during group discussions, students also frequently used it to convey their idea to each other quickly and in a more meaningful way. In accordance with this finding, previous studies (Atkinson, 1987., Harbord, 1992., Garcia, 2007., Manara, 2007., Lasagabaster, 2013., Zakaria, 2013., Cahyani, Michele de Courcy & Barnett, 2016., Moore & Nikula, 2016) have also demonstrated that translanguaging can save classroom time and keeps the flow of the lesson running smoothly. Likewise, Tang (2002) in his investigation the use of L1 in L2 classroom found that teachers based their practice on the belief that the use of L1 helped to manage classroom time and was more efficient. Therefore, the study revealed that the use of translanguaging strategies not only does not impede target language learning but also helps to teach and learning.

**Finding 5.** Contrary to expectations, this study did not find a significant difference between the beliefs of EMI and KMI and RMI teachers toward translanguaging. Instead, the difference was appeared to be dependent on the type of school they work in. In other

words, teacher participants' beliefs likely to be influenced whether they work in NIS or mainstream since these two schools have differed significantly in terms of provided conditions. First of all, in the Kazakhstani context, the trilingual policy is closely intertwined with CLIL as the latter considered to be the main strategy for the successful implementation of this policy. And as was mentioned earlier in the literature review all NIS teacher participants have been trained in CLIL whereas only two mainstream teachers had this opportunity. Accordingly, NIS teachers were more positive toward trilingual policy and were more aware of CLIL than mainstream teachers. In its turn, participation in CLIL training is likely to lead to the acknowledgment of translanguaging in the classroom. Since a number of studies have reported the potential role of translanguaging in CLIL and it is being considered as a naturally occurring phenomenon and viewed as a valuable pedagogical tool (Lin & He, 2017). Therefore, in order to change teachers' traditional beliefs and practices, Boudersa (2016) emphasizes the importance of teacher training programs and professional development. Similarly, Timperley (2008) states that it is necessary to provide teachers with opportunities to relearn so that they could review and rethink their previous experiences and adopt new approaches. Secondly, these two schools differ in terms of teaching resources, Internet access and, class sizes, and finance. For instance, the financial allocation of NIS school is three times higher than in mainstream schools and classrooms are equipped with laboratories. Moreover, the number of students in one group in NIS where medium taught through the L2 or L3 make up a total 15 at most, whereas in mainstream schools the number of students in one group totals up 30 as there is such division is not considered. It may be that such inconsistency in conditions and resources provided in these two schools also might impact teacher educators' attitudes and perspectives, which in turn could shape their beliefs. Moreover, a lack of collaboration among teachers might lead to failure in adopting new approaches in teaching practice



(Akizhanova, 2017). However, with small sample size, caution must be applied, as the findings might not depict and generalize for all the schools.

Therefore, putting these findings together may explain the relatively good correlation between teachers' belief toward translanguaging and their prior experience and also conditions provided to them such as professional development training, top-down education policy, and teaching resources.

### Conclusion

The most obvious finding to emerge from this study is that teacher participants aspire to achieve a monolingual classroom setting. Precisely, teacher educators were against translanguaging or the use of students' L1 because of their previous monolingual beliefs or target language only assumption. Moreover, the requirements of the high-stake exams or academic standard language assessment policy and the belief about the connection between the use of L1 and laziness are to be found as major factors that impacted teacher participants' beliefs. In this vein, another widespread belief among teachers was that the greater exposure to the target language the higher students' proficiency will be gained. Despite the impracticality of the target language only idea, teachers considered it to be their desired goal. This finding is consistent with Macaro's (2001) virtual position.

Therefore, it appears that in spite of the existence of a lot of research supporting the idea that the reasonable use of L1 can improve L2 acquisition, the monolingual ideologies still dominate much of practice and policy among the educators in the Kazakhstani context.

Interestingly, although the majority of teacher participants voiced a preference for target language only classroom policies and practices, they also admitted that translanguaging is something that comes naturally both to teachers and students so that they resort to it to a certain extent. It can, therefore, be assumed that teacher participants held conflicting beliefs on translanguaging. Such discrepancy ranges from nonacceptance to acceptance of the use of L1. In other words, following Macaro's (2001) framework from the virtual position to the optimal position. Furthermore, teacher educators reported translanguaging to be an inevitable part of their classroom practice so that they rely on it frequently, especially when students' level of proficiency in the target language was low.

At the same time, few of the teacher participants appeared to feel a sense of guilt because of the use of translanguaging in their teaching practice. Whereas, the vast majority of teacher educators found it reasonable to employ translanguaging at the initial stages of students' target language acquisition. In other words, students are expected to shift to the use of the target language only as soon as their proficiency in that language advances. Therefore, it can be seen that translanguaging was employed as a scaffolding strategy so that to ensure that students can comprehend the content and produce new language practices. This stance of teacher participants tallies with the description of the maximal belief in Macaro's (2001) study.

On a different note, despite the stated beliefs the teacher educators considered and embraced certain translanguaging strategies as a valuable pedagogical tool. Particularly, they fall back on it recurrently when explaining difficult concepts, grammar, and vocabulary. Additionally, they also viewed it as a time-saving strategy. In turn, this last position of the teacher participants reveals that the teachers' beliefs are not always consistent with their actual practice, as they expressed self-contradictory responses towards translanguaging. On one side, they strived to set up target language only setting, on the other side, they highlighted and acknowledged some translanguaging strategies' pedagogical value. Another aspect that indicates the teachers' positive view towards translanguaging is their interest to incorporate translanguaging-based tasks into their practice, which can be noticed in their responses. Based on this finding, it can be supposed that the teacher educators are predisposed to the optimal belief towards translanguaging.

On a general note, as evident from the findings, the teacher participants who participated in this study held self-contradictory beliefs regarding translanguaging, since all three positions suggested by Macaro (2001) expressed by the teacher educators one way

or other. Nevertheless, the predominant part of the responses provided by teacher participants leads to thinking that they held the maximal belief toward translanguaging. It implies that regardless of their preference of one language only policy, they oftentimes resorted to translanguaging in their classroom.

Taken together, the study supports the earlier studies and demonstrates that translanguaging has the potential to be accepted as a legitimate practice and offers a wide range of teaching implications for both language and content subjects taught through the medium of a second or additional language.

However, the observed difference between KMI, RMI, and, EMI teachers' belief toward translanguaging in this study was not significant. There are several possible explanations for this result. First, it might be because of the small sample size of teacher participants and second, because of the nature of the study that is teachers' self-reported practices, which may differ from their actual practices. In other words, in order to obtain more reliable data, more classroom observation needs to be implemented. Notwithstanding these limitations, the study suggests that there is a possible connection between the teachers' belief and their personal pedagogical beliefs. Moreover, revisiting the top-down education policy, i.e. standard assessment system, providing the teacher educators with professional development training, equipping the teacher educators with teaching resources, and increasing the financial investment are likely to be the major factors which shape teachers' belief positively toward translanguaging. However, more research is needed to draw more robust conclusions on this matter.

### **Limitations and Further Implications**

The major limitations of the study are the small sample size and accuracy of the participants' responses. Firstly, findings cannot be widely generalized due to the small

scale of this study focusing on the data obtained from only the eight teacher participants from two schools, as each school has its distinctive feature. Therefore, conducting large scale research including more teacher participants and schools would be a logical next step, which would help to generate more representative results. It means that a broader range of sites and data may help to demonstrate the Kazakhstani teacher educators' beliefs toward translanguaging more accurately.

Secondly, the accuracy of data obtained during the interview may differ from their actual teaching practice. In other words, the teacher participants could slightly alter their responses to meet the researcher's expectations. Therefore, in order to get more reliable and authentic data, more meticulous interview needs to be conducted. In line with this, it would be helpful to conduct lesson observations to see if teachers' beliefs and their actual teaching practices correspond to each other.

### **Recommendations**

These findings provide the following recommendations for policy makers and teacher educators.

Educational policy makers need to revisit the standards of the high-stake exams and take into account new approaches in language education while designing the curriculum. Since high language proficiency is achieved by incorporating translanguaging strategies into the teachers' teaching practice (OECD, 2016). Moreover, teacher training sessions should focus on the potential role of translanguaging in the classroom so that teacher educators could get rid of possible bias and the dominant monolingual ideology.

It would be beneficial for teacher educators if they will reflect more deeply on their pedagogical practices. Because the findings revealed that the overwhelming majority of

teachers held contradictory beliefs toward translanguaging. Additionally, teachers need to develop and refresh their professional knowledge and sharpen their skills continuously. It implies that life-long learning needs to be part of all teacher educators' career path.

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## Appendix A: Consent Forms

### CONSENT FORM

Kazakhstani teachers' beliefs on translanguaging: evidence from a trilingual context

**DESCRIPTION:** You are invited to participate in a **research study** that focuses on teachers' beliefs on the use of students' first language(s) in learning content and English in the context of Kazakhstan. You will be invited to participate in one-on-one face-to-face interview between you and researcher at a public place of your choice. The language of the interview will depend on your choice Kazakh, English or Russian. The interview will be semi-structured with open and closed questions, will be audio recorded in recording device and later will be transcribed for data analysis. Data from records will be analysed in the final report and findings will be shown at the scientific meetings. Data will be retained for 3 years after study and only the researcher will have access to it. You might be asked to participate in a follow-up interview if the researcher has further questions.

**TIME INVOLVEMENT:** Your participation will take approximately 30-40 minutes.

**RISKS AND BENEFITS:** The risks associated with this study are 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 pseudonym and the information about you and your 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 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 teachers' 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 \_\_\_\_\_

**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 at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

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

- I have carefully read the information provided;
- I have been given 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 Мұғалімдердің Транстілдесу туралы Сенімдері: үштілділік контекстке негізделген дәлел

**СИПАТТАМА:** Сіз қазақстандық мұғалімдердің білім мазмұны мен ағылшын тілін оқытуда оқушылардың бірінші тіл(дер)ін қолдануы туралы сенімдерін анықтауға бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Бұл зерттеудің мақсаты мұғалімдердің өз білім беру тәжірибесінде бірінші тілді қолдану туралы сенімдерін анықтау. Сізге өзіңізге қолайлы жерде сіз және зерттеуші арасындағы жеке сұхбатқа қатысу ұсынылады. Сұхбат сіздің таңдауыңызға сәйкес қазақ, ағылшын немесе орыс тілінде жүргізіледі. Сұхбат ашық және жабық сұрақтардан тұрады. Деректерді кейінірек талдау үшін сұхбат дыбыстық құрылғыға жазылады. Деректер қорытынды есепте талданатын болады және қорытындылар ғылыми жиналыстарда көрсетіледі. Деректер сұхбат аяқталған соң 3 жыл бойы сақталады. Егер зерттеуші қажет деп тапса, сұхбат аяқталғаннан соң сізге қосымша сұрақтар қоюы мүмкін.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сұхбатқа қатысу шамамен 30-40 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 жұмыс орныңыз туралы мәліметтер 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 мұғалімдердің бірінші тілді қолдану туралы сенімдерінің жалпы көрінісін көрсете отырып, зерттеудің дамуына 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:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады: \_\_\_\_\_

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

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

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

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_



## ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Убеждения Казахстанских Преподавателей о Трансязычии: пример из  
трехязычного контекста

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании по изучению убеждений казахстанских преподавателей об использовании первого языка(ов) учащимися в освоение английского языка и контента других предметов. Целью данного исследование является выявление убеждений преподавателей, касательно использования первого языка в преподавании. Вам будет предложено принять участие в индивидуальном интервью в удобном для вас месте. Интервью будет проходить на языке по Вашему выбору и состоит из открытых и косвенных вопросов. Ваши ответы будут записаны на аудио устройство, чтобы в дальнейшем использовать их для анализа данных. Данные из записей будут проанализированы в конце исследования и результаты будут представлены на научных совещаниях. Данные будут сохранены в течение трех после окончание интервью. Доступ к данным будут только у исследователя. При возникновении необходимости Вам могут быть заданы дополнительные вопросы после интервью.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует около 30-40 минут.

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

В целях анонимности и конфиденциальности ваше имя будет заменено псевдонимом, другие личные данные и информация о месте работы будут зашифрованы. Интервью было тщательно проверено, чтобы все вопросы были 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, которое демонстрирует общую картину убеждений преподавателей об использовании первого языка в Казахстане.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального

**пакета, который Вам предоставляли.** В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

#### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем магистерского тезиса исследователя:

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

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

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

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

**Appendix B: Interview Protocol**

Kazakhstani teachers' beliefs on translanguaging: evidence from a trilingual context.

Date:

Place:

Interviewer: Aibarsha Amaniyazova

Interviewee: Participant 1

Questions:

1. What is your general opinion about the trilingual policy?
2. In your opinion, which are the main challenges on working with CLIL? (teaching content in L2/L3?) (e.g. language barriers) How do you cope with them?
3. In your opinion, which are the main benefits on working with CLIL? (teaching content in L2/L3?)
4. How do you feel about teaching content subjects through an additional language?
5. In CLIL, do you think it is important to pay more attention to language skills or content knowledge? Why?
6. What do you think about code switching, i.e. students mixing their first language(s) with English while learning English?
7. What do you think about using only English when teaching English? (using only one language when teaching (through) that language
8. What is your belief on using students' first languages when teaching... (through) an additional language?
9. Do you think that translanguaging, i.e. the use of L1 when teaching (through) an additional language should be planned? Why? (e.g. introducing new content; giving instructions and feedback; building rapport; plan activities in a multilingual way...)?

### Appendix C. Sample Interview Transcript

#### 1. Какого Ваше мнение о трехязычной политике в целом?

**Айгуль:** Политика полиязычия возникла не как роскошь какая-то а как необходимость современного мира вливаться в процесс интеграции и через именно сферу образования, правильное было действия нашего правительство через образовательную систему с самых первых классов, и я смотрю на это только положительно, потому что сейчас в мире в любой страну если заглянуть наверняка не найдется ни одного человека который знает только один язык, скорее всего все равно есть люди который знает два и более языка ,это просто необходимость вот.. именно как следствие европейской и мировой интеграции это необходимость.

#### 1. What is your general opinion about the trilingual policy?

**Aigul:** The policy of trilingual education appeared not as some kind of luxury but as a need of the modern world. It is one of the ways to integrate into the process of integration. I think that it was the right decision to introduce it through the educational sphere and I look at it positively. Nowadays, there for sure will not be a single person who knows only one language, people are most likely to know more than one language and it is just necessity

#### 2. Вы проходили тренинги по CLIL?

**Айгуль:** Обучающие тренинги проходили в школе, нам давали коллеги состоит из 4 компонента: знание, культура.

#### 2. Have you participated in CLIL workshops, seminars?

**Aigul:** Educational trainings were held at school, colleagues organized, and it consists of 4 components: knowledge, culture.

#### 3. Какие трудности у вас возникает при преподавании в классах с 2 языком обучения?

**Айгуль:** Главные трудности — это предметная терминология, лексикон, академического языка по истории набирать, надо же развивать 4 навыка это аудирование, чтение, правописание, когда развиваешь и детям со вторым языком обучения происходят определенные сложности, то есть очень трудно адаптироваться сразу же, но постепенно применяя различные техники все-таки языковая проблема исчезает. У нас всемирная история идет с 7 по 10кл, и по крайней мере к 10 классу они свободно изясняются, но в начале в 7 кл да есть сложности

#### 3. In your opinion, which are the main challenges on working with CLIL? (teaching content in L2/L3?) (e.g. language barriers) How do you cope with them?

**Aigul:** The main difficulties are subject terminology, vocabulary, academic language in history, but you need to develop 4 skills: listening, reading, and spelling, when you develop children with a second language of instruction, certain difficulties occur, that is, it is very difficult to adapt immediately, but gradually applying various techniques, nevertheless, the language problem disappears. Our world history covers from 7 to 10

grades, and by the 10th grade they can freely express in target language, but at the beginning that is 7th grade there are difficulties

#### **4. Каковы на Ваш взгляд основные преимущества работы в CLIL?**

Айгуль: ну во-первых, для облегчения и преодоления языковых проблем их разделили. То есть у нас самая первая помощь это то что их мало, если группа с первым языком обучения приходят полным комплектом, их 24, то классы со вторым языком обучения приходят пол группы то есть создается возможность, среда, где ты можешь очень часто активно задавать вопросы, работать в парах и можешь всех проследит это первая помощь, вторая это когда их мало это очень частое взаимодействие и тесный контакт друг с другом, мне кажется это выгодно.. иногда получается что эти классы показывает качество знания нежели простой класс, даже так получается, потому что в связи с тем что условия создается такие что с ними часто работать, получается мы эту тему лучше изучаем быстрее изучаем чем в классах с большим составом, но и качество иногда бывает выше в этих классах. Я себя комфортно чувствую, именно такие условия создали, потому что все таки работа с малым количеством учеников, наблюдать их рост мне легче нежели чем в классах где сидят 20 чел например, хотя вроде бы казалось преодоления языкового барьера а получается так что вместе с языковым барьером мы предметные знания осваиваем лучше в этих классах

#### **4. In your opinion, which are the main benefits on working with CLIL? (teaching content in L2/L3?)**

**Aigul:** Well, firstly, to facilitate and overcome language problems, they were divided. That is a first help for us, if a group with the first language of instruction comes full, there are 24 of them, then classes with a second language of instruction consists of 15 at most because they are divided, thus, an opportunity is created, an environment where you can often ask questions actively, work in pairs, the second is when there are few of them, it is very we have plenty of time for communication with each other, it seems to me profitable .. sometimes it turns out that these classes show the higher performance of knowledge rather than classes with first language of instruction. I feel comfortable, because working with a small number of students is easier for me, to observe their growth than in classes where 20 students.

#### **5. С вашей точки зрения учителя должны уделить больше внимание на язык или к предметному содержанию урока?**

**Айгуль:** у меня не бывает разорванного состояния почему? потому что, если ты не понимаешь языкового контента, то ты не поймешь предметного контента оно взаимосвязано. Получается если я доступным языком объясняю предметную лексику, фразы, учу задавать вопросы, корректировать их ответы то есть они осваивают предметное содержание а вместе с тем они осваивают язык, который я развиваю. В любом случае я не могу их разделить, они тесно взаимосвязаны. Как учитель я буду вставить предметный в приоритет, но например когда они объясняют, изъясняются когда пишут эссе на русском я смотрю на то чтобы у них языковое содержание, лексикон такой же хороший как в классах с русским языком

обучения, то есть в любом случае это требование для всех одинаковое, программа полиязычья для всех одинаково то есть у нас нет такого, критерий оценки одинаковое.

**5. In CLIL, do you think it is important to pay more attention to language skills or content knowledge? Why?**

**Aigul:** I do not divide them, why? because if you do not understand language, then you will not understand the subject content, it is interconnected. It turns out that if I explain the subject vocabulary, phrases in an accessible language, I teach to ask questions, adjust their answers, that is, they master the subject content and at the same time they master the language that I am developing. In any case, I cannot separate them, they are closely interconnected. As a teacher, I will put subject matter in priority, but when they write essays in Russian, I look at their language, vocabulary as in classes with the Russian language of instruction, that is, in any case, this requirement it's the same for everyone, the multilingual program is the same for everyone, the evaluation criterion is the same for both.

**6. Как Вы относитесь к тому к смешиванию языков, например: использовать казахский язык когда излагают свой ответы, мысли?**

**Айгуль:** При адаптации у нас, первое время, в первый четверть мы разрешаем такие возможности, потому что я сама как бы являюсь носителем казахского языка и соответственно первое время когда адаптация идет, в 7-8 классе сложные темы пытаются донести я знаю что они знают им не хватает термина, сначала говорят на казахском языке а потом на том языке на котором я требую и в начале я не вижу ничего плохого, если человеку комфортно он, самое главное мозг работает в нужном направлении и если ему что то не хватает я даю им подсказки а теперь замени это русским словом, замени это теперь предметным содержанием, то есть я смотрю на это положительно, но это не становится правилом моих уроков потому что, требование такие чтобы они развивали язык. То есть это у нас редко бывает, то есть если в 7 классе это еще попадает, то в 9-10 классах это уже не встречается, и они знают, что если они пришли на урок всемирная история, то мы говорим на русском языке, со временем необходимость исчезает

**6. What do you think about code switching, i.e. students mixing their first language(s) with English while learning English?**

**Aigul:** At the beginning, during adaptation period in the first quarter, we allow such opportunities, because I as a native speaker of the Kazakh language I understand and, accordingly, in grade 7-8 they try to convey difficult topics, I know that they don't know the term is enough, first they speak Kazakh and then the language I demand and at the beginning I don't see anything bad if the person is comfortable, the most important thing is that the brain works in the right direction and if something is missing, I give them tips and now replace it with the Russian word, replace it now with objective content, that is, I look at it positively, but this does not become the rule of my lessons because, the requirement is that they develop the language. That is, it rarely happens with us, that is, if it still comes

across in the 7th grade, then it does not occur in the 9th-10th grades, and they know that the medium of world history is Russian and with time there is no need for the use of L1.

**7. Как вы смотрите на то, что урок должен проходить только на языке обучения, то есть если английский язык, то только на английском без смешивания других языков и тоже самое касательно казахского и русского языка и предметов?**

**Айгуль:** Вообще требования программы так и есть но сама я очень часто отхожу от этого, потому что сам предмет всемирная история содержит изучение Франции, Англии и бывает что слова приходят из этих культуры, то есть какие то фразы, словосочетания у нас остаются, и мы предпочитаем например, казахские классы 7кл если есть трудность то на дополнительных уроках на языке обучения разговариваем, объясняем им эту тему, находим на их языке, но сказать чтобы учитель строго не отходил от рамки, я считаю что это не нужно в период адаптации если есть необходимость все таки нужно отходить самое главное чтобы помочь ребенку адаптироваться, поли язычному направлению. А уже в дальнейшем пожалуйста, ты медленно, но, верно, будешь транслировать тот язык, который тебе нужен.

**7. What do you think about using only English when teaching English? (using only one language when teaching (through) that language)**

**Aigul:** In general, the requirements of the program is to use one language, but I very often deviate from this, because the subject of world history contains the study of France and England, and it happens that words come from these cultures, that is, some phrases, phrases we still have, and we prefer, for example , Kazakh classes 7 grade , if there is difficulty, then we speak the language of instruction in individual lessons, explain this topic to them, find their language. I believe that this is not necessary during the adaptation period if there is a need you need to move away, the most important thing to help the child adapt, in a multilingual direction. And in the future, please, you will slowly, but surely, you will achieve the language that you need.

**8. Как вы относитесь к тому, когда учителя использует первый язык учащихся при преподавании?**

**Айгуль:** В 7 классах в период адаптации я так и делала, я использовала словари на казахском языке и находила видеоролики, интернет ресурсы, у нас сейчас интернет позволяет и на уроке я все-таки транслирую вперемешку, у меня чисто казахского языка не было. Но если сидит класс, который прямо сильно затрудняется, а урок двигаться тема надо и каждый часы идут вперед, а тема надо продолжать изучать мы идем адаптируемся к этому. Надо преодолеть эти трудности, а потом, смелость вырастают у них лексикон набирает мы работаем на этом. Иногда они знают, но стесняются, произношение, то есть для адаптации применяем, но дальше уже требуем. В начальных стадиях еще возможно. Требование программы такие что нам надо развивать, а не стоять на месте.

**8. What is your belief on using students' first languages when teaching... (through) an additional language?**

**Aigul:** In grades 7, during the adaptation period, I did this, I used dictionaries in the Kazakh language and found videos, Internet resources, we now have the Internet and in the lesson I still use them in mix, I did not have a purely Kazakh language. But if for a class it is very difficult, we are going to adapt to this. It is necessary to overcome these difficulties, and then, the students' confidence grow as they gain the lexicon, we work on it. Sometimes they know, but are shy, the pronunciation, that is, for adaptation we apply, but then we demand it. In the initial stages is still possible. The requirements of the program are such that we need to develop, and not stand still.

**9. Как Вы себя чувствуете в преподавании контента на другом языке, то есть в Вашем случае на казахском? Испытываете ли чувство вины при использовании первого языка учащегося либо при разрешении им?**

**Айгуль:** Такого ощущение нету, потому что, я же говорю мыслительный процесс редко когда можно перевернуть на тот язык, на котором ты обучаешься как второй язык. Поэтому, если у них мыслительный процесс быстрее работает на родном языке и рефлекторно срабатывает я их не ругаю, не требую пока, но чувство вины прямо такого... может быть в первые годы работы в системе НИШ в голове было вопрос А можно ли вообще так делать? Но после семинаров, тренингов которые провели администрация, помню даже директор говорил: пока ребенок адаптируется даем возможность адаптироваться, даем возможность ему высказаться, потом уже после того как в него вложите свое зерно, дайте ему время зарости а потом пожалуйста требуйте, а пока он пришел с другого школы, от другого учителя, вообще на другом языке обучения то есть мы даем среду комфортную для развития, то есть я никакого чувства вины не ощущала. То есть я смотрела на комфорт детей, если они стараются перевести на тот язык который мне нужен то я не строго была там, так пожалуйста мне все на русском там, детям в основном через игровую методику заходят, такие новые слова, знаменитые выражения, через формативные работы, через письмо. Ресурсы как таковые они не читают, через видеоролики они улавливают много, но в памяти остается мало, поэтому видеоролики мы как стимулирующий материал используем. Письмо, академическое письмо мы работаем навыками анализа, критического мышления там уже серьезные работы идет.

**9. How do you feel about teaching content subjects through an additional language? Do you feel any guilt for using students' L1?**

**Aigul:** There is no such feeling of guilt, because, as I say, it is a cognitive process and it takes time. Therefore, if their on the right track process and for them it is easier in L1 I do not suppress them, but being guilty ... maybe in the first years of work in the NIS system I had a question in my head about it? But after the seminars and trainings held by the administration, I remember even the principal said: while the child is adapting, we give the opportunity to adapt, we give him the opportunity to speak, then after you put your grain in him, give him time to grow and then please demand, and for now they just came from another school, from another teacher, generally in a different language of instruction, that is, we give an environment comfortable for development, after that, I did not feel any guilt. That is, I looked at the comfort of the children, if they try to translate into the language that I need, then I was not strictly there, so please, I'm all in Russian there, the children mainly go through the game technique, such new words, famous expressions, through formative



work through a letter. They capture a lot through videos, but not much is left in their memory, therefore we use videos as stimulating material. Writing, academic writing, we work with the skills of analysis, critical thinking, serious work is already going on there.

**10. Считаете ли вы необходимостью учитывать первый язык учащихся при планировании уроков?**

**Айгуль:** Одно из правил международной аккредитации это учет индивидуальности, если в классе сидит ученик, который нуждается соответственно в план надо ввести и завтра в последующем аккредитации мы показываем, насколько мы учитываем это. В плане скорее всего мы скоро будем это показывать. Нам говорили в начале, адаптируйте, помогайте самостоятельно но чтобы план был единым для всех, а вот сейчас все меняется условия аккредитации школы меняются, и вот сейчас появилось что на первом месте должно быть комфортное и безопасное состояние, создаваться такая среда где ребенок благополучно себя чувствует, среду успешности поэтому в плане скорее всего будут появляться моменты для группы учеников a,b,c по Lesson Study изучаем же, если мы будем двигаться к международному стандарту то скорее всего появится такая необходимость.

**10. Do you think that translanguaging, i.e. the use of L1 when teaching (through) an additional language should be planned? Why? (e.g. introducing new content; giving instructions and feedback; building rapport; plan activities in a multilingual way...)?**

**Aigul:** One of the rules of international accreditation is to take into account individuality, if to plan accordingly to the needs of each student, and tomorrow in the subsequent accreditation we will show how much we take this into account. In the plan, most likely we will soon show it. We were told at the beginning, adapt but so that the plan is the same for everyone, but now everything is changing, the conditions for accreditation of the school are changing, and now it appears that in the first place there should be a comfortable and safe state, create an environment where the child feels safe, the environment of success, therefore, in the plan, moments for the group of students a, b, c will most likely appear according to the Lesson Study; if we move to the international standard, then such a need will most likely arise