

The Trilingual Education Policy in Kazakhstan: Language Choices for Teaching-Learning Purposes in the Classroom

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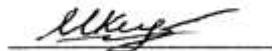
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November 2019

Dear Maira Klyshbekova,

This letter now confirms that your research project entitled: **“The Trilingual Education Policy in Kazakhstan and Monolingual Medium-of-Instruction: Language Choices for Teaching-Learning Purposes in the Classroom”** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely

A handwritten signature in black ink, appearing to read 'Mukul Saxena'.

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Dedication

I dedicate this work to all first-time moms who decided to pursue academia despite the hardships of motherhood. I salute you!

Abstract

The Trilingual Education Policy in Kazakhstan: Language Choices for Teaching-Learning Purposes in the Classroom

In the last decade Kazakhstan's educational system has seen numerous changes and new reforms. One of the major and most profound reforms named 'The Trinity of Languages' specifically targets the in-depth learning of three languages. These languages are Kazakh, Russian and English. As a way of learning them, they are now being used as languages of instruction for designated disciplines. Moreover, the new reform promotes the equality of these three languages as well as a balanced usage of each. However, the main question that arises from such implications is whether teachers use all of the three languages in teaching or try to opt for the main language of instruction for that designated discipline. Therefore, this qualitative study aims to explore teachers' outlook on language use as per the trilingual policy and learn about their language choices for teaching. A number of studies have been conducted in relation to the trilingual policy, but there is scarce information on the teachers' language choices in teaching and learning practices. To explore this phenomenon, the three following research questions were posed: What are teachers' perceptions of the trilingual education policy in Kazakhstan? What are teachers' attitudes towards the languages in the trilingual education policy? What language choices do they make in their teaching-learning practices and why? Ten semi-structured interviews were conducted to answer these three questions. The sampling strategy used the maximum variation technique to ensure heterogeneity by recruiting individuals from different age groups, disciplines and gender.

The findings showed that the language choices teachers make may differ according to their age, the discipline they teach and their personal predisposition towards the

languages. The study also provided some recommendations and suggestions for policymakers and schools related to the importance of language incorporation in teaching and learning purposes in the classroom.

Keywords: *trilingual policy, language choice*

Аңдатпа**Қазақстандағы үш тілде білім беру саясаты: Сыныпта оқыту мен оқуға арналған тіл таңдау**

Соңғы онжылдықта Қазақстанның білім беру жүйесі біршама өзгерістер мен жаңа реформаларды қабылдады. Ең маңызды және өзгеріске толы реформалардың бірі үш тілде білім беру саясаты болып табылады. Үш тілде білім беру саясатына қазақ, орыс және де ағылшын тілдері енгізілді. Сонымен қатар, пәндерді меңгеру қазақ, орыс және ағылшын тілдері арқылы жүзеге асады. Жаңа реформа тілдер теңдігін ғана емес, олардың қолданудағы тепе-теңдігін қарастырады. Алайда, мұғалімдер осы тепе-теңдікті сақтап, үш тілді бірге қолдана ма, немесе тек бір тілге жүгіне ме деген сұрақтар туындайды. Сондықтан, осы зерттеу мұғалімдердің тілдерге деген көзқарастары мен олардың қолданатын тілдерін қарастырады. Үш тілде білім беру саясатына қатысты көптеген зерттеулер жүргізілген. Алайда, оқытуда қолданылатын тілдерді таңдау мәселесіне қатысты көптеген зерттеулер жүргізілмеген. Осы мәселеге жауаптар табу үшін үш сұрақтар тұжырымдалды: Мұғалімдердің үш тілде білім беру саясатына көзқарастары қандай? Мұғалімдер үш тілде білім беру саясатына енгізілген тілдерді қалай қабылдайды? Мұғалімдер қандай тілдерді қолданады? Осы сұрақтарға жауап беру үшін, он мұғалімдермен жартылай құрылымдалған сұхбаттар өткізілді. Мұғалімдердің жас категориялары мен беретін пәндердің алуандығын сақтау үшін максималды вариация әдісі қолданылды. Зерттеудің нәтижелері келесі түсінік алуға мүмкіндік берді: мұғалімдер тілдерді өздерінің жастарына, пәндеріне және көзқарастарына сәйкес қолданатынын көрсетті. Сонымен қатар, зерттеу әр түрлі тілдердің қолдану маңыздылығын атап өтіп, мектеп басшылары мен білім басқармасына ұсыныстарды көрсетті.

Кілт сөздер: *үш тілде білім беру саясаты, тіл таңдау*

Абстракт

Трёхязычное образование в Казахстане: Выбор языка для преподавания и обучения в классе

В последние десятилетия образовательная система Казахстана увидела немало изменений и новых реформ. Одним из самых важных и значимых реформ является “Трёхязычное образование” которое уделяет особое внимание на изучение трех языков. Этими языками являются казахский, русский и английский. Также, они являются языками обучения для некоторых предметов. Новая реформа не только поддерживает равенство среди этих языков, но и стимулирует сбалансированное использование каждого. Однако возникает вопрос о том, используют ли учителя все три языка или ограничиваются использованием одного. По этой причине, данное исследование поможет узнать взгляды учителей на использование языков, а также выяснить какие языки используются во время преподавания. Немало исследований было проведено по изучению трёхязычного образования, но не так много исследований проводились на тему выбора языка для преподавания. Для того чтобы найти ответы следующие вопросы были сформулированы: Как относятся учителя к трёхязычному образованию в Казахстане? Как учителя воспринимают языки, представленные в трёхязычном образовании? Какие языки используют учителя во время преподавания? Десять полу структурированных интервью были проведены для того чтобы ответить на эти три вопроса. Учителя были отобраны методом максимальной вариаций для того чтобы были разные возрастные группы и предметы.

Результаты исследования показали, что учителя используют языки согласно своим убеждениям, возрастной категории и предмету который преподают. Также

исследование подчеркивает важность использования разных языков и предлагает рекомендации руководителям школ и образовательных учреждений.

Ключевые слова: *трехязычное образование, выбор языка*

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Chapter One: Introduction

Background to the study

Kazakhstan is about to become a trilingual speaking nation through the passing of a law known as “The Trinity of Languages” (Nazarbayev, 2007). The initiative to embark on this new project was proposed by the First President Nursultan Nazarbayev who highlighted the importance of speaking the three languages represented in modern Kazakhstan. These three languages are Kazakh, Russian and English. The country is currently in the process of reaching high proficiency in Kazakh, Russian and English with the help of this trinity of languages, otherwise known as trilingual policy. According to the State Program of Languages Development and Functioning for 2011-2020 (MoES, 2011), the number of Kazakh speakers will increase by 95%, the number of Russian speakers will increase by 90% and the number of English speakers will increase by 20% in 2020.

It is quite clear why Kazakhstan’s educational system is promoting these three languages. First of all, it is intended to raise the status of the Kazakh language and use it as a state language. Second of all, Russian language is used as a tool for interethnic communication. Third of all, English language is promoted to access the global arena and for international communication. The three languages in the trilingual policy are seen as resources, and as a consequence are being used as languages of instruction for certain subjects. It is quite understandable that the country’s language policy is aimed at developing students’ language expertise through the usage of Kazakh, Russian and English as languages of instruction, but how are these three languages being employed? Do teachers incorporate all of them in teaching or opt for the monolingual approach using only one of them? In order to answer these questions, the current research concentrates on teachers’ attitudes and their language choices that they make for teaching and learning

purposes in the classroom and whether these choices represent multilingual or monolingual approach.

Research Purpose

The main purpose of this study is to explore the teachers' awareness of the trilingual policy as well as their attitudes towards the languages represented in the policy. Most importantly, the study will seek to learn the teachers' language choices that they make for teaching and learning purposes in the classroom. More specifically, the current study attempts to reveal and understand the teachers' views and approaches towards the incorporation of languages and language choices as a whole.

Research Questions

In order to address the issue, the following research questions were developed:

RQ1: What are teachers' perceptions of the trilingual education policy in Kazakhstan?

RQ2: What are teachers' attitudes toward different languages in the trilingual education policy?

RQ3: What language choices do they make in their teaching-learning practices and why?

Research Problem

According to Mehisto et.al (2014) the three languages in trilingual policy "were presented from a monoglossic perspective, as three separate entities" (p.172). This monoglossic perspective is mistakenly viewed as using the three languages separate from each other. This kind of viewpoint may mean that a student cannot rely on one language or use his or her linguistic repertoire in the learning process. In this case, languages become

unrelated and separate tools that are not seen as the facilitators and pedagogical assets. Mehisto et al. (2014) observation highlights the fact that teachers do not use Kazakh or Russian as a source or a tool when teaching English and vice versa. This practice as teaching through one language without incorporating another language is mistakenly viewed as being correct. Therefore, Mehisto et.al (2014) is suggesting that the teachers are opting for a monolingual approach instead of using all these three languages as helping tools. Thus, this study intends to find whether the teachers as facilitators of the trilingual policy incorporate the three languages or exclude them by opting for a monolingual approach.

Significance of the Study

This study aims to present a fresh look at the current status of multilingual classroom practices. Teachers' opinions and their language choices will be explored and discussed in the study. Since there is scarce information on teachers' language choices in the Kazakhstani context, this study will fill this gap and contribute to further research. Moreover, the findings of the study will provide an opportunity for the policy makers, educators and researchers to better understand this phenomenon.

Outline of the Study

This thesis consists of six chapters, a list of references and appendices. The first chapter, which is the introduction, discusses the importance of language choices that teachers make for teaching-learning purposes along with a statement of the problem, purpose of the study, research questions, and significance of the study. The second chapter, which is the literature review, provides an in-depth review of the literature and discusses the existing research that is connected to language choices for teaching and learning purposes in the classroom. Moreover, it presents a conceptual framework that will further

be employed in this work. The third chapter, which is the methodology, presents the methodological part of the study that includes research design, research site, sample, data collection instruments, data collection procedures, data analysis procedures and ethical considerations. Then the fourth chapter, which is the findings, demonstrates the findings from the collected data that were gathered from semi-structured interviews with the teachers. The fifth chapter, which is the discussion, shows the discussion of the collected findings in relation to the literature review and research questions. The sixth and final chapter, the conclusion, summarizes the study and revisits the main findings, identifies certain limitations of the study and makes recommendations for further research.

Chapter Two: Literature Review

Introduction

This chapter presents the review of the literature on teachers' language choices and their attitudes for teaching-learning purposes in the classroom. In the first section, the chapter presents a historical background of the study and defines the trilingual education policy. The subsequent section discusses the countries where the policy has been adopted. The following section discusses the trilingual education in Kazakhstan and what factors influence the teachers' attitudes and their language choices. Finally, the last section presents the theoretical framework in relation to the stated research questions and summary of the chapter.

Historical overview

Kazakhstan, in the Soviet Period, was a multiethnic and multicultural state. In the course of historical events many ethnicities such as Germans, Koreans, Russians, Poles, Kurds, Turks and Tatars were sent to the Soviet Kazakhstan (Smagulova, 2006). The arrival of different ethnicities and Soviet accomplishments resulted in Kazakhs' becoming a minority in their own state (Smagulova, 2006). These events did not only affect the number of Kazakhs, but it had a huge impact on the status of the Kazakh language. Even though Kazakh language held a status of an official language, Russian language outnumbered the Kazakh by its status and by the majority of its speakers. In other words, as Fishman's (1991) concept divides languages into strong and weak, Kazakh language in this case became a weak one.

Thus, Kazakh language was no longer dominant, and many Kazakhs started to become fluent in Russian language instead. Russian language was the most prestigious language and its speakers were privileged to be part of a higher elite class. As a result, the

language of instruction in all secondary schools and in higher institutions was Russian language (Mehisto, Kambatyrova, & Nurseitova, 2014). For these reasons, out of all Central Asian countries that were part of Soviet Union, Kazakhstan was the most Russified state (Dave, 2007). Even after the collapse of the Soviet Union in 1991, Kazakhstan was the last state to leave the Union and start its journey as an independent country. As a result, all of these events resulted in Kazakhs not being able to fluently speak in their own mother tongue. Therefore, one of the first steps that were made as an independent country was towards the revival of the ethnic language and starting the process of Kazakhization. In relating the events to Ruiz's (1984) language orientations, Kazakh language was no longer viewed as a problem, but instead started to be seen as a resource. In the course of these complex changes, Kazakh language's status became higher and it was recognized as a state language by the Constitution in 1993. However, since "less than 1% of Kazakhstan's ethnic Russians (who comprised less than 40% of the nation's population) spoke Kazakh" (Yakavets, 2014, p. 15), Russian language became the language of interethnic communication. Slowly but steadily, the number of Kazakh medium schools began to rise and more and more parents started to choose Kazakh medium schools over Russian ones. In 2003, Kazakh medium schools doubled the number of Russian medium schools by increasing from 44.3% to 45.9% (Yakavets & Dzhadrina, 2014). As Kazakh language was regaining its status and being promoted, other minority languages were not overlooked and were encouraged to be practiced and preserved. This was stated in the State Program of Development and Functioning of Languages of Kazakhstan for 2011-2020 where it says the following: "to ensure a harmonious language policy, which provides full-scale functioning of the state language as the most important factor for strengthening of the national unity by preservation of languages of all ethnic groups living in Kazakhstan" (2011, p.1). From here it is seen that the language repertoires of other ethnic groups were

not overlooked but acknowledged as well. Around the same time, the country started to raise the importance of learning English language and began introducing it to the educational system of Kazakhstan. The final decision on English language was settled when the First President of Kazakhstan, Nursultan Nazarbayev, introduced the project of trilingual policy in 2007, and then launched the State Program of Education Development in the Republic of Kazakhstan for 2011-2020 (2010) and State Program of Education and Science Development in the Republic of Kazakhstan for 2016-2019 (2016) for the implementation of the trilingual policy.

The following section will discuss the trilingual education policy in greater detail.

Trilingual Education Policy

Before going deeper into the trilingual policy, it seems rational first to identify the concept of trilingualism. Trilingualism, unlike bilingualism, has not received much attention until recently. As Hoffman (2001) put it, “to my knowledge no authoritative definition of trilingualism has been attempted – perhaps not even considered important. One may assume that apart from the presence of three languages in one speaker other aspects which are involved in trilingualism are equally variable in trilingualism as is the case with bilingualism” (p. 2). According to Barron-Hauwaert (2000) trilingualism occurs in such situations when “children growing up in a trilingual environment, adults living in a trilingual or multilingual community, and fluent bilinguals who have learned a third language at school or for other reasons” (p. 2). Even though trilingualism has not been thoroughly discussed and analyzed like bilingualism, it still could possibly be defined as an education that “aims to establish additive trilingualism among its students” (Ytsma, p. 12, 2001). But it does not necessarily mean that all three languages should be at the same level of proficiency (Ytsma, 2001). It rather aims at reaching students’ competent knowledge in

three languages. This means that a student does not have to be equally fluent in all three languages, but rather have an ability to be able to express himself or herself and to understand these three languages. It may seem as if trilingual policy is not a common thing and practiced only in certain places, but in reality, this is not the case. At the moment the trilingual education policy is being implemented and practiced in 178 countries around the world (Irsaliyev et al., 2017). The main reason behind the popularity of the trilingual education is not just a vast migration or the course of historical events, but also a powerful and strong spread of English language. However, not all of the 178 countries are implementing trilingual education successfully. According to Irsaliyev et al. (2017) only five out of 178 countries are successfully delivering trilingual education. These countries are Finland, The Netherlands, Switzerland, Spain (The Basque Country) and Luxembourg (Irsaliyev et al., 2017). Irsaliyev et al. (2017) presented the reasons and factors that influenced these countries to be successful in trilingual education. Firstly, these countries have many years of experience in multilingual education. For example: Finland opted for the multilingual education in 1987, The Netherlands in 1997, Switzerland in 1996, The Basque Country in 1982 and Luxembourg in 1912 (Irsaliyev et al., 2017, p.147). Secondly, the population of these countries is highly proficient in more than two languages (Irsaliyev et al., 2017, p.147). This means that both younger and older generations are bilingual or trilingual. Therefore, parents may also contribute and develop their children's language abilities and repertoires. Thirdly, as Irsaliyev et al. (2017) noted, the language varieties presented in these countries originated from Latin alphabet, which makes these languages easier to acquire. Lastly, Irsaliyev et al. (2017) highlighted that teachers' average salaries in these countries are 18 times higher than the average salary of Kazakhstani teachers. This factor may also push the teachers' productivity, desire and motivation to work harder.

Another factor that influences the trilingual education policy is the political and geographical situation of the country. Hong Kong sets a good example of both geographical and political factors. The country undertook the trilingual policy where the education is practiced in three main languages, Cantonese, English and Putonghua (Wang, L., & Kirkpatrick, A. 2015). Cantonese is Hong Kong's first language due to the geographical proximity to Guangdong Province where people speak Cantonese, while English language came with British colonial rule (Wang, L., & Kirkpatrick, A. 2015). Mandarin was first restricted and later on added to the trilingual education (Wang, L., & Kirkpatrick, A. 2015). From this example it is vivid that trilingual education may be pushed by different factors, such as politics and geographical location. However, there are many other push factors that can be listed, such as Hoffman's (2001) classification:

Trilingual children who are brought up with two home languages which are different from the one spoken in the wider community; Children who grow up in a bilingual community and whose home language (either that of one or both parents) is different from the community languages; Third language learners, that is, bilinguals who acquire a third language in the school context; Bilinguals who have become trilingual through immigration, and Members of trilingual communities. (p.3).

From this classification we can understand that migration and mixed marriages may also promote trilingual education. However, trilingual education is not only gaining worldwide attention, but also raising some controversies and uncertainties. For example, UNESCO (1953) discussed the risks of foreign language of instruction, as it may result in a weak connection with a country's own cultural roots. Bloomfield (1933) stated that all of the languages should reach a native speaker's level and spoken fluently, while Jessner (2008) opposes the belief of seeing trilingualism as three separate languages and three

monolinguals. Others believe that speaking two or more languages has a very positive impact on cognitive development (Chertkow et al., 2010). However, trilingualism can be a very complex concept as it involves the acquisition of three languages that may or may not be from the same language family or group. According to De Angelis (2007),

when languages belong to the same language family, but not to the same subgroup within the family, two general tendencies have been identified. First, learners continue to be influenced by the languages that are more closely related to the target language, irrespective of whether this is the native or a non-native language.

Second, learners may be influenced by more than one language at the same time (combined cross-linguistic influence). (p. 133).

In other words, when the languages in the trilingual education come from the same language group or family, the students may be influenced by the language that is closer to the target language. As was seen from Irsaliyev et al. (2017) observation, the languages in European countries derive from the same family group, where words and expressions are somewhat similar or in some cases even identical. Moreover, the languages of such countries as The Netherlands and Luxembourg originated from Latin alphabet, which helps the students to learn the languages easier and quicker (Irsaliyev et al., 2017). However, in the case of Kazakhstan, all three languages come from different language groups, Kazakh being Turkic, Russian being Indo-European and English being Germanic. Apart from family groups, trilingualism raises concerns on students' abilities and whether they will be able to cope with three languages at the same time. As a response to this concern, Cenoz & Jessner (2000) seem to believe that bilinguals will be able to cope with learning the three languages, since they have a cognitive predisposition to it. If this is the case, then this may mean that monolingual students will most likely have some difficulties when faced with three languages at the same time. On top of language differences, one of the main

controversies connected to trilingualism may be the equity among these three represented languages. For example, according to Adamson & Feng (2014) the trilingual policy in People's Republic of China is not equal as the policy tends to flourish only in the schools where the number of minority groups is bigger. The three languages that are represented in the People's Republic of China are Chinese, English and the ethnic minority language. The rationale behind this policy was to maintain the cultural and linguistic heritage of the ethnic minority group, strengthen the main language that is higher by status and by the majority of its speakers, and have an opportunity to take part in international communication with the help of English language. Adamson & Feng (2014) found out that the schools where the ethnic group is the majority tend to undertake an additive model towards the trilingual policy. This means that the students are first taught in their mother tongue and then at a later stage the two languages are slowly added to the students' repertoires. However, in other mainstream schools the practice tends to take a reverse course, where Mandarin language was more prestigious and powerful than the others. Adamson & Feng (2014) argued that "without a fully-developed mother tongue minority pupils usually suffer cognitively and academically, thus lagging behind their majority counterparts" (p. 15). For this reason, it can be said that the trilingual policy should not prioritize one language over the other, but instead prioritize the equality among them. Nevertheless, even though trilingual education may pose some complex difficulties in its implementation, it still is being practiced and promoted around the world.

The following section will look closely at the trilingual education policy in Kazakhstan.

Trilingual Education Policy in Kazakhstan

Kazakhstan has set a very ambitious, but feasible aim of introducing the trilingual policy. The Government of Kazakhstan targets Kazakh language to be spoken by 95% of citizens by 2025 (Government of Kazakhstan, 2012). However, the country's plan is not limited to Kazakh language only, other languages are being promoted too. The first President of the Republic of Kazakhstan initiated the establishment of trilingual policy by stating that:

Kazakhstan must be considered a highly developed country all over the world, where three languages are used. They are: Kazakh is a state language, Russian is a language of international communication and English is the language of integration into the global economy. (Nazarbayev, 2007).

Therefore, in order to raise Kazakhstan's competitiveness and to increase the mastery of these three languages, the trilingual policy was established. The main aim of the trilingual policy is to educate multilingual generation who can speak in three languages, and who has mastered science subjects in three languages and communicate well in different fields (AEO NIS 2016). But, in order to reach and facilitate its smooth and successful implementation, the following programs were launched: State Program of Education Development in the Republic of Kazakhstan for 2011-2020 (2010), State Program of Education and Science Development in the Republic of Kazakhstan for 2016-2019 (2016), National Plan 100 Concrete Steps (2015) and The Road Map for Trilingual Policy 2015-2020 (2015). As of this moment, the trilingual education policy was launched in 200 pre-schools, the Daryn center was established to coordinate the work of 33 schools and 22 Nazarbayev Intellectual Schools (NIS) have been established to test the trilingual education and then share their experience with other mainstream schools (NU Diagnostic report 2014, p.32). The NIS schools were launched in 2008 and have become a huge testing site for the trilingual policy (AOE NIS 2013, 3). It also should be highlighted that

for some countries the trilingual education carries an elitist status, where this kind of education is provided mostly in private elite schools. However, the trilingual policy is not elitist for Kazakhstan. As was mentioned by the Standard Subject Plan for 2012-2013 all Kazakhstani schools with no exception will offer teaching in three languages (MoES, 2013b). Since NIS schools were launched as innovative schools for changes, it will be an experimental platform for piloting and implementing new educational reforms and then transferring the obtained knowledge to other mainstream schools (Shamshidinova, Ayubayeva, and Bridges 2014). Therefore, NIS schools provide teaching in three languages that are Kazakh, Russian and English, both for language-based disciplines and science subjects (AEO NIS 2013c). This initiative has put forward the creation of such helping mechanisms as: the Trilingual Education Policy for Nazarbayev Intellectual Schools, the Trilingual Implementation Guidelines for Nazarbayev Intellectual Schools, Core NIS Pedagogical Principles and Values, Integration of Content and Language: Guidance for Teachers, Team teaching: Overview (Mehisto, 2015, p. 122). These documents articulate the aims of the trilingual policy, provide guidelines for its implementation, suggest pedagogical principles, discuss content and language integrated learning and provide an understanding of team teaching.

According to the State Program for Education and Science Development 2016-2019, STEM subjects (Biology, Computer Science, Chemistry, Physics) would be gradually transferred to teaching in English language from 2017 to 2023 (SPESD, 2016). History of Kazakhstan will be taught in Kazakh language starting from 2020, while World History is to be taught in Russian language (SPESD, 2016). However, the new State Program for Educational Development (SPED) 2016-2019 (2016) states that teaching science subjects, that are Chemistry, Biology, Physics and Computer Science in English language in 10-11 grades will commence from September 2019. From this it is evident that

the government is undertaking an immersion model of education by gradually immersing the students into the teaching in the second language. According to Skutnabb-Kangas (2000) the immersion education is a programme where linguistic majority students are instructed through the medium of a foreign language, where the teacher is bilingual and who does not replace and ignore the mother tongue in teaching. In other words, in this programme the teacher helps to immerse the students into the foreign language by incorporating the mother tongue in his or her teaching process. This type of programme is known to be the most successful and which is widely used in Spain, the UK, Finland and Australia (Baker, 1996). Moreover, trilingual education is trying to expose the students to the English environment by implementing team teaching with native speakers of English language. This initiative was reasoned by the urge to create a native-like environment for the students to learn the language better and be accustomed to the native way of speaking. Kazakhstan's intention of creating a special environment for the students may be fruitful as it was in Luxembourg. As Hugo (1993) pointed out, one of the many reasons for Luxembourg's successful trilingual policy was investing in a society where everyone speaks Luxembourgish, German and French. This means that all of the newspapers, journals and television are all produced in three languages. The adult generation, specially the parents, are fluent in three languages and as a result can help their children with school tasks. Luxembourg's trilingual education sets a good example and a model for other countries with trilingual education.

Language Choice

According to Dweik & Qawar (2015) language choice is a "careful selection of word, phrase, clause or sentence of another language within the speaker's linguistic repertoire" (p.4). By linguistic repertoire, Gumperz (1964), who was the first one to

introduce the term, describes the speaker's range of styles and varieties that he or she uses to fulfill the communicative need. Therefore, whenever a speaker has a bigger and richer linguistic repertoire, he or she will have to decide which language to choose in order to suit a certain situation or a context.

Language choice may sound as a mere selection of one particular language to take part in the conversation, but in fact it is more than that. As David (2006) put it, language choice may be triggered by different factors, such as age, gender, ethnicity, occupation, education and so on. In some other cases, language choice may be influenced by the status of the language and how widely it is spoken within the target group. Some languages have higher status than the others and tend to be more prestigious and superior. These kinds of languages are mostly associated with wellbeing, belonging to a certain elite class or even as the bridge to higher social and economic opportunities. In contrast to this, other languages are not acknowledged and sometimes are even seen as problems. Ruiz (1984) named these least and most favored languages as language orientations and defined three types, which are language as a resource, language as a right and language as a problem. According to Ruiz (1984), minority languages are often seen as a problem even though everyone has a right to speak his or her home language. Therefore, he proposed a third orientation, language as a resource, which sees every language as a resource and asset. It seems like the trilingual policy views languages as resources as it includes all three languages into the teaching process. Within the framework of trilingual policy there are three languages: Kazakh, Russian and English.

Kazakh language as a resource. In the course of historical events, Kazakh language went through from being seen as a language as a problem to becoming language as a resource. Even after gaining independence, Russian language was still being widely used by the majority of people which in fact influenced the growth of the Kazakhization process

(Matuszkiewicz, 2010, p.221). The Kazakhization process is aimed at reviving the language and increasing the number of its speakers. Therefore, Kazakh language is represented in the trilingual policy as one of the must know languages in order to strengthen the people's patriotic feel towards the country and promote the usage of the mother tongue.

Russian language as a resource. In the context of Kazakhstan, Russian language has been the most dominant and prioritized language for almost a decade (Smagulova, 2006).

Nowadays, Russian language is being maintained and considered to be a language of interethnic communication that is used for collaboration and cooperation with the bordering CIS countries. The status of the Russian language on the international arena is quite substantial, as it is included as one of the six official languages that are represented in the United Nations. Therefore, it is beneficial for the students to learn and be instructed in this language, as it will benefit the students both within and outside of the country.

English language as a resource. English language is known as a lingua franca which acts as an international bridge language. Nowadays, if one wants to be competitive and a valuable asset both in education and in a career path, then he or she needs to be proficient in English language. Moreover, English language is known to be a language of education, business and mass media. As Nunan (2003) pointed out, most science books and scientists are shifting towards the English language. Therefore, in order to have access to the up-to-date science literature, one needs to have proper English language knowledge. The trilingual policy's initiative of including the English language is understandable, as it will open new opportunities and perspectives for the students.

The use of L1 in Target Language Classrooms

Finding the right balance between the usage of the target language and students' first language has become quite problematic and a difficult thing to do. For many years the

principle of maximum level of the target language and minimum level or even the absence of the first language seem to have prevailed and dominated for most language practitioners. Even now, scholars seem to have conflicting arguments on the presence of the first language in teaching the target language.

The scholars such as Cook (2001), Cummins (2007), Macaro (2001) and Tang (2002), support the inclusion of the first language in teaching the target language. However, there are others, like Chaudron (1988), Krashen (1992) and Macdonald (1993) who support the avoidance of the first language and support a monolingual teaching approach. They tend to believe that a student needs to be exposed to as much target language as possible in order to develop proficiency. Moreover, the advocates of the target language only tend to believe that “the target language system is learned through the process of struggling to communicate” (Brown, 1994, p.45). In other words, this means that students learn the target language through coping with the difficulties. Others seem to believe that the “L1 use actually interfered with L2 learning and brought about “error transference” (Pacek, 2003, as cited in Miles, 2004, p.9). This may suggest that L1 may confuse the students or convey inaccurate information which in turn may hinder the process of acquisition of the target language. Another interesting take on the L1 inclusion was offered by Lucas & Katz (1994) who claimed that “the use of the native language is so compelling that it emerges even when policies and assumptions mitigate against it” (p. 558). Teachers who accidentally or out of necessity use the students’ first language end up feeling ashamed or even guilty for doing so. A good example of this was the research conducted by Mitchell (1988) with 59 teachers in the UK where it was found that the interviewed teachers “seemed almost to feel they were making an admission of professional misconduct in “confessing” to low levels of FL use” (p. 28). This shows the fact that teachers do not see the benefits of using students’ L1, but instead they believe that

it is unprofessional or even unethical when it comes to using L1. Regardless of the ongoing heated debates and teachers' hesitance and uncertainty in L1, there are many benefits and advantages of using students' L1 in teaching and some studies have already confirmed that. For instance, Dickson (1992) argues that the importance lies not in the quantity of the target language, but in its quality. This could be true as the incorporation of the first language acts as a cognitive tool and helps with better comprehension and understanding. Without a doubt students need exposure to the language, otherwise the learning process will not progress. But, the cognitive part should not be left out either.

Another proponent of the L1 inclusion theory is Macaro (2000) who claimed that teachers resort to the use of L1 in the following situations: 1. when teaching grammar; 2. when giving complex instructions; 3. when managing the students' behavior; 4. when developing relationships with the students; 5. when checking for understanding under the limited time frame. These explanations may be done in the form of fully switching to the students' L1 or in the form of code-switching and translanguaging. Translanguaging, as Garcia (2009) put it, refers to "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p.45). Translanguaging has become one of the popular pedagogical practices, as it acknowledges the students' linguistic repertoires and allows them to use their own languages for meaning making. As for code-switching, Kamwangamulu (2010) defines it as the "simultaneous use of two languages including target language (L2) such as English and students' first language (L1), or of two varieties of the target language, one standard and one nonstandard, for classroom interaction and instructional exchanges" (p.127). This could be done in the form of delivering the chunks of sentences in one language and the other chunks in another. It is also believed that code-switching may be used when there is a lack of grammatical or vocabulary knowledge and it helps to fill these gaps. However, Gumperz (1972) does not support this idea and believes

that code-switching allows the speakers to “build on the existence of alternate forms to create meaning...code switching is also a communicative skill, which speakers use as a verbal strategy” (p.186). Also, Macaro (2000) supports code-switching practice and states that it may help to improve the knowledge of the target language. Therefore, it can be said that the inclusion of the L1 in teaching in the form of code-switching and translanguaging or any other form may be beneficial for the students as it positively impacts their cognitive skills. Shohamy (2011) too in her study explored the possible benefits or intrusion of the L1 inclusion in teaching the L2. The participants of the study were students from the former USSR who immigrated to Israel. These participants were divided into two groups in order to take the mathematics test. The first group received monolingual instructions which were only in Hebrew, whereas the second group’s instructions took the bilingual approach by using both Hebrew and Russian languages. The results of the mathematics test revealed that the scores of the group with bilingual approach were much higher than the scores of the monolingual approach. This study shows how language incorporation impacts the academic results and shows the importance and benefits of using the students’ linguistic repertoires.

Theoretical framework

For the purpose of answering the three research questions, this study adopted Macaro’s (2001) theoretical positions framework in order to understand to what extent and for what reason the teachers opt for the language incorporation for teaching-learning practice. Macaro (2001), when investigating the functions and the amount of L1 use in the classroom, identified the three positions that are virtual, maximal and optimal. He used these positions in order to underpin and explain the teachers’ challenges, functions and reasons for using L1 in the teaching process. Similarly, as this study seeks to understand

the reasons and nature of language incorporation in the classroom, the framework was thought to be appropriate for this study.

The first position, which is virtual, supports the idea of using only the target language and totally excluding the L1 in order to create the target country environment in the classroom (Macaro, 2001). Teachers who undertake this position tend to believe that L1 use does not carry any pedagogical value and thus may not benefit the students (Macaro, 2001). Therefore, they do not use code-switching or translanguaging in their teaching as the target language should be used in maximum and the exposure to the L1 is limited or even non-existent. The advocates of this position argue that Krashen's (1985) Input Hypothesis shared a similar view by stating that comprehensible input is important in learning L2. In other words, L2 is learned through maximum exposure and L1 is not viewed as a helping tool and may be even excluded from this process.

The second position, which is maximal, is present when teachers resort to the use of L1 in the teaching of L2. As Macaro (2001) put it, "perfect teaching and learning conditions do not exist and therefore teachers have to resort to the L1" (p.535). Therefore, whenever teachers may not avoid and have to incorporate the L1, they tend to feel guilt for doing so (Macaro cited in Turnball & Dailey-O-Cain, 2009). Macaro (2000) pointed out when teaching grammar or giving complex instructions, the incorporation of L1 is needed. In other words, teachers resort to L1, but still believe that there is no pedagogical value, and thus feel guilty for resorting to it.

The third and last position, optimal, supports the use of L1 as a helping tool in learning the L2. Teachers who view the use of L1 as pedagogical valuable and an activating tool for better comprehension fall under the category of the optimal position (Macaro, 2001). The supporters of the optimal position build on the students' existing knowledge with the use of L1 in order to target and teach the L2. Even though the idea of

incorporating the L1 has been controversial and questionable, there are more and more supporters of this language incorporation movement (Cook, 2001).

Summary

This chapter provides the review of the literature related to teachers' language choices within the trilingual policy in Kazakhstan. The trilingual policy proves to be both challenging and beneficial at the same time. It was evident that there are many factors that complicate this new reform and make it difficult to implement. These factors include difficulties related to languages coming from different families, losing connection with cultural heritage due to foreign language instruction, the three languages may have different statuses and teachers' attitudes towards the language choices.

The chapter identified that teachers tend to opt for either incorporation of languages or language exclusion. Macaro's (2001) framework distinguished the three positions that depict to what extent the teachers choose language incorporation.

The next chapter discusses the methodological approach employed in this study, which includes the research design, research site, sample, data collection instruments, data analysis and ethical considerations.

Chapter Three: Methodology

Introduction

This chapter discusses the research methods that were used in this study. The justification and rationale for choosing a qualitative study, specifically a semi-structured interview, is given in the chapter. The aim of this study is to find out the language choices that teachers make in their teaching process and their attitudes in response to the following three research questions:

RQ1: What are teachers' perceptions of the trilingual education policy in Kazakhstan?

RQ2: What are teachers' attitudes towards different languages in the trilingual education policy?

RQ3: What language choices do they make in their teaching-learning practices and why?

The sections below thoroughly discuss each step made in the study that includes the research design, research site, sample, data collection instruments, data analysis and ethical considerations.

Research Design

This study is based upon a qualitative research approach given the nature of the set research questions. The qualitative approach was selected as the most appropriate as it explores the main problem by providing a better understanding of the investigated phenomenon from participants' experiences (Creswell, 2012). This is a small-scale case study exploring in depth a particular phenomenon. This phenomenon studied is teachers' attitudes and their language choices for teaching and learning practices. Therefore, the

quantitative approach was not viewed as appropriate for this particular study due to its focus on numerical data (Creswell, 2012).

To be precise, the study is based on semi-structured one-on-one interviews which are used to explore and answer the research questions. There are different types of interviews which are structured, semi-structured, unstructured and non-directive. Structured interviews are used to interview the participants asking the same questions using the same order and the same wording (Corbetta, 2003). This type of interview was not appropriate for this study as the participants were from different disciplines and had different experiences and views. Moreover, strict compliance with the interview questions may not reveal interesting and unexpected points. However, unlike structured ones, the semi-structured interview allows the interviewer to ask additional questions, rephrase and adapt the questions. In other words, a semi-structured interview allows for more freedom to the interviewer and does not require word by word compliance with the protocol. The semi-structured interview allows asking unexpected or off-topic questions as they may result in revealing interesting and fruitful findings (Goodman, 2017). Therefore, given the stated reasons, the semi-structured interview type was employed during the data collection procedure.

Research Site

The research was conducted in one of the Kazakhstan's Nazarbayev Intellectual Schools. This specific school was chosen for several distinct reasons. One of the main reasons is the fact that Nazarbayev Intellectual Schools are known to be piloting schools when it comes to new educational innovations. As Shamshidinova (2014) puts it, Nazarbayev Intellectual schools "are the concentration on achieving advanced use of three languages, Kazakh, Russian, and English including their use as a medium of instruction for

different purposes” (p. 77). The second reason for choosing Nazarbayev Intellectual School is that these schools were the first ones to implement trilingual policy. But on top of that, along with being the first ones to implement the policy, they also were assigned as a trilingual policy testing site (AOE NIS 2013, 3). Moreover, these schools were also chosen to transfer their expertise and knowledge in trilingual policy to other mainstream schools in Kazakhstan (NU Diagnostic report 2014, p.32). The teachers of Nazarbayev Intellectual Schools work in tandem with international teachers in team teaching and are being prepared to teach science subjects in the English language. For these given reasons, Nazarbayev Intellectual School seemed a highly suitable site to conduct research and find answers to the questions being investigated. Therefore, face-to-face semi-structured interviews were conducted with the participants in one of the Nazarbayev Intellectual Schools.

Sample

This study used a purposeful sampling strategy in conducting the research. According to Palys (2008), purposeful sampling strategy allows the researcher to target a specific group of people whose knowledge and experiences are valuable to the research. This type of sampling strategy, unlike probability sampling, enables the researcher to investigate the research problem through intentional selection of groups of people (Creswell, 2014d). Moreover, within the purposeful sampling, the maximum variation sampling was also employed in this study. The maximum variation sampling allows the researcher to bring more heterogeneity by recruiting individuals with different age groups, disciplines and gender. This kind of heterogeneity and diversity may bring “important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity” (Patton, 1990, p. 172).

In order to select the potential participants, several specific criteria had to be set to have a clear idea on who I will be recruiting. Firstly, the participants of the study needed to have at least three years of working experience at any Nazarbayev Intellectual School. Minimum three years of experience was thought to be minimal as teachers with less working experience may not be fully familiar with the trilingual policy. Moreover, the experience at NIS school is important as these schools are implementing trilingual education and providing their knowledge and expertise to the mainstream schools. Thus, the participants needed to have an idea on the educational processes and how they are being adapted into their school. Secondly, the participants should teach such disciplines as English, Russian or Kazakh and any science subject (Biology, Computer Science, Chemistry, and Physics). This was crucial as my main aim was to find out about the attitudes and language choices that the teachers make for their teaching purposes. Lastly, the final focus was made on the age range of the participant. The main idea was to recruit both younger and older aged teachers in order to get responses from both generations. Moreover, the age issue is quite important since “every fifth teacher in Kazakhstan is aged 50 or more” (Bridges, 2014, p.59). The rather striking part of this is the fact that the majority of these teachers are women (Bridges, 2014, p.59). Since these teachers are aged 50 or more they may have worked in Soviet time schools and it will be interesting to learn about their outlook on current educational trends. Fimyar and Kurakbayev (2016) in their study found that the teachers who come from Soviet time tend to be influenced by their Soviet time experiences and practices. Therefore, the Soviet time teachers’ views of the trilingual policy will be important to learn. Younger teachers’ outlook will also be equally important as their educational background (local or international) and experience may shape their views on today’s trends and reforms.

Characteristics of Participants

In total ten participants were selected for this study who are: teachers of English and Russian languages, Chemistry, Physics, Computer Science and Biology. The participants were recruited on a voluntary basis and contacted me after receiving the recruitment message. The recruitment message was sent only to those teachers who fit the criteria. The numbers of the teachers were obtained through the gatekeeper, who did not know which teachers contacted me and took part in the study. Kazak language teachers did not express any interest in the study, and thus only two language disciplines (Russian and English) were recruited. The participants' names were changed into participant numbers in order to ensure and respect their anonymity. Moreover, the participants were placed in a respective age range category. Teaching experience, training and educational background are also indicated in the table below. From the table it is evident that the sample is of maximum variation with different and diverse backgrounds.

Table 1. Information on study participants

Participant	School	Subject	Age	Experience	Trainings	Education
P1	NIS	English	50-64	7 years	Regional	Higher
P2	NIS	English	50-64	6 years	Regional	Higher
P3	NIS	Russian	50-64	6 years	Regional	Higher
P4	NIS	Chemistry	35-49	6 years	Regional	Higher
P5	NIS	Chemistry	20-34	4 years	Regional	Higher
P6	NIS	Physics	35-49	5 years	Regional	Higher
P7	NIS	Computer Science	20-34	3 years	Local	Higher
P8	NIS	English	20-34	4 years	Local	Higher
P9	NIS	English	20-34	3 years	Local	Master's

						Degree
P10	NIS	Biology	35-49	5 years	Regional	Higher

Data Collection Instrument

Data of the study were collected using semi-structured interviews as the main instrument for data collection procedure. Before the start of data collection, the following steps needed to be considered. First, prepared interview questions had to be pilot tested prior to conducting the real interviews. Therefore, I pilot tested my interview questions with my groupmates and colleagues at Graduate School of Education. This step was crucial as it prepared me for the actual interview and allowed me to check whether my questions were formulated correctly or not. It also helped me to pinpoint an approximate time of each interview and reflect on the given feedback and comments.

The second step consisted of preparing the needed recording devices for the interview. This step was also quite important as all of the recorded data will then be transcribed and analyzed. Therefore, before the start of the interview, I prepared my personal recording device and made sure that it functions well. This was done in order to prevent any unexpected interruptions during the interviewing process.

The third step was the preparation and conduction of the real interviews with the teachers. Overall 10 interviews were conducted with the teachers of NIS. The first half of the interview consisted of the general questions (See Appendix A) related to workplace, work experience and taught discipline. The second half of the interview was related to more specific questions, such as trilingual policy awareness, attitudes and language choices. This type of slowly evolving interview scheme was sought to be effective as it

allows the participants to get used to the process by answering the well-known questions first.

Data Collection Procedures

Before the start of the data collection procedure, I needed to obtain permission to conduct this research from the Ethical Review Committee of the Graduate School of Education. Therefore, I went through CITI training and obtained my certificate. Afterwards, I sent my research proposal to the Ethical Review Committee of Graduate School of Education. Once I was approved to conduct this research, I started to reach out to the potential participants by sending a recruitment message (See Appendix E) with detailed information of the study. Those ones who showed interest and wanted to participate in the study received a copy of the consent form (See Appendix B) and were briefed about the potential benefits and risks of the study.

The day and the time of the interviews were set with all of the participants as all ten participants teach on a full-time basis. Therefore, I was flexible with the time and adjusted to the participants' schedule. All of the interviews were conducted on a face to face manner and followed the same pattern. Before the start of the interview every participant received a consent form in order to get familiarized with the study and to put a signature as an agreement to proceed with the interview. The consent forms were provided in the participant's language of preference, which is English, Kazakh or Russian. Moreover, the participants were told about the possibility to use English, Kazakh or Russian to answer to the questions. Every interview was conducted in accordance with the prepared interview protocol and was recorded on a voice recording device. Every participant's permission was obtained to audio record the interview. The participants were also briefed on their rights not to give answers if the questions make them feel uncomfortable. They were also

informed on their rights to stop and withdraw from the interview at any time they wish to do so. Overall each interview with ten participants took approximately from 20 to 25 minutes.

The interviews began by asking such questions as the participant's background and slowly evolving and linking towards the trilingual policy and the language choice in teaching. During the interviews I asked one question at a time in order not to confuse the participant and to obtain more thorough and detailed answers. Since I conducted semi-structured interviews, I was able to adapt and rephrase my questions. Moreover, during the interview I tried to avoid special terms and opted for simpler word choices and explanations. This was done in order to avoid any misunderstandings and to ensure the participant's full understanding of the topic. I also tried to provide clarifications for better understanding when it was necessary. After the end of each interview I thanked each participant for his or her participation and highlighted their immense contribution to the study.

Data Analysis Procedures

Once all of the needed data were collected, I was able to proceed with the data analysis procedures. The main aim of the data analysis was to identify the teachers' attitudes towards the languages and their language choices in teaching and learning processes. Firstly, all ten interviews were transcribed (See Appendix C) using voice typing feature in Google Docs. This feature helped me to sufficiently decrease the amount of work and time spent on transcribing the data. Moreover, Google Docs is private and my transcripts and recordings will not be seen or heard by anyone. Secondly, after the transcribing process was complete, I was able to move on to the coding stage (See Appendix D). The coding stage consisted of a six-phased thematic framework which

included in itself the familiarization with the data, generation of initial codes, search for the themes, review of the themes, defining and naming the themes and lastly production of the report (Braun and Clarke, 2006). This framework allowed me to thoroughly organize the coded segments into appropriate topics and themes. After coding the data, I used the categorization scheme in order to separate the most common and least common answers into special topics. This kind of practice allowed me to analyze the answers and place them into the respective position, which is virtual, maximal and optimal (Macaro, 2000).

Ethical Considerations

Creswell states the following: “ethics should be a primary consideration rather than an afterthought and it should be at the forefront of the researcher’s agenda” (Creswell 2002, p. 23, as cited in Hesse-Bieber & Leavy, 2006). Thus, being a researcher myself, I could not ignore the ethical part of the study and complied with the ethical norms and practices throughout all stages. First of all, I was granted permission to conduct the study from both my supervisor and Nazarbayev University’s Graduate School of Education’s Research Committee. This allowed me to start recruiting my potential participants and work on data collection procedures. The participants were selected on a voluntary basis and were fully provided with all the information related to the study. The participants were briefed on their rights to stop the interview and withdraw from it at any time should they wish to do so. They were also informed not to give answers if the questions make them feel uncomfortable. Moreover, the participants’ permission was obtained to audio record the interviews and they were informed that all of the recordings will be stored on my personal laptop which is secured by password. I also ensured the participants that their real names will be changed into pseudonyms and the city of the research site will not be mentioned as well. This is done in order to preserve the participants’ anonymity and protect their

identities. Since some cities have only one NIS school, I thought it will be safer not to mention the city where the site is located. The participants were also provided with consent forms which have detailed information of the study and contact details of the researcher and the supervisor. Interview transcripts were not used for any purposes other than data analysis. Any information that could possibly reveal the participants' identities or their workplace were changed and coded. All of the data and information related to the study are securely stored on my personal laptop with a password known only to me.

Lastly, to minimize the risk of interfering and disturbing the participants' already tight schedule, I tried to be fully flexible and adjusted to the participants' time preference. Therefore, all of the interviews were scheduled at the most convenient time and day for the participants.

Conclusion

This chapter discussed the methodology part of the study on the teachers' attitudes and their language choices for teaching and learning purposes. It includes the rationale behind choosing the specific research design, research site, sample, data collection instruments, data collection procedures, data analysis procedure and ethical considerations. The following chapter will thoroughly discuss the results and main findings of the study.

Chapter Four: Findings

This chapter discusses the findings that were gained through data collection which were first introduced in the Methodology chapter. The purpose of the Findings chapter is to display a deeper grasp and understanding of the teachers' attitudes towards the languages and their language choices that they make in their teaching processes.

This chapter will address the following research questions and present findings to each of the questions:

RQ1: What are teachers' perceptions of the trilingual education policy in Kazakhstan?

RQ2: What are teachers' attitudes towards different languages in the trilingual education policy?

RQ3: What language choices do they make in their teaching-learning practices and why?

The Participants' Views

Before delving into more detailed findings, the table below shows the overall findings of the three indicated research questions. The findings in the table are indicated as positive (pos), negative (neg), neutral (neu) and trilingual (tri).

Table 2. The participants' views

RQs	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
RQ1	Pos									
RQ2	Neg	Neg	Neg	Pos	Pos	Pos	Pos	Neu	Pos	Pos

RQ3	Eng	Eng	Rus	Tri	Tri	Tri	Tri	Eng	Tri	Tri
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Results pertaining to research question 1: What are teachers' perceptions of the trilingual education policy in Kazakhstan?

Trilingual Policy Awareness and Understanding. Trilingual policy awareness refers to the teachers' understanding and awareness of the trilingual policy that is being implemented in Kazakhstan. As was previously mentioned in the literature review chapter, NIS follows the guidelines of trilingual policy implementation for Nazarbayev Intellectual Schools. Therefore, the data which were collected from the interviews showed that all 10 participants of the study are fully aware of the policy that is being implemented in their school. For instance, the following are quotes from the teachers who were interviewed:

Trilingual policy can be a policy which helps students to learn three languages properly. (P1)

Trilingual policy is a part of governmental initiative leaning towards Kazakh, Russian instruction and English as a third language so that everyone becomes trilingual. (P6)

We have a lot of discussions on this topic and mostly some science subjects must be taught in English you know that language policy of the country requires knowledge of three languages Kazakh, Russian and English. (P3)

Trilingual policy is beneficial for the students' knowledge and their future career. (P4)

From these excerpts it is evident that the participants are aware of the trilingual policy and feel comfortable talking about this new reform. The rest of the answers also

showed the awareness and positive feelings towards the trilingual policy. Most of the participants highlighted the value and the importance of becoming fluent in Kazakh, Russian and English languages. All ten participants confirmed that trilingual policy has already started and is currently being implemented in their school. Moreover, one of the participants shared that the school is not only implementing the policy, but also transmitting their experience to other pilot schools. Apart from that, all ten participants acknowledged the awareness and familiarity with trilingual policy texts that derive from Autonomous Education Organization Nazarbayev Intellectual Schools (AEO NIS). However, one science discipline teacher expressed a concern of not having “perfect English” since his or her medium of instruction is about to be delivered in the English language. The science discipline teacher was concerned about his or her proficiency of English language, but still admits that the trilingual policy offers good prospects for the students. Moreover, it should be noted that the teachers recognize the policy as a great opportunity for their students. From the reply of the participant 4, it is evident that the teacher believes that the knowledge of the three languages will help the students in future career. Others also highlighted this fact, and mentioned the importance of knowing the mother tongue along with other two languages to be valued and competitive in labor market.

The Effects of Trilingual Policy on Teaching Practice. The data collected for the effects of the trilingual policy on teaching proved to be controversial by splitting the participants’ views into two sides. Both English and Russian language teachers seem to have a common idea on the fact that trilingual policy mostly affects the science subjects. For instance, the English language teachers responded that, “I do not think that it affects English subject” (P2), and “I do not feel any big changes when it comes to my subject” (P8). Also, Russian language teacher confirms the previous statement by saying that, “There is no influence on

Russian language subject". (P3) Interestingly, the language discipline teachers seem to associate the trilingual policy only with science subjects since these subjects will be taught and delivered in the English language. Therefore, the language discipline teachers were quick to respond about the absence of the changes as they seem to connect these changes only with the language of instruction of science subjects.

As for the teachers of the science subjects, all of them reported the presence and experience of changes and the effects of the trilingual policy on their teaching practices. One of the science teachers shared the effect of the trilingual policy as well as personal concerns by stating that:

Now I teach grade eleven in English, but other grades in Kazakh and Russian languages. But for me it's not very comfortable, because I don't have enough confidence in three languages. (P6)

Other science discipline teachers have also shown their concerns on delivering their subject in English, however they do not show any resistance, but feel positive instead. The science discipline teachers are optimistic about English language and recognize its benefits and advantages. For instance, a Chemistry teacher shared a personal view that is:

I feel like it will be easier to teach chemistry in English because all of the books that I use for the lessons are in English and worksheets are also in English. So, I will not waste time translating the materials into Kazakh and Russian. (P4)

However, despite being positive towards the policy, one of the science discipline teachers expressed concerns about teaching and delivering the subjects in the English language.

I am a little bit concerned and shy about teaching in English as my English is not so good. (P6)

On top that, all of the science discipline teachers recognize the English language instruction as being one of the main changes and effects of the trilingual policy. Despite these changes, most of the science discipline teachers expressed the willingness and desire to teach their subjects in the English language.

Results pertaining to research question 2: What are teachers' attitudes towards different languages in the trilingual education policy?

Both language and science discipline teachers seemed to provide contrasting opinions on this matter. All of the teachers seem to understand the value and importance of each of the language represented in the trilingual policy. They agree that Kazakh language indeed has become a major language, while Russian and English languages are needed for intercultural interactions. They view English language as a bridge for a successful world full of new opportunities. From the teachers' perspective it can be understood that all three languages are seen as resources and benefit their students in many ways. For instance one of the language discipline teachers stated that, "It is a good opportunity for students to study abroad" (P1). Others also highlighted that English language proficiency will open many doors for their students. For example, a Physics teacher expressed a positive attitude towards the English language in the trilingual policy by stating that:

In physics, Newton and Joule are English and American scientists. Newton wrote the laws and they were translated into Russian and Kazakh, and thus may have lost their meaning. For this reason, I think it's better to learn physics also in English.

(P6)

However, despite being optimistic and expressing positive attitudes toward the languages, the language discipline teachers do not rush to include them in their practice. As an example one participant shared that, "When students are in groups, sometimes if I see

them speaking in Kazakh or Russian, I always try to stop them because it is English lesson and they have to study English not other languages”. (P1) Another participant shared a similar view by stating that, “If it’s a communication we need to try to create maybe some positive and friendly environment or atmosphere to use only English. I think that when the teacher tries to use English only, then it will impact the students’ knowledge too” (P2). From both of these examples we can see that language discipline teachers still opt for monolingual practices despite having positive attitudes toward the languages. The last excerpt where the teacher shared that he or she even stops the students when they speak in a different language does cast doubts on trilingualism and even further increases the teachers’ monolingual views on teaching. Interestingly, science discipline teachers seem to report contradicting opinion by stating that:

When I teach, I mix languages like Kazakh, Russian, and English. For example, if we have a new topic and we finish this topic in four hours, throughout these four hours, I give them terms. For example, if I ask a question in English they need to answer in English. You may ask me why I do it, it’s because starting from next year they are going to learn science subjects in English, and therefore I am preparing them for that. But if the student replies in Russian or Kazakh, I still accept the answer if it’s correct. (P10)

From this excerpt it can be seen that science discipline teachers are undertaking a transitional approach and slowly immersing their students into the English language. However, it should be noted that the teachers are not fully going for one language and neglecting the other, but are incorporating them and even allowing the students to speak in a language of their preference.

As for the language discipline teachers, they too, shared that there are situations when they have to resort to the usage of the students’ language repertoires. These

“Sometimes I have to resort when I teach grammar” (P1) or “Try to avoid” (P2) show unwillingness and reluctance in using the languages other than the target language. Even though the language discipline teachers did not admit any feelings of guilt or regret, the statements of “have to resort” and “try to avoid” show the lack of value recognition. However, it is important to note that such tendencies occurred mostly with language discipline teachers, while science discipline teachers appeared to be more open to switching the languages in their teaching. The language discipline teachers’ reluctant attitude towards language incorporation may be based upon the maintenance of one language only approach. The science discipline teachers’ positive attitude towards language incorporation may be due to the fact that they prioritize comprehension and use every language in their arsenal to render their message to the students in a more understanding and reliable way.

Results pertaining to Research question 3: What language choices do they make in their teaching-learning practices and why?

Language Choices in Teaching Practice. The collected data for the following theme proves to be also controversial and provides unexpected findings. The majority of the interviewed language discipline teachers seem to stick more to one language of instruction practice while science discipline teachers are introducing and practicing trilingual teaching regardless of having lesser language abilities compared to their language teaching colleagues. For instance, an English language teacher shared that, “I think that I pay a lot of attention to English as it is my target language and I am teaching students with it. I want my students’ language skills to improve so I always emphasize English since it is my major language” (P2). Another language discipline teacher seems to be sharing the same view by stating that, “I think it will impact on students’ knowledge and motivation to learn English when teacher tries to use only English” (P1).

However, when asked how the teacher addresses the situations when students struggle with understanding the reply was:

That problem is always common in English lessons because it is not their native language. It is their second language so they can have problems with different words, and I use dictionaries with simple definitions in English. Sometimes I explain them in Russian if it is a Russian group. I explain in Kazakh if it is Kazakh group. But that happens only with difficult words. (P2).

From this we can see that the language discipline teacher highlights the fact that L1 inclusion happens only with difficult words. Although the language discipline teacher does not fully contradict the idea of L1 inclusion, it should be noted that the participant does not admit the use of L1 to its full potential. However, the next language discipline teacher seems to be more skeptical about language incorporation and states that, “I use only English because if we get stuck in literal translation we are going to make momentary chunks of knowledge that are going to be easily forgotten” (P1).

Interestingly, this participant seems to be more discouraged about the language incorporation as he or she believes it to be unnecessary and even disrupting the learning process.

However, the next finding revealed that not all language discipline teachers believe in one language only approach. Surprisingly, age factor along with educational background may shape the teachers' views and practices. For instance, the following participant seems to be suggesting the following:

Each language should have own features and it should not lose its importance because each language has its own culture and national identity. I think it is better to use other languages to be more informed about it and it is helpful to be trilingual

in order to cope with some difficulties. It becomes a tool of communication in public places, so three languages should be taught in all schools and I am always for this trilingual policy. We can use three languages in one lesson and incorporating all these three languages is a good way to study the languages or studying the content of any language. (P9).

From this statement it is evident that the language discipline teacher views the trilingual policy not as monolingual, but rather admits to the practice of incorporating different languages in teaching. It should be highlighted that the teacher does not share his or her colleagues' viewpoints regardless of working alongside them. One of the main features that could impact the participant's different viewpoint could be the age factor (20-34 age range) and educational background (Master's Degree). However, the teachers of 50-64 age range seem to be still following the view of one language only approach due to the belief that teaching in English or target language is more efficient and useful.

Contrary to the language discipline teachers' viewpoints, science discipline teachers seem to be more positive about language incorporation and view the trilingual policy from a pluralistic prism. For instance, a chemistry teacher shared the following view on language choices:

When students don't understand in English, then I explain in Kazakh. Now our school is delivering science subjects in English and if a student does not understand something, then he has a right to ask a question in the language of his preference. We are going to reply in the language of his preference. All terms are given in English, Russian and in Kazakh. (P4).

From this statement, it is evident that the science discipline teacher uses all three languages that are represented in the trilingual policy. This also reveals the fact that the

students are exposed to different languages and their multilingual repertoires are acknowledged and put to use. From the interviews it seemed that the science discipline teachers were more willing and open to language incorporation and they use all three languages so that their students will be able to understand the given material.

Other language discipline teachers replied that they try to minimize the exposure to the student's first language or language of preference. The language discipline teachers stated that the target language should be used to the fullest in order to benefit the students. From this finding it can be noted that indeed the languages seem to be represented from a monoglossic perspective in language discipline classes, as students are not allowed or allowed in a minimum level to rely on one language when learning the other. However, the science discipline classes seem to be undertaking a multilingual approach by incorporating the three languages.

Conclusion

To sum up, the findings could be presented in the following manner:

1. All the teachers felt positive towards the trilingual policy except one teacher. The science discipline teacher expressed concerns on the perspective of teaching the subject in the English language.
2. None of the participants showed any resistance or negativity towards the trilingual policy and all of them admitted its importance in the educational system of the country.
3. All of the teachers highlighted that the trilingual policy may help the students in future education and in further career path.
4. The science discipline teachers prefer to incorporate the three languages, while the language discipline teachers tend to opt for monolingual instruction.

5. Some of the language discipline teachers admitted the use of other languages only when situations push them to employ different languages.
6. One of the language discipline teachers expressed the openness towards the language incorporation and this could be shaped by his or her age and educational factors.

The next chapter will discuss the findings in relation to the literature in a greater detail.

Chapter Five: Discussion

Introduction

The previous chapter presented the findings that came from semi-structured interviews conducted with ten Nazarbayev Intellectual School teachers regarding their views on language incorporation. This chapter discusses the findings in relation to the literature review. The main purpose of the study was to find out the teachers' attitudes towards the languages and their language choices that they make in their teaching practice. The discussions of these findings are based on the following research questions: 1) What are teachers' perceptions of the trilingual education policy in Kazakhstan? 2) What are teachers' attitudes towards different languages in the trilingual education policy? 3) What language choices do they make in their teaching-learning practices and why?

Teachers' perceptions and understanding of the trilingual education policy

Finding 1 and 2 in the section below discuss the findings that answer the first research question which is to explore the teachers' perceptions and understanding of the trilingual education policy in Kazakhstan. Finding 3 answers the research question number two. Finding 4 and finding 5 answer the research question number three. Below is the analysis of the findings to research question number one.

Finding 1. All ten participants expressed proper understanding of the trilingual education policy in Kazakhstan. Teachers are aware of the trilingual policy that is taking place in their school at the moment. Moreover, their awareness consisted of using three languages as mediums of instruction for teaching different disciplines, according to the specifics and requirements of each discipline taught at the school. One of the teachers confirmed that Nazarbayev Intellectual Schools act as testing sites for the trilingual education policy and

then further transfer the obtained knowledge and expertise to other mainstream schools. The participants' claims, understanding and interpretation of the policy is consistent with The Autonomous Education Organization Nazarbayev Intellectual Schools (AEO NIS) Trilingual Education Policy texts. This idea is at times in unison with the literature review where it was mentioned by Mehisto (2015) that indeed Nazarbayev Intellectual Schools share their experience with trilingual policy with other schools to help improve the latter's teaching within the framework of the policy.

Apart from understanding the policy, the teachers showed that they felt positive about the policy and saw opportunities for their students to be able to be proficient in three languages. The teachers' positive attitudes towards the trilingual policy is in line with the research conducted by Zharkynbekova, Akynova and Aimoldina (2013) who through interviews also revealed that the participants expressed a favorable attitude towards the trilingual education policy. From the participants' replies it can be said that they do not show any resistance towards this policy. As Terhart (2013) accurately put it, "You cannot accomplish school reform against the will of the teachers, but only with the teachers" (p. 2). Therefore, teachers' positive attitude and non-resistance are one of the major factors in accomplishing any reform or policy. Even if the policy is a top down approach and has features of a prescriptive nature, the teachers do not feel pressured and remain positive about the reform.

However, one of the science discipline teachers (P6) expressed concerns towards the language of instruction, as science subjects are to be delivered in the English language. The science teacher expressed not having enough confidence in English language, but regardless of that he or she understands and acknowledges the benefits of the trilingual policy.

Finding 2. All five language discipline teachers seem to associate the trilingual policy with only science subject disciplines as these subjects will be taught in the English language as part of the trilingual policy requirement. Interestingly, this finding was quite unexpected since the teachers recognized themselves as being fully aware of the trilingual policy and of implementing it in their school. Yet, despite the teachers' understanding of the trilingual policy, all of the language discipline teachers feel unaffected by the policy. These language discipline teachers assume that trilingual policy mostly affects the teaching practices of science discipline teachers as they have to deliver their subject in the English language. However, it should be noted that the trilingual policy is not targeting only science subjects, but language disciplines as well. As described in the Diagnostic Report (2014) the trilingual policy is setting high requirements for the English language discipline as students need to have a good command of the language to be able to perceive science subject disciplines in the English language. This means that English language teachers need to accommodate and prepare their students for learning science subjects in English. For this reason, the trilingual policy is undertaking a transitional or gradual immersion in order to have enough time to slowly adapt the students to English as a medium of instruction (SPESD, 2016). However, despite being responsible for such an important task, the language discipline teachers are remaining neutral and feeling unaffected by the policy. As Borg (2003) noted, the teachers' practices are hugely affected and shaped by their own beliefs and theories. This means that it is important to consider how teachers understand and interpret the policy, as they are the ones to apply their understandings into practice. Therefore, in order to avoid any negative interpretation of the policy, the teachers' voices need to be heard and considered.

Finding 3. While all of the ten participants view each of the languages in the trilingual policy as a resource, some still perceive the incorporation of these languages as a

problem (Ruiz, 1984). Language related teachers seem to believe that “L1 use actually interfered with L2 learning and brought about “error transference” (Pacek, 2003, as cited in Miles, 2004, p.9) or that “the target language system is learned through the process of struggling to communicate” (Brown, 1994, p.45). This could imply that students’ home languages may not positively impact the development of the target language. In other words, it seems that the participants did not see any pedagogical value in language incorporation which in fact could be used as a facilitating or helping tool in teaching. Moreover, one of the participants (P2) mentioned the need of creating a native-like atmosphere when learning a foreign language. Similar results could be seen in the study conducted by Doiz and Lasagabaster (2017) who found out that their participants also believed that the English language should be fully employed in order to provide the students with an engaging atmosphere.

Contrary to language discipline teachers’ views, the science discipline teachers seem to reject this monoglossic ideology and see pedagogical value in language incorporation. The science discipline teachers’ views fit in with Macaro’s (2001) optimal position which uses the students’ home language as an activating tool for better comprehension (Macaro, 2001). The optimal position builds on the students’ existing knowledge, using their L1 in order to target the L2. The science discipline teachers’ optimal approach could be both beneficial and reasonable since they are also targeting the comprehension, not only the instruction. From the interviews with these teachers, it was evident that teachers do not exclude, but rather include all three languages that are presented in the trilingual policy. Some of the science discipline teachers use trilingual dictionaries, provide trilingual terms, codeswitch and translanguage for better comprehension. Science discipline teachers have been intuitively undertaking a multilingual approach by incorporating the three languages. This kind of practice put them

under this category, since they did not try to exclude the students' linguistic repertoires, but rather include them. Similarly, Shohamy (2011) in her study found that students scored more in mathematics when they were instructed in their home language and the target language, which were Hebrew and Russian. The students who were instructed only in the target language achieved lower scores than the group with bilingual instruction. This study reveals that indeed there is a benefit and a pedagogical value in language incorporation.

Finding 4. Most interviewed language discipline teachers try to follow one language of instruction strategy while science subject teachers proved to be more open to language incorporation. The finding illustrates the language teachers' monolingual view of trilingual policy. This coincides with Mehisto's et.al (2014) arguments, who stated that the languages in trilingual policy are presented from a monoglossic perspective. In other words, Mehisto et.al (2014) argued that the three languages in the trilingual policy do not seem to cooperate and function separately without building on each other. Teachers, as leading practitioners of the trilingual policy, seem to follow this traditional belief which dictates the risks and disadvantages of using the students' L1. These risks and disadvantages are justified by the possibilities of transferring errors and thus hindering the process of acquisition. The interviewed teachers seem to resort to language incorporation only in the cases that were characterized by Macaro (2000). As noted in the literature review, Macaro (2000) claimed that teachers resort to L1 in certain cases. These cases are: 1. when teaching grammar; 2. when giving complex instructions; 3. when managing the students' behavior; 4. when developing relationships with the students; 5. when checking for understanding under the limited time frame. The first case as Macaro (2000) suggested is the situation when teaching grammar becomes complex, and L1 inclusion becomes unavoidable. One of the language discipline teachers' reply, "Sometimes I have to resort when I teach grammar" (P1) can relate to Macaro's (2000) first case. Macaro's (2000)

second case can relate to the language teacher's following statement, "That happens only with difficult words" (P2). However, the third, the fourth and the fifth cases were not found in teachers' responses. These cases were not identified as language discipline teachers prefer to fully employ the target language in their teaching. As language discipline teachers expressed, "Sometimes I have to resort when I teach grammar" (P1) or "Try to avoid" (P2) show unwillingness and reluctance in using other languages. Even though the language discipline teachers did not admit any feelings of guilt or regret when using other languages, the statements of "have to resort" and "try to avoid" show the lack of value recognition. Therefore, the language discipline teachers' claims may be into the maximal position. This finding is quite similar to the findings of the study by Mitchel (1988) who found that the teachers "seemed almost to feel they were making an admission of professional misconduct in "confessing" to low levels of FL use" (p.28). Therefore, for these reasons, it seems that teachers are approaching the teaching process more from a monolingual perspective as they believe language learning equals full immersion in the target language. It seems that language discipline teachers are closer to Macaro's (2000) maximal position due to the maximized use of the target language in the classroom. As seen in the literature chapter, Macaro (2000) discovered that some teachers feel guilt or regret when using different languages other than the target language. Even though, the interviewed language teachers did not admit any guilt or embarrassment, but their "try to avoid" or "have to resort to" may be interpreted as feeling of regret and reluctance.

Three out of five language discipline teachers seemed to support Macaro's (2000) virtual position. As Macaro (2000) noted, the virtual position essentially advocates for only target language teaching. The language discipline teacher shared that, "I always try to stop them because it is English lesson and they have to study English not other languages"(P1).

This kind of practice of not allowing and even stopping the conversation in other languages falls into the virtual position category.

Finding 5. However, it should be noted that not all of the language discipline teachers support this monolingual view and can be placed into the maximal or virtual position. Surprisingly, one language discipline teacher in the age group from 20 to 34 showed openness towards the language incorporation. The language discipline teacher who stated that, “We can use three languages in one lesson and incorporating all these three languages is a good way to study the languages or studying the content of any language” (P9) seemed more enthusiastic about language incorporation than his or her colleagues. Moreover, from this statement it is evident that the teacher does not view the L1 not as a problem, but rather as a resource that further facilitates learning (Ruiz, 1984). Therefore, this language discipline teacher (P9) may be placed into Macaro’s (2000) optimal position, due to an optimistic attitude towards the languages and for seeing the languages as cognitive tools.

However, the question arises as to why teachers who come from the same school and same discipline have different outlook on languages? The main reason could be due to the age range or the educational background. According to OECD (2014), one of the indicators that show a teacher’s competency is his or her level of education and training. This statement could be true as the teacher who acknowledged language incorporation is the one who owns a Master’s Degree. Moreover, the language discipline teacher (P9) is from 20 to 34 age range and this too could shape the teacher’s outlook and views. The teachers of 50 to 64 age range, who preferred a monolingual practice, received their education during Soviet Union period. This factor could also impact their teaching practices and language choices. Fimyar and Kurakbayev (2016) in their study found that the experience from the Soviet times had an impact on the teachers’ today’s practices.

Therefore, it can be said that indeed the age factor may also play one of the important roles in shaping the teachers' practices.

Conclusion

This chapter discussed the main findings of the study. From the analysis of the findings, it was evident that Macaro's (2000) all three positions were present in the study. The first virtual position was found in three language discipline teachers who held one language only belief and preferred to use the target language. The second maximal position was also found in language discipline teachers' responses, when they admitted the reluctance and unwillingness in language incorporation and preferred to maximize the use of the target language. The last optimal position was found in science discipline teachers' practices, who acknowledged the usage of multilingual practices in their teaching. On top of that, it became clear that the teachers' attitudes and their choices may be shaped by different factors. Such factors as the teachers' age range, their educational background and the discipline that they teach may in fact influence their teaching practices.

The next chapter synthesizes the discussed points and provides the limitations of the study, as well as recommendations for different parties.

Conclusion

This final chapter provides a summary of the findings that answered the three research questions. The purpose of this semi-structured interview-based study was to explore the teachers' attitudes towards the languages and what language choices they make for teaching and learning purposes within the framework of trilingual policy. The chapter also presents the limitations of the study and further recommendations for schools and policymakers.

Main Conclusions of the Study

What are teachers' perceptions of the trilingual education policy in Kazakhstan?

Both language and science discipline teachers' general perception of the trilingual education policy was quite positive. They did not resist or question the policy, but rather viewed it as an integral part of their teaching practices. Moreover, the teachers perceived the policy as a great opportunity for their students. They believed that the students' knowledge of the three languages will help them in further education and career opportunities. They also highlighted the fact that it is important to know the mother tongue in order to develop the patriotic sense towards the country. On top of that, they believed that the interethnic and international languages are important and highly valued in today's labor market.

However, one science discipline teacher expressed slight concerns associated with a change of the discipline's language of instruction. The science discipline teacher expressed concerns associated with the perspective of teaching the subject in the English language. Apart from this concern, all ten teachers including the science discipline teacher believe that teaching science in English is beneficial, since most of the latest materials and resources are found in the English language. Therefore, the teachers believe that there are

better and more opportunities in employing the English language as one of the languages of instruction.

What are teachers' attitudes towards different languages in the trilingual education policy?

The findings revealed that the teachers have very conflicting attitudes towards the languages in the trilingual policy. The teachers of science discipline expressed positive attitudes towards the incorporation of the three languages in the trilingual policy. However, from language discipline teachers' responses, it seemed that the teachers do not view the three languages together and separate them according to the designated disciplines. This coincides with Mehisto's et al (2014) statements who argued that the three languages in the trilingual policy "were presented from a monoglossic perspective, as three separate entities" (p.172). This means that teachers use only one language of instruction and the other two are not viewed as helping tools or resources. However, it should be noted that this monoglossic perspective was seen mostly in language teaching disciplines rather than science subject disciplines.

The findings showed that the teachers of English and Russian languages preferred to use the target language to the maximum and avoid using the students' L1. The reason for this is that the teachers believed that the students should be immersed into the target language in order to be proficient. Therefore, they tried to provide them with native-like environments when teaching the target language.

Moreover, two age categories (20-34 and 50-64) were revealed as also having different attitudes towards language incorporation. The teachers from the 50-64 age range preferred a monolingual approach where the target language outweighs the students' linguistic repertoires. The teachers from the 20-34 age range preferred the use of target

language, but were slightly more open to incorporating other languages than the preceding group.

What language choices do they make in their teaching-learning practices and why?

The study revealed that Macaro's (2001) three positions, which are optimal, maximal and virtual, were present in the findings. The teachers who fit in with the virtual position were the ones who supported the target language only approach. The teachers of English and Russian languages of 50-64 age range were placed into the virtual position category. These teachers believed that the target language is learned through maximum exposure and L1 was not considered as a helping tool.

The view of the maximal position was also similar with the practices of the language discipline teachers. Some of the language discipline teachers expressed unwillingness and reluctance in using the languages other than the target language. The language discipline teachers' views are similar with the maximum position, and therefore can be put under this category.

The trait of the third position which is optimal was seen in the science subject discipline teachers' practices. The science discipline teachers shared that they prefer to incorporate the languages in the teaching process. Some of the science discipline teachers use trilingual dictionaries, provide trilingual terms, codeswitch and translanguage for better comprehension. This kind of practice put them under this category, since they did not try to exclude the students' linguistic repertoires, but rather include them. Moreover, some of the language discipline teachers in the age group of 20-34 showed some openness to the incorporation of languages, but not in the sense as the science teachers do.

To conclude, the language choices that teachers make differ according to their age, the discipline they teach and may be shaped by their personal predisposition towards the languages as being virtual, maximal and optimal.

Limitations of the study

Firstly, the findings of this study cannot be generalized as it is a small-scale case study consisting of only ten Nazarbayev Intellectual School teachers. Moreover, since all of the interviewed participants come from the same school, their answers cannot be generalized to other teachers in other schools, therefore is considered as the limitation of the study.

Secondly, the study was carried out with only one research instrument, which was a semi-structured interview. For future research, it will be useful to carry out other data collection instruments, such as lesson observations or document analysis. This will help to identify whether the teachers' answers match their true teaching practices. Since teachers' answers could have been adjusted to what is believed as a correct practice, further lesson observations may be carried out to explore the match of their views to their teaching practices.

Recommendations

The findings and conclusion that were drawn from this study led to the suggestion of recommendations for the different parties, those being policy makers and schools.

Policy makers who in most cases opt for a top down approach need to make sure that the main agents of the policy understand and implement the policy correctly. Since the teachers play the main role of being change agents, the correct interpretation and understanding of the policy is essential. Thus, in order to avoid any misinterpretations of the policy, the teachers' voices and opinions need to be heard and proper training needs to be provided.

Schools need to pay more attention to the students' multilingual repertoires and do not limit the teacher to incorporate and use different languages in teaching. Moreover,

schools need to support and encourage teachers to use the students' languages and view the trilingual languages not as separate but as helping tools in teaching practice.

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Appendix A: Interview Protocol

Date:

Time:

Purpose of interview: To find out teachers’ language choices for teaching-learning purposes in the classroom

Questions:	Notes:
<p>1. Teaching experience:</p> <p>How long have you been teaching? How long have you been teaching in this school? Which grades do you teach? What subject do you teach? What is your subject’s language of instruction?</p> <p>2. Knowledge of trilingual policy</p> <p>What do you know about the trilingual policy? How did trilingual policy affect your teaching?</p> <p>3. General attitude</p> <p>What is your opinion on language incorporation during the lessons? Do you think it is important to incorporate different languages? Why? Why not? What do you think about the idea of “English should be taught only in English”? Do you think it is correct or not? Do you think all of the three languages represented in the trilingual policy should be used in your lesson? Why? Why not?</p> <p>4. Teaching practice</p> <p>Whenever your students struggle with understanding the material how do you help them? Do your students speak with each other in other languages during your lessons? Do you consider your students’ language preferences when preparing for the lessons?</p>	

<p>Could you think of the situation when the use of L1 was beneficial in your lessons? Why? Why not?</p> <p>What language choices do you make in your teaching?</p> <p>Do you think that languages should be separate and used only on the designated subject or they should be mixed?</p>	
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Appendix B: Consent Forms

INFORMED CONSENT FORM

The Trilingual Education Policy in Kazakhstan and Monolingual Medium-of-Instruction: Language Choices for Teaching-Learning Purposes in the Classroom

DESCRIPTION: You are invited to participate in a research study on exploring trilingual policy and teachers' language choices and preferences for teaching purposes in the classroom. You will be asked to take part in the interview and provide answers to the number of questions. Also, you are asked to give your permission to audio-record the interview and to use written notes during the interview. All of the audio recordings and notes will be kept at a researcher's personal computer with a password for three years' time. After three years all of the materials will be fully destroyed. Anonymity and confidentiality of all your data will be ensured at all times. All of the names will be changed into pseudonyms. The findings from this research may be presented in educational conferences, forums and project papers.

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

RISKS AND BENEFITS: The risks associated with this study are minimal. The collected responses will not be shown to your employer or colleagues. All of the names will be changed into pseudonyms in order to keep the confidentiality and anonymity. The interview will be held in a secure place and sensitive questions will be avoided in order to respect and acknowledge your emotional and physical state. All of the audio recordings and notes will be kept at a researcher's personal computer with a password. The benefits which may reasonably be expected to result from this study are the opportunities to fulfill the possible gaps in trilingual policy and finally create a possibility to view languages as resources and to integrate different languages in monolingual medium of instruction classrooms. Your decision whether or not to participate in this study will not affect your employment.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work by the following information:

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

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: _____

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

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

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Политика трехязычного образования в Казахстане и моноязычный метод обучения: выбор языка для целей преподавания и обучения в классе

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению трехязычной политики, а также выбора языка и предпочтений учителей для целей обучения в классе. Вам будет предложено принять участие в интервью и ответить на ряд вопросов. Также, просим Ваше разрешение на использование диктофона и письменных записей во время интервью. Все аудио файлы и письменные записи будут храниться в персональном компьютере с паролем в течение трех лет. После трех лет, все материалы будут полностью уничтожены. Анонимность и конфиденциальность всех ваших данных будут полностью обеспечены. Все имена будут заменены псевдонимом. Результаты исследования могут быть представлены в дальнейшем на образовательных конференциях, форумах и в статьях.

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

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с исследованием минимальны: Все полученные ответы не будут показаны вашему работодателю или коллегам. Все имена будут заменены псевдонимом для того чтобы сохранить анонимность и конфиденциальность. Интервью пройдет в безопасном и не в многолюдном месте, а также деликатные вопросы не будут включены для уважения и признания ваших эмоциональных и физических состояний. Все аудио файлы и письменные записи будут храниться в персональном компьютере с паролем. В качестве ожидаемых преимуществ в результате исследования можно рассматривать то что это возможность восполнить возможные пробелы в трехязычной политике и, наконец, создать возможность рассматривания языка как ресурс и интегрировать разные языки в одноязычную среду обучения. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Вашу работу.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

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

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

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

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

Подпись: _____

Дата: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Қазақстандағы үштілді білім беру саясаты және бір тілді білім беру жүйесі: сыныпта сабақ беру үшін тіл таңдау мәселесі

СИПАТТАМА: Сіз үштілділік саясатын зерттеуге, сондай-ақ мұғалімдердің сыныпта сабақ беру тіл таңдау бойынша зерттеуге қатысуға шақырамыз. Сізден сұхбатқа қатысу және бірқатар сұрақтарға жауап беру сұралады. Сұхбат диктофонға жазылуымен қатар, әңгіме барысында кейбір жазбалар қолданылуына Сіздің рұқсатыңызды сұраймыз. мүмкін. Барлық аудио файлдар мен жазбалар құпиясөзі бар жеке компьютерде үш жыл бойы сақталады. Үш жылдан кейін барлық материалдар толығымен жойылады. Сіздің барлық деректеріңіздің жасырын және құпиялылығы толығымен қамтамасыз етіледі. Барлық атаулар псевдонимдермен өзгертіледі. Зерттеу нәтижелері болашақта білім конференцияларында, форумдарда және мақалаларда ұсынылуы мүмкін.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 30-40 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптрі – минималды: Алынған жауаптар жұмыс берушіге немесе әріптестеріңізге көрсетілмейді. Анонимділік пен құпиялылықты сақтау үшін барлық атаулар псевдонимдермен өзгертіледі. Сұхбат қауіпсіз және адам көп жиналмайтын жерде өтеді, сіздің эмоционалды және физикалық жағдайыңызды құрметтеу және мойындау үшін ауыртпалық тудыратын сұрақтар қойылмайды. Барлық аудио файлдар мен жазбалар құпиясөзі бар жеке компьютерде сақталады. Зерттеудің нәтижесінен күтілетін артықшылықтар ретінде, үштілділік саясатындағы мүмкін олқылықтарды толтыру мүмкіндігі және, тілді ресурс ретінде қарастыру және әр түрлі тілдерді енгізе отырып оқыту мүмкіндіктері болып табылуы мүмкін. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға еш әсерін тигізбейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

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

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

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

Қолы: _____

Күні: _____

Appendix C: Transcription Sample of Interview 3

- What is your opinion on language incorporation during the lessons?

- I think that I pay a lot of attention on English as it is my target language and I am teaching students with it and I want my students' language to be in high level so I always pay attention on English and try to emphasize English as for me it is the major language

- Do you think it is important to incorporate different languages? Why? Why not?

- I think that each language should have own features and it should not lose its importance because each language has its own culture and feature; and it means it is national identity so each should have its significance. I think it is better to use other languages to be more informed about it to be maybe helpful to be trilingual in order to cope with some difficulties maybe if it would be kind of tool of communication in public places they can use Kazakh if they are in Kazakhstan and if students do not want to stay in Kazakhstan they need to know English or Russian; so three languages should be taught in all schools and I am always for this trilingual policy.

- What do you think about the idea of “English should be taught only in English”? Do you think it is correct or not?

- I think it is a correct view and the English language should be taught in English in order to give students the opportunity to learn this subject and to learn it deeper. Also, all of the materials and all of the instructions should be given in the English language only. But, sometimes if students have difficulties we can use Kazakh and Russian languages in order to support the students.

- Do you consider your students' language preferences when preparing for the lesson?

- I think that it depends on students' abilities and if they are well or good at English they can use their knowledge to solve any problem. For example: to do homework or to do other things.

- Do your students speak with each other in other languages during your lessons?

- It can happen if they are in groups. Sometimes if I see them speaking in Kazakh or Russian I always try to stop them because it is English lesson and they have to study English not other languages.

- Whenever your students struggle with understanding the material how do you help them?

- That problem is always common in English lessons because it is not their native language. It is their second language, so they can have problems with different words and I use dictionaries with simple definitions in English.

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Appendix D: Data Analysis Sample

Interview questions	Transcript	Codes	Themes
How long have you been teaching in this school? What kind of trainings did you have?	I am working here for seven years since 2013. I took part in both regional and in school trainings.	Code 1: Teaching experience/education/training	Experience
What do you know about the trilingual policy?	We always cover trilingual policy in our lessons and everywhere and in our school too. Trilingual policy can be a policy which helps students to learn three languages properly.	Code 2: Trilingual policy	Trilingual policy awareness
How did trilingual policy affect your teaching?	I don't think that it affected that much	Code 3: Affect	The effect of the trilingual policy
What is your opinion on language incorporation during the lessons?	I think that I pay a lot of attention on English as it is my target language and I am teaching students with it and I want my students' language to be in high level so I always pay attention on English and try to emphasize English as for	Code 4: emphasize English	Prioritizing the language of instruction

	me it is the major language		
What do you think about the idea of “English should be taught only in English”? Do you think it is correct or not?	I think it is a correct view and the English language should be taught in English in order to give students the opportunity to learn this subject and to learn it deeper. Also, all of the materials and all of the instructions should be given in the English language only. But, sometimes if students have difficulties we can use Kazakh and Russian languages in order to support the students.	Code 5: English taught in English Code 6: difficulties	English only instruction Use of other languages only in difficult situations
Do you consider your students’ language preferences when preparing for the lesson?	I think that it depends on students’ abilities and if they are well or good at English they can use their knowledge to solve any problem. For example: to do homework or to do other things	Code 7: students’ abilities	Considering the students’ abilities
Do your students speak with each other in other languages during your lesson?	It can happen if they are in groups. Sometimes if I see them speaking in Kazakh or Russian I always try to	Code 8: in groups Code 9: try to stop the conversation	Students using other languages Attitude towards the students’ usage of

	stop them because it is English lesson and they have to study English not other languages.		other languages
Whenever your students struggle with understanding the material how do you help them?	That problem is always common in English lessons because it is not their native language. It is their second language, so they can have problems with different words and I use dictionaries with simple definitions in English.	Code 10: when students struggle	Helping students

Appendix E: Recruitment Advertisement

Dear like-minded people,

My name is Maira and I am passionate about education just like you. I am conducting a research on languages represented in trilingual education and would like to hear your voices and opinions. I need you if you teach any language or STEM subject and have at least 3 years of teaching experience at NIS.

Your participation will be anonymous and on voluntary basis. The interview date and time will be agreed with you. If you want to share your thoughts and opinions on trilingual education, please do so by taking part in this research.

Your knowledge and experiences will immensely contribute this research.

For further information please contact me:

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