

**Students` Perceptions and Experiences of Academic Kazakh in one Kazakhstani EMI**

**University**

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in

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## Ethical Approval



53 Kabanbay Batyr Ave.  
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October 2019

Dear Aida Amirova

This letter now confirms that your research project entitled:  
*Students` perceptions and experiences of Academic Kazakh in one Kazakhstani  
EMI university* has been approved by the Graduate School of Education Ethics  
Committee of Nazarbayev University.

The changes recommended by the reviewer have been addressed and the  
proposed study now complies with all of the requirements of Nazarbayev  
University.

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

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Sulushash'.

Sulushash Kerimkulova

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**Abstract****Students' Perceptions and Experiences of Academic Kazakh in one  
Kazakhstani EMI University**

Across many contexts, there has been an upsurge of interest in developing the requisite language skills to effectively communicate in academic discourse. This implies that language skills have specific features in academia that are inconsistent with everyday language (Christison & Krahne, 1986; Cummins, 1999). Although academic language is commonly associated with English as the academic lingua franca, it is crucial to develop students' academic skills in any language due to the emerging field of multilingual language education. In this sense, this study focuses on the use and development of Kazakh as an academic language which can be considered as an embodiment of the Kazakh language modernization. Thus, the current study explores students' perceptions and experiences of academic Kazakh in one Kazakhstani English-medium instruction (EMI) university. It also explores whether or not English for academic purposes (EAP) as a part of EMI influences students' Kazakh academic language development. This study used an interview-based qualitative research design in which eight students were interviewed after taking academic Kazakh language courses. The findings revealed that students perceive academic Kazakh as a scientific language aimed at developing the Kazakh-medium academic and research community in Kazakhstan. The majority of students believe that academic Kazakh courses are necessary for expanding the use of the Kazakh language in educational domains. It was also found that students' experiences are predominantly related to academic writing, which has developed under the influence of EAP, concerning writing style and organization. The significant challenge was to translate the English discipline-specific terminology due to the lack of equivalents in the Kazakh language, which might result in the limited use of discipline knowledge in the academic Kazakh communication. From a multilingual perspective, the study concludes that there are implications for

academic biliteracy, whereby students can develop both Kazakh and English language skills for academic purposes.



**Аңдатпа****Ағылшын тілінде оқытатын қазақстандық университеттегі академиялық қазақ тілін меңгерудегі қабылдау және тәжірибиелер**

Көптеген контекстерде академиялық ортада тиімді коммуникация үшін қажетті тілдік дағдыларды дамытуға қызығушылықтың өсуі байқалады. Бұл дегеніміз, тілдік дағдылар күнделікті тілмен үйлеспейтін академиялық дискурсқа тән ерекшеліктерге ие (Christison & Krahne, 1986; Cummins, 1999). Академиялық тіл әдетте академиялық лингво франка – ағылшын тілімен байланысты болса да, көптілді білім берудің кең таралуына байланысты кез келген тілде академиялық дағдыларды дамыту өте маңызды. Осыған байланысты аталған зерттеу қазақ тілін академиялық тіл ретінде пайдалану мен дамытуға бағытталған, ал оны қазақ тілін жаңғырту үлгісі ретінде қарастыруға болады. Осылайша, осы жобада қазақстандық оқу орнында ағылшын тілінде оқитын студенттердің академиялық қазақ тілін меңгерудегі қабылдауы мен тәжірибесі зерттелген. Сапалық зерттеу тәсілін қолдану арқылы қазақ тілінің академиялық курсынан өткен сегіз студентпен сұхбат өткізілді. Жүргізілген зерттеулер нәтижесінде студенттер академиялық қазақ тілін қазақстанның академиялық және зерттеу қауымдастығын дамыту үшін маңызды ғылыми тіл ретінде қабылдайтыны анықталды. Осылайша, студенттердің көпшілігі қазақ тілінің академиялық курстары білім беру саласында қазақ тілінің қолдану аясын кеңейту үшін қажет деп санайды. Сондай-ақ, студенттердің тәжірибесі академиялық ағылшын тілінің ықпалымен және онымен байланысты жазу стилі мен құрылысы негізінде дамығандығы анықталды. Қазақ тіліндегі баламалардың жоқтығынан салалық ағылшын терминологиясын аудару маңызды мәселе болып табылды, бұл қазақ тіліндегі академиялық қарым-қатынаста шектеулі пәндік білімнің қолданылуына әкелуі мүмкін. Көптілділік тұрғысынан, осы зерттеу академиялық екітілділікті дамыту үшін тілдік кеңістік бар деген қорытындыға келді.

**Аннотация****Восприятие и опыт изучения академического казахского языка в одном казахстанском университете с английским языком обучения**

Во многих контекстах наблюдается рост интереса к развитию необходимых языковых навыков для эффективной коммуникации в академической среде. Это означает, что языковые навыки имеют специфические особенности в академическом дискурсе, которые несовместимы с повседневным языком (Christison & Krahne, 1986; Cummins, 1999). Хотя академический язык обычно ассоциируется с английским языком как академическим лингво франка, очень важно развивать академические навыки в любом языке из-за широкого распространения многоязычного образования. В связи с этим, данное исследование фокусируется на использовании и развитии казахского языка как академического языка, которое можно рассматривать как образец модернизации казахского языка.

Таким образом, в настоящем исследовании изучаются восприятие и опыт изучения академического казахского языка студентами в одном казахстанском университете с английским языком обучения. Это исследование было проведено с использованием качественных методов исследования на основе интервью, в котором восемь студентов были опрошены после прохождения академических курсов казахского языка. В результате проведенных исследований было выявлено, что студенты воспринимают академический казахский язык как язык науки для развития казахоязычного академического и научного сообщества в Казахстане. Большинство студентов считают, что академические курсы казахского языка необходимы для расширения использования казахского языка в образовательных сферах. Также было выявлено, что опыт студентов в основном связан с академическим письмом, которое развивалось под влиянием академического английского языка и связанных с ним навыков относительно стиля и структуры письма. Существенной проблемой стал перевод английской терминологии для конкретной дисциплины из-за

отсутствия эквивалентов на казахском языке, что может привести к ограниченному использованию предметных знаний в казахской академической коммуникации. С мультилингвальной позиции, данное исследование приводит к выводу, что существует языковое пространство для развития академической двуязычности, когда студенты могут развивать языковые навыки как в казахском, так и в английском языках для академических целей.

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**Chapter 1: Introduction**

As a native speaker of the Kazakh language, I once took advantage of attending a Kazakh language course designed to develop language skills for academic purposes. It was quite a revealing encounter for me in light of my a priori judgment that only English could serve and fulfill my academic needs. That experience made me realize the importance of Kazakh first language (L1) speakers honing their academic skills in Kazakh given the limited attention from local researchers and educators towards studies about the Kazakh language. This study is devoted to academic Kazakh as a homage to my mother tongue, Kazakh, with the hope that it will regain its full recognition not only in the educational arena but also in public domains, thus strengthening both its educational and communicative value.

**Background Information**

In the past century, the Kazakh language had less linguistic value for the majority of its speakers due to the unwritten Russification policy which encompassed the spread of Russian language and culture in all Soviet territories. With independence, after the Soviet dissolution in 1991, the maintenance and revitalization of the Kazakh language as an official language in all spheres related to activities of the populace were placed on the Kazakhstani state agenda. With the dominant position of the Russian language across the majority domains, it was necessary to revive the Kazakh language interwoven with Kazakh ethnic identity in the post-Soviet time (Smagulova, 2008, 2017). In the course of the past two decades, several state language development legislative documents and programs have been developed to expand Kazakh language use and to foster the prestige of the state language at a full-scale. This includes "The Law on Languages" (1997), "The state program of the functioning and development of languages for 2001-2010" (2001), "The concept of the expansion of the functioning of state language sphere: increasing its competitiveness for 2007-2010" (2007), "The state program of education development in the Republic of Kazakhstan for 2011—2020" (2010) and "The state program for language politics for 2020-2025" (2019).



Considering the main objectives in these programs, there is a dynamic rhetoric change about the use of Kazakh as a state language. Initially, it was emphasized that Kazakh should be the language of state management and used across the general public "in the consolidation of the people of Kazakhstan" (Law on Language(s), 1997, p.2). Then, the following policy document addressed the role of Kazakh for social and communicative purposes, which was important to increase the number of the Kazakh language speakers (MoES, 2001). Further, stimulating Kazakh as the language of modern science has been highlighted (MoES, 2011), and therefore, for it to play a leading role in all domains (NUGSE, 2014). In recent years (MoCS, 2019), the policy has set an objective to modernize and strengthen the use of Kazakh in the educational sector, which directly refers to the importance of the present study in exploring how Kazakh is introduced as an academic language in higher education.

As it is commonly known, language becomes multidimensional and predominant in everyday life when it is granted the status of the language used in mainstream education. During the Soviet period, Kazakh was not the preferable language in education in comparison with Russian, which was given a priority not only in educational settings but also in day-to-day life (Fierman, 2006; Kuzhabekova, 2003). To enrol in a university, students were required to have a good knowledge of the Russian language, which implies that higher education was mainly accessible to Russian-speaking Kazakhs. However, this scenario has changed over the last three decades, given the great support in favour of Kazakh as a language of education. The number of students in departments with Kazakh as the language of instruction was about 32 % of the total number of university students by 2000 while the number of students in the Russian departments was about 68 % (MoES, 2001). According to data published in 2009, 50.7% of the total number of university students studied in Russian, 47.6 % in Kazakh, and 1.6 % in English (MoES, 2009). Recent data from the 2019-2020 academic year showed that the share of students studying in the Kazakh language has increased and reached 65.2%, in Russian that number decreased to 30.2%, and in

English it is 4.6% (MNE Statistics Committee, 2019). On the one hand, this increasing trend indicates that studying in Kazakh is gaining in popularity among the new generation of Kazakhstan. On the other hand, this steady growth might show how language policy, which is mainly supportive of Kazakh, affects an individual's language choices in education. Accordingly, there is a growing need for identifying the role of the Kazakh language in academia in light of a diverse set of combinations between "revival politics, multilingualism, internationalization and monolingualism" (Zhumanova, 2016). In the midst of these trends in the Kazakhstani language policy, Kazakh for academic purposes is the focal point of the study.

### **Statement of the Problem**

Despite the deliberate attempts to increase the use and prestige of the Kazakh language as seen in the state policy documents, it still has a low prestige as a language of extensive use. As stated by Medetbekov (n.d.), "Kazakh language space has receded more than the Aral Sea" (as cited in Fierman, 2006, p.99 ), which metaphorically shows that the situation is critical and needs constant support towards the Kazakh language restoration. Even though Kazakh was proclaimed one of the main languages of instruction along with Russian and English at all educational levels (MoES, 2010), there is no record of evidence to show how Kazakh functions in academic discourses.

This study centres around academic language, which represents the use of both spoken and written language in academic discourse and meaningful communication in the content area (Christison & Krahnke, 1986; Cummins, 1999; Grigorenka, 2015). The study adopts the opinion held by Bourdieu and Passeron (1990) for whom academic language is not anyone's mother tongue. Thus, it is of great importance to acquire skills of presenting arguments in essays, note-taking, delivering oral/written presentations, and finally writing diploma papers which are generally known as academic language capacities. Each student needs to develop these skills in the language of instruction to build their understanding of the content.

To date, scholars have discussed Kazakh language revitalization (Amantay, Myrzabayeva & Karabay, 2017; Bahry et al., 2017; Smagulova, 2008), and Kazakh-Russian language contact (Akbarov, 2018; Jankowski, 2012; Mukamedowa, 2009). These studies have discussed the outcomes of post-independent Kazakhstan's language policy, the role and use of the Kazakh language in society. However, there has been little or no research on the use of Kazakh in transformative and modernizing aspects such as the dynamics of learning and teaching Kazakh in education. Even though there is little research about the functioning of Kazakh as a language of instruction, the problems with Kazakh language teaching have been addressed by many scholars. According to Ernazarova (as cited in Egemen Kazakhstan, 2019), there is no methodology indicating ways to write an essay in Kazakh. In addition, some studies (Akanova, 2016; Matuszkiewicz, 2010; NUGSE, 2014) have identified the bottom-line problems which are poor content vocabulary, and outdated professional textbooks and other learning materials. Language policymakers have problematized the decreasing rate of reading literacy along with proper speaking skills in Kazakh among the younger generation (MoCS, 2019). Taken collectively, the poor Kazakh language teaching methodology, underdeveloped content terminology and low level of Kazakh language academic literacy may have led to the de facto problem that Kazakh for academic purposes is seen to be neglected or taken for granted in education.

At the same time, the present study also argues that the advancement of the English language in the higher education system provides a space for the emerging field of academic biliteracy which has already spread across various contexts such as in China, Wales, and Canada (Wang, 2017; Ifan & Hodges, 2017; Gentil, 2005). In other words, every language can be learned and taught in an academic variety in line with English, which has unequivocally become an academic lingua franca. Consequently, this scenario has also influenced the way Kazakh is being introduced in academia (Ak buzauova, 2019). Kazakh is being taught for professional (e.g., business) and specific (e.g., medical) purposes along with new trends, including academic Kazakh or Kazakh for academic

purposes (Ak buzauova, 2019; Omarbekova, 2018). Even though there is no full record of which universities offer such academic-oriented Kazakh language courses, it has revealed from desktop research that these courses are mostly offered in English-dominant universities. Given the low percentage of Kazakhstani students studying in English, this practice of learning and teaching Kazakh for academic purposes might be unfamiliar in mainstream universities using Kazakh and Russian as languages for instruction. This seems like a new practice for a vast majority of universities in terms of introducing Kazakh as a fully-fledged academic language.

The present study, therefore, refers to the insufficient research conducted on the state of Kazakh as the language of education in view of the high percentage (65.2%) of students entering Kazakh-medium instruction. Hence, the research problem posed by this study is the underrepresentation of the academic variety of the Kazakh language and the lack of awareness and necessity to introduce Kazakh academic courses on a large scale. Since academic skills are central to students' academic achievement and professional development (Scarcella, 2014), it is important to study their firsthand perceptions and experiences of academic Kazakh, which is introduced as a course to build academic skills in a Kazakhstani university.

### **Purpose of the Study and Research Questions**

The current research aims to investigate the development of Kazakh for academic purposes within an English Medium of Instruction (EMI) setting in one Kazakhstani university through the perceptions and experiences of university students. It also explores whether English for academic purposes (EAP) as a part of EMI influences students' Kazakh academic language development.

Based on the research aim, the study poses the research questions as follows:

1. How do students perceive Kazakh for academic purposes in an EMI university?
2. What are EMI students' experiences in academic Kazakh courses?
3. Does EAP influence Kazakh academic language development? If yes, how?

To provide answers to the research purpose and research questions, an interview-based qualitative study was conducted in one EMI university where Kazakh academic courses are offered as a mandatory language subject.

### **Significance of the Study**

In broad terms, the importance of this study is that it presents the way academic Kazakh is being introduced in higher education based on the perceptions and experiences of university students. Students' responses about their academic experiences allowed for an elaboration on how they use Kazakh for academic purposes such as for writing assignments, preparing presentations or other activities. Their experiences, in better representation, may provide insightful recommendations for course instructors of academic Kazakh to better design and refine their courses to be consistent with students' expectations and needs.

The study was also an attempt to raise the awareness of educators in higher education institutions to encourage them to consider the importance of building academic skills in Kazakh, which could instigate the more effective functioning of the Kazakh language in academia. Educators from other universities who may be unaware of academic Kazakh language courses may learn ways to develop their academic capacity and research integrity in their subject area through the medium of the Kazakh language. This practice may set an example for other universities to establish courses devoted to academic Kazakh language skills for students who are fully immersed in Kazakh-language education.

The findings of the study should, then, provide a practical perspective on the current situation for policymakers who are engaged in the process of developing language-in-education policy. As a result, language policymakers may focus on explicit objectives and practical solutions to the problems inherent in the current state language policy on the modernized use of Kazakh in education. In addition, the study will make a contribution to the existing literature concerning the development of academic Kazakh in tertiary education through the perceptions and experiences of

students. This might help to expand the current research-driven discussions of modern Kazakh language studies in both local and international dimensions.

### **Thesis Outline**

The **Introduction** provides an overview of the study, including the background information, the problem statement, research aim and questions, and significance of the study. It is followed by a **Literature Review** which discusses the main concepts and prior research concerning the current study. Then, the research design, instruments, sampling along with data collection procedures, data analysis, and ethical considerations are explained in the **Methodology** part. Subsequently, the **Findings** chapter presents the data, which are interpreted in the **Discussion** part. The summary drawn from this study in line with its limitations and recommendations for further research are provided in the **Conclusion** chapter.

## **Chapter 2: The Literature Review**

The study sets out to explore students' perceptions and experiences of academic Kazakh in one Kazakhstani English-medium instruction (EMI) university. It also attempts to identify whether English for Academic Purposes (EAP) has an impact on the development of Kazakh for Academic Purposes (KAP). In order to explore them, the following research questions were posed:

1. How do students perceive Kazakh for academic purposes in an EMI university?
2. What are EMI students' experiences in academic Kazakh courses?
3. Does EAP influence Kazakh academic language development? If so, how?

Therefore, the purpose of this chapter is to provide a review of the literature and to interpret it critically in relation to the current study. Primarily, the chapter starts by describing the language-in-education policy in Kazakhstan. Then it continues with identifying the EMI context which has been an inextricable part of higher education systems across countries and is complemented by different perspectives viewing EMI either as a threat or again to national languages. Then, key concepts which are academic language, EAP, KAP and academic biliteracy are presented and subsequently used to develop the conceptual framework. Major discussions in academic language studies including academic biliteracy are identified in accordance with prior research studies. Just before the concluding remarks of this chapter, the conceptual framework is introduced with respect to the research questions in order to provide clear explanations of the importance of the reviewed concepts to the present study.

### **Language-in-education Policy in Kazakhstan**

This section describes the languages that are visible and how the trilingual language policy is being implemented in Kazakhstan's educational system. In general, Kazakhstan's language policy has been developed in an attempt to increase the prestige of the national language which is Kazakh, as it took place in other post-Soviet countries (Kirkpatrick & Liddicoat, 2019). Thus, in post-Soviet Kazakhstan, language-planning activities have been undertaken under the language acquisition

(Andrews, 2018) which includes language policies focused on stimulating the learning of neglected national language . These policies primarily were primarily developed to raise the citizens` national language such as Latvian in Latvia and Uzbek in Uzbekistan. Similarly, the “Kazakhisation ” policy was started with the aim of switching Kazakh from a subordinate role to its maintenance and revival (Fierman, 2005; Smagulova, 2008; Zhumanova et al., 2016). Meanwhile, Kazakh still keeps its “de jure status as state language” (Dave, 2007, p. 101). A possible reason for this can be found in the Constitution of the Republic of Kazakhstan (1995) in which the Kazakh language was recognized as a state language, while the Russian language was placed on equal grounds with Kazakh and proclaimed as the language for interethnic communication among the Kazakhstani people. Russian has continued to be dominant in every domain such as in government, media, commercial services (Jankowski, 2012; Matuszkiewicz, 2010). Therefore, it can be assumed that the state language policy has not resulted in an increase in the demand for the Kazakh language as for most people Russian has remained the de facto language in use.

Language representation in the educational system is a controversial and debatable topic. Undoubtedly, education has been an integral part of language planning and policy in Kazakhstan. In an effort to modernize the educational system, the trilingual education model has been established (MoES, 2010). Its core purpose is the usage of three languages i.e. Kazakh, Russian and English as languages of instruction at all levels of education. The Kazakh and Russian languages are used by the majority of people, while English is seen as a language supporting the internationalization policy in the country (Dearden, 2014; Jankowski, 2012). Within the trilingualism policy, the expected outcome is to raise the number of trilingual citizens in Kazakhstan. To illustrate, in one of the latest large-scale state programs for educational development for 2011-2020 , it was reported that 95% of adult population will speak Kazakh, 90% will speak Russian and 20% should be fluent in English, while 15% must be trilingual in these languages by 2020 (MoES, 2010). Presumably, the



outcomes of this decade-long program implementation should be reported upon as a national census is to be conducted in Kazakhstan in 2020 (MNE RK Statistics Committee, 2020).

However, this framework for trilingual language education is not without its debates and controversies. The course of implementation is generally described as a rushed top-down decision which places a burden on stakeholders as their unpreparedness, the insufficient training of teachers and the materials required for the provision of trilingual education have not been considered (Irsaliyev et al., 2017; Karabassova, 2018). For these reasons, English is known as the most challenging part both for students and teachers who are not ready for this transition (Mukhametgaleyeva & Ospan, 2018). This could be a consequence of the rapid nature of trilingual policy implementation with reforms off the scale in every sector of the education system.

To date, in the latest Kazakhstani language policy program for 2020-2025 (MoCS, 2019), the issues of expanding Kazakh language functions and improving the Kazakh language in the field of education have been addressed. It is also stated that the population's low level of language culture could frame the Kazakh language within the status of the language for "everyday" (or household) communication, and prevent the creation of relevant content in this language (MoCS, 2019, p. 25). However, the use of the term "language culture" is ambiguous and blurry, since it has not been represented in linguistics as a concept but there is, nonetheless, a relationship between language and culture (e.g. Whorfian Hypothesis, Whorf, 1956). In the long term, this recent policy promotes the improvement of Kazakh language in education, which may build a solid basis for the development of Kazakh language learning and teaching environment.

After almost three decades, the Kazakhstani language-in-education policy can be placed in a continuum of multilingualism. From the multilingual point of view, Suleymenova (2009) emphasized that "we must support and develop the official language (Kazakh), but on the other hand, we must also preserve the multilingual character of society" (p.34, as cited in Dotton, 2016). This idea clearly resonates with that of the present study because it embraces a multilingual

perspective on the development of the Kazakh language in respect to academic biliteracy which is discussed in the following sections. In educational parlance, Kazakh is well supported by policy-makers and Russian remains a powerful language with great communicative value in society. In line with these languages, English as a language of instruction is gaining traction with increasing interest at global and local dimensions.

### **Introducing the Concept of English-medium Instruction**

With English being extensively used all over the world, education through the medium of English has been a common practice and a widely-embedded language policy in higher education. It is perceived as the indicator of internationalization agenda which promotes the idea of modernizing and positioning the university level education across countries (Margi & Vodopija-Krstanovi, 2017). In the existing literature, there are different terms proposed for the English-language phenomenon such as English medium instruction (Briggs, Dearden & Macaro, 2018; Tatzl, 2011), English medium of instruction (Chu, 2005), English as a medium of instruction (Saldana, 2014), and English-medium instruction (Rose & Mckinley, 2017). For this study, we adopt the most recurring “English medium instruction” (EMI) term. As this study focuses on the academic Kazakh language within an EMI setting, the concept of EMI in the higher education context needs to be explained.

A commonly accepted definition of EMI was formulated by Dearden (2014) for whom EMI is “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (p.2). It is the transformation of the educational system in non-English dominant contexts where it can be considered as an approach for “Englishization”, i.e. increasing the use of English (Hultgren, Dimova, & Jensen, 2015; Philipson, 2009; Shibato, 2009). If English continues growing in popularity, education through English could remain by far the most preferred language of instruction in the following decades. For some academics (Hultgren, Dimova, & Jensen, 2015), EMI is perceived as a strategic tool to gain international recognition by attracting students from abroad. As a result, it may enhance the

competitive nature of EMI institutions where it is defined as a new value in the market of international education. Thus, some scholars (Altbach & Knight, 2007; Wilkinson, 2017) state that EMI is leaning towards “assessment criterion” which can reinforce an institutional ranking at both national and international levels. It is in line with Briggs, Dearden and Macaro (2018) who also pointed out the idea of “internationalizing the institution and thereby gaining prestige through global or regional university rankings” through the introduction of EMI (p. 675). Although this study does not aim to investigate EMI policy, it clearly presents the EMI phenomenon in which English is recognized as the language of education that is currently in vogue. Since the seminal studies consider the introduction of EMI as the tool for internationalizing aspirations, it is reasonable to refer to English-language education as one of the outcomes of internationalization policies in higher education. With EMI on the rise, researchers` opinions (Ammon, 2001; Coleman, 2006; Earls, 2016; Skutnabb-Kangas, 2000) have been divided with respect to whether EMI is perceived as a threat or benefit for L1 or national language(s) in non-English contexts.

**EMI as a Threat to a National Languages.** The negative impact of EMI on the vitality of local or national languages has been discussed by many scholars in the language education arena (Aslan, 2018; Coleman, 2006; Skutnabb-Kangas, 2000; Zenkova & Khamitova, 2017). These concerns were raised in relation to the decline in national languages` use, therefore resulting in the low value and prestige of a national language (or first language). To avoid this, some scholars (Karakas, 2018; Mendieta, Phillipson & Skutnabb-Kangas, 2006) recommended formulating rigorous language policies for states and institutions in relation to the spread of English-only higher education. Otherwise, English-only mode in academia may result in a decline of L1 or native language(s) representation, thus leaving no space for them to thrive as an academic language. The possible negative effect of an EMI policy to a national language is also reflected in other European contexts, among others, Sweden, Norway, and Germany (Earls, 2016; Skutnabb-Kangas, 2000). For instance, policy makers have attempted to safeguard the use of the national language in education

and science by developing a national language policy (e.g., Declaration on Nordic Language Policy, 2006). In this policy, however, policy-makers do not intend to weaken the position and use of English, in fact, they set a plan to acknowledge English as an additional language (Doiz et al., 2014).

The undermining impact of EMI has been traced not only in the European context but also in the Asian and Middle-East contexts such as with Turkish and Arabic. In the Turkish context, Aslan (2018) discussed a point regarding the recurring view of EMI being a threat to the Turkish language by conservative scholars. He mentioned that this view is dominant because most local scholars believe that EMI “will stunt the development of Turkish as an academic and scientific language” (p.609). In addition to this, EMI was seen as an impediment not only to the development of Turkish in academia but also to the maintenance of national and cultural values. Representing Arabic in the EMI context, Masri (2019) found that native language speakers noticed that their L1 proficiency lowered due to their study in an EMI university where they operate effectively in English. From the results emerged from this study, it was revealed that 53,6 % of participants claimed that academic Arabic has no place in their student life. These findings suggest that Arabic was sidelined because of an increased English L2 presence and its dominance in the academic setting. However, there has been no conclusive evidence for these concerns yet.

If we move on the Kazakhstani higher education context, policy makers and institutions are generally focused on offering EMI courses and programs as can be seen from state policy documents and reports (MoES, 2010; MoES, 2016; MoES, 2019). However, the reference to the impact of the EMI policy on the Kazakh language has been pointed out in yet only one research. In their research study, Zenkova and Khamitova (2017) revealed that administrative bodies and staff viewed that EMI can pose a negative impact on the visibility of the native language. More specifically, they expressed concerns that the internationalization agenda, underlying EMI, can be seen as “a threat that might impact negatively on the vitality of the native language (in our case –

Kazakh)” (Zenkova & Khamitova, 2017, p 139). In addition to this, findings against EMI revealed that using English as the only medium of instruction would suggest neglecting the Kazakh language (Zenkova & Khamitova, 2017, p.135). However, these findings cannot be taken at face value because other stakeholders’ views are still missing. Therefore, the current study might help to illuminate the case of academic Kazakh language development in view of students’ perceptions and lived experiences in an EMI context.

**EMI as a Benefit to National Languages.** Little research has been conducted to address EMI as an advantage to the majority language in the non-Anglophone country. However, it is supposed that EMI can be beneficial in three ways: (1) to promote the L1 or national language among international students and staff; (2) to foster linguistic diversity due to the presence of two or more languages in academia; (3) to increase L1 awareness while learning through comparisons in English.

Generally, EMI programs are designed for both local and international students and create a path for “brain gain or circulation” (Earls, 2016, p.151). It can be successfully achieved when an EMI university incorporates compulsory modules in a local language into the program package. For instance, Earls (2016) noted that international students taking an accredited component in the German language and culture possibly cultivate positive attitudes toward the local national language. As a first advantage, this may result in increased motivation and enthusiasm to learn the majority L1 despite the English-only education. Such practices can occur as there is a strong possibility that local EMI institutions offer L1 and host language courses for international students. In this regard, the universities may also demonstrate implicit local language promotion policy by attracting a large pool of international students to these courses.

Secondly, EMI programs can become crucial to reinforce language acquisition processes by bringing about more diversity in academia. According to Baker and Huttner (2019), most EMI students are bringing their linguistic repertoires into play, and multilingual language use has become

a norm. One supporting point is made by Phillipson (2006) who considered that the introduction of English potentially widens the linguistic repertoire of academic staff and students in higher education by signaling the interrelation between local and international languages. Alternatively, Dafouz and Smit (2016) proposed the concept of EMEMUS (English-Medium Education in Multilingual University settings) which acknowledges the multilingual nature of higher education, and it can also become a good example of multilingual practices in academia.

Finally, from the Chinese EMI context, it has been revealed that teachers make use of code-switching practices during their courses for the purposes of facilitating content acquisition. In a study conducted by Zhang & Zheng (2019), it was found that teachers provided the Chinese translation along with English words. As a result, this strategy provided insights into the features of the Chinese language by making comparisons with English (Zhang & Zheng, 2019). It can be deduced that these classroom practices allowed the students to expand their understanding of their L1, Chinese. Similarly, some other neoliberal scholars (Alptekin 1998; Karasu 1989) held positive viewpoints by saying that EMI poses no threat to students' L1 but can boost L1 awareness (as cited in Aslan, 2018).

By analysing the benefits of EMI with respect to L1 or national languages, we can assume that a few scholars are optimistic about the positive impact of EMI. Given the focus of the current study, it can be suggested that the provision of academic Kazakh language courses is a sign of positive practices in an EMI context. Kazakh L1 students along with non-Kazakh speaking students have the opportunity to accelerate and improve both their general and academic Kazakh language skills, respectively.

### **Academic vs. Social Nature of Language**

Language use may differ when it comes to the context. In other words, language has specific features in academia and these are not usually consistent with everyday language. This idea is supported through the orientation of academic language versus social language (Cummins, 1986;

Scarcella, 2008). In the area of academic language studies, Cummins (1979, 1986, 1999) remains a prominent scholar who posited that social language develops faster while the mastery of academic language is acquired comparatively slower.

To support these claims, Cummins (1980) developed one of the major linguistic theories by differentiating basic interpersonal communicative skills (BICS) from cognitive academic language proficiency (CALP). BICS are generally “cognitively undemanding manifestations of language proficiency in interpersonal situations” (Cummins, 1980, p. 28). Straightforwardly, it comprises basic language skills used in daily communication with family, friends and other members of society. Language skills needed in academic settings like schools and universities constitute the CALP, or, academic language. It is worth noting that L1 and L2 BICS each evolve independently, while L1 and L2 CALP are believed to evolve interdependently. This point creates a perfect connection to the focus of the current study in which there are two languages learned and taught in close contact in academia.

The concepts of BICS and CALP are mostly viewed as opposites framing a new discussion on its use in language proficiency. However, Rivera (1984) was concerned that this distinction “isolates language in academic settings from its social context and overemphasizes the nonsocial aspects of academic performance” (p.20). Later, Gee (2004) also critiqued the comparison between social and academic language, claiming that every language extends to the level of social language in certain contexts. Some scholars (Bailey, 2007; Schleppegrell, 2001; 2004) argue that everyday language (referring to BICS) may not be as simple as it seems due to its functioning in context-specific discourses. These views were further supported by Zwiers and Crawford (2011) who claimed that even spoken communication may be channeled through academic ways of thinking (as cited in Ranney, 2012, p.563). Despite these contrasting views, a reasonable suggestion would be to distinguish the “academic” from the “social” due to the context which is constructed in academia for study purposes like skimming scientific literature, writing course papers and delivering oral

presentations. Such kinds of activities are hardly performed within the scope of BICS. There is no need for clear-cut distinctions between these two language registers which can be better considered as “the two endpoints of a continuum” (Heppt, Henschel, & Haag, 2016, p. 245). Generally speaking, Cummins’s theory of BICS and CALP paved the long way to further research on the development of academic language in higher education. Despite the awareness of and need for developing an academic variety of language, this issue is applicable to each context with its own understanding of what an academic language constitutes.

**Understanding Academic Language.** It is of utmost importance to investigate separately academic language because it is the core of learning experience in higher education and is one of the key concepts in the present study. Over the years, authors have referred to academic language in different ways using such terms as “language of education” (Halliday, 1994); “the language of school, the language of schooling, the language that reflects schooling” (Schleppegrell, 2001); “specialist language” (Christ, 1996) “advanced literacy” (Colombi & Schleppegrell, 2002); “academic discourse” (Perez, 2004), “scientific language” (Halliday & Martin, 1993). For this study, using the term ‘academic language’ is reasonable as it broadly represents the higher education context.

Initially, the concept of “academic language” appeared in educational research that analyzed the experiences of non-native speakers. Cummins (1999) pioneered this concept and defined it as absolute language expertise which a person can access to understand and utilize the language register used in the educational settings. Considering it a product of the language learning process, Perez-Gonzalez (2019) interpreted it as a specialized use of language for spoken and written communication. Academic language primarily includes the acquisition of discipline-specific vocabulary, complex grammatical structures, rhetorical conventions and text genres such as essays, lab reports (Bailey, 2007). Simply put, academic language supports various written and spoken activities undertaken by students, academic staff and researchers, mainly in higher education. Even



though L1 speakers may often take it for granted, academic language is “never anyone's mother tongue” (Bourdieu & Passeron, 1990, p. 115). In the context of this study, all learners need to master academic language despite their linguistic and cultural backgrounds (Gee, 1990; Boughey, 2002). Thus, it is believed to contribute to one's understanding of language demands and the acquisition of the necessary knowledge and skills for effective academic communication.

***EAP and ESP.*** Generally, English for Academic purposes (EAP) is known as one of the subdivisions of English for specific purposes (ESP) (Robinson, 1980) which also includes English for occupational purposes (EOP). Hence, ESP has clearly become an umbrella concept for many specific areas. It is defined as an approach to English Language Teaching (ELT) that accommodates learning needs in academic and occupational contexts. Although this model is accepted by most English language teaching specialists, more attention is given to EAP. This trend may be explained because of the relatively larger research output of EAP practitioners conducting research on this matter while EOP practitioners are usually placed in the workspace. Thus, some scholars (Coffey, 1984; Blue, 1988) expressed the idea thoughts of considering them as separate entities because “for most of its history, ESP has been dominated by EAP and ... continues to dominate internationally” (Johns & Dudley-Evans, 1991, p.306). Hence, the undisputed dominance of English in academic communication has resulted in the growth of EAP.

Today English is often used as an academic lingua franca in education. Starting from the second half of the twentieth century, it has been developed as an approach to teaching English (Ding & Bruce, 2017). In retrospect, Robinson (1980) first mentioned English for academic purposes (EAP) as being synonymous to study skills. In his interpretation, EAP is a field of inquiry explaining “how to study in the medium of English, regardless of the subject matter of the studies” (p.7). These two conceptualisations seem to be in agreement due to the focus on satisfying students' learning needs in English classes. However, several authors (Kennedy & Bolitho, 1984; Hutchinson & Waters, 1987) contradicted the view that considers EAP and study skills as being on equal terms.

As they noted, study skills can be a key component in EAP owing to its general application to all disciplines.

Furthermore, Flowerdew and Peacock (2001) extended the notion of EAP to “the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language” (p.8). Meanwhile, Pennycook (1997a) considered EAP from the pragmatic perspective and underlied the scope of EAP as being beyond “academic linguistic skills” but “understanding and questioning how language works both within and outside educational institutions” (p.263).

However, for the purposes of the current study, EAP is used in its simplest sense of supporting English language learners with the necessary language and study skills on their learning path.

***Study skills and their importance.*** It is argued that learners can develop certain study skills in their L1 and subsequently transfer and apply these to other target languages. However, Robinson (1980) pointed out that students may not have developed study techniques in their L1, and transfer of such skills to other languages does not happen. In agreement with the viewpoint of considering study skills as one of the major components of EAP, this section deals with the identification of major study skills.

First, academic writing is essential for students` success in academia, and it prepares them for academic writing tasks (Gillett, 1996). It includes written activities such as essays, lecture notes, term papers in the course of student life. However, this does not come naturally to the students, but there are writing conventions, namely, the organization of ideas and structure specific to the writing genre which are developed over time. Second, academic reading is also an important skill that helps to develop a critical eye toward texts by using skimming and scanning strategies along with identifying information that is important and unimportant. Some authors (Carrell & Carson, 1997; Huckin & Flower, 1990) indicate that reading happens extensively with a synthesis of multiple sources and intensively with a deliberate search of authorial voice. Third, enhanced listening skills require a great effort to understand the content and recognize the key points and ideas through

signposting language which keeps logical organization of ideas. Common practices include listening to the lectures which is likely to improve the effective paraphrasing and summarizing of ideas (Sharndama, Samaila1 & Tsojon, 2014) . Finally, developing spoken competence is crucial to communicate academic content through discussions that may instigate problem-solving and critical thinking skills. For these purposes, speaking may be enhanced in activities, such as delivering presentations, group projects, and in-class discussions (Johns, 1981; Ferris, 1998).

This all signifies that study skills are inextricably tied to academic language skills for writing, reading, speaking and listening. In this regard, there is a meaningful integration of these four skills in academic language courses (Caplan, 2016, Oxford, 2001). Many scholars (Ostler, 1980; Johns. 1981; Christison & Krahne, 1986) conducted surveys regarding the study skills which are frequent and necessary for academic success. Interestingly, the findings of these studies were quite similar in their identification of the frequency and importance of skills. According to the results of these studies, listening comprehension was perceived as the most needed skill in academic settings. Students placed reading skills in the second place because they had to read textbooks, research papers and academic journals on a regular basis. Writing ability including note-taking, writing research papers ranked third in all three surveys, while speaking skills were listed last in order of difficulty. Therefore, Christison & Krahne (1986) came to the conclusion that the receptive skills “of listening and reading may have greater importance than are usually attached to them” (p.76).

Similarly, Zughoul and Hussein (1985) identified that both teachers and students admitted that listening is the most necessary skill at the university level. However, as for the other perceived language needs in English, students and teachers' opinions were divided into two strands. For students, the sequence of speaking, reading and writing was preferable. For faculty members, a reading-writing-speaking order was appropriate. This shows that students tend to focus on receptive skills to a greater extent compared to productive skills. These data should be taken cautiously

because academic literacy trends might be time-dependent, and the perceived importance of academic language skills for students and academic staff may change over time in its importance for students and faculty.

### **Academic Biliteracy Across Contexts**

To understand the use of two languages for academic purposes, the concepts of biliteracy as connected to academic biliteracy is crucial for this study. Higher education has become more diverse and internationalized. One of the implications of this is the rise of academic biliteracy in a multilingual language environment. With a focus on the EMI setting, students may develop academic literacy not only in English but also in other languages in their repertoires. The concept of academic biliteracy entails a learner ability to use two languages for academic purposes. Several authors have attempted to illuminate academic biliteracy on how L1 speakers feel they have greater academic literacy in L2 (Costley, 2017; Ifann & Hodges, 2017), and how French-speaking students cope with both English and French at an EMI university (Gentil, 2005). Due to scant research in this field, each context ought to be discussed at length.

Initially, a model of biliteracy was proposed by Hornberger (1990, 2000, 2004). Biliteracy was defined as ‘any and all instances in which communication occurs in two (or more) languages in or around writing’ (Hornberger, 1990, p. 213). Specifically, biliteracy was placed in continua which involves not only linguistic codes, but different dimensions of communication intersecting the relationship between the first language and second language, reception and production, and oral and written language skills. The continua of biliteracy is a fundamental framework for the development of literacy in more than one language and thus challenges the monolingual habitus. It has been an impetus to the further discussion in literacy practices.

Within the Welsh higher education context, Costley, Ifann & Hodges (2017) conducted a case study by developing the individual modules for music and sociology students in English and Welsh. Even though students considered Welsh as their home language and received Welsh-medium

secondary education, they recognized the effectiveness of biliteracy in higher education. However, they were concerned that only few Welsh-medium resources and learning materials are available for students compared to those for EMI.

In the case of Chinese scholars, Wang (2017) revealed that formal instruction in Chinese academic writing does not exist. Therefore, most were confident about using English for academic purposes i.e. writing essays, and research articles. Notably, participants argued that they felt a responsibility to build knowledge in Chinese and represent Chinese voices in the academic community. This study addressed the implications of the necessity to offer academic language courses for L1 speakers given the motivation to develop academic literacy in local research communities.

Drawing on the French context, Gentil (2005) presented three individual case studies in which students shared their perceptions and experiences about the development of their academic biliteracy within an EMI setting in the predominantly Francophone province of Quebec in Canada. Referring to their career aspirations, all three cases confirmed the fact of their choosing English at the expense of L1 which is French. In one case a participant shared his thoughts about the use of French in his master's study where "the only piece of academic writing he wrote in French was the abstract of his thesis" (p.444). This bilingual abstract was a requirement, but what is more interesting is that the student felt confident in his English and translated his English version into French. However, there is a difference between the social and natural sciences. As has been revealed, social sciences may provide a space for local languages to thrive in an academic setting while it is the opposite for natural sciences due to its English-dominated research community.

A broader perspective has been adopted through the prism of developing academic literacy in two languages. It is assumed that this phenomenon is generally accepted among bilingual learners. Together, these studies provide important insights into how learners from different contexts manage academic biliteracy and communicate between their L1 and English.

**The Kazakh language and its development as an academic language**

However, the point missed in the related literature is to what extent non-English languages can thrive as academic languages given the special course of their development, and how students view their ability to communicate academically in that language, be it in spoken or written modes. Hence the current research is needed “to monitor effects on the L1 of the rapid expansion of EMI” (Dearden & Macaro, 2016, p.458) which is likely to bring changes to Kazakh language development in higher education.

The targeted language of this study is Kazakh which is a Kipchak variety of Turkic languages. Until the 19th century, it did not have any written form except the Chagatai script in official documents (Johanson, 2006). With the late formation of the written Kazakh language, it has experienced various shifts between Arabic, Latin, Cyrillic and now again is switching to the Latin script. In addition, globalization has certainly left footprints in the linguistic fund of languages incorporating commonly known anglicisms which are replete in education, research and policy (Baidrakhmanov & Doszhan, 2015). For these reasons, it is difficult to estimate how Kazakh is developed in academic settings. However, the aforesaid internal and external influences have given rise to the functioning of Kazakh for academic purposes in higher education. The study proposes the position that the growing necessity for English in state language policy to have it one of the languages of instruction in academia has impacted the emergence of L1 courses such as Kazakh for professionals, general Kazakh with proficiency levels, and academic Kazakh as well.

Since 2011, teaching professional Kazakh as language subjects with two credits has been mandatory in state standards (№261,) approved by the Ministry of Education and Science of Kazakhstan (MoES, 2011). Accordingly, students must take language courses for developing their proficiency in the Kazakh language needed in professional settings.

In the research site adopted for this study, undergraduate students are required to take two mandatory courses of Kazakh for 6 ECTS credits for each. It is expected that students will enhance

their professional knowledge in the Kazakh language and widen their content knowledge to engage in academic discourse. In recent years, the respective department in the university has developed Kazakh language courses based on the classical classification of academic language (Robinson, 1980; John and Dudley-Evans, 1998) as discussed earlier in this chapter. According to Omarbekova (2018), language courses in Kazakh were distinguished as follows: General Kazakh and Kazakh for Specific Purposes (KSP). KSP is further divided into two branches of Academic Kazakh (or KAP) and Kazakh for Occupational Purposes (KOP). In the present study, both Academic Kazakh (AK) and Kazakh for Academic Purposes (KAP) or academic Kazakh language are used interchangeably with a slight difference. Notably, AK is used to refer to the courses, while KAP is to define the field of study which is the proposed coinage of the study in line with EAP.

In compliance with its objectives, these courses were set to respond to the requirements for Kazakh language learning and strengthen the skills needed to fully operate in academic communication as is based on international standards for language learning. Importantly, Akbuzauova (2019) claimed that the notion of academic language came from the Western world rather than the Soviet one in which writing experiences used to rely on the previous writer's model without any instruction. She also mentioned that Kazakh academic language skills are the same as in English which is known as an academic lingua franca. Thus, the four language skills of reading, writing, speaking and listening are taught to students during Academic Kazakh courses (Akbuzauova, 2019; Zhaksylykova, 2017).

Remarkably, the importance of academic Kazakh language development has been echoed in the Kazakhstani media platform where linguists and journalists have raised timely questions with respect to the past-to-present situation of the Kazakh language. In May of 2019, an article with the title of "Kazakh should be taught at academic level" was published in the reputable and oldest republican newspaper Egemen Kazakhstan. It reported that the professionals in the field of Kazakh and Turkic language studies discussed the ways of incorporating the Kazakh language into the

academic domain and exchanging interuniversity practices and experiences in doing so. In addition, it illuminated the outcome of the public gathering of Kazakh language specialists across local universities which opened up further discussions about making science “talk” in Kazakh, preparing teaching materials on how to write essays in Kazakh. Definitely, these solutions can promote the academic Kazakh language in higher education. However, practical applications have not been found yet in the Kazakh language studies.

In reference to the content in Kazakh, Smagulova (2019), the most prominent scholar in the field of Kazakh language studies, highlighted that everyone can acquire the daily Kazakh language, while mastering literary Kazakh remains complicated due to the lack of modernized Kazakh language content. Moreover, she emphasized that Kazakh-language reading materials usually cover the repetitive topic of tradition and patriotism irrelevant and uninteresting to current readers. By defining reasons for such poor reading materials, Issabayeva (2019) pointed out that even reading materials in school were written without any consideration of unified text structure and proper translation strategies. In other words, the Kazakh language seems to be unresponsive to modern calls of language development which can ultimately lead to its lower status and functionality across many domains and education is no exception.

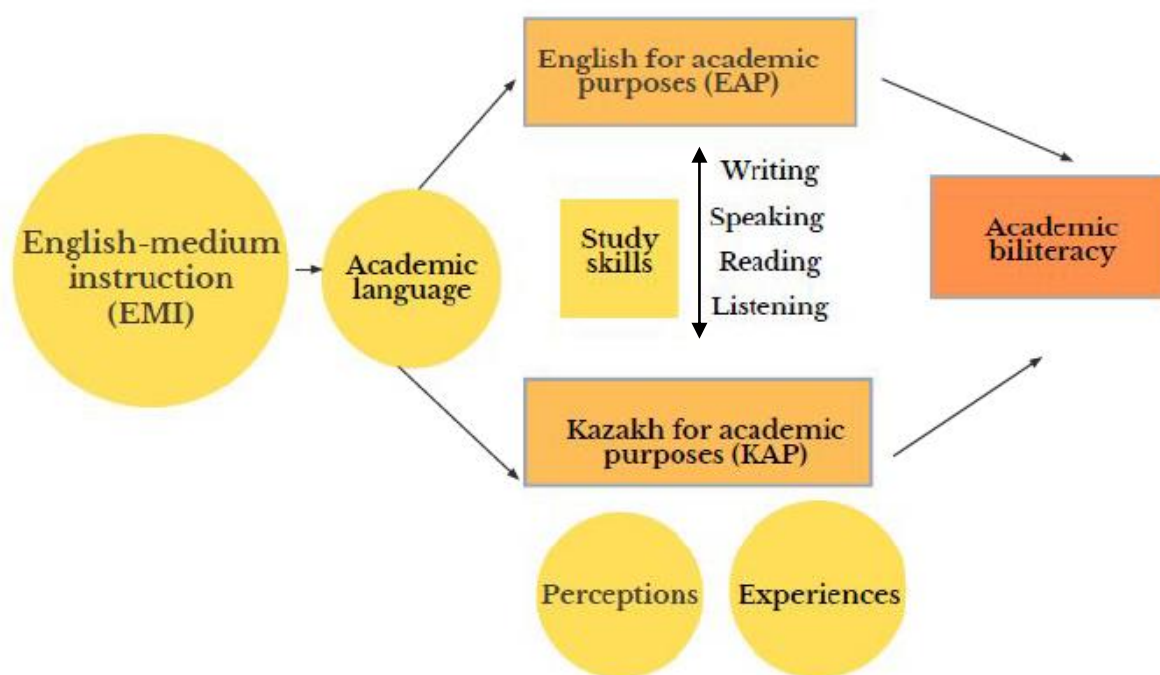
### **Conceptual Framework of the Study**

Elsewhere, the development of academic languages other than English has at the periphery of research, and the case of learning and teaching other academic languages (e.g. Kazakh) by being immersed in a course has not been explored yet, highlighting its uniqueness. Thus, the conceptual framework of this study was developed by the author of this research based on the concepts analyzed in this chapter. Accordingly, the framework includes the major concepts of EMI (Briggs et al., 2018; Dearden, 2014; Margi & Vodopija-Krstanovi, 2017), academic language (Cummins, 1999; Bourdieu & Passeron, 1998; Perez-Gonzalez, 2019), academic biliteracy (Hornberger 1990; Palfreyman & van der Walt, 2017 ), EAP (Robinson, 1980; Johns & Dudley-Evans, 1998), KAP



(Ak buzauova, 2019; Omarbekova, 2017) and is complemented with study skills (Christison & Krahne, 1986; Johns, 1981; Oxford, 2001) related to students' perceptions and experiences in the EMI context. Putting all of these together, the development of academic Kazakh can be demonstrated in relation to its close contact to the model of English as an academic language model in the EMI context. This interconnection between languages in education may result in academic biliteracy and can be explained by presenting the various contexts where it has been practiced so far. Finally, the use of these core concepts can better illustrate the responses to the research questions.

**Figure 1. Visual representation of the conceptual framework**



## Conclusion

The purpose of this chapter was to critically overview and analyze the main concepts, and literature related to the study. The Kazakhstani language-in-education-policy was introduced first, and then the EMI context which centers on the formation of academic skills needed to succeed in the internationalized and globalised world was followed. In the same section, scholars' views EMI as a

threat and gain to national languages were discussed at length and revealed comparatively negative views of EMI in relation to L1 development, prestige and visibility in education. The division between academic and social language has opened a controversial discussion as there are ambiguous boundaries when it comes to language in use. As the contact between Kazakh and English is inevitable in EMI settings, the notion of academic biliteracy was employed from the perspectives of scholars across various contexts. Their works tend to prove that students viewed their bilingualism for academic purposes positively but were concerned that there is no considerable attention to the paid importance of academic language skills in their L1. Importantly, the discussion moved on the process involved in the development of the academic Kazakh language as a course, by taking into account local and international scholarly practices. It also provided a new research stance towards the modernized use of Kazakh in academia which has not been explored under the framework of EMI in Kazakhstan. The chapter concludes with the conceptual framework by the researcher herself by recapitulating the major concepts used for this study. The next chapter presents the methodology of the study.

### **Chapter 3: Methodology**

The aim of the chapter is to demonstrate the methodological design of the present study and justify its validity in relation to research approach, research instrument, research site and sampling, data collection and analysis procedures. The study focuses on exploring students' perceptions and experiences with respect to Kazakh for academic purposes in an EMI university. In order to achieve this aim, three research questions are posed: 1. How do students perceive Kazakh for academic purposes in an EMI university? 2. What are EMI students' experiences in academic Kazakh courses? 3. Does EAP influence Kazakh academic language development? If yes, how?

The first section explores the research approach and design, explaining for what purposes they were used in the framework of the current research. It moves on to explain the data collection instrument as well as reasons of relevance to the present study. Then, the choice of research site and research sample is justified along with the process of how the research participants were selected and recruited, respectively. This chapter continues elaborating on the procedure of data collection, and presenting the process of data analysis and its approach. Eventually, ethical considerations are discussed, followed by the conclusion to the current chapter.

#### **Research approach and design**

In correspondence with the purpose of this study to investigate EMI students' perceptions and experiences of Kazakh for academic purposes, a qualitative research approach was chosen as it analyzes and synthesizes an individual's opinions and actions (Denzin, & Lincoln, 2005; Hogan, Dolan, & Donnelly, 2009). This approach is suitable because the researcher collects data which are "pragmatic, interpretive, and grounded in the lived experiences of people" (Marshall & Rossman, 2006, p.2) Thus, the current qualitative study pursued to investigate perceptions and experiences of research participants who are expected to recall previous experiences (Hogan et al., 2009) regarding the central phenomenon, that is, academic Kazakh language in an EMI context. Despite the prevalence of the quantitative approach in social studies, the current research is oriented toward

“how” questions rather than “how many” questions” (Silverman, 2010, p.11). In other words, the research questions posed within this study reveals what is beyond the numbers and statistics.

An interview-based research design was central to this study given the qualitative nature of the study. The reason for choosing the interview-based research design was twofold: to better investigate the study phenomenon which is less addressed in the existing literature and to learn more from participants to collect rich data (Creswell, 2014). As there are many researchers, there are many interpretations of interviewing as a qualitative data collection tool. In this study, interviews were defined as a social encounter “jointly constructed by the interviewer and the person being interviewed” (Lichtman, 2014; p.5). Thus, interviews reveal data which is generally the co-constructed entity, an outcome of two-sided communication between the interviewer and interviewees involved in the research setting. This clearly shows that interview-based research design can be advantageous in light of clear representation of students` perceptions and experiences through a trusted relationship between the researcher and research participants.

**Data collection instrument.** The study deployed interviews as the main instrument for data collection. As was specified by Dornyei (2007), interviews are an essential and socially appropriate instrument to examine various in-depth topics. In a similar vein, Cohen, Manion and Morrison (2011) also indicated that interviews enable broader discussion of people's interpretations, experiences of a central phenomenon.

The following thing to consider was a choice of interview type depending on appropriate time-frame allocated for a data collection and accessibility of potential research participants. To get information-rich data, the one-on-one semi-structured interviews were used in this study. Through one-on-one interviews, the participants might feel more comfortable to share their ideas and experiences and researchers manage to control emotional aspects of the interview unlike in focus group interviews (Ezzy, 2010). The semi-structured or guided nature of interviews allowed flexibility which supposedly ensured reordering and adjusting of questions when the interviewees

needed more probes and clarifications (Berg, 2009; Frances et al., 2009). Briefly put, one-on-one and semi-structured interviews facilitated the process of collecting information-rich data through a flexible approach towards interview situations between the researcher and research participants. In order to check the validity of the interview questions, the researcher conducted pilot interviews with her fellow students.

### **Research site and sample**

**Research site.** In alignment with the research purpose and questions, the study was conducted in one Kazakhstani EMI university, offering academic Kazakh courses for students in line with academic English. The research site was kept anonymous due to ethical concerns not to generalize the findings and make an unbiased opinion about the academic Kazakh language courses in the university. It was revealed that the university offers a wide range of courses designed to foster the academic Kazakh language necessary not only for study purposes, but also for future workplace. In recent years, the courses were officially introduced to the students as mandatory and credit-based according to the Kazakh language proficiency of students regardless of their ethnicity. For instance, academic Kazakh courses indicate specific levels of proficiency (B2 and above), including Academic writing in Kazakh, Academic speaking in Kazakh and others delivered by the special department for the Kazakh language studies.

**Research sample.** In the current study, participants are identified as research samples. As noted by Patton (1990; 2002), qualitative research purposefully selects the research sample. Participants were eight university students from different levels of study. In order to recruit them, the study intended to apply homogeneous sampling, but it turned out to be a snowball approach due to winter holidays and busy schedule of students. That is, when the initial number of participants is small, they assist the researcher to recruit others who meet the participation criteria (Creswell, 2014; Cohen et al., 2007). As any research choice and decision require rigorous reasoning, the research sample was recruited based on sampling rubric, i.e. criteria delineating characteristics of research

samples (Schensul, 2012). Accordingly, the criterion for participation was to take an academic Kazakh course no more than one year ago, which was important for course reflection during the interview. Students' demographic information such as names in pseudonyms, a former medium of instruction at school, academic background, year of study are provided in Table 1. These supporting facts may be helpful to understand and not to generalize the findings of the study, but making it relatable to the target research sample.

Table 1

*Research Sample Profile*

Pseudonyms	MoI at secondary school Kazakh-medium instruction (KMI) Russian-medium instruction (RMI)	Level of study	Year of study
A	KMI	B.Sc	2
B	RMI	B.Sc	2
C	KMI	M.A.	2
D	KMI	PhD	2
E	RMI	B.A.	3
F	KMI	M.A.	2
G	RMI	PhD	2
H	KMI	M.A.	2

**Data collection procedure**

Having received ethics approval from Nazarbayev University Graduate School of Education (NUGSE) Research Committee, the researcher approached interviewees to participate in an interview on a voluntary basis. To recruit the participants, an online call for participation was posted in the respective university's social networking community of students (see Appendix A). It was available for all university students who subscribed to this group. In relation to the snowball

sampling, only three students, by writing a private message, volunteered first to take part in the study and the other five participants were recruited with their help. After recruitment, the researcher contacted each of them individually via a social messenger with a private message to agree upon the interview time and venue at their convenience. This type of online communication with participants was convenient to save time, and it was also used in other master's theses (Tastanbek, 2019; Agaidarova, 2019). According to the allotted time for data collection, the researcher arranged a fixed schedule in the first decade of December.

Most importantly, before each actual individual interview, the researcher explained the research briefly and distributed an informed consent (see Appendix B) form to the participants. They were able to voluntarily choose the language for filling in the informed consent form alongside the language to conduct the interview itself. In the meantime, care was taken to orally explain the confidential and anonymous nature of the study, after each participant was asked to closely read and sign the informed consent form. The researcher collected each of them with participants' signatures and interview dates.

Before the interview started each participant was asked for permission to be recorded in the interview. On average, the interviews lasted 20-30 minutes with major 11 interview questions (see Appendix C). They were recorded on the smartphone due to easy access and storage of audio-recordings in an organized way. The researcher took notes throughout the interviews to document important points and ideas of the participant. Data collection process ended when the researcher conducted all planned interviews and recorded data both in a tape recorder and field-notes. To recapitulate, this section explained how data collection procedure took place, including stages of the recruitment process and the interviewing process.

### **Data analysis approach**

The six-step data analysis approach (Creswell, 2014) was used in this study. First, the researcher organized the data by retrieving them from an audio device and creating a folder with the

individual files to each participant. The received data was uploaded to Google discs in a folder secured with a password. The researcher also used printed copies for the data analysis process.

Then, the transcription of audio recordings was prepared in text format. The researcher moved on to read “to read the material from beginning to end” (Corbin & Strauss, 2008, p.163). This helped to get a first glimpse of what kind of data you are going to analyze and facilitate the process itself. Once the researcher made herself familiar with the data, the raw data was coded by hand through writing comments in the margins, highlighting the most striking lines and taking notes. Meanwhile, the researcher selected the most information-rich interview excerpts to further the coding process into insightful and longer memos.

Having analyzed the codes, the next step was to extract themes and categories. In order to align with the research questions, the research identified the three general themes (perceptions, experiences, influences) including three to four subthemes, and then consulted her supervisor on how to reduce overlap and unnecessary number of codes. To pull out different opinions together, the researcher integrated all codes and memos creating charts and mind mapping. Afterwards, each category and code was brought together with supporting interview excerpts in a systematic way built on several categories for the study (see Appendix D). To finalize the data analysis process, the researcher employed the strategy of data triangulation (Creswell, 2012; Denzin, 1970) to validate the accuracy of findings with the supervisor and fellow students. The process of corroborating evidence from other individuals helped to avoid misconceptions concerning the credibility of the findings. In addition, the researcher used member checking (Creswell, 2012; Frey, 2018) to make sure that the interpretation of the findings was accurate.

### **Ethical considerations**

In any research, anonymity and confidentiality is the matter of first priority. Thus, the researcher followed the ethical regulations through completing CITI training for better design of the study in an ethical way. On November 13, 2019, the present research was granted ethics approval



with minor changes from the NUGSE Research Committee. After that permission, the researcher started the recruitment process and ensured the participation to be voluntary and in one's own free will.

To keep anonymity, the researcher explained to the participants the ethical safeguards such as actions to protect the anonymity of research participants, confidentiality of data accompanied with possible research risks and benefits. Furthermore, the informed consent forms were developed, since they are significant for participants to be aware of the brief nature of the research, protection of their identity and collected data. Informed consent forms were developed in three languages describing the above mentioned ethical issues in an easy to understand language.

Referring to the APA ethical standards (APA, 2017), privacy and confidentiality of both participants and research site were ensured. The researcher assured participants that all the information will be kept in strict confidence which was also reflected in the informed consent form. Procedural ethics were maintained at all stages, and identifying characteristics such as names, contact details, references to places were kept in confidentiality. To do so, the researcher assigned alphabetic pseudonyms with the medium of previous school instruction (e.g. A\_KMI) to participants in a bid of securing personal information and ensuring that nobody can identify. Both soft and hard copies of documents such as interview protocols, notes and audio-recordings are stored through encryption on the researcher's personal computer, whereas printed copies of these documents are kept in a locked drawer that only the researcher can access. In other words, the researcher is the only person who has access to all research-related documents and data.

As the current study was conducted under the no more than minimal risk research category, the probability of harm is not “greater than those ordinarily encountered in daily life” (Louisville University, 2016, n.d.). In this regard, the interview questions were double-checked for appropriateness and piloted before the actual data collection. In addition, participants were notified

in advance about the option not to answer certain questions if they feel discomfort or withdraw from the interview at any time with no repercussions.

### **Conclusion**

This chapter focused on explaining the general methodology employed by this study. The research was an interview-based qualitative study and used one-one-one semi-structured interviews as a data collection instrument. The study was conducted in an EMI university with a sample of eight students who took academic Kazakh courses. As the result of their participation in interviews, the raw data were analyzed integrating the six-step approach proposed by Creswell's (2014), starting from organizing the data to extracting common patterns for categories and themes. Having obtained ethics approval from NUGSE, the study ensured the voluntary, anonymous and confidential participation as well as the safe storage of received data and dissemination of the findings. The study is ensued by discussing the findings of the study which are presented in the following Findings chapter.

## Chapter 4: Findings

This chapter aims to present the main findings with respect to the research aim and questions. The study seeks to explore students' perceptions and experiences of the academic Kazakh language which is being taught as a separate course in an English medium instruction (EMI) university. It also investigates the possible impacts of students' English for academic purposes (EAP) knowledge and experiences on the development of their Kazakh for academic purposes (KAP) skills. Accordingly, the study poses three guiding research questions to fulfill these aims:

1. How do students perceive Kazakh for academic purposes in an EMI university?
2. What are EMI students' experiences in academic Kazakh courses?
3. Does EAP influence academic Kazakh language development? If yes, how?

Notably, in the current study, the term Academic Kazakh (AK) is used for naming courses, while Kazakh for Academic purposes (KAP) refers to the field of study. Stemming from the interview-based qualitative study, this section presents the findings derived from the analysis of the eight semi-structured interviews. As a result of thematic analysis, three major themes including two to three sub-themes emerged. Firstly, the findings which fall under the theme of students' perceptions of academic Kazakh include: *understanding Kazakh for academic purposes, perceptions on academic Kazakh courses and views towards academic Kazakh course development*. Secondly, the findings on students' experiences of academic Kazakh comprise two sub-themes: *academic skills and types of assignments in AK courses, challenges in AK courses*. Thirdly, findings on students' views regarding the influence of academic English on academic Kazakh answer the third research question with the following sub-themes: *differences and similarities between AK and AE, the influence of AE on AK and differing perspectives of using the academic English model in AK course design*. Finally, a list of the main findings is provided with a brief overview of this chapter.

**RQ1: How do students perceive Kazakh for academic purposes in an EMI university?**

This section provides the findings that respond to the first research question which aims to reveal students' perceptions of Kazakh for academic purposes. To that end, it starts with students' understanding of the KAP and their views of the Academic Kazakh course as a necessity for Kazakh language development. It then moves on to present students' impressions and views on ways to improve the AK course in the long term.

**Understanding Kazakh for Academic Purposes (KAP)**

The findings indicate that students broadly understand the notion of KAP. It is perceived as the absolute high-level language that helps students navigate their academic and scientific activities. In this respect, the majority of the participants viewed it as a language which requires "the highest level of knowing the Kazakh language" ( F\_KMI) enabling students to easily "communicate in the academic field ...at least at the university" ( E\_RMI). To a greater extent, almost all students related KAP to the language of science. This understanding is most vividly expressed in the following quote:

"We can say that [KAP ] is the proficiency level of knowing Kazakh, and it is mostly *used in scientific works in the scientific sphere.*" (G\_RMI)

Interestingly, one of the respondents stated that most Kazakhs speak "a kitchen Kazakh" which is colloquial or everyday Kazakh language mixed with Russian words. Therefore, she understands academic Kazakh as being an authentic variety of Kazakh: "it's like a pure Kazakh when you only use Kazakh words without mixing it with Russian." (C\_KMI)

However, students' perceptions about the main components or skills that constitute KAP were not yet developed fully. All participants struggled to identify skills germane to KAP in the first place: Participants A\_KMI and D\_KMI asked "what do you mean by academic?" and "academic?" ( D\_KMI), and Participant G\_RMI recalled only language skills: "I even can't understand what are academic skills in English, because skills for me are just writing, reading". Importantly, some

participants indicated the universal nature of academic skills by saying that "there is no need to separate like Kazakh vs English language, they [skills] must be in all languages" (H\_KMI). She extended this statement by saying that it is challenging to define borders between academic and non-academic language in relation to speaking, while in writing, there is a clear logic of academic discourse:

"I might be wrong, but when I think about academic language, I think only about the writing part...When we talk, we always, kind of, cannot *define the border between academic and non-academic language*. When you speak, you are circling between them. But when you write it is kind of straightforward, *the use of special terminology, the use of a special style of writing, the structure. All of them are obvious in writing.*" (H\_KMI)

To conclude, students showed a thorough understanding of the KAP referring to its importance in academic and research contexts. It should be noted that all students were able to identify the nature of academic Kazakh, and shared a common understanding of its function as a language of science. An interesting finding involves a reference to KAP from a monolingual viewpoint in which the use of Russian words is excluded. Notably, respondents barely differentiate KAP skills from language skills typical to any other language. It may come as no surprise that the majority of respondents consider writing to be an indispensable part of academic language due to the special features within written discourse.

### **Perceptions on academic Kazakh courses**

The findings indicate that students' perceptions of courses might help to reflect on their general understanding of how the academic Kazakh language is or should be taught. On the whole, students explained their perceptions in light of the following aspects: (1) course necessity; (2) a mismatch between course expectations and actual practices.

Firstly, some students perceive AK as a necessary course to develop the local academic and Kazakh-medium research community. Participant E\_RMI thought that such courses are designed to

promote Kazakhstani academic environment: “university students are expected to be in an academic environment when they graduate, even after graduation, and perhaps this may be *due to the desire to develop the academic environment in Kazakhstan, well, in all languages, including Kazakh*”.

Similarly, other participants at a graduate level of study were assured that the course is necessary for Kazakh language science development as emphasized here: “We [graduate students] are the future of the research community in Kazakhstan. *We are the ones who will be writing in Kazakh, and we are the ones who will promote the Kazakh language*” (D\_KMI). In a similar vein, Participant H\_KMI was determined to publish articles in Kazakh as an outcome of English language education and ultimately to share knowledge which may be unknown and unfamiliar to Kazakh-speaking readers: “If the Kazakh society did not know about it [articles, topics in English], *then my education through the medium of English language is no use*” (H\_KMI). “the course AK is very beneficial and good for us. we can develop the Kazakh language, we can develop Kazakh science and writing works in Kazakh” (F\_KMI)

Finally, the remaining number of the participants tied their course perceptions with the mismatches between their expectations about the course and actual learning practices. For instance, Participant D\_KMI anticipated having similar instruction and knowledge in Academic Kazakh as she did in Academic English. Still, without any exposure to such similar practices, she pointed out that Kazakh academic materials were not well-developed as opposed to those of academic English:

“I already have some kind of expectations, so I expected the same guidance, the same knowledge and maybe *because AK is not that [as AE is] developed*. It was good, but still, there was *a lack of materials written in Kazakh*.” (D\_KMI)

In contrast, another participant found the course to be of good quality, but her concern was that the knowledge and experience of English were required as a benchmark to write assignments in Kazakh:

"... in general, I can say that the quality of the course [Academic Kazakh] was good, but not so good as we expected. *Most of the time we were asked, required to use our experience in the English language and to do what we used to do in English.*" (F\_KMI)

Finally, expectations of Participant E\_ RMI to receive academic language-based instruction turned out to encompass general language content. In this sense, the course content could not be called academic and strayed from its initial course aim:

"Our Academic Kazakh 1 is focused not only on academic language. *A very large part of it was just general language. Sometimes very much deviated from the academic goal.*" (E\_ RMI)

Overall, these students' perceptions of AK are viewed through the prism of their general understanding of the course as fundamental, and course expectations in comparison to its actual practices. Significantly, it is believed that taking the course can promote the academic and research community. Even though there were inconsistencies between students' expectations and actual practices, it is suggested that AK courses should be aligned with the academic expectations and objectives.

### **Views towards Academic Kazakh course development**

An additional and considerable finding is related to students' views towards AK course development, for which the majority of students put forward their perspectives on how academic Kazakh courses can be further developed and advanced. Their views mostly focused on producing more learning resources and publications written in the Kazakh language.

The first and foremost issue pointed out by most participants was a lack of resources for learning such as guiding materials for writing essays and on how to deal with academic language and structure in Kazakh. The most practical result that emerged from the data is that some participants suggested adapting English academic textbooks for academic Kazakh. It was best explained in this quote:

"I guess, the point is *to adapt academic Kazakh properly and first of all to write books like in Rhetorics and Composition*, the books that teach anybody like how to paraphrase, to cite, to search for sources, even *to translate "They say I say "[EAP book]* into the Kazakh language and to offer these books to our students because we didn't have any books regarding essays" (A\_KMI)

Some respondents proposed doing more research and then publishing more research-based articles in the Kazakh language: "I think Kazakh teachers, ... should *do some research within the Kazakh academic community*" (D\_KMI), "the university could *start a Kazakh journal where we can publish papers*" (F\_KMI), "... during this course [AK] we wrote an article, and I think that *all these articles should be used in the future*"(H\_KMI).

In general, almost all participants believe it is important to develop academic Kazakh courses and proposed the ideas of developing more materials that can guide their learning. Besides, students reported that conducting research within the Kazakh-medium research community and publishing students' course/research papers in Kazakh can be considered another option to support the improvement of the academic Kazakh language.

## **RQ 2: What are EMI student experiences in academic Kazakh courses?**

This section demonstrates the findings on students' experiences in their academic Kazakh courses. Accordingly, the findings on students' experiences of academic Kazakh fall under two sub-themes: 1) *academic skills and types of assignments in AK courses* and 2) *challenges in AK courses*.

### **Academic skills and types of assignments**

As discussed above, most participants seemed to make no difference between skills learned and taught in both Kazakh and English courses. From their responses about their experiences of studying AK, the academic skills that they acquire during their studies can be grouped into the



following two categories: transferable and study skills. Course assignments are presented in relation to those set of skills.

***The transferable nature of skills.*** Most participants were referring to the transferable skills of searching resources, drafting ideas, synthesising, writing organization and argumentation. By transferable skills, they meant skills first learned in academic English language and then using them in academic Kazakh. This is clearly articulated in this quote:

*"I had the skills before coming to the course [AK]. And basically I just transferred my skills of searching English papers to the Kazakh context. I used the same strategy"* (G\_RMI).

Likewise, another participant quickly realised what is needed for writing an essay, because of doing the same in another language: "we were required to write an essay, and I knew how it was going to appear. *That knowledge I had before helped me* to get used to what should be done in Kazakh quickly" (Participant E\_RMI). One more important point was that writing in Kazakh may not be different to writing in English. Thus the skills learned in English applied to Kazakh:

*"People may say that writing in Kazakh is not the same as writing in English. But when I was doing assignments in Kazakh, I was guided by the skills I acquired in my English courses"* (Participant H\_KMI).

***Study skills.*** The findings indicate that students practised writing, reading, speaking but not listening during their courses both in and out of the classroom. Almost all participants practiced writing frequently within Academic Kazakh. Since the study skills are trained on the basis of academic tasks, they are presented along with the skills.

As was found, the most practicable skill that students have experience with was writing which includes essays, final papers and book reviews: "I was taught to write academic papers in Kazakh" (A\_KMI), "We were assigned two class essays for three days, and two in-class essays were assigned for 40 minutes" (F\_KMI). Assignments for reading comprised both scientific articles and literary books. In this regard, Participant E\_RMI stated: "We had one *extensive reading, a literary*

*one. And during the course, every week, we were given small articles, maybe online articles, articles from newspapers, some other resources". Reading activities was the most straightforward task for one participant because of the short text: The easiest thing that we did in the class was a text, because the texts were not difficult, and you have one or two pages, and you only need to read it. (B\_RMI), while for another participant, the reading did not contain any interesting content: "there was a lot of stuff to read, like some academic research studies. The language was easy to follow, but the content itself is kind of boring" (A\_KMI).*

Most students practised speaking skills through oral presentations and final spoken exams. From the following quote, it seems that one student found the task useful because she learned about plagiarism and related terms in the Kazakh language:

*"We prepared a presentation on the topic of plagiarism. We searched a lot , but in that time we looked for information in Kazakh because we were looking for plagiarism in Kazakh and we learned a lot of terms in Kazakh. We also learned a lot about the Kazakh language in terms of plagiarism" (F\_KMI)*

Since it is common to combine two or more skills in one activity, one participant described a required task to read, present a book, and to write a review about its content through self-developed research questions: *"we had to choose one literary book and read it. Then we had to make a presentation and write a project on the basis of our research questions" (B\_RMI).* Similarly, reading and speaking skills were used to complete the task related to one of the academic articles chosen by students via digital means: *"The task was an academic article. We were asked to analyse an academic article and then show it on video" (C\_KMI).* As for the listening-based tasks, only one participant mentioned that there was no listening for students hearing each other's speech: *"There was no listening, but we heard each other" (B\_RMI).*

In general, students referred to the transferable nature of skills that were practiced before AK course, and then how these helped them to get adjusted to the academic tasks in Kazakh. The

majority of students usually practised writing skills through essays and academic papers. Reading tasks included both academic articles and literary books, while speaking was practiced through oral presentations. Listening was given no attention as the only medium was students hearing each other. The findings reveal that students integrated the skills by combining two or three of them in one complex assignment.

### **Challenges in Academic Kazakh courses**

In this section, students' experiences are introduced in view of the main challenges they struggled with. According to the findings, students handle challenges in three ways: (1) the translation of the discipline-specific terminology, (2) the requirement to use only Kazakh and (3) the previous unsupportive Kazakh language experiences.

First, the majority of participants considered discipline-specific terminology extremely challenging as their translation from English into Kazakh was time-consuming and not accurate enough. To most participants, translation took much time because they were looking for new terms in dictionaries and glossaries. As they are accustomed to using concepts and terms in English, they struggled to find suitable Kazakh equivalents which led them to provide a word equivalent in English or to avoid or replace such content terms. For instance, Participant D\_KMI stated: "*I provided an English version at the same time*" (D\_KMI). Another participant attempted to avoid or replace such content terms: "*I tried to avoid these kinds of terms, replacing them with ones that could really explain the point to anyone*" (H\_KMI). What is interesting is that one participant provided examples of English words that have no exact equivalents in Kazakh, and therefore the translation between Kazakh and English cause difficulty:

*"We can differentiate [codeswitching] in English, and we can understand it. But in Kazakh we cannot properly explain the difference between them. Because I think there is no proper translation for them. All of these concepts like attitude, belief, perception, everything is translated into one word [in Kazakh]"* ( F\_KMI).

Along with the translation challenges of subject-specific terminology, almost half of the participants found the use of only Kazakh unmanageable because they were not used to write in Kazakh that many academic assignments before: "it was challenging *to write essays in Kazakh, in academic Kazakh*" (C\_KMI), "it was like quite difficult *to use academic language [in Kazakh]*" (D\_KMI). Moreover, to Participant F\_KMI, speaking only Kazakh without any code-switching seemed to cause an inconvenience since it was common for her to use Russian and English words in speech:

*"When you're required to talk only in Kazakh, it's a little bit challenging because in everyday life we code switch when we don't know certain words or certain terms, we can say it in English or Russian. But, in this course, we were required to talk only in Kazakh"* (F\_KMI)

Secondly, three participants described the challenges they face due to unattainable language goals in the curriculum and less practice for self-expression in Kazakh language classes which stemmed from their insufficient school experiences, as related to Kazakh language learning. For RMI students, language goals were unrealistic at school: "*a level of intermediate [level] after school is not realistic*" (E\_RMI) followed by less opportunity for self-expression in the sense of "*creativity and development*" (B\_RMI) in Kazakh language subjects. One KMI student pointed out that they did not practise proper referencing by claiming that: "*anything like a citation there [in school]*" (H\_KMI). These findings show that students' school experiences did not support their learning in academic Kazakh language classes, thus resulting in insufficient Kazakh language experiences. Accordingly, it can be assumed that insufficient school experiences may slow down the process of academic Kazakh language acquisition when they are required to learn Kazakh at a more advanced level at university.

To sum up, the majority of participants achieved the transference of their skills from English to Kazakh for searching new sources and writing practice. All participants described their academic language tasks in terms of writing, reading, speaking and listening. Academic writing was

ubiquitous in terms of writing essays or course papers. Reading tasks were also prevalent while speaking and listening skills seemed less critical, and less focused on in Academic Kazakh courses. It was found that the great majority of students consider the translation of discipline-specific concepts challenging as they cannot translate them accurately because of the absence of suitable Kazakh equivalents to English terminology. In addition, using only the academic variety of Kazakh was found to be difficult since there was no possibility of code-switching between Kazakh, Russian and English. The findings also refer to unsupportive school experiences which are related to unrealistic language standards and fewer opportunities for self-expression for RMI students, while KMI students were not taught to cite when writing academic papers.

### **RQ 3: Does EAP influence the Kazakh academic language development? If yes, how?**

This section presents findings responding to the third research question, which explores the possible influence of students' EAP knowledge and experiences on their academic Kazakh language. The influence of AE on AK is viewed through the following findings: 1) the differences and similarities of these two courses that lead to a better understanding of the influence; 2) the ways EAP influence KAP; 3) students' perspectives on whether or not to use AE as a model for AK course design.

#### **Differences and similarities between KAP and EAP**

The opinions of the participants vary when it comes to the differences that distinguish academic Kazakh and academic English. Data analysis shows that the format and scope of the courses differ significantly. For one participant, EAP courses are more structured as compared to the less structured format of KAP. For example, Participant F\_KMI stated: "And maybe another difference is the format of the course. *In English, maybe, it was structured*". In addition, Participant H\_KMI compared how they learned to use the necessary vocabulary and writing structure in Academic English, but, in Academic Kazakh courses, there was no indication of how to write in a structured way: "For example, in academic English, we studied *sentence structure, knew which*

*words to use, and which words not to use.* But in Academic Kazakh, we use only what we know, what we use [in AE], using the same structure" (H\_KMI).

Concerning the course content, there is an interesting contrast between the two participants. One participant did not like that academic Kazakh is taught on the basis of cultural or traditional topics. In contrast, the other found such topics interesting. Specifically, the former was not supportive of learning AK through tradition-based content or topics:

"That is, I understand that by learning a language, we also learn culture. It is logical. But when *such a huge emphasis is on the study of traditions*, just exactly on proverbs, and you cannot call the whole course "academic". At the exam I was asked to write the omens associated with money, this is what?" (E\_RMI)

As distinct from this view, the other participant found topics interesting and thus preferred learning academic language through topics in Kazakh: "The study of AK goes through some topics. We had the topics "Family, Health, Culture. We were taught to write through topics that are interesting. But AE taught us first to write an introduction, then a main body and a conclusion" (B\_RMI).

One more difference which was stated by Participant H\_KMI is the use of fewer connecting phrases in Kazakh than in English: "For example, *there are words that link "although, moreover" [in English]* or others that link sentences to each other. *I noticed that there are few in Kazakh.* For example, I once used "as well" and then connected again, and I felt like I was using them again and again. *We have fewer connecting words"* (H\_KMI). This finding may point to the less logical organisation between ideas in academic Kazakh than in academic English.

The respondents hold common opinions on the similarities between the two courses. Almost all of them agreed that in both EAP and KAP courses, they were required to use formal language. For instance, Participant F\_KMI claimed "in both courses we were required to use formal language, to be precise and to be accurate". In addition, reading assignments were common in two languages:

"AK is the same as in AE, *you read difficult, complicated articles and to work only on them*"

(C\_KMI) and "basically *most of the time you read texts here and there*" (E\_RMI).

### **Impact of EAP on KAP**

Most participants regard the impact of EAP on KAP as a natural phenomenon, because they acquired academic language first in English. In this regard, most participants acknowledged the view that their knowledge and skills obtained in the course designed to develop their EAP skills helped them navigate the course(s) on AK. The following quotes demonstrate that EAP has a great influence on KAP: "probably *my knowledge of academic English affected [me] a lot when I was taking academic Kazakh*" (D\_KMI), "*Rhetorics and Composition [EAP course] course helped me, like how to write essays properly, like the structure*" (A\_KMI). In addition, Participant A\_KMI noted that the university is in the process of using an academic English-based model in developing AK course design: "they're [the university] trying to integrate the basic knowledge of Rhetorics and Composition into the Kazakh language courses"

From the data, it emerges that English has a huge impact on the writing process when students write in the Kazakh language as was reflected upon in the following quotes: "I do remember *I was using the English way*" (D\_KMI), "I wrote everything *in an academic way of English*, but in the Kazakh language" (H\_KMI), "I *drafted my ideas in English*, then I translated them into Kazakh" (G\_RMI).

As stated by two participants, the reason behind such practices is that academic writing is usually associated with and taught in AE classes: "...because *we got used to writing essays, academic essays in English but not in Kazakh*" (Participant C\_KMI). Similarly, Participant B\_RMI expressed her thought, highlighting that her command of the English language is much better in comparison with Kazakh, while academic Russian still remains undeveloped: "*my Kazakh is not as rich as English is now*. And it turned out, I was taught academic writing in English. *First, it was in English, then in Kazakh and I still can't do it in Russian*" (B\_RMI.)

To conclude, it is obvious that EAP has a substantial impact on KAP, which can be seen in the quotes of all participants. This is mostly due to students' exposure to academic language first in English and then in Kazakh. Since the influence is evident in view of these findings, the following section presents students' perspectives on the use of AE as a model to design AK courses, which reveals compelling findings in terms of the possible course improvements.

### **Different perspectives on using Academic English in Academic Kazakh course design**

The views of students on AE as a model for the design of AK courses highlights the evidence of the imminent impact of AE on AK. Thus, their views reveal the findings related to whether AE courses should be used as the basis for AK courses. The majority of participants tend to support using English as a model to design Kazakh academic language courses which is evident from this quote:

"Therefore, I think it should not be negative — for example, an imitation to English. *There is already one language in which everything is ready. Why not use it [academic English] in Kazakh?*" (H\_KMI).

She continued by claiming that this approach could improve the quality of the AK course: "there are some aspects to be copied, some are successful, so *I think it can be used to improve the quality of the course*" (Participant H\_KMI). In this sense, Participant G\_RMI suggested another option for integrating EAP to develop KAP syllabus: "maybe even *to use the EAP teaching style when building up the syllabus*".

Surprisingly, almost all students reported that American Psychological Association (APA) is predominantly used as a referencing style in AK courses. Notwithstanding, participants' views towards its relevance were divided into the two categories. Firstly, proponents of using APA explained that they find it suitable due to their previous knowledge, but are still uncertain whether it was right: "actually I don't know whether it was cool, and still think that it was *convenient for us to use APA for Kazakh because we already know what APA is*" (C\_KMI), "But ***we were given APA***



*one which is not accepted in Kazakhstan, but still it was a good try. I mean, why not?"* (Participant D\_KMI).

Meanwhile, the contrasting view indicates that the majority of people originating from the Kazakh-Russian context might not be familiar with APA: "Because in our country *for Kazakh and Russian contexts*, APA is something unknown, *they don't know about APA*, and so *I don't think that adapting something in English to Kazakh is appropriate*" (C\_KMI).

To conclude, the students consider AE courses as differing from AK courses in two ways: the former has a more structured format with appropriate academic content, while the latter lacks structure in course format and involves cultural topics. Participants expressed two contradicting standpoints on whether to use the EAP-based model for academic Kazakh courses or not. To some participants, using EAP is advantageous, resulting in the improvement of course quality, while for others, it was seen as an undesirable action due to the linguistic differences between Kazakh and English. Notably, findings indicate that APA as the referencing style could be used in AK by students who are already familiar with it, but it could not work for those who have no prior knowledge of it.

### **List of Main Findings:**

1. Overall, most students understand KAP as a language of science which requires the highest level of proficiency without code-switching, enabling them to communicate effectively in an academic field. The majority of students were positive about KAP through their awareness of its importance, and expressed the belief that such academic practices might strengthen the use and development of the Kazakh language.
2. Most students perceive Academic Kazakh as a necessary course for Kazakh-medium academic and research development, and through such courses, they can contribute to the growth of the Kazakh-language scientific input.

3. In Academic Kazakh, the experiences of all participants show that they practiced study skills including writing, reading and speaking that were either separate or combined in one task. It was found that writing skills were predominantly practiced, while listening skills were given no attention except for listening to what others say.
4. The great majority of participants handled significant challenges in studying AK connected with translation of discipline-specific English terminology in the absence of their equivalents in Kazakh, the requirement to use only Kazakh and poor previous experiences with learning Kazakh language, all of which have led to their limited use of the Kazakh language for academic purposes.
5. Students' understanding of the main differences between the two courses are crucial for discussing the impact of the use of the EAP model in KAP course format and content design. AE is viewed as more structured and sustained with a clear learning focus, while AK lacks consistency with its course objectives, and, as a result, the integration of the EAP-based model into Academic Kazakh languages courses is seen favorable.
6. Almost all students reported that their academic English language knowledge and experiences impact their performance in Academic Kazakh in terms of writing style, structure and organization, all of which signal the transferable nature of skills.

## **Conclusion**

This chapter provided the key findings of this interview-based qualitative study aiming to explore students' perceptions and experiences of academic Kazakh taken as a course in an EMI university. By analyzing the findings responding to the first question, it was revealed that students are aware of the nature of KAP, which is perceived as a necessary language of science for academic and research activity. From the participants' responses, it was clear that all of them were very positive about AK as the driving mechanism for the development of the Kazakh language. However, the findings as for the second research question demonstrated that the students' experiences are reflected in the skills that are practiced alongside course assignments. In addition, the students were

concerned that the content vocabulary was challenging due to the lack of equivalents from English into Kazakh. Finally, students' knowledge and practices gained in AE courses had considerably influenced their academic language development in Kazakh. In most cases, students relate such consequences stemming from their initial familiarity with and exposure to the academic language only in English and secondary school experiences that did not support or encourage the development of academic Kazakh language skills. In the following the Discussion chapter, these findings will be explained concerning the reviewed literature and conceptual framework of this study.

## Chapter 5: Discussion

The previous chapter presented the findings that were revealed in an interview-based qualitative study with eight participants who took Academic Kazakh course(s) in an English medium instruction (EMI) university. This chapter illuminates the discussion of those findings in accordance with the reviewed literature and conceptual framework on this topic. The aim of the study is to explore the perceptions and experiences of students regarding Kazakh for academic purposes taught as a course in an EMI setting. To achieve this goal, these research questions were formulated: (1) How do students perceive Kazakh for academic purposes in an EMI university? (2) What are EMI students' experiences in academic Kazakh courses? (3) Does EAP influence academic Kazakh language development? If yes, how?

The chapter covers three sections answering the research questions based on the list of findings. To start with, the perceptions are discussed through students' understanding of Kazakh for academic purposes and the necessity of Academic Kazakh courses in reference to the current literature. It is followed by students' experiences in relation to the learned skills along with assignments dealt with writing, reading, speaking and listening components. In addition, the significant challenges of balancing conceptual knowledge and translation from English into Kazakh are interpreted. Finally, the impact of students' knowledge and experiences of EAP on the academic Kazakh language are covered through the academic biliteracy practices.

### **RQ1: How do students perceive Kazakh for academic purposes in an EMI university?**

Since the concept of KAP is emerging and state of the art, it is crucial to explore the perceptions of students how they understand it, and what views are crucial for taking courses which aim to develop academic skills in the Kazakh language.

This section presents students' perceptions through their understanding of Kazakh for academic purposes and views about Academic Kazakh course development.

**Finding 1.** Most students' perceptions of KAP are well sustained and their understanding indicates that Kazakh language is treated as a language of science and academic communication. They are supportive of the development of Academic Kazakh course and therefore perceive it as a necessary and important course for raising awareness that Kazakh can be learned and taught in an academic discourse.

As was noted, their understanding of KAP is associated with the scientific domain in which academic Kazakh can contribute to the growth of research capacity in the language. This association of the academic Kazakh language with science corroborates the ideas of Halliday and Martin (1993), who proposed that academic language should be regarded as a "scientific language". In a scientific way, this means that the academic language construct includes a rich specialized vocabulary and discourse structures apt to the certain context area (Bailey, 2007; Lemke, 1990; Perez-Gonzalez, 2019). Hence it can be assumed that the use of academic language is the most defining feature of the research field. Defining KAP as the language of science slightly differs from the classic interpretation of an academic language register which is an acquisition of written and spoken genres for educational purposes. Still, this finding shows a contextual understanding of an academic language specific to the Kazakh language.

Interestingly, students considered the importance of language purity when it comes to the academic variety of Kazakh. The understanding of the "kitchen Kazakh" (C\_KMI) can be interpreted as "everyday language" (Gibbons 2009; Snow & Ucelli, 2009) or BICS (Cummins, 1999) in the literature. This is related to the mixed use of Kazakh-Russian words that illustrates how the Kazakh language functions with the dominance of Russian in the country. Thus, this finding reflects the monolingual perspective which sees academic Kazakh as a "pure" language without Russian code-mixing. It is in line with Yan and Deng (2009) whose study also revealed that switching codes between English and Chinese have often been considered as "polluting" the purity of the Chinese language. Taken collectively, the notion of KAP is situated in the academic and

research contexts that also implies the highest proficiency in that language. This finding also refers to a context-dependent understanding which involves a historical factor. That is, defining KAP as a pure language with no Russian code-switching in speech might signal a way of distancing from the Russian language influence, which needs further clarification and evidence in research.

### **Finding 2.**

This finding covers students' Academic Kazakh course perceptions, namely, perceived as a necessity for developing the academic capacity in the Kazakh language and the Kazakh-medium research community.

These results are consistent with other studies (Aslan, 2018; Palfreyman & Van der Walt, 2017) that suggested that the academic variety of a language strengthens the academic community and promotes the sense of responsibility for constructing knowledge in that particular language. Otherwise, the academic and research activity could decrease when the use and visibility of local languages are given less attention. This concern was mentioned in some scholarly works (Aslan, 2018; Zenkova & Khamitova, 2017) which emphasized the need to be wary about the impact of EMI on local languages that may lose their positions and visibility in academic and scientific discourses. However, Tollefson (2013) argued the idea of using English as a foreign language to increase self-awareness of that community, which is illustrated by the Japanese language policy” to cultivate Japanese with English abilities” (p.1870). Therefore, the presence of English can also make speakers of local languages (e.g. Kazakh) aware of the importance of their local languages, and EMI can “foster awareness of the first language” (Aslan, 2018, p. 609).

In the meantime, the motivations to increase research capacity in Wang (2017) were articulated by Chinese academics who graduated from EMI universities and found it challenging to publish their articles in Chinese, but still were determined to write in Chinese despite high values given to the English-language publications. Yet, it can be assumed that participating students at a graduate level of education in the current study belong to the academic community and their voices

are fine-tuned with senior academics in China. Moreover, in local scientific gatherings, the idea of promoting Kazakh in science is proposed by language specialists who were concerned that Kazakh scientific texts have lost their visibility (Til Qazyna, 2019). Similarly, Toktarov (2018) questioned where to situate the development of the local science, considering only four articles in the Kazakh language that were indexed in Web of Science. He emphasized that, after all, publication language is not so important, and Kazakh journals can be quoted in the scientific community, which will allow them to enter the scientometric databases. However, Kazakh academic papers need to be of good quality and meet high standards in order to get published in indexed journals. The provision of academic Kazakh courses might become a good opportunity for students to equip themselves with academic and research skills in the Kazakh language.

Overall, students perceive the development of Academic Kazakh course positively and their understanding of it is interpreted as the highest level of Kazakh language proficiency excluding Russian words. KAP is also understood as the language of science which might help to accelerate research activity in the Kazakh language. Although students did not explicitly refer to the internal reasons for learning an academic variety of Kazakh, there are underlying inner commitments such as promoting science in the Kazakh language and increasing a sense of responsibility by building knowledge in that language. The main implication is that their motivations describe that Kazakh language can be instrumental in both daily and academic lives going beyond the context of a language subject.

### **RQ2: What are EMI student experiences in academic Kazakh courses?**

In this section, students' experiences and practices in Academic Kazakh courses are discussed in two sections. First, study skills and assignments are described as major experiences, providing a full picture of students' major activities done in the course. It is continued with students' challenges in light of disciplinary-specific knowledge and vocabulary that subsequently affect writing language preferences as well.

**Finding 3.**

The students' experiences are inextricably linked with the study skills and assignments done throughout the course period. It is noteworthy that there is an order of frequency among language skills which were practiced in and out of the classroom. From their reported activities, writing is the most common skill practiced regularly across the curriculum, while reading and speaking were put on the third and fourth places, respectively. Listening comes last because the only possible training was listening to each other during classes. These findings contradict the previous studies (Ostler, 1980; Johns, 1981; Christison & Krahne, 1986) in which students mentioned listening competences as the most needed compared to writing and speaking. However, these rather old studies cannot explain today's dynamic and changing nature of language education. The most relatively recent view is that academic writing is a recognized and valuable language skill compared to other skills in higher education institutions worldwide (Baker & Chen, 2010; Gillett, 1996). Thus, we can interpret that students' hierarchy of language skills is in line with the demands of the education system. Writing goes hand in hand with reading and they are widely believed to form academic literacy skills of reading "deeply", writing clearly and correctly (Palfreyman & van der Walt, 2017). The co-practice of skills can be used for crystallizing understanding of a certain academic content.

Moving on the students' academic Kazakh language experiences, assignments have a purposive application in line with study skills. Evidently, common writing genres such as essays, articles and summaries were often practiced (Hale et al. 1996). As for academic essays specifically, no distinctions revealed among graduate and undergraduate students (Basturkmen, 2015). Apart from listening tasks, reading and speaking assignments often go together with writing assignments. It is in correspondence with Hartley (2007) who pointed out the interrelated nature of writing, reading, speaking and listening skills in the context of New Literacy Studies (Barton, 1996; Gee, 1996). This means that literacy practices are not comparable to those in the past, but they have



become diverse and multimodal with communicative modes, say, critical analysis of an article through video presentation as a task mentioned earlier in the Findings chapter (Participant C\_KMI).

#### **Finding 4.**

Students were first introduced to discipline-specific concepts in English, so they found it challenging to translate certain terminology into Kazakh which is taught as a language subject. Even though they were encouraged to know both meanings of the concepts equally well in both languages, they preferred English as the primary language for getting information and compiling new text sources for writing assignments in academic Kazakh courses. The difficulty with terminology made the students pressed for time and unable to accurately interpret meanings from English into Kazakh. This is reminiscent of the study conducted by van der Walt and Dornbrack (2011) who also found that translation between Afrikaans and English was a ‘trouble’ and a ‘waste of time’ and subsequently “they had to abandon the practice because of time constraints” (p.99). This phenomenon is quite common to L1 speakers who enter EMI university or get English-only education that is discussed by most scholars (Ifan & Hodges, 2017; Costley, 2017, in Palfreyman & van der Walt) in the field of academic biliteracy. It resonates with the Hong Kong context, where students opted for writing in English because they were not familiar with subject knowledge and terms in Chinese (Costley, 2017). In fact, the need for concept literacy (Young et al., 2009) in two languages is salient since students make use of at least two languages for study purposes. This idea was echoed in many studies by L1 students (Ifan & Hodges, 2017; Hurst, Madiba, & Morreira, 2017) who had language barriers in area-specific vocabulary connected with identifying L1 counterparts of the terminology in an EMI settings (Dearden, Macaro & Akıncioğlu, 2016).

In the Kazakhstani context, the project “100 new textbooks in Kazakh” (National Translation Buro, 2017) has attempted to create favorable conditions for students to get an education that meets the demands of time, by translating up-to-date English textbooks into Kazakh across almost all disciplines taught in university. However, Schamiloglu (2019, September) emphasized that it has

resulted in new problems connected to terminology because some concepts cannot literally be translated into Kazakh due to their absence in the language. These problems with content terminology were also addressed in the recent language policy in which policymakers proposed to create a Kazakh language corpora which can advance the academic and scientific content (MoCS, 2019). Thus, concept literacy is absolutely important in order to cater linguistic resources for academic communication in two or more languages.

To sum up, experiences of students regarding how they practiced study skills in Academic Kazakh courses are similar to those in English. Despite the practices in reading and speaking, writing is given a special place since students consider it as the most ubiquitous skill needed for managing course assignments. Along with writing, other skills for reading, speaking assignments were put in one continuum to supplement each other. The challenges with defining content terminology are also stressed as the common obstacle for students in an EMI setting. This finding implies that there is a huge necessity for building concept literacy in both languages since Kazakh is represented as an academic language along with the dominant English in the respective university.

**RQ 3: Does Academic English influence the Kazakh academic language development? If yes, how?**

In this section, the influence of students' academic English knowledge and skills on the development of their academic Kazakh language skills is discussed. For doing so, it was important to know how students distinguish two courses and their features in a comparative way. This comparison facilitates the process of presenting the main influential aspects that EAP brings into students' KAP. The section is organized under two sub-sections: (1) the differences between Academic Kazakh and Academic English; (2) the impact of academic English on Kazakh for academic purposes, and implications for academic biliteracy.

**Finding 5.**

Regardless of the common academic goals, the courses of academic Kazakh and academic English differ significantly. Students were concerned that Academic Kazakh is unstructured and taught without consideration of learning materials and resources, whilst courses designed to develop skills in Academic English are structured, and the resources are available for every stage of learning. This finding is in line with Kazakh language specialist Ernazarova (2019) who raised the question with respect to the underdeveloped methodology for guiding students how to write an essay in Kazakh (as cited in Egemen Qazaqstan, 2019). These problems were also articulated in Akanova's study (2017) where the approach of Kazakh language teaching was perceived "as unsatisfactory by being oriented at memorization and not on actual use" (p.48). Similarly, educators also reported the poor quality of Kazakh language materials which were usually introduced with outdated content for both teachers and students (Issabayeva, 2017; NUGSE, 2014; Matuszkiewicz, 2010; Smagulova, 2019), that may further lead to the discouragement in the process of learning academic Kazakh. This again calls attention to the Kazakh language modernization, which may include an expansion of language resources such as vocabulary enrichment and terminology necessary for the new domains of discourse (Newmeyer, 1998).

In terms of linguistic features between English and Kazakh, the differences are more tangible in academic writing as it was the frequently practiced skill. First of all, language use is more structured and straightforward in English, whilst it is less structured and indirect in Kazakh. In addition, there are less connecting words in Kazakh which implies that logical order may be lost in a written piece. Similar findings about the writing conventions are documented in Wang's study (2017) which compared Chinese and English, by mentioning subtle vs. straightforward and implicit vs. explicit formulation of ideas, respectively. In the Spanish-English context, the same opinions were emphasized by Spanish students who considered English as a lineal language compared to the spiral nature of Spanish (Anderson & Cuesto, 2019). Focusing on the differences between English

and Asian languages, Phan (2009) challenged the idea that “academic English writing is linear, structured and well-articulated in comparison with Asian languages, circular, irrelevant, lacking argument and analytical ability” (p.107, as cited in Wingate, 2015). The point that can be derived from here is that each language has its own linguistic features and focusing only on the academic English norms cannot work for non-Anglophone countries. It is noteworthy to treat each language through the academic prism and this, in turn, may bring more diverse practices across different language families into the field of academic language studies. Such differences in course offerings and language features between academic Kazakh and academic English are imminent, but one important view is that these two languages may co-exist and influence learners’ language practices exposed to the bi-/multilingual context.

#### **Finding 6.**

In view of this study’s research purpose and questions, students’ knowledge of academic English influences the students’ formation and development of academic Kazakh language skills. A few studies (Altmisdort, 2016; Pinto, 2014) have reflected on the effects of L2 on L1 or any interaction between languages learned after L1. However, it has implicit reference to the present study because Kazakh is not L1 for all participants, and it was reported that Russian is a mediator language between English and Kazakh when learning English as a foreign language (Zhumabekova & Mirzoyeva, 2016). Notwithstanding, the findings allow us to reflect upon the intensive and resultant impact of students’ academic English skills and practices on their academic Kazakh language use and development. Remarkably, Akbuzova (2019) stated that the notion of academic language is newly embedded into the Kazakh language from the Western context. In other words, academic language predicts default knowledge of the English language for most people. Thus, it seems reasonable that English as an academic lingua franca (Björkman, 2013; Mauranen & Ranta, 2009) has become a model for students’ acquisition of the academic Kazakh language and study skills.

More precisely, academic writing in Kazakh is mostly based on the English knowledge and experiences of students as they did not have any formal instruction in academic writing in Kazakh, but in English. Students feel more comfortable writing in academic English and less confident in Kazakh language skills because of their first ever exposure to and training in academic English classes. It is known that writing skills may depend on L2 language knowledge and proficiency than L1 writing ability (Johns & Mayes, 1990; Sasaki & Hirose, 1996; cited in Grabe, 2001). Considering the EMI setting, Kecskes & Papp (2000) also suggested that intensive foreign language learning can activate passive L1 knowledge, and use it more consciously. For instance, in Wang's study (2017), students admitted that their thinking operates in English when they write in Chinese, but they also practiced to transfer and apply those skills in Chinese. This idea is paramount since almost all students in the current study provided the same examples about how they draft and organize ideas, structure the paper and even write it fully in English before it became transferred to Kazakh. Focusing on genre knowledge in an EMI university, Goodman, Sparks and Montgomery (2019) found that Russian L1 speakers tend to adjust their academic writing in Russian due to their academic English knowledge in organization and concision of ideas. This can be an example of how learners are susceptible to changes in their academic values towards written genres.

Located in the EMI context, it is impossible to deny the resultant nature of the interaction at least between Kazakh and English. Ideally, it may lead to the academic biliteracy (Lea & Street, 1986; Hornberger, 1990, 2003; van der Walt & Palfreyman, 2017) which refers to the ability to use two languages for academic purposes in order to broaden and advance one's knowledge. From this point of view, it is essential to balance students' knowledge and skills both in Kazakh and in English, using multilingual resources in literacy practices in higher education contexts. Despite the concerns seeing EMI as a predictor of the English hegemony (Skuttnabb-Kangas, 2000), it expands our understanding of how academic literacy can be developed in two (at least) in the higher education landscape across countries such as China (Wang, 2017), Wales (Ifan & Hodges, 2017),

UAE (Baker et al., 2017), Canada (Gentil, 2005). There appears to be a few studies up to now on how students become academically biliterate, the findings present an up-close look at the relationship between students' academic bilingual repertoires which has a complex nature and framework specific to each context, and even an individual.

It can be concluded that English as synonymous to the notion of academic language holds a great power to influence the development of local languages (e.g. Kazakh). Despite the differences between the two academic varieties of both English and Kazakh, students' experiences show a clear amalgamation of their knowledge and skills gained from Academic English to Academic Kazakh. As this study takes a multilingual perspective, there are ample opportunities to embrace academic biliteracy development in Kazakh and English that can be coordinated at the institutional level.

## **Conclusion**

This section discussed the main findings drawn from an interview-based qualitative study based on the conceptual framework and existing literature, covering the notion of academic language, EAP, KAP, study skills and academic biliteracy. It is crucial to deliberately provide a space for the representation of Kazakh as an academic language which consequently can revive it in the present context of multilingual practices in higher education. The need for academic Kazakh stems from the students' personal feelings of responsibility by learning it and their aspirations to contribute to the development of Kazakh-medium science. In line with the previous studies, students practiced the study skills and assignments that are supposedly taught in any academic language classes. However, academic writing was paid closer attention compared to the others. It is explained by its overriding nature in academia, which is often co-practiced with reading and speaking during classes. Irrespective of differences between Academic Kazakh and Academic English in terms of course offerings and linguistic features, the students' prior language knowledge and capabilities influence their Academic Kazakh practices ranging from the incorporation of the English way of logic to engage with academic content in Kazakh to the transfer of the same writing strategies and

style. It is also noteworthy that students' practices open up the possibility for academic biliteracy development in Kazakh and in English. On the basis of such practices in other non-Anglophone countries, maintaining the use of two languages for academic purposes may reposition the commonly held view that English can be treated as a sole academic language. Besides, a well-sustained academic variety of English is likely to provide spaces for students to grow their academic language skills in Kazakh, but with a flexible methodology using linguistic resources at disposal.

## **Chapter 6: Conclusion**

The preceding chapter discussed the major findings in reference to the existing literature and conceptual framework of the study. The goal of this final chapter is to summarize the present study, including the implications for Kazakh language instructors, educational language policy-makers and universities, limitations of the study and directions for further research. The aim of this study was to investigate students' perceptions and experiences of Kazakh for academic purposes courses in an EMI setting. To that end, three research questions guided the study:

1. How do students perceive Kazakh for academic purposes in an EMI university?
2. What are EMI student experiences in academic Kazakh courses?
3. Does Academic English influence the Academic Kazakh language development? If yes, how?

### **Conclusions on Major Findings**

The first conclusion that can be drawn by this study is that Kazakh for academic purposes is necessary for modernization of Kazakh language that can be situated in both academic and research communities. Importantly, this study revealed that students perceive KAP positively and understand it as the scientific language, requiring the highest level of proficiency and no code-switching. One interesting encounter is a feature of KAP as a pure language without using Russian words as opposed to general Kazakh, which is quite unimaginable to remain pure due to constant Kazakh-Russian language contact. Besides, students stressed the importance of the development of KAP as a course and regarded it as necessary in a long-term perspective. Specifically, such courses are essential to develop students' academic language and research skills in Kazakh, and then to contribute to the advancement of Kazakh-medium science through publications in various topics that might be unknown or unexplored in Kazakh yet.

The second conclusion is that, within the EMI context, the students were able to engage with various academic Kazakh language experiences. Students practiced four study skills needed for



writing, reading, speaking and listening, as common to their experiences in Academic English. Writing seems by far the most recurrent skill which encompasses written genres such as essays, articles and other course projects, and reading was developed with assignments to read research articles, and interestingly Kazakh classic literary books. Students honed speaking skills through oral presentations for a variety of topics (e.g., plagiarism). Even though listening was not that much practice, they were exposed to a natural setting where solely Kazakh is used by students. Due to the majority English-medium education, students' great challenge was the use of content-specific terms in Kazakh. Students were accustomed to English-only terminology, however, when they needed to use them in Kazakh, they found it challenging to find a proper equivalent and that resulted in the imminent need to build concept literacy in Kazakh. In addition, it is worth noting that the academic variety of Kazakh itself caused language challenges since most students refer to their ineffective school experiences of Kazakh language classes. Namely, students were not able to reach the desired learning outcomes which are documented in Kazakh language curriculum, for the most part, because of poor Kazakh language teaching methodology and lack of learning materials.

In general, almost all participants reported that their academic English knowledge and skills greatly affected students' academic Kazakh language activity. This phenomenon can be explained in two ways. Importantly, students were first introduced to the notion of academic language in English and acquired a certain level of expertise sufficient to enter the EMI university. Hence it was natural for students to employ their previous academic language knowledge when they took Academic Kazakh with similar objectives and expectations. At the same time, their ineffective school experiences played one of the decisive roles, widespread teaching Kazakh for academic purposes is not practiced yet. Taken together, students have no other choice but to use what academic language skills they had before. To be precise, students refer to the influences in the ways of organizing ideas, structuring essays, finding supporting arguments and even using APA style for citation. Once again, it might signal the transferable nature of skills, depending on the dynamic relations inside students'

language repertoires. From a multilingual perspective, this study also points out that academic biliteracy has implications in this study context considering Kazakh and English taught for academic purposes, and students are expected to build those skills for future aspirations, be it for research or career development.

### **Implications**

This section summarizes both authors and students' viewpoints that make the implications strong and practical for further consideration.

**For course instructors,** the first suggestion is to design Academic Kazakh in accordance with course objectives which cover all possible areas for students' academic language improvement and expectations. Although Academic Kazakh has been introduced in recent years and has not become mainstream beyond EMI setting, students expect authentic learning experiences that can fulfill their study and career aspirations, and introducing them to such potentials in Kazakh might reap benefits in terms of saturation of course objectives, preparing professionals able to function effectively in their field of activity not only through the medium of English but also Kazakh. There comes the second suggestion which is the development of learning materials necessary for learning KAP on the basis of quality content and approach that comprise practical guidelines on how to deal with academic content and manage different writing genres in Kazakh.

**For universities.** Since there is no record of evidence of how Kazakh functions in other non-EMI universities, it is of great importance to explore the experiences of students to handle academic content and study assignments. By doing so, universities might have a full picture of how students use Kazakh for academic purposes and whether it is necessary to establish such courses for them to use Kazakh effectively for academic and research activities. This may help other universities to increase academic integrity and quality of professional development, overcoming prejudiced views that Kazakh is a language of backwardness. To offer academic Kazakh courses massively might

help to the modern embodiment of the fully-fledged language for academic communication that enables rich quality content accessible to everyone to read and contemplate.

**For educational policymakers,** it is noteworthy that policies should be written explicitly by recommending practical ways for solving problems with the Kazakh language which is usually put in the centerpiece in any policy document alongside Russian and English. If one of the objectives is the Kazakh language modernization in education, then the existing practices and voices of linguists should be documented considering the multilingual language policy in education. This study proposes to take into account the academic biliteracy (e.g. Kazakh-Russian, Kazakh-English, Russian-English) or even academic multiliteracy as a possible implication for students' language goals and practices in the educational domains.

### **Limitations**

The present study has limitations in three ways: number of participants, diversity in sample and research instruments. First, it is quite unreasonable to generalize the findings with only eight participants to other uncommon contexts, and due to that academic Kazakh courses are being introduced recently only to some EMI universities. This study reveals only students' perspectives, which also refer to course design and methodology which is central to the perceptions and experiences of course instructors, excluded from this study. Finally, the study employed only one research instrument, i.e. interviews which can be complemented and triangulated by other instruments such as class observation and comparative document analysis of students' written projects between English and Kazakh, or Russian.

### **Looking forward**

Drawing on the major findings and conclusions, this study opens new directions for future research. Primarily, it would be enlightening to compare how students use Kazakh academic language with and without Academic Kazakh courses across different universities to get knowledge of how effective the introduction of such courses is to students. In addition, studies could thoroughly

analyze Kazakh language and literacy development of schoolchildren and students with a larger sample size. This might help to better understand what the expectations and actual practices of Kazakh as a language of school and academia are. One focal point is the use of research methods such as discourse analysis and case studies with different research instruments in order to ensure the validity and generalization of findings. In this regard, this study can be replicated using more diverse research instruments (e.g. observation) and recruiting more participants to the study.

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## Appendices

### Appendix A

#### Interview instrument

Salem!

I'm doing research for my master`s thesis.

- Are you interested in the development of academic **Kazakh language courses**? Have you graduated from a Kazakh medium of instruction (KMI) school?
- Have you taken academic Kazakh course(s) no more than one year ago?

If yes, don`t miss the chance to contribute to the research study for my Master`s thesis concerning the development of academic Kazakh through the lens of students` perspectives and experiences. If you are willing to make such contribution, you will be invited to the interview at the place and time convenient to you. Even though there is no direct benefit for you at a personal level, your participation is highly valued with the contribution to Kazakh academic language development.

If you decide to participate considering all the conditions above , please contact me at

[aida.amirova@nu.edu.kz](mailto:aida.amirova@nu.edu.kz)



## Appendix B

### Informed Consent Form

Students' perceptions and experiences of academic Kazakh in one Kazakhstani EMI university

**DESCRIPTION:** You are invited to participate in a research study aiming to identify perceptions of students of academic Kazakh language based on their experiences in an English medium of instruction (EMI) setting. The study will also attempt to investigate whether or not English for academic purposes (EAP) influence Kazakh academic language development. By consenting to participate in the study, you will be interviewed in one face-to-face interview. The interviews will be audio-recorded only with your approval. On average, interviews will include 10-12 questions in relation to the research aims. All efforts will be made to keep your identity protected. As your participation is confidential, all personal identifiers such as names, places and references to other people will be replaced by pseudonyms. All collected documents such as the consent form, interview transcripts, research-related papers will be kept in password-protected personal computer available only to the researcher. Softcopies will be placed in folders with encryption while hardcopies will be stored in a locked drawer which will be accessible only to the researcher. The audio-recorded data will be stored for the duration of two years after the successful completion of the master's thesis in the given topic.

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

**RISKS AND BENEFITS:** The risks associated with this study are minimal. Your responses regarding the academic Kazakh course within EMI setting will not be disclosed to your home institution, school and instructors. Your emotional well being will be ensured by avoiding sensitive questions and non-disruptive a secure interview place. There are no direct benefits to you except raising awareness of the development of Kazakh academic language skills in tandem with English academic language skills. Broadly, the benefits which may reasonably be expected to result from this study are spreading the need for academic language development in Kazakh among other universities not offering such courses and therefore providing a practical perspective on current situation for policy-makers, educators who are engaged in developing language-in-education policy documents in higher education. Therefore, the research findings will probably contribute to the body of literature on modern Kazakh language studies. Your decision whether or not to participate in this study will not affect your *grades in school*.

**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 (XXXXX)

***Independent Contact:*** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

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

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Page Break

## ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Восприятие и опыт изучения академического казахского языка в университете с английским языком обучения

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании о том, как студенты университета с английским языком обучения воспринимают академический казахский язык и какой опыт они имеют в процессе его изучения. Исследование также направлено на выявление возможного влияния академического английского языка на развитие казахского академического языка. Если Вы согласитесь участвовать в этом исследовании, с Вами будет проведен интервью. Интервью будет записываться в диктофон только с Вашего согласия. В среднем интервью будет включать 10-12 вопросов, связанных с целями исследования. Все усилия будут приложены для защиты Вашей личности. Поскольку ваше участие является конфиденциальным, все личные идентификаторы, такие как имена и места, упомянутые в интервью будут заменены на псевдонимы. Все собранные документы, такие как форма согласия, протокол интервью и другие документы, связанные с исследованием будут храниться в защищенном паролем персональном компьютере, доступном только исследователю. Электронные копии будут помещены в папку с защищенным паролем, а бумажные копии будут храниться в запечатом ящике, который будет доступен только исследователю.

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

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с этим исследованием, **минимальны.** Ваше участие в интервью и ответы относительно академического курса казахского языка не будут раскрыты вашему учебному заведению и преподавателям. Ваше эмоциональное благополучие будет обеспечено путем избегания деликатных вопросов на которые неудобно отвечать. Нет никаких прямых преимуществ для Вас от участия в исследовании, кроме повышения осведомленности о развитии навыков казахского академического языка на основе Вашего опыта.. В целом, выгоды, которые можно разумно ожидать в результате этого исследования, распространяются на необходимость развития академического казахского языка среди других университетов, не предлагающих такие курсы, и, следовательно, обеспечивают практический взгляд на текущую ситуацию для лиц, которые занимаются разработкой языковой политики в высшем образовании. Также Ваше участие принесет пользу в развитие академических курсов казахского языка. Результаты исследования, вероятно, внесут свой вклад в научную литературу современного казахского языка. Ваше решение участвовать или не участвовать в этом исследовании не повлияет на ваши оценки в университете.

**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: (XXXXX)

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

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

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

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

**ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

Ағылшын тілінде оқытатын университеттегі студенттердің академиялық қазақ тілін қабылдауы және тәжірибелері

**СИПАТТАМА:** Сіз ағылшын тілінде оқытатын университеттегі студенттердің академиялық қазақ тілін өздерінің тәжірибесі негізінде қалай қабылдайтынын анықтауға бағытталған зерттеу жұмысына шақырылып отырсыз. Сондай-ақ, зерттеу барысында академиялық ағылшын тілінің академиялық қазақ тілінің дамуына әсер етуі мүмкіндігін анықтауға әрекет жасалады. Зерттеуге қатысуға келісім берсеңіз, сізден көзбе-көз сұхбат алынады. Сұхбат диктофонға тек сіздің рұқсатыңызбен жазылады. Орта есеппен сұхбат зерттеу мақсаттарына байланысты 10-12 сұрақты қамтиды. Сіздің жеке басыңызды қорғау үшін барлық күш-жігер жұмсалмақ. Сіздің қатысуыңыз құпия болғандықтан, интервью кезінде қолданылған жеке идентификаторлар (есімдер және орындар) бүркеншік аттарға ауыстырылады. Келісім формасы, сұхбаттың протоколы және зерттеуге қатысты барлық жиналған құжаттар зерттеуші ғана қолжетімді жеке компьютерде құпия сөзбен қорғалады. Электронды көшірмелер құпия сөзбен қорғалған папкаға орналастырылады, ал қағаз көшірмелер тек зерттеушіге қол жетімді болатын жабық жәшікте сақталады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңызшамамен 30-40 минут уақытыңызды алады.

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУ ДЫҢҚАУ ІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:**

Осы зерттеу жұмысына байланысты қауіптер аз. Ағылшын тілінде оқыту аясында қазақ тілінің академиялық курсына қатысты ақпарат оқу орныңызға, мектепке және оқытушыларға берілмейді. Сіздің жеке күйіңізге зиян келтірмеу үшін эмоционалды сұрақтар болмайды және интервьюға тыныш жер табылады. Осы зерттеу жұмысында академиялық қазақ тіліндегі дағдыларды дамыту туралы хабардарлықты арттырудан басқа, сіз үшін ешқандай тікелей артықшылықтар жоқ. Жалпы алғанда, осы зерттеуден күтілетін нәтиже - осындай курстарды ұсынбайтын басқа университеттер арасында академиялық қазақ тілін дамыту қажеттілігіне таралады, демек, жоғары білім берудегі тіл саясатын әзірлеумен айналысатын адамдар және оқытушылар үшін ағымдағы жағдайға практикалық көзқарасты қамтамасыз етеді. Сондықтан зерттеу нәтижелері қазіргі қазақ тіл білімі бойынша ғылыми әдебиет қорына өз үлесін қосады. Бұл зерттеуге қатысу немесе қатыспау шешіміңіз мектептегі бағалауларыңызға әсер етпейді.

**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.

**БАЙЛАНЫСАҚПАРАТЫ:**

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

**ДЕРБЕСБАЙЛАНЫСАҚПАРАТТАРЫ:** 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****Interview Instruments**

<b>Grand tour Qs</b>	<b>RQ 1</b>	<b>RQ 2</b>	<b>RQ 3</b>
Could you tell me about your major, year of study?	1. How do you understand academic Kazakh in general?	5. What kind of assignments do you do during academic Kazakh courses?	8. Have you taken EAP/academic English during your study?
Why do you choose to study in an EMI university having graduated from KMI school?	2. Were you familiar with academic language skills in Kazakh before your study in an EMI university?	6. What kind of assignments do you find easy/challenging in academic Kazakh classes?	9. Does knowledge and skills gained in academic English influence development of your academic Kazakh? If yes, in what ways?
How long have you taken an academic Kazakh course?	3. What are the academic skills in Kazakh? Could you identify them?	7. Let's talk about a process of doing one written or oral task in Kazakh that you accomplished: 7.1 Did you know what was expected to accomplish (guidelines, rubric, samples)? 7.2 How do you get prepared for the task (generating ideas, appropriate language, finding resources)? 7.3 Can you reflect on your overall experience from today's perspective?	10. Could you identify any differences between studying Kazakh and English for academic purposes? If yes, what are they?
	4. Do you believe that your academic language skills in Kazakh improved since your study at university? If yes, why?		11. Could you identify any commonalities between studying Kazakh and English for academic purposes? If yes, what are they?
<b>Follow-up</b> 11. Is there anything else related to your study of academic Kazakh that we have not talked about?			

## Appendix D

### Interview transcript

**Interviewer:** Let`s talk about your general understanding and perceptions. How do you define Kazakh for academic purposes in general?

**Interviewee:** In my opinion, AK is the highest level of knowing Kazakh language. We can say that the proficiency level of knowing Kazakh and it is mostly used in scientific works in scientific sphere. Maybe writing books, journals and thesis.

**Interviewer:** Were you familiar with AK skills before?

**Interviewee:** Yes, when we were studying at school, I was conducting a kind of investigation on Kazakh language and we were writing scientific work then we always had to use AK language.

**Interviewer:** Could you identify academic skills in Kazakh?

**Interviewer:** (long thinking) academic skills, I even can`t understand what is academic skills in English. because skills for me are just writing, reading, these kind of skills or academic skills maybe an ability to write thesis works , ability to write scientific words, books, something like that.

**Interviewer:** Do you mean they are universal?

**Interviewer:** Yes, I think so

**Interviewer:** Why do you think academic Kazakh courses are taught in EMI university?

**Interviewee:** I think experiences from languages can be used in different spheres. I mean that everything that we learn in English doesn`t mean that we have to use in English. So the courses we take in English, skills we gain , everything can be interpreted into Kazakh. and I think that we take AK is very beneficial and good for us. We can develop Kazakh language, we can develop Kazakh science and writing works in Kazakh like we`re gaining skills in English but we can do everything in Kazakh language. That`s why it is necessary to know how to write in academic way.

**Interviewer:** How do you think have your academic skills in Kazakh improved since your study and after taking this course?

**Interviewee:** I think every course gives you even like 10% or 20% of development to improvement. And of course I can say that I have improved some spheres of Kazakh, of academic Kazakh language and I wouldn`t say spheres some points maybe how to write certain kind of writings, essays we`ve known, we got familiar with the template in Kazakh language. We were comparing Kazakh language structure with English structure. That`s why I had to say I`ve improved.

**Interviewer:** We are moving to the second part, it`s about your experiences. Could you name some kind of assignment that you usually did in AK course?



**Interviewee:** So, we've done a literature review in Kazakh. We've done like kind of thesis work, but it wasn't actually thesis work, it was writing an article. And I have also improved my speaking skills in Kazakh. We were doing lots of speaking tasks in Kazakh. It helped me a lot.

**Interviewer:** and what kind of assignments do you find easy challenging and easy?

**Interviewee:** when you're required to talk only in Kazakh, it's little bit challenging because in everyday life we code-switch, when we don't know certain words or certain term, we can say it in English or in Russian. But in this course we were required to talk only in Kazakh and easy thing for me was writing compositions and writing essays. Because Kazakh language is associated with writing. I don't know why (*smiles*). But when we are required to write, it's easy for me. But when we required to speak even though I am from Kazakh-speaking family and I mostly speak in Kazakh. in that course I noticed that I code-switch a lot both English and Russian

**Interviewer:** Let's talk about the process of one written or oral task you prefer.

**Interviewee:** Written task was writing article.

**Interviewer:** Did you know what was expected to accomplish? But you mentioned there was no rubric.

**Interviewee:** Yes. But we were trying to copy down the template that we used in English. Like when we were writing articles in English, we used to use the structure of introduction, body, conclusion. And the same structure we used in Kazakh. But we were not sure was it right or wrong.

**Interviewer:** How do you get prepared for the task?

**Interviewee:** Mostly I was searching for information in English, because my topic was connected with English language. Then information was more in English rather than in Kazakh. that's why firstly I drafted my ideas in English then I translated it into Kazakh.

**Interviewer:** Was it difficult to translate?

**Interviewee:** Difficult. Because terms even now I'm writing my thesis work, it's a little bit challenging to translate into Kazakh

**Interviewer:** for instance?

**Interviewee:** For example, the word code-switching itself is really hard to explain in Kazakh to translate it in Kazakh. and the difference between attitude and perception. We can differentiate in English, can understand it. But in Kazakh we cannot explain properly the difference between them. Because I think there is no proper translation for them. All of these concepts like attitude, belief, perception, everything is translated into one word.