

**Parental Involvement in their Young Children's English Language Learning in a Rural
Region of Kazakhstan: A Qualitative Inquiry**

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Abstract

Parental Involvement in their Young Children's English Language Learning in a Rural Region of Kazakhstan: A Qualitative Inquiry

The integrated curriculum is a recent initiative of the Government of Kazakhstan that includes trilingual education. This reform entails students learning school subjects through three mediums of instruction (Kazakh, Russian, and English) in secondary school. Accordingly, these languages are introduced from the first grade to ensure their successful acquisition. This thesis reports on a qualitative inquiry into Kazakhstani parents' attitudes towards the introduction of the English language to their young children in Grade 1. It also examines parental challenges in assisting their children with English language learning (ELL), and the strategies used in this regard. In the present study, rural parents' involvement in their young children's ELL was investigated to familiarize the public and policymakers with the consequences of implementing the integrated curriculum in Kazakhstan. Semi-structured interviews with 15 rural parents were used to collect data. The findings suggest that almost all parents were aware of the importance of ELL by their children in the modern world. Due to the challenges parents faced in helping their children with ELL, some of them supported the view that their children should have been introduced to the English language at least from the second grade. The findings of this study also reveal that the cooperation between formal and informal social actors (i.e. between teachers and parents) needs to be promoted in Kazakhstan because some parents lack knowledge of English and of effective strategies to prevent their children from being demotivated from learning English. Hence, schools need to become platforms for parents to exchange ideas concerning the best procedures for implementing the trilingual policy and enabling students to actively utilize the English learning resources available to them both inside and outside the classroom. Conducting further mixed methods research which includes the perspectives of parents, teachers, and children themselves would enrich the available database.

Қазақстанның ауылдық жеріндегі ата-аналардың жас балаларының ағылшын тілін үйрену үдерісіне қатысуы: Сапалық зерттеу

Аңдатпа

Кіріктірілген бағдарлама үш тілді білім беруге бағытталған, Қазақстан Республикасы Үкіметінің соңғы жылдардағы бастамаларының бірі болып табылады. Аталмыш реформа оқушылардың орта мектепте пәндерді үш тілде оқуын меңзейді (қазақ, орыс және ағылшын тілдері). Сәйкесінше, оқушылардың білімін жетілдіру мақсатында тілдер бірінші сыныптан бастап қолданысқа енеді. Бұл зерттеу жұмысы қазақстандық ата-аналардың өз балаларына бірінші сыныптан бастап ағылшын тілінің оқытылуына қатысты көзқарастарын сапалық тұрғыдан зерттеу нәтижелерін ұсынады. Сол секілді зерттеу жұмысында ата-аналар балаларына ағылшын тілін үйрету (АТУ) мезетінде тап келген қиындықтар мен пайдаланылған стратегиялары туралы баяндалады.

Аталмыш зерттеу жұмысында елдімекендердегі ата-аналардың балаларына ағылшын тілін оқыту әрекетіне қатысуы қарастырылады, сол арқылы қоғамды және заң шығарушы органдарды Қазақстанда кіріктірілген оқыту жүйесін енгізу нәтижелерімен таныстырады. Сәйкес мәліметті жинақтау үшін елдімекендерде тұратын 15 ата-анамен жартылай құрылымдалған сұхбаттар жүргізілді. Зерттеу нәтижелеріне сүйенсек, барлық ата-аналар заманауи талаптарға сәйкес балалардың ағылшын тілін білу қажеттігіне баса назар аударатындығын жеткізді. Ағылшын тілін оқуда кездесетін қиындықтарға сүйене отырып, кей ата-аналар шет тілін мүмкіндігінше екінші сыныптан бастап оқытуға ұсыныс жасады. Сол секілді нәтижелер осы әрекеттің ресми және бейресми қатысушылары (ата-аналар мен мұғалімдер) арасындағы байланысты күшейту қажеттігін көрсетеді, өйткені кей ата-аналар ағылшын тілінде сөйлемейді және балаларының ағылшын тілін үйренуіне қызығушылығын төмендетпеу үшін қажетті стратегиялардан хабарсыз. Сондықтан мектептер ата-аналардың үш тілде оқыту саясатын жүзеге асыруға қатысты идеяларын

бөлісетін, сол секілді оқушылардың мектепте және мектептен тысқары орындарда ағылшын тіліндегі оқу ресурстарын белсенді пайдаланатын ортасына айналуы тиіс. Келесі аралас зерттеу әдісі мұғалімдердің, оқушылар мен ата-аналардың пікірлерін қамтыса, жинақталған мәліметтерге үстеме болып табылар еді.

Аннотация

Участие родителей в процессе изучения английского языка своих малолетних детей в сельской местности Казахстана: Качественное исследование

Интегрированное обучение является одним из недавних инициатив Правительства Республики Казахстан, основанное на трехязычном обучении. Данная реформа предполагает обучение учащихся средних школ посредством использования в качестве языка инструкции трех языков (казахский, русский и английский). Для обеспечения качественного обучения языки изучаются с 1 класса. Данная исследовательская работа представляет результаты опроса казахстанских родителей касательно внедрения преподавания английского языка с 1 класса. В то же время исследовательская работа представляет сложности, с которыми родители столкнулись в процессе поддержки своих детей в изучении английского языка (ИАЯ) и использованные ими стратегии.

В настоящем исследовании, с целью ознакомления представителей общественности и правительства с результатами внедрения интегрированного преподавания и обучения в Казахстане, было исследовано участие родителей, проживающих в сельских местностях, в изучении английского языка их детьми. С целью сбора данных были проведены 15 полуструктурированных интервью с родителями с сельских местностей. Результаты показывают, что почти все родители понимают важность изучения английского языка в современном мире. В связи со сложностями, возникающими при поддержке своих детей, изучающих английский язык, некоторые родители поддержали мнение о внедрении иностранного языка начиная со 2-го класса. Также результаты показывают необходимость усиления связей между формальными и неформальными участниками (между родителями и учителями) данного процесса, так как некоторые родители не владеют английским языком и эффективными стратегиями, чтобы предотвратить потерю мотивации своих детей в изучении английского языка. Как следствие, для успешного внедрения

трёхязычного обучения, школы должны стать площадкой для обмена идеями и лучшими стратегиями между родителями, также школа должна обеспечить доступность ресурсов для обучения учащихся, как в стенах школы, так и вне школы. Проведение дальнейших исследований с использованием смешанного метода исследования, включающего мнения родителей, учителей и самих детей, обогатило бы имеющуюся базу данных.

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Chapter 1: Introduction

This chapter provides background information to the study that involve information about the implementation of the trilingual education that resulted in the integration of the English language along with the Kazakh and Russian languages from the early years of schooling. This chapter also highlights the need of conducting the research that investigates the implications of the trilingual policy implementation on rural parents, with the focus on their attitudes towards the integration of the English language, the challenges they face in assisting their children's English language learning and their strategies in this regard. In addition, this chapter introduces with the research purpose, the research questions guided this study, the significance of this study and presents the outline of the study.

Background Information

Trilingual education is a recent language education policy in Kazakhstan that reflects the aims of the Kazakhstani Government to develop a trilingual nation. In 2011, Nazarbayev, the former president of the Republic of Kazakhstan, set the objective that 100 % of Kazakhstani citizens would speak Kazakh, whereas 85,5% of them would speak Russian and 25,5% would become fluent in English by 2020 (MoC, 2011). Thus, this trilingual policy supports the simultaneous development of the national languages – Kazakh and Russian – and the English language in the educational domain (Kirkpatrick & Liddicoat, 2017), though highlighting the status of the Kazakh language (KL) as a state language (MoES, 2020).

According to the Strategic Plan of the Ministry of Education and Science for 2020-2024, and within the frame of updating the content of education in secondary schools in Kazakhstan, trilingual education is gradually being integrated into the curriculum: the teaching of the History of Kazakhstan through Kazakh-medium of instruction and the World History through Russian-medium of instruction had been piloted during the academic year 2019-2020 in several schools

of Kazakhstan, while science subjects in the high classes (of Grades 10 and 11) are taught through English-medium of instruction with full immersion into this language depending on the preparedness of schools and their students' willingness in the same academic year . Therefore, Kazakhstani school children study English and Russian as school subjects along with KL from the first grade.

The integration of the English language (EL) in the early years of primary school might derive from the aim of the state to increase the competitiveness of Kazakhstani citizens in addition to the economic situation of Kazakhstan through developing their English language skills (MoES, 2015). In this regard, Nazarbayev (2017, April 12) in his article "Course Towards the Future: Modernization of Kazakhstan's Identity" noted that people need to know English along with their native language in the modern world (para. 6). Additionally, he stated that if Kazakhstani people know English, they will feel themselves as being "fish in the water" in the global labor market (Kuramysova, 2015, para. 5).

Regarding the establishment of the educational policy, its success might depend on the main actors' attitudes towards education, their "motivation and skills", and their "reaction to the policy" (Viennet & Pont, 2017, p. 32). Viennet and Pont (2017) claim that the policy can be "effectively integrated" when the main actors at the school level (i.e. headteachers, teachers, and parents) support the educational initiative instead of refusing its implementation (p. 33). However, for a long time, the role of parents in their children's education has been undervalued by many people compared to that of schoolteachers as learning is only believed to be possible in the school context (Benson, 2011). Since many empirical studies (e.g. Ji & Koblinsky, 2009; Hill & Taylor, 2004; Hill & Tyson, 2009; Ma, Shen, Krenn, Hu, & Yuan, 2016; Menheere & Hooge, 2010; Wilder, 2014) revealed that parents can play a focal role in their children's overall academic achievement including in foreign language learning (Curd-Christiansen & Wang, 2018; Gao, 2006, 2012; Kalaycı & Öz, 2018; Lai, Zhu, & Gong, 2015), understanding the

parents' "views, interests and capacities" might play a pivotal role in understanding the implications of education policies (Viennet & Pont, 2017, p. 3).

Gap in the Research

To date, most studies (e.g. Al-Fadley, Al-Holy, & Al-Adwani, 2018; Borup, 2016; He & Lazo, 2015; McDowall & Schaughency, 2017; O'Connor & Geiger, 2009; Rahman & Sarker, 2019) have assessed the involvement of parents in their children's education from the perspectives school teachers, who are the formal actors of the education process. Despite the recent recognition of parents as main actors in developing their children's language and literacy development at home (Emerson, Fear, Fox, & Sanders, 2012; Goodall & Montgomery, 2014), there remains a paucity of research on parental involvement from the parents' perspectives. Several studies (Al-Fadley, Al-Holy, & Al-Adwani, 2018; Schneider & Arnot, 2018; Smith, 2006) have uncovered that some teachers may underestimate the parents' role in their students' education as they only perceive parental involvement as parents' physical presence at school events. Thus, teachers might not see or have not access to the "invisible" part of learning that occurs beyond the school (Benson, 2011, p. 8).

However, the topic of parental involvement in developing the foreign language skills of their children has been insufficiently investigated in the context of Kazakhstan. Like other Asian countries such as China, Taiwan and Uzbekistan, Kazakhstan is establishing the English language-in-education policy from the early years of primary school despite its limited use, or—lack of it, in the community. The research that has been carried out in Kazakhstan on parents' perceptions about trilingual education (Agaidarova, 2019; Ayazabayeva, 2017) and their involvement in their children's education (Kaus, 2018) differs from this research as this research focuses specifically on the involvement of parents in their children's ELL.

In investigating rural stakeholder's language ideologies and practices in one secondary school in a rural area of Kazakhstan, Agaidarova's (2019) study revealed that some parents

neglect the usage of the Russian language at home but pay for their children's private English classes. Similarly, Ayazbayeva's (2017) study found that all parents believe that their children would benefit from knowing the EL, though, their opinions on the Kazakh and Russian languages vary depending on their language ideologies. Ayazbayeva's (2017) study sought to examine urban parents' perceptions and expectations of the trilingual policy through the lens of language ideologies, which guided them to choose the medium-of-instruction (MOI) of schooling for their children of the first grade. The findings of these studies (Agaidarova, 2019; Ayazbayeva, 2017) clearly indicate that Kazakhstani parents are supportive of the integration of the EL in school education.

However, Ayazbayeva's (2017) study revealed that some parents are concerned that the trilingual education policy might affect the future of the KL in a negative way, while anticipating the revitalization and development of it. Thus, Kazakhstani parents seem to hold contradictory opinions on these languages. These varying opinions may affect their attitudes towards integrating the EL in the first grade and their home practices for facilitating their children's ELL. As the EL is not widely employed by Kazakhstani people compared to the Russian and Kazakh languages, the integration of this language in the first grade might lead to challenges on the part of Kazakhstani parents, especially those who live in rural areas. Therefore, this study aims at learning parents' perceptions of the trilingual education policy, their challenges with its implementation and their strategic language learning involvement to mediate their children's acquisition of the English skills in the rural regions of Kazakhstan.

Statement of the Problem

According to some researchers (Besser & Chik, 2014; Fan & Williams, 2010), the extent of parental involvement in their children's English language learning and development largely relies on their educational and socioeconomic backgrounds. To exemplify this point further, some financially comfortable parents may decide to send their children to outstanding private

schools which use English as a medium of instruction for many taught subjects (Besser & Chik, 2014). Thus, some parents might afford such means of English acquisition that include the immersion into an English environment, whereas others might face challenges in providing their children with private tutoring in English.

Moreover, the distinction in academic performance between the students of rural and urban areas of Kazakhstan has led to the question of the implications involved in integrating the EL from the first grade for rural parents across the country. For example, in the country policy profile prepared by the Organization for Economic Co-operation and Development (OECD), Kazakhstani students who lived in rural areas performed 8.98 points lower than students who lived in urban areas in the Unified National Test (UNT) in 2017 (OECD, 2018). Even though the rural students' UNT scores have increased more expeditiously (to 0.97 points) than their urban peers between 2012-2013, the students in urban regions still outperformed the students in rural regions (OECD, 2018, p. 8). Similarly, PISA-2015 results indicate that school and college students in rural regions (at 447 points) had fallen behind the urban school and college students (at 466 points) for more than six months. Nazarbayev University Graduate School of Education (2014) suggests that this division might be the result of a low quality of teaching in the rural regions of Kazakhstan because rural schools are not supplied with adequate facilities and materials.

In this regard, several studies (Chang, Park, Singh, & Sung, 2009; Hill & Tyson, 2009; Schneider & Arnot, 2018; Smith, 2006) have noted that this division in access to resources might be decreased by the communication between home and school and parental involvement in their children's education. While Bakytzhanova's (2018) study revealed that the teachers of Nazarbayev Intellectual Schools (NIS) worked collaboratively with the parents of their students considering them as "partners in trilingual education" (p. 63), the studies conducted in Kazakhstan have not examined home-school collaboration in mainstream schools of the country.

Since Kazakhstani parents might rely only on their own experience of language learning in their involvement in their children's learning, their experience might be insufficient to support their children's ELL and to keep them motivated to learn this language. Thus, parents' practices and strategies employed at home might need correction or modification as well as assistance from school members. Therefore, there is an urgent need to investigate parental practices in assisting their children's ELL and the nature of their communication with teachers as this collaboration might be a prerequisite of the successful implementation of the trilingual policy in the rural regions of Kazakhstan.

Purpose of the Study

Understanding the implications of educational policies might occur through the exploration of the main actors' attitudes towards the education policy, their challenges in dealing with it and their abilities to accomplish its implementation. Therefore, the purpose of this study is to explore the attitudes of rural parents towards the integration of the EL in the first grade along with the Kazakh and Russian languages. In addition, this study aims at learning the challenges faced by rural parents in assisting their children with ELL and the strategies they use in their involvement.

Research Questions

The present study sought answers to the following questions:

1. How do parents perceive the notion of having their children introduced to English at an early stage of their education?
2. What challenges do parents face while involving themselves in their young children's English language learning?
3. What are parents' practices regarding the mediation of their young children's English language learning?

Significance of the Study

The results of the study could contribute to the understanding of the consequences of the implementation of the trilingual policy in the rural regions of Kazakhstan from the parents' perspectives. Few studies (Agaidarova, 2019; Ayazbayeva, 2017), as discussed in previous sections, have attempted to investigate parental perceptions of trilingual education after it has been piloted in several Kazakhstani schools. Since these studies did not focus on parents' roles in their children's education, the findings of the current study might provide new insights on parental challenges and strategies in their involvement in their children's ELL. Consequently, these findings will be useful for educational researchers, teachers, and policymakers because they might provide information on the implications of the establishment of the trilingual education policy on the rural parents of Kazakhstan. Furthermore, this study may emphasize the potential of boosting the cooperation between formal and informal actors (i.e. teachers, policymakers, and parents) in terms of selecting the best procedures that can be undertaken to implement the trilingual policy in Kazakhstan.

Outline of the Study

The overall structure of the current study takes the form of six chapters, which include the introduction, literature review, methodology, findings, discussion, and conclusion. This chapter begins by presenting the background information on the topic, and then moves on to describe the relevance and importance of investigating this topic, and finally presents research questions that guide this study and outline the structure of this study. The second chapter presents a brief overview of the role of the EL in Kazakhstani school education and the role of parents in their children's education. It then goes on to describe parental strategies in helping to develop their children's English skills by analyzing the studies conducted on this topic. Finally, the theoretical framework of this study is introduced. The design, site and participants of the research are described in the third chapter which deals with the methodology. This chapter also

deals with the procedures of data collection, data analysis and ethical issues. The fourth chapter presents the findings of the research, focusing on the three key themes that guided this study. In the fifth chapter the findings of the study are examined through the lens of previous local and international studies, while noting its contribution to the existing literature. The conclusions of the study along with the limitations and implications of this study are respectively drawn and presented in the final chapter.

Chapter 2: Literature Review

In the previous chapter, the context, research problem, research purpose and the research questions of the study were discussed. Additionally, the gap in the research was identified. This chapter focuses on the role of the EL in the educational system of Kazakhstan and the challenges that parents often face in facilitating their children's ELL, together with the strategies they adopt in this regard. Further, the present chapter sheds light on diverse types of parental involvement and provides an explanation of the conceptual framework that guides the current research.

The Role of the English Language in the Educational System in Kazakhstan

The inclusion of the EL in the primary school curriculum has become a general phenomenon among many non-English speaking countries around the world. Kazakhstan belongs to this list of countries because the EL has been integrated in the language-in-education policy of the country despite its having only 1% of the population that is fluent in English as in a second language (Eberhard et al., 2020). Kirkpatrick and Liddicoat (2017) assert that the popularity of English in Central Asia resulted from its instrumental value around the world, its prestige, and its benefits for the economy of their countries. Consequently, many countries around the world instil a form of "privilege" to English as a foreign language by integrating it into their primary school curriculum (p. 7). Moreover, the polities in these countries seem to believe that the learning of the EL should start "as early as possible" (Wong & Benson, 2019, p. 5).

Similarly, the Kazakhstani government presented the gradual shift Kazakh and Russian MOIs to English MOI in high schools and higher education institutions as one of the steps towards increasing the competitiveness of Kazakhstani specialists and to increase the attractiveness of the education sector globally in the 100 Steps of The Nation Plan (Nazarbayev,

2015). However, the Kazakhstani language policy aims at developing the EL along with the Russian and Kazakh languages in the country. For instance, Nursultan Nazarbayev, the former president of Kazakhstan introduced the idea of the trinity of languages in his address “New Kazakhstan in a New World” in 2007, which defined the role of each official language: Kazakh as the national language, Russian as the language of interethnic communication, while English is the international language.

As a result, these languages are being introduced concurrently from the first grade of school education so that school graduates of Kazakhstan become fluent in the Kazakh, Russian and English languages by 2050 (MoES, 2020). Thus, the EL is taught from the first grade in Kazakhstan to prepare students to be taught science subjects (information and communications technology, physics, chemistry and biology) through English-medium of instruction in the higher classes (MoES, 2020). According to the Strategic Plan for 2020-2024, the education process will occur on the basis of the 4 C's model of Content and Language Integrated Learning (MoES, 2020), which involves teaching content subjects in additional language, that is, in English.

Therefore, the EL is taught two hours a week in the first grade, thereby constituting 66 hours a year according to the Standard Educational Program for the English subject for Grades 1-4 of primary school (MoES, 2018). In addition, this document states that the English curriculum is organized to develop students' English skills towards the A1 level with focus on their listening, speaking, and reading skills. Based on the above document, these students are expected to recognize the letters and their order in the English alphabet after finishing the first grade. They are also supposed to understand basic English phrases that are used in the classroom and to be involved in short conversations about themselves in present simple. Furthermore, they are expected to be able to count to 20, to describe objects and people, to ask basic questions with

question words, and to make simple requests in English. (See MoES, 2018, Appendix 5, Chapter 2, Section 7 to learn more about the program for the first graders).

In summary, this section has presented the role of English in the educational system of Kazakhstan and provided the details regarding the introduction of this language in the first grade of primary school. The following sections discuss the Kazakhstani parents' attitudes towards the establishment of trilingual education in the school system, and then the challenges parents encounter with the introduction of English in primary education worldwide.

The Attitudes of the Kazakhstani Parents Towards the New Language-in-Education Policy

Many Kazakhstani parents seem to support the implementation of the trilingual education policy. For instance, Kuchma (2016) reported that the 66 % of Kazakhstani parents who participated in the sociological study, "Public Opinion", conducted by the Research Institute supported the idea of children learning three languages. Surprisingly, 81% of them stressed the salience of their children learning and mastering English. This study was aimed at learning the attitudes of Kazakhstani parents and students on the transition to trilingual education by conducting a phone survey with 1000 parents across the country (53.5% from a city; 46.5% from a village). However, one fourth of the participants of this study expressed a negative attitude towards this reform mentioning the unpreparedness of teachers and teaching programs as drawbacks to its implementation.

Other studies (Agaidarova, 2019; Ayazbayeva, 2017) also found that Kazakhstani parents who supported the new trilingual policy, especially the inclusion of the EL from the first grade were predominant. The study done by Agaidarova (2019) investigated rural stakeholders' perceptions and practices of trilingual education at the school level. She sampled ten participants, three of which were parents, and two of them positively accepted the early introduction of the EL. Regarding Ayazbayeva's (2017) study, she sampled ten parents from urban regions of Kazakhstan to investigate their views on the trilingual policy. The parent participants in their

study believed in the capability of young children's minds to learn three languages. One of the parents in Ayazbayeva's (2017) study was proud that his child would be fluent in three languages as a result of trilingual education. This finding may imply that many parents seem to buy into the idea of the earlier the better in terms of their children's language learning, particularly for English. However, in her study, another participant stated that learning three languages simultaneously from the first grade created a mess in her first-grade child's mind. As her child started to confuse the letters of three languages, she believed that it is "a great burden" for children to learn three languages simultaneously (p. 45).

In summary, this section has discussed the Kazakhstani parents' attitudes towards trilingual education, which also involves the integration of the EL in the first grade along with the Kazakh and Russian languages. Despite the predominance of positive attitudes towards this policy, the literature suggests that some parents in Kazakhstan seem to resist its implementation, especially the simultaneous introduction of three languages in the first grade. Therefore, the next section will discuss the challenges parents might face in assisting their children's ELL.

The Challenges Parents Face in Assisting their Children with English Language Learning

To date, several studies (Curd-Christiansen & Wang, 2018; Gao, 2006; 2012) have investigated parents' role in their children's ELL and their strategies to develop their English skills. However, there is a dearth of knowledge on non-English-speaking parents' challenges in their involvement with developing their children's English skills. Therefore, this section evaluates the parental challenges based on studies by (Hsieh et al., 2018; O'Connor & Geiger, 2019; Rahman & Sarker, 2019) that investigated the teachers' challenges in teaching English to non-English-speaking students.

A lack of support from some parents in their children's ELL has been found to be one of the challenges faced by teachers (Castillo & Gamez, 2013; Hsieh, Ionescu & Ho, 2018;

O'Connor & Geiger, 2019; Rahman & Sarker, 2019). For instance, in interviewing Kenyan primary school teachers, Hsieh et al. (2018) found that one of the challenges faced by these teachers is students' negative attitude towards the EL. These teachers upheld the view that their students are not motivated to learn the EL because of their parents' lack of interest in their children's ELL. Thus, the parents of their students seem to not value the knowledge of English. Similar views were found in the study of Rahman and Sarker (2019) conducted in Bangladesh to investigate teachers' practices to develop their primary school students' writing skills. The teachers in their study reported that the parents of their students do not create a supportive and encouraging environment for their children's learning.

However, other studies (e.g. Castillo & Gamez, 2013; He & Lazo, 2015; O'Connor & Geiger, 2019) found that a limited English proficiency might prevent parents from involving themselves in their children's ELL. In the study of He and Lazo (2015), for example, according to the report of 149 primary school students on their parents' English skills, 22 parents could speak English, while 127 could not. Moreover, Castillo and Gamez (2013) in their study of parental involvement in their children learning English as a second language in Colombia found that some parents face difficulties in assisting their children with homework. The parents in their study admitted that they lacked motivation to assist with this language as it requires considerable time and they do not understand the language, though they recognized the importance of their involvement in their children's education.

Taken together, these studies indicate that non-English-speaking parents may face challenges in assisting with their children's target language acquisition. If some studies show that parents do not participate in their children's ELL, some show that their involvement might be deterred by their limited English proficiency. The next section describes the role of parents in their children's ELL.

The Role Parents Play in Their Children's English Language Learning

Several studies (Castillo & Gamez, 2013; Hsieh, Ionescu & Ho, 2018; Mahmoud, 2018; O'Connor & Geiger, 2019; Rahman & Sarker, 2019) have found that the involvement of parents and their support in their children's ELL might affect their children's motivation to learn the EL and succeed in its acquisition. For instance, Wilder (2014) found that students' academic progress was highly dependent on parental involvement in all levels of schooling. When parents are interested in their children's education and actively participate, these children tend to be more successful at school and in their lives and later secure highly-paid employment than children whose parents did not show any interest in their children's education and schooling.

As Lai et al. (2015) pointed out, parents can act as "gatekeepers" in their involvement in their children's learning beyond the school (p. 296). Investigating the quality of 82 EL learners' out-of-school ELL experiences in China, they found that the "nature" of students' ELL outside the school was predominantly influenced by their parents and teachers (p. 300). Similarly, in interviewing 16 secondary school Chinese children in one elite school, Gao (2012) found that parents used several strategies to help their children succeed in learning English vocabulary. He identified three types of strategies: social support strategies, discursive support strategies and material support strategies.

The social support strategies included the activities that were done in collaboration with teachers. One student's response showed that his mother helped him to memorize the unknown words, highlighted by the schoolteacher to be learnt, by doing dictations with him. Nevertheless, the findings revealed that many parents were 'much more proactive' than collaborative with teachers to meet the needs of their children (p. 587). Regarding discursive support strategies, these included supporting children's learning by oral encouragement, sharing expectations, giving explanations and employing methods to memorize the vocabulary. As Gao (2012) pointed

out, some strategies the students had learnt from their parents helped them in their further life when learning new vocabulary. As for material support strategies, they consisted of a wide range of authentic English materials provided by parents to support their children's learning. Some parents procured English newspapers, magazines, CDs, and recordings, whereas others would reward their children's success in vocabulary learning to keep them motivated.

Another study conducted by Gao (2006) revealed that family members can be positively influential in their involvement in ELL. In his study, he interviewed Chinese undergraduate students with a high competence in the EL on their past experiences of ELL. Gao (2006) found that parents may affect their children's English language learning both directly and indirectly. When parents involved themselves indirectly, that is, motivated, advised or supported their children's language learning, they acted as 'advocates', 'facilitators' and 'collaborators' of language learning for their children (p. 289). Accordingly, when parents involved themselves directly, they showed their ELL strategies or taught them themselves as 'shadow teachers', or as private tutors who are aware of the students' learning skills, or they compelled their children to learn the EL and acted as 'advisors', 'coercers' and 'nurturers' of language learning (Gao, 2006, p. 289).

Likewise, Hajar (2019a) identifies three types of involvement: a) a positive, indirect kind of involvement, which entails verbal stimulation that encourages learners to learn the foreign language or paying for learning materials and tutorship; b) a positive, direct kind of involvement, which refers to taking part in the learning process and/or communicating to develop fluency in English, and c) a neutral to negative kind of involvement which involves actions that hinder their children's learning of English (p. 290). These actions may involve parents' negative attitude towards the language (e.g., the language of colonizer) or actions that do not support any kind of foreign language learning activities. These distinctions of direct, indirect, and negative types of

involvement (Hajar, 2019a) will be explained further drawing examples from other studies that include parental strategies in facilitating their children's EL development.

Direct types of involvement. Many studies (e.g. Curdt-Christiansen & Wang, 2018; Gao 2006, 2012; Hajar, 2019a; Lai et al., 2015) on parental involvement indicate that parents largely show a positive, indirect type of involvement. According to the literature reviewed, many parents who support their children's ELL are found to be those who value the knowledge of the EL as an international language (Curdt-Christiansen & Wang, 2018; Gao, 2006; 2012; Hajar, 2019a; Lai et al., 2015). Having a positive attitude towards their children's EL acquisition, these parents seem to employ a wide array of materials and strategies to enhance their children's English skills (Curdt-Christiansen & Wang, 2018; Gao, 2006; 2012; Hajar, 2019a; Lai et al., 2015). For instance, Gao (2006) identified three types of parents who directly involved themselves in his participants' ELL. The first type of parents acted as language learning advisors who helped their children by sharing their own experiences of learning language or searched for the best methods of ELL on the Internet. The second type of parents acted as language learning coercers by compelling their children to learn English vocabulary. One of the participants admitted that this coercion contributed to her success in English at school. The last type of direct involvement depicted parents as nurturers who acted in accordance with their beliefs about learning languages. For example, one participant reported that her mother shared her hobby of listening to English songs with her. This participant recognized that despite initial difficulties understanding the lyrics of the songs, she could later benefit from this practice by understanding English songs. Another participant's father used English songs as background music so that his child could learn the language by listening to it. This parent believed that the skills in the target language are developed through becoming familiarized with it.

Indirect types of involvement. According to the results revealed from studies (Borup, 2016; Chowa, Ansong, & Osei-Akoto, 2012; Gao, 2006, 2012; Hajar, 2019; Smith, 2006, Wilder, 2014), the indirect involvement of parents can also play a considerable role in their children's success in ELL. Despite the fact that some studies (e.g., Borup, 2016; Wilder, 2014) revealed that parents' direct types of involvement such as tutoring might be effective in their children's learning, other studies show that indirect types of involvement such as sharing parental expectations (Wilder, 2014) and conversations about their children's achievements at school (Chowa et al., 2012) positively affect students' academic achievement. Thus, parents might not need either high proficiency in the foreign language (Castillo & Camelo, 2013) or higher education levels (Epstein, 2009). For instance, parents can motivate their children to learn English by just telling them about its importance (Gao, 2006; Mahmoud, 2018; Smith, 2006) or by setting high goals for their children to achieve (Mahmoud, 2018). In addition, parents' interest, and control on whether their children are completing homework may be sufficient rather than their physical presence while the latter is working (Borup, 2016).

Another notable example of indirect types of involvement entails parents' provision of materials, resources, and the financing to create an encouraging environment for their children's ELL. According to the responses of Gao's (2012) participants, their parents provided them with media resources in English, paid their private English classes and enabled their access to foreign TV channels to develop their skills in English. In the same way, Curdt-Christiansen and Wang (2018) found that Chinese parents in an urban city of China provided their young children with a wide range of materials to make their ELL "enjoyable" (p. 249). The language learning materials these parents employed were not limited to the textbooks, but also involved digital learning materials such as mobile applications, YouTube channels, websites and podcasts following the advice (recommendation) provided at the education centers their children attend.

One of the widely encountered strategies employed by parents worldwide seems to be sending their children to private English classes. For instance, Chen (2013) found that many Taiwanese parents pay a considerable amount of money for these classes. The study investigated the teaching of English in primary schools in Taiwan. Likewise, Kazakhstani parents seem to view private tutoring in English as one of the options for developing their children's English language skills. In Agaidarova's (2019) study, all three parents admitted that they sent their children to English private classes, as noted by one of them it is a "must-have" in learning science subjects through English-medium of instruction (p. 55). Similarly, Kuchma (2016) reported that 34% of the Kazakhstani parents participating in the phone survey were found to have sent their children to private English classes.

Neutral to negative type of involvement. Although many of the studies demonstrated that parents involve themselves positively in their children's ELL, Hajar's (2019a; 2019b) studies revealed that some parents might impede their children's ELL, thus exhibiting a neutral to negative type of involvement. In an analysis of family members' influence on the students' ELL in Gulf Arab countries, Hajar (2019a) found that some of his participants' parents handicapped their children's ELL. For instance, the father of Nadia prohibited watching movies in English due to their showing "women in revealing clothes" (p. 294). As for other participants of Hajar's (2019a) study, their parents preferred their children to learn science subjects than English because the grades for science subjects were higher than for English subjects. Thus, parents' perceptions and their attitudes towards the EL might or might not be effective in their children's ELL. Since some Kazakhstani parents seem to hold nationalistic ideologies regarding language, such as that everyone should speak Kazakh with each other in Kazakhstan (Ayazbayeva, 2017), this study may shed the light on the extent parents' attitude affect their involvement in their children's ELL.

Together, these studies highlight the role of parents in their children's education and academic success. However, some studies (e.g. Borup, 2016; Mahmoud, 2018) revealed that their involvement might also lead to negative consequences to their children's further academic lives. For instance, in a study investigating the involvement of parents in primary school children's ELL in the Kingdom of Saudi Arabia, Mahmoud (2018) reported that some parents hindered their children's ELL by employing strategies such as "grammar translation or spoon-feeding" (p. 108). In this regard, he suggests that the parents' lack of awareness of the methodology of teaching a foreign language results in their "instant help", which does not allow their children to learn by themselves (p. 107).

In the same way, in one qualitative study by Borup (2016), it was found that the teachers recognized the parents' value in supporting their children's learning only in the case where these parents are informed on the strategies and methods of effective teaching. This study investigated the perceptions of the teachers on the involvement of parents in their children's education in one online school. These teachers, especially those who teach such subjects as mathematics and science admitted that they would prefer the parents to tell their children to seek help from the teachers or notify them to explain the topic in case their children have misunderstood it. Otherwise, these teachers held the view that their students may get more confused due the differences in the parents' and teachers' explanations. Thus, the "helicopter" style of parenting (p. 76), which refers to the style where parents attempt to teach everything by themselves, might not be effective as it may cause students' overreliance on their parents or result in their deeper misunderstanding of the topic.

These findings indicate that parents might need training from school members on how to work with children at home and on the types of strategies they can employ to enhance their children's learning. In addition, the communication between teachers and parents might help

them understand their families, thereby leading to their “desire” to assist these families (Smith, 2006). Therefore, drawing on the importance of parents’ communication with schoolteachers, the next subsection discusses the benefits of such communication.

Home-school Communication Benefits. Many scholars (Epstein, 2009; Goodall & Montgomery, 2014; Kraft & Dougherty, 2013; Mahmoud, 2018; McDowall & Schaughency, 2017; Nitecki, 2015; Smith, 2006) highlight the prominence of parent-teacher communication in school students’ education. Thus, parents’ involvement in their children’s education might also occur in the form of home-school communication. According to Epstein (2009), effective parental involvement requires “useful information and guidance” (p. 20). That is, parents might need teachers’ assistance in their involvement. Similarly, Kraft and Dougherty (2013) note that the parent-teacher interaction may raise children’s motivation in learning, improve their academic performance and inform parents about their behaviour at school. Similarly, one teacher in the study of Smith (2006) admitted that the students’ awareness of the existence of communication between their parents and teachers results in a high homework completion rate and hard work at school (p. 53). In an analysis of the correlation between parental involvement and children’s academic performances in early years of primary education, Ma, Shen, Krenn, Hu, and Yuan (2016) concluded that “the behavioral involvement, home supervision, and home-school connection are the keys for strong relationship between learning outcomes and parental involvement” (p. 791).

In summary, this subsection presented the advantages of home-school communication on all parties that involve themselves in the education process at the school level. The following section will discuss the distinctions between the terms of *parental involvement* and *parental engagement*, thus introducing the framework that guides this study and the rationale for it being employed in this study.

Parental Involvement in Their Children's Education

This section elaborates on the terms related to parental participation in their children's education. A considerable amount of literature has been published on parental involvement. These studies describe parents' participation in their children's education with the terms 'parental involvement' and 'parental engagement'. Many scholars (Emerson, Fear, Fox, & Sanders, 2012; Goodall & Vorhaus, 2011) have attempted to draw fine distinctions between 'parental involvement' and 'parental engagement', though some of them (Emerson et al., 2012, Goodall & Montgomery, 2014) have highlighted the relevance of considering both terms as inseparable and connected elements of the whole. In addition, depending on the aims of the studies, some researchers (Antony-Newman, 2019; Epstein, 2009; Jay, Rose & Simmons, 2018; Smith, 2006) prefer to use the general term 'parental involvement' rather than differentiating these terms by activity types. That is, some studies link the terms 'parental involvement' and 'parental engagement' with certain types of activities, others (e.g., Perkins, 2014) use them interchangeably, or identify them as a general term. However, this subsection presents the difference between the activities that each term represents in the scholarly literature to shed light on the framework that guides this research.

As mentioned above, Goodall and Vorhaus (2011) suggest that parental engagement 'with learning' and parental involvement 'with schools' are not the same things. For instance, Goodall and Montgomery (2014) argue that the word engagement implies "a greater commitment, a greater ownership of action" than the word involvement (p. 400). Thus, engagement relates to the actions that have profound effects on children's learning, and which cannot be produced from "simple involvement" (p. 400). This view is supported by Emerson et al. (2012), who claim that parental engagement, which particularly takes place at home, 'brings about positive changes in children's academic attainment', whereas parental involvement in the school environment may impact community and society (p. 8). Thus, parental engagement can

be considered as the actions which take place at home such as homework assistance, reading books, tutoring, verbal encouragement, whilst parental involvement as the actions taken at school such as volunteering for the school, participation in school events, and attending parent-teacher meetings. In this sense, parental engagement is centred on parent-child communication, whereas parental involvement refers to parent-teacher communication.

However, Barton, Drake, Perez, Louis and George (2004) view engagement as “a set of relationships and actions that cut across individuals, circumstances, and events that are produced and bounded by the context in which that engagement takes place” (p. 6). This means that parents’ participation at home may influence school practices, and activities at school may impact home practices respectively. Therefore, parental engagement cannot only look at parents’ actions, or only the behaviours of parents, but also their interaction with other stakeholders (e.g. teachers, other parents, school administrators and community members). In the same vein, Perkins (2014) notes that teachers’ communication with parents that aim to assist each other can improve children’s academic performance and wellbeing. Teachers may help parents in their engagement at home. In addition, they may inform each other on activities they employ to ‘complement each other’ (p. 4).

Similarly, Epstein (2009) believes that partnerships between school, family and community members can be beneficial when they see each other as partners in achieving the one common goal to bring up educated and successful young people at school and later, in general life. Accordingly, Epstein proposes the theory of overlapping spheres of influence, which confirms the role of students and how they can be influenced by school, family and community members to make them succeed at school and in their further lives. She continues by explaining that ‘successful’ students cannot be produced by schools, families and community members, but these partnerships furnished with love, care and encouragement can help students succeed. Thus, she holds the view that “students are the main actors in their education, development, and

success in school” (p. 10). When students receive attention or interest in their learning, they will probably be motivated to ‘work hard’ in school (p. 10). Although Epstein’s framework is widely used and recognized, this framework cannot be applied in this study due to its inclusion of community members.

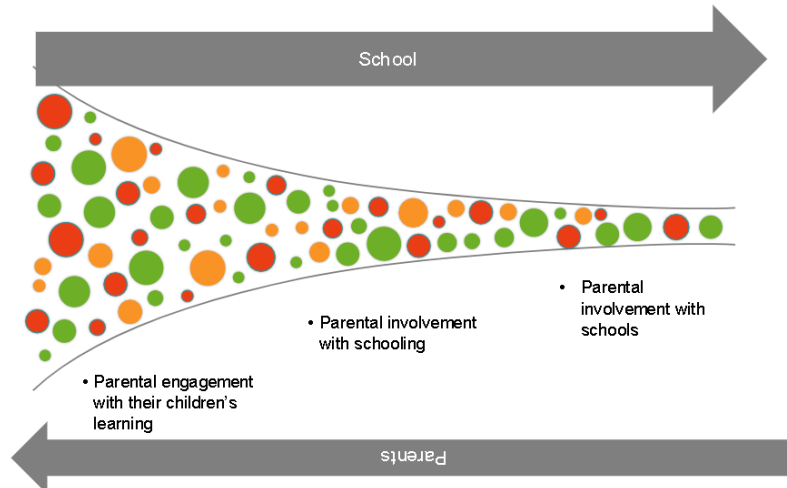
Affirming the importance of community in children’s learning, though, Goodall and Montgomery (2014) contend that parental involvement should be considered from the “triad of child, parent and school” (p. 401). They propose the model of a continuum where parental agency in children’s education moves from parental involvement with schools to parental engagement with children’s learning (see Figure 1). They define the parents’ agency as “the capacity of parents to act (in a beneficial manner) in relation to their children’s learning” (p. 401). Thus, while moving along the continuum, there will be a shift in the agencies of both the teachers and parents, for example, when the teachers’ agency decreases, the parents’ agency increases. They emphasize that parental engagement is parents’ actions, not the schools’, regarding the child’s education and learning that will strive to not be equal but contribute to the ‘equitable’ contribution of agencies (p. 402). This does not mean that schools will gradually loosen their responsibility regarding children’s learning, but rather that parents will be more involved in their children’s learning experiences and move towards collaborating and sharing responsibilities with teachers. Therefore, there will be a shift in the nature of parental involvement – from school-based activities to home-based activities through home-school communication and collaboration. However, Goodall and Montgomery state that the last point of the continuum may occur in any place beyond the school.

Goodall and Montgomery (2014) identify three points in the continuum: 1) Parental involvement with schools. At this point, school controls the interactions, the information that parents receive, and the events that they attend. There is no information exchange between the home and school environment, rather there is a distribution of information by the school; 2)

Parental involvement with schooling. This point involves the interaction between parents and schools in the sharing of knowledge about the students at home. Parents start engaging in their children's learning by assisting in their homework but by strictly following the school's guidance; 3) Parental engagement with their children's learning. At the last point, parents take the leading role in shaping their children's learning.

However, their actions may be formed by the school's recommendations and advice. Parents figure out their children's needs from the knowledge they acquired at the second point, parental involvement with schooling, and act correspondingly. In addition, parents' activities and involvement go beyond school activities, involving parent-child interaction rather than that of home-school communication. Still, these authors advocate that the movement along the continuum should be gradual instead of dramatic.

Figure 1. Continuum: From involvement to engagement. Goodall and Montgomery (2014)



In view of all that has been mentioned so far, one may suppose that parental involvement can take place at home, at school or in the form of home-school communication. In addition, this process can be considered as a dynamic process that can be changed and improved by the parents themselves or members of schools. For example, Emerson et al. (2012) assert that “it is not necessarily meaningful to make a clear distinction between home and school-based engagement, particularly where the two are mutually reinforcing: promoting the engagement in the home

often requires communication between teachers and parents that may take place in the school environment and which then fosters positive changes at home and elsewhere” (p. 26). This claim, in my opinion, agrees with the theory of considering parental engagement and parental involvement as part of the continuum proposed by Goodall and Montgomery (2014). These scholars convey the idea that the terms parental engagement and parental involvement can hardly be separated as they affect each other bilaterally. Therefore, this study will name parental participation at both home and school as parental involvement (for the convenience of the readers, too).

As parents' involvement in their children's English language learning might be the result of integrated curriculum introduction, parental practices may largely intersect with school English teachers' instructions. Therefore, this study will be guided by the framework of Goodall and Montgomery (2014), which covers the parental practices that occur within and beyond the school environment. Thus, this framework is not restricted to school-based activities, but it involves parental practices which are aimed at developing their children's English skills from birth (see the descriptions by Gao (2006, 2012) and Hajar (2019) in the previous section). In addition, as this framework explores teacher-parent-child relationships, it might contribute to an understanding of parents' attitudes towards and challenges emanating from the introduction of the English language in the first grade and recognition of the nature of stakeholders' collaboration at the micro level. Finally, this framework is flexible and user-friendly and can be adapted for the specific areas and needs of researchers. For example, Jay, Rose and Simmons (2018) adapted this framework to explore parental involvement in supporting children's mathematics learning by differentiating parents' practices into the school-centered approach (the first point of the continuum) and parent-centered approach (the third point of the continuum). Similarly, this study adopts this framework to explore parental involvement specifically in their children's English language learning through semi-structured interviews. Thus, this study will

investigate parent-English teacher interaction, parental practices with assisting with their children's English homework completion and in developing their children's English language skills, respectively.

Conclusion

This chapter has focused on the process of implementing trilingual education and discussed challenges faced by parents and teachers in this regard. Then, the parents' role in ELL was identified and some advantages of home-school communication were described. After that, the chapter continued with the description of different types of parental involvement, and finally presented the conceptual framework that guided this research.

Chapter 3: Methodology

The previous chapter focused on a review of the literature relevant to the involvement of parents in their children's education, in terms of English language learning. This study is the first qualitative study that has attempted to uncover the challenges and the practices of parents in their involvement in their children's English language learning from the first grade in the Kazakhstani context. To achieve this aim, the following research questions, initially presented at the end of Chapter 1, have needed to be answered:

1. How do parents perceive the notion of having their children introduced to English at an early stage of their education?
2. What challenges do parents face while involving themselves in their young children's English Language learning?
3. What are parents' practices regarding the mediation of their young children's English language learning?

This chapter sets out the methodological issues related to this study by discussing the following: the research site, participants, data collection and sampling procedures, limitations of the data collection method and ethical issues.

Research Design

A qualitative research design was employed to answer the research questions of the study. A qualitative research design can be accommodated to gain a deeper understanding of a problem and a central phenomenon (Creswell, 2014). Thus, compared to a quantitative research design, qualitative one can enable the researcher to describe and interpret their findings to understand the phenomenon (McCombes, 2019, February 25). Furthermore, similarly to the present study, the studies (e.g. Cleland, 2018; Jay, Rose & Simmons, 2018) that adopted Goodall and Montgomery's (2014) framework of the continuum employed a qualitative research design based on one-on-one (Cleland, 2018) and group (Jay, Rose & Simons, 2018) interviews.

Since “interview questions can ask for experiences, opinions, feelings, knowledge, sensory, or demographic data” (Merriam & Tisdell, 2016, p. 136), this tool was adequate for obtaining the participants’ subjective answers about their attitudes, successes and struggles in helping their children, their home practices in assisting their children’s ELL, and their reflections on school activities. To learn each parent’s experience in their involvement with their children’s ELL, it was decided to choose one-on-one semi-structured interviews as a data collection instrument. In addition, this choice was aimed at understanding the parents’ attitudes towards their children learning three languages simultaneously in the first grade as well as the challenges and struggles they have been facing in their involvement of their children’s ELL. Therefore, an interview protocol with 11 open-ended questions was prepared so that they could answer the research questions of the study. After that, the data was collected from fifteen participants through one-on-one interviews, ten of which were conducted face-to-face, while the other five were conducted by mobile phone (see Table 1). The section below moves on to describe the participants and the criteria used in selecting them.

Sampling procedures. The rural parents of the first-grade students were chosen as the participants of this study for several reasons. First, due to the division in academic performance between urban and rural students as described in Chapter 1, this study was aimed at learning the implications of trilingual education in the rural regions of Kazakhstan with a focus of its implications on rural parents. Next, the population of this study had to be the parents of the first-grade students who started attending the school in September 2019. As the EL is the least employed language in Kazakhstan, having 1,870,900 users as this second language (Eberhard, Simons, & Fennig, 2020), the present study attempted to explore how rural parents are managing with their involvement in their children’s ELL when the EL is introduced concurrently with the Kazakh and Russian languages in the first grade. Finally, to avoid obtaining one-sided, biased results, the parents were not selected according to such characteristics as gender, education and

knowledge of languages. Consequently, this study sampled 15 rural parents from 13 households (families) whose first grade children studied at a state school which followed the trilingual model of education. Even though their children attend the same school, their occupation and knowledge of the EL differed from each other (See Table 1).

As a result, the current study employed the purposeful sampling method. With purposeful sampling, the population and research sites are “intentionally” chosen to acquire valuable data (Creswell, 2014, p.228). Regarding the parents who were involved in the current research, the researcher employed homogenous sampling (Creswell, 2014). Using this sampling strategy enabled the researcher to gain access to the parents of one “subgroup” to explain how the parents in a rural community understand the incorporation of the English subject at an early educational stage, their challenges in assisting their children's ELL and the extent to which these parents either enabled or hindered their young children's English language learning. Despite their being members of one community, as can be seen from Table 1, they were varied in their demographic characteristics and were likely to be different in their educational and financial backgrounds.

Table 1. Participants' characteristics

Participants	Parent	Education	Occupation	English Language Skills
Participant 1*	Mother	**	Maternity leave	School level
Participant 2	Mother	Higher education	Civil servant	University course (2 years)
Participant 3	Mother	Vocational education	Maternity leave	Her specialty at TVE
Participant 4*	Father	Higher education	Private company	Beginner
Participant 5	Mother	Higher education	Family business	School level
Participant 6	Mother	Higher education	Civil servant	University course
Participant 7	Mother	Higher education	Family business	Beginner
Participant 8	Father	Higher education	Private company	None
Participant 9	Father	Higher education	Civil servant	None
Participant 10*	Mother	**	**	**

Participant 11	Mother	Higher education	Civil servant	Beginner
Participant 12*	Mother	Higher education	Civil servant	B1/B2 courses
Participant 13	Father	TVE	Private company	None
Participant 14*	Mother	Graduate studies	Civil servant	B1/B2 courses
Participant 15	Mother	Higher education	Civil servant	Elementary

*parents interviewed through phone

**this information was not reported by the participant

Having discussed the sampling procedures of this study, the next subsection of this study presents the research site this study was conducted in.

Research site. The research was conducted in one school in the Mangystau Region that is located in a rural area. To obtain data on rural parents' general perspectives, experiences and practices in Kazakhstan, the parents of this school were sampled. This school follows the trilingual model of education and introduced the teaching of Kazakh, Russian and English languages simultaneously in the first grade of primary school. The English classes of the first-grade students were divided into two groups consisting of ten to twelve students each. Each group had their own English teacher who assigned different home tasks and employed distinct methods of teaching. However, these first grader groups had the same English textbooks, and were taught through the same English program.

Data collection instruments. In terms of the instrument used to collect the data, semi-structured interviews were employed. Barkhuizen, Benson and Chik (2014) argue that the questions in semi-structured interviews are "usually open-ended to allow participants to elaborate on and researchers to pursue developing themes" (p. 17). Thus, the semi-structured interviews used in the present study allowed the researcher to be flexible in asking questions on the basis of the respondents' answers. In this type of interviewing, an interviewer asks some predetermined questions written in the interview protocol, and some other questions may follow or develop from what the interviewee says. As noted by Merriam and Tisdell (2016), "follow-up

questions or probes are an important part of the process” (p. 136). That is, the researcher could obtain honest and in-depth answers from the participants by asking clarifying questions based on the participants’ responses. In addition, semi-structured interviews allow the researcher to gain truthful information compared to filling questionnaires where participants may feel themselves obligatorily to select one of the options or even may fail to comprehend the questions of the questionnaire and leave some questions unanswered (Debois, 2019). Moreover, the questions in questionnaires might not cover all strategies and practices employed by parents in assisting their children’s ELL, thereby some data might be missed during the data collection process.

As regards the form of one-on-one interviews, they were determined by the participants’ accessibility and their location. Creswell (2014) notes that the form of an interview depends on participants’ free time, work schedule, their access, and the cost of reaching the interview site. Consequently, ten out of fifteen interviews were conducted face-to-face, while the rest were conducted by mobile phone. The difference between employing these two forms was that the face-to-face interviews were conducted in the library and their workplace, while the phone interviews were conducted from a distance through mobile phones. However, in both cases, the conversations were recorded with the phone recording application (the old model of the researcher’s mobile phone allowed her to record the phone conversations).

Before proceeding to describe the data collection process, this subsection presents some information on the interview questions. These consisted of eleven questions, some of which were designed based on the theoretical framework, the continuum of parental involvement to parental engagement proposed by Goodall and Montgomery (2014), guided by this study. The initial two interview questions were related to the participants’ background, while the others sought to answer the research questions of the current study.

Data collection procedures. The data collection process started on the 5th December and ended on the 15th of December after the obtention of the ethics approval. Before starting the sampling procedures, the researcher talked with the vice-principal of the school who as a gatekeeper provided the researcher access to the school's parents to conduct the research. First, the envelopes with informed consent forms and interview protocols were prepared for each student so that their parents could get acquainted with them. Although this process required a lot of paperwork, sending the hardcopy of the questions and other information was deemed necessary as many parents in a rural area might not be able to respond to electronic correspondence, thus decreasing their participation rate in the study. What is more, the envelopes included information about the topic of the research, participants' rights and the risks and significance of the study. Additionally, the parents could learn the types and nature of the questions the interview would deal with as this might give them the confidence to participate in the interview. Then, the vice principal of the school submitted these envelopes to the home-room teachers of the first grade students. After teachers received these envelopes, the children were asked to give them to their parents to answer as to whether they would like to participate or not in the study and to sign the informed consent form. In that consent form, the parents were informed that in the case of their unwillingness to participate, there would be no harm for both them or their children. After receiving the consent forms signed, the researcher invited the parents to participate in the study by phone. A problem that occurred was that most parents thought that answering the questions in the interview protocol would be participating in the actual interview. Therefore, the researcher needed to call most of the parents again to clarify whether they wanted to participate in an hour-long interview that would be held in the district library. After that, the researcher made an appointment with 15 parents who had volunteered based on their preferences of the time and place for conducting their interview. However, because of some parents' unavailability, as they worked in state institutions from 8 a.m. till 6

p.m., and others were housewives busy with household duties during the day, both of whose schedules did not correspond to the library's opening hours, some interviews were conducted with a mobile phone (5 out of 15), as illustrated in Table 1. Subsequently, each parent was interviewed according to the questions in the interview protocol while some questions were made up in the process. The interviews were conducted once and recorded after gaining the permission of the participants. In addition, they had been informed that their answers would be recorded in the consent forms. The interviews were conducted in Kazakh based on the parents' preferences and lasted from 6 to 45 minutes depending on their responses related to their experience in assisting with their children's ELL.

Limitations. While interviewing some male participants (P8, P13) for the study, the researcher recognized that the questions of the interview protocol might not be comprehensible to the parents who do not assist their children with their EL homework. One of the explanations for this might be that the questions of the interviews largely considered parents' direct involvement in assisting their children with EL homework. As the fathers did not always involve themselves with homework assistance due to their working on a rotating basis, the questions might not be relevant to their activities in facilitating their children's English skills. Therefore, the questions of the interview protocol should be reconsidered in future studies. Another explanation might be that the participants undervalued their more indirect types of involvement such as verbal encouragement and telling their children the importance of learning the EL. Consequently, the reported strategies were largely related to more apparent strategies that relate to instilling the English skills of their children by assisting with homework, learning the vocabulary, and procuring materials in English. Despite fathers' (P8, P13) moderate responses on their involvement, their responses were included in the analysis because of their opinions on the integration of the EL in the first grade. In addition, they mentioned some strategies and plans for their children's future that can be considered as effective ones in developing children's

English skills. Furthermore, since the exclusion of their responses might have meant detracting from other male participants' (P4, P9) responses, which included some valuable data, this resulted in the decision to analyze all male participants' responses. The subsection below describes the process of analyzing the collected data.

Data Analysis

In the present study, thematic analysis (TA) was adopted to analyze the data with reference to Braun' and Clarke's (2006, 2013) systematic guideline to conducting TA. This method is mostly applicable in qualitative research designs and can be used for analysing different data types in the field of psychology and in many other fields that use qualitative data (Braun & Clarke, 2006). According to Merton (1975), TA was first named and described as an approach by Gerald Holton in the 1970s (as cited in Braun & Clarke, 2013). Later, despite the debates on whether thematic analysis is a method or an approach, Braun and Clarke (2013) identified its six phases asserting that TA is a method of analysis, thereby contributing to its growing usage among researchers. This method involves eliciting, evaluating, and discussing the themes in the corpus of collected data based on the units of analysis.

One of the advantages of TA is that it is a generic method of analysis that can be conveniently employed by novice researchers and people who are new in designing qualitative studies. As his method involves definite phases, it allowed the researcher to elicit valuable findings from the data and to focus more on the results and findings rather than on the methods of data analysis and their history. Another advantage of this method is its flexibility. Since this method is not fixed to any theoretical frameworks, data types, research problems and population numbers, it can be applied in any qualitative research.

However, this method might have "limited interpretative power" when working with large sets of data and broad data extracts: not all voices of all people can be captured. Therefore,

the usage of the method should be based on the existing theoretical framework. Otherwise, it may fall into a mere description of “participants’ concerns” (Braun & Clarke, 2013, Chapter 8, Table 8.2). Consequently, the collected data were coded to highlight the research questions and the theoretical framework proposed by Goodall and Montgomery (2014). Besides describing and paraphrasing the data, the researcher became better familiarized with the data which helped her to understand the whole ‘story’ and be better able to explain the meaning of the data (Braun & Clarke, 2006).

Another drawback of this method is that as the researcher looks at each pattern within the whole dataset, due to the large size of the dataset they may not notice interrelated and opposite ideas of separate responses. Therefore, each theme was considered and analyzed according to its inclusion into related codes and its relevance to data extracts. Additionally, the interview transcripts of each participant were colored with different colors so that the researcher could differentiate whether the ideas had come from one or different participants. This allowed the researcher to understand whether one participant had contradicting or interrelated responses.

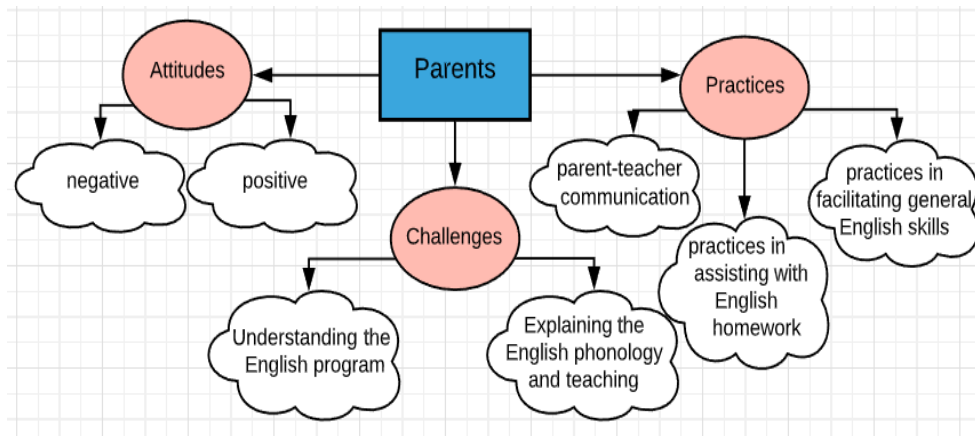
Moreover, TA disallows discussion on the effects of language use, and thus differs from other methods of analysis such as discourse analysis (DA) and content analysis (CA). However, the researcher of the current study employed TA with more of a focus on the ideas presented than the vocabulary used to present those ideas. Therefore, the data was analyzed following the six phases described by Braun and Clarke (2006; 2013). They urge that the phases described by them should not be stepped, skimmed, or changed because this process needs patience and multiple review. Prior to analyzing the interview data, the interview records were transcribed in a Microsoft Word document to transfer them into codable data. Once the interviews were transcribed, the researcher proceeded with the following steps: 1) To get familiarized with what the data corpus consists of, the researcher read each individual transcripts several times and took

some notes while reading them to understand the patterns in the data. 2) The data was coded after determining the units of analysis therein, which were derived from the research questions of this study (the sample of coding the data is illustrated in Appendix X). When coding the units of analysis, it was important to have each chunk meaningfully conveying one idea (Braun & Clarke, 2013). As the interview transcripts were in Kazakh, one of them was coded and translated so that the supervisor could check the codes and their reliability as in Appendix X. 3) Once those codes were approved, they were scrutinized to identify their themes. As noted by Braun and Clarke (2013), if the codes convey one idea and meaning, the themes should have one *central organizing concept*, one meaning, and cover several ideas related to it. Therefore, several codes were united according to the ideas they carried into the representative themes as can be seen in Appendix X. 4) After identifying the themes, they were reviewed and evaluated by the researcher checking the suitability of the codes to the data, and the suitability of the codes to the themes. These suggested themes were then discussed with the supervisor and resulted in presenting the findings as presented in Figure 2 below. 5) At this stage, each theme was given a description of its importance and of what makes it “unique” (Braun & Clarke, 2013, Chapter 11, Section 2, para. 1). 6) After writing the short description of each theme, the researcher wrote a descriptive analysis presenting both the interpretation of the extracts and the extracts themselves. To allow readers to evaluate the extracts by themselves, the researcher attempted to include as many extracts as possible.

After the completion of the six phases described by Braun and Clarke (2013), the researcher checked whether the data analysis process followed the guidelines offered by The British Psychological Society (as cited and shown in Braun & Clarke, 2006) to make the research of good quality. These guidelines consist of 15 criteria for conducting a ‘good thematic analysis’ (Braun & Clarke, 2006, p. 95). In addition, when presenting the extracts in the work the

researcher edited the extracts and deleted repeated words, phrases, and fillers, while saving the meaning of these extracts.

Figure 2. Thematic map of the data analysis (designed with <https://app.lucidchart.com>)



Ethical Considerations

The ethical procedures were followed in the research by considering the following points. First, the participants' "right to freedom and self-determination" was protected and respected by introducing the informed consent forms, and the data collection process started after obtaining permission from them (Cohen, Manion, & Morrison, 2011, p. 77). Moreover, they were repeatedly informed about their rights to "withdraw" from the research at any time (Cohen et al., 2011, p. 78). Additionally, to prevent the participants from feeling that they were forced to participate in the research because of their children's well-being at school, they were informed that their possible unwillingness to participate in the current research study would not have any negative consequences on their children. Notably, the benefits of this study to Kazakhstani parents, young children and to actors in formal educational settings were fully explained to the participants. Nevertheless, parents' familiarity with the informed consent form and interview questions resulted in the procurement of richer data as a "consequence of establishing rapport and trust between researchers and participants" (Crow et al, 2006, p. 76 as cited in Cohen et al., 2011, p. 80). The parents, as the participants of this study, were ardent about participating in the

interview in order to share their experiences and struggles in their children's ELL. One of the possible explanations for this might be that the parents were given the 'full picture' of the kind of research it would be, and they were introduced to and assured about their confidentiality (Cohen et al., 2011). Consequently, the researcher could gain the participants' trust and confidence thanks to having introduced the latter with the interview questions and research details. The reason for this suggestion lies in the personal conversations that took place between the parents and the researcher before starting the interview process where the former clarified whether the questions of the interview would be the ones that had previously been sent in the envelopes.

Secondly, the school staff and the participants of this study were treated with respect so that their "dignity" was preserved (Cohen et al., 2011, p. 84). For instance, one of the participants initially reported that his child attends private classes, though, after several questions, he claimed that his child had not received private English classes yet. However, the researcher did not pay attention to this matter as "while truth is good, respect for human dignity is better" (Cavan, 1977, p. 810 as cited in Cohen et al., 2011, p. 84). In addition, the relation of the participants to one community enabled the researcher to cross check the data. To show her gratitude to the gatekeeper and school staff in their assistance with the data collection process, the researcher gifted them with a box of chocolate the next day. As for her gratitude to the participants of this study, they were thanked for their time and effort before and after the interviews. They were also guaranteed that they would be given access to the results of the study in case they are interested in them.

Thirdly, being ardent about this topic, the researcher showed the participants her interest in their 'unique' responses and experiences. Finally, to protect participants of the research from harm, pseudonyms such as Participant 1 and Participant 2. were used during the data collection process (Creswell, 2014). They were also informed that after completing the research, the data collected from them would be deleted after a couple of years, given that a paper may be

published based on this research within those years. The transcriptions and audio records were saved in a Google Drive document to which only the researcher and her supervisor had access. By using the pseudonyms and making the folders password protected, the researcher kept confidential what the parents had said confidential.

This chapter has presented the design, population, and research site of this study. Then, the researcher continued with a description of the data collection and data analysis procedures. In addition, the ethical issues and limitations of this study were discussed. The next chapter moves on to describe the findings of the study based on the thematic map developed from the data analysis.

Chapter 4: Findings

The main purpose of this qualitative study was to investigate parents' involvement in their children's English language learning after introducing the English language in the first grade. In addition, this study aimed to explore parents' attitudes towards its introduction and possible challenges they might encounter in their involvement. Fifteen parents of the first-grade students from the rural area in Mangystau Region participated in this study. The data was collected employing semi structured one-on-one and phone interviews. The interview transcriptions were analyzed following the thematic analysis phases as described in the previous chapter. The participants' responses were translated from Kazakh to English, and they are presented in English in this study.

This study sought to answer the following research questions:

1. How do parents perceive the notion of having their children introduced to English at an early stage of their education?
2. What challenges do parents face while involving themselves in their young children's English language learning?
3. What are parents' practices regarding the mediation of their young children's English language learning?

Similar to Goodall and Montgomery (2014), this study considered parents as the main actors in mediating their children's education. More specifically, this research work aims at learning exclusively parents' attitudes, their challenges, and the nature of their involvement. During the data analysis, three broad themes emerged: the parents' attitudes toward early introduction of the English language with two subthemes – positive and negative, parental challenges while assisting their children in English language learning with two subthemes – challenges with understanding the English program and challenges with explaining the English

phonology and teaching the English words, and the parental strategies in facilitating their children's ELL with three subthemes – communication between parent and English teacher, parental practices in assisting with English language homework, and parental practices in children's English language learning beyond the school.

Attitudes towards Introducing the English Language from Grade 1

This section presents the findings on participants' attitudes towards introducing the EL from the first grade. It discusses two different responses elicited: parents' positive attitude towards integrating English from Grade 1 and parents' negative attitude towards integrating English from Grade 1.

Parents' positive attitude towards integrating English from Grade 1. The findings revealed that 9 participants out of 15 supported its introduction in the first grade for the reasons presented below (see Table 2). However, 2 of them pointed out that the home tasks of the EL should correspond to their children's abilities.

One of the beliefs mentioned by the participants was that young children can learn foreign languages easily (P4, P10, P11, P12, P15). These participants upheld the view that young children's brains have the capacity to accept large amounts of information. The following interview extract illustrates this view:

As the child grows older, the information from the environment will be larger, and as the perception of the child decreases, attention decreases. Children are perceptive to news from their early years. For example, my daughters did not attend English language classes in kindergarten, but they have been learning English quickly at school. It means that English is interesting for them. For example, one of my daughters translated the Russian word "volk" into "wolf", and enjoyed telling this in English, Kazakh and in Russian. (Participant 15)

Along with the view that young children have agile minds to learn several languages from early years, Participant 15 noted two main reasons why it is better to start earlier: a) the child has interest in learning; and b) the amount of information received is increased from age to age, as a result concentration on study is decreased. This view was reiterated by Participant 11. The evidence that their children are enjoying learning this language and succeeding in learning might be the reasons for supporting the early introduction of the English language.

Additionally, some parents (P10, P11) declared their confidence that the state program would not set the goals that their children could not meet:

In the first grade, I do not think that in the schoolbooks there will be written the things that their cognition cannot deal with. ... My child's cognition understands the things in his textbooks, and he does not see them as difficult. Helping once is enough for him to learn. (Participant 11)

As the books were purposefully developed for the first-grade students and the list of qualified ones are identified by the government, no wonder why the participants believed that the books meet standards to be taught. However, another point should be noted is that the majority of participants (P3, P4, P11, P14, P15) who supported ELL in the first grade are likely to face minor or no challenges in teaching their children the EL. Furthermore, their children easily cope with the ELL as can be noticed from the previous excerpts of Participants 11 and 15.

Nevertheless, some participants (P5, P10, P12) supported its introduction regardless of their challenges in assisting with their children's ELL as they witnessed the progress, even if minor, made by their children. However, Participant 10 added that she would like the teachers to set moderate expectations to her child. Another reason for their support ELL in the first grade might be its growing prestige these days.

Indeed, the participants' responses showed that they understand the importance of ELL in the modern world. It can be observed from the following quotes: "English is needed in this society" (Participant 13), "they will need English in the future" (Participants 11 and 12) and "social networks, internet and TV, the innovation surrounding us are all in English today. Wherever you go, study is in English at school, university and at work. For example, I work, and I might need English, too" (Participant 4). As this language would be required by the community in the future, the participants welcome the ELL by their children. Particularly, the response of Participant 4 shows that he understands the occurring need in knowing the English language in education, career and in communication.

Parents' negative attitude towards integrating English from Grade 1. The findings revealed that 6 participants out of 15 held the view that English language learning (ELL) should not start from this grade. As the new education program requires learning three languages (Kazakh, Russian and English) simultaneously, the participants viewed the EL introduction as a burden for their first-grade children. Other opinions regarding its introduction are illustrated in Table 2. However, a few participants (2 out of 6) who were against this idea mentioned that their children would need English in the future.

One of the reasons mentioned by the participants for their negative attitude was that learning the EL along with Russian and Kazakh languages were demanding for their young children. Therefore, they believed that the EL should be learnt after acquisition of their native language (KL). For one thing, the acquisition of the native language would benefit children to learn other languages with little effort or even independently. The importance of the KL as a base for learning other languages are described in the following extracts:

If my child were taught her native language with Russian language in the first grade, English language could be taught in the fourth grade. We think that if my child

knew Kazakh and Russian very well, she could learn English and its letters independently. (Participant 1)

One should not make mess with three languages at once. Some people say their children will learn fast because their brains are fresh. However, our children should not be taught English so early just because they are capable. It would be better if they first acquire their mother tongue. We as parents had French in the fifth and sixth grades, and had Arabic, but when everything is mixed, the head might not work. (Participant 8)

These extracts show that the participants think that the EL introduction should be postponed to the fourth grade or at least to the second grade. This view was echoed by other participants (P2, P6, P7, P9), too. This might be partially ascribed to the fact that both parents and students seemed to face difficulties with the EL introduction. Another reason might be the children had not learned to read in KL completely.

Additionally, the second extract also revealed how the parent recalled his negative experience of learning languages at school. It might be that because of the mixings of French and Arabic he could not learn any of them. One might argue that parents' attitudes towards their children's learning foreign languages are affected by their own personal experiences. For example, Participant 7 stated: "I started learning English from the fifth grade. Therefore, I believe that English could be introduced after the third grade". Some parents (P7, P8) who supported the late introduction of the EL made the argument that their children may not need this language to work, especially in this rural area. Interestingly, some participants (P6, P9) perceived the EL as inconsistent with their traditional ways of living rather than the Russian language. Participant 6, for example, stated: "It is impossible to learn English for my child. If we can sometimes use Russian, we can't use English at home. We do not say "Good morning!" or "Thank you" in the morning".

Table 2. Parents' opinions on the introduction of the English language (EL) in the first grade

[illegible]

If the Russian language is somehow compatible with this participant's living and it is used together with the Kazakh in diverse public spaces (e.g., at home, at school), the EL is not. Furthermore, the majority of TV channels are broadcasted in Russian and Kazakh languages, especially, in the rural regions. Therefore, speaking the EL to practise at home might sound unnatural for these parents. In this sense, their resistance might be caused by their challenges in learning the language that is hardly used at home.

Although these participants were against the idea of introducing the EL in the first grade, some of them (P2, P6) recognized the need to know the English language these days. One of the participants' responses highlighted the role of the EL in getting access to world knowledge: "trilingualism is important for the future because a large amount of materials will be in English. So, our children should not be limited to what we have learnt" (Participant 2). That is, this parent is not against the idea of trilingualism, which includes ELL, but the idea that the English language is introduced in the first grade.

Despite the fact that a considerable number of participants (10 out of 15) recognized the importance of EL knowledge in the modern world, the participants both supported and negated its introduction in the first grade. The supporters of this initiative held the view that the earlier their children start, the better they will learn. They believed that their children are capable of learning several languages simultaneously. Otherwise, the government would not establish this policy. In addition, these participants observed that their young children succeeded in the ELL and they were interested in learning the EL. However, some participants who faced challenges with assisting their children's ELL supported this initiative for their children's some progress in the EL and, maybe, for the prestige of the EL. Conversely, the opposers of this initiative upheld the view that learning three languages together is a burden for their children. Therefore, they believed that its introduction should be postponed to, at least, the second grade until their children acquire their mother tongue – Kazakh. They opposed the EL introduction in the first

grade for the challenges they and their children face with its introduction. Moreover, they made arguments that the EL was inconsistent with their daily lives and that it would not be late for their children to learn English in the fifth grade as they had learnt.

Parents' Challenges While Involving in Their Young Children's English Language Learning

This section presents the findings on participants' challenges while assisting their children with English language learning. It discusses the following participants' challenges: the challenges in understanding the program of the English language and the challenges with explaining the English phonology and teaching the English words. Table 3 illustrates the challenges reported by the participants in a greater detail.

The challenges in understanding the program of the English language. One of the challenges reported by the participants was that they did not understand the stages of learning the EL and the structure of the English schoolbooks. Some participants (P1, P2, P5, P9) believed that their children find difficulty in reading English words because they have not learned all letters of the EL. Moreover, some parents (P6, P10, P15) mentioned that the letters had been learned hastily, devoting insufficient time for each letter. The responses "We have learned the letters, but it seems that enough time was not devoted to learning them" (Participant 15) and "my child is struggling in learning English because he was taught all letters at once" (Participant 6) demonstrate this view.

Moreover, some participants (P2, P5, P6, P10) did not recognize that their children might have been required to work on activities such as making up sentences, reading texts in their English textbooks before being introduced to all letters. The statement "it is surprising that my child's teachers sometimes assigned tasks from the textbook while my child was still learning the letters. Some of these tasks are related to reading different texts that boggle my mind"

(Participant 5) was one of the responses. Related to this, Participants 2 and 6 also expressed some concerns about the tasks which involved making up sentences:

My child was not taught about possessive pronouns, for example, “my, your, his/her”. Now her teacher asked him to construct some sentences such as “that dog is big”. Their minds became kasha [the Russian word is used to refer to *mess*]. ... My child is taught as elderly people. When I was a child, I learnt the alphabet, and how we could pronounce two and three letters together. (Participant 6)

I do not understand how my child was asked to construct sentences while he was still learning the letters.... How he should by himself express his opinion on things in the picture. It is a difficult program. (Participant 2)

The above extracts explain how the parents were dissatisfied with the tasks involving making up sentences. Participant 6 believed that young children should have been taught the possessive pronouns before being asked to make up sentences. The same extract also revealed that this parent tended to compare between her own of learning foreign languages to the way her child was learning English.

Likewise, Participant 2 expressed concerns about making young children construct sentences to describe the picture while they were still learning alphabet letters of the EL. She believed that these tasks tended to be difficult because these tasks involve employing cognitive and communicative skills in the foreign language. Therefore, the illogicality of the steps of the school in teaching the EL made some parents confused.

Nevertheless, a number of participants (P2, P9) seemed to understand the aim of the English language program taught in their children's schools. In this regard, Participant 9 said:

The current English program wants to teach by widening the vocabulary. But reading is different from learning vocabulary anyway. For example, I may speak Kazakh with you, but if I do not know the alphabet and to write, I cannot read. (Participant 9)

Although they understand the aim of the program, they are not satisfied with the program which principally focuses on widening vocabulary instead of learning letters. The reason might lie in the difference between KL and EL programs. This leads to the theme of the English schoolbooks that appeared to be another challenge faced by the participants related to the English language program.

First of all, many participants (P1, P2, P7, P9) expressed the difficulty of translating the English tasks in the schoolbook while assisting their children with completing their homework. As the textbooks were in English, the majority of parents admitted that they tended to use Google Translator for this purpose, or they sometimes asked the teachers to explain the home tasks. Secondly, some participants (P2, P9) held the view that the English books were not written for Kazakh students. As the thinking of Kazakh and English people differ, they state that the books should be written accordingly. In sharing opinion about the English textbooks, Participant 9 described the difference between Kazakh and English textbooks:

When I looked at my child's English textbooks, there were texts about the ocean, and the types of fish in the ocean. In our Kazakh language, what is first, the first is the word AGA [brother in English] is learnt. In teaching the alphabet, they don't teach as A stands for something, then B stands for something. In our program, A is given first, then two As, and then they add letter T between them, and teach the word ATA [grandfather in English], don't they? One sees his grandfather every day, for example. The child sees his grandmother. This way they teach. As for the English books, there is information about the oceans. Would children see or not this ocean in their lives, right? Would the

child need octopus in the future? I think that we need to construct books that correspond to our essence or nature to raise the child's interest. For example, the word 'sheep' should be taught because we live in a rural region. Children see the sheep every day. ... As for the oceanarium, dinosaurs and Disneyland, I know who Walt Disney is or what Disneyland is from English culture, but my child would see it or not is a big question. I want the books to be so. (Participant 9)

Participant 9 pointed out the difference between the books of two cultures: the order of learning letters and insensitiveness to the Kazakh culture. One might argue that with the foreign language, we unintentionally learn about the other culture. The point the researcher tries to make here is that these differences in two cultures and language learning programs make the program challenging to the parents to understand.

Notably, in English one letter may sound in several ways, whereas in Kazakh the letters sound as it is written. For example, letter A in Kazakh is pronounced as /ɑ:/ everywhere, but in English, this letter may be pronounced as /eɪ/, /æ/, or with letter 'r' as /ɑ:/. While children would be able to learn to read from letter to letter in the KL, it would be hardly possible in the English language. This might be the reason for the difference in the order of learning letters. However, the phonology of the EL resulted in some other challenges that will be discussed in the following sections.

The challenges with explaining the English phonology and teaching the English words. As discussed in the previous section the English letters are pronounced variously from word to word. Indeed, English is known to be the language, which has many exceptions in its phonics system. Accordingly, explaining the pronunciation of English letters was a shared challenge mentioned by the participants (P1, P2, P6, P10, P11). Although some parents

possessed some knowledge of the EL (see Table 1), they could not explain to their children why and where the English letters are produced differently while assisting with ELL.

Moreover, the participants (P1, P6, P7, P10) seem to struggle with assisting their children's ELL because their children need extensive explanations to understand the pronunciation and meanings of the words. As their young children did not comprehend the words or phrases immediately, they tended to ask their parents about the meanings several times as seen in the following response: "my child keeps asking "What is that? What is this? I don't understand". It is really difficult to explain the same thing several times" (Participant 10).

Together with struggling in explaining the English phonology and English words, two participants (P1, P7) admitted that their children sometimes confused the letters of English and Kazakh languages. As there are some similar letters in appearance, the children are likely to read the English letter with Kazakh sound. This challenge was explained by Participant 1, indicating that:

As regards the letter C, it is produced in English as /k/, but in Kazakh as /s/. The child does not easily understand this difference. In both languages it is written as C, but in English it is pronounced differently as /k/. The same problem is with /i/ she pronounced it as in Kazakh. It is difficult to explain to the child these differences.

(Participant 1)

This extract shows that the children might not understand the differences in the Kazakh and English languages well enough to memorize the sounds associated with the letters. However, this confusion was similarly attributable to Russian and English words.

My child becomes confused. When I ask him to say cat in Russian, he answers 'cat' [in English]. And I replied no, it is not *cat*, but *koshka* [in Russian]. Indeed, how can

I tell him? So, he says 'I do not know. You said cat yesterday'. I reply that 'If I said cat, it was in English'. (Participant 6)

As can be seen from the above extract, this child seems not to have any distinction between Russian and English words. One of the reasons might be that some children perceive both English and Russian as foreign languages as they do not use it at home. Indeed, KL is predominantly spoken in this rural region. Another parent's response showed that her child cannot retain the English words she learnt, as exemplified in the following extract:

When you ask the task at that moment she knows. For example, she can reply if you ask the words table, pencil, pen immediately, after two-three days she names the pen as pencil, in a week she forgets what she has learned. And I think maybe her memory has not been yet developed. (Participant 1)

Such an experience might be because of insufficient periodical repetition of the words to memorize them. It may also be caused by factors such as the young age of the child where she has not acquired the skills to memorize for a long time, and the traditional way that parents used in teaching.

The findings revealed that another challenge the participants (P1, P6, P10, P12) encountered was their children's lack of interest in ELL. "My child does not have interest in learning English. She does not want to learn independently" (Participants 1, 10 and 12) was the participants' responses. Moreover, when the participants failed in clearly explaining some English words and pronunciation, their children seem to respond emotionally. It was observed from these responses: "My child shouts at me asking: *What is that, why is that so, why do you say /ei/, why do you say /bei/* while learning" (Participant 6) and "sometimes my child wants to cry. She leaves shouting at me that she can't understand" (Participant 10). These responses might also indicate that these children struggle with understanding EL.

Table 3. The challenges reported by the participants

Challenges	1	2	5	6	7	8	9	10	11	12	13	15
The parent does not understand the steps of learning the English language.		+	+	+			+					+
The parent cannot understand the English textbooks.	+	+					+	+				
The child does not know all English letters.	+	+	+	+	+		+	+				
The child cannot read joined two letters as th, ch, sh.	+			+								
The child cannot read in English.	+	+	+	+			+	+				
The child should make up sentences orally.		+	+	+								
The parent cannot understand the tasks of English language.	+	+					+					
The child reads with incorrect pronunciation.								+		+		
The parent cannot explain the English language (phonology).	+			+				+	+	+		
The parent has not learned English before.						+	+				+	
The parent does not know English phonology.	+			+								
The child cannot understand the English language (phonology).	+			+				+	+			
The child confuses the English and Kazakh letters in manual or typed forms.	+				+			+				
The child has problems with pronouncing the English words.		+										+
The child has problems with learning English words.	+	+		+								
The child cries and shouts during English language learning.				+				+				
The child forgets or confuses translations (of) the learned words.	+		+	+								
The child is uninterested/unmotivated to learn English.	+				+			+		+		
The child gets upset when English is on schedule.	+			+				+				
The child refuses to go to school when English is on schedule.				+								

Accordingly, the challenges of the children with understanding the English phonology and learning the English words resulted in their negative attitude towards EL. They demonstrated it by, for instance, asking their parents' permission not to go to school when they had English lessons on that day. The responses such as "my child sometimes got upset on the day that they would have English" (Participant 1), "my child is struggling in the first grade, and he cries because he doesn't want to go to school and attend English classes" (Participant 6) illustrate their children's attitude towards ELL.

Interestingly, the participants ascribed their challenges with assisting their children's ELL either to their limited knowledge of the English language (P2, P6, P9) or to the lack of language teaching experience (P10, P12). For instance, Participant 2 mentioned that she learned German in her all school years compared to English which was taught for two years at the university. She added that as her husband knew only German, he was not able to teach English to their child. As illustrated in Table 1, most participants in the current study possessed only basic knowledge of English. Accordingly, the parent who lacked English knowledge was due to the fact that he/she was exposed to other foreign languages (e.g., Arabic, French or German) during his/her academic lives. Other participants questioned whether their children's challenges in understanding was the result of their inability to explain the EL properly. Participant 10, therefore, was thinking of sending her child to private tutors. As for Participant 12, as a biology teacher she thought that different approach is needed to teach the Humanities subjects.

To conclude, the findings revealed that the participants' challenges were related to understanding the EL program, to explaining the English phonology and teaching the English words. The participants could not understand the EL program due to its difference from the KL program. This program differed by the order of letter acquisition and language learning stages. Moreover, some participants compared their language learning experience at school with their children's. Therefore, they believed that the English books should be adapted according to their

cultural needs. Although some participants possessed a good level of the EL, they struggled with explaining the English phonology and words. Some participants reported that their children could not understand them. Moreover, their children faced difficulties in memorizing English letters and words and understanding the distinctions between Russian and English words. These difficulties played a pivotal role in having a negative attitude towards learning and demotivating children to learn this language. As a result, a number of parents indicated that their children began to show their contempt of working on their English homework or even attending English lessons. Therefore, some participants attributed these struggles to their limited English knowledge and lack of language teaching experience.

The Parental Practices regarding the Mediation of their Young Children's English Language Learning

The data on parental practices were analyzed following the framework of Goodall and Montgomery (2014), which was discussed in the Literature Review. However, if they looked at home-school communication holistically, this work focused only on the communication between parents and English language teachers. As the existence and nature of home-school communication is focal to understand parental practices in mediating their children's ELL, especially, in successful policy implementation, this theme was included into this section. In addition, the data analysis revealed that the participants' strategies were aimed at developing their children's English skills both at school and beyond the school.

Parent-English Teacher Communication

The findings revealed that communication between the participants of this study and English teachers was one-way communication – the participants were recipients; English teachers were informants. This section discusses the reasons that led to this view.

Firstly, almost all participants (except Participant 9) reported that they received both the explanation of English home tasks and feedback on their children's progress in EL from the EL teachers. However, they received these kinds of information through the homeroom teachers (HRTs). The HRTs delivered the messages or information received from English teachers to the participants through a messaging application. Along with the children's English class preparation and performance, the participants learned about the areas that should be improved in their children's English skills.

Secondly, the participants (P3, P9, P10) reported they had not met the English teachers since September, though they attended the meetings organized by the school and homeroom teachers. Some participants (P2, P6) admitted that they did not have time to attend the meetings. Nevertheless, they tried to be involved in their children's learning by reacting to the feedback and comments received from the EL teachers.

Thirdly, although some participants voiced their struggles with assisting their children's ELL, the subject teachers did not seriously take practical steps to help the parents of this study and their children. The following extract illustrates the results of the sharing their home experience with the HRT:

We [parents] noted to the homeroom teacher that our children struggle. They [HRTs] say, it is difficult even for us not to mention the child. As it was approved, no choice, we had to teach. Teachers ask to teach a child. So, we try to teach. (Participant 6)

This extract suggests that the participants shared their children's difficulties with schoolteachers. However, as teaching of the English language was required by the state agencies, the schoolteachers could not abate its learning. Moreover, the HRTs asked the participants to keep preparing for the English classes. Therefore, it can be inferred that there were no two-way interactions between parents and their children's teachers.

Even though almost all parents did not communicate with their children's subject teachers, one participant (P12) admitted that she did. This participant sometimes received advice on the methods of teaching so that she could convey and explain the English tasks to her child. However, this participant had been on familiar terms with her child's teacher previously and she had good communicative relations with her. Concerning the other participants, they declared that they tended to rely more on their elderly children (P1, P11), spouse (P6, P15) and relatives (P2, P4, P6) who knew English. For instance, Participant 6 reported that she often sent the home tasks to her nephew who wrote the translations of the words, their pronunciation so that she could teach her child those words. The reason for their reliance on their family members and relatives might lie in their belief that the teachers ought not to help with the homework of each schoolchild.

To conclude, the findings regarding communication between the participants and the English teachers indicated that the information was largely received from the teachers to the participants. Although the participants shared their children's difficulties in ELL with the teachers, these teachers did not demonstrate reactive actions. Therefore, it can be considered that two-way communication did not occur.

Parental Practices in Assisting with English Language Homework

This section presents parental strategies in assisting with their children's English assignments. The findings demonstrated that these activities can be divided into two groups: school-based strategies and experience-based strategies.

School-based strategies. The findings revealed that some strategies employed by the participants were assigned by the English teachers as homework. The homework assignments involved learning new vocabulary words from school books, worksheets and a video on YouTube.

The activity mentioned by the majority of the participants was learning vocabulary using the schoolbook. Some participants (P7, P11, P15) indicated that they read the words under the pictures in the book and introduced their children with pronunciation and translation of the words. Other participants (P1, P2, P7) asked their children to repeat these words to memorize them.

Another activity was also aimed at learning vocabulary; interestingly, the children learnt them by doing tasks on worksheets. As mentioned by Participant 7, learning words by doing activities or crafting was the task type that appealed her child:

For example, one task was given for homework recently: *Place the furniture at home by gluing*. My child likes these tasks. She should put the furniture in the correct places. Where should each furniture stand? For example, where should a sofa stand? Where should a wardrobe stand? Where should a bedside table stand?

The extract shows that the participant's child practiced new English words and memorized them while placing the pieces of furniture in the right place. Similarly, Participant 2 described one activity that aimed at memorizing spelling of new vocabulary through writing and coloring. After children had learned days of the week at school, they were assigned a home task to write these words on the paper and to colour seven words with seven different colours. As they coloured the words, they had to cut each word into pieces from two to four and bring them to the class. Then, the children continued this activity at school to join the letters or blends to construct the words they had learnt so that they could learn their spelling. By following schoolteachers' instructions, the participants developed children's creative and cognitive skills. Learning new words through watching the YouTube video was another activity advised by the teachers (P15). However, as reported by Participant 15, it was the only case of receiving such an activity.

The participants followed largely school instructions, and they did not employ other means of studying for several reasons. First, the homework itself required a lot of time (P1, P10) and it sometimes could take “the whole day” to learn new words (Participant 1). Moreover, they had to learn other subjects such as Russian, Maths and Kazakh (P2). Next, Participant 5 believed that the first-grade students' tasks did not require various methods of teaching. Finally, some participants were the mothers who were busy with their work for eight hours a day and housework in the evenings (P2, P6, P7).

Experience-based strategies. This section presents the findings regarding the strategies the participants employed based on their own language learning experience and knowledge while assisting their children in doing English homework. In addition, the participants' responses indicated that they acted to meet their children's needs rather than the school requirement at completing home tasks.

One of the popular strategies used by the participants was reviewing the words and phrases to memorize them for a long time. Some parents (P3, P4, P5, P10, P12) could ask the translations of the words or phrases into Kazakh or English anywhere: while having tea, driving, cooking and being outside. Other parents (P5, P12, P13) pointed to the objects and asked their translation into English.

Other strategies employed differed from participant to participant as they acted according to the needs of their children. To help their children to learn new words without challenge Participant 3, for instance, wrote English pronunciation of the target words in KL. In addition, she found this way more comfortable for her child. Another participant (P15), whose child had difficulties with pronouncing some English words, asked her child to repeat five times these words.

Furthermore, the participants employed several word learning strategies: rote learning, meaningful learning, and associative learning. Participant 1 used the rote learning method when she introduced the pronunciation of the words and made her child repeat that word twenty times to memorize the word. Participant 15 employed meaningful learning strategy when she explained the complex words like schoolbook by recalling the meanings of the words school and book. The associative learning method was employed when Participant 5 told the word and showed the object or color that represented this word. And finally, the participants checked the comprehension of the texts (P12) and reading skills (P3, P12) by asking clarifying questions.

Surprisingly, some participants decreased the load of homework deliberately according to the abilities of their children. If some participants (P1, P6) believed that their children were too young to work with such a load of information, others (P2, P5, P6) believed it was too early to work on the tasks such as making up sentences or reading the texts in English. Thus, these participants did not force their children to complete the homework assigned to the full extent. For example, Participants 1 and 6 believed that learning the main phases of the dialogue or memorizing half of the target words would be enough as their children had already done as much as they could. Additionally, these participants seemed to expect from teachers such a generous attitude, and they believed that teachers would support them in retelling the words and, accordingly, increase their grades. Moreover, one of the participants admitted that when the tasks were difficult, she completed the homework for her child, but after that she explained the task in the KL (P1). As for Participants 2, 5 and 6, they viewed the tasks that involve speaking and reading in English as difficult ones for their children because their children did not know all the letters and/or possessive pronouns and the combination of two words. For instance, Participant 6, therefore, admitted that she did not emphasize on completing these tasks, instead, focused on widening her child's English vocabulary through teaching new words.

Despite the fact that some participants (6 out of 15) expressed a negative attitude towards early introduction of the English language, they seem to encourage English language learning. They attempted to motivate their children to learn English by good marks (P6, P12) and/or telling the importance of learning this language (P6, P12). Participant 12 also admitted that she lied to her child because she wanted her child to know something in English. For example, while they were learning words in Russian, she introduced English alternatives simultaneously. However, the child did not want to learn English with Russian. Therefore, the parent had to lie that English alternatives would be asked too, and she would get a good mark if she learned them as well.

Overall, the findings regarding the strategies the participants employed in assisting with homework revealed that the participants' strategies either followed the instructions of schoolteachers or based on their own language learning experience. In addition, the participants behaved to meet their children's needs and/or to make them succeed in ELL.

Table 4. Participants' parental practices in their involvement

Participants	Parental Involvement with English Homework	Parental Engagement with children's ELL
Participant 1	+	
Participant 2	+	
Participant 3	+	+
Participant 4	+	+
Participant 5	+	+
Participant 6	+	
Participant 7	+	
Participant 8		
Participant 9	+	
Participant 10	+	
Participant 11	+	+
Participant 12	+	+
Participant 13		+
Participant 14	+	+
Participant 15	+	

Parental practices in their children's English language learning beyond the school.

This section presents parental practices in developing their children's lifelong skills in the English language that go beyond the school. The findings demonstrated that these practices can be divided into strategies, resources, and private tutoring.

Strategies. If some parents (P4) switched on the TV channel programmes in three languages, others (P2, P4, P7, P12) allowed watching YouTube videos in English. Despite the efforts of Participant 12, her child was not appealed by English cartoons preferring Russian ones. However, Participant 12 employed some creative ways of supporting ELL of her child. For one thing, she printed the names of the objects at home in English and glued them near those objects. If there was a fish at home, she printed the word fish and stuck it on the aquarium so that her child memorized this word by looking at it daily. Another strategy she used was teaching new words through associating them with the words in Kazakh. For example, in order to teach the word turtle, she said "*Tasbaka tort jeydi*" [Turtle eats cake]. As the bold word '*tort*' sounds similar to *turtle*, the child guessed the word *turtle*. Using this method, she also helped to memorize the words white and black. When the child saw the white colour, she showed enjoyment by saying "*whaaa*". This way she recalled the word *white*. When the child saw the black colour, she was disgruntled saying "*baaaa*" and recalled the word *black*. In addition, she seemed to make her child practice English everywhere. For instance, in the street she could ask her child to read English words on T-shirts or on other clothes.

Although the father participants (P4, P13) of the study did not have proficiency in English (their vocabulary was limited to several English words), they participated in their children's ELL by asking their children to speak in English (P4, P13) and sing songs (P4). In addition, Participant 4 checked whether his child completed assignments of English. Notably, Participant 13 believed that as he did not possess the English language, he could not help his

child with ELL. Thus, the father participants are likely not to understand their contributions to their children's learning.

Resources. Furthermore, the participants provided their children with resources such as audible ABC posters in three languages (P4), books in three languages or in English language (P3, P11, P14). In addition, Participant 4 shared their plans to visit foreign countries in the future to show his child the importance of knowing the EL and to develop her English skills.

The participants (P3, P11, P14) who obtained the books in three languages reported that these books helped in their children's successful English acquisition. Interestingly, they had obtained these books before their children started learning English at school. According to Participant 11, despite the fact her children did not understand the meanings of the words and compositions in the books, these books were helpful to acquire the English language. The children appealed with these books as they contained colourful pictures. Under each picture there were words in Kazakh, Russian and English. In the beginning, Participant 11 read English words to show how these words are read. Later, the siblings memorized these words and the compositions at the end of the book by looking at their pictures and pronunciation. Along with pictures with words, the book *Altyn Uya* procured by Participant 3 had its mobile application. Her child could learn pronunciation of the words independently through reading the barcodes of these words using its application. Having obtained the English books, the participants unintentionally enabled development of their children's English language skills before schooling.

Private tutoring. Along with providing resources and using a wide range of strategies to support ELL of their children, the participants had a positive attitude regarding private tutoring. Almost all participants mentioned private tutoring as a means for English language enhancement in the future. However, none of the participants reported that their children were attending such classes at that moment.

The participants can be divided into three groups according to their intentions to send their children to private classes. The first group of parents (P1, P2, P6, P7, P8, P10, P12) are the parents who were struggling with assisting in the ELL of their children. The majority of them wanted these private classes because they had difficulties in teaching and explaining English at home. They were postponing attending private classes for the following reasons: their child lacked interest in ELL (Participant 12), focused on learning Kazakh and Maths at first (P2, P10, P12), and the children were too busy with the school requirement these days (P2). These participants believed that if their children attended the private courses, they would feel relief. The second group of parents did not have difficulties in their children's ELL, but they were supportive of private tutoring. They (P3, P11) wanted their children to attend private courses as it would help their children's academic progress. For example, Participant 11 believed that children should always enhance their skills instead of wasting time on playing aggressive computer games. In addition, this parent claimed that English language learning should not be limited to the school programs, but it should be supported by out-of-class learning. The third group of parents (P4, P5, P9, P14, P15) did not need private tutoring at this stage, as they could manage the program of primary school. They reported that they will attend private courses in case they will face difficulties with teaching their children (perhaps in secondary school). These responses indicate that all students will attend private courses in the future, but it is just a matter of time.

In summary, the findings revealed that the participants supported their children's English language learning beyond the school based on their knowledge and observations of their children's language learning experience. They employed traditional and creative ways of teaching, procured resources beyond the school requirement and decided about taking private courses in order to make their children successful English language learners.

Chapter 5: Discussion

This chapter discusses the findings presented in the previous chapter in connection with the existing literature and their implications. The findings of this study on parents' attitudes to the introduction of the English language to the first-grade students correspond to the results of other studies (Agaidarova, 2019; Ayazbayeva, 2017) conducted in Kazakhstan. However, these findings give deeper insight on the parents who are more likely to resist its introduction and what could influence their resistance. In addition, the findings of this study on the parental challenges suggest that the difference between the Kazakh and English languages in their phonology and alphabet system, and the lack of an English-speaking environment caused challenges for the parents of this study in assisting their children's ELL and their children in ELL. Remarkably, limited English proficiency and/or negative attitudes towards the early introduction of the EL seem not to prevent the participants from involving themselves in their children's ELL. However, one of the main findings of the present study showed that a lack of collaboration between the English teachers and the participants (i.e. parents) might hinder the successful implementation of the trilingual policy in Kazakhstan.

Attitudes Towards the Integration of English Subject from Grade 1

With respect to the first question on the attitudes towards introducing the English language (EL) from the first grade, it was found that the participants had both positive and negative attitudes. There were similarities between the attitudes expressed by the parents in this study and those described by Agaidarova (2019) and Ayazbayeva (2017) in their empirical studies in Kazakhstan. Their participants also had two contradictory views on introducing the EL in the first grade. The first group of parents believed that their children were capable of learning several languages at the same time, that the earlier their children started learning the EL, the better they would learn. The second group of parents viewed the simultaneous introduction of

three languages as a burden for their children, for them, the EL should be learned after the acquisition of the mother tongue, which is the KL.

As described in the previous chapter, 40% of the participants of this study believed that the EL should be introduced after children acquire their native language. However, this finding contradicts with the findings of some previous studies conducted in some other Asian countries such as Taiwan (Chen, 2013) and the Philippines (Parba, 2018). Baldauf Jr., Kaplan, Kamwangamalu and Bryant (2011) observed that as parents and children in Asian countries such as Bangladesh, China, Japan, Malaysia, Nepal, Singapore, Taiwan, Timor-Leste and Vietnam associate EL with access to education, “material prosperity and social standing”, their aspiration to be identified with the EL was found to be more powerful than their “right” to learn the EL in their mother tongue in primary schools (p. 320).

Chen (2013) found that parental pressure on the government resulted in lowering the age for EL introduction from the 5th grade to the 3rd grade in Taiwan. She suggested that this parental demand derived from the state's “stress on the importance of English for global and individual success” (p. 163). Accordingly, these parents preferred their children to be immersed into an ELL environment as early as possible for the benefits this language might bring. However, the participants of this study, 40% of them, believed that EL introduction should be postponed to at least Grade 2 as the acquisition of reading and writing skills in the KL would contribute to their children learning additional languages, maybe even independently.

The findings of the current research also suggest that parents' attitudes towards the early introduction of the EL might depend on their experiences in assisting their children. Supporting parents in overcoming their challenges might help to change their attitudes towards the early introduction of the EL. Echoing this point, Agaidarova (2019) pointed out that Kazakhstani parents' positive attitude was based on their understanding the advantages of their children learning the EL, whereas their negative attitude on their own and their children's negative

experiences in ELL. Five parents in this study seemed to support the early introduction of the EL because they had witnessed their children's interest and progress in the language. As for the parents who are against, they reported up to 13 challenges from the 20 illustrated in Table 2 (36,5% of those challenges per parent on average). However, 66 % of the participants in this study recognized the importance of learning EL and some of them supported early EL introduction despite the challenges they face with assisting their children. Curdt-Christiansen and Wang (2018) found that the Chinese parents' language management actions towards developing their children's English skills originated in their recognition of its 'instrumental value' (p. 250). Thus, parents' attitudes towards the early introduction of the EL might depend on either the prestige of the EL or their children's experience with ELL. That is, some parents might acknowledge the prestige of the EL, though their decisions might derive from the nature of their involvement in their children's learning. This insight could be useful for developing a hypothesis for further study.

Another possible explanation might be that these parents' attitudes are determined by their own language learning experiences and their evaluation of the language ecology of their environment. Participant 8, for instance, was against the EL introduction because he could not have acquired any foreign languages despite studying several foreign languages at school. Few participants stated that the EL does not seem quite useful to their lives: the EL is not widely used in public domains compared to Kazakh and Russian. Regarding this peculiarity of this rural area and the experience of learning the EL from the fifth grade, Participant 7 believed that introducing the EL from Grade 3 would be timely for the children to acquire this language. Since this study was conducted in a rural region there is a possibility that dissimilar findings would have arisen if the study had been conducted in an urban region.

However, this study confirms that the introduction of the EL in primary school is welcomed by Kazakhstani parents, as in other Asian countries. In Asia, the majority of parents

seem to regard EL as the prerequisite for 'their families' economic future' (Baldauf Jr. et al., 2011, p. 318). In Taiwan, Chen (2013) found that the rush on the part of the government to introduce the EL from the seventh to the fifth grade in 2001 and later lowering this to the third grade in 2005 in just within four years increased the worries of parents because they were attempting to introduce their children with the EL as early as possible.

Similarly, the participants of this study, even those who were against the introduction of the EL in the first grade, supported its introduction in the higher grades of primary school. For instance, one of our participants who mentioned that she started learning English in the fifth grade did not suggest that her child should start learning in the fifth grade, but in the third grade. Indeed, none of the participants mentioned its introduction above primary school. Agaidarova (2019) found that 7 out of 10 participants (2 out of 3 parents) supported the early introduction of the EL in Kazakhstani schools by studying rural stakeholders' (administrators, teachers, and parents) perceptions on trilingual education. As stated by Wong and Benson (2019), "high aspirations for proficiency in dominant languages are often enshrined in policy and evident in school curricula, leading stakeholders to believe that instruction should begin as early as possible" (p. 5). If administrators can be counted to be the leading stakeholders of micro-level planning, then, in Agaidarova's (2019) study, the two interviewed administrators supported the early introduction of the EL. Some of the participants in this study hold the view that the state program would not require tasks their children could not complete. Thus, the hegemony of English around the world compounded with policymakers' authority seems to influence Kazakhstani parents' opinions on the best possible age to introduce the EL to their children.

Parental Challenges in Helping Their Young Children with English Language Learning

As mentioned in Chapter 2 of the literature review, children confuse the letters in the three languages (Kazakh, Russian and English) (Agaidarova, 2019). Along with confusing letters, the current study found that the children of some participants were unable to differentiate

English words from Russian ones. Moreover, Participant 1 mentioned that her child had a difficulty in memorizing English words and restoring them. One might suggest that the children face difficulties because they have not had sufficient time to get used to EL.

However, based on the published works on the language-in-education policy of primary education in other Asian countries (Baldauf Jr. et al., 2011; Chen, 2013; Kaplan et al., 2011), a more plausible explanation might be the lack of an English-speaking (and Russian-speaking) environment in this rural area. Some researchers (Baldauf Jr. et al., 2011; Kaplan et al., 2011) hold the view that children might face difficulties to learn a language that they do not encounter in the wider community or through people they know. As the learning of this language occurs mainly at school, its acquisition might be demanding, especially for young learners. Some (P6, P7, P8, P9) participants of this study admitted that the EL does not conform to their traditional way of living compared to Russian as this language is not used in this rural region. For instance, only 1% of the Kazakhstani population can speak English (Eberhard et al., 2020), while the percentage of people who were literate in Russian (85%) outnumbered those who were literate in Kazakh (62%) according to the Census conducted in 2009. Even though these figures might not represent the language ecology of this rural region, they indicate that the users of the Kazakh and Russian languages exceed the English speakers to 60, even to 80 times across the country. This might be the reason why Kaplan et al. (2011) claim that the children in some Asian countries had to “memorize” a language that is “alien” to them (p. 118). That is, the participants’ children might forget the words they had learned or confuse the letters of the EL with those of Kazakh because they just ‘memorized’ them without understanding them. Moreover, they might be incapable of differentiating the Russian and English words due to their limited exposure to these languages beyond the school.

The present study found that the participants’ children demonstrate negativism towards ELL through resisting completing homework or refusing to go to school when the EL is

scheduled. As noted by Kaplan et al. (2011), imposing children to learn the language which is not employed by the community might lead to a negative attitude towards the target language. The participants of the presented study reported that their children shout or cry due to the difficulties with learning English while learning this language at home. Baldauf Jr. et al. (2011) state that although ELL is compulsory in many countries, many students around the world resist learning this language.

Hsieh et al. (2018) suggest that students might not recognize the advantages of learning a language that is not demanded in the area they live in. That study found that the demotivation of students to learn the EL is one of the challenges encountered by teachers in Kenya. Although English is identified as one of the official languages in this country and it is compulsory to learn to study and pass national examinations, English is not widely used in the community. Those EL teachers, therefore, believed that their students preferred to speak their native language, Kikuyu, rather than the EL. They admitted that they had to “force” students to speak the EL (p. 207).

According to these data, it can infer that when children are required to learn a language which is not employed by their community members, they might face difficulties caused by limited practice or insufficient input to produce enough output in the target language. To succeed they might be forced by their parents or teachers to memorize words and/or sentences in this language. Having failed to understand their meaning, children might lose interest in learning or possess a negative attitude to it.

Similar to their Kenyan counterparts, some rural children of Kazakhstan are unmotivated to learn the EL because of the lack of an English-speaking environment and the concurrent demand in learning an inessential language within the community. The present findings are significant in informing Kazakhstani teachers and parents on how to prevent the further demotivation of students. They should collaborate to make learning EL enjoyable for children instead of forcing them. Thus, the nature and quality of school instruction and assistance at home

might become one of the possible solutions in preventing the children from being unmotivated to learn the EL.

One unanticipated finding was that both our participants and their children seem to face challenges with the introduction of the EL due to the differences between the EL and KL in the phonological system and teaching programs. This finding suggests that preparing an EL program that is developed considering the linguistic background of the Kazakhstani students may decrease difficulties faced by them. This point will be further developed within this section. Kaplan et al. (2011) assert that “not all children will be equally ready to learn at precisely the same age for precisely the same amount of exposure by precisely the same method and with precisely the same materials” (p. 115). However, our participants' responses indicate that the English program, with which their children were being taught, did not suit Kazakh-speaking students.

A frequently questioned aspect of the English program by the participants of the current study is the unsuitability of the English program and English school textbooks for Kazakh-speaking students. For one thing, quality textbooks that correspond to local needs might contribute to the better acquisition of a foreign language and increase learners' motivation to acquire the target language. He and Lazo (2015) found that Tibetan primary school students could not understand their English textbooks because they contained pictures and conversations that did not represent their living environment and communication. According to their survey, the majority of students (90%) wished to see pictures, places and traditions that represent their Tibetan culture in these textbooks so that they could become enthusiastic to learn the EL.

Three participants of the present study thought the English textbooks their children were learning from represent a mentality that is foreign to Kazakh children. According to the responses of the participants, these textbooks followed the way of learning English that applies to students who learn the EL as L1 for the following reasons: a) the time allocated for learning

letters is short; b) four aspects of learning English are developed simultaneously – learning the vocabulary, reading, writing and speaking; c) the assigned tasks involve communication and comprehension in the EL. The children of the participants have to make up sentences orally and read the texts in their textbooks for homework, though, these children had not learned to read in their mother tongue, let alone the EL. One might argue that children are capable of learning to read in a foreign language even though they have not developed reading skills in their mother tongue. For example, Rugemalira (2005) found that the students whose mother tongue was Kiswahili could learn to read in English and Kiswahili without language confusion in a primary English medium school in Tanzania. Rugemalira (2005) suggested that the similarity of the writing systems of the two languages was an advantage to teachers at this school (See Figure 3). As illustrated in Figure 3, the pronunciation of letters in Kiswahili differs slightly from English, though these languages have considerably similar writing systems. This finding indicates that if two languages have similar writing and phonological systems, children might learn to read them without difficulty (Birch, 2014).

Figure 3. The Kiswahili alphabet

A a	B b	Ch ch	D d	E e	F f	G g	H h
a	be	che	de	e	ef	ge	he
[ɑ]	[6~b/b ^h]	[tʃ/tʃ ^h]	[d~d/d ^h]	[ɛ]	[f]	[g~g/g ^h]	[h]
I i	J j	K k	L l	M m	N n	O o	P p
i	je	ka	le	em	en	o	pe
[i]	[j~ɟ/ɟ ^h]	[k/k ^h]	[l]	[m]	[n]	[ɔ]	[p/p ^h]
R r	S s	T t	U u	V v	W w	Y y	Z z
re	se	te	u	ve	we	ye	ze
[r]	[s]	[t/t ^h]	[u]	[v]	[w]	[j]	[z]
Other letter combinations							
dh	gh	kh	mb	mv	nd	ng	ng'
[ð]	[ɣ]	[x]	[^m b]	[^m v]	[ⁿ d]	[ⁿ g]	[ŋ]
nj	ny	nz	sh	th			
[ⁿ dʒ]	[ɲ]	[ⁿ z]	[ʃ]	[θ]			

Otherwise, the children might have to acquire reading skills in their mother tongue first. According to Birch (2014), the skill of decoding letters in the first language can affect the acquisition of reading skills in the second language. This finding suggests that some of the participants in this study might not have difficulties in learning the EL because their children

could have developed reading skills in their native language before the introduction of the EL. Thus, reading in English seems to be demanding for the children who were developing reading skills in two different languages simultaneously. In this regard, Munoz (2014) found that young learners of English who were Catalan-Spanish bilinguals that largely faced difficulties with the spelling of English. She suggests that the difficulty stemmed from the difference in the phonological system of Spanish and English languages. In Spanish language, for instance, there is “one-to-one mapping of phonemes and graphemes” compared to English (p. 34), in which 44 sounds are represented through 26 letters of the alphabet. Having a phonemic system similar to Spanish language, the phonology of the EL was found to be difficult to understand to the young Kazakh-speaking children of the participants.

These findings offer indisputable evidence for considering that the languages introduced in the first grade lack cohesion in their teaching reading to first-graders due to their differences in teaching programs. Therefore, teaching of the Kazakh and English languages might be described through the horses in Figure 4 as each of them follows different directions. It can be inferred that introducing the EL by taking advantage of the similarities between the English and Kazakh languages might be effective in teaching the EL to Kazakh students (Rugemalira, 2005).

For instance, KL has simple phonemic system, in which one sound corresponds to one letter. Having learnt to associate one letter with one sound, the first-grade children might get confused in reading English as the production of its letters depend on the surrounding letters. Therefore, beginning to teach English reading through introducing the words such as *dog* or *cat* and gradually moving to more difficult phonemes might be beneficial for young learners who have not yet developed their reading skills in Kazakh. In addition, if the way children had learned the KL was considered in designing the EL teaching program this might facilitate children's acquisition of additional languages without anxiety. In KL before teaching to read one word, the children are introduced first with the letters this word consists of as described in the

chapter of Findings. Thus, the reading skills of Kazakh children in the EL might be developed following similar way, in which some frequent letters of A1 vocabulary were first introduced to teach later reading of the words such as *cat* and *dog*. A further study on intervention that introduces the EL through recognizing the students' linguistic background and knowledge is therefore suggested to identify the extent of usefulness of such an approach.

Figure 4. The building of Astana Opera in Nur-Sultan, Kazakhstan



Parental Involvement in Their Children's English Language Learning and the Strategies Used

This section presents the findings concerning parental strategies and discusses these findings in the light of other empirical studies. This study found that all participants of this study involved themselves positively demonstrating direct and indirect types of involvement (Gao, 2006). Despite the fact some participants held a negative attitude towards the early introduction of the EL, they did not demonstrate a neutral to negative type of involvement as Hajar's (2019a) study who found that some parents in Gulf Arab countries hindered their children's ELL.

Almost all participants of this study involved themselves directly in assisting their children with doing English homework as illustrated in Table 4. They taught vocabulary words by employing various strategies such as rote learning, meaningful learning, and associative learning. Participant 15 shared the strategy to cope with learning difficult words by repeating it

five times with her child. Others (P5, P6) adapted the tasks to correspond to the abilities of their children based on their observation of their children's progress. In addition, they made their children practice the words and phrases they have learnt. While some participants (P4, P13) had their children practice the EL by asking them to speak and sing in English and the translations of objects into English, others asked for translations of the words into English regardless of the situation and place (i.e. while driving a car, cooking, having a tea and walking). Two other participants asked clarifying questions to check the comprehension of the texts and their children's reading skills while completing homework. Furthermore, the participants demonstrated direct involvement in involving themselves activities beyond the school activities. For example, Participant 11 read the book she purchased to introduce her child to the pronunciation of English words. These findings reflect those of Gao (2012) who also found that parents can be proactive in supporting their children's ELL by "constantly instructing, monitoring and assessing" their children's performance in developing English vocabulary (p. 586).

As for the indirect type of involvement, the participants demonstrated it by creating an environment that would enhance their children's ELL. For example, some participants purchased English books (P2, P11, P14) and alphabet posters (P4), others (P2, P3, P4, P7, P11, P12, P15) allowed their children to watch English songs and cartoons on YouTube (P12) and switched on television channels with English language teaching programs (P4, P15). In addition, they motivated their children to learn English by targeting high marks and telling them about the importance of ELL. All participants shared their plans to send their children to private tutoring in the future and one of them is even going abroad to show his child the instrumental value of ELL (P4). One of the reasons that some participants (P2, P10, P12) had not sent their children to private courses was their focus on developing their children's skills in subjects such as Maths, Kazakh and Russian languages.

Conversely, Hajar (2019b) found that some parents in the Gulf Arab states demonstrated “favouring science subjects” over English or “belittling” its benefits (p. 70). Thus, these parents, in Hajar’s (2019a) study, displayed a neutral to negative type of involvement. However, the participants in the current research made decisions depending on the urgency of these subjects improving their children’s overall academic performance. Their actions and decisions indicated a positive type of involvement. The absence of a neutral to negative type of involvement contrasted to Hajar’s (2019b) study might be explained by the social and political situations in the countries of his participants. For instance, in Hajar’s (2019b) study one Libyan participant, Osama, recognized that due to the “political tensions between Libya and the West”, he did not have any interest in learning the EL (p. 77). Moreover, a number of Arab parents of Hajar’s (2019b) study seemed to demonstrate a neutral to negative type of involvement as they did not support their children’s ELL. By contrast, the participants in the present study regarded English knowledge as an asset that would be required in their children’s future lives. It can therefore be assumed that the participants demonstrated the positive involvement in their children’s ELL for its importance in their children’s future regardless of their attitude towards the early introduction of the EL.

One of the interesting findings that emerged from the analysis was that most participants mainly involved themselves in assisting with their children’s English homework following school instructions (See Table 4). This finding might suggest that the higher quality and extensive would be the school teachers’ instructions (e.g., providing with a translation of homework and transcriptions of the words, methods to do the task or clearly describing two or three options of vocabulary learning), the higher would be the quality of parental involvement. However, the participants’ responses indicated that they had to ask explanations of the tasks from English teachers before each English class. Moreover, as the participants were not provided with the translations and pronunciation of the words assigned to be learnt at home, some of them

had to ask for such provision from their relatives. Nevertheless, the majority of participants admitted that they relied on Google Translator in the cases when they needed translations of the tasks or the homework.

One of the possible explanations of this finding might be that teachers devalued or underestimated the parents' role in their children's ELL. In line with this finding, Sawyer, Manz and Martin (2017) claimed that teachers are not usually aware of how parents can collaborate with them. One of the teachers' responses in their study indicated that teachers' understanding of collaboration with parents might be limited to their physical presence in the class and the provision of translations of the words as 'dictionaries' (p. 720). The participants of this study had never seen the English teachers at school meetings. Although these participants received feedback on their children's progress in English and on what should be improved, the teachers did not inquire how well their students were coping with the English tasks at home from the participants. Even though some parents had notified the English teachers that their children were struggling with the ELL at home by the help of the homeroom teachers (HRTs), these teachers' actions were limited to feedback on what should be improved in their children's performance and without presenting how this could be improved. The teachers might understand that the majority of their students' parents possess limited English proficiency. However, these data must be interpreted with caution because this study is based on the perspectives of parents, while the teachers' perspectives might be different in the Kazakhstani context from those described in Sawyer et al. (2017).

Several studies (e.g., Al-Fadley, Al-Holy & Al-Adwani, 2018; Castillo & Gamez, 2013; He & Lazo, 2015; O'Connor & Geiger, 2009) found that the lack of or limited English proficiency may restrict parents' involvement in their children's ELL. However, the findings of this study suggest that some participants involved themselves despite their vocabulary being limited to only a few words in English. One of the father participants, Participant 13, believed

that he could not help his daughter with learning the EL as he did not know English, but later it appeared that he assisted his daughter by asking her to speak in English. Similarly, another father participant, Participant 4, who lacked English proficiency helped his child to practice the English words, phrases and even songs by simply asking for them. He could also check the completion of homework in English by asking what his daughter has learned. In addition, some participants (P7, P9) who lacked English language knowledge attempted to help their children through the help of Google Translator.

However, as some participants of this study had difficulties with explaining the English phonology and words, they questioned whether this difficulty is the result of their limited knowledge (P1, P7, P11) or their ineffective approach in teaching English (P10, P12). As this finding might indicate that the participants might employ incorrect strategies such as helping instantly with translation of the English words in their involvement depending on their knowledge and experience. Therefore, this finding suggests that Kazakhstani parents might need practical support on effective methods of teaching from teachers in assisting their children's ELL. Thus, schoolteachers might organize informative meetings on the strategies that are effective in teaching English vocabulary for parents to assist their children's ELL. In the case that parents cannot attend these meetings, teachers might send such information with the English home assignments.

With regards to this, Mahmoud's (2018) empirical study with a group of Saudi parents found that many participants responded positively to the questions that were improper behaviours in teaching foreign languages. He attributed this finding either to his participants' lack of awareness to the fact they were employing improper strategies or they did not read the questions attentively so they could not notice that these questions involve instant help rather than students' independent learning. Three participants of the current study admitted that their children could not understand their explanations and become frustrated while completing home

tasks. However, they seemed not to change their methods of teaching. The reason for this might lie in a lack of knowledge about methods and strategies that might bring about effective learning. Participant 1, for instance, reported that it may take the whole day for her child to learn new vocabulary assigned to home. She believed that her child could learn effectively by repeating one word twenty times. However, this child retained the learnt words within a week. Moreover, this participant admitted that she once completed her child's English homework, thus her child could not benefit from doing this assignment. Mahmoud (2018) in his study suggests that parents might complete the tasks of their children because of their difficulty. Indeed, the participant of this study who did the work of her child held the view that the assigned task was challenging for her child. The challenges the children face while learning the EL might be the result of the ineffectiveness of the strategies employed by the parents, therefore, this can be an important issue for future research. However, these findings were not very encouraging as they indicated that there was a lack of communication between formal and informal actors to facilitate young children's ELL and development.

Despite the issues mentioned so far, the findings of this study confirmed that all participants involved themselves in their children's ELL, though, some of them did not participate actively in the events organized by the schoolteachers. This finding broadly supports the work of other studies (Goodall & Vorhaus, 2011; Goodall & Montgomery, 2014; Smith, 2006) in this field exposing that absence of parents in school events does not indicate non-engagement in their children's learning. Although almost all participants of this study could not communicate with the English subject teachers one-on-one, they fulfilled the tasks and adjusted their actions to the feedback of the English teachers. In addition, they made decisions on their children's ELL based on their own observations of their progress and attempted to meet their children's needs. Some of the participants supported their children's ELL by procuring materials and employing creative ways of teaching vocabulary beyond the schoolteachers' instructions.

Their involvement was largely shaped by their own experience of language learning and knowledge. For instance, the strategies employed by Participant 12 were based on her experience of learning the EL in English training courses for teachers. Another participant, Participant 5, employed associative learning strategy because she believed that the words are learned better when they are associated with objects.

Thus, despite the majority of participants staying at the second point of the continuum by assisting their children with English homework, some of them had already reached the third point. However, those who reside at the third point approached there thanks to their knowledge and experience with their children's ELL rather than their communication with the school's English teachers. This finding might suggest that parent-child interaction might be adequate in shaping children's ELL out-of-school in the case when two-way teacher-parent interaction is lacking. However, this study does not aim to undermine the role of parent-teacher communication; rather it strives to inform parents, teachers and policymakers that there is an urgent need to develop collaboration of the main stakeholders at school level. Their collaboration might contribute to the smooth and effective implementation of the trilingual policy as "all large-scale change is implemented locally" (Fullan & Miles, 1992, p. 752). Even though the participants of the current study only received feedback on their children's progress in English, this information could help them make decisions regarding private tutoring. If this communication were two-sided, where the voices (their attitudes, experiences, and challenges) of parents are considered, instead of one-sided, this communication would have three-fold benefits for all parties.

This chapter has discussed the findings of this study on parents' attitudes to the introduction of the English language to first-grade students, their challenges in assisting their children's ELL and the strategies they employ to support their children's ELL. In addition, this chapter discusses the implications of these findings and gives suggestions for future studies. The

chapter that follows moves on to summarize the findings of this study and their contribution to the existing literature, to introduce the limitations of this study and make recommendations for future work.

Chapter 6: Conclusions

The purpose of the current study was to determine the attitudes of rural parents in Kazakhstan towards the introduction of the English language (EL) to their young children in the first grade as a result of trilingual policy. In addition, this study investigated the challenges encountered by parents while assisting their children with English language learning (ELL) and the strategies they employed to facilitate their children's EL development. This study represents a first step towards enhancing our understanding of the implications of the implementation of the trilingual policy in Kazakhstan with special focus on parents' perceptions towards the introduction of the EL to their children in Grade 1. This chapter describes the main findings of this study, discusses the contribution of these findings to the existing literature and suggests practical solutions for educators and policy makers in implementing the trilingual policy across Kazakhstan. In addition, this chapter presents the limitations of the study for other researchers to consider and provides recommendations for future research.

Major Conclusions

This section presents the main findings of this study on the research questions. The findings of this study on the attitudes of the parents towards the introduction of the EL in the first grade suggest that 40% of the parents resist its introduction in the beginning grade believing that their children should develop their language skills in their mother tongue first. However, the majority of rural parents in other contexts of Kazakhstan seem to recognize the value of learning the EL and hence support the notion of integrating English to their children at an early stage of their education (Agaidarova, 2019; Ayazbayeva, 2017). The participants' negative attitudes towards the early introduction of the EL might have largely been associated with their challenges in assisting their children's ELL and the latter's difficulties with learning the EL. This finding might suggest that certain effective procedures discussed in this chapter to reduce their challenges would help to change their attitudes towards the introduction of the EL. One of the

surprising findings was that some participants supported this initiative of introducing the EL in the first grade despite their challenges with assisting their children's ELL. This finding might be partially attributed to the governmental emphasis on the need for students to learn the EL in the twenty-first century as in the study of Chen (2013) in Taiwan and of the implementation of the trilingual policy in Kazakhstan where the English language is to become the medium-of instruction for science subjects in high schools from 2020.

On the question of the challenges the parents face while involving themselves in their children's ELL, this study found that the differences between the educating programs of the English and Kazakh languages and a lack of English-speaking environment caused challenges for the parents with understanding the English program and with explaining the phonological peculiarities of the EL to their children. Moreover, this difference and the lack of English-speaking environment seem also to lead to their children's loss of motivation to learn the EL. As the culture and mindset of Kazakh and English native speakers differ, their teaching programs seem to be desynchronized in their alphabet learning and language learning steps. Therefore, modifying the EL teaching program to be more in line with the Kazakh teaching program so that it corresponds to the Kazakh children's linguistic background and knowledge might decrease the challenges faced by the parents and their children. Thus, children would develop reading skills in the EL following the familiar way of their acquisition of reading skills in the KL, though, the effectiveness of such an approach should have been investigated. Notably, some empirical studies (Parba, 2018; Phyak, 2013; Tupas, 2015) revealed that mother-tongue based multilingual education can be effective in the acquisition of the English language.

Considerable insight has been gained with regard to the parental practices in mediating their children's ELL. Surprisingly, all participants (even those with limited English proficiency) involved themselves positively in their children's ELL by employing a wide range of strategies and materials. Even though some parents had facilitated their children's English literacy

development before the introduction of the EL at school, the findings of this study seem to confirm that parental practices were largely dependent on their children's homework assignments. However, the transcriptions of the vocabulary words to be learned and their translations were not provided in these homework assignments causing the parents to seek assistance from their relatives and the Internet. Moreover, some parents' negative feedback on the home tasks seem not to lead to their modification of them so that their children could complete these tasks with little effort. These findings might suggest that formal actors (i.e. teachers) of the educational process devalue the contribution of informal actors (i.e. parents) as the English teachers did not attempt to receive feedback on parents' experiences at home in assisting their children with ELL. These teachers might think that these children can learn English effectively only in the school domain as many parents possess limited English proficiency. However, this study includes the perspectives of the parents, therefore, these findings might not be representative of the teachers' opinions on the role of parents in their children's ELL.

Overall, these findings have drawn a picture of the implications of the trilingual policy on the rural parents of Kazakhstan. This study has shed light on the attitudes of these parents towards the introduction of the EL in the first grade, their challenges with assisting their children's ELL after its introduction and their practices to develop their children's EL skills. Since the findings indicate that solving the causes of such parental challenges might change their attitudes towards the introduction of the EL and improve the nature of their involvement, the section on the implications of the study after the description of the limitations of this study makes recommendations for future work, practice, and policy.

Limitation of the Research

Although the present study reported in this thesis could be a springboard for researchers, policymakers, parents, and teachers for effective procedures to implement the trilingual

education policy successfully in Kazakhstan, it has limitations that should be acknowledged. First, this present study has only investigated the perspective of rural parents. Therefore, the findings of this study cannot be generalized to urban parents and might not depict their attitudes and behaviours. However, these findings complemented the findings of other studies (Agaidarova, 2019; Ayazbayeva, 2017) conducted in Kazakhstan by providing deeper insights into rural parents' attitudes and challenges and providing new insight into their practices in assisting their children's ELL. Another limitation of this study is due to capturing only the parents' perspectives, while that of teachers and students themselves would be beneficial in triangulating and validating the data. This shortcoming was solved by other empirical studies (Hsieh et al., 2018; O'Connor & Geiger, 2019; Rahman & Sarker, 2019) that focused on parents' involvement from the teachers' perspectives. Consequently, this study could have relied on them to explain some findings of this study. Third, the current study was not specifically designed to determine whether the parents' behaviors were correct or not. Thus, the findings of this research clearly illustrate the practices of the parents, but it also raises the question of whether their practices are effective in supporting their children to stay motivated to learn the target language. Finally, employing a wider range of tools such as the observation of parents' behavior, communication at school events, meetings and at home, analysis of school textbooks and home tasks assigned by teachers would contribute to gathering richer data in terms of parents' involvement and their challenges with assisting their children's English homework completion.

Implications of the Research

The findings of the present study have considerable implications for further research, as well as for policymakers, and schoolteachers to move towards the effective implementation of the trilingual policy in Kazakhstan. The findings indicate the need to promote the collaboration between teachers and parents in developing school children's English skills from a young age in

an engaging way. Therefore, this study suggests the following actions for schools and policymakers to take:

1. To conduct workshops on the effective strategies and correct behaviours while assisting children's ELL. These kinds of instructions can also be attached to home tasks as some parents might not be able to attend these workshops due to their work schedule.

2. To inquire about challenges faced by parents while assisting their children with English homework to find practical solutions through constant communication to prevent them further.

3. To prepare an English teaching program that considers the Kazakh students' linguistic background and knowledge. Teaching schoolchildren to read in English, drawing on the similarities of EL with KL in having words, in which one letter represents one sound might be beneficial to Kazakh students in the acquisition of reading skills in English. Thus, in this stage schoolchildren will only be required to read those words with simple English phonemes.

However, it remains to be clarified whether the findings of this study could be applied to other regions (i.e. urban regions) of Kazakhstan. To better understand the implications of these results, future studies could address the perspectives of parents, students, and teachers on introducing the EL from the first grade. In addition, further research is needed to determine the effects of establishing an EL program (including English textbooks) that would be aptly designed for Kazakh-speaking students.

This chapter has summarized the major findings of this study and presented their limitations. The findings may contribute to understanding the implications of the trilingual education policy on rural parents and serve as the springboard for readers to take sufficient measures to its successful implementation. Thus, it has made recommendations for future studies by other researchers and practical solutions for schoolteachers and policymakers.

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Appendix A

INFORMED CONSENT FORM

Parental involvement in their young children's English language learning

DESCRIPTION: You are invited to participate in a **research study** on exploring how parents involved themselves in their children's English language learning in Grade 1 level. You will be asked to participate in individual interviews and to answer interview questions. The conversation will be audio recorded with your permission via mobile phone. The recording will be kept in a secured online password-protected server for three years. The findings of the study will be used in a thesis for completing the master's degree program and the results may be presented in conferences in the future. The interview will be in the language you prefer (Kazakh or Russian).

TIME INVOLVEMENT: Your participation will take approximately 60 minutes.

RISKS AND BENEFITS: The risks associated with this study are minor and might be related to some sensitive topics to be covered during the interview. The benefits which may reasonably be expected to result from this study will be the understanding consequences of trilingual policy implementation to your children and how you are challenging it. Additionally, this study may help to boost cooperation between parents and teachers. Your decision whether or not to participate in this study will not affect your children's progress and 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

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz Please sign this consent form if you agree to participate in this study.

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

Signature: _____ Date: _____

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

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Ата-аналардың өз балаларының ағылшын тілін үйренуіне қатысуы

СИПАТТАМА: Сіз бірінші сынып оқушыларының ағылшын тілін үйренуде ата-аналарының қатысуын зерттеуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге жеке сұхбаттарға қатысып, қойылған сұрақтарға жауап беру ұсынылады. Сіздің рұқсатыңызбен сұхбат ұялы телефонға жазылады. Жазба үш жыл бойы құпия сөзбен қорғалған серверде сақталады. Зерттеу нәтижелері магистрлік дәреже алу үшін қорғалатын диссертацияда қолданылады және сонымен қатар нәтижелері болашақта конференцияларда қолданылуы мүмкін. Сұхбат Сіз қалаған тілде өткізіледі (Қазақша, орысша).

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 60 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері шамалы және сұхбат барысында қойылған сұрақтардың сезімталдығына байланысты болуы мүмкін. Зерттеу жұмысына қатысуыңыздың артықшылықтары үштілді білім беру программасының балаңызға салдарын және Сіз оны қалай жеңіп жатқаныңызды түсіну болуы мүмкін. Сонымен қатар, бұл зерттеу жұмысы ата-аналар мен мұғалімдер арасындағы серіктестікті арттыруға көмектесуі мүмкін. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің мектептегі балаңыздың бағаларына еш әсерін тигізбейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

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

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

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

- Мен берілген формамен мұқият таныстым;

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

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Участие родителей в изучении английского языка их детьми

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению как родители учеников первых классов участвуют в изучении английского языка своими детьми. Вам будет предложено принять участие в индивидуальных интервью и ответить на заданные вопросы. Разговор с Вами будет записан на мобильный телефон с Вашего разрешения. Запись будет храниться три года на сервере защищенным паролем. Результаты исследования будут использованы в диссертации для окончания программы магистерской степени и результаты также могут быть представлены на конференциях в будущем. Интервью будет проводиться на том языке, который Вы предпочитаете (Казахский, русский).

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 60 минут.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием незначительные, и могут быть связаны с некоторыми чувствительными темами, которые будут охвачены во время интервью. В качестве ожидаемых преимуществ в результате исследования можно рассматривать понимание последствий программы трехязычного образования на Вашего ребенка и как Вы преодолеваете это. Кроме этого, это исследование может помочь развить сотрудничество между родителями и учителями. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на оценки Вашего ребенка в школе.

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 руководителям магистерского тезиса исследователя:

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

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

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;

- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Appendix B

Parental involvement study interview protocol

Project: Parental Involvement in their Young Children's English Language Learning in a Rural Region of Kazakhstan: A qualitative Inquiry

Time of Interview:

Date:

Place:

Good morning (afternoon). I am a master's student at Nazarbayev University Graduate School of Education (NUGSE). Thank you for finding time for this interview, I really appreciate your willingness to take part in this study. We have met today to discuss how you involve yourself in child's English language learning. I am doing this interview with the purpose to find out how you cope with assisting in English language learning after the implementation of Integrated curriculum where English language teaching starts from the Grade 1. The interview will last around 60 minutes. Please, feel free to share any information you wish, bearing in mind that your name and any information that can identify you will be redacted from the final report of my study. There are no right or wrong answers. I am interested in your experiences and opinions. With your permission, this discussion will be digitally recorded because this can help me to get all the details but at the same time be able to carry on an attentive conversation with you. I will also take notes of what you share. Everything you shared during the interview will be kept in a secure place, soft data on the password protected server and hard data in the lockable filing cabinet. The data obtained will be stored in a safe place for three years. Before we get started, please take a few minutes to read and sign this consent form. (Hand a participant the consent form.) (After participant returns the consent form, turn tape recorder on.) Do you have any questions before we begin?

1. Could you please give me some information about your background (e.g. your job, how many children you have and your city/village)?
2. What languages can you speak? How did you learn them?
3. What is your own understanding about the trilingual education?
4. Who is responsible for your child's English language learning? Why?
5. What activities do you often do with your child to help him/her learn English? Which activities have you found the most interesting/useful to your child?
6. What kinds of challenges do you often experience when you help your child in learning English?
7. Can you tell me if there are some changes in assisting your child to learn the language since the beginning of the academic year?
8. Who can help your child do his/her homework?
9. Are there any interactions between you and your child's school members in relation to the progress of your child's English language learning? If yes, how? If no, why?
10. Is there any interactions between you and other parents in terms of helping your children learn English?
11. What else would you like to share about your experience in your child's English language learning?

Thank you for coming and giving an interview. If you agree, I would like to have your contacts in case I have additional or clarifying questions. Will it be convenient for you? If you have any questions or concerns, feel free to phone any time.

Ата-аналардың балаларының ағылшын тілін үйренуіне қатысуы туралы сұхбат хаттамасы**Ата-аналардың балаларының ағылшын тілін үйренуіне қатысуы**

Сұхбат уақыты:

күні:

орны:

Сәлеметсіз бе? Мен Назарбаев Университетінің (NUGSE) Жоғарғы Білім мектебінің магистрантымын. Бұл сұхбатқа уақыт бөлгеніңізге көп рахмет. Біз бүгін сіздердің балаларыңыздың ағылшын тілін үйренуіне қалай қатысатындығыңызды білу үшін кездестік. Мен ағылшын тілін оқыту бірінші сыныптан басталатын Жаңартылған білім беру бағдарламасын енгізгеннен кейін, балаңыздың ағылшын тілін үйренуге қалай көмектесетіндігіңізді білу үшін сұхбат жүргіземін. Сұхбат 60 минутқа жуық созылады. Сұхбат кезінде кез келген ақпаратты бөлісуге еркін сезініңізді сұраймын. Дұрыс немесе бұрыс жауаптар жоқ. Сіздің рұқсатыңызбен сіздің жауаптарыңыз аудиотаспаға жазылады. Бұл жазбаның электронды нұсқасы құпия сөзбен қорғалған серверде, ал қағаздағы нұсқасы құлыпталған шкафта сақталатын болады. Алынған ақпарат үш жыл бойы қауіпсіз жерде сақталады. Біз бастамас бұрын, келісім нысанын оқып шығыңыз. (Қатысушыға келісім нысанын беру.) (диктофонды қосу). Сізде қандай да бір сұрақтар бар ма?

1. Сіз маған өзіңіз туралы мәлімет бере аласыз ба (мысалы, жұмысыңыз, балаларыңыздың саны және қайда тұрғаныңыз туралы)?
2. Сіз қай тілдерде сөйлейсіз? Сіз оларды қалай үйрендіңіз?
3. Үш тілде білім беру туралы не ойлайсыз?
4. Балаңыздың ағылшын тілін үйренуіне кім жауапты? Неге?
5. Балаңызға ағылшын тілін үйренуіне көмектесу үшін қандай іс-әрекеттерді жиі жасайсыз? Сіздің балаңызға қай іс-әрекеттерді қызықты / пайдалы деп таптыңыз?
6. Балаңызға ағылшын тілін үйренуге көмектесу кезінде қандай мәселелер жиі туындайды?
7. Балаңызға оқу жылының басынан бастап тіл үйренуге көмектесуіңізде қандай да бір өзгерістер болды ма?
8. Сіздің балаңызға үй тапсырмасын орындауға кім көмектесе алады?
9. Балаңыздың ағылшын тілін үйренуіне байланысты сіз бен сіздің балаңыздың мектебінің мүшелері арасында қандай да бір қарым-қатынас бар ма? Егер бар болса, қандай? Егер жоқ болса, неге?
10. Сіздің балаларыңызға ағылшын тілін үйренуге көмектесу үшін Сіз бен басқа ата-аналар арасында қандай да бір қарым-қатынас бар ма?
11. Балаңыздың ағылшын тілін үйренуіне қатысу тәжірибеңіз туралы тағы не айтқыңыз келеді?

Сұхбат беруге келгеніңіз үшін үлкен рахмет. Егер сіз келіссеңіз, қосымша немесе нақтылау сұрақтары туындаған жағдайда сіздің байланыс телефондарыңызды алғым келеді. Бұл сізге ыңғайлы бола ма? Егер сізде сұрақтар немесе алаңдаушылықтар туындаса, кез-келген уақытта қоңырау шалыңыз.

**Протокол интервью о родительском участии в изучении английского языка
своих детей**

Участие родителей в изучении английского языка их детьми

Время интервью:

Дата:

Место:

Здравствуйте. Я студент-магистрант Высшей школы образования Назарбаев Университета (NUGSE). Спасибо, что нашли время для этого интервью, я очень ценю вашу готовность принять участие в этом исследовании. Мы встретились сегодня, чтобы обсудить как вы участвуете в изучении английского языка своих детей. Я провожу интервью с целью узнать, как вы помогаете в изучении английского языка после внедрения Обновленного содержания образования, где преподавание английского языка начинается с первого класса. Интервью займет не более 60 минут. Пожалуйста, не стесняйтесь делиться любой информацией, так как ваше имя и любая информация, которая может идентифицировать вас, будет отредактированы из окончательного отчета. Нет правильных или неправильных ответов. Меня интересует ваш опыт и ваше мнение. С вашего разрешения это интервью будет записано для того чтобы я смогла получить все детали нашего разговора, и в то же время смогла полностью уделить внимание вам. Я также буду делать записи того, чем вы делитесь. Вся информация, которой вы поделитесь будет храниться в безопасном месте, электронные данные на сервере защищенным паролем и жесткие данные в запираемом шкафу заполнения. Полученная информация будет храниться три года в безопасном месте. Прежде чем мы начнем, пожалуйста, прочитайте эту форму согласия. (Дать форму согласия участнику, включить диктофон) У вас есть какие-либо вопросы, прежде чем мы начнем?

1. Не могли бы Вы дать мне некоторую информацию о себе (например, о Вашей работе, сколько у Вас детей и где Вы жили)?
2. На каких языках Вы говорите? Как Вы их изучали?
3. Что Вы думаете о трехязычном образовании?
4. Кто ответственный за изучение английского языка Вашим ребенком? Почему?
5. Какие виды деятельности Вы часто делаете со своим ребенком, чтобы помочь ему / ей выучить английский язык? Какие занятия Вы нашли наиболее интересными / полезными для Вашего ребенка?
6. С какими проблемами Вы часто сталкиваетесь, когда помогаете своему ребенку изучать английский язык?
7. Можете ли Вы сказать мне, есть ли какие-либо изменения в оказании помощи Вашему ребенку в изучении языка с начала учебного года?
8. Кто может помочь Вашему ребенку сделать домашнее задание?
9. Существуют ли какие-либо взаимодействия между Вами и членами школы Вашего ребенка в связи с прогрессом в изучении английского языка Вашим ребенком? Если да, то как? Если нет, то почему?
10. Есть ли какие-либо взаимодействия между Вами и другими родителями в плане помощи Вашим детям в изучении английского языка?

11. Что еще Вы хотели бы рассказать о Вашем опыте участия в изучении английского языка вашим ребенком?

Спасибо, что пришли и дали интервью. Если вы согласны, я хотела бы получить ваши контакты, если у меня возникнут дополнительные или уточняющие вопросы. Вам будет удобно? Если у Вас есть какие-либо вопросы или беспокойства, звоните в любое время.

Appendix C

Interview transcript in English	Codes	Themes
<p>The first research question: Parents' attitudes towards learning the English language in the first grade.</p> <p><i>Researcher: Are you against introducing the English language from the first grade?</i></p> <p>Parent: No, no, I am not against it, because as <u>their brains are fresh, they acquire [information] faster than we do. ... Then, when they learn two and three languages simultaneously, they learn three translations of one word because their ability to memorize is better. ... I have a positive attitude because he would fall into such an environment after finishing the school</u> despite my child not having learned it. <u>In this case he would have to learn unwillingly.</u> Therefore, I think that <u>it is better [for him] to learn now willingly when it [learning English at school] is free and there is an opportunity [to learn English].</u></p> <p>The second research question: The challenges parents face in teaching the English language to their children.</p> <p><i>Researcher: What challenges do you face when you assist your child with learning the English language? Do you have some challenges?</i></p> <p>Parent: I do not think that in <u>the schoolbooks of the first grade things will be written that their cognition cannot deal with. We can help with the things my child can deal with. My child's cognition helps him understand the things in his textbooks, and he does not see them as difficult. Helping once is enough for him to learn. His homeroom teacher praises him that he is agile compared to his peers in the class. Conversely, they [my children] ask questions that we cannot respond to. Sometimes I do not know how to answer these questions.</u></p> <p><i>Researcher: What kind of questions does he ask, for instance?</i></p> <p>Parent: For example, <u>the letter R of English is read as /ɑ:/ in one place, while in another it can be</u></p>	<p>Children's brains are fresh Children are agile Learning three languages together is to know one word in three languages Children's ability to memorize is better After finishing the school, English will be needed English should be acquired as it is free English should be acquired as children are willing to learn</p> <p>Materials that children can acquire are written in textbooks</p> <p>I can teach materials in the textbook to my child My child understands materials of the textbook immediately</p>	<p>Positive attitude</p> <p>Parent can assist with her child's learning Child has no challenges with learning</p> <p>Challenges</p>

<p><u>While reading these words, I explain that this person is greeting by saying “hello” and this boy is saying this.</u></p> <p>Researcher: Do you communicate with the English teacher of your child at school about your child’s performance, English classes or about home tasks?</p> <p>Parent: I do not communicate with the teacher of English, but we have one common chat for the students of our class. There my child’s homeroom teacher sends us the feedback for each child received from subject teachers. For instance, the homeroom teacher writes, "The English teacher praised these children today as they come well-prepared".</p>	<p>Teaches words by describing the pictures</p> <p>No communication with English teacher</p> <p>Learns about her child’s English performance from homeroom teachers</p>	<p>No direct communication with the English teacher</p>
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Сұхбаттың анализдеуге таңдалған бөлімдері	Кодтар	Тақырыптар
<p>Бірінші зерттеу сұрағы: Ата-аналар балаларының бірінші сыныпта ағылшын тілін үйренуіне көзқарасы. Зерттеуші: Сіз бірінші класстан бастап ағылшын тілін үйреткенге қарсы емессіз ба? Ата-ана: Жо-жоқ, қарсы емеспін, себебі <u>олардың миы свежий болғаннан кейін тез қабылдап алады</u> ше, бізге қарағанда. ... Сосын сразу екі тіл, үш тілді қатар үйренгеннен бір сөздің үш аудармасын бірге үйренеді, себебі олардың бізге қарағанда <u>сақтап қалу қабілеті күштірек</u>. ... Мен оң көз қарастамын себебі баламды үйретпегенмен, <u>мектепті бітірген кезде біз құсап сондай ортаға тап болады. Сол кезде оған еріксіз үйрену керек болады. Одан да қазір ерікті түрде, ақылы емес кезде, мүмкіндік бар кезде, үйреніп қалған дұрыс деп ойлаймын.</u></p> <p>Екінші зерттеу сұрағы: Ата-аналар балаларына ағылшын тілін үйреткенде кездестіретін қиындықтар. Зерттеуші: Сіз балаңызға ағылшын тілін үйренуге көмектесу кезінде қандай мәселелер жиі туындайды? Бар ма сондай мәселелер? Ата-ана: <u>Бірінші класстың мектеп оқулығында баланың шамасы келмейтін затты жазбайды ғо. Оның шамасы келетін затқа біздің де шамамыз келеді. Менің баламның қабілеті оқулықтағыларға жетіп тұр, ол қиын көріп жүрген жоқ. Оған бір үйретсең, солай қағып алып тұр.</u> Класының апайы да мақтайды басқа балаларға қарағанда тез қабылдап алады деп. <u>Олар наобарот біздің басымыз жетпейтін сұрақ қойып отырады да. Өзім кейде не жауап берерімді білмей қалам.</u></p> <p>Зерттеуші: Мысалы қандай сұрақтар қояды? Ата-ана: <u>Мысалы, ағылшынның R деген әрпі бір жерде /a:/ болып оқылады да, ал бір жерде /r/ айтылып тұрады да, басқа жерде айтылмайды. "Неге мана басқаша айтылып еді, қазір неге басқаша айтып отырсың?" дейді сұрайды менен балам. ... Мұғалім болмаған соң ол нәрсені түсіндіре алмай қаламын.</u></p> <p>Үшінші зерттеу сұрағы: Ата-аналардың балаларының ағылшын тілінен</p>	<p>Балалардың миы-свежий Балалар тез қабылдайды Үш тілді қатар үйрену-бір сөзді үш тілде білу Балалардың есте сақтап қалу қабілеті күшті Мектепті бітірген соң, ағылшынды керек болады Ағылшынды ақылы емес кезде үйреніп қалу керек Ағылшынды ерікті түрде үйреніп қалу керек</p> <p>Оқулықта баланың қабілеті жететін нәрсе жазылады</p> <p>Балама оқулықтағы нәрсені үйрете аламын Балам оқулықтағыны тез қағып алады</p> <p>Ағылшынның фонологиясын түсіндіре алмаймын</p>	<p>Оң көзқарас</p> <p>Ата-ана ағылшыннан көмектесе алады Бала қиналмайды</p> <p>Ағылшын фонологиясын түсіндіру қиындықтары</p>

<p>кабілеттерін арттыру үшін жасайтын іс-әрекеттері. Зерттеуші: Балаңыз ағылшын тілін үйренуге көмектесу үшін қандай іс-әрекеттерді жиі жасайсыз? Ата-ана: Мен қазір бір оқитын балам балабақшада дайындықта жүргенде <u>бір-екі рет қызықты ағылшынша кітаптар сатып алғанбыз</u>. Кітаптың ішіндегі суреттерінің астында жазулары және тақпақтары болды. Кітаптарды сатып алғанда ағылшын тілі болашақта керек деген мақсат болған жоқ, бірақ суреттері күшті болған соң, балаларымызға қызық болар деп сатып алдық. Кейін ол кітапты үйге әкелген кезде, бала бақшадағы баламмен ол кезде екі оқып жатырған қызым екеуі ағылшынды қатар үйреніп кетті. <u>Менен сөздердің оқылуын сұрағасын, оқып бердім</u>. Олар артынан түсінбесе де айтылуымен, суретімен және қасындағы переводымен жаттап алды. Жаңағы кітапта орысша, қазақша, ағылшынша үшеуі қатар жазылып тұрды. ... Мысалы, "dog", "собака", "ит" деп тұрды. ... Олар солай сразу сөздерді үш тілде қатар жаттап алды. <u>Сосын артында бірнеше жолдардан тұратын өлеңдері бар еді, соларды да оқып үйретіп тастадым</u>. Ата-ана: Біз енді биылдан бастап <u>төрт баламызды да ағылшыннан қосымшаға берейін деп отырмыз</u> каникулда себебі жоғары сыныптағы балаларымызға айты және медицина мамандығын таңдауды айтып жатырмыз. Ал медицинада латын әріптері қолданылады. Зерттеуші: Сіз балаңызға ағылшынша жаңа сөздерді қалай үйретесіз? Ата-ана: <u>Мен дұрыс оқылуын үйретем, сосын манағы кітаптағыдай оның орысшасын, қазақшасын айтам</u>. Мысалы, қазіргі бірінші класстың оқулығында бәрі суреттермен берілген. Суреттердің астында адамдардың "хеллоу", "хай" деген сөздері жазылып тұрады. <u>Соларды оқып отырып, мынау "хеллоу" деп амандасып жатыр, ал мына бала былай сөйлеп жатыр деп түсіндірем</u>. Зерттеуші: Сіз балаңыздың ағылшын тілінен жетістіктері және сабағы жөнінде немесе жаңағы тапсырмалар жөнінде ағылшын тілі пәнінің мұғалімімен хабарласып тұрасыз ба?</p>	<p>Үш тілді кітаптар сатып алады</p> <p>Сөздердің оқылуын айтып береді</p> <p>Ағылшыннан қосымшаға бергісі келеді</p> <p>Ағылшын балаларының болашақтарына керек деп сенеді</p> <p>Сөздердің оқылуын, аудармаларын айтып үйретеді</p> <p>Сөздерді суреттерді сипаттап түсіндіреді</p>	<p>Мектептен тыс үйрету</p> <p>Мектептен тыс үйрету</p> <p>Ағылшын тілі - маңызды</p> <p>Үй тапсырмасымен көмектесу</p>
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<p>Ата-ана: <u>Ағылшын тілінің мұғалімімен хабарласпаймын</u>, бірақ бізде класстың оқушыларына арналған общий чат бар. Сол жерде <u>баламның класс жетекшісі әр пәннің мұғалімдерінің балаға сипаттамасын жазып жіберіп отырады</u>. Мысалы, класс жетекшісі "Бүгін ағылшын тілінің мұғалімі мына балдарды мақтады, сабаққа жақсы дайындалып келеді" деп жазып жібереді.</p>	<p>Ағылшын мұғалімімен хабарласпайды</p> <p>Класс жетекшісі арқылы балаларының ағылшыннан жетістіктерін біліп отырады</p>	<p>Ағылшын мұғалімімен тікелей байланыс жоқ</p>
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