

TRANSLANGUAGING IN KAZAKHSTANI EFL CLASSROOMS

Practitioners' Views on Translanguaging in Kazakhstani EFL Classrooms

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Author agreement

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Ethical approval

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October 2020

Dear Inara Akhmetova

This letter now confirms that your research project entitled:

Practitioners' views on translanguaging in Kazakhstani EFL classrooms

has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely

Xabier San Isidro

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Acknowledgement

In honor of my father who believed in me and made me accomplish my academic path.
With great thanks and appreciation to my family, supervisor and professors at Nazarbayev
University.

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Abstract

Kazakhstan's former president Nursultan Nazarbayev determined the main vectors of the prosperity of Kazakhstan in a Globalized world as the establishment of a new trilingual language policy and integration of modern technologies in education. This language policy implied the development of Kazakh, Russian and English and the population's proficiency in them through trilingual education starting from the 7th grade. This has occasioned a demand in quality teaching of the three languages. Integrating the upgraded curriculum requires new approaches in teaching English as a foreign language (EFL), including a transition to the communicative language teaching approach and the application of new methods. However, Kazakhstani EFL teachers generally resist the adoption of novel pedagogical techniques because of the Soviet education they received and the assumptions that old methods like monolingual practices in teaching EFL are the most appropriate (Burkhalter, 2013). Therefore, it is crucial to explore practitioners' views on modern practices like translanguaging in EFL teaching.

This qualitative study aimed to answer two research questions: What are practitioners' views on translanguaging in Kazakhstani EFL classrooms? What is the role of the first language (L1) (Kazakh, Russian) in Kazakhstani EFL classrooms? Online semi-structured interviews were used as data collection instruments, and the data was analyzed using Saldana's (2013) first and second cycle coding methods. Macaro's (2001) framework was used to analyze the practitioners' views and Lin's (2015) framework on the role of L1 was employed for the identification of the roles of Kazakh and Russian in Kazakhstani EFL classrooms.

The research showed that Kazakhstani practitioners realize the usefulness of translanguaging as a pedagogical tool and practice the use of L1 during EFL lessons; however, they do not view it as an advanced and necessary practice. Moreover, they view translanguaging

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as mainly useful in the initial stages of learning a foreign language, namely in primary school classrooms. Hence, it is vital to conduct more research on the practices of EFL teachers and whether they are ready to apply translanguaging for developing students' proficiency in English.

Key terms: translanguaging, EFL, mother tongue, trilingual education.

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Абстракт

Первый президент Республики Казахстан определил основные векторы развития Казахстана в глобализованном мире – создание новой языковой политики и интеграция современных технологий в сферу образования. Переход к трехязычной политике подразумевал развитие казахского, русского и английского языков, а также овладение всеми тремя языками населением Казахстана посредством развития трехязычного образования в школах, начиная с 7 класса. Данное решение требовало обеспечения качественного преподавания всех трех языков в школах. Одним из шагов было внедрение обновленного содержания образования, которое подразумевает использование современных техник обучения иностранному языку, включая переход на коммуникативную методику обучения английского языка как иностранного (АКИ). Однако, существует общее мнение о том, что казахстанские учителя английского как правило противятся внедрению новых педагогических методов из-за полученного ими советского образования и предположений, что старые методы, такие как моноязычная практика преподавания английского языка как иностранный, являются наиболее эффективными (Burkhalter, 2013). Поэтому крайне важно изучить взгляды практиков на современные практики, такие транслингвизм (или использование родного языка студентов) на уроках английского языка.

Это исследование было направлено на то, чтобы ответить на два исследовательских вопроса: каково мнение практиков о транслингвизме (или использование родного языка студентов) в казахстанских классах английского языка как иностранного? Какова роль первого языка (казахский, русский) в казахстанских классах английского языка как иностранного? В качестве инструментов сбора данных

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использовались онлайн-интервью, и данные анализировались с использованием методов кодирования первого и второго цикла Saldana (2013). Модель Macaro (2001) использовалась для анализа взглядов практиков, а модель Lin (2015) о роли родного языка была использована для определения ролей казахского и русского языков в казахстанских классах английского языка как иностранного.

Исследование показало, что казахстанские практики осознают полезность перевода как педагогического инструмента и практикуют использование родного языка на уроках английского языка как иностранного, однако они не считают это передовой и необходимой практикой. Более того, они рассматривают транслингвизм как полезную практику в основном на начальных этапах изучения иностранного языка, а именно в классах начальной школы. Следовательно, очень важно проводить больше исследований о практике преподавателей английского языка как иностранного и о том, готовы ли они применять транслингвизм для повышения уровня владения учащимися английским языком.

Ключевые термины: транслингвизм, английский язык как иностранный, родной язык, трехязычное образование.

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Абстракт

Қазақстан Республикасының Тұңғыш Президенті Қазақстанның жаһанданған әлемдегі дамуының негізгі векторларын – жаңа тіл саясатын құруды және қазіргі заманғы технологияларды білім беру саласына кіріктіруді айқындады. Үш тілді саясатқа көшу қазақ, орыс және ағылшын тілдерін дамытуды, сондай-ақ 7-сыныптан бастап мектептерде үш тілді білім беруді дамыту арқылы Қазақстан халқының барлық үш тілді меңгеруін меңзеді. Бұл шешім мектептерде барлық үш тілді сапалы оқытуды қамтамасыз етуді талап етті. Қадамдардың бірі жаңартылған білім беру мазмұнын енгізу болды, ол ағылшын тілін шет тілі ретінде оқытудың коммуникативтік әдістемесіне көшуді қоса алғанда, шет тілін оқытудың заманауи техникаларын пайдалануды көздейді.

Алайда, қазақстандық ағылшын тілі мұғалімдері өздерінің кеңестік білім алуына және ағылшын тілін шет тілі ретінде оқытудың көптілді тәжірибесі сияқты ескі әдістер неғұрлым тиімді болып табылады деген болжамға (Burkhalter, 2013) байланысты жаңа педагогикалық әдістерді енгізуге қарсы болады деген ортақ пікір бар. Сондықтан практиктердің ағылшын тілі сабақтарында транслингвизм (немесе студенттердің ана тілін қолдану) сияқты әдісті қолданудағы қазіргі заманғы тәжірибеге деген көзқарастарын зерттеу өте маңызды.

Бұл зерттеу жұмысы екі зерттеу сұрағына жауап беруге бағытталған: шет тілі ретінде ағылшын тілін қазақстандық сыныптарда оқытудағы транслингвизм (немесе студенттердің ана тілін қолдану) туралы практиктердің пікірі қандай? Қазақстандық сыныптарда ағылшын тілін шет тілі ретінде оқытуда бірінші тілдің (қазақ, орыс) рөлі қандай?

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Деректерді жинау құралы ретінде ғаламтордағы сұхбаттар пайдаланылды және деректер Saldana (2013) бірінші және екінші циклды кодтау әдістерін қолдана отырып талданды. Macaro (2001) моделі практиктердің көзқарасын талдау үшін, ал Lin (2015) моделі ана тілінің рөлі туралы қазақстандық сыныптарда ағылшын тілін шет тілі ретінде оқытудағы қазақ және орыс тілдерінің рөлін анықтау үшін пайдаланылды.

Зерттеу қазақстандық практиктердің аударманың педагогикалық құрал ретінде пайдалы екенін түсінетіндігін және ағылшын тілі сабақтарында ана тілін шет тілі ретінде қолданатындығын көрсетті, алайда олар мұны озық және қажетті тәжірибе деп санамайды. Сонымен қатар, олар транслингвизмді негізінен шет тілін үйренудің бастапқы кезеңдерінде, атап айтқанда, бастауыш сыныптарда пайдалы тәжірибе ретінде қарастырады. Демек, ағылшын тілі оқытушыларының шет тілін оқытудағы тәжірибесі туралы және оқушылардың ағылшын тілін меңгеру деңгейін арттыру үшін транслингвизмді қолдануға дайын немесе дайын еместігі туралы көбірек зерттеулер жүргізу өте маңызды.

Түйінді термин сөздер: транслингвизм, ағылшын тілі шет тілі ретінде, ана тілі, үштілді білім беру.

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Chapter 1: Introduction

Translanguaging is currently a widely discussed term, which identifies a very effective tool for teaching in bi-/multilingual classrooms, and in teaching foreign languages. Translanguaging dispels boundaries between named languages in the process of teaching and learning (Otheguy et al., 2015), raises students' motivation to learn, allowing them to express their ideas to a full extent and acts as a scaffolding instrument (Garcia, 2009, p. 228). A unique characteristic of translanguaging is that it allows the use of several languages in one classroom and views every language as a resource. Hence, this instrument can be beneficial for the Kazakhstani education, where the issue of languages is actual and needs improvement. Currently Kazakhstan is striving to raise the status of the Kazakh language, sustain the cultural value of Russian and make English a language of instruction in higher education as stated in the "State Program for the Education and Science Development 2016-2019" (MoES, 2016). The "Trilingual Education Policy" proposed by the first president of the Republic of Kazakhstan requires its citizens to have a high proficiency in three languages: Kazakh, Russian and English (2007). Since English is a foreign language for the majority of people of Kazakhstan, precise attention should be paid to it at every level of the educational system.

EFL teachers as agents, whose role is to realize the government's plans have been given a high level of responsibility and are thus under pressure to make real changes. The successful employment of novel methodologies in teaching English by these practitioners affect the whole nation's accomplishment of actually meeting the required standards set by the government. Therefore, it is pivotal to explore their views on the practice of translanguaging, learn about the role of the first language (L1) in EFL classrooms and discuss the readiness of Kazakhstani practitioners for the employment of modern techniques recognized by researchers worldwide.

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Statement of the Problem

Traditionally, teaching EFL was based on a monolingual bias where the target language and students' home languages should be separated. In order to attain success in learning, it was believed that English-only teaching approach and the restriction of other languages in English classrooms were efficient (Portoles & Marti, 2017). Consequently, it is possible that teachers in EFL classrooms secretly employ translanguaging (Garcia & Wei, 2014). Yet, it appears unintentionally, therefore it is not a controlled process, and this is often either ignored, or instructors do not pay enough attention to it (Escobar & Dillard-Paltrineri, 2015; Garcia, 2009). Furthermore, instructors who do not consider translanguaging as something important for learning and teaching processes, do not purposefully open space for in-class translanguaging (Escobar & Dillard-Paltrineri, 2015). This practice goes against modern studies which view translanguaging as a crucial meaning-making communicative tool, which breaks the boundaries between named languages (English, Chinese, Russian and others) (Garcia & Wei, 2018).

Previous empirical studies on educators' beliefs about translanguaging shed some light on the concept of translanguaging in the context of Kazakhstan (Amaniyazova, 2020; Tastanbek, 2019). However, both studies recommended that more participants be interviewed, and a wider range of research sites be covered for obtaining more comprehensive and evident knowledge. Additionally, there is no research on Kazakhstani EFL teachers' views on translanguaging in their EFL classrooms. Consequently, this can be problematic to the successful implementation of current reforms and the resulting transition to trilingual education.

Purpose of the Study and Research Questions

The purpose of the study is to explore Kazakhstani EFL teachers' views towards translanguaging in their EFL classrooms. The research also aimed at learning about the role of L1 (Kazakh, Russian) in Kazakhstani EFL classrooms based on the practitioners' opinions and

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ideas shared during the semi-structured online interviews. One of the goals of the study is to provide thorough information on the Kazakhstani teachers' views in order to fill some gaps in Kazakhstani research. The research questions of the study are:

1. What are practitioners' views on translanguaging in Kazakhstani EFL classrooms?
2. What is the role of L1 (Kazakh, Russian) in Kazakhstani EFL classrooms?

Significance of the Study

The study might be of help to EFL teachers who need to acquire knowledge on the concept of translanguaging, its benefits and the scope of its use. The work elaborates on the views of 11 practitioners from two Kazakhstani schools and can be a successful resource for teachers to learn about the opinions and practices of their colleagues. The work might contribute to the development of current research in the sphere of multilingual education in Kazakhstan and add to the knowledge about teachers' views on translanguaging. Policy makers might consider the results of the study to improve teacher-training programs for EFL practitioners.

Outline of the Study

The first chapter of the study overviews the background of the research problem, presents the research questions, the purpose and the significance of the work. The second chapter is devoted to the review of the existing literature related to the research topic. In particular, it demonstrates the studies of the concept of translanguaging, its historical development, issues related to its use in education, its benefits and its presence in the current context of Kazakhstan. The third chapter elaborates on the methodology of the research and includes such parts as the research site and sample, data collection instrument, data collection procedures, data analysis and ethical considerations. The fourth chapter demonstrates the findings of the study. In the fifth chapter, the main findings of the research are analyzed in accordance with the reviewed

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literature. Finally, the sixth chapter outlines the conclusions, implications, limitations and recommendations for the future study.

Chapter 2: Literature Review

The following part is dedicated to the analysis of the existing studies on translanguaging as a concept, its use in secondary education, main functions, benefits and limitations, the role of L1 in EFL classrooms.

Williams (1994) first introduced the term “translanguaging” meaning the systematic use of two languages inside the same lesson. A number of scholars, especially Baker (2001) and Garcia (2009) later popularized it in their scholarly works. One of the developing ideas suggested by Baker (2001) is that translanguaging is a process of meaning-making, developing understandings and forming experiences by two languages. Thus, both languages equally contribute to the dynamic development of literacy, mental skills, and learning (Lewis et al., 2012).

The following literature review overviews both the conceptual and theoretical frameworks of translanguaging with the purpose to gain insight into practitioners’ views on translanguaging in EFL classrooms. It also aims at providing a better understanding of the central notions of the study.

Translanguaging from the Multilingual Perspective

MacSwan (2017) suggested his own view on translanguaging, which he called a multilingual perspective on translanguaging. Unlike Garcia (2009) and Otheguy et al. (2015), the author denied individual multilingualism and believed that every person has a unitary linguistic system constructed as an idiolect or individual language and he recognized the existence of discrete languages and multilingualism. Moreover, he argued against the grammars

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of bilingual individuals as a unitary system, which were not differentiated. He also claimed that while students use their grammars during lessons, they code switch from one language to another, therefore stating that an individual uses separate grammar systems. Thus, MacSwan (2017) distinguished mental grammar from linguistic repertoire. In addition, Prada and Turnbull (2018) also analyzed the concept of translanguaging from the perspective of multilingualism, but suggested a different conceptual framework undergirding the multilingual turn. They explained multilingual turn as a progressive view on common terms foreign language or second language, replacing it with the additional language in pedagogy. This way the researchers built up the idea of non-discrimination of languages and broke the problematization concept of languages and speakers as foreign or second versus native speakers. They perceived translanguaging as a metaprocess that connects linguistic practices, helps students to communicate their real identities and take advantage of their bilingualism. This refers to an active use of students' home languages in different activities: warm up, discussions, comparing texts in their home languages. The authors concluded that students would have a chance to perceive knowledge and practice it in their home languages before doing activities in target languages.

Translanguaging as a Biliteracy Tool

Hornberger and Link (2012) viewed translanguaging through the lens of biliteracy and identified it as a pedagogical strategy for developing literacy and language of students. They assumed that one language and literacy develop in relation to other languages or literacies, settling biliteracy development concerning the context, media and content. The authors believed that translanguaging practices in the classroom bring value to all the points along the biliteracy continua: context, content, development and media with learners' communicative repertoires, which develop during the learning process. Another study (Kwon and Schallert, 2016) which

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analyzed translanguaging through the biliteracy continua framework conducted an experiment with advanced biliterate adults and described the participants' translanguaging practices during their reading process. The experiment showed that the translanguaging practices of the readers occurred as an intentional response to the contextual influences of the text and the purpose for reading. None of the participants used only one language to think-aloud or summary tasks, but rather they used the full potential of their linguistic repertoire.

Translanguaging as a Pedagogical Tool

According to Wang (2019), the monolingual approach in education was based on Krashen's comprehensive input hypothesis, where Krashen stated that the use of students' L1 would negatively affect the learning of L2. Further Swain (1985; as cited in Wang, 2019) developed the idea in his theory output hypothesis and later the supporters of a monolingual teaching approach grounded their studies on the above-mentioned theories. They believed that the acquisition of L2 was built on the same principles as learning of L1, thus, spreading the idea that learners can successfully learn their mother tongue only if it is not mixed with other languages.

However, in the course of time, many scholars started questioning the correctness of the hypotheses. Phillipson (1992; as cited in Wang, 2019) expressed objections to the monolingual teaching, in which he demonstrated five main assumptions about English language teaching and learning. They included the following: the most effective way to teach English is through the monolingual approach; the best English teacher is a native speaker; the earlier English is taught, the better; more English should be taught during the learning; the use of other languages would result in the quality of English dropping.

According to Milroy (1992; as cited in Mazzaferro, 2018), the first attempts to chronicle Standard English were mostly based on the myths and ideology without really having linguistic

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proof. The idea emphasized the beliefs about purity of the language and its ancient history. Further Cook (2001; as cited in Wang, 2019) also claimed that these assumptions influenced many generations of foreign language teachers and students and were accepted as the foundation for language teaching. More importantly, Wang (2019) described some practices of foreign language teachers who prohibited the use of other languages in English as foreign language classrooms (EFL) and imposed fines for this.

On the contrary, Anton and DiCamilla (1998; as cited in Garcia and Wei, 2014) stated that using students' L1 encourages the acquisition of L2. Later in 1990, Jacobson developed the idea of a bilingual education pedagogy, which opposed the strict separation of languages, and the approach he used was called "concurrent approach" (as cited in Garcia & Wei, 2014, p. 58).

Supporting the previous ideas, Swain and Lapkin (2000; as cited in Garcia & Wei, 2014) pointed out that the use of students' L1 had three main functions: advance the task as learners receive a joint understanding of it; enable students to focus on vocabulary and grammar; emphasize interpersonal interaction.

Today in the 21st century language classrooms are shifting from monolingualism to translanguaging, which encourages the cooperative and concurrent use of languages instead of treating some languages as non-existent or negatively affecting the process of learning (Garcia, 2011; as cited in Wang, 2019).

Otheguy et al. (2015) offer the clarification of the term translanguaging, which applies to both education and language in general. Scholars point out that the term translanguaging was initially driven by the same conceptual terrain as code switching by many researchers, although while code switching may imply the switching between languages, translanguaging aims to purposefully use the whole potential of a person's linguistic repertoire.

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However, Garcia and Wei (2014) stated that translanguaging as pedagogical practice does not only cross the boundaries between languages, but also creates a space where competing languages, as well as knowledge and doing (which emerge from school and home) are linked together. Thus, translanguaging undermines language hierarchies and enlarges the practices, which are naturally valued at home and at school. Above all, translanguaging goes beyond the use of a linguistic “fund of knowledge” and recognizes the benefits of every child’s differing linguistic repertoires (Garcia & Wei, 2014, p. 69). When adopting translanguaging, teachers in all classrooms would comprehend that their students’ linguistic repertoires would never match their own or each other’s, and all their linguistic practices would be advantageous for learning.

Specifically, translanguaging as a pedagogical tool implies a blending of students’ repertoires of practice, considering these as strengths. However, this does not mean that teachers who practice translanguaging have to be bilingual. Teachers become facilitators who set up group work and project-based activities for students who can then take control of their knowledge and language practices during class discussions and interactions (Garcia & Wei, 2014). This leads to a very significant function of translanguaging, described by Velasco and Garcia (2013, as cited in Garcia & Wei, 2014), in that translanguaging promotes the learners’ belief in themselves, as well as their capacities as they regulate their learning, thus, emphasizing that learning is not a product, but a process.

While translanguaging considers the students’ linguistic repertoires as diverse and dynamic, very often, formal education accepts independent linguistic systems and “native-like speaking” as the target of language learning (Ruuska, 2019, p. 60). The separation of languages is practiced by using translations from one language to another and working towards native-like expressions without transferring from other languages (Duvfa et al., 2011, as cited in Ruuska, 2019).

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Therefore, Otheguy et al. (2015) highlighted the importance of translanguaging in the teaching and assessment of students and suggested that the use of translanguaging allows bilingual students to break linguistic boundaries in their interaction with teachers and monolingual students. Bilingual students fully demonstrate their mental abilities using their mother tongues, and it allows them to fully express their personalities while communicating. Additionally, Wei and Hua (2013, as cited in Mazzaferro, 2018) claimed that translanguaging deals with a process of knowledge construction, which prompts changes in an individual's cognitive skills, ideologies and experiences.

In an empirical study conducted by Kampittayakul (2018) on the role of translanguaging in improving Thai learners' interactional competence, it was evident that with the prompt of a teacher for using translanguaging in class, their interactional skills greatly improved. The study revealed that students' and their teacher's use of translanguaging created a learning space to enhance interaction and listening.

In the works of Garcia and Wei (2018) and Otheguy et al. (2015), it is stated that translanguaging goes beyond the concept of the named languages, like English, Chinese, Russian and Spanish. They argued for the idea that languages should belong to any nationality or country. Translanguaging, according to Garcia and Wei (2018), presents the heteroglossic aspects of languages and renders the monoglossic concept of a language as a single entity called a named language. Furthermore, Otheguy et al. (2015) highlighted that a correct understanding of translanguaging implies a return to the idea that named languages are social but not linguistic objects. Accordingly, language is an "idiolect" or a sequence of different structural and lexical features from different named languages (p. 289). They form a person's mental grammar, or a unitary system of linguistic features.

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Additionally, Otheguy et al. (2015) highlighted the importance of translanguaging for education, especially bilingual education. They used the term translanguaging pedagogy and indicated its main goal. They believe that the goal is to ensure that students are engaged in learning, adding to their meaning-making repertoire through translanguaging. As pointed out further by Garcia and Kleyn (2016), translanguaging pedagogy considers both the internal and external senses of students, where the external sense is a medium of instruction at school and the internal one is the first language of the student. However, the internal sense is privileged in translanguaging pedagogy. Here, it would be worthwhile to refer to the study of Rabbige (2019), who researched the impact of translanguaging on students' participation in the EFL classroom. The author highlighted that teachers' translanguaging practices may improve their students' participation, but only if teachers do not restrict students from using translanguaging themselves.

Moreover, Garcia and Wei (2014) focused on the scaffolding function of translanguaging in education where teachers allow their students to express their understanding in different ways like drawing and using visuals and gestures to enable students to understand them better. In some cases, teachers would also create listening centers where students can hear school texts in a language they can understand well. Baker (2001) advocated the idea that translanguaging promotes a deeper and more sophisticated understanding of the learnt subject. He explained that the process of learning a material in one language and writing it in another should be considered as digested.

It is necessary, however, to analyze the scaffolding strategies of translanguaging in practice. Durmus (2019) analyzed studies on the use of L1 by teachers in EFL classrooms and came out with the main reasons for its use. They included the development of a constructive relationship with learners, encouraging correct understanding and managing a disciplined

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environment in the classroom. All these dimensions mentioned above provide necessary scaffolding for students.

Teacher-Directed Translanguaging

Garcia and Wei (2014) stressed that translanguaging as transformative pedagogy requires concise planning and structuring on the part of teachers. It is crucial for teachers to use translanguaging in their pedagogy, not only because translanguaging promotes each learner's engagement in the educational process, but also because it allows teachers to transform their instruction in such a way that all learners are cognitively, socially and creatively challenged to learn. This is achieved through the appropriate linguistic input provided by the teacher and the construction of linguistic output in interactions and collaborative group work.

Thus, translanguaging transforms both ways of teaching and learning (Garcia & Wei, 2014). Although recent studies discuss the potential of this transformative pedagogy and its benefits, not much research is conducted on the obstacles, which teachers can face while implementing this innovative approach (Garcia, 2009, as cited in Charalambous et al., 2019).

Another problem which concerns scholars regarding translanguaging in education is a duality of its theory, where, on the one hand, students do not speak languages, but use the linguistic features of their language repertoire. On the other hand, the theory of translanguaging supports the idea of blurring the boundaries between languages, like national and state languages (Garcia & Lin, 2017).

Connected to this issue, translanguaging is criticized for not sufficiently attending to macro-structures of power and social imbalances (Block, 2014, as cited in Garcia & Lin, 2017), thus being resistant to monolingual policies in education and supporting neo-liberal ideologies. However, when describing the purposes of translanguaging, Turner (2019) included such points

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as social justice and reflection on language inequality. This purpose is connected to an understanding of power and privilege.

The Role of L1 in the EFL Classroom

In order to identify the role of L1 in the EFL classroom, a number of empirical studies are reviewed in the following section. Binh (2015) reviewed the use of L1 in EFL classrooms from a sociocultural perspective. According to the study, students' use of L1 facilitated their interpersonal communications and allowed them to create a supportive and friendly environment. Through the establishment of good interpersonal relationships, learners developed smooth and effective interactions, contributing to each other's progress in the understanding and completion of tasks. The author also described two roles of L1: interpsychological and intrapsychological. The interpsychological role reveals a collaborative interaction between peers where they develop each other's understanding of tasks through interpersonal communication, whereas the intrapsychological role displays learners' personal speech, which supports their cognition process while completing cognitive tasks.

Another study which was conducted by Littlewood and Yu (2011) on L1 and target language use in foreign language classrooms analyzed the conflicting ideas about the exclusion of L1 in the process of learning a foreign language. The study focused on the reasons for teachers' approach to the use of L1 in Hong Kong. Qian (2009, as cited in Littlewood & Yu, 2011) mentioned two Chinese teachers who switched to L1 when teaching a foreign language for "social" (appraising, encouraging) and "methodological" (translation, clarifying) causes (p. 69). Littlewood and Yu (2011) analyzed the factors regarding why teachers use the L1 even when they feel guilty for using it in their classrooms. One of these factors was the strategic use of L1 in learning.

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Hence, L1, as stated by Littlewood and Yu (2011), is applicable for clarifying the meanings of the words, structures and utterances, which promotes the faster learning progress of students. Another factor lies in the meaning-making function of the L1, where the translation of what something means is viewed as a cognitive process. Lastly, the activities which teachers can create based on interrelation of the L1 and a target language were considered.

One more study, conducted by Mouhanna (2009), investigated EFL learning at an Arabic secondary school in the UAE after the implementation of a new monolingual policy, which had become widespread. As it was mentioned above, the role of L1 is significant for EFL learning and can be an effective tool for learners' comprehensive understanding of complex vocabulary, concepts and instructions. In addition, the author stated that the main rationale of the administration to exclude L1 from EFL education was that secondary school teachers over-relied on the L1. However, the results of the study revealed that lower level students also relied on L1 as a scaffolding tool for their learning and indicated this as being effective.

A further study on students' opinions about the incorporation of L1 in L2 lessons by Bartlett and Gakuin (2017) demonstrated the effective impact of L1 on students' learning, which resulted in higher levels of student motivation. The research which involved translanguaging practices disclosed some significant problems related to Japanese EFL student learning like their lack of motivation and unwillingness to participate.

The studied and analyzed literature demonstrates different perspectives on translanguaging in the pedagogy and bilingual education context. The empirical studies provided some knowledge on the use of L1 in the EFL classrooms. It was evident from the literature, that more research on translanguaging in Kazakhstan should be done.

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Theoretical Framework for Practitioners' Views on Translanguaging

In order to analyze practitioners' views on translanguaging and answer the first research question of the study which is how the practitioners view translanguaging, Macaro's theoretical framework (2001) of "continuum of perspectives" was adopted (p. 535). The virtual position where the L1 is fully excluded can be applied to a practitioners' negative view of translanguaging due to their monolingual practices and monolingual approach in teaching. In contrast, the maximal position, which diminishes the idea that highlights the pedagogical value of translanguaging can refer to teachers who view translanguaging as a last resort. Finally, the optimal position, which implies some pedagogical value of L1 use and accepts its positive effect on some aspects of learning, can refer to practitioners who view translanguaging as a meaning-making tool. According to Wang (2019), the optimal position model is receiving more support from teachers and is starting to come into effect in Hong Kong ESL teaching practices. The author also mentioned some factors influencing teachers' virtual position such as their assumptions related to L2 teaching, school policy and foreign language competences.

To answer the second research question of the study on the role of L1 in the EFL classroom, Lin's (2015, as cited in Wang, 2019) three-dimensional framework of L1 use in classrooms is slated for adoption. The first role is the ideational function which is significant for clarifying subject-related knowledge and is mainly used for providing access to the content in L2 through an explanation, elaboration and translation of content to students; textual function, the second role, is one which the teacher uses for making transitions between different activities; finally, the interpersonal function is one used by students for negotiating shifts in frames and footings.

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Translanguaging in the Context of Kazakhstani Education

Since Kazakhstan gained its independence, it started to move towards the growth of its economy, setting new goals such as to enter the list of 30 most developed countries in the world, as was stated in the address of the former president of the Republic of Kazakhstan “Strategy Kazakhstan-2050” (Nazarbayev, 2012) and to establish itself as a large financial hub within Central Asia as declared in “100 Concrete Steps” (2015). The “100 Concrete Steps” program implies a gradual transition to education taught in the English language in the high schools and universities of Kazakhstan.

The program “100 Concrete Steps” (2015) of the development of the Kazakhstani economy and of its competitiveness in the world arena required the population’s acquisition of IT skills and English fluency. It became the base for the formation of a new language policy of Kazakhstan. The first noteworthy policy, “Trinity of languages” (Nazarbayev, 2007), was proposed and initiated by the former president Nursultan Nazarbayev. The policy suggests that the people of Kazakhstan should be proficient in three languages: Kazakh, Russian and English. The most appropriate way to realize the policy was to work out new reforms and projects in education. Hence, the government announced and started to integrate the “trilingual education policy” as well as the “Roadmap of Trilingual Education Development 2015-2020” developed by the Ministry of Education and Science (MoES) in 2015.

The subsequent attention paid to the development of the population’s proficiency in English is crucial, and the steps for the realization of the language policies within Kazakhstan have been set forth in the “State Program for the Development of Languages 2011 – 2020” (MoES, 2010). Within the context of implementing the “State Program for the Development of Languages 2011 – 2020” (MoES, 2010), over this ten-year period, Kazakhstani policy makers formulated a strategy for the development of languages in three directions. The first direction

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was aimed at expanding and reinforcing the social and communicative functions of the state language, the second direction involved sustaining the cultural functions of the Russian language and the third direction implied the development of foreign languages in Kazakhstan. Thus, one of the objectives of the state program was to teach foreign languages, such as English, in mainstream schools. According to the program, the expected number of state language centers providing services for the study of English and other foreign languages was to have reached 100 % by 2020 (MoES, 2010).

The “state program for the development of education in Kazakhstan 2016 – 2019” (MoES, 2016) also pointed out a vital issue regarding the framework of language development within the educational system of Kazakhstan. As stated in the SPED 2016-2019 (MoES, 2016), there is a high demand for subject teachers proficient in English, yet only 49,8 % of teachers have high or first-degree qualification.

The government decided to realize these new goals through the newly implemented reform “upgraded curriculum of the Kazakhstani education” in 2016. The curriculum includes the learning of EFL starting from primary school, the transition to the standard of the Common European Framework of References for Languages (A1, A2, B1, B2, C1, and C2) and the introduction of new methodologies for teaching English.

However, despite the efforts of the government to develop reforms, programs and projects for an effective realization of the former president’s idea, the rates of English fluency among Kazakhstani citizens remains low. According to the English Proficiency Index 2019, Kazakhstan placed 93rd in the rating list of 100 non-English speaking countries (Seilkhanov, 2019). Moreover, the rate has fallen by 1.36 compared to the year 2018. Therefore, in 2016 the index reached 54, and then 67 in 2017, 93 in 2019, and finally, 92 in 2020 (EF Education First, 2020).

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The “Roadmap of Trilingual Education Development 2015-2020” has set a number of goals and tasks for the educational system, including the implementation of communicative approaches in teaching languages and the integration of cross-curricular topics at schools (MoES, 2015). The policy has been designed to take into account problems regarding the general low English proficiency of the population of Kazakhstan.

Communicative Language Teaching approach (CLT) is considered to be the most effective methodology in modern foreign language education. It is a learner-centered approach which improves learners’ language skills by focusing on aural-oral proficiency, but it is also a monolingual approach which emphasizes the use of a target language and evades the use of L1 in the classroom (Spada, 2007). However, after analyzing recent studies on EFL in the Kazakhstani context, it is logical to conclude that Kazakhstani students face difficulties with speaking in English because of the pressure to communicate in English in the classroom by avoiding the use of their L1. In her empirical study, Suleimenova (2018) pointed out that secondary school Kazakhstani students have speaking anxiety during their EFL classes. One of the reasons why students feel stressed and pressured is that EFL teachers try to lead their lessons in English and learners often do not understand the teachers’ explanations. The author claims that the transition from the traditional grammar-translation method to the communicative and direct approaches in teaching has made students anxious, since they are not ready to fully express themselves using only English, and yet they are not allowed to use their L1. Another crucial point mentioned by Suleimenova (2018) was that students usually used their L1 to communicate with peers and it was significant for them, but since this changed, they no longer feel safe to communicate with their peers. anymore. Additionally, some students according to the study, felt ashamed if they could not express their ideas properly in English before their peers. According to Beisenbayeva (2020), Kazakhstani students have a fear

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of speaking in English because they are constantly being corrected by their teachers and mocked by their classmates when they do not speak “proper” English. Accordingly, the researcher also mentioned the importance of using students’ mother tongue when teaching a foreign language.

Since the issue of L1 use in Kazakhstani EFL classrooms proved to be a significant one, it is necessary to consider new approaches where the use of L1 in EFL teaching and learning can be beneficial. Translanguaging is one such constructive pedagogical practice which supports the use of L1 in the EFL classroom. Aoyama (2020), in an empirical study of the partial use of translanguaging in the EFL classroom in Japan, identified several functions of L1 during the completion of communicative tasks in L2. Students used Japanese words as fillers before lengthy expressions in English, and used L1 for back channeling, asking for help, and giving equivalents during discussions in English. L1 also played the role of a metalanguage for discussing the tasks and accelerating these tasks with peers. According to the study, students preferred using partial translanguaging as it facilitated their speaking and supported their speech when they did not know some English vocabulary. In his study, Durmus (2019) noted that the strategic and reasonably dosed use of the mother tongue in foreign language lessons could be efficient and assist the class. Moreover, the scholar suggested some reasons why the instructors choose to use the mother tongue in foreign language teaching, like saving time for explaining complex tasks, giving instructions, checking understanding, and creating positive social relationships in the classroom.

The Kazakhstani context is unique in all terms, but foreign studies and experiences in EFL teaching can enhance the improvement of the current policies and teacher training programs.

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Chapter 3: Methodology

This chapter is aimed at explaining the methodology used to conduct the study, namely qualitative interview-based research. The part includes research site, data collection instruments and data collection procedures. According to Trumbull and Watson (2010), a qualitative research approach allows the scholar to develop a deep understanding of the phenomena capturing the participants' perspectives. Respectively, to answer the research questions and to provide a deeper understanding of the Kazakhstani EFL teachers' views on translanguaging, the study used a qualitative research design since it is more relevant than the quantitative research design in studying the views of EFL teachers. Also, the feature of the qualitative research method is concerning with the meaning participants of the research attach into things in their lives. The emphasis in the qualitative research is on people and their views (Taylor et al., 2015).

In qualitative research, the researcher collects data directly from the participants, so in order to build the trustworthy relationship with interviewees it was decided to conduct a semi-structured interview with open-ended questions via zoom. During the interviews, the teachers shared general information about their working experiences and practices in a relaxed environment where the researcher interacted with them prompting and directing the teachers (Dornyei, 2007). The purpose for choosing the mentioned tools of data collection was to gain comprehensive information from the practitioners. As noted by Corbin and Strauss (2015), both qualitative researcher and participants of the research are fully involved in the research process and are parts of this process.

The qualitative research approach was chosen for the study, because it allows studying people's perspectives and understandings framed by their live experiences. Qualitative researchers have a chance to develop concepts and insights analyzing the data they receive from

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participants, rather than assessing the preconceived theories and hypothesis after collecting the data (Taylor et al., 2015). Since the researcher explored the views of teachers, it was necessary to consider that qualitative research is concerned with the meanings people connect to the realities. In qualitative research participants and their settings are viewed holistically, namely people or groups are not divided into variables but are considered as a whole. Further, the qualitative approach enables the researcher to know the participants personally and experience what participants experienced in their everyday lives.

Research Site and Sample

Research Site

Two Kazakhstani gymnasiums in Semey were chosen as a research site for the study. The first school was a gymnasium with in-depth learning of EFL with Russian medium of instruction. The second school was a Kazakh-medium of instruction gymnasium. Two different types of schools were chosen in order to explore the issue considering various aspects of teachers' practices and make a research data sophisticated.

The choice for the research site is related to the anecdotal evidence that Kazakhstani gymnasiums and lyceums have quality teaching of EFL. It implies the number of hours dedicated to teaching of English, high-qualified teachers who may practice monolingual approach because of high English proficiency or on the contrary, support modern teaching approaches in teaching EFL due to constant professional growth.

Research Sample

11 EFL teachers from two Kazakhstani secondary schools were selected as the participants of the study using purposeful homogeneous sampling strategy. As stated by Flick (2018), qualitative research method requires the application of sampling based on the substantial criteria. This implies consideration of specific features of the participants or a group, which are

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relevant for a particular study. According to the author, purposeful sampling aims at gaining insights from the field or on issues under the study from certain participants provided by them. It is essential in purposeful sampling to refer to participants, who can provide rich information from their knowledge and experience, answer questions one-on-one, reflect and articulate.

The researcher determined the number of participants based on the ideas that for qualitative study there are no strict calculation strategies for the size of the sample (Gronmo, 2020). However, in order to obtain rich data, it was decided to recruit 12 participants. This number ensured that in case if some participants cancel or do not agree to take part in the interview, data received from the study will be deep and comprehensive. However, during the recruitment process, one of the prospective participants could not be reached due to the issues at work.

Homogeneous sampling strategy defined the following characteristics for the participants: (1) having more than two years' experience teaching EFL at school; (2) have a good command of Russian or Kazakh languages. Both characteristics were confirmed by the gatekeepers and further described by the participants during the interviews.

After receiving the contacts of the prospective participants from the gatekeepers, participants received personal invitations to take part in the study via WhatsApp. Each participant had studied the Informed Consent document and after signing it, started their interviews.

Participants' details are presented in Table 1.

Table 1

Study Participants

Name	Language knowledge	EFL teaching experience
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Participant 1	Russian, English	20 years
Participant 2	Russian, Kazakh, English	10 years
Participant 3	Russian, Kazakh, English	17 years
Participant 4	Russian, Kazakh, English	15 years
Participant 5	Russian, Kazakh, English	2 years
Participant 6	Russian, Kazakh, English	16 years
Participant 7	Kazakh, English	11 years
Participant 8	Kazakh, Russian, English	5 years
Participant 9	Kazakh, English	13 years
Participant 10	Kazakh, English	5 years
Participant 11	Kazakh, Russian, English	5 years

Data Collection Instrument

Before conducting the interview, Consent Form with the clear description of the study's background, participants' rights, risks and benefits, contact information of the interviewer were prepared, distributed to the participants, printed out in two copies, signed by them and kept in a safe place.

In order to explore EFL teachers' views and perceptions of translanguaging in their classrooms, it was decided to conduct face-to-face interviews with teachers via zoom due to Covid-19 pandemic situation. Interviews with teachers aimed to find out their views towards translanguaging and to learn about practices of translanguaging in their teaching. As it was mentioned by Bell (2009), the main advantage of the interview for the study is that interviewer

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could investigate the participant's ideas, feelings and motives through facial expressions, voice and tone of the participant, which the survey for instance cannot do.

The study was conducted by selecting a face-to-face semi-structured interview with the teachers as the main instrument of the study. According to Corbin and Strauss (2015), semi-structured interviews allow the researcher to maintain the consistency of the concepts, which are covered in each interview. In addition, semi-structured interviews are organized in a way that researcher covers main topics from the list of questions of the interview and is free to add more data shared by the participants (Corbin & Strauss, 2015).

As stated by Brinkmann (2018), semi-structured interviews are more advantageous than structured interviews in making bigger use from the knowledge-producing potentials of dialogues, providing more space for the researcher to interpret the data from different angles of interviewee's perspective. Moreover, the interviewee receives an opportunity to become visible as a knowledge-producing participant in the research process. Semi-structured interview is also advantageous for the researcher as it enhances the researcher to focus the dialogue on the issues that are important for the study.

Moreover, employing interview as a research instrument, grants the researcher to conduct a purposeful conversation, which provides descriptions, texts, and narratives, which the researcher reports in accordance with the research interests (Brinkmann, 2018). In addition, before conducting the interview, it was important to outline a plan, so the interview protocol was prepared beforehand.

Data Collection Procedures

After potential participants studied the Informed Consent in detail, they signed the papers and sent the electronic copies back. Due to the occupation reasons, one of the participants cancelled the participation in the study. Thus, 11 face-to-face semi-structured in-depth

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interviews were conducted by via zoom. The appropriate dates and times of the interview were discussed with every participant beforehand via WhatsApp.

Before each interview began, it was made sure to ask for the participant's permission to record the interview for the further analysis. Each interview started with the introduction part, later it was asked what language of interview is mostly convenient for the participant. The interviews began with general questions including practitioners' teaching background narrowing down to specific questions related to their views on translanguaging and the role of L1 in EFL classrooms.

For interviewees convenience the interview was carried out in a friendly manner and replaced term "translanguaging" with "use of Russian or Kazakh", "use of mother tongue". During the dialogue, the researcher ensured a clear understanding of the interview questions, clarifying some parts when necessary. The participants also made sure that they understand the information correctly and asked additional questions.

Data Analysis

The interview was audio-recorded with the consent of the participants, transcribed in written form and coded. The researcher employed Saldana (2013; as cited in Miles et al., 2014) first cycle and second cycle coding methods. Thus, initial codes and categories were identified, then analyzed and after the most significant themes and categories were selected.

Descriptive coding was determined for the study data interpretation as it allows the researcher to express what was seen and heard during the observation (Saldana, 2021). It assigns labels to data summarizing it in a short phrase or in a word (Miles et al., 2014).

While creating the codes the researcher created a list of codes applying deductive approach where the initial list consisted of more than 50 codes and was gradually decreased to a shorter list. Later the second cycle coding was applied to the data. Different subcategories like

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Translanguaging for Grammar and Translanguaging for Vocabulary were grouped into one category Translanguaging as a pedagogical tool. During the second cycle, the researcher created pattern codes and then identified major themes of the Findings part: Views of the practitioners on translanguaging in Kazakhstani EFL classrooms; practices of the EFL teachers; factors of monolingual teaching approach and the role of L1 in the EFL classroom.

Ethical Considerations

Before conducting the research study, all ethical principles were considered in order to provide sufficient protection of confidentiality, anonymity and data storage throughout the study timeline. Therefore, after receiving the permission to conduct the study from NUGSE Research Committee, it was important to organize the process of distributing the Consent Form to the participants of the study and have them informed about ethical rules, rights, risks and benefits. The consent was received both in verbal and written form. In order to comfort the participants of the study it was important to pay attention to the information on study's purpose and aims.

According to Dornyei (2007), qualitative data often includes participants' private information they would not likely to share with others, therefore it was crucial to guarantee a safe and sufficient way to keep the data from the interviews. To prevent any leak of information in future it was decided to destroy the data after a while.

Chapter 4: Findings

The following part aims to present the main findings of the study on practitioners' views on translanguaging in Kazakhstani EFL classrooms.

The findings of the research data were guided by the research questions:

1. What are practitioners' views on translanguaging in Kazakhstani EFL classrooms?
2. What is the role of L1 (Kazakh, Russian) in Kazakhstani EFL classrooms?

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The data for the analysis were obtained from semi structured online (zoom) one-on-one in-depth interviews with 11 EFL teachers from two Kazakhstani secondary schools. The data were analyzed by virtue of coding approach to identify the main themes and categories.

The chapter is organized according to the themes and categories that emerged from the research questions and the analysis. The first part demonstrates the views of the practitioners on translanguaging in Kazakhstani EFL classrooms. The second part presents the practices of the EFL teachers, which include monolingual teaching and use of translanguaging in the classroom. The third part reveals the factors that allow for a reasoning behind monolingual practices and teaching approaches. Finally, the fourth part elaborates on the role of L1 in the EFL classroom and teachers' attitudes towards the use of L1. It is necessary to mention, that one of the studied schools in Semey have applied trilingual education in several classes.

Practitioners' Views on Translanguaging

This section presents the teachers' views on translanguaging, and it is evident that translanguaging is mainly viewed as a useful tool for teaching and learning EFL. The teachers demonstrated the following views during the interviews: a) translanguaging as a meaning-making tool; b) translanguaging as a pedagogical tool; c) translanguaging as a cross-linguistic instrument; d) translanguaging as a scaffolding tool; e) translanguaging as a tool for developing cognitive skills; f) translanguaging as a last resort.

Translanguaging as a Meaning-Making Tool

Many of the interviewed teachers shared the view that translanguaging or a simultaneous use of several languages like Russian, Kazakh and English in the EFL classroom improved learners' understanding of the English materials. Seven participants of the interview considered translanguaging a tool that helped students to understand the teacher's language during their

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lessons, learn the idea of a text or sentences and obtain a more comprehensive understanding of the material. So, Participant 1 mentioned:

Ah... I try to use English most times in the lessons, but sometimes I use Russian. For example, when students do not understand anything, or they have problems at the lesson with understanding or with their behavior (Participant 1, December 1, 2020).

It was mentioned by the practitioners, that many students struggle to perceive the teachers' speech correctly, some even have challenges to understand at least some words. As stated by Participant 4:

First, I try to speak English. Then, of course, in Russian. I explain in Russian because some students cannot understand at all. They understand better in Russian than in English. Not all the students, some students understand in English without any mistakes or difficulties (December 1, 2020).

The mentioned ideas can be supported by the studies of Baker (2001), who emphasized the importance of translanguaging for the extensive understanding of words and expressions in L2 by the students. Moreover, Otheguy et al. (2015) pointed out that translanguaging adds to the students' meaning-making repertoire when it is used in the classroom.

Apart from this view, the results of the study also suggested that many practitioners view translanguaging as a tool helping them to explain new grammar, new vocabulary and complex knowledge.

Translanguaging as a Pedagogical Tool

A common view among the seven interviewees was that they feel it necessary to use Russian and Kazakh languages to introduce new grammar topics and pointed out that it is challenging to explain grammar to students in English.

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More importantly, Kazakh and Russian languages were viewed as a resource for the grammar learning process. For example, Participant 9 said:

I try to create a bridge between Kazakh, Russian and English when explaining grammar, because all three languages have many similarities. We try to explain to the school administration that Kazakh is needed to make comparisons when explaining grammar (January 06, 2021).

Additionally, there was an opinion, that translanguaging makes the process of teaching grammar in the EFL classroom faster and easier, as mentioned by Participant 10:

When I introduce grammar, learners can nod their heads showing that they understand the topic; nevertheless, it might not always be true. I use Kazakh for explaining past, present and future, comparing tenses in Kazakh and English. Kazakh is used to not do a double job (January 07, 2021).

For the vocabulary part, five participants stated that use of the mother tongue is inevitable when introducing new words and word expressions. Participant 7 explained:

It is necessary for students to have the full picture when they learn something. We use Kazakh for providing a comprehensive understanding of the words and expressions. I try to let students touch, hear and see the objects, for example, if we learn the word “pencil case”, it is not enough to just name the word in English (December 28, 2020).

Therefore, for complex vocabulary, some of the interviewees would use Russian and Kazakh equivalents. For the words, the use of L1 assists students to create associations, jokes and clearer understanding of some expressions. Another idea presented by two participants was that learners had to hear the words in Kazakh in order to perceive the “direct” meaning. As it was mentioned by Participant 10:

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We use Kazakh mainly for introducing new vocabulary, for instance, if we sometimes do not show the picture and do not name the words like “ball” in Kazakh (“dop” in Kazakh), students would not understand the meaning of the English word. Very often, we use Kazakh for explaining new words, word expressions and sentences telling the names in Kazakh directly in order to make learning simpler (January 07, 2021).

Not many studies focused on the impact translanguaging makes on teaching grammar and vocabulary, however, it is possible to make a parallel between these findings and the students’ biliteracy development aspect. As stated by Hornberger & Link (2012), translanguaging practices create a space for practitioners who resource from the L1 in their pedagogies and develop the learners’ whole biliteracy repertoire.

Translanguaging as a Cross-Linguistic Instrument

The results and ideas presented in this section are closely connected to the pedagogical aspect of translanguaging. Therefore, the data provided many important insights and thus require explicit discussion.

The majority of the participants (10 out of 11) agreed that all languages have some common features and that this can be an asset for learning foreign languages. Many of the interviewees noted that there is a codependence between the mother tongue and a foreign language. Practitioners explained that if students developed all skills in their L1, then they are most likely to succeed in developing these skills in a foreign language.

According to the results, both students and teachers benefit from the fact that languages are interrelated. During the learning process, students and teachers explore the differences and similarities between their mother tongue and English. Some interviewees expressed their opinions that students should first learn some concepts in their L1, and after that, in any other language. Since learners think in L1, they first have their ideas in L1 and then transfer them to

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English. Three participants viewed students' L1 as a resource for knowledge, which should be transferred to a foreign language. Participant 10 claimed:

Kazakh language is rich for its verbs, so we use this opportunity to teach English verbs and actions. It is a crucial help (January 07, 2021).

The teacher noticed that Kazakh language is rich for verbs and viewed this feature as advantageous for teaching EFL. Participant 11 expressed another opinion:

All languages are relatively connected. Even when I studied German, I always relied on my knowledge in English. The more languages the individual speaks, the better. I am always happy for a person who speaks several languages. Just use your previous knowledge (January 8, 2021).

Translanguaging as a Tool for Developing Cognitive Skills

During the interview, four participants expressed the same opinion that translanguaging helps to improve students' cognitive skills. The interviewees viewed translanguaging as a tool promoting a better memorization of new words, through the creation of associations on the part of the students, who conduct critical analysis while comparing a foreign language and their L1. As stated by Participant 3:

For example, these days I have been noticing that there are many words in Russian which were borrowed from English. When students hear the word "leader" it is easier for them to understand it because they associate it with the Russian word "lider". I name the word and then provide the meaning in Russian. I use the analogies in Kazakh "tith" which is a tooth, and "teeth" in English (both words have similarity in pronunciation), so it is easier for students to memorize the word, maybe this way they memorize words. There are many analogies in Russian and I try to point it out (December 02, 2020).

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Participant 7 expressed the awareness of the use of L1 in teaching English and shared own experiences:

I believe that we should use Kazakh to make students understand the material, especially when introducing new vocabulary. For example, when students learn a new word “apple”, we can show the picture and my students will understand the meaning, but it is necessary to name the word “alma” in Kazakh. This way they memorize the word better (December 28, 2020).

Both extracts demonstrate a significant role of translanguaging in improving students’ cognition during the learning process. In the case of the first example, translanguaging created a space for students’ critical thinking, because the learners made connections between the terms in L1 and a foreign language and found it fascinating.

Translanguaging as a Scaffolding Tool

The results showed that teachers use Russian and Kazakh during the EFL lessons in order to organize the classroom activities effectively. Hence, two main purposes as scaffolding tools were indicated during the analysis: managing organizational process of the lesson and providing psychological comfort to students. These findings support Binh (2015) study where translanguaging plays a significant role in the creation of a comfortable environment in the classroom and motivates students to participate in the class more actively.

Managing organizational process

Three interviewees emphasized the importance of using L1 in the classroom for setting the aims and plan of their lessons, together with giving clear instructions, which students would follow during the lesson. Two participants shared their views about the positive effect of the use of students’ L1 for meeting the needs of the students, which implied simpler learning and saving time during the lesson. Two other brilliant examples of viewing translanguaging as a scaffolding tool were using students’ L1 for evaluating the learners’ understanding of the topic and the fact

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that the learners often use their L1 to explain things to their peers in order to help them.

Participant 5 mentioned:

Primary school children usually help each other during the group work. Students help each other sometimes in English, but usually in Russian. They explain things to each other (December 08, 2020).

Participant 5 also shared the practice when teachers can use translanguaging as a scaffolding tool:

Since my students are very young I do not make remarks and if they answer in Russian correctly, I try to support them, saying: “Yes, you are right...”. Meanwhile, I repeat their answers in English, so they agree with me and then repeat after me in English. I realize he or she has understanding but cannot express the understanding in English. Then I try to help my students (December 12, 2020).

As seen in the extracts, translanguaging for the learners is a natural process, which contributes to their social relations in the classroom and adds to their knowledge. Students help each other and receive support from their peers using their L1. According to Extract 13, translanguaging operates as an instrument for the teacher to check on a student’s understanding of the content of the lesson.

Providing Psychological Comfort to Students

From the above-mentioned results, the participants stipulated the significance of meeting students’ needs and providing psychological support to them as being another element of scaffolding. A common view amongst a few interviewees was that the motivation of students is closely related to the use of the students’ L1 during the lessons. Two participants stressed out that if teachers restrict the use of the students’ mother tongue in the EFL classroom, then learners may lose their motivation to learn a foreign language and speak English. Two other interviewees

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noted that the use of the students' L1 during the lessons helps teachers to create a positive environment in the classroom and ensures the psychological well-being of the learners.

Participant 10 noted:

If we restrict the use of languages other than English, it would demotivate learners to speak and they could turn away from learning and attempting to speak English. I personally feel that L1 plays a noteworthy role in learning foreign languages. We were students too and I can say that it was quite overwhelming to perceive knowledge in a foreign language constantly (January 07, 2021).

Surprisingly, only one participant brought up the view that allowing the use of L1 during speaking and discussions enables students' self-expression. The interviewee added that it is crucial that students have an opportunity to express themselves in their mother tongue, because this way, they can share their true opinions.

Translanguaging as a Last Resort

There was a view on translanguaging as a last or extreme case technique amongst five interviewees. Teachers mainly supported the idea that translanguaging can be useful at the initial stage of learning EFL and the use of L1 should depend on the students' level of knowledge. Participant 3 shared own practices probably based on the beliefs that L1 should be used as a last resort:

We use ppt slides with pictures and put the expressions under the pictures like "go to school". Looking at the picture and reading the expression, students try to guess the meaning of that expression. Then only when the picture is not clear for the students' understanding, only then we use Russian (December 02, 2020).

Teachers who participated in the interview pointed out that they first employ English for explaining grammar, vocabulary or texts and sentences, but they also mention the use of gestures

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and pictures, which can be considered as translanguaging (Blackledge & Creese, 2017). Interviewees prioritized the use of English, mentioning that they only recruit or resort to Russian or Kazakh when students still do not get the idea or when students cannot guess the meaning of the words.

Participant 3 emphasizes the fact that there are higher requirements for the students' English proficiency, that is why teachers try to manage the situation themselves, believing a monolingual approach would be helpful for improving the students' speaking skills:

Well, we understand that it is better to use English on the lessons and only in extreme cases, we can use Russian. This way we create English speaking environment. There is no strict rule about using languages, that is why we must manage it ourselves (teachers). The requirements to the language literacy level of students have become higher, that is the main reason (December 02, 2020).

EFL Teachers' Practices

For analyzing Kazakhstani EFL teachers' practices, following questions of the interview were addressed to the participants:

1. What languages do you use for introducing new materials to the students?
2. Do you make remarks when students use Russian or Kazakh during class discussions?

Why? Why not?

3. What languages do you use when teaching new grammar to students?
4. What languages do you use when teaching new vocabulary to students?

Overall, the results suggested that all practitioners who were interviewed applied monolingual approach in their teaching. The majority of interviewees agreed that they make comments to their students when learners speak in Russian or Kazakh during the lesson. Practitioners practice constant comments like "Speak English!", "We try to speak English",

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“Stop talking”, “Ask in English”, “Try to express the same thing in English”, “It is a lesson of English, we should speak English”, “Speak Kazakh on the lesson of Kazakh”.

Every interviewee expressed their endeavor to conduct lessons in English, justifying it with personal examples of successful monolingual learning, usefulness of speaking English for both students and teachers and positive effects on students’ cognitive development. Participant 5 mentions translation, which might be viewed by the teacher as ineffective because current communicative approach emphasizes maximal use of English and communication in English.

When students work in groups and we learn simple phrases, they start translating them into Russian, I sometimes tell them off saying: “Let’s do it in English. How do you say it in English?” (December 08, 2020).

Participant 5 used own experiences to form the views about translanguaging, recalling the memories about university courses she attended and claimed that monolingual approach in her classroom seemed effective for her personally. However, it is important to remember that the level of knowledge of primary and secondary school children is lower than the level of a university student who attended pre-service courses:

I want my students to revise words in English; I want them to work in English. I believe that if it is a lesson of English, we should speak English because talking from my own experience: When I attended courses at the university and we had an American instructor, she only spoke English. We had a rule to forget all the other languages (Russian or Kazakh) when you enter the class, it was more interesting for me to study, because I practiced English and revised my knowledge. My mind worked. When we were allowed to use Russian, I thought: “Why should I think? Why should I recall things?” Even now when I mostly speak Russian, I start to forget English (December 08, 2020).

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According to Participant 3, students use L1 because it is easier for them to communicate in L1 with each other, Participant 3 also realizes the difficulties her learners face, as they do not have English-speaking environment, but she still insists on them speaking English:

It is impossible to prohibit the use of other languages, saying, “Don’t speak in this language”, but it is necessary to comment “Try to speak English”, “Ask in English” if they speak other languages. Sometimes when I give the task in pairs where students need to ask questions to each other, students start speaking Russian. Then I come up to them and say: “Ask in English.” I believe that they struggle because they have no speaking environment that is why they switch to the language, which is easier for them to communicate in (December 02, 2020).

Use of Translanguaging in the Classroom

If we turn to the actual practices of translanguaging in EFL classrooms, it is essential to refer to the results in this section. Seven participants had the same code translanguaging practices after the analysis and the code included teachers’ speaking in Russian and Kazakh during the EFL lesson, applying L1 for pedagogical purposes, L1 for giving examples and allowing students to use their L1.

Five out of seven interviewees referred to the pedagogical use of translanguaging like making meaning and providing a more comprehensive explanation of grammar and vocabulary, and three interviewees said that they greet children in three languages (Kazakh, English and Russian), allow students to speak other languages during the lesson and reply to students using the same language which learners use for questions. Participant 2 mentioned that it is important to respect the learners’ choice and comfort:

I allow students to use other languages. I cannot disturb my student saying no if he or she speaks the language, which is convenient for them (December 01, 2020).

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Participant 4 uses her classroom as a space for speaking Kazakh and developing Kazakh language skills by the students:

At the beginning of the lesson, I would like to speak or greet them in three languages in order to speak more in Kazakh. Yes, and in my class, I usually speak in Kazakh and in English. (December 07, 2020).

Factors of Monolingual Teaching Approach

A significant number of participants of the study, which is five interviewees out of 11, agreed that school administration supports the idea that EFL teachers should use more English during the lessons. Participant 5 pointed out:

Of course, school administration attends our lessons and always asks that we conduct lessons in English (December 08, 2020).

Some practitioners emphasized that they do not receive instructions from the school management regarding the use of languages other than English in the classroom. However, Participant 8 confirmed that they receive feedback when administration attends open lessons:

The school management attends our lessons and recommends using English on EFL lessons (January 06, 2021).

Participant 4 pointed out that some older teachers at school make remarks to younger teachers for not using as much of English during the lessons as possible:

Some older teachers do their remarks to us if we speak our native language more during the lesson (December 07, 2020).

EFL Classroom as the Only space for Speaking English

During the interviews with practitioners, most of the interviewees justified their attempts to prioritize use of English in the EFL classroom. Three participants out of 11 expressed their care for students' progress in learning a foreign language and compared situation in Kazakhstan

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with the situation in European countries. Thus, they believed that more attention should be given to revision of English materials at home and practicing English at English clubs. These teachers viewed EFL classroom as the only space for practicing English for many students in Kazakhstan. That is why practitioners try to avoid translanguaging, as Participant 11 claimed it:

Well... I will repeat myself: "If this is a lesson of EFL then we should use English..." There is always a chance for students to speak Russian or Kazakh outside the classroom, but not English in their everyday life (January 08, 2021).

Both Participant 11 and Participant 1 agree that EFL classroom is the only place for practicing English for the majority of the students, Participant 1 also mentioned English clubs as an opportunity for the learners to communicate in English, but doubted that all her students can attend such clubs:

I do not feel anything bad (smiling and giggling) about using L1, but I would like students to speak English in my lessons because it is the only chance for them to speak English, for some of them. If they do not go to different English clubs, they can speak only at our lessons. So, I think it is a chance for them to speak English (December 01, 2020).

Role of L1 in the EFL Classroom

The final part of the Findings chapter exposes to the role of L1 in the EFL classroom and practitioners' attitudes towards the use of L1.

Since interviews were carried out with teachers from Kazakh-medium and Russian-medium secondary schools, it was newsworthy to discover that all the participants employ three languages (English, Kazakh, and Russian) for academic purposes in their classrooms. The study revealed that teachers realize the "resourcefulness" of each language and do not view Kazakh and Russian languages as conflicting or competitive.

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The results suggest two main roles of L1 in the EFL classroom: base or fundament for building up new knowledge and pedagogic tool supporting teaching of grammar and vocabulary in English. Eight participants out of 11 advocated the significance of L1 for building up new knowledge as a base and underlined similarities between L1 and English that is crucial for learning. Participant 6 pointed out the learners' emotional attachment to their L1:

Of course, our learners are very emotional, and they always try to compare foreign language and the mother tongue. They first think in their mother tongue and rely on it (December 10, 2020).

Participant 11 viewed L1's role pedagogical tool for learning grammar and vocabulary:

One of the most significant roles. I believe mother tongue is a base or a fundament for learning a foreign language, with the help of which we learn new things (January 08, 2021).

EFL Teachers' Attitudes Towards L1 Use

In summary, the results show that most of the practitioners adhere neutral attitude towards the use of L1 in the EFL classroom. However, it was evident from the previously discussed data, that EFL teachers practice translanguaging and realize the importance and a positive effect of using L1 in the EFL lessons.

Only Participant 5 was straightforward when expressing the opinion about the effect of L1 use and the answer was negative. Although, the example that the educator provided proved the reverse result:

We try to teach learners to think and use English, and when we explain the material in Russian, students start to be lost in language and forget things. Later they try to answer only in Russian. When they have read the text, they do not try to understand the meaning of the text in English, but just start translating the text into Russian. Learners say: "We have understood the text!" But I would like my students to use English (December 08, 2020).

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However, when the interviewer asked Participant 5 whether the students knew the meaning of the text in Russian, the teacher agreed.

In contrast, Participant 9 supported the use of L1 in the EFL classroom, justifying own opinion with the need to develop Kazakh language in Kazakhstan:

In my opinion, nowadays we have a huge problem with our mother tongue. Not so many people speak Kazakh very well. Our students learn English faster than they learn Kazakh and it is therefore critical that English and Kazakh go hand in hand in Kazakhstani education (January 06, 2021).

The results obtained from the analysis also suggested that practitioners teaching at Kazakh-medium of instruction school view EFL classroom as a space for developing Kazakh language. They believe that modern students learn English well and are highly motivated to do it; hence, translanguaging in Kazakh would motivate learners to speak Kazakh too.

Participant 4 expressed her aspiration to involve Kazakh language in the EFL lessons in order to help learners learn their mother tongue and practice Kazakh herself:

I fully support multilingualism. I believe we should raise multicultural identities. I always feel sad because many of my students cannot speak Kazakh so I try to integrate the use of Kazakh on my lessons (December 01, 2020).

Conclusion

The Findings chapter demonstrated that all the interviewed participants of the study view translanguaging as a resource in the EFL classroom, pointing out that they use L1 for pedagogical and organizational purposes; consequently, they held maximal position towards translanguaging.

None of the interviewed practitioners expressed negative view of L1 use and did not view English, Kazakh and Russian as competitive or conflicting. However, the findings showed

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that the EFL teachers in their practices based on their learning experiences and personal assumptions about the best pedagogies.

Chapter 5: Discussion

The purpose of this chapter is to discuss the findings of this study, which aimed to explore practitioners' views on translanguaging in Kazakhstani EFL classrooms by answering two research questions: (1) What are the practitioners' views on translanguaging in Kazakhstani EFL classrooms? (2) What is the role of L1 (Kazakh, Russian) in Kazakhstani EFL classrooms? The discussion is interpreted through the lens of two conceptual frameworks: Macaro (2001) and Lin (2015), which were described in the literature review chapter and highlight the views of the EFL teachers together with the role of L1 in learning L2.

RQ1: What are the practitioners' views on translanguaging in Kazakhstani EFL classrooms?

The results of the study indicated that the majority of the interviewed practitioners view translanguaging as a valuable asset for different learning and teaching purposes: (a) translanguaging as a meaning making tool; (b) translanguaging as a pedagogical tool; (c) translanguaging as a scaffolding tool; (d) translanguaging as a last resort. These findings are discussed in accordance with the dimensions of the conceptual framework (Macaro, 2001) and findings that have been studied in the international and Kazakhstani literature.

Finding 1. The majority of practitioners view translanguaging as a useful tool for making meaning while an explanation of materials is conducted in English; they emphasized that students better understand teachers' speech when the mother tongue of students is involved. Additionally, the interviewees pointed out that the use of L1 is necessary for teaching complex vocabulary and grammar. This finding confirms that of Otheguy et al.'s (2015) study that the

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main goal of translanguaging is to engage students in the learning process and add to their meaning-making repertoire. The results also accord with Swain et al.'s (2000, as cited in Garcia & Wei, 2014) finding that L1 has three main functions: (1) to advance the completion of a task through students' having a joint understanding of it; (2) to enable students to focus on vocabulary and grammar; (3) to emphasize interpersonal interaction. The results of the study are consistent with those of Littlewood and Yu (2011), who suggested that L1 could be used for clarifying the meanings of words and this clarification hastens the learning process.

Finding 2. Practitioners view Translanguaging as a Pedagogical Tool. Indeed, teachers tend to realize that similarities between different languages only benefit the learning process. The interviewees shared their experiences with using their students' mother tongue to create associations, which constructed an effective and entertaining process for learning new words. Moreover, the process of discovering the similarities between L1 and English positively affected the students' motivation to learn and speak in English. This finding is in agreement with those obtained by Garcia and Wei (2014), who stated that translanguaging does not only cross the borders between languages, but also creates a space where competing languages, as well as knowledge and doing are connected. Moreover, through translanguaging, the benefits of every child's linguistic fund of knowledge are recognized. The interviewees also pointed out that learners develop their skills in English well if they have succeeded in developing these skills in their L1. This finding supports the work of Hornberger and Link (2012), who viewed translanguaging as a pedagogical instrument which encourages the development of biliteracy. They believe that one language and literacy develops in relation to other languages and literacies.

Additionally, teachers' practices of using students' mother tongue influences their students' processes of cognition. The interviewees mentioned that using L1 for introducing new

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vocabulary resulted in students' enhanced memorization of new words. The participants were very confident when expressing their opinions about the necessity of naming the words in L1 so that students have a clearer image of these words and can make direct associations with them. The teachers stated that students create their own associations using their mother tongue. These results reflect those of Wei et al.'s (2013, as cited in Mazzaferro, 2018), who claimed that translanguaging engages in the construction of knowledge, which prompts individuals to improve their cognitive skills, ideologies and experiences.

Finding 3. Practitioners' view Translanguaging as a Scaffolding Tool in the EFL classroom. A few participants of the study highlighted the importance of translanguaging for creating a comfortable environment in the EFL classroom. This included the use of L1 for providing psychological support to the students who can be demotivated to learn and speak a foreign language if the teacher restricts the use of the students' mother tongue. The interviewees concluded that it is significant that learners express their ideas using L1 if they cannot do it using English. This result supports Rabbige (2019) study, where teachers' translanguaging may encourage the participation of students in the class but only if the teachers do not restrict the students' use of translanguaging. In addition, the result matches Velasko et al.'s (2013, as cited in Garcia & Wei, 2014) observation that translanguaging strengthens the learners' belief in themselves and their capacities as they regulate the learning process.

The participants emphasized the value of using the students' mother tongue for organizational purposes in the classroom. Consequently, they explained that they use L1 for managing students' behavior, giving clear instructions and sharing the plan of a particular lesson with their students. In fact, one interviewee highlighted the significance of talking about the aims and goals of the lesson together with the learners. Additionally, the advantage of saving time during their lesson was noted by two participants.

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Finding 4. Practitioners View Translanguaging as a Last Resort. Five interviewees out of eleven stated that they always try to introduce materials in English and when the students don't understand after several trials, the teachers resort to the Russian and Kazakh languages. Moreover, these teachers instruct the learners to speak English if the latter start speaking Russian and Kazakh during the lesson.

This result is in accordance with a recent study conducted by Amaniyazova (2020), who concluded that Kazakhstani teachers in trilingual schools preferred and supported the monolingual approach in the classroom. This was justified by the teachers' belief that L1 does not positively affect students' learning of the target language. Furthermore, the fact that the instructors viewed the classroom as the only space for practicing the target language was also taken into consideration. This study therefore confirms the same factor.

Finding 5. Monolingual and Translanguaging Practices of EFL Teachers. The practitioners shared their experiences teaching EFL and expressed their opinions about monolingual practices. Mostly, the teachers based the belief that English should be taught in English on their own learning experiences. Another reason for practicing the monolingual teaching approach was the participants' knowledge that learners do not practice English outside the classroom. Therefore, teachers feel that they are obliged to speak English in the EFL classroom, which is the only space for their learners to communicate in English and to practice using the language.

The study showed that the school administration, which, according to the interviewees, support the monolingual approach in the EFL lessons, also impacts the practices adopted by the teachers. This result reflects the findings of Mouhanna (2009), who also emphasized the role of the school administration in the use of L1 in secondary schools. In the case of Mouhanna's (2009) study, L1 was completely excluded from EFL classrooms due to the belief that the teachers over-relied on the use of L1 in their teaching. However, the study also indicated that

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lower level students used translanguaging as an effective scaffolding tool. However, further research on the school administration's beliefs and attitudes should be conducted in Kazakhstan. At the moment it is still unclear as to whether this factor should be considered while analyzing the EFL teachers' views and practices due to the lack of such research.

Ultimately, according to EFL teachers' views on the use of translanguaging, it was evident from the interview results that the practitioners were neutral towards the use of L1 in the EFL classroom. Most of them held the opinion that the use of translanguaging in the EFL classroom does not affect the learning process negatively, and thus, the teachers are not against it.

When applying all the analyzed data to Macaro's (2001) conceptual framework, we can conclude that the interviewed practitioners hold a Maximal Position, which implies the realization of the usefulness of L1 for teaching grammar and vocabulary, as well as for class management. Nevertheless, the teachers expressed the view that L1 must be used with children of younger ages and at lower levels of knowledge. The same view was discussed in a recent study about Kazakhstani teachers' beliefs about translanguaging (Amaniyazova, 2020).

RQ 2: What is the role of L1 in the EFL classroom?

Finding 6. Two main roles of L1 were indicated by the results of the research. One of the roles refers to L1 being fundamental for the acquisition of new knowledge. The practitioners believe that in their learning, students rely on their knowledge which has been obtained in L1. According to the teachers, learners always try to compare their mother tongue to the foreign language and also make associations with the words in their L1 while they learn new vocabulary. The technique of comparing languages and creating a link between them is often used by the teachers, too.

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The second role of L1 in the EFL classroom, which was revealed by the results of the study, is to facilitate the learning of grammar and vocabulary in English.

According to Lin's (2015) three-dimensional framework of the role of L1, the Kazakh and Russian languages complete ideational functions, which is unpacking, translating and elaborating the content learnt in L2. However, Lin is mostly focused on the field-specific meanings of the academic content. Lin's (2015) framework includes using students' everyday experiences to make a parallel between learning an L2 and learning science; nevertheless, it is believed that material in EFL can be consistent with the examples contained in the framework.

Finding 7. Interestingly, practitioners view the EFL classroom as a space for developing the Kazakh language. One anticipated finding was that the interviewed teachers supported the use of the Kazakh language more than Russian in EFL lessons. They justified this choice by stating that since learners are highly motivated to learn English, and if the Kazakh language is involved in the process of their learning, they have a chance to practice Kazakh and consequently become interested in using their mother tongue more often. Some practitioners also expressed their own ambition of practicing Kazakh more frequently.

Conclusion

Overall, the findings of the study met the expectations of the researcher and complied with the reviewed literature. The participants of the interview expressed their views answering the interview questions and added to the interviewer's knowledge about some factors that affect the use of L1 during the lessons. One of the factors, which was considered before conducting the interviews, was the instructions made by the school administration. The interview results proved that the question about these instructions was significant. Additionally, the interviewees shared their ideas about concerns that students do not practice English outside the classroom, which also affected their choices of using L1 in the EFL classroom.

Chapter 6: Conclusion

This study was aimed at exploring the practitioners' views on translanguaging in Kazakhstani EFL classrooms and the role of L1 in the EFL classroom. Based on the qualitative analysis, it can be concluded that Kazakhstani EFL practitioners view translanguaging as a useful pedagogical tool, but only to an extent. In their practices, the interviewed teachers tend to frequently employ a monolingual approach, while nonetheless realizing the value of the L1 in the learning and teaching processes. They mostly use translanguaging for teaching complex vocabulary and grammar and draw on it when students need further elaboration and clarification of the topics, new words and expressions. It is crucial to emphasize that the teachers do not view translanguaging as a negative or conflicting phenomenon, but rather, they perceive it as a natural process. Additionally, practitioners insist on the use of translanguaging mostly in primary school classrooms where students' level of knowledge is low. Nonetheless, the teachers pointed out that L1 operates as a bridge between students' previously learnt knowledge and the knowledge they create in English. Yet, they believe that translanguaging is a temporary technique, which should be avoided when the learners have high enough skills to speak and understand English. These practitioners' views comply with Macaro's (2001) optimal position where instructors recognize some pedagogical value of L1, but with a constant exploration of whether and in what ways L1 should be used in the classroom.

Surprisingly, the roles of L1 in the EFL classroom were clearly indicated by the teachers during their interviews. Most of the practitioners shared the opinion that L1 plays a fundamental role in the learning of L2. Furthermore, they stressed the significant place of the L1 as a base or a fundament of the foreign language acquisition process and the formation of knowledge.

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The second role of L1 identified by the practitioners was to support the learning and teaching of grammar and vocabulary. L1 plays a role of a facilitator between students and their teachers, who explain new knowledge using a foreign language. As discovered by the results of the study, L1 (Kazakh and Russian) fulfills the ideational function which is to provide instruction about the content of the EFL lesson in L2 according to the Lin's (2015) framework.

The research design employed for the study allowed the researcher to analyze the data and answer the research questions effectively. Zoom interviews which were conducted synchronously were convenient for the teachers, who were quite busy with lessons and their extra-curricular activities. Thus, it was possible for the researcher to read the body language and emotions of the participants, which helped provide a complete image of their individual characteristics. Semi-structured interview questions enabled the researcher to ask additional questions to clarify their answers and to further examine their views in a more in-depth manner. The teachers felt comfortable asking their own questions and checking whether their opinions had been understood correctly by the researcher. Moreover, during the interview, which was organized in a friendly manner, the practitioners were encouraged to voice their opinions and make their own conclusions during the conversation. At the end of every interview, they expressed their intention to learn about the results of the study and to know about the views of their colleagues. The interviews created supplementary questions and notable insights. It was surprising to find that the EFL classroom is perceived by the Kazakhstani EFL teachers as a space for developing the Kazakh language within the country. The practitioners shared their hopes that using the Kazakh language in the EFL classroom would motivate their learners to practice this language.

The research clearly illustrated the practitioners' views and perceptions of translanguaging and the use of L1 in the EFL classroom, but it also raised the question of the

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need of students to use translanguaging during the learning process. It is evident from the ideas shared by the EFL teachers that students usually try to draw on the L1 for communicating among each other in order to help their peers and also use L1 to learn new vocabulary. However, knowing that EFL teachers often restrict the use of L1 during discussions and for asking questions, it is important to learn whether students need more support for using L1 during their learning.

Due to the findings of the study, it is recommended that educators deeply analyze and revise the teachers' training program for EFL teachers. It is evident from the research that the EFL teachers are striving to improve their language skills and their knowledge about modern tendencies in the sphere of linguistics. However, many teachers lack sufficient knowledge and information on modern approaches to the teaching and learning of EFL.

Further study should be done on the development of a multilingual educational system in Kazakhstan which considers the use of L1 on L2 lessons and also takes into consideration the interrelation of the languages. The study did not intend to explore the different roles of Kazakh and Russian in EFL classrooms; nevertheless, the findings demonstrated that three languages (English, Kazakh and Russian) can collaborate effectively in one EFL classroom.

The study contributes to the existing knowledge about the translanguaging practices in Kazakhstani secondary schools together with the views, assumptions and beliefs of practitioners. The research, conducted through a qualitative research design, confirmed the analyzed literature on the concept of translanguaging, its pedagogical use in the foreign language classrooms and raised some additional questions and issues.

Compared to previous studies, the use of translanguaging is not viewed as something uncommon or negative by the teachers, but rather as a less efficient technique for higher-level secondary school students.

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Implications

This research has contributed to the knowledge about practitioners' views on translanguaging in Kazakhstani EFL classrooms in both Kazakh-medium and Russian-medium secondary schools. Since most research about translanguaging in Kazakhstan is focused on Content and Language Integrated Learning (CLIL) and English as Medium of Instruction (EMI) classrooms, the study may be particularly relevant for research in the context of Kazakhstani EFL classrooms. Consequently, the study has added to the most recent academic works on translanguaging in Kazakhstan.

Limitations

It is beyond the scope of the study to address the question of EFL teachers' real practices of translanguaging due to the impossibility of conducting observations during the Covid-19 pandemic. Previous studies have shown that teachers' beliefs and views shared in interviews can differ from their actual practices.

Recommendations

It is recommended that other stakeholders' views like those of school administrators and students be examined in future studies. This will paint a whole picture of the features of EFL education in Kazakhstan, including possible challenges and opportunities for implementing multilingual education.

Key Insights

Throughout the study, the researcher aimed to analyze EFL practitioners' views and knowledge of the existing tendencies in EFL education, and hence addressed particular questions during the interviews. However, the most significant insight taken from the research was that, currently, EFL teachers are very interested in this type of research. The practitioners of the study were curious during the interviews and attempted to share their own ideas related

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to the development of the English and Kazakh languages in Kazakhstan. Therefore, there is the hope that Kazakhstani policy makers will consider the opinions of all the stakeholders involved in the system of education and give the practitioners the right to speak up and share their brilliant ideas.

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Appendix A**Interview protocol**

Time of interview:

Date:

Location:

Researcher: Inara Akhmetova

Participant: Participant

1. Could you please share your teaching experience?
2. What language(s) do you use when explaining/introducing a new material to the students?
3. Do you use Kazakh or Russian (other language) to clarify some information when explaining a new material to the students?
4. In what language do you respond to students' questions if they ask them in Russian or Kazakh (other language)?
5. Do you make remarks when students use Russian or Kazakh (other language) during class discussions and why/why not?
6. What language/languages do you use when teaching new vocabulary to students?
7. What language/languages do you use when teaching new grammar to students?
8. How do you feel about students' use of other languages during the class?
9. Do you think that use of other languages like Kazakh or Russian impact negatively or positively the learning and teaching processes of English? Why?
10. How can the use of other languages (Kazakh/Russian or other) affect the learning and teaching process of English?
11. Are there instructions from school management, which you receive concerning the use of Russian or Kazakh during English lessons?
12. What do you think about using only English during English as a foreign language classes?
13. Could you think of a role of the students' mother tongue (Russian, Kazakh) in the lessons of English?
14. Do students face some challenges in understanding materials in English and which way do you support students?
15. Is there anything you personally would like to share?

Протокол интервью

Время интервью:

Дата:

Место проведения:

Исследователь: Инара Ахметова

Участник: Участник

1. Не могли бы вы рассказать о своем педагогическом опыте?
2. На каком языке (языках) вы объясняете / знакомите студентов с новым материалом?
3. Используете ли вы казахский или русский (другой язык) для пояснения некоторой информации при объяснении нового материала студентам?
4. На каком языке вы отвечаете на вопросы студентов, если они задают их на русском или казахском (другом языке)?
5. Делаете ли вы замечания, когда учащиеся используют русский или казахский (другой язык) во время обсуждения в классе, и почему / почему нет?
6. Какой язык / языки вы используете, когда учите студентов новой лексике?
7. Какой язык / языки вы используете при обучении учащихся новой грамматике?
8. Что вы думаете об использовании учащимися других языков во время занятий?
9. Считаете ли вы, что использование других языков, таких как казахский или русский, отрицательно или положительно влияет на процессы изучения и преподавания английского языка? Почему?
10. Как использование других языков (казахского / русского или других) может повлиять на процесс изучения и преподавания английского языка?
11. Получаете ли Вы инструкции или поручения от руководства школы касательно использования русского (казахского) языков на уроках английского как иностранного?
12. Что Вы думаете об использовании на уроках английского языка только английского языка?
13. Вы можете проанализировать и ответить какая роль у родного языка языка студентов (русский, казахский) в процессе изучения английского языка как иностранного?
14. Бывают ли у учеников трудности с пониманием материала на английском языке и что Вы делаете, чтобы помочь им понять этот материал?
15. Хотели бы Вы добавить что-то от себя?

Сұхбат журналы

Сұхбат уақыты:

Күн:

Өткізу жері:

Зерттеуші: Ахметова Инара

Мүше: мүше

1. Сіз өзіңіздің педагогикалық тәжірибеңіз туралы айтып беріңізші.
2. Оқушыларға қай тілде (тілдерде) жаңа материалды түсіндіресіз / жаңа материалмен таныстырасыз?
3. Оқушыларға жаңа материалды түсіндіру кезінде кейбір ақпаратты түсіндіру үшін сіз қазақ немесе орыс тілдерін (басқа тіл) қолданасыз ба?
4. Оқушылар орыс немесе қазақ тілінде (басқа тілде) сұрақтар қойса, қай тілде жауап бересіз?
5. Сыныптағы талқылау кезінде оқушылардың орыс немесе қазақ тілдерін (басқа тілді) қолданған кезде сіз өз пікіріңізді білдіресіз бе және неге / неге олай емес?
6. Оқушыларға жаңа лексиканы үйрету барысында сіз қандай тілді / тілдерді қолданасыз?
7. Оқушыларға жаңа грамматиканы оқытуда сіз қандай тілді / тілдерді қолданасыз?
8. Оқушылардың сабақ барысында басқа тілдерді қолдануы туралы не ойлайсыз?
9. Сіздің ойыңызша, басқа тілдерді, мысалы, қазақ немесе орыс тілдерін қолдану ағылшын тілін оқыту мен оқыту процестеріне жағымсыз немесе жағымды әсер етеді деп ойлайсыз ба? Неліктен?
10. Басқа тілдерді қолдану (қазақ / орыс немесе басқалары) ағылшын тілін оқыту мен оқыту процесіне қалай әсер етуі мүмкін?
11. Шетел тілі сабағы ретінде ағылшын тіліндегі орыс (қазақ) тілдерін пайдалануға қатысты мектеп басшылығынан нұсқау немесе нұсқаулық аласыз ба?
12. Ағылшын тілі сабағында тек ағылшын тілін қолдану туралы не ойлайсыз?
13. Ағылшын тілін шет тілі ретінде оқыту үдерісінде студенттердің ана тілі (орыс, қазақ) рөлі қандай екенін талдап, жауап бере аласыз ба?
14. Оқушылар ағылшын тілінде материалды түсінуде қиындық көре ме және сіз оларға материалды түсіну үшін не істейсіз?
15. Өзіңізден бірдеңе қосқыңыз келе ме?

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Appendix B**INFORMED CONSENT FORM**

Practitioners' views on translanguaging in Kazakhstani EFL classrooms.

DESCRIPTION: You are invited to participate in a research study exploring the teachers' views on the use of the first language of students (Russian or Kazakh) in their classrooms. You will be asked to participate in an online one-on-one interview with the researcher. The interview will consist of approximately 15 questions in English, Russian or Kazakh languages depending on your preference. If you express your agreement, the interview will be tape-recorded. Your name, name of the school and any personal information will be anonymous in all stages of the study and in all documents, including electronic files and the study itself. All the collected data and recordings will be kept on the personal lap top of the researcher, which will be protected by the password and kept in the special secured box with a password. All written and printed documents, including consent forms, will be kept in the special secured box.

TIME INVOLVEMENT: Your participation will take approximately 40-45 minutes.

RISKS AND BENEFITS: The risks associated with this study are very minimal, because all the personal data of the participants and their identity will be anonymized and kept confidential in a safe place accessible only for the researcher. The interview will not cause any psychological discomfort or harm to the participants and will be conducted in an open and friendly manner. The time of the interviews will be negotiated with the participants beforehand, so it doesn't affect the participants' engagement at work.

Although there are no direct benefits of the study, the research can be beneficial to teachers who get an opportunity to share their views and opinions, it may bring food for thought to the practitioners and motivate them to be engaged in the scientific research. Teachers'

views will contribute to the development of the research in Kazakhstan. Your decision whether or not to participate in this study will not affect your employment.

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

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Associate Professor Xabier San Isidro at xabier.sanisidro@nu.edu.kz

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 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;

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

Signature: _____ Date: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Взгляды практикующих специалистов на использование транслингвизма на уроках английского языка в Казахстане

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению взглядов и мнений учителей английского языка на использование родного языка (русского или казахского) на уроках английского языка. Вам будет предложено принять участие в индивидуальном онлайн интервью, которое будет проведено с исследователем. Примерное количество вопросов в интервью – 15, Вы можете пройти интервью на русском, казахском, английском языке по Вашему желанию. С Вашего согласия, интервью будет записано на аудио-устройство. Ваше имя, название школы, а также любая Ваша личная информация будет анонимной на любом этапе исследования и во всех документах, включая электронные файлы и само исследование. Вся собранная информация и аудиозаписи будут храниться в личном компьютере исследователя, который будет защищен паролем. Компьютер будет находиться в специальном ящике, защищенном паролем. Все распечатанные документы, включая формы информационного согласия будут храниться в специальном ящике, защищенном паролем.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 40-45 минут.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием очень минимальны, так как вся личная информация участников исследования и их личность будут скрыты и будут храниться в безопасном месте, доступном только для исследователя. Интервью не повлечет за собой неудобства психологического характера, также как и ущерба участникам интервью. Интервью будет проводиться в открытой и дружеской форме. Время интервью будет обговорено с участниками заранее, с целью не отвлекать участников от их работы.

Не смотря на то, что исследование не приносит прямые выгоды участникам, исследование позволит практикующим специалистам (учителям) поделиться взглядами и мнением, а также может смотивировать их заниматься научным исследованием. Взгляды учителей внесут неоценимый вклад в развитие Казахстанской науки. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Вашу работу.

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

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителям магистерского тезиса исследователя: Доцент, Xabier San Isidro xabier.sanisidro@nu.edu.kz

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

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

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

Подпись: _____ Дата: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Ағылшын тілін шет тілі ретінде өтетін қазақстандық сыныптардағы тіл ауысуына мұғалімдердің көзқарастары

СИПАТТАМА: Сіз оқушылардың сыныптарында бірінші тілдерін (Қазақ немесе Орыс) қолдануына мұғалімдердің көзқарасын анықтауға бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сіз зерттеушімен онлайн бетпе-бет сұхбатқа шақырыласыз. Сұхбат шамамен 15 сұрақтан тұрады және сұрақтар сіздің қалауыңызға байланысты ағылшын, орыс немесе қазақ тілдерінде қойылатын болады. Егер сіз келісіміңізді берсеңіз, сұхбат аудио жазбаға жазылып алынады. Сіздің есіміңіз, мектебіңіздің атауы және кез келген жеке ақпарат зерттеу жұмысының барлық сатыларында және барлық құжаттарда, электронды файлдарда, зерттеу жұмысының өзінде де жасырын болады. Барлық жиналған мәліметтер және аудио жазбалар зерттеушінің құпия сөзбен қорғалған жеке компьютерінде және құпия сөз орнатылған арнайы папкада сақталынады. Барлық жазбаша және басып шығарылған құжаттар, зерттеу жұмысының келісім формаларымен қоса арнайы қорғалған папкада сақталынады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 40-45 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: Барлық қатысушылардың жеке мәліметтері жасырын және зерттеушіге ғана қол жетімді, қауіпсіз жерде сақталатын болғандықтан, зерттеу жұмысының қауіпті болу ықтималдығы өте төмен. Сұхбат қатысушыларға ешқандай психологиялық ыңғайсыздық туғызбайды немесе зиянын тигізбейді, керісінше, ашық және еркін мәнерде жүргізіледі. Сұхбат уақыты қатысушылармен алдын-ала талқыланады, сондықтан жұмыс уақытына қатар келмейді.

Зерттеу жұмысына қатысуыңыздың тікелей артықшылықтары болмаса да, зерттеу жұмысы өз ойларымен және көзқарастарымен бөлісетін мұғалімдерге жаңа идеяларға жол ашып, ғылыми зерттеу жұмыстарына қызығушылықтарын оятуы мүмкін. Мұғалімдердің көзқарастары Қазақстандағы зерттеу жұмыстарын дамыту бағытында пайдалы болады. Сіздің қабылдау немесе қатысудан бас тарту туралы шешіміңіз сіздің жұмысыңызға ешқандай әсер етпейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады. Associate Professor Xabier San Isidro, xabier.sanisidro@nu.edu.kz

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген

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байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен gse_researchcommittee@nu.edu.kz.

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

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

Қолы: _____ Күні: _____

Appendix C

Transcription Sample of Interview 1

Introduction of the research by the researcher and instructions about the interview.

Interviewer: Could you please share your teaching experience?

Participant 1: Ok. I am an English teacher at gymnasium and I have been teaching for 20 years. At first, I taught in the primary school, but now I work at secondary school.

Interviewer: Aha. Ok. Excellent. Good. I am very excited, I am very impressed.

Interviewer: So, what languages do you use when explaining, introducing a new material to the students?

Participant 1: Ah.. I try to use English most time of the lessons, but sometimes I use Russian. For example, when students don't understand anything or ehh they have problems at the lesson with understanding or with their behavior.

Interviewer: Ok. So, use it to deal with the behavior, right. Do you use Russian to clarify information when explaining a new material? Actually, you've mentioned that yeah... But again to clarify, to make them understand better?

Participant 1: Yes. Sometimes I use Russian language. For example: when I try to explain difficult grammar material, and students don't understand how to translate the sentence with, for example: present perfect tense or something else... And when we work with vocabulary, sometimes I try to give them synonyms, pictures or try to give definitions but when they don't understand the meaning of the word, I can translate it from English into Russian.

Interviewer: Ok, all right. So you use translation. All right, excellent. In what language to the students' questions if they ask them in Russian, for instance. Yes, sometimes they do ask you questions in Russian, but in what language do you try to respond to them? Reply to them?

Participant 1: Yes, they usually ask questions in Russian (smiling), not in English. Sometimes I try to answer in English, but if they don't understand, I answer in Russian. When students are little, for example, fifth grade, sixth grade, I answer in Russian. But, for example, for students in the ninth grade, at first, I try to answer the questions in English. If they don't understand me, I can answer in Russian.

Interviewer: Ok, excellent, all right. The next question is: Do you make some remarks or do you correct them, or do you say: "...this is wrong..." when students ask in Russian or Kazakh? Maybe sometimes they use Kazakh as well during class discussions. Why and why not?

Participant 1: (Smiling and giggling) They usually use Russian during discussions while working in groups, for example. When I am standing near one group, they are speaking just English, but the other groups are speaking Russian at the same time and I usually turn to them and say: "Please, try to speak only English (Smiling and giggling)".

Interviewer: All right, good, ok. So, you have mentioned that already and the question is: What language(s) do you use to introduce a new vocabulary? You have said that with vocabulary you usually try to help them using Russian, but introducing a new vocabulary do you use English or other languages?

Participant 1: While introducing vocabulary I usually use English. English or maybe pictures if it is nouns, for example, if they are nouns (correcting herself).

Interviewer: Ok. Great. And what languages do you use when teaching new grammar?

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Participant 1: If grammar is not very difficult, I use English language to explain it. When grammar is difficult, is not difficult, it is easy... oh, sorry. When grammar is difficult, I use Russian of course. When grammar is easy, I use English. But if they don't understand, I can use Russian, it is not a problem.

Interviewer: All right, excellent, very good. So, very interesting question now yeah: How do you feel about students' use of other languages during the class? How do you personally feel?

Participant 1: When they use Russian language, for example?

Interviewer: Yes, when they use Russian or Kazakh or any other language?

Participant 1: I don't feel anything bad (smiling and giggling), but I would like students to speak English in my lessons because it is the only chance for them to speak English, for some of them. If they don't go to different English clubs, they can speak only at our lessons. So, I think it is a chance for them to speak English.

Interviewer: So, do you think that the use of other languages like Russian or Kazakh impact negatively or it impacts positively on the learning and teaching processes of English?

Participant 1: I don't think it's negative, because sometimes it helps them to understand clearly some information, to help their partner, for example, if the partner doesn't understand anything at the lesson. It is not a problem if they help each other in their own language. While working groups some students can translate something for the other students to help them to understand. It's good.

Interviewer: Ok. And are there instructions from school management which you receive concerning the use of Russian or Kazakh during English lessons?

Participant 1: No, we don't have such instructions.

Interviewer: Ok, good. What do you think about using only English during English as a Foreign Language class?

Participant 1: If the students are excellent (giggling) and they can speak English perfectly, understand everything, it is great. But we don't have such classes with only perfect students.

Interviewer: Ok, all right. Good. Could you think of a role of the students' mother tongue in the lessons of English. What I mean is: the role of Russian and Kazakh, the main role of it during the class?

Participant 1: When they speak mainly in Russian and mainly in Kazakh?

Interviewer: No, just the use of these languages, the role of it for you as a teacher.

Participant 1: I am sorry; I don't understand your questions.

Interviewer: Ok, yeah. What I mean is when you personally use Russian, how do you see the role of it in general? How do you see the role of Russian language in the class? Yeah in English class?

Participant 1: Russian for students is a native language, so it can help them understand information, to understand the grammar forms, the meaning of the words. To understand the difference between languages, between their own language and a foreign language. It's very important to understand some differences.

Interviewer: Yes, sure mhm, ok. So, you mean it is a helping tool yeah? Helping equipment for students?

Participant 1: Yes.

Interviewer: I have two more questions and that would be all, ok? So the next question is: Do students face challenges in understanding materials in English? And which way do you

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support students? When they receive materials only in English yeah what challenges do they get, what difficulties do they face?

Participant 1: Yes, sometimes they do not understand the meaning of the word, the meaning of the sentences, how to translate the grammar structure, for example. First, I try to understand in English, of course, use, for example, timelines, explaining the grammar; use some examples and when they don't understand I try to use examples from their own language, from Russian. It helps them understand the structure, the meaning of the word or the translation of the sentence.

Interviewer: Ok, very good. And the last question is: Is there anything you personally want to share maybe, I don't know would like to share. Just overall to this topic, maybe your general opinion.

Participant 1: Yes, some years ago we thought that we should use just only English language in our lessons and if it is just English – it is a perfect lesson when students don't speak Russian or Kazakh, just speak English. But I think that some students understand nothing during the lesson, but they raise their hands, they read something but don't understand what they read, they write something, copy from the blackboard, but they don't understand what they are writing and it's not a good idea to use just English language. If teacher sees that students don't understand something, the teacher should give them explanation or translation maybe in their own language. For example, when we give some students difficult words, we try to give definitions, synonyms, pictures, but some students can understand the meaning of the word, but other students can think of other words and don't know how to translate these words. Then we ask students: "Could you please translate this in your own language?" Then we can see whether they understand the meaning correctly or not. So, I think we should use own language. Some years ago I was on CELTA course in Ust-Kamenogorsk and our trainer, he was from Britain said us during the teaching practice: "Oh, why don't you translate this into your own language? It's so easy and it takes so little time, but you try to understand the word in English again and again and they don't understand. Please, translate it to them". Then I agree. Yes.