Perceptions on Translanguaging from EFL Teachers with Different Linguistic Backgrounds in Kazakhstan

Aliya Tuskeyeva

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

May, 2022

Word count: 21696

Author Agreement

AUTHOR AGREEMENT

By signing and submitting this license, I _Aliya Tuskeyeva_ (the author or copyright owner) grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

Author's signature:

Date: _27. 05. 2022_

Declaration

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed: *Myckeef*
Date: 27. 05. 2022

Ethical Approval

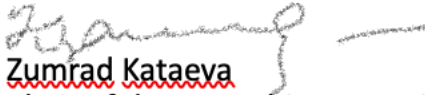NAZARBAYEV
UNIVERSITY
Graduate School
of Education

53 Kabanbay Batyr Ave.
010000 Astana,
Republic of Kazakhstan
21th October 2021

Dear Aliya,

This letter now confirms that your research project entitled: *Perceptions on Translanguaging from EFL Teachers with Different Language Backgrounds in Kazakhstan* 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

Zumrad Kataeva
Chair of the GSE Ethics Committee
Assistant Professor
Graduate School of Education
Nazarbayev University

Block C3, Room 5006
Office: +7 (7172) 70 9371
Mobile: +7 777 1929961
email: zumrad.kataeva@nu.edu.kz

CITI Training Certificate

Completion Date 21-Jul-2021
Expiration Date 20-Jul-2024
Record ID 43630932

This is to certify that:

Aliya Tuskeyeva

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Students conducting no more than minimal risk research
(Curriculum Group)
Students - Class projects
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Nazarbayev University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w4c02d58e-9d4c-4610-a41c-17a6b439ddf8-43630932

Acknowledgements

I would like to express my sincere gratitude to my lovely Professors who inspired me to grow academically and personally during the process of thesis writing. Second, I am grateful to my dear groupmates, who I adore and appreciate, for being supportive. Next, I would like to pay my special regards to the most hard-working supervisor, Professor Sulushash Kerimkulova, for her investment and guidance. I cannot forget to thank my family and friends for their care and interest in my progress in thesis writing. Finally, I would like to thank myself for being able to conduct my own research.

Abstract

Perceptions on Translanguaging from EFL Teachers with Different Linguistic

Backgrounds in Kazakhstan

Due to integration into world economy and education, Kazakhstan established the trilingual educational policy (Kazakh, Russian, and English) which made the English language obligatory to learn at local schools. English has been taught through a monolingual approach which excludes translanguaging from classroom practices. Significantly, recent studies have revealed that translanguaging is used by English as a foreign language (EFL) teachers who hold ambiguous perceptions of translanguaging. However, there is little research conducted to examine how EFL teachers with different linguistic backgrounds perceive and use translanguaging practices. Therefore, the purpose of the current study was to investigate Russian and Kazakh-speaking EFL teachers' perceptions and the way how translanguaging is used in their teaching. Moreover, this study explored how teaching materials reflect the use of translanguaging. A qualitative research approach was employed to amass data through a series of individual semi-structured interviews with five Russian and five Kazakh-speaking EFL teachers from state schools to address the following research questions: 1. What are Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging? 2. How do teachers with different linguistic backgrounds use translanguaging in their teaching? 3. How do teaching materials reflect translanguaging use? Macaro's (2001) teachers' position theory and Garcia and Kleyn's (2016) teachers' design were adopted as the conceptual frame to analyse the collected data. The findings revealed that the majority of all participants hold mixed perceptions of translanguaging which range from negative to positive. Regardless of mixed perceptions, all EFL teachers were found to use translanguaging in their teaching. In addition, the study showed that Russian-speaking teachers are more negative towards translanguaging,

whereas Kazakh-speaking teachers tend to perceive translanguaging as a beneficial pedagogical tool. Finally, document analysis of teaching materials indicated that there is the scarce presence of planned translanguaging pedagogy. With the above in mind, it is recommended to conduct professional development courses for EFL teachers, curriculum designers, and policymakers on the benefits of translanguaging in education.

Key words: translanguaging, teachers' perceptions of translanguaging, translanguaging use, teaching materials

Аңдатпа

Әр тілде сөйлейтін қазақстандық ағылшын тілі мұғалімдерінің транслингвизмді

қабылдауы

Әлемдік экономика мен білімге интеграциялануына байланысты Қазақстанда

үштілділік (қазақ, орыс, ағылшын) саясаты енгізілді, оған сәйкес ағылшын тілі

жергілікті мектептерде оқу үшін міндетті болды. Ағылшын тілі бір тілді тәсілді қолдану

арқылы оқытылады, бұл сабақ тәжірибесінен транслингвизмді жояды. Бір қызығы,

соңғы зерттеулер көрсеткендей, транслингвизмді ағылшын тілінің мұғалімдері әлі күнге

дейін қолданады, олар транслингвистикалық тәжірибеге араласпайды. Алайда, әртүрлі

тілдерде сөйлейтін ағылшын тілі мұғалімдерінің өз тәжірибесінде транслингвизмді

қалай қабылдайтынын және қолданатынын зерттеу үшін жеткіліксіз зерттеулер

жүргізілді. Осылайша, осы зерттеудің мақсаты орыс тілді және қазақ тілді ағылшын тілі

мұғалімдерінің транслингвизмді қабылдауын және олардың транслингвизмді өз

тәжірибесінде қалай қолданатынын зерттеу болды. Сонымен қатар, бұл зерттеу оқу

материалдарының транслингвизмді қолдануды қалай көрсететінін қарастырды.

Зерттеудің сапалы әдісі зерттеудің келесі сұрақтарына жауап беру үшін мемлекеттік

мектептердегі бес орыс тілді және бес қазақ тілді ағылшын тілі мұғалімдерімен жеке

жартылай құрылымданған сұхбаттар сериясы арқылы деректерді жинау үшін

пайдаланылды: 1. Орыс және қазақ тілді мұғалімдер транслингвизмді қалай қабылдайды?

2. Әр түрлі ана тілі бар мұғалімдер өз тәжірибесінде транслингвизмді қалай қолданады?

3. Оқу материалдары транслингвизмді қалай көрсетеді? Жиналған деректерді талдаудың

тұжырымдамалық негізі ретінде Макаро (2001) мұғалімдері позициясының теориясы

және Гарсия мен Клейн (2016) мұғалімінің дизайны алынды. Нәтижелер барлық

қатысушылардың көпшілігінде транслингвизмді ескере отырып, бір жағынан қолайлы және екінші жағынан аз орынды деп санайтын транслингвизм туралы нақты түсінік жоқ екенін көрсетті. Транслингвизмді екіұштылықпен қабылдағанына қарамастан, барлық орыс тілді және қазақ тілді ағылшын тілі мұғалімдері өз тәжірибесінде транслингвизмді қолданатыны анықталды. Бұдан басқа, зерттеу көрсеткендей, орыс тілді мұғалімдер транслингвизмге теріс көзқараспен қарайды, ал қазақ тілді мұғалімдер транслингвизмді ағылшын тілін оқытуда пайдалы педагогикалық құрал ретінде қабылдауға бейім. Ақыр соңында, оқу материалдарын талдау жоспарланған транслингвизм педагогикасы іс жүзінде жоқ екенін көрсетті. Жоғарыда айтылғандардың бәрін ескере отырып, ағылшын тілі мұғалімдеріне, оқу бағдарламаларын әзірлеушілерге және саясаткерлерге білім берудегі транслингвизмнің артықшылықтары туралы біліктілікті арттыру курстарын өткізу ұсынылады.

Түйінді сөздер: транслингвизм, мұғалімдердің транслингвизмді қабылдауы, транслингвизмді пайдалану, оқу материалдарын талдау.

Аннотация

Восприятие транслингвизма казахстанскими учителями английского языка с разным языковым фоном

В связи с интеграцией в мировую экономику и образование в Казахстане была введена политика трехъязычия (казахский, русский, английский), согласно которой английский язык стал обязательным для изучения в местных школах. Английский язык преподается с использованием одноязычного подхода, который исключает транслингвизм из практики проведения занятий. Примечательно, недавние исследования показали, что транслингвизм все же используется учителями английского языка, которые неоднозначно относятся к транслингвистической практике. Однако, недостаточно исследований было проведено, чтобы изучить, как учителя английского языка, говорящих на разных языках, воспринимают и используют транслингвизм. Таким образом, целью настоящего исследования было изучить понимание транслингвизма русскоязычными и казахскоязычными учителями английского языка и то, как они используют транслингвизм в своей практике. Кроме того, это исследование рассматривало то, как учебные материалы отражают использование транслингвизма. Качественный метод исследования был использован для сбора данных посредством серии индивидуальных полуструктурированных интервью с пятью русскоязычными и пятью казахскоязычными учителями английского языка из государственных школ, чтобы ответить на следующие вопросы исследования: 1. Как русскоязычные и казахоязычные учителя воспринимают транслингвизм? 2. Как учителя с разными родными языками используют транслингвизм в своей практике? 3. Как учебные материалы отражают использование транслингвизма? В качестве концептуальной

основы для анализа собранных данных были взяты теория позиции учителей Макаро (2001) и дизайн учителя Гарсии и Клейн (2016). Результаты показали, что большинство участников не имеют четкого представления о транслингвизме, воспринимая транслингвизм положительно с одной стороны, и негативно, с другой. Несмотря на неоднозначное восприятие транслингвизма, было обнаружено, что все русскоязычные и казахскоязычные учителя английского языка используют транслингвизм в своей практике. Кроме того, исследование показало, что русскоязычные учителя более негативно относятся к транслингвизму, в то время как казахскоязычные учителя склонны воспринимать транслингвизм как полезный педагогический инструмент в обучении английского языка. Наконец, анализ учебных материалов показал, что планируемое использование транслингвизма в преподавании практически отсутствует. Учитывая все вышеизложенное, рекомендуется провести курсы повышения квалификации для учителей английского языка, разработчиков учебных программ и политиков на тему о преимуществах транслингвизма в образовании.

Ключевые слова: транслингвизм, восприятие транслингвизма учителями, использование транслингвизма, анализ учебных материалов

Table of Contents

List of Tables

Chapter 1: Introduction

Background Information

In the context of globalization, the English language is construed as being a crucial factor to integrate into the global community and be competitive on the international market. Therefore, Kazakhstan has been striving to foster high levels of English proficiency among its citizens, as was declared in a cultural project, the trinity of languages, where it is stated that the English language is a key to the successful integration into the world's economic and scientific sectors (Nazarbayev, 2007). Hence, English is considered as a part of Kazakhstani citizens' linguistic repertoire at the same level as the Kazakh and Russian languages (Nazarbayev, 2007).

In this light, a trilingual policy was established in Kazakhstan for students to master the three languages (Kazakh, Russian and English languages) and proclaimed as a tool to educate a multilingual generation (Nazarbayev, 2007). Multilingual education relates to "the use of two or more languages in education provided that schools aim at multilingualism and multiliteracy" (Cenoz, 2012, p. 2). Although the Kazakh, Russian and English languages have been integrated into the multilingual education system as media of instruction in Kazakhstan, the importance of English teaching and learning has been emphasized repeatedly in numerous Kazakhstani policy documents (MoES, 2011, 2015, 2016; Nazarbayev, 2012). Thus, careful attention has been paid to English language teaching in order to ensure the implementation of effective teaching methods in the formal setting (OECD, 2014).

Traditionally, English as a foreign language (EFL) teachers conduct lessons using a monolingual approach to master the language (Mehisto et al., 2014). This method refers to the exclusive use of the target language by excluding other languages from the classroom setting

(Karabassova & San Isidro, 2020). However, it has been questioned whether the monolingual approach suffices in such a multilingual country as Kazakhstan with a diverse population including Kazakh, Russian, Uzbek, German, Tatar, Uighur, Ukrainian, and many other nationalities (Bahry et al., 2017). Consequently, many scholars suggest a new approach, i.e., translanguaging, which treats multilingual learners' linguistic repertoires as a valuable asset in contrast to the monolingual approach which views the use of native language (L1) as an interference (Auerbach, 1993; Garcia & Wei, 2015).

Problem Statement

Translanguaging, a term which was coined by Cen Williams, is viewed as "a practice of deliberately changing the language of input and the language of output" (Garcia & Wei, 2015, p. 224). Baker (2011) describes translanguaging as the process used to grasp and extend knowledge, make meaning, and shape experience by applying two languages. Translanguaging might be perceived as an impetus to an effective pedagogical practice which focuses on making meaning and enhancing experience (Creese & Blackledge, 2015). In addition, Garcia and Wei (2015) indicate that translanguaging is used as a scaffolding approach; a way to provide rigorous instruction and as a pedagogy. Consequently, translanguaging fosters teaching and learning processes, as well as values learners' linguistic repertoires.

In this regard, a growing body of literature reports that translanguaging is perceived as a beneficial practice and as a useful pedagogical tool in the classroom settings worldwide (Baker, 2011; Cenoz & Gorter, 2017; Galante, 2020a). In other words, the importance and effectiveness of translanguaging has been recognized in many multilingual countries. However, it is unclear as to how translanguaging is perceived by Kazakhstani state

schoolteachers with the Russian and Kazakh languages as mother tongues.

It is important to highlight that the notion of translanguaging is relatively new for Kazakhstani teachers. It may be perceived as simple code-switching to scaffold learning during lessons, which does not fully correspond with what translanguaging is (Abdrakhmanova, 2017; Alzhanova, 2020; Karabassova & San Isidro, 2020). Moreover, the previous studies show that translanguaging is mostly perceived as an interference and unfavourable practice which hinders the process of English language acquisition (Alzhanova, 2020; Karabassova & San Isidro, 2020). However, participating teachers were reported to use translanguaging practices during English language (EL) lessons regardless of their negative perceptions (Alzhanova, 2020; Karabassova & San Isidro, 2020). Hence, Kazakhstani teachers' perceptions of translanguaging were found to be ambiguous.

It is noteworthy to point out that studies on teachers' perceptions of translanguaging and its use have been mainly conducted in such schools as Nazarbayev Intellectual Schools (NIS) and Bilim Innovation Liceum (BIL), with little research done to explore state school EFL teachers' perceptions of translanguaging. It is crucial to investigate how these teachers perceive the use of L1 in the classroom setting since state schools follow the official curriculum and represent the Kazakhstani educational system with main trends of teaching practices. If EFL teachers' perceptions of translanguaging are not thoroughly explored, as well as the way these perceptions influence teachers' classroom practices, it might lead to lower English language proficiency among learners. In other words, EFL teachers' perceptions influence their classroom practices (Castro, 2004; Gu, 2016), which subsequently impact learners' academic performance and English language acquisition in general. Moreover, it is important to study whether EFL teachers perceive and use translanguaging differently because

they speak different languages as their mother tongues (Russian and Kazakh). Therefore, learning how EFL teachers with different linguistic backgrounds perceive translanguaging might shed light on whether learners' linguistic repertoires are equally valued by Russian and Kazakh-speaking EFL teachers, and how effectively students' L1 is used to improve English language proficiency in the context of multilingual education.

Purpose of the Study

The purpose of the research is to explore state school Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging and investigate whether and how translanguaging is used in teaching practices. Moreover, the current study examines how teaching materials reflect translanguaging use in the classroom setting.

Research Questions

The following research questions have been designed to address this matter:

RQ1: What are Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging?

RQ2: How do teachers with different linguistic backgrounds use translanguaging in their teaching?

RQ3: How do teaching materials reflect translanguaging use?

In order to answer these research questions, a qualitative research approach with a collective (comparative) case study design were applied. The data, collected from EFL Russian and Kazakh-speaking EFL teachers, was obtained through semi-structured interviews.

Significance of the Study

The current research is significant for several reasons. First, there are almost no studies investigating how teachers with different linguistic backgrounds perceive translanguaging practices in Kazakhstan. Consequently, this research aims to contribute to the body of

Kazakhstani literature on this topic and provide information for those who are seeking to learn about perceptions and the use of translanguaging from Russian and Kazakh-speaking EFL teachers.

Second, the findings of the research might help to obtain data which will be beneficial for different stakeholders, such as EFL teachers, curriculum designers and policymakers. The study has examined how Russian and Kazakh-speaking EFL teachers perceive and use translanguaging in the formal setting, as well as how translanguaging practices are reflected in materials chosen to teach English. It is important for curriculum designers and policymakers to be aware of EFL teachers' perceptions of translanguaging since they shape teaching methods and affect the choice of teaching materials. With regard to EFL teachers, it might be helpful for them to reflect on their perceptions of translanguaging and its role in classroom practices since learners' academic performance depends on teachers' perceptions of translanguaging and how these perceptions influence the way they conduct English lessons.

Outline of the Thesis

This thesis consists of six chapters. The first chapter provides the background information of the study and outlines the problem statement. Moreover, it defines the purpose of the paper, followed by the questions to be addressed, and foresees the potential benefits of the research. The next chapter, the Literature Review, presents an analysis of relevant literature on the topic. In addition, this chapter focuses on the key concepts, such as translanguaging, monolingual and plurilingual ideologies, as well as the notion of perception. Finally, the chapter reviews international and local studies on teachers' perceptions of translanguaging which are followed by the conceptual frame of this research. The third chapter, the Methodology, describes and justifies the research approach, research design,

research site and participants, instruments to obtain data, procedures of data analysis, and

ethical considerations. The fourth chapter, the Findings, reports on the data derived from the

semi-structured interviews, followed by the Discussion chapter, which discusses and interprets

the major findings of the study in relation to the conceptual frame and existing literature.

Finally, the Conclusion chapter summarises the major findings, suggests recommendations,

explores limitations of the current study, and makes suggestions for further research.

Chapter 2: Literature Review

The purpose of this chapter is to critically overview the relevant literature on the key concepts and present the conceptual frame of the research. Since the study examines perceptions of and practices with translanguaging of EFL teachers with different linguistic backgrounds, as well as how teaching materials reflect translanguaging use, three research questions were designed:

RQ1: What are Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging?

RQ2: How do teachers with different linguistic backgrounds use translanguaging in their teaching?

RQ3: How do teaching materials reflect translanguaging use?

The chapter is organised as follows: first, it begins with exploring the concept of translanguaging and its classification. The second section examines the dispute among different translanguaging ideologies and approaches in education, and the role of translanguaging in multilingual education. Next section focuses on the notion of perception and reviews teachers' perceptions on translanguaging within the international and local contexts. The fourth section presents the conceptual frame of this study. Finally, a concluding section summarises the literature review discussion.

The Concept of Translanguaging

This section aims at exploring the concept of translanguaging as one of the key concepts for the current research. Since translanguaging is considered as an essential part of multilingual education (Baker, 2011; Garcia & Wei, 2015; Hélot, 2012), it is crucial to analyse its definition, significance, and classification. Clear understanding of this concept is

important for building a theoretical groundwork for this study, which focuses attention on translanguaging, and facilitating further discussion.

It is noteworthy to highlight that translanguaging was initially introduced as a pedagogical strategy in the particular context. Cen Williams, a Welsh scholar, coined the notion of translanguaging in the 1980s to indicate "a pedagogical practice where students are asked to alternate languages for the purposes of receptive or productive use" (Garcia & Wei, 2014, p. 20). In the context of Wales, translanguaging was viewed as an opposition to the historical separation of the English and Welsh languages which have a discrepancy in prestige (Lewis et al., 2012). Hence, translanguaging was seen not only as a pedagogical tool, but also as a mean to combat linguistic inequality within the prestige hierarchy.

Williams 2002 (as cited in Garcia & Wei, 2015) further explains that translanguaging relates to the process of strengthening one language through the use of another for the purpose of increasing comprehension and encouraging learners' activity in two languages. In addition, translanguaging is perceived as scaffolding, a flexible bilingual pedagogy, and a way to provide rigorous instructions. Blackledge and Creese (2010) state that the aim of translanguaging as scaffolding is to include learners into meaning making and to convey information within a pedagogic context, whereas translanguaging as a flexible bilingual pedagogy is used to perform identities, learn, and teach languages. Garcia and Wei (2015) suggest that translanguaging as provision of rigorous instructions leads to learners' cognitive engagement and production of adequate linguistic output in the classroom. Thus, translanguaging facilitates and deepens comprehension, encourages learners' participation in classroom activities, and promotes positioning of oneself in language learning.

In recent times many scholars have emphasized that it is questionable to portray multilingual speaker's language practices as strictly separate. It has been proposed that multilingual speakers communicate by using linguistic resources from a unitary linguistic repertoire (Cenoz, 2019; Vogel & Garcia, 2017). Baker (2011) claims that translanguaging views bilingual individual's linguistic repertoire as holistic and that "there are no clear-cut boundaries between the languages of bilinguals, but functional integration" (p. 289). Moreover, translanguaging is an instinctive phenomenon occurring in bilingual communities, which might be perceived as a natural instinct to draw on linguistic resources (Canagarajah, 2011; Garcia, 2009; Garcia & Wei, 2014). With this in mind, it is essential to include translanguaging in the classroom of bilinguals to provide space which enhances meaning making, shapes new educational practices, and alters traditional understandings, i.e., translanguaging space (Wei, 2018). Consequently, there has been a shift from traditional views on language separation to a holistic approach which considers multilingual speaker's linguistic repertoire as a whole.

In this light, the concept of translanguaging encompasses numerous definitions which refer either to a pedagogy or a natural phenomenon to shuttle between languages. Taking into consideration the broad spectrum of what translanguaging can be, it is important to pinpoint that translanguaging as pedagogy and scaffolding are viewed as fundamental concepts for this study. These concepts indicate the core use of translanguaging in the formal setting and pertain to pedagogical practices.

Translanguaging Classification

This sub-section describes the classification of translanguaging. The analysis of literature revealed different views on types of translanguaging classification. This classification is

important to consider as it will deepen the knowledge of translanguaging and unfold the concept for further discussion.

Types of Translanguaging. The notion of translanguaging was originally coined to describe a particular language practice in Welsh (Wei, 2018). Subsequently, it was developed as a theoretical concept, precisely, as a pedagogy (Garcia & Wei, 2015). Notably, translanguaging pedagogy has been divided into two types, suggested by Williams 2012 (as cited in Garcia & Wei, 2015). The first type is *natural translanguaging*. It refers to students' self-regulation and control of their own learning. Opposed to natural translanguaging, *official translanguaging* relates to teachers' performance to scaffold the process of learning. Williams 2012 (as cited in Garcia & Wei, 2015) explains that natural and official translanguaging employs mostly speaking skills to clarify challenging material, however, students can also fall back on their linguistic repertoires in tests when their vocabulary is limited. Hence, two types of translanguaging are aimed at scaffolding students in the process of learning and facilitating their productive skills.

On the other hand, a body of scholars has classified translanguaging pedagogy in two different types, such as *spontaneous translanguaging* and *pedagogical translanguaging* (also called translanguaging pedagogy, intentional translanguaging, or planned translanguaging) (Cenoz, 2017; Leonet et al., 2017; Lin, 2020). Spontaneous translanguaging occurs in bilingual formal settings when teachers give instructions and students acquire new knowledge naturally switching between languages (Garcia & Wei, 2015). Furthermore, it was stated that spontaneous translanguaging appears in the classroom as an unintended practice "to scaffold students' learning in the ongoing dynamic interaction" (Lin, 2020, p. 6). However, Leonet et al. (2017) emphasized that spontaneous translanguaging takes place not only inside the

classroom, but also outside school since it is natural for bilingual speakers to change between languages. Therefore, spontaneous translanguaging is found in formal and informal settings.

On the contrary, pedagogical translanguaging or planned translanguaging is characterised as systematically planned instructional strategies. These strategies draw on students' whole linguistic repertoires and are used with pedagogical purposes, such as input or output (Cenoz, 2017; Leonet et al., 2017). In this regard, pedagogical translanguaging should be meticulously designed to address a variety of formal setting requirements and contexts (Lin, 2020). Even though it has been highlighted that there are no established ways of instructing as to how translanguaging is transformed into a pedagogy, curriculum, students, and context should be central aspects to consider (Galante, 2020b). From this perspective, pedagogical translanguaging or translanguaging pedagogy requires a more detailed description to deepen its understanding. This description is needed for the further discussion of this study since pedagogical translanguaging should be clearly distinguished from spontaneous translanguaging.

Instrumental Components of Translanguaging Pedagogy. Along with the types of translanguaging, the literature analysis revealed different components of translanguaging pedagogy. Garcia and Kleyn (2016) pinpoint that translanguaging in education is strategic and crucial to ensure that students' linguistic repertoires are included to enhance the process of learning. Garcia and Kleyn (2016) identify three components of translanguaging pedagogy which frame strategic translanguaging in instruction: *stance, design, and shift*. A *teacher's stance* relates to "a belief that students' diverse linguistic practices are valuable resources to be built upon and leveraged in their education" (Vogel & Garcia, 2017, p. 10). Notably, this component equalises translanguaging with learners' right to use their whole linguistic

repertoires in the classroom, and advocates for a scaffolding stance to foster comprehension of a new language (Kleyn & Garcia, 2019).

The second component, a translanguaging *pedagogical design*, refers to a strategic planning process to ensure an effective learning process involving students' language practices (Kleyn & Garcia, 2019; Vogel & Garcia, 2017). This process provides students with numerous multimodal and multilingual resources, requires grouping students according to their home languages, and designing collaborative tasks which encourage students to use their full linguistic repertoires (Garcia & Kleyn, 2016; Kleyn & Garcia, 2019).

Finally, *translanguaging shift* describes teacher's flexibility and consistency in making changes to respond to students' feedback in the course of study (Garcia & Kleyn, 2016; Vogel & Garcia, 2017). Kleyn and Garcia (2019) outline that this component encourages teachers to "position students at the centre" and "make unplanned changes to best facilitate student learning and understanding" (p.73).

Thus, it is important to bear in mind the following: first, translanguaging pedagogy is not spontaneous, it should be planned and used strategically; second, each component is dynamic and requires critical reflection as to how it may be designed and implemented properly. With all the above in mind, translanguaging classification is found to be varied among scholars and differs in names. Considering the diversity of translanguaging types and components within the formal setting, translanguaging pedagogy is viewed as paramount for this research. Likewise, instrumental components of translanguaging pedagogy are regarded to be the key concepts for this study since they reveal what translanguaging pedagogy is to a greater extent. The following section aims at presenting translanguaging in education and highlighting various ideologies on the use of languages other than target in the classroom setting.

Translanguaging in Education

The following discussion is significant for the study as it presents two different translanguaging ideologies existing in education: traditional/monolingual ideology and translanguaging in multilingual education reflecting plurilingual ideology. These translanguaging ideologies are crucial to explore because they influence teaching practices and the way how teachers perceive the use of L1. Thus, this section aims at deepening understanding of a monolingual approach and translanguaging practices in the formal setting, as well as defining what lies at the core of their foundation.

Monolingual Ideologies

It has been assumed that English language teaching should be isolated from other languages by setting boundaries between the target language and students' linguistic repertoires. Traditionally, languages have been viewed as separate entities in Europe to emphasize belonging and having identities (Makoni & Pennycook, 2006). Gal and Irvine (1995) state that language separation has been rooted in "the equation of one language with one culture" (p. 971). Similarly, the idea of monolingualism has been predominant due to the one nation - one language ideology, which lies at the core of English language teaching (Cenoz & Gorter, 2013; Lüdi & Py, 2009). It has been that L1 is excluded in EFL classes to master the target language for two reasons. First, it is believed that avoiding L1 maximizes exposure to English, and prevents interference, which underpins a monolingual ideology in the classroom; second, authoritative and recognized publishing houses publish all their materials in the English language (Cenoz, 2019; Doiz & Lasagabaster, 2017; Lewis et al., 2012). Thus, monolingual ideologies were historically constructed and influenced by sociocultural factors which led to strict language isolation.

In the same vein, the monolingual principle of teaching English language has been aimed at gaining a "native speaker" proficiency (Cenoz & Gorter, 2013). It is believed that an ideal EFL teacher is a native speaker, who uses a monolingual approach to achieve better results in the English language, which will not be improved if there are other languages in the classroom (Phillipson, 1992). Additionally, it is argued that "learners do not need to understand everything that is said to them by the teacher" and there is no need to use L1, which threatens the learning process (Macaro, 2001, p.531). Therefore, EFL teaching positions students as speakers of standard English with native-like competence of the language (Paquet-Gauthier & Beaulieu, 2016).

Kleyn and Garcia (2019) explain that due to "native speaker" objectives, languages other than English have not been used in an EFL classrooms and have not been considered as resources to make comparisons and connections. In this regard, EFL teaching strives for an English-only classroom where languages are kept separately, translation between the target language and L1 is not allowed, and monolingual pedagogical setting is crucial and desirable (Cummins 2005; 2017). According to Cook (2001), L1 has been avoided for the reason that a monolingual pedagogy expects students to learn a new language "the same way in which monolingual children acquire their first language", and subsequently, L1 is excluded to provide learners with the target language samples (p. 406). However, one of the controversies over the monolingual approach is that there is no evidence that justifies the choice of English-only in the classroom and the exclusion of L1 (Auerbach, 1993; Hopewell, 2017; Macaro, 2001). Subsequently, researchers have become vocal about the role of L1 and the need to alter the perception of multilingualism considering its dynamic and positive nature (Paquet-Gauthier & Beaulieu, 2015; Wei, 2018).

In this regard, considering previously mentioned views on the traditional long-lasting approach, monolingual ideologies promote teaching English through a puristic prism to gain language proficiency of a native speaker. Since L1 is viewed as an interference which negatively affects target language acquisition, mixing languages is viewed as a deviant practice in the classroom setting.

Translanguaging in Multilingual Education

Another viewpoint on translanguaging relates to plurilingual ideologies which, in contrast to monolingual ideologies, sees languages other than target as a beneficial tool in classroom practices. The necessity of shifting from monolingual teaching practices to a new approach which meets multilingual speaker's needs became urgent since their number has been increased. It is suggested that traditional approaches which aim at separating languages "might have been useful when school populations were more homogeneous in the past" (Gorter & Cenoz, 2017, p. 245). Nowadays, linguistic diversity has become visible all over the world, and it has started questioning traditional foreign language teaching (Hélot, 2012; Kramsch, 2012). Subsequently, academic dispute on multilingual perspectives in education has triggered the promotion of an approach which softens language boundaries and enhances language teaching (Cenoz & Gorter, 2013). This approach sees learners from a holistic plurilingual perspective rather than from a monolingual perspective which separates languages by setting boundaries (Cenoz & Gorter, 2013). Moreover, it is believed that monolingual and monoglossic bilingual practices do not suffice in multilingual education, and it is essential to regard the use of translanguaging as a fluid language practice which promotes the linguistic security and engages learners cognitively and socially in the classroom (Garcia, 2009). Under those circumstances, many scholars have adhered to the significance and necessity of

translanguaging in multilingual education which conveys "the dynamic nature of bilingual and multilingual cognitive processing" (Cummins, 2017, p. 112). Hence, new perspectives on language teaching became an impetus to consider the use of learners' linguistic repertoires as one of the key components of multilingual education.

It is important to note that translanguaging is not a substitute for bilingual education programs. Translanguaging is seen as a tool to modify and expand the traditional approach of bilingual education (Garcia & Wei, 2014). Nowadays, multilingual education strives for such a multilingual approach which does not separate languages (Cenoz & Gorter, 2013). Moreover, it has been argued that bilingual learners are not obliged to operate in a monolingual mode since it is more natural to use translanguaging to communicate meaning (Garcia, 2009; Hélot, 2014). Creese and Blackledge (2015) argue that translanguaging is perceived not only as a linguistic practice but also as an ideology and beliefs which value students and teachers' linguistic repertoires in the formal setting. With this in mind, translanguaging has moved to the educational mainstream in the areas where bilingualism is appreciated (Garcia & Wei, 2015). Thus, translanguaging has been seen as a modifying element for traditional education, and as a concept which highly values teachers and learners' language practices in the classroom setting.

With regard to translanguaging functions, Garcia et al. (2017) define the purposes to use translanguaging in education strategically: 1) to provide support to learners while reading texts and engaging with complex content; 2) to ensure development of students' linguistic practices within academic contexts; 3) to include learners' linguistic repertoires and ways of knowing; 4) to encourage students to form their bilingual identities and support socioemotional development. In addition, Garcia and Wei (2014) identify teachers' goals of

translanguaging pedagogy to attain. The main goals are to provide students with instructional scaffolding, to facilitate understanding and enhance cognitive skills, to focus on metalinguistic awareness, as well as to address linguistic inequality and ensure social justice. Consequently, translanguaging appears to be student-oriented in nature and performs manifold roles.

Many scholars emphasized that translanguaging practices are viewed as fruitful and beneficial in the formal setting (Arteagoitia & Howard, 2015; Cenoz & Gorter, 2017; Galante, 2020a; Garcia & Wei, 2014; Morales et al., 2020; Wilson & Gonzalez Davies, 2017). To illustrate, in research in the USA and Canada, translanguaging was used for pedagogical purposes which led to the improvement of vocabulary and reading comprehension in the target language (Arteagoitia & Howard, 2015; Galante, 2020a). Other findings revealed that students' performance of a translanguaging group was identical to or better than their peers' of a monolingual group in Basque Country (Cenoz & Gorter, 2017). In the same vein, Morales et al. (2020) state that Mexican students' scores on language assessment increased after a year of learning through pedagogical translanguaging. Therefore, as compared to the monolingual approach, translanguaging has been researched and proved to be beneficial in the classroom setting underpinned by various empirical studies.

In addition to the aforementioned studies, Baker (2011) describes four possible benefits of translanguaging. First, it stimulates a greater understanding of the subject matter since learners' linguistic repertoires are involved in processing of cognitively demanding content. Second, translanguaging might improve learners' communicative skills and literacy in a weaker language, and "develop academic language skills in both languages to a fuller bilingualism and biliteracy" (p. 290). Third, translanguaging unites home and school through languages and facilitates cooperation. Fourth, if a class consists of learners whose first

language is English, and those who are learning English, it might be possible to develop

learners' second language ability for both groups by considering strategic use of

translanguaging (Baker, 2011). Hence, translanguaging not only tends to improve learners'

academic achievements and communicative skills in several languages, but also promotes

collaboration between learners' home and school.

Even though translanguaging pedagogy is regarded as beneficial, it is necessary to

highlight that it might be a subject of controversy. Canagarajah (2011) states that

translanguaging is not a one-size-fits-all pedagogy and should not be theorized as universal for

all students. In the same vein, Jaspers (2018) concerns that translanguaging is turning into a

dominant force rather than liberating one. In this view, Blackledge and Creese (2010)

emphasize that implementation of this pedagogy "will depend on the socio-political and

historical environment in which such practice is embedded" (p. 204).

In light of the above, the dispute among various approaches and ideologies of

translanguaging in education is fundamental for the further discussion. As this study is aimed

at exploring Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging, it is

significant to understand as to how and why plurilingual and monolingual approaches might

be embraced by EFL teachers and the extent these approaches influence teaching practices in

the formal setting.

The Concept of Perceptions

Since one of the purposes of this study is to investigate how EFL teachers with different

language backgrounds perceive translanguaging, it is important to define the concept of

perception carefully. This notion might be difficult to define precisely on the ground that it

can be construed differently from philosophical and psychological perspectives. Thus, this

section aims at presenting classical and current definitions of the concepts of perception, as well as indicating the chosen definition which will be fundamental for this research. Moreover, teachers' perceptions of translanguaging are presented within various contexts to examine how translanguaging is perceived in the classroom setting.

Perception: The Complexity of the Notion

The concept of perception is manifold for the reason that many scholars have attempted to define the notion from various perspectives and points of view. To illustrate, in psychology perception is seen as something closely linked to an attitude. From this perspective, perception is defined as the human process which facilitates interpretation and organization of sensation (a sensory experience) of the world through knowledge creation (Lindsay & Norman, 1977). Regarding the scientific context, Gregory (1980) compared perception with hypotheses in science stating that both hypotheses and perceptions build our acknowledged reality. Moreover, in philosophy the notion of perception is explained as a capability to perceive the external world by a sensory experience (Fish, 2010; Matthen, 2010). It is noteworthy that one common feature of perception which many scholars of various fields emphasize is that perception is viewed as a conscious experience (Gregory, 1980; Griggs, 2010; Fish, 2010; Matthen, 2010).

With regard to the current theories of perceptions, Pickens (2005) states that a person as a whole is a perceiving mechanism which interprets things into something meaningful relying on their past experience. In contrast, Griggs (2010) argues that perception of the world is controlled only by our brain. He suggests that any perception is a brain interpretation or a "view" which is constructed by our suppositions and principles developed from our experiences. However, Fish (2010) insists that we perceive the world through our sense organs

(taste, vision, hearing, touch, and smell) solely. From this perspective, the notion of perception is seen as complex and requires more further analysis.

Pickens (2005) identifies four stages of the perception process: stimulation (sense organs), registration (selected stimuli), organization (based on experience, beliefs, etc.), and interpretation (analysed and understood based on past experience, beliefs, etc.). Pickens (2005) emphasizes that "receptiveness to the stimuli is highly selective and may be limited by a person's existing beliefs, attitude, motivation and personality" (p. 54). Notably, the notions of perception and belief are not used as synonyms since they are viewed as two different concepts. One of the main distinctions from a philosophical perspective is that some of our beliefs possess indexical context which refers to whether this belief is or is not correct considering its context (Nanay, 2010). Moreover, the most significant difference concerns the nature of represented properties: objects of beliefs might have numerous properties, whereas objects of perceptions have limited sets of properties, such as size, colour, location, etc. (Nanay, 2010).

Along with defining what perception is, it should be highlighted that there are various factors that cause individual differences in perception which might lead to subjectivity in the perception process. One of the factors which can affect individual perception is a selective interpretation of what is seen based on attitudes, beliefs, or experiences, i.e., selective perception (Pickens, 2005). In other words, perception is regarded as a conscious experience which might be shaped by individual characteristics to make one's own interpretation of the world (Griggs, 2010; Fish, 2010; Pickens, 2005; Popple, 2010).

Bearing in mind the complexity and multifaceted nature of the notion, Pickens's (2005) definitions of perception (perception and selective perception) have been selected as suited

most for the purposes of this study. These definitions see a person as a perceiving mechanism and clarify that person's past experience, attitudes and beliefs are influential in interpreting things into something meaningful. Therefore, taking into consideration the chosen definitions, teachers' perceptions on translanguaging will be examined in the following sub-section.

Teachers' Perception of Translanguaging: International Context

Teachers' perceptions of translanguaging as a complex concept have been investigated in varied studies. The findings of previous studies (Anderson & Lightfoot, 2021; Burton & Rajendram, 2019; Martinez et al., 2015; Schissel et al., 2021; Turnbull, 2018; Yuvayapan, 2019) show that participants' perceptions are manifold: English teachers hold positive, neutral, and negative perceptions of translanguaging practice.

English teachers share positive perceptions of translanguaging stating that the use of students' linguistic repertoires are beneficial to scaffold low proficiency students (Burton & Rajendram, 2019; Schissel et al., 2021; Yuvayapan, 2019), however these scaffolding strategies should be eventually eliminated (Burton & Rajendram, 2019; Schissel et al., 2021). On the other hand, the studies revealed that translanguaging is perceived as a pedagogical tool which enhances language acquisition throughout the whole process of learning (Anderson & Lightfoot, 2021; Martinez et al., 2015; Turnbull, 2018). Therefore, although English teachers hold positive perceptions of translanguaging, some of them seem to consider translanguaging through monolingual perspectives by striving for its discard at higher levels.

Apart from positive perceptions of translanguaging, the previous studies found that English teachers also have neutral perceptions. Some studies showed that students' language practices are necessary rather than favourable (Anderson & Lightfoot, 2021; Burton & Rajendram, 2019), while others view translanguaging as an inevitable phenomenon occurring

in multilingual classrooms which is neither helpful nor important (Anderson & Lightfoot, 2021; Burton & Rajendram, 2019). These neutral perceptions of L1 use might be due to the lack of teaching development programs or misunderstanding of the concept of translanguaging (Burton & Rajendram, 2019). Consequently, English teachers with neutral perceptions do not see any benefits in using translanguaging since they view students' linguistic repertoires as the last resort.

With regard to negative perceptions, translanguaging is perceived as a detrimental practice which hinders students from learning the target language (Anderson & Lightfoot, 2021; Burton & Rajendram, 2019; Martinez et al., 2015; Schissel et al., 2021; Turnbull, 2018; Yuvayapan, 2019). English teachers think that students' L1 and the English language are in a conflict: students' native language is perceived as deviant (Martinez et al., 2015; Yuvayapan, 2019) which might dominate during EL lessons and, as a result, leave less time for practising the target language (Burton & Rajendram, 2019; Turnbull, 2018). Interestingly, those respondents who do use translanguaging practices admit that they feel guilty doing so because these participants believe that good teachers do not mix languages (Anderson & Lightfoot, 2021; Martinez et al., 2015; Schissel et al., 2021). In addition, English teachers are inconsistent in their answers about translanguaging and classroom practices due to the adherence to the institutional policy (Martinez et al., 2015; Schissel et al., 2021; Turnbull, 2018; Yuvayapan, 2019). In this light, those English teachers who practise translanguaging to meet their students' needs, do not talk about it to colleagues and school administration (Yuvayapan, 2019).

With this in mind, perceptions of translanguaging may vary from being favourable to inappropriate, as well as necessary but not beneficial. English teachers of the studies under

analysis (Anderson & Lightfoot, 2021; Burton & Rajendram, 2019; Martinez et al., 2015; Schissel et al., 2021; Turnbull, 2018; Yuvayapan, 2019) seem to choose between the necessity to make curriculum content accessible for their students through the use of L1, and puristic ideologies which they or their school administrations appear to have. Hence, translanguaging is viewed as a controversial and deficient practice, and yet, inevitably occurring in a multilingual classroom.

Teachers' Perception of Translanguaging: Kazakhstani Context

There is a number of studies that investigated teachers' perceptions of translanguaging in Kazakhstan: Abdrakhmanova (2017) focused on Kazakhstani Content and Language Integrated Learning (CLIL) and English teachers from Bilim Innovation Lyceum (BIL, former Kazakh-Turkish Lyceum) and students at secondary school. The aim was to identify perceptions of L1 in foreign language and science classes. Karabassova and San Isidro (2020) investigated Nazarbayev Intellectual School (NIS school) CLIL teachers' perceptions and practices of translanguaging across the country. Finally, a similar study was conducted in NIS school to examine CLIL and EFL teachers' perspectives on translanguaging practices in the classroom (Alzhanova, 2020).

It was found that participating teachers of these studies hold mixed perceptions of translanguaging ranging from positive to negative (Abdrakhmanova, 2017; Alzhanova, 2020; Karabassova & San Isidro, 2020). Those teachers who perceive translanguaging positively stated that the use of L1 scaffolds students with lower English language proficiency and motivates learners by making the content accessible during the lessons (Abdrakhmanova, 2017; Alzhanova, 2020; Karabassova & San Isidro, 2020). Notably, some participants highlighted that translanguaging is considered as a transitional practice while teaching low

proficiency students which should be gradually eliminated when learners reach higher levels (Alzhanova, 2020; Karabassova & San Isidro, 2020). Notwithstanding translanguaging is seen as a beneficial teaching tool, it is perceived as a detrimental practice in teaching students with higher level proficiency. Therefore, translanguaging appears to be viewed from monolingual approach perspectives rather than from plurilingual.

On the other hand, translanguaging is perceived as an interference which hinders English language acquisition (Abdrakhmanova, 2017; Alzhanova, 2020; Karabassova & San Isidro, 2020). First, participating teachers think that the use of L1 does not support English learning because L1 deprives students of target language practice time and, consequently, hinders the process of English acquisition (Abdrakhmanova, 2017; Alzhanova, 2020; Karabassova & San Isidro, 2020). Second, translanguaging is not welcome in the senior grades due to high-stakes assessments in the target language (Alzhanova, 2020). Finally, some teachers strive for the exclusive use of English and aim at achieving a monolingual classroom setting which complies with school policy requirements (Karabassova & San Isidro, 2020).

In this light, teachers' perceptions of translanguaging seem to be ambiguous. There is a discrepancy between what teachers say and what they do: teachers with positive and negative perceptions on translanguaging do use students' linguistic repertoires (Abdrakhmanova, 2017; Alzhanova, 2020; Karabassova & San Isidro, 2020). Thus, translanguaging is an inevitable practice which takes place in the formal setting despite the monolingual ideologies teachers have.

With this in mind, the aforementioned Kazakhstani studies (Abdrakhmanova, 2017; Alzhanova, 2020; Karabassova & San Isidro, 2020) focused on CLIL teachers mostly providing no information on perceptions of translanguaging from EFL teachers with different

linguistic backgrounds. Considering Kazakhstani multilingual context, it is essential to investigate EFL teachers' perceptions of L1 use with different languages as their mother tongues since teachers' perceptions influence teaching practices, and, consequently, affect students' academic performance. Moreover, it is important to explore whether teachers' perceptions vary due to their different mother tongues. Hence, it is crucial to explore how different or similar Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging are, and how EFL teachers use translanguaging in the classroom setting considering their perceptions.

Moreover, there is little analysis on how English teaching materials reflect translanguaging use. Kuandykov (2021) examined EFL teachers' beliefs about translanguaging from a private school-lyceum and analysed teaching materials. Kuandykov (2021) reports that EFL teachers do not tend to incorporate multimodal (video clips, films, games from the Internet, etc.) or multilingual resources (resources in languages other than English) in their lesson planning. In addition, Kuandykov (2021) highlights that bilingual dictionaries were the only multilingual materials in the classroom. It is worth noting that without multimodal and multilingual resources it is challenging to incorporate pedagogical translanguaging in the classroom, because translanguaging practices should be strategically planned (Garcia & Kleyn, 2016). Thus, multimodal and multilingual resources are one of the components of translanguaging pedagogy.

Consequently, the current study intends to fill the gap in research in Kazakhstan on translanguaging perceptions and its usage through the comparative lens between Russian and Kazakh-speaking EFL teachers cohorts. In addition, the current research is aimed at providing new empirical data that might contribute to literature on how teaching materials reflect

translanguaging use in the classroom setting among EFL teachers with different linguistic backgrounds.

Theoretical Framework

To investigate perceptions of and practices with translanguaging of EFL teachers with different linguistic backgrounds, as well as, how teaching materials reflect translanguaging use, the conceptual frame which based upon two theories is used in this research: Macaro's (2001) teachers' position theory and Garcia and Kleyn's (2016) teachers' design.

With regard to Macaro's (2001) framework, three teachers' positions theory is applied to examine EFL teachers' perspectives on translanguaging considering the degree of L1 use in teaching practices. The first position, the virtual position, refers to teachers who totally exclude L1 and promote a target language environment in the classroom. These teachers strive to gain the classroom setting as in the target country and consider L1 as valueless. Macaro (2001) notes that in this position L1 is excluded for the reason that teachers are skilled to do so.

The second position is maximal position which can be described as the position where teachers use L1, and yet do not view L1 as pedagogically valued. Teachers address L1 since it is unattainable to provide a target language environment. Hence, teachers are neither skilled enough to conduct lessons in the target language, nor aware of an L1 beneficial role.

The third position, optimal, includes the use of L1 and might value L1 as a pedagogical resource which enhances learning more than exclusive use of L2. Furthermore, teachers who represent this position tend to explore whether and when the use of L1 is justified in the classroom.

Thus, Macaro's (2001) framework reflects different positions towards the use of L1 in teaching practice, which is applicable for the current study, since EFL teachers' perceptions vary towards the L1 use and its pedagogical value. Moreover, this framework has been used in international studies by Anderson and Lightfoot (2021), Doiz and Lasagabaster (2017), and in Kazakhstani research, by Tastanbek (2019) and Amaniyazova (2020). Therefore, the choice of Macaro's (2001) framework is justified by its recognition within the field of academic research and suitability to the current study.

The second conceptual frame, Garcia and Kleyn's (2016) teacher's design is used to analyze how translanguaging is used by English teachers and how translanguaging-based materials are applied during lessons. The dimension of teacher's design focuses on translanguaging practices and lesson plan design and incorporates the following elements: 1) provision of activities for learners' collaboration; 2) use of multimodal resources, such as various types of text, audio recordings, video clips and other materials from the Internet which are multilingual (in languages other than the target language); and 3) practices of pedagogical translanguaging (Garcia & Kleyn, 2016).

To illustrate what a teacher's design is, teachers might engage students to work cooperatively by enabling learners to create identity texts. Identity texts are "the products of students' creative work or performance carried out within pedagogical space orchestrated by the classroom teacher" (Cummins & Early, 2011, p. 3). Moreover, Cummins and Early (2011) state that those texts can be presented in various multimodal forms, such as a written text, a presentation, a staged play, a video clip in students' target and home languages. Hence, translanguaging pedagogical practices encourage students to be creative and draw on their full linguistic repertoires to use languages critically (Garcia, 2009; Wei, 2011).

Therefore, this study aims at exploring EFL teachers' perceptions of translanguaging in Kazakhstan by applying Macaro's (2001) framework through the lens of teachers' position theory; and contributing to the research on analysis of English teaching materials in the classroom by Garcia and Kleyn's (2016) framework of teacher's design dimension.

Conclusion

This chapter reviewed the literature on translanguaging which revealed that translanguaging is an inevitable phenomenon in multilingual education. It enhances bilingual education and includes learners' linguistic repertoires in the classroom. Translanguaging greatly depends on teachers' pedagogical practices which are governed by teachers' perceptions. The studies within the international and local contexts showed that teachers' perceptions might be a powerful gatekeeper of what teachers do in the classroom and how they plan their lessons. Thus, teachers' perceptions of translanguaging practices are complex and heterogeneous.

Chapter 3: Methodology

The purpose of the chapter is to present the methodological design of the current study, clarify and justify research approach, research instruments, research site and participants, as well as data analysis approach. The aim of this study was to examine Russian and Kazakh-speaking EFL teachers' perception of translanguaging, how translanguaging is applied in classroom practices and how it is reflected in teaching materials by answering the following research questions:

RQ1: What are Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging?

RQ2: How do teachers with different linguistic backgrounds use translanguaging in their teaching?

RQ3: How do the teaching materials reflect translanguaging use?

This chapter focuses on the components of the research methodology. First, the research design is presented and justified. Then the choice of the research site is clarified. This is followed by the description of sampling, data collection instruments and procedures. Next, ethical considerations are outlined. Finally, the conclusion is drawn at the end of the chapter.

Research Approach and Design

A qualitative research approach was used to obtain necessary data to answer the research questions of this study. Qualitative research is aimed at "exploring a problem and developing a detailed understanding of a central phenomenon" (Creswell, 2012, p. 16). With regard to the current study, the central phenomenon is teachers' perceptions of translanguaging and translanguaging practices in the classroom setting. The chosen design not only considers persons' subjective opinions, experiences, perspectives and thoughts, but also assists in in-

depth understanding as to how participants of the current study perceive translanguaging (Dornyei, 2007; Johnson & Christensen, 2017).

As for the research design, a case study was chosen and applied to the current study. A case study is "an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection" (Creswell, 2012, p. 465). Since two cohorts of EFL teachers were compared, Russian and Kazakh-speaking teachers, a collective (comparative) case study was employed where "a number of cases are studied jointly in order to investigate a phenomenon or general condition" (Dörnyei, 2007, p. 152). Particularly, a collective case study depicts and compares diverse cases to report an insight of the issue from multiple perspectives (Creswell, 2012; Creswell & Poth, 2018). Moreover, it is presumed that investigating several cases leads to better understanding and theorizing (Brantlinger et al., 2005). In this light, a collective case study was used to explore how two cohorts of Russian and Kazakh-speaking EFL teachers perceive translanguaging which deepened general understanding of the matter.

Thus, to explore perceptions of translanguaging from EFL teachers with different linguistic backgrounds, the choice of qualitative research approach and a collective case study research design are well justified as fitting best the purpose of this study.

Research Sites

The initial research sites of this study were Pavlodar state schools. Pavlodar city was chosen because the researcher has had working and living experiences in this city which allowed to start recruitment among EFL teachers who the researcher is acquainted with. As for state schools, they were chosen because state schools implement the official state curriculum and follow compulsory educational standards. State schools represent the education system of

the country and main trends in English teaching practice. Therefore, the researcher recruited familiar EFL teachers who reside in Pavlodar and work in different Pavlodar state schools.

Since Pavlodar is mainly a Russian-speaking city, the researcher managed to recruit mostly EFL teachers with Russian language as their mother tongue. In order to find more Kazakh-speaking teachers from state schools, snowball sampling was applied to recruit participants whose native language is Kazakh. In this regard, more Kazakh-speaking respondents were recruited from different Nur-Sultan state schools through snowball sampling. Therefore, Pavlodar state schools and Nur-Sultan state schools represented the research sites.

Sampling

10 EFL teachers were recruited to participate in the study: five Russian-speaking teachers and five Kazakh-speaking teachers who work in state schools in Pavlodar and Nur-Sultan city. It is important to note that the criteria to recruit participants for this study were a) mother tongue teachers speak (Russian and Kazakh), b) at least two years of working experience of teaching English, and c) teaching English in senior grades. It should be clarified that senior grades (9-11 grades) were selected because in these classes students' English language proficiency vary within one grade/group ranging from lower to higher English language levels. These types of grades are called mixed-ability classes and they require more diverse pedagogical tools and approaches to fulfil students' needs with different levels of English language proficiency. Therefore, these three criteria were pivotal in shaping and selecting the population of the current study.

With regard to participants' recruitment for this study, first, purposive convenience sampling was used as some participants are familiar to the researcher through prior living and

working experiences in Pavlodar. The researcher used text messages or phone calls to contact

those participants. Then, snowball sampling was applied to recruit more participants.

Snowball sampling is a type of sampling in which participants are asked to identify other

participants who agree to become members of the sample (Creswell, 2012). This sampling

was employed due to lack of participants once the current study began. Initially, the researcher

was planning to recruit more participants who are acquainted with the researcher, however,

since it was the end of the second term of a school year, teachers refused to participate due to

their workload at school. Therefore, those participants from the purposive convenience

sampling who agreed to participate in the study were asked to provide the researcher with a

list of at least five potential participants and their contact numbers to recruit more members

for the study.

It is important to highlight that the researcher opted for one random name from the list

and contacted the chosen participant via phone calls/text messages without revealing the name

to those participants who had provided the researcher with the list to ensure. In addition, those

respondents who had provided the researcher with the list of names were told that people from

the list might be or might not be contacted at all because the researcher was only considering

recruiting more participants rather than intending to do so. Hence, six participants were

selected with purposive convenience sampling, whereas four participants were selected with

snowball sampling (see Table 1).

Table 1

Participating Teachers

Teachers' numerical codes	Languages	City	Working experience
RST1	Russian, English	Pavlodar	5 years
RST2	Russian, English	Pavlodar	15 years

Teachers' numerical codes	Languages	City	Working experience
RST3	Russian, English	Pavlodar	11 years
RST4	Russian, English	Pavlodar	12 years
RST5	Russian, English	Pavlodar	18 years
KST1	Russian, English, Kazakh	Nur-Sultan	2 years
KST2	Russian, English, Kazakh	Nur-Sultan	33 years
KST3	Russian, English, Kazakh	Nur-Sultan	15 years
KST4	Russian, English, Kazakh	Nur-Sultan	21 years
KST5	Russian, English, Kazakh	Pavlodar	5 years

Data Collection Instrument

This section describes the instrument of the current study which was used for data collection. It also elaborates on the instrument design and its justification.

To collect primary data from EFL teachers, first, one-on-one semi-structured interviews were chosen as the main data collection instrument for this study. According to Dornyei (2007), a semi-structured interview offers a compromise between pre-prepared open-ended questions for an interviewer to elaborate on the studied topic and follow-up questions, which might occur during the interview, whereas for an interviewee to clarify on interesting developments of the topic. Thus, it allowed researchers to elicit quite detailed information (Creswell, 2012). The interview protocol consisted of 14 questions which concentrated on teaching experience, teaching practice, and EFL teachers' personal perceptions of the use of languages other than target in the classroom setting. The questions were mainly designed to receive a detailed answer starting with the question words, such as *what* and *how*. The questions from the interview protocol which aimed at investigating how EFL teachers perceive and use translanguaging were designed based on Macaro's (2001) framework to identify EFL teachers' position (see Appendix A).

Moreover, the second instrument of this study was document analysis of teaching materials. In this regard, textbooks and supplementary classroom materials were analysed based on Garcia and Kleyn's (2016) translanguaging design framework considering the range of languages they represent (other languages that target) and modes (audio recordings, video clips, different types of text, etc). The analysis of teaching materials was conducted after the interviews with participating teachers.

The analysis of teaching materials and semi-structured interviews helped the researcher to corroborate "evidence from methods of data collection (documents and interviews) in descriptions and themes in qualitative research" (Creswell, 2012, p. 259). Therefore, such triangulation assured that the study included several sources to report the data credibly and accurately.

Data Collection Procedures

This section describes the procedures used to collect data for this study.

After attaining the permission from the Nazarbayev University Graduate School of Education (NUGSE) Ethics Committee, first, potential participants were sent a recruitment letter with information about the research. The letter also included the reason for contacting, i.e., an offer to participate in the research, and its purpose (see Appendix B). Upon agreeing to participate in the study, the date and time were negotiated and arranged according to participants' availability and convenience to meet.

It is noteworthy to point out that the interviewees received a consent form via email to sign prior to the interview (see Appendix C). The consent form outlines the major features of the research. The respondents were given time to consider whether they were certain about their choice to participate, and to ensure that there was no pressure to sign the consent form on

the day of the interview. Moreover, the consent form informed the participants about ethical considerations, their right to withdraw, skip a question/questions if participants feel uncomfortable to answer the question(s), or end the interview at any point they feel they do not want to continue the interview. Moreover, it was stated in the consent form that full participation in the study required not only to give interviews but also to agree to send to the researcher teaching materials (textbooks, supplementary materials) used to conduct English language lessons for document analysis. Finally, the consent form, as well as the researcher, prior to the interviews assured the interviewees that there was a choice to be interviewed in either English, Russian or Kazakh. Notably, only one EFL teacher opted for an interview in English, whereas the other Russian and Kazakh-speaking EFL teachers preferred to speak in Russian.

The interviews with the researcher were conducted via the Zoom platform. Due to the scale of the pandemic situation within the country, the interviews with the respondents were purposefully conducted via Zoom. On the one hand, it was aimed at reducing the risk of getting infected by COVID-19. On the other hand, the interviewees and researcher chose calm places to be in during the interview that nobody disturbed or heard the conversation between the researcher and interviewees. Consequently, considering participants' physical and psychological well-being, the use of Zoom was justified.

Zoom interviews were video recorded upon the consent EFL teachers had signed. However, the participants were asked again for permission to video record the interview at the very beginning of a Zoom meeting. The interviews lasted from approximately 20 to 40 minutes maximum, which allowed the researcher to obtain answers to the research questions.

There were not any issues with the internet connection, or any other destructive factors, so interviewees' responses were audible.

Another point to report is document analysis. It was conducted after the interviews were conducted. According to the consent form, an electronic version of teaching materials, such as textbooks and supplementary classroom materials were asked to be sent to researcher's email or WhatsApp. It is noteworthy to point out that during the interviews EFL teachers were kindly reminded to share their teaching resources once the interviews were finished as it was written in the consent form. Finally, the researcher received the electronic versions of the textbooks and supplementary materials (grammar/vocabulary books and internet websites links), sent by all participants at the request.

Data Analysis Procedures

This section aims at providing the description of the steps applied to analyse the obtained data.

To analyse the data obtained from the interviews Creswell's (2012) six steps in analysing and interpreting qualitative data were applied including the following: 1) transcribing the interviews; 2) coding 3) summarizing codes and converting them into themes; 4) reporting findings 5) reflecting on findings and incorporating literature on the topic; 6) stating the limitations of the study.

For the first step, the researcher decided not to wait for all 10 interviews to be conducted to start transcribing, but to transcribe an interview once it was taken (see Appendix D). It was done with the purpose to reflect on participants' words and explore whether new topics to discuss would emerge from the interview. The interviews were transcribed by a hybrid mode (Microsoft word voice function and by hand). Then, the file documents with the transcribed

interviews were placed in the password protected folder on the computer and on Google Disk to ensure the safety of the data in case of a computer failure.

For the next step, the text documents were read thoroughly to start coding. Coding process is used to "make sense out of text data, divide it into text or image segments, label the segments with codes" (Creswell, 2012, p. 243). Since the process of coding had been started and done manually, the margins of the Word documents were used to comment on emergent topics and to assign codes (see Appendix E). Having read the interviews and coded them, the similar codes were grouped together to reduce overlapped codes. It is important to note that the process of reading the interviews repeated multiple times to examine whether new codes emerged. Therefore, 56 codes were developed under three research questions.

Subsequently, in the third step, 56 codes were reduced to collapse them into themes: two themes emerged finally for each research question. These six themes were used to report findings in a narrative discussion to complete the fourth step (Creswell, 2012). It was important to quote EFL teachers with different linguistic backgrounds for comparative perspectives and identify multiple perspectives and contrary evidence among Russian and Kazakh-speaking EFL teachers in the findings chapter.

Finally, the findings were discussed and interpreted in the Discussion chapter to state the major findings, researcher's personal reflection on the data and its meaning in comparison with the used literature, study limitations and suggestions for future studies (Creswell, 2012).

Ethical Considerations

This section presents the steps taken to ensure participants' confidentiality. Moreover, the risks of the study are described, as well as the procedures implemented to minimize those risks.

Confidentiality

First, the researcher completed the Collaborative Institutional Training Initiative (CITI) program training to learn how to conduct research in an ethical way. Subsequently, the researcher obtained ethical approval from NUGSE Ethic Committee which allowed the researcher to proceed with starting data collection.

Second, before the data collection started, the researcher had a "pre-interview" conversation (WhatsApp chat, phone conversations) with the respondents where it was explained that no personal identifying information (their full names, home addresses, names of their employer, etc.) would be required, recorded, or revealed while or after conducting the research. It was emphasized that the consent form secures interviewees' confidentiality. Moreover, the respondents were told that they would be assigned a numeric code in order not to reveal their identities. Therefore, all these actions were taken to protect respondents' confidentiality.

Third, the interviews were conducted via the Zoom platform to eliminate any possibilities that the participants might be heard or seen by someone the interviewees would not want to. Visiting respondents' workplace to conduct the interviews would be insecure for interviewees since their colleagues and administration might become aware that EFL teachers were taking part in the study. Moreover, conducting the interviews in public places might draw attention to the topic of conversation. Hence, Zoom was used to protect respondents' identities and their participation from exposure.

Risks of the Research

It was anticipated that participants might feel emotional discomfort or nervousness during the interviews because they did not know what to expect from the interview or who the

researcher was. To avoid the risk of psychological harm, the main priority was to build rapport

with interviewees and show nothing but respect before, while and after the interviews. The

interview questions related to the participants' teaching experiences aimed at building the

atmosphere of sharing rather than judging or criticizing. Moreover, at the beginning of each

interview, the researcher reminded that according to the signed consent form, the respondents

could withdraw from the interview at any point, and skip a question/questions they found

inappropriate to answer. The researchers stated repeatedly that interview recordings would be

only within the researcher's reach. Hence, the aforementioned actions were done by the

researcher to avoid tension and provide a safe environment during the interviews.

For confidentiality purposes the recordings of meetings were kept on researcher's

laptop which is protected with the fingerprint password (Touch ID). The folder with the

recordings was duplicated and placed on a protected Google disk account in case of a laptop

failure. The materials related to this study were not shared or discussed with third persons

since one of researcher's priorities was to ensure data confidentiality.

Finally, it was important to minimize participants' concerns about the objectivity of the

researcher and interpretation of the data. To avoid bias, reporting objectively on the data

obtained from the participants using appropriate language and APA guidelines was another

priority of the researcher.

Conclusion

The methodology chapter provided the description and justification of the research

approach and design, sampling strategies and research site, research instruments and

procedures of data collection, steps taken to analyse the obtained data, and ethical

considerations. The next chapter will present the findings based on the analysis of the

collected data.

Chapter 4: Findings

This chapter aims at reporting the findings that emerged from the data analysis. Since the purpose of this study is to examine Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging, how translanguaging is used in teaching practices, and how translanguaging use is reflected in teaching materials, the following research questions have been phrased to address the matter:

RQ1: What are Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging?

RQ2: How do teachers with different linguistic backgrounds use translanguaging in their teaching?

RQ3: How do teaching materials reflect translanguaging use?

The qualitative data were amassed through designed semi-structured interviews and analysed. The findings are presented under each research question in the following manner: a brief introduction highlights the main points of the section followed by presented themes and sub-themes derived from the data analysis. First section introduces findings related to Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging. Second section presents the findings on the use of translanguaging for various purposes. Then EFL teachers' materials are reported whether they reflect translanguaging use. Finally, the list of the major findings is presented, and the chapter conclusion is drawn. These major findings will be scrutinized in the Discussion chapter.

RQ1: What are Russian and Kazakh-speaking EFL Teachers' Perceptions of Translanguaging?

In this part of the findings chapter Russian-speaking teachers' (RSTs) and Kazakh-speaking teachers' (KSTs) perceptions of translanguaging are presented. The data analysis

revealed that RSTs and KSTs' perceptions vary, as participants view translanguaging either negatively or positively. In this light, two main themes emerged: negative and positive perceptions of translanguaging.

Moreover, it is noteworthy to explain that RSTs stated in the interviews that their L1 is Russian. These teachers work in Russian as medium of instruction (RMI) schools and use the Russian language as the only language other than English in their classroom. With regard to their students, they mostly speak Russian as their L1, however, there might be some students whose native language could be other languages than Russian. Thus, in this study L1 equals Russian if it is students' mother tongue. Conversely, Russian might be students' second language (L2) because their L1 may be Kazakh or another language. With this in mind, translanguaging refers to the use of L1 and L2.

In terms of KSTs, according to the conducted interviews, all KSTs' L1 is Kazakh. However, not all teachers work in Kazakh classes. Even though the respondents work with Kazakh classes, they might use both Kazakh and Russian for interaction. Therefore, the Kazakh language is either labelled as L1, or as L2 because it might be students' second language since their mother tongue might be Russian or another language. Hence, similarly to RSTs, translanguaging for KSTs in this study is considered as the use of L1 and L2.

Negative Perceptions

This section of the chapter reports findings related to RSTs and KSTs' negative perceptions of translanguaging. The findings reflecting teachers' negative perceptions towards translanguaging are presented in this section under the following sub-themes: 1) "Stop. Speak English"; 2) the use of L1/L2 is a "bug-worm"; 3) using L1/L2 is a waste of time.

"Stop. Speak English". According to the overwhelming majority of both cohorts,

L1/L2 is perceived as an unwelcome element in the classroom because all students "must

speak only in English" (KST3) where translanguaging is "inappropriate" (KST5). The

following responses illustrate the findings best:

> No, I stop at once [discussion in groups in Russian]. I say, 'Stop. Speak English. Try in English'. (RST4)

> [I] try to force them [students] to speak only in English, it happens... What is the point of coming to the lessons [for students] if they do not hear the language and cannot practice it? (RST1)

These participants hold the monolingual approach and see the classroom as an English-

only environment and restrict students from addressing their whole linguistic repertoires.

Using L1/L2 is perceived as a threat to English speaking practice time. Moreover,

participating teachers do not tolerate the use of L1/L2 because they believe that English

lessons conducted with L1/L2 are all in vain. In this regard, the interviewees emphasize that

they expect to hear English instead of L1/L2 during EL lessons.

The Use of L1/L2 is a "Bug-worm". Another finding reflecting negative perceptions

showed that the use of L1/L2 is compared to an unpleasant insect in teachers' heads which

controls L1/L2 use. This finding reflects the first difference in perceptions of translanguaging

between RSTs and KSTs cohorts. An interesting finding, though expressed by only one RST,

is important to report on because this metaphor for the use of other languages except for target

shows participant's great disgust and strongly pronounced critique towards the use of L1/L2 in

the classroom setting. This is how this respondent perceives the use of L1/L2:

> ...we have such a bug-worm in our head, which says that it is easier for a teacher to explain in Russian very fast… but students don't remember much, unfortunately. (RST4)

This finding emphasises that there is a bug-worm in teachers' heads which presses them to use Russian rather than English because it is less difficult and requires little effort to clarify some material. This respondent used such metaphor to illustrate the use of L1/L2 as detrimental behaviour. In this regard, L1/L2 is perceived as an alien at EL classes. Moreover, that material, which was explained in Russian, is believed to be forgotten by default. Thus, this teacher expresses a vigorous denial towards the use of L1/L2 in the classroom.

Using L1 is a Waste of Time. This negative perception of translanguaging relates to the feeling of guilt when L1/L2 is used at EL lessons. The finding reveals the second difference in perceptions between RSTs and KSTs cohorts. Even though there is only one RST who phrased it, this interesting finding characterises an apparent discrepancy of what this teacher thinks and does. The quote below reflects this discrepancy: **"**I know that it is a waste of time when you translate [from English into Russian]" (RST1). Even though this teacher does translate during English language lessons, she confessed that "it is a waste of time". Moreover, the phrase "I know" emphasizes that the interviewee is absolutely sure that it is common knowledge (translation is a waste of time). Notably, the whole sentence sounds as if the participant has a feeling of remorse that she knows it is not acceptable, and yet, continues to do so. Therefore, using L1/L2 to clarify some material through translation is perceived as erroneous.

With the above in mind, the overwhelming majority of all participants hold negative perceptions of translanguaging revealing a pure monolingual approach of English language teaching: all RSTs cohort holds firmly negative perceptions of translanguaging, while only the majority of KSTs cohort tend to do so. Moreover, it is important to highlight that the findings reflecting negative perceptions revealed some differences in perceptions of translanguaging

between RSTs and KSTs cohorts. Although both cohorts seem to strive for a native like environment at their lessons, only RSTs seem to perceive the use of L1/L2 as something disgusting and shameful.

Positive Perceptions

Along with negative perceptions of the use of L1/L2, the overwhelming majority of the participants positively perceive the use of L1/L2 for translanguaging purposes in the classroom setting. Four sub-themes reflect these major findings and are presented below: 1) using L1/L2 is a "norm"; 2) using L1/L2 is a necessity; 3) using L1/L2 is beneficial; and 4) "no right to require 100% knowledge of English".

It is noteworthy to point out that almost all participating teachers who have negative perceptions share positive ones as well. In other words, the respondents are inconsistent in their perceptions by finding the use of L1/L2 unfavourable and beneficial at the same time. All KSTs and the majority of RSTs have positive perceptions of translanguaging. Hence, almost each interviewee holds a mixture of perceptions of translanguaging without expressing prominent ones.

Using L1/L2 is a "Norm". Almost half of RSTs and KSTs welcome L1/L2 in the classroom setting perceiving its use as reasonable. The respondents perceive using L1/L2 as a "norm" (RST3), as something "quite justified" (RST5) and "surely" used (KST5) in the EL classroom. In addition, the use of native language (Russian/Kazakh) is perceived not as something deviant, but on the contrary, as expected. The following quote best illustrates this finding:

> If it is an English lesson, it doesn't mean that they [students] have to speak in English all the time [about using native language]...I don't think that the Russian language isn't a norm at the lesson, it is a norm. (RST3)

The respondents perceive translanguaging as an appropriate practice which takes place in teaching and learning processes. The respondents are positive about the use of L1/L2 perceiving it as something normal to do in the classroom. Moreover, students' linguistic repertoires are seen as a resource that should be effectively used at EL lessons. In this regard, an English lesson is not a pivotal motive to eliminate students' L1/L2. Consequently, participating teachers view the use of L1/L2 as a helpful tool and confirm that there is a room for L1/L2 in the classroom setting.

Although the respondents were positive about using L1/L2, some participants stated that they are "okay" with using students' linguistic repertoires (RST5), which "is not a problem" (KST3). In addition, participating teachers clarified that translanguaging practices are not "prohibited" (RST1, KST1), and said that their students are not "punished" for using their L1/L2 (KST1). Participating teachers do not perceive the use of L1/L2 as something fully positive, and yet, translanguaging cannot be eliminated from the EL classroom. In other words, RSTs and KSTs do not criticize, nor praise the use of L1/L2. Thus, the respondents might make some concessions to use translanguaging in the classroom setting.

Using L1/L2 is a Necessity. Less than half of RSTs and KSTs perceive the use of L1/L2 as a mandatory element in teaching. L1/L2 is seen as a "must" (KST2), a "necessity" (KST4), and a supportive tool through which "a foreign language is acquired" (KST5). This finding is best seen in the following quote which summarizes what the respondents stated:

> Here my point of view is that the Russian language, i.e., native language, it could be Russian, or Kazakh in Kazakh classes, must be [used at EL lessons]. (RST3)

The interviewees claim that native language is a necessity in any classroom, whether it is Russian or Kazakh. The respondents highlight that L1/L2 is crucial and significant.

Consequently, the participating teachers from both cohorts are driven by the idea that L1/L2 is

a practical element which assists English teaching and learning.

L1/L2 is Beneficial. Another finding reflecting positive perception of translanguaging

reveals that the majority of KSTs cohort perceive the use of L1/L2 as beneficial and practical.

Only KSTs were found to share this positive perception. The respondents from KSTs cohort

voiced several reasons why L1/L2 might be valuable: the use of translanguaging "speeds up

the process of teaching" (KST1), and "Russian or Kazakh give confidence" (KST4). In this

light, L1/L2 allows to quicken the process of clarification of lesson content and, as a result, to

cover as many tasks as possible. According to teachers' perceptions, the use of L1/L2 has no

pedagogical value per se, however, its use provides an opportunity to achieve more lesson

objectives and makes students feel more confident while participating in the classroom

activities.

"No Right to Require 100% Knowledge of English". This finding revealed that it is

inappropriate to necessitate "100% knowledge of English" in state schools. This sub-theme

presents perceptions of translanguaging which derived from the interviews with RSTs cohort

solely. An interesting finding, though expressed by only one RST who voiced an important

aspect accentuating that teachers and learners are not from an English-speaking country and

they should not be expected to be as fluent in English as native speakers are:

> ...however, I am not a native speaker, I have no right to require 100% knowledge of
> English from children [students] since... I don't know [English] 100% … it is not
> relevant to require from us [teachers] to teach 100% [in English], same as from
> children [students] [100%] knowledge [of English]. (RST3)

This teacher expressed a pro-native language opinion referring to the local context.

The respondent admits that only a native English-speaking teacher has the right to demand

100% of English knowledge. In addition, this participant thinks that local EFL teachers cannot

force students to speak only in English because EFL teachers themselves cannot be expected to conduct their lessons only in English. Hence, for this interviewee L1/L2 is inevitably present in the classroom as an essential part of the local context.

To conclude, this section of the finding chapter represents RSTs and KSTs' perceptions of translanguaging. The findings revealed that the majority of RSTs and KSTs do not hold clear perceptions of translanguaging as they tended to display conflicting viewpoints considering translanguaging favourably at one point but less so at another. In other words, both cohorts of RSTs and KSTs hold perceptions which contain a mixture of monolingual and plurilingual ideologies. However, there are some participants who have clear and distinctive perceptions of translanguaging. A comparative analysis of their perceptions revealed that while some RSTs hold firmly negative perceptions, considering translanguaging as a deviant practice, several KSTs have strongly positive perceptions of translanguaging treating it as a valuable asset which enhances the process of learning and teaching.

Moreover, the findings revealed some similarities and differences among RSTs and KSTs' perceptions of translanguaging. While negative perceptions were found to be more prominent among RSTs, KSTs tend to be more positive towards translanguaging use. Although all participants strive to achieve an English-only environment, RSTs are more prone to eliminate L1/L2 use since they demonstrate the feeling of disgust and remorse. In addition, even though both cohorts of RSTs and KSTs perceive translanguaging positively as a necessary and appropriate pedagogical tool of EL lessons, only KSTs consider the use of L1/L2 as beneficial strategies to encourage students' motivation and accelerate the process of teaching, whereas native speakers objectives are not the goal of English language teaching among RSTs (see Table 2).

Table 2

RSTs and KSTs Perceptions of Translanguaging

Theme	Sub-theme	RSTs	KSTs
Negative perceptions	English-only classroom setting	1, 2, 3, 4, 5	1, 3, 5
	The use of L1/L2 is a "bug-worm"	4	-
	Using L1/L2 is a waste of time	1	-
Positive perceptions	Using L1/L2 is a "norm"	1, 3, 5	1, 3, 5
	Using L1/L2 is a necessity	3	2, 4
	L1/L2 is beneficial	-	1, 2, 4
	"No right to require 100% knowledge of English"	3	-

RQ2: How do Teachers with Different Linguistic Backgrounds Use Translanguaging in their Teaching?

This section presents research findings on how RSTs and KSTs use translanguaging in EL classroom. The analysed data revealed two emerging themes: 1) translanguaging as scaffolding in mixed-ability classes; and 2) translanguaging as an encouraging tool.

Translanguaging as Scaffolding in Mixed-ability Classes

According to the findings, all participants of this study use L1/L2 mostly to scaffold their low proficiency students during EL lessons. There are six sub-themes emerging from the data analysis that reflect the use of translanguaging for different purposes: 1) for working on grammar; 2) for vocabulary clarification; 3) for facilitation of students' group discussion; 4) for presenting new content; 5) for raising cultural awareness and promoting the trinity of languages.

Using L1/L2 for Working on Grammar. The overwhelming majority of Russian and Kazakh-speaking interviewees stated that they use L1/L2 to present new grammar material.

These teachers specified the motivations to do so, such as "giving parallels" (RST4) in

English and L1/L2, or because of the absence of the equivalents of the same grammatical units

in L1/L2, and "complex rules" (KST4) of grammar materials to comprehend. The following

quotes illustrate these findings:

> They [students] have difficulties, especially with challenging topics, such as
> conditionals, subjunctive mood, of course, it requires Russian language. (RST3)

> I use the Kazakh language, especially for grammar explanation…because of the
> topics, reported speech, for example. Students do need explanation in Kazakh.
> (KST5)

> The respondents explained that as English grammar differs from Russian or Kazakh

grammar, there is a necessity of L1/L2 use which facilitates students' learning process.

Therefore, L1/L2 use is seen as a scaffolding strategy to deal with challenging grammar

materials and ensure students' comprehension.

Using L1/L2 for Vocabulary Clarification. The majority of all respondents said that

they use L1/L2 at their lessons to clarify the meaning of new or unfamiliar vocabulary, and to

make the process of clarification of lesson content faster. The quotes below summarise what

the participants stated:

> In general, I try to explain vocabulary in English but if it is a challenging term to
> understand then, yes, I translate. (RST1)

> …if we talk about abstract concepts, then, of course, there will be translation…to
> have more time to practice [English]. (RST2)

> The main reason to switch to L1/L2 is challenging lexical units to comprehend through

English definitions. RST1 mirrors what the other respondents said. The interviewee explains

that first, she presents vocabulary in English, however, if students are confused, she will

translate. Moreover, participating teachers use translation to make the process of clarification

faster in order to devote more time to produce the target language. Therefore, according to

these findings, switching to L1/L2 facilitates comprehension of new, or unknown lexical units, and saves time for speaking activities.

Using L1/L2 to Facilitate Students' Group Discussion. The majority of Russian and Kazakh-speaking respondents allow their students to use L1/L2 to facilitate group discussions. Among the reasons found to use L1/L2 for group work, the participants indicated the diversity of students' English language levels within a working group.

Most of the interviewees allow their students to draw on their linguistic repertoires for the following reason:

> …anyway, the final product will be in English, however, if it is difficult [for students], of course, I will not stop the working process [in Russian], the most important is that they [students] work. (RST4)

These participants tolerate the use of L1/L2 as long as students present their final work in English, and it is crucial that students' discussion is not interrupted. Consequently, the use of L1/L2 is justified since students speak in English after they have finished their discussion, and all students have an opportunity to share their ideas on a topic rather than being excluded.

In addition, one interesting finding emerged from the data analysis which explains the way how the final product from the group discussion might be presented.

> In my practice with weaker students, I ask [students] at least to say the words they know in English [other in Russian], i.e., there is some Russian-English pun… then some words are remembered by them [students]. (KST4)

This respondent allows students to mix English with Russian words, which students cannot recall in English, in one sentence. This teacher believes that mixing English and Russian words helps weaker students to remember some words in English. Furthermore, by using such practice the interviewee ensures weaker students' engagement. Hence, the

participant addresses linguistic inequality and facilitates weaker students' production of the target language.

Using L1/L2 to Present a New Topic. This finding revealed that translanguaging is used for presenting some video materials in Russian and Kazakh on a new topic to deepen students' understanding of the content. Showing video clips in languages other than target was found only among KSTs. The quote below supports this finding:

> …we discussed "Jobs" topic and we watched some material in Kazakh…. and started discussing in English… I use these materials once a week. According to my students' academic performance it [using L1/L2 materials] yields results…I see the progress [in students' speaking]... (KST5)

The respondent uses video materials in Kazakh systematically with weaker classes to introduce new content at her lessons and further, discuss it in the target language. She considers this practice as a beneficial tool since her students have showcased better academic performance and their speaking skills have improved. Thus, according to the interviewee, watching video material in Kazakh is used to facilitate students' speaking activities.

Likewise, another respondent uses video materials in Kazakh and Russian, however, her motives to do so differ from the previous participant. It is seen in the quote below:

> [I use material] which El Arna [local TV channel] presented for us… for example, they speak in English and Russian there. [I use these materials] not because they are in Russian or Kazakh precisely, but because they are ready to use…we watch them… on an interactive board... It happens but rarely that I use some material in Russian or Kazakh. (KST4)

The participant explains her reason to present such materials at the lessons stating that these video clips are already "ready to use"(KST4) for the interactive board. However, she clarified that it does not happen on a regular basis. Therefore, this participant uses video materials in Kazakh and Russian as an additional source rather than a planned translanguaging pedagogy.

Using L1/L2 for Raising Cultural Awareness and Promoting the Trinity of Languages. An interesting finding revealed that translanguaging is employed as a tool to learn English and through English to broaden knowledge of L1/L2 simultaneously. This finding is significant to report on, although only one KST was found to do so, because from this perspective English learning strengthens knowledge of L1/L2 and deepens cultural awareness knowledge of both languages. The interviewee who voiced it stated the following:

> ...[L1/L2 is used] when we learn some idioms or proverbs [in English], i.e., for cultural comparison. (KST4)

This teacher believes that learning the English language enhances the knowledge of L1/L2 through comparison. Her quote refers to cultural aspects of each language (English and L1/L2). The respondent states that comparing various idioms and proverbs in different languages indicates cultural peculiarities and fosters sociocultural development in the English and Kazakh languages. Thus, the use of L1/L2 is used for broadening sociocultural knowledge.

Moreover, this respondent stated that it is important to promote the trinity of languages at EL lessons. The following quote best depicts this finding: "…in this case I use the trinity of languages, i.e., what is the word in Russian, Kazakh and English?" (KST4). This participant translates English words into Russian and Kazakh for a specific purpose. She aims at presenting words in three different languages for students to extend their vocabulary in three languages. The respondent believes that it might be one of the ways to advocate the trinity of languages. Consequently, the interviewee draws a systematic comparison among lexical units of three languages and encourages students to learn new words in English, Kazakh, and Russian.

Translanguaging as an Encouraging Tool

According to the majority of RSTs and KSTs, translanguaging is found to be used to support students and encourage them to participate in the academic process. Moreover, the use of L1/L2 inspires students to cope with challenges and feel engaged at EL lessons. Two sub-themes report these significant findings: 1) ensuring students' engagement; 2) bolstering students' motivation.

Ensuring Students' Engagement. More than half of the participants of this study explained that the use of L1/L2 reinforces students' participation during EL lessons. The respondents emphasized that all students should be heard and included in the classroom. The participating teachers explained that students' capability to "express" and "share" their thoughts matters the most "even in Russian" (RST2, KST2). Moreover, it is important for some of them that weaker students "don't feel left out" (KST1).

EFL teachers tend to accept students' answers in L1/L2 to address linguistic inequality. The interviewees do not ignore those students whose levels of language proficiency do not suffice to give a proper answer in the target language. Therefore, the respondents accept students' answers in languages other than English to encourage students with a lower level to actively participate during EL lessons and feel involved.

Bolstering Students' Motivation. Several participants mentioned that they use L1/L2 as a tool to motivate students to participate during EL lessons. The following quotes best illustrate this finding:

> If we prohibit them [students] from using native language, …motivation, simply, will be lost. (RST2)

> If we now forbid them to use their mother tongue, they will go into their shell and lose motivation. At least they will share their interesting ideas in Russian. (KST2)

The respondents sincerely believe that students' L1/L2 and motivation are interrelated. They emphasised that once L1/L2 is prohibited, it will lead to motivation loss and resistance to participate in activities. The second participant used the phrase "at least" (KST2) which means that lesser evil is to allow students to speak in Russian and be included in discussions rather than being left out. Thus, the use of L1/L2 is seen as an encouraging strategy to generate necessary motivation to be active instead of being in a "shell" (KST2) and silent.

To conclude, both cohorts of RSTs and KSTs use L1/L2 similarly to scaffold students during various activities at EL lessons and motivate students' engagement allowing them to draw on their full linguistic repertoires. However, what distinguishes RSTs from KSTs is that KSTs are more prone to use translanguaging diversely: KSTs design lessons which include video materials in languages other than English and use L1/L2 for raising cultural awareness and promoting the trinity of languages. Thus, according to the findings, KSTs use translanguaging more purposefully than RSTs do (see Table 3).

Table 3

Translanguaging Use by RSTs and KSTs

Theme	Sub-theme	RSTs	KSTs
Translanguaging as scaffolding in mixed-ability classes	Using L1/L2 for working on grammar	2, 3, 4	1, 3, 4, 5
	Using L1/L2 for vocabulary clarification	1, 2, 3	1, 2, 3
	Using L1/L2 to facilitate students' group discussion	4, 5	1, 3, 4, 5
	Using L1/L2 to present a new topic	-	4, 5
	Using L1/L2 for cultural awareness	-	4
Translanguaging as an encouraging tool	Ensuring students' engagement	1, 2, 3	1, 2, 5
	Bolstering students' motivation	2	2, 4

RQ3: How do Teaching Materials Reflect Translanguaging Use?

The overwhelming majority of RSTs and KSTs' materials were found to be in the target language which reflects the monolingual approach orientation. This part of the chapter reports on the findings on the use of teaching materials in languages other than English. The findings on teachers' materials are presented in this section under two themes: 1) classroom dictionaries; and 2) video materials. The data analysis revealed that teaching materials reflecting translanguaging use at EL lessons are not diverse.

Classroom Dictionaries

According to almost all respondents, dictionaries of different types can be found in the classroom to scaffold the process of learning by clarifying challenging vocabulary. Two types of dictionaries were found to be used in the classroom setting: 1) multilingual dictionaries; and 2) bilingual dictionaries.

Multilingual Dictionaries. The overwhelming majority of the participants reported that they have multilingual dictionaries (English-Russian-Kazakh) provided at the end of students' textbooks. One interviewee clarified what textbook her students use:

> We have textbooks. It is for science schools, "Action for Kazakhstan"…at the back of the book there is a dictionary in three languages: English, Kazakh, Russian. (KST1)

This teacher describes the textbook published by Atamura ("Action for Kazakhstan Science Schools") for senior Maths classes. In addition, during the interviews with the other respondents, such textbooks as "Excel for Kazakhstan" and "Aspect for Kazakhstan Grammar Schools", both published by Express Publishing, were mentioned. These textbooks were specially designed for Kazakhstani schools for regular and humanitarian classes respectively. Likewise, all these textbooks contain an English-Kazakh-Russian dictionary at the end. Hence, multilingual dictionaries, provided in the official textbooks, might be considered as a

tool to promote the trinity of languages, as well as these textbook dictionaries may serve translanguaging purposes.

Bilingual Dictionaries. Less than half of the interviewees said that bilingual dictionaries are in open access in their classroom. These teachers emphasized that the number of bilingual dictionaries does not suffice the number of their students at EL lessons. The following quote illustrates this finding best:

> Dictionaries, in general, are in the classroom, yes, but few, we don't have enough for all children[students]... monolingual and bilingual [dictionaries]. (KST5)

In this regard, classroom bilingual dictionaries additionally to multilingual dictionaries represent published materials which reflect the use of L1/L2 for both cohorts of participating EFL teachers. However, these dictionaries seem to be supplementary teaching materials rather than instructional ones.

Video Materials

The findings under this sub-section report on video clips in languages other than English that are used for teaching purposes. It is noteworthy to point out that from RTSs and KSTs cohorts only a few KSTs use video materials in Kazakh and Russian in the classroom setting.

KSTs were found to use short video clips in the Kazakh and Russian languages to present new topics. One of the respondents stated that she uses videos only in Kazakh with weaker classes once a week for pedagogical translanguaging. The interviewee shared her opinion and reasons in the extract below:

> They [students] have problems with speaking... we watch video in Kazakh and start discussing in English... I ask different concept checking questions... I see some progress [in students' speaking]. (KST5)

This teacher explained that video materials in Kazakh are used to facilitate classroom discussion because students fully comprehend the content of the video and know what to say when the teacher asks questions. The respondent explained that this practice helps to focus on students' productive skills rather than students' comprehension. In this light, video clips in Kazakh are used with instructional purposes on a regular basis to facilitate development of students' speaking skills.

In the same vein, another participant said that she uses video materials in languages other than English, but she does not do it often. The respondent said that video clips are in Kazakh and Russian, and they are taken from a reliable source. However, compared to the previous interviewee who uses videos for pedagogical purposes, this teacher presents video materials because their use fulfils the requirement to include technology in classroom practices. It is seen in the following extract:

> ....I use materials in Russian and Kazakh... they have been specially made [by El Arna] for lessons and we watch them [video clips in Russian and Kazakh]... they include some activities and we do them ...on the [interactive] board. (KST4)

The respondent sees an opportunity to involve technology during her lessons by watching and doing activities on the interactive board. Significantly, this teacher highlighted that she does not find video materials in Russian or Kazakh beneficial for pedagogical purposes, as well as she does not use them often. She uses videos in languages other than target because they are ready-to-use and fulfil the requirements to apply technology during EL lessons. In other words, even though this participant uses videos in Russian and Kazakh, she does not do it for translanguaging purposes, and her motive to do so is simply to employ technology to meet school policy requirements.

Overall, the findings reveal that scant amount of multimodal (videos, audio recordings, various types of text, etc.) and multilingual (in languages other than target) materials is used to teach English. The main types of materials are found to be dictionaries and video clips. Significantly, bilingual dictionaries are present mostly in classrooms of RSTs, whereas multilingual dictionaries are in possession of all KSTs. Video materials in Russian and Kazakh are found among KSTs, however these materials are used for different reasons. One participant regularly uses video clips for pedagogical purposes, whereas another interviewee occasionally uses videos to meet school policy requirements to employ technology in classroom practices. In addition, there is only one teacher who uses bilingual, multilingual dictionaries, and video materials in languages other than English (see Table 4).

Table 4

Teaching Materials in Languages Other than English

Teaching materials	Dictionaries		Video Materials
	Bilingual dictionaries	Multilingual dictionaries	Video in languages other than English
RSTs	1, 2, 5	4;5	-
KSTs	5	1;2;3;4;5	4;5

List of the Key Findings

According to the data analysis, the main findings can be summarised following way:

1. The majority of the respondents from both RSTs and KSTs cohorts do not hold clear perceptions of translanguaging considering it as favourable on one side, and not admittable, on the other. This demonstrates that RSTs and KSTs' perceptions contain a mixture of monolingual and plurilingual ideologies.

2. Whilst some RSTs are likely to embrace a firmly negative stance on translanguaging supporting purism ideologies, a few KSTs mainly hold positive perceptions by welcoming translanguaging practices in the classroom setting.

3. All RSTs and KSTs apply translanguaging to scaffold low proficiency students in the classroom setting with the overwhelming majority of RSTs and KSTs using L1/L2 also to encourage students' motivation and ensure their participation in the classroom activities.

4. The findings reveal that KSTs are more flexible and open towards the use of translanguaging practices in the classroom setting than RSTs since KSTs were found to show more diversity in using translanguaging in teaching English.

5. The findings relating to RSTs and KSTs' teaching materials show that multimodal (videos, audio recordings, various types of text, etc.) and multilingual (in languages other than target) materials are scarcely used for translanguaging purposes during EL lessons, which results in scant presence of translanguaging design for teaching purposes.

6. Planned translanguaging pedagogy was found to be practised among KSTs. In other words, there is a tendency among KSTs to view students' linguistic repertoires as a valuable resource to draw on for pedagogical purposes and to design such lessons which include multimodal and multilingual teaching materials to scaffold students' learning.

Conclusion

This chapter presented the findings of analysed data on RSTs and KSTs' perceptions of translanguaging, its use in the classroom setting, and whether teaching materials reflect

translanguaging use. According to the findings, RSTs and KSTs have positive and negative perceptions of translanguaging. The data revealed that the majority of the respondents hold mixed perceptions with only a few participating teachers perceiving translanguaging distinctively. With regard to the use of L1/L2 at EL lessons, RSTs and KSTs are found to use translanguaging quite similarly, although KSTs cohort is more diverse in using L1/L2 to scaffold the process of learning. Finally, the analysis of teaching materials showed that both RSTs and KSTs cohorts use multilingual and bilingual dictionaries in the classroom. However, apart from dictionaries, the findings reveal that video materials in other languages than target are used among KSTs who tend to draw on students' linguistic repertoires for pedagogical purposes. The next chapter will focus on interpreting the key findings in relation to the conceptual frame of the current study, and literature in detail.

Chapter 5: Discussion

This chapter discusses the findings, presented in the previous chapter, in relation to Macaro's (2001) and Garcia and Kleyn's (2016) conceptual frame, as well as previous research. The purpose of this study has been to examine Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging, translanguaging use in classroom practices, and how teaching materials reflect translanguaging use by answering the following research questions:

RQ1: What are Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging?

RQ2: How do teachers with different linguistic backgrounds use translanguaging in their teaching?

RQ3: How do teaching materials reflect translanguaging use?

The chapter is divided by the research questions into three sections as it has been done in the previous chapter to discuss the findings related to each research question. The first section aims at explaining the mixture of RSTs and KSTs's perceptions of translanguaging, and possible reasons why participants' perceptions differ. The second section discusses how translanguaging is used in the classroom setting by RSTs and KSTs. The third section is devoted to the use of teaching materials for translanguaging purposes during EL lessons. Finally, the conclusion is drawn to outline the importance of the findings and implications.

RQ1: What are Russian and Kazakh-speaking EFL Teachers' Perceptions of Translanguaging?

This research question aimed to investigate how the respondents perceive translanguaging in the classroom settings. The majority of RSTs and KSTs were found to hold positive and negative perceptions of translanguaging practices. Significantly, almost all teachers do not have clear perceptions of translanguaging. Hence, they hold a mixture of perceptions which

mirrors a discrepancy between negative perceptions of translanguaging due to teachers'
monolingual ideologies, and classroom practices which require the use of L1/L2 to fulfil
students' needs of mixed-ability classes.

***Finding 1: The majority of the respondents from both RSTs and KSTs cohorts do not hold
clear perceptions of translanguaging considering it as favourable on one side, and not
admittable, on the other. This demonstrates that RSTs and KSTs' perceptions contain a
mixture of monolingual and plurilingual ideologies.***

This finding illustrates the mixture in RSTs and KSTs' understanding of how
translanguaging can be conceptualized. One the one hand, the use of L1/L2 is seen as a waste
of time, a "bug-worm" in teachers' heads which badly influences their teaching practices and
students' academic performance. In addition, almost all RSTs and KSTs tend to exclude
languages other than English from their teaching practices in order to achieve a native-like
environment. The present finding appears to be consistent with the previous research by
Amaniyazova (2020), Manan and Tul-Kubra (2020) who concluded that the respondents of
their studies are prone to a monolingual approach and believe that students' native language
negatively affects the process of learning English.

In addition, the overwhelming majority of RSTs and KSTs of this study perceive the use
of L1/L2 as an intervention. It can be explained that the use of native language has been
traditionally viewed as negative interference in language learning which impedes the process
of target language acquisition (Auerbach, 1993; Garcia & Wei, 2014; Hornberger & Link,
2012). According to the monolingual approach, languages other than target are seen as deviant
and should be eliminated (Cook, 2001). Therefore, RSTs and KSTs in the current study who
share negative perceptions of translanguaging hold the virtual position, according to Macaro's

(2001) conceptual frame, and strive for total exclusion of the use of L1 because in their perceptions it has no pedagogical value, as well as it hinders to build "the target country" in their classroom (Macaro, 2001, p. 535).

On the other hand, those RSTs and KSTs who support the use of translanguaging perceive the use of L1/L2 as a beneficial practice. They treat other languages as a norm and necessity to be drawn on in mixed-ability classes. Hence, the participants voiced with emphasis that students' L1/L2 should be an essential element in their classroom to foster the process of teaching and learning. This finding fully supports the findings from previous research by Fang and Liu (2020) who found that the majority of participants in their study view translanguaging as an important asset for learning and teaching purposes in classes with students of lower English language proficiency. Consequently, according to Macaro's (2001) conceptual frame, those RSTs and KSTs who perceive translanguaging practices as beneficial hold optimal position since L1 is pedagogically valued and used to enhance the process of learning in the classroom setting.

Another point to highlight is that RSTs and KSTs cohorts perceive translanguaging as the process of meaning making which maximizes language learning by using more than one language in the classroom setting (Baker, 2011; Makalela, 2015). In addition, translanguaging assists in facilitating pedagogical process, enhancing students' inclusion and participation in classroom activities (Allard, 2017). With this in mind, ambiguous perceptions of translanguaging, held by the majority of RSTs and KSTs, may be influenced by the ideology of the monolingual approach, and an endeavour to fulfil students' needs by drawing on the whole linguistic repertoire (Mazak & Herbas-Donoso, 2014).

Another reason for such a mixture of RSTs and KSTs' perceptions might be the conflict

between state school policy requirements and the necessity to provide students with access to

curricular content. The majority of RSTs and KSTs stated that they usually deliberately

eliminate the use of L1/L2 from their lessons while they are being observed by school

administration. Participating teachers explained that they are expected to teach in the target

language to adhere to the state school requirements. However, RSTs and KSTs are concerned

that they need to find a way to conduct lessons that engage all students. In this view, RSTs

and KSTs appear to be driven by this concern to use translanguaging despite their

monolingual stance or/and school policy. This finding partially supports research conducted

by Lasagabaster (2017) who investigated the role of L1 in CLIL classes and found that CLIL

teachers have to juggle school policy adherence to keep languages apart with content

accessibility through the use of L1. However, while CLIL teachers of Lasagabaster's (2017)

study were found to be positive towards the use of translanguaging considering it as natural

and beneficial, RSTs and KSTs of the current study tend to have mixed perceptions of

translanguaging.

Finding 2: Whilst some RSTs are likely to embrace a firmly negative stance on

translanguaging supporting purism ideologies, a few KSTs mainly hold positive perceptions

by welcoming translanguaging practices in the classroom setting.

This finding refers to RSTs and KSTs' perceptions on translanguaging. Significantly,

during the interviews several RSTs were strongly negative about translanguaging use

expressing puristic ideologies and highlighting that languages should not be mixed. It is

noteworthy that RSTs draw on L1/L2 only in case their students do not comprehend material

which has been previously presented and clarified in the target language. In this regard,

according to Macaro's (2001) conceptual frame, RSTs hold the maximal position, which relates to teaching practices where L1 is of no pedagogical value and used by teachers as the last resort since all attempts to explain material in English fail. Despite the fact that L1/L2 is used as the last resort, these RSTs' dream is to conduct lessons only in English. This finding is consistent with those of Kaipnazarova (2020) who found that EL teachers of her study strive for the exclusive use of English as their end-goal. This desire might be rooted in personal experience of learning and the manner that these RSTs were taught by their former teachers and professors (Borg, 2003; Lortie, 1975). Another reason could echo the assumption that a foreign language should be acquired "the way in which monolingual children acquire their first language" (Cook, 2001, p. 406). Therefore, there are no other languages except target and teaching practice mimics L1 acquisition characteristics (Cook, 2001).

In addition, RSTs mentioned the courses provided by the Ministry of Education and Science where they were trained to conduct EL lessons in the target language several years ago. These courses aid professional development and are obligatory for state schoolteachers. RSTs stated that the whole course was delivered in the English language. In this regard, professional development training might influence teachers' beliefs as to how they should perform in the classroom (Pettit, 2011). Consequently, teachers might mirror a long-lasting ideology to avoid interactions between languages which can affect English acquisition dramatically (Gorter & Arocena, 2020; Phillipson, 1992).

On the contrary, a few KSTs welcome the use of languages other than English because they see pedagogical value in translanguaging. Thus, with regard to Macaro's (2001) conceptual frame, the respondents hold the optimal position which views L1 as a pedagogical tool to enhance the process of learning. KSTs use students' linguistic repertoires judiciously to

facilitate language learning and tend to justify the use of L1/L2 in the formal setting (Doiz &

Lasagabaster, 2017; Macaro, 2001). This finding fully supports Akhmetova's (2021) findings

who stated that the majority of the respondents of her study fall back on students' L1 for

meaning making while teaching complex grammar, vocabulary and elaborating on the content.

It could be proposed that one of the possible reasons for positive perceptions of

translanguaging might be the tendency of KSTs to mix languages (Kazakh and Russian)

outside the classroom. Even though KSTs' native language is Kazakh, and the respondents are

proficient users of Russian and English, they mix languages in everyday life as a habit

(Kazakh, Russian and English). Consequently, these teachers use their whole linguistic

repertoires in order to make meaning in various sociocultural situations (Garcia, 2009; Garcia

& Wei, 2014). As a result, KSTs embrace translanguaging in the classroom setting because

they value students' languages which assist in developing English as a weaker language

(Garcia & Wei, 2014; Lewis et al., 2012; Rowe, 2018).

Interestingly, likewise as RSTs, KSTs took similar courses which provide state teachers

with professional development. However, the respondents still do address languages other

than target in classroom practices, even though the course program encouraged them to adopt

an English-only approach. Pajares (1992) explained that some beliefs might be highly resistant

to alter. Moreover, years of teaching experience affect what teachers believe and the way they

perform in the classroom setting (Pettit, 2011). One of the interviewees' teaching experience

is more than 20 years, whereas the second teacher has been teaching more than 30 years.

These KST respondents highlight that their teaching experience has taught them to prioritize

their students' needs despite the school policy requirements. In this respect, KSTs are student-

directed as they tend to be flexible and meet low proficiency students' needs (Garcia & Kleyn, 2016; Vogel & Garcia, 2017).

This finding might be significant to explain the difference between RSTs and KSTs' perceptions of translanguaging. RSTs support monolingual objectives since they do not tend to mix languages neither in the classroom, nor outside. RSTs believe that languages should be used separately and any attempt to mix them should be terminated. However, KSTs view language mixing as a natural and habitual phenomenon and, therefore, they accept and welcome translanguaging practices.

The first two findings under discussion reflecting the answers to the first question show that RSTs and KSTs have little or no awareness of what current perspectives on translanguaging are, and, as a result, they have mixed perceptions of translanguaging. Since the main aim of translanguaging practices is to facilitate the process of language teaching and learning, policymakers are recommended, first, to be trained/informed of what pedagogical translanguaging is and how it might be incorporated into Kazakhstani curriculum; and second, to enlighten local EFL teachers in regard to pedagogical translanguaging, its benefits and practical implementation by delivering professional development courses. Another implication is that school administrations are suggested to be more supportive and give EFL teachers more freedom to use students' linguistic repertoires strategically at EL lessons to enhance the process of language learning.

RQ2: How do Teachers with Different Linguistic Backgrounds Use Translanguaging in their Teaching?

The purpose of the second research question was to explore how translanguaging is used during EL lessons. It was found that both cohorts of RSTs and KSTs use translanguaging as

scaffolding in mixed-ability classes and an encouraging tool. However, some KSTs apply

translanguaging for a wider range of purposes than RSTs do which is in consistency with

KSTs' positive perceptions of the use of L1/L2.

Finding 3: All RSTs and KSTs apply translanguaging to scaffold low proficiency

students in the classroom setting with the overwhelming majority of RSTs and KSTs using

L1/L2 also to encourage students' motivation and ensure their participation in the

classroom activities.

All RSTs and KSTs use translanguaging to scaffold students in mixed-ability classes.

RSTs and KSTs address students' linguistic repertoires to explain complex grammar and

vocabulary, as well as to facilitate group discussion. Teachers prefer to shuffle between

languages mostly when: a) English grammar is challenging for students to grasp; b)

vocabulary definitions in the target language are incomprehensible; and c) students of

different English proficiency levels have group discussion. This finding partially supports the

findings from Wang's (2016) study who classified translanguaging practices: teacher-initiated

and student-initiated translanguaging. The first group contains explanatory strategies which

aim at providing "cognitive or metalinguistic scaffolding for meaning-making activities" such

as clarifying complex grammar rules and lexical units (Wang, 2016, p. 7). Notably, Wang

(2016) reports that her participants also use L1 to interpret cultural meaning of English

vocabulary, whereas RSTs and KSTs cohorts of this study were not found to do so. In

addition, the finding that RSTs and KSTs allow students to draw on their whole linguistic

repertoires to facilitate group discussion is in compliance with a previous study conducted by

Alzhanova (2020). She explored English as Medium of Instruction (EMI) content teachers'

perspectives on translanguaging practices. According to Alzhanova (2020), EMI content

teachers of her study welcome languages other than English during students' pair and group discussions. Moreover, EMI content teachers explained that students can use any language from their linguistic repertoires to interact in the classroom (Alzhanova, 2020).

Apart from scaffolding students in mixed-ability classes, the overwhelming majority of RSTs and KSTs fall back on translanguaging pursuing two major aims: to bolster students' motivation and ensure students' engagement. RSTs and KSTs motivate weaker students to participate in the classroom activities by welcoming the use of their full linguistic repertoires to express complex thoughts and opinions. This finding is in compliance with Allard's (2017), Yuvayapan's (2019), Garcia and Wei's (2014), and Otheguy et al.'s (2015) studies which revealed that their participants view translanguaging as a beneficial tool. Allard's (2017) study showed that English as a Second Language (ESL) teachers accept students' answers in languages other than target while discussing the curricular content which increases students' participation. Moreover, Yuvayapan (2019) reports that EFL teachers of her study find the use of L1 helpful since it assists in increasing students' motivation to learn the English language. Consequently, translanguaging engages students in the process of learning and builds up learners' confidence by empowering them in the classroom setting (Garcia & Wei, 2014; Otheguy et al., 2015).

Hence, the reason from RSTs and KSTs to draw on students' L1/L2 might be a motive to provide them with greater content understanding of EL lessons, address linguistic inequality and support students' socioemotional development (Baker, 2011; Garcia et al., 2017; Garcia & Wei, 2014). Significantly, RSTs and KSTs shuffle between languages systematically and deliberately as students' feedback (facial expressions, answers to concept checking questions) signals that L1/L2 assistance is needed. In this light, the overwhelming majority of RSTs and

KSTs are flexible in making changes and willing to respond to students' feedback (Garcia & Kleyn, 2016; Vogel & Garcia, 2017).

This finding might imply that it is inevitable to address students' L1/L2 in teaching practices in order to make curriculum content accessible in mixed-ability classes. Since L1/L2 is seen either as the last resort or as a pedagogical tool, it is used in any events. Thus, to make the use of L1/L2 more beneficial, strategical, and practical, it is recommended to conceptualize what pedagogical translanguaging is, elaborate on its advantages, and present strategies to Kazakhstani English teachers which may foster teaching and learning processes.

Finding 4: The findings reveal that KSTs are more flexible and open towards the use of translanguaging practices in the classroom setting than RSTs since KSTs were found to show more diversity in using translanguaging in teaching English.

The majority of KSTs cohort were found to be more diverse in applying translanguaging during EL lessons than RSTs cohort. As it was mentioned in the previous section, both RSTs and KSTs use L1/L2 to scaffold students in mixed-ability classes by clarifying challenging grammatical and lexical materials, as well as facilitating students' group discussion. Moreover, translanguaging is used to bolster students' motivation and ensure students' engagement in classroom activities. However, there is a noticeable difference in the way translanguaging practices are used between RSTs and KSTs cohorts. Only KSTs were found to draw on students' L1/L2: a) to show video materials in languages other than target to present a new topic; and b) to raise cultural awareness and promote the trinity of languages during EL lessons through translating English words into Russian and Kazakh.

This finding partially supports previous studies conducted by Anderson and Lightfoot (2018), Doiz and Lasagabaster (2017), and Alzhanova (2020) who reported that some of their

participants occasionally use materials in L1, such as videos, audio recordings and visual materials. However, RSTs and KSTs of this study were not found to use all these resources except videos in Kazakh and Russian. In addition, the finding which revealed that EL lessons are used to promote the trinity of languages is in partial compliance with Akhmetova's (2021) study who found among her respondents the tendency to practise the Kazakh language during EL lessons to motivate learners to use Kazakh more often. With regard to the current study, KSTs tend to expand students' vocabulary of three languages (English, Kazakh and Russian) at EL lessons rather than allocate lesson time to practise speaking in the Kazakh language.

It is important to note that KSTs are systematic in the use of L1/L2 and view it as a beneficial tool. KSTs do not treat L1/L2 as a hindrance to the target language acquisition, on the contrary, KSTs value the opportunity to draw on students' linguistic repertoires for teaching purposes. In this light, the use of L1/L2 is in full support of Ruiz's (1984) language-as-a-resource orientation because L1/L2 is valued and considered to have a positive impact on students' academic achievements. With regard to promotion of the trinity of languages, the teacher, who presents English-Kazakh-Russian translations at EL lessons, appears to deem her linguistic repertoire with no boundaries among the languages she speaks, i.e., as holistic (Baker, 2011). This participating teacher strives to instil this viewpoint into her students to maximize the process of learning and to attain balanced knowledge among three languages (Fang & Lui, 2020). Therefore, in order to clarify how beneficial students' linguistic repertoires might be at EL lessons, it is recommended to promote translanguaging use and its advantages from Ruiz's (1984) language-as-a-resource orientation perspectives.

RQ3: How do Teaching Materials Reflect Translanguaging Use?

This research question examined how teaching materials reflect translanguaging use. Even though teaching materials appear to be mostly monolingual, there are several KSTs whose teaching materials reflect translanguaging use. One of KSTs occasionally uses materials in languages other than target to engage an interactive board in the classroom, whereas the second KST uses translanguaging strategically as a pedagogical tool on a regular basis.

Finding 5: The findings relating to RSTs and KSTs' teaching materials show that multimodal (videos, audio recordings, various types of text, etc.) and multilingual (in languages other than target) materials are scarcely used for translanguaging purposes during EL lessons, which results in scant presence of translanguaging design for teaching purposes.

This finding refers to the lack of planned translanguaging pedagogy in teaching materials. The respondents of this study stated that they use textbooks in the target language with the exceptions of bilingual and multilingual dictionaries. Notably, bilingual dictionaries are found to be present mostly in RSTs' classrooms, whereas all KSTs use multilingual dictionaries. Since RSTs appear to be fluent in two languages (Russian and English), their needs could be fulfilled by bilingual dictionaries, whereas KSTs' linguistic repertoires are wider and require the use of multilingual dictionaries which fit their diverse language practices.

Moreover, the overwhelming majority prefer to use extra worksheets and video/audio materials in English from authoritative and recognized sources. This finding is in compliance with the study conducted by Kuandykov (2021) who reported that the only reference to translanguaging design was the presence of bilingual dictionaries. Kuandykov (2021) also concluded that translanguaging design is of scant planning. Therefore, there is very little

strategic planning for translanguaging pedagogical design which includes students' linguistic repertoires.

According to Garcia and Kleyn (2016), one of the components of translanguaging design is students' provision with multimodal and multilingual resources. In other words, such materials as video, audio, and various types of text in languages other than target should be incorporated into EL lessons. These types of resources aim at ensuring an efficient process of learning by including students' language practices (Kleyn & Garcia, 2019; Vogel & Garcia, 2017). However, finding from this study reveals that almost all RSTs and KSTs do not incorporate multimodal and multilingual resources in their lesson plans. Consequently, according to Garcia and Kleyn's (2016) conceptual frame of the current study, there is scant presence of translanguaging pedagogical design in RSTs and KSTs' teaching materials in the classroom setting.

This finding shows that curriculum designers, as well as RSTs and KSTs are prone to the monolingual approach and do not appear to consider planned translanguaging pedagogy as an element of teaching practices. Since the main aim of English language curriculum designers and teachers is to assist students with target language acquisition, it might be assumed that monolingual resources do not suffice in the Kazakhstani context. It is likely that students learn English as their third or fourth language which from plurilingual perspectives could be seen as an advantage to include their linguistic repertoires to facilitate students' learning process. Consequently, the implementation is that curriculum designers should consider a multilingual context where students' language practices are seen as a strength rather than an interference.

Finding 6: Planned translanguaging pedagogy was found to be practised among KSTs. In other words, there is a tendency among KSTs to view students' linguistic repertoires as a

valuable resource to draw on for pedagogical purposes and to design such lessons which include multimodal and multilingual teaching materials to scaffold students' learning.

Interestingly, one KST, who has positive perceptions of translanguaging, stated that she uses video materials in Kazakh with weaker classes to present a new topic on a regular basis. She said that she conducts such lessons once a week and plans follow-up activities according to the videos in L1/L2 to discuss the content in English. This teacher explained that she started using video materials after students' feedback: students found it challenging to comprehend materials in the target language and they offered to include videos in Kazakh into their lessons. Thus, the respondent claims that students' speaking skills have improved and there is some progress in their academic performance. This finding on planned translanguaging pedagogy and its effectiveness partially supports a mixed-method study by Galante (2020a) whose focus was on academic vocabulary. In Galante's (2020a) research there were two groups of learners in a 12-week program: planned translanguaging pedagogy was applied to teach the first group, whereas the second group was not allowed to use any languages except English. Even though the curriculum was the same for both groups, the tasks for the first group contained translanguaging, and for the second group the tasks were in the target language. Results showed that the translanguaging group scored significantly higher in the test on academic vocabulary than the monolingual group by the end of the program (Galante, 2020a). The findings of Galante's (2020a) research, as well as the current study, suggest that translanguaging enhances students' academic performance in English. However, in Galante's (2020a) research translanguaging was used to foster the process of learning academic vocabulary, whereas the respondent of the current study states that planned translanguaging pedagogy was used to improve students' speaking skills.

It is noteworthy to point out that translanguaging pedagogy can be called so when three components are present: stance, design, and shift (Garcia & Kleyn, 2016). To illustrate, KST1 values her students' linguistic repertoire and uses it as a resource to enhance the learning process. She stated that her lesson plans include video materials in L1/L2 which facilitates discussion in the target language. Finally, this teacher is flexible and willing to make changes based on her students' feedback (Garcia & Kleyn, 2016; Kleyn & Garcia, 2019; Vogel & Garcia, 2017). Hence, planned translanguaging pedagogy is a manifold concept which should be carefully designed to effectively meet students' needs (Lin, 2020).

The last finding revealed that planned translanguaging pedagogy is practised only by one participant of this study. Significantly, this participant does not know about the theoretical concept she practices, however, she is strongly convinced that this practice is fruitful. In this regard, the implication is to conceptualise translanguaging among English language teachers to support those who have already been using it but are not aware of its conceptual frame; and to explain what translanguaging pedagogy is to those who is hesitant or feel guilty to draw on students' linguistic repertoires.

Conclusion

This chapter presented the findings discussion regarding RSTs and KSTs' perceptions of translanguaging and its use, as well as how teaching materials reflect translanguaging use in the classroom setting. The majority of RSTs and KSTs were found to have mixed perceptions of translanguaging ranging from positive to negative. This mixture of perceptions might be explained by RSTs and KSTs' monolingual ideologies and attempts to fulfil students' needs by drawing on their linguistic repertoires to make the content of EL lessons accessible. Moreover, RSTs tend to hold firmly negative perceptions of translanguaging due to their

personal experience of learning and assumptions that a foreign language should be acquired as the first language through the monolingual approach. On the contrary, KSTs perceive translanguaging as a beneficial pedagogical tool to address students' needs of lower proficiency due to their positive attitude towards shuffling between languages which they habitually do in everyday life.

Another important finding revealed that despite mixed perceptions of translanguaging, all participants of this study do use translanguaging in their classroom practices to scaffold the process of learning and encourage students to participate in classroom activities. However, KSTs were found to be more diverse and purposeful in using translanguaging practices at EL lessons than RSTs.

With regard to teaching materials, they mostly reflect the use of the monolingual approach with little room for translanguaging. Significantly, planned translanguaging pedagogy was found to be practised by one EFL teacher from KSTs cohort who appears to be unaware of the concept. However, this teacher seems to implement planned translanguaging pedagogy efficiently since she reports that students' academic performance has improved.

The next chapter aims at synthesising the main findings of the current research and focuses on the limitations of this study, recommendations, and suggestions for further research.

Chapter 6: Conclusion

The aim of this study was to investigate how EFL teachers with different linguistic backgrounds perceive translanguaging, explore how EFL teachers use translanguaging practices in the classroom setting, as well as how translanguaging use is reflected in teaching materials for pedagogical purposes. In order to attain this research purpose, a qualitative study was conducted where five Russian and five Kazakh-speaking EFL teachers from state schools participated in the semi-structured interviews. The data obtained from these interviews were presented and analysed in the previous chapters. This chapter presents main conclusions of this research, offers some recommendations as to how translanguaging pedagogy might be introduced, and promoted among main stakeholders (school administrations, curriculum designers, EFL teachers, and policymakers). Finally, limitations of this study are stated, followed by some suggestions for further research.

Main Conclusion of the Research

Three research questions were phrased to guide the study and fulfil its purpose:

RQ1: What are Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging?

RQ2: How do teachers with different linguistic backgrounds use translanguaging in their teaching?

RQ3: How do teaching materials reflect translanguaging use?

Russian and Kazakh-speaking EFL Teachers' Perceptions of Translanguaging

The findings to the first question revealed that the majority of the respondents do not hold clear perceptions of translanguaging practices in the classroom settings. RSTs and KSTs were found to have mixed perceptions as to how they perceive the use of L1/L2. On the one hand, they view translanguaging as a beneficial and practical tool, however, they also tend to

perceive it as an interference in the process of the target language acquisition. The mixture in teachers' perceptions might be explained by the necessity to support students and address their needs in the process of learning, and on the other hand, participants' perception might mirror the monolingual approach which views other languages than target as a hindrance to English acquisition.

Significantly, there are several participants who have clear perceptions of translanguaging practices. While a few RSTs firmly hold negative perceptions, some KST have strongly positive perceptions. One possible reason is that KSTs consider language mixing as a natural phenomenon since they tend to shuffle between languages in everyday life, whereas RSTs support puristic ideologies and keep languages separate.

Translanguaging Practices in the Classroom Setting

It was found that RSTs and KSTs use translanguaging during EL lessons quite similarly. Both RSTs and KSTs cohorts address students' linguistic repertoires to scaffold weaker students in mixed-ability classes, motivate students and ensure their participation in classroom activities. The main reason to use translanguaging is to make curriculum content accessible for all students.

Although RSTs and KSTs use translanguaging in a similar way, KSTs were found to draw on languages other than English more diversely. KSTs fall back on students' language practices for presenting lesson topics via videos in the Kazakh language, for raising cultural awareness and promoting the trinity of languages.

Teaching Materials of Russian and Kazakh-speaking EFL Teachers

RSTs and KSTs' teaching materials reflecting translanguaging use at EL lessons are not diverse since most of the materials were found to be in the target language. Scarce presence of

translanguaging use in teaching materials is represented by different types of dictionaries (bilingual and multilingual), as well as by video clips in languages other than target.

To sum up, the research questions have been answered by the findings which reveal EFL teachers' positive and negative perceptions of translanguaging, various ways as to how translanguaging practices are used at EL lessons, and scant presence of translanguaging design in RSTs and KSTs's teaching materials.

Recommendations

Taking into consideration the findings of this study, the following recommendations to introduce and promote translanguaging pedagogy for main stakeholders (school administrations, curriculum designers, policymakers, and EFL teachers) are suggested:

1. It is recommended to provide EFL teachers with professional development courses where the concept of translanguaging and its benefits in the formal settings could be presented. This course might include theoretical and practical modules. First, teachers may learn fundamental aspects of translanguaging. Second, they may have an opportunity to plan and conduct their own lessons including translanguaging pedagogy. It is also important to allocate time on explaining what current perspectives on plurilingual and monolingual approaches are in the classroom setting.

2. A specially designed course on translanguaging is suggested for curriculum designers and policymakers. The course for these stakeholders will aim at introducing the concept of translanguaging pedagogy and sharing the benefits from real teaching practices in multilingual societies all around the world. This might be an impetus to start using translanguaging as an experimental program which considers the local context and students' needs.

3. There might be an exchange program which could allow EFL teachers to travel

overseas and undertake internship in schools where translanguaging is practised. Moreover, this exchange program might invite international specialists in the sphere of plurilingual education to give master classes in Kazakhstani schools to promote translanguaging pedagogy.

Limitations

This study has some limitations to point out. First, the research site of the current study. The participating teachers come from Pavlodar and Nur-Sultan city. In this regard, the findings cannot be relevant for all EFL teachers. Second limitation of the study is the number of instruments to collect data. Even though semi-structured interviews and document analysis were conducted to obtain data, it would be more insightful to observe participants' lessons. Face-to-face interviews might not provide enough information about actual teaching practices in the classroom setting. Hence, the findings of this study cannot be generalized.

Suggestions for Further Research

Bearing in mind the methodology and findings of this study, there might be several suggestions for further research. First, since there is little research on translanguaging perceptions from EFL teachers with different language backgrounds, it is important to conduct larger-scale studies to investigate how Russian and Kazakh-speaking EFL teachers perceive translanguaging in order to compare two cohorts in depth. This research is needed to carefully explore EFL teachers' perceptions of translanguaging taking into consideration their mother tongues since the current study revealed not only similarities in perceptions, but also differences. As the research sites of the current study were Pavlodar and Nur-Sultan city, it is suggested to include other regions since the data might reveal new/significant findings on EFL teachers' perceptions of translanguaging. EFL teachers who live in other regions might

perceive translanguaging differently because their linguistic repertoires and classroom practices may differ from EFL teachers from Pavlodar and Nur-Sultan city.

Second suggestion is to include lesson observations to gain more insightful data. Lesson observations will provide more data to analyse. Consequently, what teachers say (interviews), what they do (lesson observations), and what teaching materials they use for classroom practices (document analysis) will give a deeper understanding of the matter. These actions will provide validity and credibility to research findings and ensure that data will be collected by various research instruments.

This qualitative study was conducted to explore Russian and Kazakh-speaking EFL teachers' perceptions of translanguaging, its use in teaching practices, and how teaching materials reflect translanguaging use. The research revealed some insightful and interesting findings on RSTs and KSTs' perceptions, translanguaging and teaching materials use. These findings might be of main stakeholders' interest to reconsider English language teaching through the lens of plurilingual approaches in the context of multilingual Kazakhstan.

References

Abdrakhmanova, M. (2017). *Teachers' and students' perceptions on the role of the first language in foreign language and science classes at Bilim Innovation Lyceum* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. https://nur.nu.edu.kz/handle/123456789/2564

Akhmetova, I. (2021). *Practitioners' views on translanguaging in Kazakhstani EFL classrooms* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. http://nur.nu.edu.kz/handle/123456789/5623

Allard, E. C. (2017). Re-examining teacher translanguaging: An ecological perspective. *Bilingual Research Journal*, *40*(2), 116-130. https://doi.org/10.1080/15235882.2017.1306597

Alzhanova, S. (2020). *EMI content teachers' perspectives on translanguaging in secondary education* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. https://nur.nu.edu.kz/handle/123456789/4913

Amaniyazova, A. (2020). *Kazakhstani teachers' beliefs on translanguaging: Evidence from a trilingual context* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. https://nur.nu.edu.kz/handle/123456789/4853

Anderson, J., & Lightfoot, A. (2021). Translingual practices in English classrooms in India: Current perceptions and future possibilities. *International Journal of Bilingual Education and Bilingualism, 24*(8), 1210-1231. https://doi.org/10.1080/13670050.2018.1548558

Arteagoitia, L., & Howard, E. R. (2015). The role of the native language in the literacy development of Latino students in the U.S. In J. Cenoz & D. Gorter (Eds.),

Multilingual Education: Between language learning and translanguaging (pp. 89-115). Cambridge University Press.

Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly, 27*(1), 9-32.

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Multilingual Matters.

Bahry, S., Niyozov, S., Shamatov, D. A., Ahn, E., & Smagulova, J. (2017). Bilingual education in Central Asia. In O. Garcia, A. M. Y. Lin, & S. May (Eds.), *Bilingual and multilingual education* (3rd ed., pp. 259-280). Springer.

Blackledge, A., & Creese, A. (2010). *Multilingualism: A critical perspective*. London, United Kingdom: Continuum International.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*(2), 81-109. https://doi:10.1017/S0261444803001903

Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, *71*(2), 195-207.

Burton, J., & Rajendram, S. (2019). Translanguaging-as-resource: University ESL instructors' language orientations and attitudes toward translanguaging. *TESL Canada Journal, 36*(1), 21-47. https://doi.org/10.18806/tesl.v36i1.1301

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal, 95*(3), 401-417.

Castro, P., Sercu, L., & Mendez Garcia, M. D. C. (2004). Integrating language-and-culture teaching: An investigation of Spanish teachers' perceptions of the objectives of foreign

language education. *Intercultural Education*, *15*(1), 91-104.

https://doi.org/10.1080/1467598042000190013

Cenoz, J. (2012). Bilingual and multilingual education: Overview. In C. A. Chapelle (Ed.),

The encyclopedia of applied linguistics (pp.1-8). Blackwell Publishing Ltd.

Cenoz, J. (2017). Translanguaging in school context: International Perspectives. *Journal of*

Language, Identity & Education,16(4), 193-198.

Cenoz, J. (2019). Translanguaging pedagogies and English as a lingua franca. *Language*

Teaching, *52*(1), 71-85. https://doi.org/10.1017/S0261444817000246

Cenoz, J., & Gorter, D. (2013). Towards a plurilingual approach in English language teaching:

Softening the boundaries between languages. *TESOL Quarterly, 47*(3), 591-599.

https://www.jstor.org/stable/43268035

Cenoz, J., & Gorter, D. (2017). Translanguaging as a pedagogical tool in multilingual

education. In J. Cenoz, D. Gorter, & S. May (Eds.), *Language awareness and*

multilingualism (pp. 309-321). Springer.

Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language*

Review, *57*(3), 402-423.

Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational

settings. *Annual Review of Applied Linguistics, 35*, 20-35.

https://doi.org/10.1017/S0267190514000233

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative*

and qualitative research: International edition (4th ed.). Electronic Package Boston:

Pearson.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, California: Sage publications.

Cummins, J. (2005). A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom. *Modern Language Journal 89*(4)*, 585-592.*

Cummins, J. (2017). Teaching for transfer in multilingual school contexts. In O. Garcia, A., M., Y. Lin, & S. May (Eds.), *Bilingual and multilingual education* (3rd ed., pp. 103-115). Springer.

Cummins, J., & Early, M. (2010). *Identity texts: The collaborative creation of power in multilingual schools*. Trentham Books Ltd.

Doiz, A., & Lasagabaster, D. (2017). Teachers' beliefs about translanguaging practices. In C. M. Mazak & K. S. Carroll (Eds.), *Translanguaging in higher education: Beyond monolingual ideologies* (pp. 157-176). Multilingual Matters.

Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

Fang, F., & Liu, Y. (2020). 'Using all English is not always meaningful': Stakeholders' perspectives on the use of and attitudes towards translanguaging at a Chinese university. *Lingua, 247*, 1-18. https://doi.org/10.1016/j.lingua.2020.102959

Fish, W. (2010). *Philosophy of perception. A contemporary introduction.* Routledge.

Gal, S., & Irvine, J. T. (1995). The boundaries of languages and disciplines: How ideologies construct difference. *Social Research, 62*(4), 967-1001.

Galante, A. (2020a). Translanguaging for vocabulary development: A mixed methods study with international students in a Canadian English for academic purposes program. In

Z. Tian, L. Aghai, P. Sayer, & J. L. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens* (pp. 293-328). Springer.

Galante, A. (2020b). Pedagogical translanguaging in a multilingual English program in Canada: Student and teacher perspectives of challenges. *System*, *92*. https://doi.org/10.1016/j.system.2020.102274

Garcia, O. (2009). Education, multilingualism and translanguaging in the 21st century. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty, & M. Panda (Eds.), *Social justice through multilingual education* (pp. 140-158). Multilingual Matters.

Garcia, O., Johnson, S. I., Seltzer, K., & Valdes, G. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon, Ink.

Garcia, O., & Kleyn, T. (2016). *Translanguaging with multilingual students: Learning from classroom moments.* Routledge.

Garcia, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Pivot, London.

Garcia, O., & Wei, L. (2015). Translanguaging, bilingualism, and bilingual education. In W. E. Wright, S. Boun, & O. Garcia (Eds.), *The handbook of bilingual and multilingual education* (pp. 223-240). John Wiley & Sons, Inc.

Gorter, D., & Arocena, E. (2020). Teachers' beliefs about multilingualism in a course on translanguaging. *System, 92*. https://doi.org/10.1016/j.system.2020.102272

Gorter, D., & Cenoz, J. (2017). Language education policy and multilingual assessment. *Language and Education*, *31*(3), 231-248. https://doi.org/10.1080/09500782.2016.1261892

Gregory, R. L. (1980). Perceptions as hypotheses. *Philosophical Transaction of the Royal*

    Society of London 290(1038), 181-197.

Griggs, R. A. (2010). *Psychology. A concise introduction* (3rd ed.). Worth Publisher.

Gu, X. (2016). Assessment of intercultural communicative competence in FL education: A

    survey on EFL teachers' perception and practice in China. *Language and Intercultural*

    Communication, *16*(2), 254-273. https://doi.org/10.1080/14708477.2015.1083575

Hélot, C. (2012). Linguistic diversity and education. In M. Martin-Jones, A. Blackledge, & A.

    Creese (Eds), *The Routledge handbook of multilingualism* (pp. 231-248). Routledge.

Hélot, C. (2014). Rethinking bilingual pedagogy in Alsace: Translingual writers and

    translanguaging. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as practice and*

    pedagogy (pp. 217-237). Springer.

Hopewell, S. (2017). Pedagogies to challenge monolingual orientations to bilingual education

    in the United States. In B. Paulsrud, J. Rosen, B. Straszer, & A. Wedin (Eds.), *New*

    perspectives on translanguaging and education (pp.72-89). Bristol: Multilingual

    Matters.

Hornberger, N., & Link, H. (2012). Translanguaging and transnational literacies in

    multilingual classrooms: A biliteracy lens. *International Journal of Bilingual*

    Education and Bilingualism 15, 261-278.

    https://doi.org10.1080/13670050.2012.658016

Jaspers, J. (2018). The transformative limits of translanguaging. *Language &*

    Communication, 58, 1-10. https://doi.org/10.1016/j.langcom.2017.12.001

Johnson, R. B., & Christensen, L. (2017). *Educational research* (6th ed.). Sage.

Kaipnazarova, B. (2020). *Beliefs of English language teachers about multilingual*

pedagogy and their teaching practices: A case of a school for gifted students [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. https://nur.nu.edu.kz/handle/123456789/4891

Karabassova, L., & San Isidro, X. (2020). Towards translanguaging in CLIL: A study on teachers' perceptions and practices in Kazakhstan. *International Journal of Multilingualism*, 1-20. https://doi.org/10.1080/14790718.2020.1828426

Kleyn, T., & Garcia, O. (2019). Translanguaging as an act of transformation: Restructuring teaching and learning for emergent bilingual students. In L., C. Oliveira (Ed.), *The handbook of TESOL in K-12* (pp. 69-82). John Wiley & Sons Ltd.

Kramsch, C. (2012). Authenticity and legitimacy in multilingual SLA. *Critical Multilingualism Studies*, *1*(1), 107-128.

Kuandykov, A. (2021). *ELT teachers' translanguaging pedagogy and the development of beliefs about translanguaging* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. https://nur.nu.edu.kz/handle/123456789/5608

Lasagabaster, D. (2017). "I always speak English in my classes": Reflections on the use of the L1/L2 in English-medium instruction. In A. Llinares & T. Morton (Eds.), *Applied Linguistics Perspectives on CLIL* (pp. 251-267). John Benjamins.

Leonet, O., Cenoz, J., & Gorter, D. (2017). Challenging Minority languaging isolation: Translanguaging in a trilingual school in the Basque country. *Journal of Language, Identity & Education 16*(4), 216-227. https://doi.org/10.1080/15348458.2017.1328281

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation, 18*(7), 641-654.

Lortie, D. (1975). *Schoolteacher: A sociological study.* University of Chicago Press.

Lin, A. M. Y. (2020). Introduction: Translanguaging and translanguaging pedagogies. In V. Vaish (Ed.), *Translanguaging in multilingual English classroom* (pp. 1-9)*.* Springer. https://doi.org/10.1007/978-981-15-1088-5_1

Lindsay, P., & Norman, D. A. (1977). *Human information processing: An introduction to psychology.* Harcourt Brace Jovanovich, Inc.

Lüdi, G., & Py, B. (2009). To be or not to be… a plurilingual speaker. *International Journal of Multilingualism, 6*(2), 154-167. https://doi.org/10.1080/14790710902846715

Macaro, E. (2001). Analysing student teachers' codeswitching in foreign language classrooms: Theories and decision making. *The Modern Language Journal, 85*(4), 531-548.

Makalela, L. (2015). Moving out of linguistic boxes: The effects of translanguaging strategies for multilingual classrooms. *Language and Education*, *29*(3), 200-217. https://doi.org/10.1080/09500782.2014.994524

Makoni, S., & Pennycook, A. (2006) *Disinventing and reconstituting languages.* Clevedon, United Kingdom: Multilingual Matters.

Manan, S. A., & Tul-Kubra, K. (2020). Beyond 'two-solitudes' assumption and monolingual idealism: Generating spaces for multilingual turn in Pakistan. *International Journal of Multilingualism*, 1-22. https://doi.org/10.1080/14790718.2020.1742722

Martinez, R. A., Hikida, M., & Duran, L. (2015). Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging. *International Multilingual Research Journal*, *9*(1), 26-42. https://doi.org/10.1080/19313152.2014.977712

Matthen, M. (2010). Philosophical approach. In E. B. Goldstein (Ed.), *Encyclopedia of perception* (pp. 805-810). Sage.

Mazak, C. M., & Herbas-Donoso, C. (2014). Translanguaging practices and language ideologies in Puerto Rican university science education. *Critical Inquiry in Language Studies*, *11*(1), 27-49. https://doi.org/10.1080/15427587.2014.871622

Mehisto, P., Kambatyrova, A., & Nurseitova, K. (2014). Three in one? Trilingualism in policy and educational practice. In D. Bridges (Ed.), *Educational reform and internationalization: The case of school reform in Kazakhstan* (pp. 152-177). Cambridge University Press.

MoES (Ministry of Education and Science). (2011). *The State Program for Education Development 2011-2020*. https://nu.kz.libguides.com/602

MoES (Ministry of Education and Science). (2015). *Roadmap of Trilingual Education Development for 2015-2020.*

MoES (Ministry of Education and Science). (2016). *The State Program of Education and Science Development 2016-2019*. https://nu.kz.libguides.com/602

Morales, J., Schissel, J. L., & Lopez-Gopar, M. (2020). Pedagogical sismo: Translanguaging approaches for English language instruction and assessment in Oaxaca, Mexico. In Z. Tian, L. Aghai, P. Sayer, & J. L. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens* (pp. 161-183). Springer.

Nanay, B. (2010). Perceptual representation (philosophy). In E. B. Goldstein (Ed.), *Encyclopedia of perception* (pp. 790-793). Sage.

Nazarbayev, N. (2007). *The Address of the President of the Republic of Kazakhstan N. Nazarbayev "New Kazakhstan in the new world".*

Nazarbayev, N. (2012). *The Adrdress of the President of the Republic of Kazakhstan N. Nazarbayev "Strategy-2050: The new political course of the established state".* https://strategy2050.kz/en/page/multilanguage/

OCDE (Organization for Economic Cooperation and Development). (2014). *Reviews of National Policies for Education: Secondary Education in Kazakhstan.* Paris: OECD Publishing.

Otheguy, R., Garcia, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review, 6*(3), 281-307.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, *62*(3), 307-332.

Paquet-Gauthier, M., & Beaulieu, S. (2016). Can language classrooms take the multilingual turn? *Journal of Multilingual and Multicultural Development, 37*(2), 167-183. http://dx.doi.org/10.1080/01434632.2015.1049180

Pettit, S. K. (2011). Teachers' beliefs about English language learners in the mainstream classroom: A review of the literature. *International Multilingual Research Journal, 5*(2), 123-147. https://doi.org/10.1080/19313152.2011.594357

Phillipson, R. (1992). *Linguistic imperialism.* Oxford University Press.

Pickens, J. (2005). Attitudes and perceptions. *Organizational Behavior in Health Care, 4*(7), 43-76.

Popple, A. (2010). Individual differences in perception. In E. B. Goldstein (Ed.), *Encyclopedia of perception* (pp. 492-495). Sage.

Rowe, L. W. (2018). Say it in your language: Supporting translanguaging in multilingual

classes. *The Reading Teacher 72*(1). 31-38.

Ruiz, R. (1984). Orientations in language planning. *NABE Journal*, *8*(2), 15-34.

Schissel, J. L., De Korne, H., & Lopez-Gopar, M. (2021). Grappling with translanguaging for teaching and assessment in culturally and linguistically diverse contexts: teacher perspectives from Oaxaca, Mexico. *International Journal of Bilingual Education and Bilingualism, 24*(3), 340-356. https://doi.org/10.1080/13670050.2018.1463965

Tastanbek, S. (2019). *Kazakhstani pre-service teacher educators' beliefs on translanguaging* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. http://nur.nu.edu.kz/handle/123456789/4328

Turnbull, B. (2018). Is there a potential for a translanguaging approach to English education in Japan? Perspectives of tertiary learners and teachers. *JALT Journal, 40*(2), 101-134.

Vogel, S., & Garcia, O. (2017). Translanguaging. In G. Noblit & L. Moll (Eds.), *Oxford research encyclopedia of education* (pp. 1-25). Oxford University Press.

Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: Students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism, 22*(2), 138-149. https://doi.org/10.1080/13670050.2016.1231773

Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics, 43*(5), 1222-1235. https://doi:10.1016/j.pragma.2010.07.035

Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics, 39*(1), 9-30. https://doi:10.1093/applin/amx039

Wilson, J., & Gonzalez Davies, M. G. (2017). Tackling the plurilingual student/monolingual classroom phenomenon. *Tesol Quarterly, 51*(1), 207-219.

https://doi.org/10.1002/tesq.336

Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and

practices. *Journal of Language and Linguistic Studies, 15*(2), 678-694.

Appendix A

Interview Protocol in English, Kazakh, and Russian

Questions for one-on-one face-to-face semi-structured interviews:

Background information/teaching experience
1. Could you tell me about your teaching experience: how many years have you been teaching English?
2. What grades do you teach?
3. Do you have any certificates as an English teacher?
4. What do you consider your mother tongue (first language) is?
5. What languages do you speak?

Teaching practice
6. In what language(s) do you conduct your lessons?
7. What methodology/approach(es) do you apply?
8. Do students use Russian/Kazakh during the lesson? What would your reaction be?
9. How will you act if students don't understand some English words or grammar rules explained in English?
10. Do you think it is a good practice to read a text in Russian/Kazakh on a relevant to the lesson topic and then discuss this text with students in English? Why?/Why not?
11. Do your students use Russian/Kazakh while discussing the task in pairs/small groups while a lesson? How do you usually react?

Teachers' opinions
12. Do you think that using students' mother tongue during English lessons beneficial? Why?/Why not?
13. What is the most important for you while conducting a lesson?

Final question
14. Is there anything you would like to add or comment on?

Possible questions while interviews are being conducted:
What materials do you use at the lessons?
Have you ever heard about advantages or disadvantages of using students' mother tongue while teaching English?
Could you think about any possible reasons for using Russian/Kazakh during the lessons from a teacher's point of view? From students' point of view?
What is your school policy towards teaching English?

Жеке жартылай құрылымдалған сұхбатқа арналған сұрақтар:

Оқыту тәжірибесі/жалпы ақпарат

1. Сіз өзіңіздің педагогикалық тәжірибеңіз туралы айтып бере аласыз ба: сіз ағылшын тілін қанша жыл оқытып жүрсіз?
2. Сіз қай сыныптарда сабақ бересіз?
3. Сертификаттарыңыз бар ма (біліктілікті арттыру, тренингтерге қатысу және т. б.)?
4. Қай тілді ана тіліңіз деп санайсыз (алғашқы тіл)?
5. Қандай тілдерде сөйлейсіз?

Педагогикалық практика

6. Сіз қай тілде/ тілдерде сабақ жүргізесіз?
7. Ағылшын тілі сабағы кезінде қандай техниканы қолданасыз?
8. Оқушылар сабақта орыс/қазақ тілін қолдана ма? Сіздің көзқарасыңыз қандай?
9. Егер оқушылар ағылшын тілінде түсіндірілген кейбір сөздерді немесе грамматикалық ережелерді түсінбесе, не істейсіз?
10. Сіз орыс/қазақ тіліндегі мәтінді оқып, сол мәтінді ағылшын тілінде оқушылармен талқылау жақсы тәжірибе деп ойлайсыз ба? Неге/неге жоқ?
11. Сіздің оқушыларыңыз сабақ барысында тапсырманы жұпта немесе шағын топтарда талқылау кезінде орыс/қазақ тілдерін қолдана ма? Сіздің көзқарасыңыз қандай?

Мұғалімдердің пікірлері

12. Ағылшын тілі сабақтарында оқушылардың ана тілін қолдану пайдалы деп ойлайсыз ба? Неге / неге жоқ?
13. Сабақ барысында сіз үшін ең маңыздысы не?

Соңғы сұрақ

14. Сіз қосқыңыз немесе түсініктеме бергіңіз келетін нәрсе бар ма?

Сұхбат жүргізу кезіндегі мүмкін сұрақтар:

Сіз сабақта қандай материалдарды қолданасыз?
Ағылшын тілін оқыту кезінде оқушылардың ана тілін қолданудың артықшылықтары мен кемшіліктері туралы естідіңіз бе?
Мұғалімнің көзқарасы бойынша ағылшын тілі сабақтарында орыс/қазақ тілдерін қолданудың мүмкін себептері қандай деп ойлайсыз? Оқушылардың көзқарасы бойынша?
Мектебіңіздің ағылшын тілін оқытуға қатысты саясаты қандай?

Вопросы для индивидуального полуструктурированного интервью:

Опыт преподавания/общая информация

1. Не могли бы Вы рассказать о своём педагогическом опыте: сколько лет вы преподаёте английский язык?
2. В каких классах Вы преподаёте?
3. Есть ли у Вас сертификаты (повышение квалификации, участие в тренингах, и т.д.)?
4. Какой язык Вы считаете своим родным (первым языком)?
5. На каких языках Вы говорите?

Педагогическая практика

6. На каком языке/языках Вы проводите уроки?
7. Какую методику Вы применяете во время уроков английского языка?
8. Используют ли ученики на уроке русский/казахский язык? Какого Ваше отношение?
9. Что Вы будете делать, если ученики не поймут некоторые слова или грамматические правила, объяснённые на английском языке?
10. Считаете ли Вы хорошей практикой прочитать текст на русском/казахском языке, а затем обсудить этот же текст с учениками на английском языке? Почему/почему нет?
11. Используют ли Ваши ученики русский/казахский языки при обсуждении задания в парах или небольших группах во время урока? Какого Ваше отношение?

Мнения учителей

12. Считаете ли Вы, что использование родного языка учащихся на уроках английского полезно? Почему/почему нет?
13. Что для Вас самое важное при проведении урока?

Последний вопрос

14. Есть ли что-то, что Вы хотели бы добавить или прокомментировать?

Возможные вопросы при проведении интервью:

Какие материалы Вы используете на уроках?
Вы когда-нибудь слышали о преимуществах или недостатках использования родного языка учащихся при обучении английскому языку?
Как Вы думаете, каковы возможные причины использования русского/казахского языков на уроках английского языка с точки зрения учителя? С точки зрения учеников?
Какова политика Вашей школы по отношению преподавания английского языка?

Appendix B

Recruitment letter

Dear Invitee,

My name is Aliya Tuskeyeva. I am currently studying at Nazarbayev University doing my Master's degree in Multilingual Education Program. This year I am conducting a research project to fulfil the requirements of my MA Thesis. In this light, I am kindly inviting you to participate in my study on **"Perceptions on translanguaging from EFL teachers with different linguistic backgrounds in Kazakhstan"**. The purpose of my research is to explore English teachers' awareness of translanguaging (using mother tongue during English lessons for various reasons) and define its significance. Moreover, I am interested in investigating whether translanguaging based material is applied in the classroom.

Translanguaging is a relatively new concept for English teachers in the Kazakhstani context. Nowadays, there is a need for more research to be conducted with a view to shedding light on its perceptions from English teachers, especially, from teachers whose mother tongue is either Russian or Kazakh. Thus, your participation will be beneficial, since you might contribute to research development on this topic. Also, it will help to collect data for a better understanding of the matter.

I would like to emphasize that participation in this study is voluntary and confidential. Your personal information will not be revealed. Furthermore, you will be able to withdraw from the study at any time. If you decide to participate, you will be invited to a Zoom conference (any convenient time for you) for an interview with me, which will last maximum 60 minutes. During the interview, you can skip any question(s) you find inappropriate to answer, and end the interview at any point. **I would like to highlight that the aim of the interview is to learn from you and your teaching experience, and not to examine you.**

I would be very grateful if you agree to participate in the research. Your participation will be greatly appreciated. If you have any questions regarding the study, feel free to ask.

Thank you for taking the time to read this letter.

Warm regards,
Aliya Tuskeyeva

MA in Multilingual Education
Nazarbayev University
Email: aliya.tuskeyeva@nu.edu.kz

Appendix C

Consent Form in English, Kazakh, and Russian

INFORMED CONSENT FORM

Perceptions on translanguaging from EFL teachers with different language backgrounds in Kazakhstan.

DESCRIPTION: You are invited to participate in a research study on perceptions on translanguaging from English teachers with different language backgrounds (Russian and Kazakh) in Kazakhstan. The study is aimed at examining how Russian and Kazakh-speaking English teachers perceive the use of mother tongue at English lessons, and how teachers use students' mother tongue in the classroom. Moreover, this study investigates whether translanguaging based material is applied for pedagogical purposes. Your contribution in this study will be highly valued and appreciated. You will be asked to participate in one-on-one interview with the researcher (Zoom platform), which will be held in a language you prefer (English, Russian, Kazakh). With your consent, the interview will be video recorded. The interview recordings will be held on the researcher's computer, protected by a password and a fingerprint scan. Moreover, will be asked to share (email, WhatsApp) the textbooks and supplementary materials which are used to conduct English language lessons for document analysis after the interview with the researcher. Your participation in this study will be anonymous and your personal information will not be revealed in the study.

TIME INVOLVEMENT: Your participation will take approximately 20–40 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. Your participation will be confidential, since you will be assigned a numerical code, instead of your name. The data, collected during the interview, will be protected from third persons, and not shared with anyone. Furthermore, the interview questions are designed not to cause any psychological damage. The main aim is to learn about your professional experience and opinions, and not to judge or criticize.

Even though there are no direct benefits associated with the research, it is expected that your participation might fill the gap how Russian-speaking and Kazakh-speaking English teachers perceive switching to mother tongue and employ it in their teaching. It also might be beneficial for research development on this topic in the Kazakhstani context. 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 Sulushash Kerimkulova at skerimkulova@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 from if you agree to participate in this study.

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

Signature: _____   Date: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Әр тілде сөйлейтін қазақстандық ағылшын тілі мұғалімдерінің транслингвизмді түсінуі

СИПАТТАМА: Сіз әр тілде (орыс және қазақ тілдерінде) сөйлейтін қазақстандық ағылшын тілі мұғалімдерінің транслингвизмді түсінуі туралы зерттеуге қатысуға шақырылып отырсыз. Бұл зерттеу транслингвизмді меңгеруге, яғни ағылшын тілі сабағындағы *ана тілінің рөліне*, сондай-ақ орыс тілді және қазақ тілді мұғалімдердің оны пайдалануға қалай қарайтынын зерттеуге бағытталған. Сіздің бұл зерттеуге қосқан үлесіңіз өте маңызды. Сіз өзіңіз қалаған тілде (ағылшын, орыс, қазақ тілдерінде) өткізілетін зерттеушімен жеке сұхбатқа (Zoom платформасында) шақырылатын боласыз. Сіздің келісіміңізбен сұхбат жазылады. Сұхбат жазбалары құпия сөзбен және саусақ ізін сканерлеумен қорғалған зерттеушінің компьютерінде сақталады. Сіздің осы зерттеуге қатысуыңыз жасырын болады, сондай-ақ жеке ақпаратыңыз жария етілмейді.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 20–40 уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: Осы зерттеуге байланысты қауіптер шектеулі. Сіздің қатысуыңыз құпия болады, өйткені сіздің аты-жөніңіздің орнына сандық код беріледі. Сұхбат кезінде жиналған деректер үшінші тараптардан қорғалған болады, сонымен қатар сұхбат сұрақтары ыңғайсыздықты тудырмауы керек. Негізгі мақсат – Сіздің траслингвизм туралы біліміңізді бағалау және сынға алу емес, кәсіби тәжірибеңіз бен пікіріңіз туралы білу.

Зерттеумен байланысты тікелей пайданың болмауына қарамастан, сіздің қатысуыңыз орыс тілді және қазақ тілді ағылшын тілі мұғалімдерінің транслингвизмді қалай қабылдайтыны және оны өз сабақтарында қалай пайдаланатыны туралы ақпарат жинауға көмектесе алады. Сіз сондай-ақ жалпы Қазақстанда транслингвизмді зерттеуді дамытуға өз үлесіңізді қоса аласыз. Сіздің бұл зерттеуге қатысу немесе қатыспау туралы шешіміңіз 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 осы зерттеу, оның жүргізілу процедурасы, қауіптері мен артықшылықтары туралы сұрақтарыңыз, ескертулеріңіз немесе шағымдарыңыз болса, зерттеушінің магистрлік тезисінің жетекшісімен, қауымдастырылған профессор

Сұлушаш Керимкулова, мына мекенжай бойынша байланыса аласыз
skerimkulova@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 байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен gse_researchcommittee@nu.edu.kz.

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

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

Қолы: _____   Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Восприятие транслингвизма казахстанскими учителями английского языка, говорящих на разных языках.

ОПИСАНИЕ: Вы приглашены принять участие в исследовании о восприятии транслингвизма казахстанскими учителями английского языка, говорящих на разных языках (русский и казахский). Данное исследование направлено на изучение транслингвизма, т. е., роли *родного языка* на уроках английского и того, как русскоязычные и казахскоязычные учителя относятся к его использованию. Ваш вклад в это исследование очень важен. Вы будете приглашены на индивидуальное интервью с исследователем (платформа Zoom), которое будет проводиться на предпочитаемом Вами языке (английский, русский, казахский). С Вашего согласия интервью будет записано. Записи интервью будут храниться на компьютере исследователя, защищённом паролем и сканированием отпечатка пальца. Кроме того, Вас попросят поделиться (по электронной почте, WhatsApp) учебниками и дополнительными материалами, которые используются для проведения уроков английского языка для анализа документов после интервью с исследователем. Ваше участие в этом исследовании будет анонимным, и Ваша личная информация не будет раскрыта.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 20–40 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с этим исследованием, минимальны. Ваше участие будет конфиденциальным, так как Вам будет присвоен цифровой код вместо Вашего имени. Данные, собранные во время интервью, будут защищены от третьих лиц. Кроме того, вопросы интервью не должны будут вызывать дискомфорт. Основная цель - узнать о Вашем профессиональном опыте и мнении, а не оценивать Ваши знания о транслингвизме.
Несмотря на отсутствие прямых выгод, связанных с исследованием, Ваше участие может помочь собрать информацию о том, как русскоязычные и казахскоязычные учителя английского языка воспринимают транслингвизм и как его используют на своих уроках. Вы также можете внести свой вклад в развитие исследования транслингвизма в Казахстане в целом. Ваше решение, участвовать или не участвовать в этом исследовании, 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 своё 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 те вопросы, которые вызывают затруднения. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем магистерского тезиса исследователя, Ассоциированным профессором Сулушаш Керимкуловой, по адресу skerimkulova@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.

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

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

Подпись: _____   Дата: _____

Appendix D

Data Sample

Researcher: Do your students use Russian or Kazakh during your lessons?

KST1: Students with high level of English try to answer if I ask questions or if they are working on their projects using English and then they only switch to ask certain words that they forget or they don't know. But we also have students with low level of English. If I ask questions to them, they might not answer at all. They would just keep silent until I pass to other students. And that's when I let them answer in the language that they prefer so they don't feel left out.

Researcher: What is your reaction towards that? When your students start using Russian or Kazakh…

KST1: Well, I would prefer if they tried to use English. I cannot teach them English from the very beginning to fill their gap in, at least I help them to answer, like, to construct simple sentences. But then if they have complex ideas, I let them answer in their native languages.

Researcher: So, they will answer you in Russian or Kazak and that's all, right?

KST1: I might translate what they've said and ask them to repeat what they're trying to say. I would just ask them to explain it in Kazakh or Russian and then just give them simple sentences so they can repeat it in English.

Researcher: How will you act if students don't understand some English words or grammar rules explained in English?

KST1: If they don't understand in English, I just explain the words if I would first give them definition. Um, if they don't get it done, I would also translate it.

Researcher: Do you think it's a good practise to read a text in Russian or Kazakh on a relevant topic, and then to discuss it in English?

KST1: I haven't worked with texts, but I used a video and interview, I think it was in Russian language with a physics teacher. I found it helpful for students to learn about the topic, to motivate them, to get them curious. And it seemed relevant for them. Their task was to write an essay or a post in my case, an Instagram post, about their impression what they have learned about it. What was the interview about? They've learnt new from it? And general impression of it.

Researcher: How often do you do this?

KST1: It was a one-time experience, but then again, I tell my students if they are preparing a project at home. I do not allocate resources myself, but I say you can use whatever sources for your presentation. It could be from English sources or Kazakh or Russian.

Researcher: What about you, when you start using Russian or Kazakh while you're discussing our explaining something at the lesson, how do you personally feel?

KST1: I don't use it casually during the lesson. I think I'm more purposeful when I use it, it's when there is a gap in students understanding or when I want them to feel involved. If they don't speak English well. As for me, I try to use English most of the time. During the discussions if I am explaining, I might switch if we're talking about grammar. I might give them parallels with Kazakh or Russian languages when relevant. I might explain the grammar first in English and then repeat it in Kazakh or Russian, if I see that students are confused or if they have questions.

Researcher: Let's talk about your opinion towards the use of mother tongue. Do you consider it's beneficial to use during English lessons? Or you don't?

KST1: I think it speeds up the process because instead of, for example, giving definition of each word that is sometimes complex words and that's hard to explain. It will be much faster to just give the translation or to explain grammar rules or some instructions just in Kazakh, so students understand well what they are expected to do... instead of leaving them confused and with questions. It caters their understanding to give them deeper understanding with the topic.

Appendix E

Data Coding Sample

Исследователь: Если Ваши студенты работают в парах или в группах, и они что-то обсуждают… и в какой-то момент все начинают говорить на русском, но по теме…

РГУ3: Нет, я торможу сразу. Я говорю: "Stop. Speak English. Only English. Try in English". Ну, как бы вот в такие моменты, я приостанавливаю [учеников]. Где-то они начинают [говорить] шепотом, может кто-то продолжает [говорить] на русском, где-то я слышу, что переключаются на английский. Вот, элементарно, даже в какие-то игры играем, например, с кубиками часто в игры играем. И вот они начинают считать на русском, то я говорю: «Нет, нет, всё стоп, стоп».

Исследователь: А бывают какие-то сложные темы, где вы разрешаете переключаться на русский язык?

РГУ3: Они, всё равно, в любом случае, если они работают в группах, они выдадут какой-то конечный продукт, который на английском языке, в любом случае. Защищают они его потом, естественно, на английском языке, будь то постер, будь то какая-то проектная мини-работа, будь это какое-то обсуждение вопроса. Чаще всего, именно какими-то ключевыми словами, да, я прошу [студентов] обозначить, чтоб потом [эти слова] сказать. То есть в любом случае, продукт будет на английском языке, но, если где-то что-то сложное, конечно, я не прерываю работу, главное – чтобы они работали. Бывает, что они разговаривают на русском, от этого никто не застрахован.

Researcher: If your students work in pairs or in groups, and they discuss something… and at some point, everyone starts speaking in Russian, but on the topic…

RST3: No, I stop right away. I say: "Stop. Speak English. Only English. Try in English". Well, in such moments I stop [students]. Somewhere they start [talking] in a whisper, maybe someone continues [speaking] in Russian, somewhere I hear that they switch to English. Well, elementary, we even play some games, for example, we often play games with cubes. And so they begin to count in Russian, then I say: "No, no, stop, stop."

Researcher: Are there any difficult topics where you allow switching to Russian?

RST3: They, anyway, if they work in groups, they will end up with some final product, which is in English, anyway. They present it later, of course, in English, whether it's a poster, whether it's some kind of project mini-work, whether it's some kind of discussion of the issue. Most often, there are some key words, yes, I ask [students] to indicate so that [students] can use [these words] later. In any case, the [final] product will be in English, but if something is complicated, of course, I do not interrupt the work, the main thing is that they work. It happens that they speak Russian, no one is safe from this.

AT **Aliya Tuskeyeva**
Monolingual approach/ monolingual ideologies
Ответить

AT **Aliya Tuskeyeva**
Translanguaging example
Ответить

AT **Aliya Tuskeyeva**
Monolingual approach/ monolingual ideologies
Ответить

AT **Aliya Tuskeyeva**
Scaffolding in learning process
Ответить

AT **Aliya Tuskeyeva**
L1 is seen as deficient
Ответить

Исследователь: Что Вы обычно делаете, если Вы даёте ученикам, которые работают в группах, задание, и они начинают говорить на русском/казахском, но по теме урока?

КГУ3: Я им говорю: "Try to speak English". Они как могут, пытаются. Конечно, в углублённых классах, там даже нет такого, они, конечно, там по инглишу спикают. А тут [в слабых классах] они пытаются, они стараются, потому что, в принципе, я так считаю, не то, чтобы я хвастаюсь, а я считаю, что заинтересовала детей, как-то у них уже есть стремление. Я говорю: «У вас такая возможность бесплатно выучить английский, так что давайте». У меня есть такое в практике, со слабыми учениками, что я прошу хотя бы те слова, которые ты знаешь, говори на английском. То есть получается немножко такой каламбур русско-английский. Вот так, например «по English спикать» Ну, вот, хотя бы вот так вот, чтобы у него где-то что-то закладывалось. Это и веселее, и, вроде, ответил, да, и всё равно, какие-то слова у него всё равно уже остались.

Исследователь: Вы замечали, что, когда Вы работаете, например, с 9 классами, у Вас соотношение русского/казахского и английского, одно. А если кто-то пришёл посмотреть уроки у 9 классов, Вы стараетесь больше говорить на английском, потому что Ваш урок смотрят?

КГУ3: Ну, честно нет, у меня всё одинаково. Я уже настолько привыкла, что мне хоть кто зайдёт, хоть президент. Я как вела, так и веду. Я для себя цели ставлю и моя задача - донести до детей тот материал, который я на этом уроке себе нацелила. Мне главное - не то, что скажут со стороны, а главное, чтоб дети освоили тот материал, который требуются.

Researcher: What do you usually do if you give students who work in groups a task and they start speaking in Russian/Kazakh, but on the topic of the lesson?

KST3: I tell them: "Try to speak English". They try to do their best. Of course, in advanced classes, there is not even such a thing, they, of course, speak English there. And here [in weaker classes] they try, because, in principle, I think so, not that I'm boasting, but I think that I have interested students, somehow they already have an aspiration. I say: "You have such an opportunity to learn English for free, so let's do it." I have such a thing in practice, with weaker students, that I ask at least to say those words that you [a student] know, speak in English. It turns out to be a little bit of a Russian-English pun. Like this, for example, "po Englishu speakat". Well, here, at least something is remembered. This is more fun, and, like, he answered, yes, and anyway, he [a student] still remembered some words.

Researcher: Have you noticed that when you teach, for example, 9th grades, you have the same ratio of Russian/Kazakh and English. And if someone comes to observe your lessons in the 9th grades, do you try to speak more English, because your lessons are observed?

KST3: Well, honestly no, everything is the same for me. I'm already so used to it that if someone comes to me [to observe my lessons], even the president. I teach as I have [always] taught. I set goals for myself and my task is to convey to [my] students the material that I aimed for myself for this lesson. The main thing for me is not what they say, but the main thing is that [my] students comprehend the material that is required.

AT — Aliya Tuskeyeva — Monolingual approach/monolingual ideologies
Ответить

AT — Aliya Tuskeyeva — Translanguaging example
Ответить

AT — Aliya Tuskeyeva — Translanguaging in speaking
Ответить

AT — Aliya Tuskeyeva — Code-switching (intra-sentential)
Ответить

AT — Aliya Tuskeyeva — Code-switching (intra-sentential)
Ответить

AT — Aliya Tuskeyeva — Student-centered approach
Ответить