

**Dear NUGSERiE community,**

This is the first issue after a long break following the COVID-19 pandemic period. The journal had some challenges, and so the work on the journal was postponed. In March 2023 the Graduate School of Education announced the re-establishment the journal with a new editorial team, which was led by NUGSE Academic English Instructor Dr Andrew Drybrough, and Akerke Ayaganova, Senior Manager for Academic and Student Affairs. And we, Zhadyra Makhmetova, NUGSE alumni, PhD in Education, and Elmira Zhumabayeva, NUGSE PhD student, volunteered to be in the new editorial team of the Nazarbayev University Graduate School of Education Research in Education (NUGSERiE) journal, as well as other newly appointed members of the journal team.

Our first issue after a long break is the issue that had been postponed since the pandemic. It should be noted that previous journal team members with Kamila Kozhabayeva's leadership conducted tremendous work on developing the journal, and their latest issue was drafted. In this Volume 6, Issue 1, 2023 we have published two articles which were accepted and peer-reviewed during the pandemic period, and one editorial new piece. Therefore, we have kept the previous team members' names on the front page of the journal and thank them for their contribution and work during those challenging times.

The first article, *Changes in Teachers' Attitudes towards Translanguaging*, by Serikbolsyn Tastanbek, Aigerim Kazymbek, Zarina Kalizhanova, and Dinara Kaipova sheds light on the shift in thinking about translanguaging through the lens of Macaro's (2014) virtual, maximal, and optimal positions. The authors reveal changes in their own thinking about translanguaging using autoethnography, reflecting systematically on their own lived experiences. Their insights represent the perspectives of plurilingual individuals, researchers, and teachers who work in multicultural contexts and teach plurilingual students. At the end of this article, the authors provide us with vital practical implications of their study and suggest further research.

The second article written by Nurziya Oralbayeva, *CLT in Policy Documents and EFL Curricula*, presents a critical analysis of language policies in Central Asia. Oralbayeva questions and problematizes

the grammar-translation method in teaching English widely used in the post-Soviet countries and examines replacing this method with Communicative Language Teaching. The examination is based on the analysis of the curriculum and policy documents of Kazakhstan and Uzbekistan, and the author's personally reflects on lived experiences in Kazakhstan.

Both articles focus on the language policies in Central Asian countries, which are bilingual, and at the same time, promote English language learning. However, it should be noted that articles were originally written from 2020-2021 period, and since that period Kazakhstan, and many other Central Asian countries have had a changing landscape for language policy due to the geopolitical situation in the region.

The editorial work, written by Dinara Alimkhanova and Andrew Drybrough, aims to introduce readers to the international and national databases, which is a great help and guideline for researchers, and especially, for students, PhD candidates, early career researchers, and students. The analysis is the key source for comparative education researchers or who conducts study in Kazakhstan or beyond it (Central Asia).

This issue is the joint work of two different journal teams. While the previous team completed the work on peer-reviewing the papers, this team worked on further publication of the journal. We thank our team members for their hard work in designing the journal. Special thanks to our faculty advisor, Dr. Andrew Drybrough, who guided the establishment of the team and our team's work and provide a little space for his reflections, as well as Akerke Ayaganova and Adil Ashirbekov for their invaluable help in launching this edition.

Although the publication of the papers were originally written a few years ago, they all make a positive and relevant contribute to our ever expanding and developing knowledge of education reform in theory, practice and policy in Kazakhstan and the Central Asian region. We decided to keep a very similar format with only minor changes to previous editions to preserve a sense of continuity. This is also reflected in the numbering of the journal.

We also decided to continue the tradition of having a different cover picture for each edition. For this edition we have a summer scene of poppies by the roadside next to a wall. The wall symbolizes the sense of being ‘walled in’ during the COVID-19 period; the flowers represent new hope, and the empty

road the opportunities that lie ahead. We hope that the articles in this edition further fulfill our mission to inform and stimulate. We are therefore delighted to revive the NUGSERiE; Long may it continue as the new editorial team take over in full!

### **Chief Editors**

### **References**

Macaro, E. (2014). Overview: Where should we be going with classroom codeswitching research? In R. Barnard & J. McLellan (Eds.), *Codeswitching in university English-medium classes: Asian perspectives* (pp. 10–23). *Multilingualism Matters*