

Methods of teaching additional languages: Kazakhstan medical students' perceptions

by Darina Kussainova

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Date: June 2, 2016

NUGSE Research Approval Decision Letter

Darina Kussainova <darina.kussainova@nu.edu.kz>

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GSE Research committee <gse_researchcommittee@nu.edu.kz>

Tue, Nov 17, 2015 at 4:37 PM

To: Darina Kussainova <darina.kussainova@nu.edu.kz>

Cc: Nettie Boivin <nettie.boivin@nu.edu.kz>

Dear Darina,

The NUGSE Research Committee reviewed the project entitled "Methods of teaching additional languages: Kazakhstan medical college students' perceptions" and decided:

To grant approval for this study subject to minor changes, to be discussed with supervisor

Approval subject to minor changes: The study is approved subject to minor changes:

1. You dealt well with how you will minimize the risks but we don't know what potential risks are there. can you provide an example or two of potential risks for this research?

2. 1. The thesis title raises concern: it is unclear why Kazakh, Russian and English languages are considered as additional languages. What are the main languages then? / 2. In the Participant section of the Application Form, sampling procedures for selecting teachers for observation should be clarified and their number stated. / 3. In the Procedure section of the Application Form it is stated that the interviews will be audiotaped but nothing is written about gaining permission for audiotaping from the students. The same comment is applied to the Description section of the Informed Consent Form for students. / 4. In the Description section of both Informed Consent Forms (for teachers and students), participants are not informed about the purpose of the research and about the ways their confidentiality and anonymity will be provided. The Forms should be addressed to the participants, not to the 3d persons. / 5. Risks and Benefits for participants in the Informed Consent Forms should be more clearly stated. / 6. Supervisor's contact information should be provided, not the student's. / 7. The text of Informed Consent Forms in English, Russian and Kazakh should be brought into compliance with each other. There are some discrepancies between them.

Before starting your data collection, you need to discuss these changes with your supervisor, revise your proposal accordingly, and then ask your supervisor to check the revised proposal.

Sincerely,
NUGSE Research Committee

Acknowledgment

I would like to thank the NUGSE faculty members for being responsive and providing great support. It was my pleasure to acquire the academic skills under their guidance during the program. Special thanks go to my supervisor Professor Nettie Boivin and cohort leader Professor Bridget Goodman. I am also grateful to the gatekeeper who provided the access to the research site and was eager to help to recruit participants. Finally, I want to express the gratitude to my family and friends because their support helped me to focus on this research study.

Abstract

The present case study research is focused on the methods of teaching Kazakh and English to Russian medium groups in one medical college in Kazakhstan. Teaching languages in colleges and universities aims to develop the ability to study professional literature and to communicate for professional purposes in Kazakh, Russian, and English. In this frame, teaching methods are seen as the major factor to influence educational outcomes (e.g., Entwistle, Kozeki, & Tait, 1989; Pimparyon, Roff, McAleer, Poonachai, & Pemba, 2000; Ramsden & Entwistle, 1981). In addition to investigating the teaching methods applied in Kazakh and English classes in one medical college, this study investigates students' thoughts about them. More specifically, whether students feel satisfied or not and why, what challenges they experience, and how language teaching can be adjusted in their view. The data was obtained through six classroom observations and five one-on-one semi-structured interviews of students. The classroom observations revealed that teachers employed mainly the method of lecturing focused on grammar and vocabulary. The analysis of students' insights showed that they felt satisfied with teaching through lecturing. Students' satisfaction can be explained by a number of reasons such as poor facilitation of communicative tasks by teachers, large class size, or the overuse of grammar-oriented textbooks. Overall, the findings proved that students have the image of what and how they should be taught in the language classroom. Based on the discussions of the data analysis, the Conclusion chapter contains the possible implications of the findings.

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Chapter 1: Introduction

Background of the Study

In Kazakhstan, medical college students are seen as prospective specialists exposed to the linguistically diversified population and educational resources. In addition, the level of professional requirements for nurses has been raised. They are supposed not only to follow doctor's prescriptions but also to be competent to discuss with and assist to doctor (MoHaSD, 2009). Therefore, language education for professional purposes of nursing staff in the medical colleges is the question of particular importance. In other words, the outcomes of teaching professional languages to medical students in Kazakhstani colleges are the ability to study professional literature and to communicate with colleagues and patients in three languages, Kazakh, Russian, and English (Ashirova, 2012). Therefore, the current study is focused on medical college students in Kazakhstan. Furthermore, due to the national policy of Kazakh language revitalization (Smagulova, 2016) and the high percentage of Russian speaking population as the legacy of the Soviet era (Mehisto, Kambatyrova, & Nurseitova, 2014), the focus is narrowed to medical college students involved in Russian-medium studies.

At the same time, there are factors which may either reinforce or impede the process of educating the multilingual staff. To exemplify, the educational environment including teaching methods was claimed to be the major factor improving students' achievements meaning not only their grades but also deep understanding of subjects, approaches to study, and motivation (e.g., Entwistle et al., 1989; Pimparyon et al., 2000; Ramsden & Entwistle, 1981). In general, existing international empirical studies are applicable to the language teaching in medical colleges but only to a certain extent due to economics and cultural

peculiarities of Kazakhstan. For this reason, this research study investigates the methods of teaching languages in one medical college in Kazakhstan.

Although there are a range of research studies on language teaching methods, mainly these studies are conducted among teachers ignoring students' vision (Delaney, Johnson, Johnson, & Treslan, 2010). The research study by Delaney et al. (2010) of students' perception of effective teaching highlighted the importance of taking into consideration students' feedback by classroom practitioners, researchers, and policy makers for constructing effective teaching. However, there is limited research within a Kazakhstani context about the medical college students' perceptions of language teaching methods. In short, the present research is sought to study the methods of teaching Kazakh and English to Russian medium groups in one medical college in Kazakhstan. In addition to defining the methods, it investigates students' thoughts about the applied methods. Particularly, whether students feel satisfied or not and why, what challenges they experience, and how language teaching can be adjusted in their views.

Research Problem

Based on the reviewed academic literature, this study refers to several research problems including (a) the lack of research on students' feedback on teaching methods while considering the language education policy, (b) the Kazakhstani teachers' preferences to use mainly grammar-translation method in language classes which is admitted as "out-of-date" by local and international scholars, and (c) the lack of research on Russian medium students' perceptions of teaching Kazakh and English languages in medical colleges in the context of directing Kazakhstani education system toward multilingualism. These problems will be discussed in more details in this section.

In Kazakhstan, there are vocational and higher education institutions offering multilingual education such as Makhabet Utemissov West Kazakhstan State University, Karaganda State Medical University, L.N. Gumilyov Eurasian National University, and others. However, scholarly articles presented in pedagogical journals and in the frame of conferences are mainly focused on defining the role of multilingual education in the economic development of Kazakhstan, listing benefits, and reporting in the formal way. However, the analysis of language classes in these institutions would give a clearer understanding of the background of language teaching situation for the development of the multilingual education. This fact demonstrates the academic gap in the research of language education at vocational and higher education institutions in Kazakhstan.

Describing one of Kazakh language classes at Karaganda State Medical University, Nasyrova (2014) gave positive evaluation admitting that “the lesson was on the highest level and met the expectations”. In her report, she listed members of commission observing the class, tasks the teacher offered to students, and the objectives of the lesson. Although this article was written as a news post, it would be interesting to know students’ reaction to the class. Another article on the same site was written by students as a reflection to an open class. Although it is also a news report, it has given a shy insight of students on the lesson. Several other reports from different universities contained the information from the teachers’ perspectives. This shows the strong lack of learners’ feedback when evaluating language teaching in a medical context.

To sum up, the current research refers to several problems. The lack of the thorough data on language classes impedes the process of the implementation of the multilingual education. Furthermore, the existing reports on the language teaching methods applied in a

medical context lack the students' feedback which is an essential part of designing effective education components including teaching methods.

Purpose of the Study and Research Questions

Despite the majority of language education studies investigate teachers' experiences, the number of studies focusing on students is growing (Levin, 2000). The study aims to shed some light on the Russian medium students' perceptions of teaching methods of Russian and English as functional languages in the context of a Kazakhstan medical college. Focusing on the students' insights on the language education was determined with a help of the international literature where the lack of students' voices was mentioned and further research was proposed in the "Further Discussions" section (Mayya & Roff, 2004; Alkhatnai, 2011). Aimed at the study of medical college students' perceptions of teaching methods in Kazakh and English language classes in Kazakhstan, the research questions of the study are:

1. What methods are used in the language classrooms?
2. Are students satisfied with methods used in the language classrooms? Why? Why not?
3. What challenges do they face learning languages in the classrooms?

The study of Russian medium medical students' perception of teaching Kazakh and English may be used as a contextual lens to reflect the current state of functional language teaching at the professional education institution. Initially, the study aims to contribute to the line of the research on educational change in professional education in Kazakhstan by bringing deeper understanding of the mentioned problems and raising questions for the further studies.

The number of scholars highlighted the importance of students' voices in education, especially when it is under significant changes (Levin, 2000; Rahamat, Shah, Din, & Aziz, 2011; Chia, Johnson, Chia, & Olive, 1999). Therefore, this study can bring sound information to policy makers who may want to take it into account for developing further initiatives in reforming the language education. In addition, the study can be interesting to the university academia and classroom practitioners because it sheds some light on the problem of language preparation of medical language students for further study and work.

Thesis Outline

This thesis consists of six chapters followed by the reference list and appendices. Followed by the Introduction chapter, the Literature Review chapter involves the analysis of the scholarly materials about the concepts used the thesis, the overview of language teaching methods, and the revision of language teaching methods in higher education and vocational training institutions. The Methodology chapter justifies the choice of qualitative design of the study in terms of the raised research questions and describes the data collection and the data analysis procedures. The Findings chapter reports the data obtained from observations and students interviews. The categorized themes are discussed in the sequence of the raised research questions. The Discussion of Findings chapter interprets the findings about the teaching methods applied in English and Kazakh classrooms and students' perceptions of these methods in the light of the reviewed literature. The Conclusion chapter draws up by delineating the most important findings and conclusions, some recommendations for policy makers and educators, and several suggestions for further research.

Chapter 2: Literature Review

Commonly, a teaching method is understood as a complex notion which embraces a number of components including language functions, approaches, and classroom activities (Richards and Rodgers, 2001). Language teaching methods may vary according to the purposes of language use by students (Ibrahim, 2010). In this chapter, I will discuss the concepts used in the research study, portrait the classification of teaching methods by different scholars, and analyze language teaching methods in colleges in various countries.

The chapter starts by presenting the view on the notions of an additional language, a language for special purposes, a teaching method, and a perception. Defining the understanding of these notions is important because they may vary according to the beliefs of scholars and the purposes of the study. I will continue by presenting the types of teaching methods. Depending on the classroom focus, they can be grouped as either teacher- or student-centered. The larger classification of teaching methods is presented by the one according to classroom activities. Finally, I will analyze language teaching in colleges by reviewing empirical research studies of practices, as well as students' perceptions toward and experienced challenges in these practices.

Understanding of Concepts Used in the Study

In order to analyze the literature about medical students' perceptions of language teaching methods, I will start by defining the conceptual framework. In this part of the Literature Review section, the concepts of additional language, language for special purposes, perception, and teaching method are considered.

The concept of additional language. Due to historical reasons, it is difficult to define the common native language among the Kazakhstani population. It mainly depends on

the geographical position and the family language behaviors of a speaker. As long as the study is focused on Russian-medium groups, it can be assumed that respondents primarily acquired Russian. It is seen as their first language (L1) regardless their nationality and cultural background. Therefore, in this work I will refer to Russian as the first or native language according to Herschensohn and Young-Scholten (2013) who defined “first” and “native” as synonyms. Meanwhile, Kazakh and English may be called “additional” and “non-native” languages based on De Angelis’ definition (2007). The following paragraphs will develop the explanation of these choices.

De Angelis (2007) defined the second and third languages (L2 and L3) learnt after the native one as “additional languages” meaning that they are added to the language repertoire after the introduction of the L1. In addition to that, the author used the term “non-native language acquisition” relating to the language learnt first as the native one as well. In order to avoid the possibility of misunderstanding, Russian is seen as the first and native language regardless students’ ethnical and cultural backgrounds. This is because the chosen medium of instruction assumes that a learner is immersed in the Russian-speaking environment which involves peers, teachers, and study materials.

Both Kazakh and English languages are defined as the second language (L2) assuming that the acquisition of these languages was started after their L1. However, there is a significant difference between them in the Kazakhstani context of language teaching and learning. Polinsky and Kagan (2007) defined the term “heritage language” as L1 which was acquired incompletely due to the “individual’s switch to another language” (p.369). Although this term may relate to a certain amount of population, it cannot be called so in relation to all students because of their cultural and ethnical diversity. In its turn, English may be treated as

the second foreign language or simply foreign language. In this work, the term “foreign” in relation to English will be used in the similar way in which Lasagabaster and Huguet (2007) referred to it in the European context. As an example, the L1 of the majority is unlikely to be English in such places as Catalonia, Galicia, Basque, Brussel, Friesland, Ireland, Malta, and Wales. This means that in this study Kazakh and English are seen as additional languages where Kazakh is L2 and English is a foreign language.

Besides the definitions of English and Kazakh in terms of the learners’ relations to them, it is pivotal to recognize the purpose of the language learning and teaching. The present research is aimed at the languages taught in a medical context. In other words, teaching languages for medical purpose is a part of teaching languages for special purposes which is considered below.

The concept of teaching languages for special purposes. As long as the loads of empirical research studies are focused on English taught for special purposes (ESP) rather than any other languages, I will refer to them in order to define the concept of a language for special purposes (LSP). Then, it can be addressed to other languages taught in a professional education institution taking into consideration learners’ professional field. In addition to defining the term of a language for special purposes, the content of the course will be delineated.

The most capacious definition of English for Special Purposes (ESP) was given by Wright (1992) in the article who stated ESP as a discipline called to prepare learners for a specific field of human activity. In support to this, Ibrahim (2010) listed following types of ESP according to the university students’ interests: “technical English, scientific English, medical English, English for Business, English for political affairs, English for tourism”

(p.201) in the review paper about trends and issues of ESP in Sudanese universities. Orr (1998) developed Wright's definition noting that it is based on learners' competence in English for General Purposes when referred to Japanese experiences of teaching ESP. Both authors agreed on the fact that the initial goal of ESP is to enhance basic language skills of learners depending on the field of their specialization. This means that LSP is a discipline in the frame of which students are supposed to evolve language skills in order to be proficient in the field of their major study. Noteworthy, LSP is introduced after general language competences are developed in order to ensure the quality of learning.

Belcher (2006) exemplified Master's work (as cited in Belcher, 2006) as a witness that the content of LSP orients on instructional materials rather than methods. The instructional materials can include authentic or semi-authentic texts which should reflect learners' interests and needs. This principle of selecting study material highlights the crucial necessity of developing basic general language skills of learners'. Ibrahim (2010) strongly recommended to conduct students' needs analysis before the ESP course is designed. The author underscored the importance of methods in teaching ESP because it should reflect the activities, grammar, and lexis of the purposes the language serves to (Ibrahim, 2010). To sum up, the content of LSP is seen as a combination of carefully selected materials and the ways of developing language competences in the classroom.

One of dimensions of ESP is teaching English for medical purposes. Ferguson (2013) distinguishes two major reasons for the importance of English learning in the medical settings: (a) research and (b) doctor-patient communication. Several researchers touch upon the issue of language education in medical colleges and higher education medical institutions in different countries. Due to the fact that the study is aimed at teaching Kazakh and English

in a medical context, it is important to refer to the outcomes of Kazakh and English courses in medical colleges in Kazakhstan. In Kazakhstan English and Kazakh are compulsory courses for medical students in Russian-medium groups. The courses outcomes embrace the ability of students to study literature, keep documentation, and communicate with colleagues and patients in target languages (Yelikeyeva & Serdalina, 2013; Konakbayeva, Itkussova, & Kussainova, 2013). This shows that teaching additional languages for specific purposes in the context of the present study coincides in some terms with the international practices.

To conclude, LSP is based on the basic language skills and aimed at evolving those ones that are likely to cover learners' professional needed. The language education in Kazakhstani medical colleges is aimed at the main outcomes of LSP. It can be stated that LSP is a complex notion embracing teachers' understanding of what to teach and how to teach depending on learners' needs and language proficiency. Further, I will discuss the concept of teaching methods which is aimed at revealing what is understood under this term in the current paper.

The concept of teaching methods. The conceptual framework of teaching methods is based on Richards and Rodgers' interpretation (2001). The authors gave the explanation of the structure of the concept which can be contextualized to teaching LSP. It allows to consider a teaching methods from different perspectives of its elements. This is particularly important for the studied context of teaching LSP which includes certain language needs of adult medical students and excludes those methods focused on younger learners.

Richards and Rodgers (2001) defined a teaching method as a unit connecting teacher's approach and students' understands. The authors presented the model of teaching methods comparison which involves (a) approach, (b) design, and (c) procedure.

Specifically, this model takes into consideration (a) the nature of language proficiency and language learning, (b) activities, teacher and learner roles, and instructional materials, and (c) techniques, practices and behaviors applied in the classroom (see Appendix A). Although the aim of the first research question is to define teaching methods, the Richards and Rodgers' model (2001) is applied to this study in order to give the detailed description of methods. The components presented by the scholars allow us to give better understanding of methods used in the language classrooms with the help of several elements of a teaching method.

It is worthy to note that Robinson's study (as cited in Richards and Rodgers, 2001) demonstrated that teaching ESP "begins ... from a functional account of learner needs" (p.21). This means that methods applied for teaching LSP ought to take into consideration not only grammar structure of a language but also practical use of a target language. In the educational context, teaching approach, design, and procedure should be presented in the way that a learner can use it to satisfy current learning and/or future professional needs.

To sum up, in this paper teaching methods are seen as a complex notion which is formed from how the language is used, what tasks students are exposed to, what they do to cope with these tasks, and how teacher and students behave. As long as the study is focused on the students' perceptions of teaching languages for medical purposes, they will be described in the correspondence with the appropriate context. The concept of perception is delineated bellow.

The concept of perception. To start with, it can be admitted that the understanding of perception has been fulfilled throughout the time. Thus, Judd (1909) defined it as a notion which may change under the influence of the certain conditions in the time. Later, Efron (1969) added that it represents a form of mental activity which connects a human being with

the surrounding world. Hoerl (1998) concluded that “in perception, we can say, features of reality are represented in the light of their immediate relevance for the subject’s actions” (p.169). Taking into consideration these definitions, the study is based on understanding perception as a changeable cognitive phenomenon influenced by the external factors and influencing human behavior, simultaneously. The complex approach to this notion let us take an attempt to shed the light on the students’ cognition of the methods applied by a language teacher. Interestingly, just like any other component of the world, the perceptions of the same classroom teaching methods are perceived differently depending on personal experiences and backgrounds (Hoerl, 1998). The next paragraph will show how scholars applied these theoretical views of perception on the educational researches.

Focusing on language teachers, Lynch (1989) considered their perceptions as a cognitive dimension of teaching which reflects teachers’ behaviors in the classroom. In his survey study of 204 Turkish EFL teachers’ perceptions of classroom observations, Merc (2015) included beliefs, thoughts, and opinions of participants’ perceptions based on the Lasagabaster and Sierra’s theoretical framework (2011). It also involves affective (sentiments) and conative (readiness for action) components. The presented study is focused on the students’ beliefs, thoughts, and opinions as the components of perceptions of language teaching methods at college. In other words, I took an attempt to discuss what students said about the ways languages were taught. The following part will reveal the typology and main features of teaching methods which may be implied in the additional language classroom.

Methods Used in Language Teaching Classrooms

Before considering language teaching methods in a medical context, it is crucial to define common approaches to the typology of methods. Due to the fact that they are being

developed in accordance to the education patrons' historical and cultural backgrounds, as well as the demands of the society (Killi & Morrisson, 2015), the theoretical classification of "a teaching method" appears to vary according to scholars' views and experiences. Further, language teaching methods will be considered according to the focus of instructions and the type of activities.

Teacher-centered and student-centered methods. Several scholars distinguished the types of methods based on the focus of instructions in the classroom which may be either on a teacher or students. Having defined their main features and peculiarities of teacher- and student-centered classrooms, the common trends in language classrooms were considered. Garrett (2008) and Minter (2011) described a teacher in a teacher-centered classroom as a sole-leader who assesses students and controls the discipline by delivering created rules to students. Garrett (2008) admitted that a few students may be appointed as teacher's helpers, whereas others are likely to have limited responsibilities. Kahl and Venette (2010) defined that commonly teacher would apply lecture-based methods. This means teaching is presented as transferring teacher's knowledge and skills to students. One can find more detailed description of lecturing as a teaching method in the next part of this section.

In student-centered classrooms, both teacher and students share leadership and responsibilities, participate in the assessment process, and create rules (Garrett, 2008; Minter, 2011). However, Markusi (as cited in Minter, 2011) argued that the discipline is not the issue in these classrooms because they may be noisy and busy. Minter (2011) highlighted that teacher would encourage the teacher-student and student-student interaction. Kahl and Venette (2010) claimed that students would be involved in the discussions and inquiry-based learning. These methods of teaching will be presented later.

Although teacher- and student-centered classrooms assume the strict division of methods depending on the focus of instructions and activities. Having adapted Rogers and Freiberg's model (as cited in Garrett, 2008), Garrett (2008, p.37) presented the classification of methods as a continuum where teaching methods were listed from teacher-centered to student-centered (see Figure 1). The presentation of these methods on the continuum rather than the clear division of methods on teacher- and student-centered ones show the complexity of this issue. Thus, it appeared to be difficult to define the focus in applying certain methods.

Teacher-Centered	
Lecture	Teacher takes an active role and presents information to the entire class while the students' main role is to listen to the new information being provided
Recitation	The classroom interaction follows the specific pattern of teacher initiates a question, student responds and teacher evaluates the response
Drill and Practice	The teacher provides a series of independent tasks to reinforce a concept
Demonstration	The teacher helps the child's learning by showing him or her how to use materials and special tools, or how to accomplish a particular task
Discussion	Conversation designed to stimulate students to respond divergently and at higher cognitive levels to what they have been learning.
Cooperative Group	Small group work that features positive interdependence, individual accountability and collaboration skills
Guided Discovery	The teacher structures an experience or problem for students and provides a series of steps for students to follow to discover the principle, rule or generalization
Contracts	The teacher and student form a written agreement about what work will be completed and when
Role Play	Students act out real life dilemmas or decisions to solve problems
Projects	An investigation is undertaken by a student or group of students to learn more about a topic
Inquiry	An instructional strategy where the teaching begins with questions and relies on them heavily thereafter as ways to stimulate student exploration, discovery and critical thinking about subject matter
Self-assessment	The student has responsibility for evaluating his or her own work as a means of learning
Student-centered	

Figure 1. Typology of teaching methods according to the focus of the classroom.

Adapted from "Student-centered and teacher-centered classroom management: A case study of three elementary teachers," by T. Garrett 2008, *The Journal of Classroom Interaction*, 41, p.37.

From Figure 1, it is obvious that methods like lecture, recitation, drill and practice, and demonstration are based on delivering information and instructions by teacher to students and they involve mainly teacher-student interaction. Although discussion, cooperative group, and guided discovery are instructed by teacher, they assume the students communication, as well. It is noteworthy that contracts, role-play, projects, and inquiry include not only the way of presenting the information by teacher but also other ways of searching for it by students. The self-assessment allows students to reflect the teaching methods and teachers to get feedback on them for redressing educational process according to students' needs. Figure 1 illustrates the variety of classroom activities which are applied depending on the purpose and conditions of teaching and learning. Either teacher or students can be prioritized as the focus of the listed methods.

Defining the focus in the classroom is important when teaching LSP because it allows to state whether students can or cannot behave as independent learners applying their language skills for professional situations. Ferguson (2011) offered to treat some LSP teaching methods as a rehearsal of the real conferences or doctor-patient dialogues. At the same time, Garrett (2008) demonstrated the range of activities which can be applied in certain conditions and considered as methods. Further, I will discuss the types of methods according to classroom activities.

The typology of methods based on classroom activities. There are a number of approaches to defining types of methods according to classroom activities. In their research through design study, Killi and Morrisson (2015) claimed there used to be only two types of approaches to differentiate teaching methods: (a) lecture-based and project-based to follow teacher's instructions and (b) an argumentative approach to investigate by "exploring"

(p.742). However, the technological development and the contemporary demands of the society have caused the appearance of two other approaches: “Just-in-Time teaching” and “Just-in-Need learning” which are closely connected with students’ intrinsic motivation and timing of tasks in the classroom.

Apart from classifying teaching methods based on the-focus of the lesson and teaching equipments, Demirel (as cited in Guvendir, 2013) differentiated the types of teaching methods more precisely. The author distinguished six major language teaching methods based on the classroom activities: (a) 'the lecture method', (b) 'the discussion method', (c) 'the case method', (d) 'the demonstration-performance method', (e) 'the problem solving method', and (f) 'the independent study method' (Guvendir, 2013). In this work, I will operate with this typology supporting it with research studies of other scholars. Demirel’s typology fits the frame of this study because it embraces all types of methods which can be applied for teaching languages to adult learners. Besides, it allows to consider teaching methods in the frame of the Richards and Rodgers’ model of comparison (2001) mentioned earlier. Further, I will consider each method separately highlighting its main features and analyzing its importance for a language class considering (a) procedure, (b) design, and (c) the approach which it involves.

With the help of the lecture method, teachers simply tell students what they know (Werner & DeSimone, 2009). This means that “students are passive listeners” and “teachers are active agents of instruction” (Henderson & Nash, as cited in Guvendir, 2013, p. 28). Nevertheless, this teaching method has the impact on learners’ memory and mind wandering (Varao-Sousa & Kingstone, 2015). It may be useful for delivering grammar materials to students. In their study, Varao-Sousa and Kingstone (2015) found out that although the

technology development lets teachers lecture online, its efficiency is lower in terms of students' memorization, interest, and motivation. In other words, a lecture is more relevant for scientific subjects where a bigger amount of listeners is involved (Henderson & Nash, as cited in Guvendir, 2013, p. 28) rather than a language class which is initially aimed at developing learners' communicative skills. This does not mean that language teachers should refuse from it but they can reduce the time of lecturing (Varao-Sousa & Kingstone, 2015) and add other methods discussed below.

The discussion method represents the process of sharing ideas among students in the classroom. According to Larson (as cited in Guvendir, 2013, p.25), it "enables students to interpret, analyze, and manipulate information". Noteworthy, the teacher is seen as a manager who is responsible for the flow of discussion. Lindahl and Folkesson (2016) underscored the importance of group discussions in the societal discourses. Therefore, it may be useful for language learning in order to enhance students' speaking and listening skills. In addition to that, learners have an opportunity to practice role-playing, decision-making, problem-solving and other models of discussion. Consequently, a teacher is expected to create the atmosphere comfortable for sharing ideas where students can communicate in the open-minded way (Lindahl & Folkesson, 2016). This shows the particular importance of discussion as a method used for developing students' language, communicative, and thinking skills through appropriate techniques.

When the case method is applied, the students are provided with the examples from the real life. Demirel (as cited in Guvendir, 2013) concluded that students have to connect theoretical knowledge to the reality which may appear to be problematic. In this sense, Garvin (as cited in Guvendir, 2013) admitted the case method is substantive and based on the

self-learning. McFarlane (2015) highlighted the role of a case method in teaching college and university and encouraged teachers to approach to the task-selection from the student-centered view of the classroom. Noteworthy, a language teacher may use the case method with those learners who have certain language proficiency because students are supposed to create and maintain dialogues, give arguments, express their attitudes, etc. Otherwise, the class may end up losing interest and/or speaking their first language because of the lack of vocabulary and/or grammar skills.

Smith (2011) stated the demonstration-performance method as one of the best ways of teaching various skills to students. This is reasoned by the fact that it involves constant practice controlled by the teacher. Noteworthy, the latter is seen as a facilitator rather than the only source of information. Sever, Oguz-Unver, and Yurumezoglu (2013) concluded their quasi-experiment focused on the live and video demonstrations by stating that it is inevitably useful for crowded classes because it increases the teacher-student interaction. All in all, when applying the demonstration-performance method in the classroom, a language teacher has to be sure that students operate with necessary vocabulary range in order to cope with post-demonstration activities. This may refer to the problem-solving method, as well.

Using the problem solving method, students are emphasized to solve a problem relying on what they already know. This is supposed to develop new knowledge (Killen, as cited in Guvendir, 2013) developing achieving and deep learning (Biggs, 1991). Although Khazaal (2015) stated that “encouraging to handle advanced technology with multimedia, as well as motivate them to have the skills of solving the problem” (p. 1) are the main goal for preparing engineer students for their professional career. This goal may relate to the major professional education institutions. Therefore, this method may be applied in the language

classroom to present various topics, provided learners' language proficiency is taken into consideration. A teacher may develop problem tasks both for individual and group work depending on the students' interests and needs.

In the independent learning, students are in the center of the learning process. They work on their own in order to study teacher-selected notions related to the curriculum (Delisle & Lewis, 2003). Noteworthy, students cope with these notions through the tasks out of the classroom building their own learning autonomy (Benson and Reinders, 2013). Zhu and Bu (2009) offered the introduction of technology for leveling up the effectiveness of the independent study tasks. Thus, they created a web platform where students wrote online essays and communicated online. Through the series of qualitative and quantitative studies the researchers found out that these activities enhanced learners' writing and communicative skills, as well as independent learning. Computer-based independent study is attractive to language teachers because the internet space creates the communicative atmosphere which is an inevitable part of language learning (Zhu & Bu, 2009). Although the learning itself happens out of the classroom, pre-teaching and giving clear instructions is a crucial part of applying this method. Therefore, a teacher should understand clearly the outcomes and procedure of tasks considering learners' background knowledge, proficiency, and culture.

In conclusion, it is obvious that a language classroom cannot be limited by the selection of the one and only method. However, a teacher has to "make a choice" in order to fit learners' background, teaching conditions (resources and timing), and teaching outcomes. As long as mainly the methods are aimed to enhance communicative activeness of learners, they may all be used in a language classroom. The question is about the time proportion of certain method in the classroom though. The analysis of different types of methods

demonstrated that they should be considered from the perspectives on their components which are the approach, design, and procedure. This is particularly important to this study which is narrowed to teaching languages for medical purposes. In the next section, I will further discuss the effectiveness of the mentioned methods but in the frame of additional language classes at medical college. In other words, I will consider which of these methods and how they are being applied to the course of language for medical purpose.

Language Teaching at Colleges

According to Ferguson (2013), English for Medical Purposes covers (a) “the role, form, and frequency of questions” (p.244), (b) the delivery of diagnoses, (c) illness narratives, (d) case reports, (e) word choice, and (f) formal language. This determines the outcomes and the content of language classes which should include not only basic language skills but also communicative ones. In this section, the examples of language teaching practices introduced in the college curriculum were reviewed. They will allow to investigate the common tendencies of language teaching policy in professional education institutions in developing countries which aim at the stable state economic growth.

Practices of teaching languages for special purposes. In this part, I will look at the practices used in the classrooms teaching LSP in different regions. Mainly, the reviewed studies were conducted in medical colleges; nevertheless, I referred to other non-linguistic majors. Thus, I reviewed tendencies of language teaching in non-linguistic majors in Asian countries focusing on China. This is because the education sector in China is going under significant changes shifting from traditional teacher-centered classrooms to the student-centered ones. Besides, I analyzed the recommendations for teaching languages for medical purposes. Meaning that, I looked at practical tips of Webber (1995) and practices in

Edinburgh Medical for teaching LSP where students are likely to be exposed to authentic English learning atmosphere more than in non-English-speaking countries.

In Taiwan, students have to acquire a lot of English terminology which is mainly “a map” of human’s body and names of medicines and procedures (Chia et al., 1999). This shows the importance of language learning “in the context”. Chia et al. (1999) described the grammar-translation method applied in Taiwanese language classrooms as memorization which is aimed at acquiring grammar structure. Based on the data obtained from 349 students and 20 faculty members via distributing surveys, the scholars admitted the lack of attention to the spoken language in a medical context. As long as South Korean education includes a number of tests, schooling is represented as preparation to those tests (Jobbit, 2014). This means students are exposed to grammar-oriented language where they listen and take carefully notes, the content is exam oriented (Biggs, 1991). Ferguson (2013) defined lecturing as one of activities for teaching English for Medical Purposes (EMP). In addition to presenting grammar and vocabulary through a lecture, a teacher may use technology for demonstrating a lecture of other teachers in a target language or invite a guest speaker. However, the author underscored that the overuse of this method may lead to the lack of communicative practices in the classroom (Ferguson, 2013).

In China, Xin, Luzheng, and Biru (2011) admitted the tendency of aiming to replace traditional teacher-centered approach to language teaching by “a new mode featured with student-centeredness” focused on students’ communicative competences (p.1). However, the three 80-minutes classroom observations conducted by Xin et al. (2011) revealed that teacher-talking time prevailed over students’ one (taking from 66% to 82.6% of the lesson). In the frame of the shift to student-centered classrooms, the scholars recommended to exceed

student talking time by asking more referential rather than display questions. This is likely to “help students produce more natural discourse and improve their real communicative abilities” (p.755). Another research of the authors (Luzheng, Xin, & Biru, 2011) conducted in Zhejiang Medical College revealed the necessity of inclusion of language pre-course. It was expected to level up students’ communicative proficiency in English. This finding is particularly important for the case of the studied research site because (a) the teacher was in the center of the classroom and (b) the participants also experienced challenges in terms of the lack of communicative practice in the language classrooms.

From these studies, several conclusions can be drawn. First of all, they demonstrated the importance of conducting a research in the period of education changes. Secondly, teaching a language in non-language major classrooms demands a specific approach. Thirdly, developing general language skills before LSP is introduced is of particular importance. Therefore, teachers should be trained on how to apply communicative methods of teaching languages for special purposes.

Webber (1995) recommended and even gave several practical examples on the use of communicative tasks in teaching ESP. The author insisted on applying more discursive methods where everyday conversations can be used in addition to authentic and specific materials. For example, the author offered to lead-in a topic with general questions like “When do you usually have headaches?” or “Do you know anybody who smokes?” and to encourage students to answer them, and to develop further conversation. Webber (1995) underscored the importance of relating to learners’ personal experiences in order to help them understand a language unit and keep it in the long-term memory. The author mentioned that speaking tasks may be offered both to experienced learners and beginners. To sum up,

communicative teaching methods like discussion, case, problem-solving, and independent study ought to be seen as the main ones.

In support of Weber's idea of the importance of communicative tasks and speaking practice (1995), Ferguson (2011) suggested the following activities: "Simulated case conferences", "Listen and report", "Read and report", "Preparing and presenting a short talk", and "Doctor-patient role-play" (p.256). According to the author, these methods were practiced in Edinburgh Medical college in the frame of course taught for doctors from predominantly non-English speaking European countries. The main principles of language teaching were "(a) a variety of activity mode and type across the day and the week; (b) the use of authentic texts and tasks wherever possible; (c) prioritization of listening and speaking; and (d) plentiful communicative practice – students interact and communicate" (p.257). For non-native English speakers, the principles were the same but teachers focused on creating the atmosphere of international congresses where students could rehearse "listening to speakers, presenting short papers, talking to posters, fielding questions, writing abstracts, etc." (p.257). Nevertheless, teachers function in both programs was the same: planning, orchestrating and monitoring student activity rather than instructing language. Although this approach to language teaching is rational, it is true to admit that introducing tasks such as "Listen and report", "Simulated case conferences", or "Preparing and presenting a short talk" demand a higher level of language proficiency. This task is achievable in the context of that university because of its location. Teaching L2 in the non-target language context makes it more difficult to introduce the tasks like these. At the same time, in certain conditions such as developing students' general language skills, adequate instructional materials, and systematic teacher training, it is likely to succeed (Farooq, 2015).

Students' perceptions of the language teaching methods. In this section, the language teaching methods are presented in the frame of Richards and Rodgers' model of understanding of teaching method components (2001). Thus, the students' perceptions of teaching methods and instructional materials as their inevitable elements were considered. Delaney et al. (2010) stated that students were eager to be involved in the learning process by participating in group activities with their classmate. They were pleased to have the energetic instructor who creates authentic situations in the classroom. Students argued that these components made learning interesting. In their turn, teachers also realized the importance of applying communicative methods in student centered classrooms (Farooq, 2015). At the same time, teachers confessed they faced a number of challenges when tried to implement communicative activities. Among them there were low language proficiency of students, large classes, and the lack of contextualized materials. It can be concluded that although both students and teachers understand and accept the importance and effectiveness of communicative methods of language teaching, certain conditions must be provided. Some of these conditions are developing a syllabus which respond to students' needs, teacher training on how to adopt teaching methods to their classes, and assessment focused on the communicative competences of students rather than grammar (Farooq, 2015). However, there were also studies which revealed that some students appeared to feel comfortable when lecturing method focused on grammar was applied in language classrooms.

Having obtained the data through attitude questionnaires, interviews, focus groups, and classroom observations from 228 students and 37 teachers, Hawkey (2006) reported that Italian university students were satisfied with the grammar focused classrooms. They claimed the grammar to be the essential part of language learning. Students measured their success in

language learning by the improvements in grammar use. However, in the frame of the same study teachers underscored the importance of communicative teaching methods. The scholar pointed out this mismatch and highlighted the importance of research on teacher and students' perceptions in order to bring better understanding of "what is perceived to be happening in the classroom" (p. 249). At the same time, the majority of the pair work cases observed in the classroom as a communicative opportunity for students appeared to be "too brief, terminated rather early or interrupted too frequently by the teacher" (p.248). The fact that students prefer grammar teaching to communicative tasks showed that students perceived the grammar use as a challenge. However, there could be a number of other reasons. For example, the communicative tasks might be perceived ineffective and non-meaningful because of unclear instructions or unattractive presentation. This means that teacher's professionalism which is reflected in presenting and leading activities may be a crucial factor influencing students' perceptions of teaching methods.

Another research conducted in one of technical Chinese universities by Rao (2002) also stated that students preferred non-communicative activities to communicative ones. They perceived lecturing and demonstration based on audio-lingual drill and workbook tasks as effective teaching methods. The researcher found out that learners felt uncomfortable during group discussions and mingling-round-the-classroom activities due to the large number of students (over 30). As a result, Rao (2002) pointed out the importance of taking into consideration the teaching circumstances. Otherwise, the introduction of communicative activities may lead to failure. Based on Deckert (as cited in Rao, 2002), the author also recommended to reconsider students' beliefs about the nature of language and its initial role which is communication. Frankly speaking, the research studies of Rao (2002) and Hawkey

(2006) revealed the significance of organizing and applying methods appropriate to teaching conditions. This is particularly important for teaching LSP where the functionality of language should be demonstrated and practiced throughout the lesson. This fact leads to the crucial role of teachers who choose and design teaching methods.

Teachers' role may be underestimated because of the textbook-based nature of teaching (Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011). Peng (2015) argued that students perceived traditional textbooks as challenges in language classrooms. This statement is particularly important for traditional textbook-oriented teaching methods like lectures and demonstration. In contrast, Ramamurthy and Rao's study (2015) conducted a research on students' perceptions of smartphones in the language classes. The findings showed that the use of smartphones during language classes promoted students' critical thinking skills and communicative learning. It is noteworthy that a number of studies revealed the necessity and students' readiness to use smartphones in language classrooms (Rahamat, Shah, Din & Aziz, 2011; Mohamed Amin Embi, 2013). This shows that the current technology development has made teachers reconsider instructional materials as components of teaching methods (Richards & Rodgers, 2001). The significant role of the instructional materials in teaching LSP (Master, as cited in Belcher, 2006) was mentioned earlier in this section. It is a teacher who identifies the ways to benefit from the use of certain teaching materials in the classroom.

To conclude, investigating students' perceptions of teaching methods can shed the light on teachers' behaviors, instructional materials, and activities which comprise method of teaching (Richards & Rodgers, 2001). This is particularly important for teaching LSP which is aimed at developing specific skills of learners (Wright, 1992). The interconnection of the components of teaching method demonstrates the value of teachers' ability to choose and

contextualize teaching methods according to the purposes of language learning in the classroom. The explanation is that it may help to anticipate challenges that may impede the process of language teaching and learning which will be discussed in the following part.

Challenges faced by students and the ways to overcome them. Due to the fact that perceptions reflect the surrounding reality by a human being (Efron, 1969; Hoerl, 1998), the studies on students' perceptions of language teaching touched upon constraints they experienced in the classroom. Therefore, in this part the studies on challenges faced by students in the language classrooms and ideas on how to overcome them are considered.

According to Peng's study (2015) which was mentioned earlier, both English and non-English major students appeared to be unsatisfied with the tasks, material presentation modes, and textbooks. The author argued students wanted to have more chances for communication and interaction in the classroom, by more exploratory ways of presenting materials, and textbooks focused on the integration of all four language skills rather than prioritizing only one of them. This study demonstrated that students can be sensitive to the ways they are taught and they definitely have "what to share" with educators (Delaney et al., 2010). Students saw non-communicative tasks, "chalk-and-board and PowerPoint" presentation (p.40) and reading-focused textbooks as constraints because these practices were out-of-date and failed to respond to their communicative and functional language needs.

In addition, the study of Rajprasit, Pratoomrat, & Wang (2012) stated that Thai Engineering students perceived the lack of communicative practice in the classroom as a constraint to speak L2 for professional needs. Students experienced difficulties with communicative skills like speaking and writing. They confessed they felt uncomfortable speaking English in the workplaces. The scholars concluded that the introduction of realistic

situations focused on developing students' productive skills was urgently needed. This study underpinned one of the crucial principles of teaching LSP which is its functionality. This means that teaching a language to college students has to take into account what, how, and why students will use it in their workplaces.

Although these researches were conducted among students involved in different studies, their conclusions may be applicable to medical students as the ones in non-language major. These students studied English as an additional language and language courses were profession oriented. To sum up the analysis of these studies, it can be stated that students' perceptions of certain components of language teaching as a challenges should be discussed both by educators and policy makers. In the light of the reviewed studies, students were eager to learn language for communication. However, they saw the lack of communicative tasks, out-of-date teaching methods, and inappropriate teaching materials as challenges. Therefore, balanced introduction of negotiating, improving teaching methods, and redressing the focus of textbooks turned out to be adequate demands for developing students' communicative skills in the frame of their professional needs.

To sum up, this chapter demonstrated the definitions of concepts used in the thesis, the typology of language teaching methods, and the peculiarities of teaching languages at colleges. It can be stated that several components are stemmed in the teaching method. Therefore, this study understands language teaching methods in a medical context by considering language functions, teaching approaches, classroom activities. The revised and analyzed literature revealed common principles and challenges in teaching language in higher education and vocational training institutions. It can be concluded that the teacher's choice of language teaching methods tends to depend on the common tendencies of

schooling and professional purposes of language learning. For instance, lecturing is applied in Taiwan as a tool for exposing students to perceiving English and in South Korea as the continuation of memorization in schools. At the same time, there is a tendency to shift from traditional grammar based methods to communicative ones. In the next chapter, the methodology of conducting this research study will be considered.

Chapter 3: Methodology

This chapter targets to explain the methodological framework of the research study. The case study helped me to observe language teaching methods applied in a medical college and to reveal medical students' perceptions of these methods. The Research Design section discusses the research approach in details. It is followed by specifying the information about participants and the research site. The Data Collection Tools section will uncover the reason for obtaining the data through series of classroom observations and students interviews. As soon as the data collection procedure is described, I will present the approach to the data analysis. Ethical considerations will ensure how any potential risks of the study were reduced in the process of gathering the data.

Research Design

In this section, I will justify the suitability of the case study design to the purpose of the research study. The qualitative approach was chosen in order to increase the potential to shed the light on students' perceptions of teaching methods (Yin, 2014). A qualitative design fit the research questions because its purpose is to explain the reality from the insiders' point of view (Hatch, 2002; Creswell, 2014). The case study was employed as a research method for the reason that it represents the analysis of an activity (Stake, 1995; Yin, 2014). In the frame of this study, language teaching is seen as an activity. In addition to that, a collective case study provides "an exploration of a bounded system (e.g. activity, event, process, or individuals)" (Creswell, 2014, p.493) based on the data gathered in the field from a number of participants (Yin, 2014; Creswell, 2014). The case of this research is the perception of teaching Kazakh and English in Russian medium groups and it is bounded in terms of the place - at a medical college. The study of this phenomenon is particularly important because

of the Soviet legacy which reflected in the multilingual nature of the contemporary society in Kazakhstan. As long as this study is focused on the perceptions of language teaching methods, rather than teaching methods themselves, it is rational to apply a case study design where the views of several participants will be observed and analyzed.

The current study is focused on students' perception of teaching additional languages because there is already a number of studies focused on teachers rather than students (Lynch, 1989; Garrett, 2008; Lasagabaster, & Sierra, 2011; Guvendir, 2013; Jobbit, 2014; Merc, 2015), although "students have a great deal to share about their studies" (Delaney et al., 2010, p.67). After conducting a qualitative research study on the implementation of communicative teaching methods in the frame of the English promoting project in Bangladesh, Shrestha (2013) concluded that before introducing a large scale project, the study of learners' perceptions should be provided. This recommendation should be taken in consideration in the context of ongoing changes in Kazakhstani education as well. This means that reducing the academic gap in the study of learners' perceptions of teaching may help to define the issues and identify further ways to improve the process of language education.

Conclusions and limitations mentioned in the case study research on learners' perceptions of different components of language learning process were taken into consideration when designing the methodology of this research. Thus, Shrestha's study (2013) which was focused on the Bangladeshi Primary school learners' perceptions of communicative language teaching methods did not show how exactly teachers used the teaching techniques (what kind of activities, instructional materials, etc.). Therefore, the author stated the absence of classroom observations as a limitation of the study. In his

research on the university students' perceptions of language learning styles in Jordan, Bani-Khaled (2014) interviewed only female students. As a result, the scholar included the absence of males' voices as the limitation of the study.

Consequently, the current study employed both interviews and classroom observations, questions about students' suggestions for the improvement of teaching methods, as well as participants of both genders. Mayya and Roff (2004) found out that Kasturba medical college students' perceptions of the educational environment can be influenced by teachers' accent and pronunciation. However, the students' suggestions and desires on how to improve the educational environment remained unstudied. The following parts will develop the information on the sampling and research tools these in detail.

Participants

In the current study, I looked at classroom practices of Kazakh and English teachers with over three years of work experience because building an effective teaching strategy is a time-consuming process. Their work experience was to guarantee the consciousness of choice in teaching methods. In addition, the credibility of participants was provided by the number of observed classes. In total, the researcher attended six lessons: three Kazakh and three English. The gatekeeper helped to contact teachers and find volunteers.

For interviews, I applied the purposeful sampling by "intentionally selecting individuals ... to understand the central phenomenon" (Creswell, 2014, p.228). The strategy for sampling was the following: a participant should be one of five second-year students who had enough experience to talk about language teaching in this particular college. Noteworthy is that these students were representatives of different Russian medium groups. They were

chosen among volunteers. This means that the purposeful convenience sampling was employed involving available participants in the study.

The total number of participants was five. All participants were the second-year students. They all were over 18, two males and three females. The majority graduated from Russian-medium schools in a city, others - in villages. As long as the ethnicity of participants was not the main point of the research questions, it was not emphasized. In order to investigate participants' perceptions of language teaching methods, I focused on their language learning background, whether they were introduced Kazakh and English as subjects at school or not. All of them appeared to have had Kazakh and English classes before their college studies. It is noteworthy that two of them even attended private language schools. The earliest age to study English was six. One participant spoke Kazakh at home, although this participant studied and spoke Russian with friends, he declared himself as a Russian speaker whose native language is Kazakh.

Although the name of the city is hidden due to ethical issues, it still should be mentioned that the area is predominantly Russian speaking. It is important because the environment reflects the attitudes of participants toward language learning, as well as how they perceive language teaching process (Richards & Rodgers, 2001).

Research Site

The research was conducted in a state medical college in Kazakhstan. It was built during the Soviet period and the building is changed according to the needs of current students: they are updating classrooms by setting up projectors and interactive boards. There is also the simulation center where students can practice health care skills. The library is divided into two areas, the study room and electronic library equipped with computers. Almost all

classrooms where the data was obtained are equipped either with interactive boards or projectors in addition to chalkboards. These facilities and upgrades at the site are indicators that this is a regular state college where both state-funded and self-funded students have an opportunity to gain a diploma of nursing and caring personnel. College graduates may start their nursing career at a hospital and/or continue their medical studies at university in order to become medical practitioners.

Data Collection Tools

In the previous section I highlighted the research design and sampling procedure. In this section, I will present the data collection instruments based on the analysis of the educational research relevant to this study. Two instruments of data collection were utilized: (a) observations of six language classes (Kazakh and English) and (b) one-on-one semi-structured interviews with five students. The following section will give the rationale for using these data collection tools.

Classroom Observations. Classroom observations are "the bridge between the worlds of theory and practice" (Reed & Bergemann, 2001, p. 6). The particular importance of observation as the stage of preparation for the interview was stated by a number of studies focused on learners' perceptions of educational components. In their work on teachers and students' perceptions of twenty-one classroom activities, Huang and Hu (2015) observed English classrooms at one Chinese university for a month in order "to see how English speaking classes were organized and what activities were used in the classes" (p.89). The systematic observations let the researchers study participants. As a result, they showed what kind of activities were used in the classroom and how active or passive students were during each class. Although I observed only five lessons due to the smaller scope of this study, the

observations also helped me to redress interview questions and to observe how language teachers applied different methods which were discussed afterwards during the interviews.

Assessing instructional and emotional support of teachers, White (2016) underscored the fact that the teachers did not know the exact date of observations. This helped to reduce the possibilities for the occurrence significant differences in teachers' behaviors during observed and other classes. For this reason, although teachers were aware of the observations, they were organized only one to two days ahead.

I conducted classroom observations at the research site before the interviews with students in order to support or disprove the data gathered via interviews in the section of the data analysis. The observations of language classrooms helped me to define language teaching methods and to redress interview questions discussed in the next section.

Interviews. Although some scholars (Huang & Hu, 2015; White, 2016) used a survey as a tool of quantitative study preceded by observation, they interviewed more than fifty participants. The smaller population targeted and the focus on one educational institution allowed me to conduct five semi-structured one-on-one interviews with students in order to probe the reasons for certain thoughts and to witness the reaction of participants when discussing certain questions.

Semi-structured one-on-one interviews have often been used by scholars to discuss perceptions of language teaching both by teachers and students of various groups. Thus, Bani-Khaled (2014) conducted 50 interviews among Jordan university students to investigate the motivation of students to learn English. Shrestha (2013) interviewed 600 primary school children to study the effectiveness of communicative language teaching. This type of interviews mainly helps to create welcoming and trustful atmosphere. Therefore, the one-on-

one interviews were prioritized over ones in focus-groups. As long as “semi-structured interview aims to elicit stories of experience” (Schwandt, 2007, p.163), it allowed me to change some questions depending on participants’ answers (Creswell, 2014). Therefore, the semi-structured one-on-one interviews fit best the research questions aimed at investigating students’ perceptions through face-to-face discussions of their experiences in learning languages through methods presented in Kazakh and English classrooms.

Generally speaking, interviews are applied when a researcher intends to “explore in detail the experiences, motives, and opinions of others and learn to see the world from perspectives other than their own” (Rubin & Rubin, 2012, p.3). This is particularly significant because although I have learnt both Kazakh and English as additional languages, I lack knowledge and experience to discuss learning and teaching these languages for medical purposes, especially at college. In addition, the focus of the study was how case study participants form their reality and consider their situation (Yin, 2014). In other words, the focus was how medical students were taught Kazakh and English and how they consider this teaching.

In this section I summarized the analysis of research studies focused on students’ perceptions of teaching methods. It allowed me to define the research design more suitable to the raised research questions. The next section will reveal the process of gathering the data with the help of classroom observations and interviews.

Data Collection Procedure

The preparatory work on collecting the data involved five steps defined by Creswell (2014) to make the data more reliable and credible and minimize possible inaccuracies. First of all, I identified the site appropriate and available for the research and participants who

were first and second year students of Russian medium groups. Secondly, access to the research site was negotiated. As soon as we got permission to begin the study, I prepared for the interviews and the classroom observations. It is noteworthy that before the data collection started, developed interview questions were probed and redressed in the classroom together with group mates. Piloting interviews in class helped to redress interview questions which were recorded during the interviews in the site, the observational protocols were developed to take notes during the lessons. Finally, we considered ethical issues in order to decrease risks of the study both for the participants and the researcher. The description of the next steps will be further discussed in detail.

I gained access to the site via a gatekeeper who was responsive and eager to cooperate with me. The data collection took place during the period between November, 30 2015 and December, 6 2015. The atmosphere at college was rather friendly. Though not of prime importance it is still noteworthy that in the beginning teachers were not enthusiastic to participate in the research. However, then during my short presentation of the study they were informed about the purpose and the research question. I highlighted that the focus was on the analysis of students' perceptions of language teachers rather than evaluation. After that, four teachers (one Kazakh and one English) invited me to the classroom for observation and assisted in finding volunteers for interviews.

Before I visited the class, each language teacher was given a consent form (Appendix B). Additionally, I explained again the purpose of the study and highlighted its voluntary nature. The classroom observations took 45 minutes. I used observation protocols (Appendix C) in order to take notes. This was extremely helpful because it would be difficult to

remember each lesson without them. Teachers introduced me to the class as a master student who was doing a research and I thanked the teachers for their participation.

After observing six classes in different groups I managed to recruit five volunteers who fit the requirements of the study. The research interviews were conducted according to ethical principles in a room which was kindly offered by the gatekeeper after students' classes. Noteworthy is that the room was not a classroom but a relaxed room designed as an office with armchairs, a coffee table, plants, and a window. It helped me to make interviewees feel more comfortable in such informal environment. Each interview took approximately 20 minutes. After giving an informed consent form (Appendix B) and having it signed, each participant was told about the purpose of the study, the voluntary nature of the interview, and how and where it would be used. I sought permission to audiotape the interview and asked about thirteen open-ended questions. In order to be systematic, I developed an interview protocol (Appendix D) in which questions were divided into four groups: (a) geographical questions, (b) feedback on classroom activities, (c) feedback on language teaching, and (d) ideas to improve teaching language. Interviews were conducted in Russian because all participants claimed to feel comfortable to do so. After interviews were completed, I thanked participants and asked if they wanted me to share the results of the study with them.

This section demonstrated how I collected data via observing classes and interviewing students. These research tools allowed me to obtain the data for analyzing students' perceptions of language teaching at a medical college. Further, I will describe the way I approached to the process of data analysis.

Data Analysis Approach

The previous part illustrated the process of data collection via classroom observations and interviews. In this section, I explain how it was analyzed and interpreted. As long as the observation notes were kept directly on computer, I grouped them according to the language class and started juxtaposing them. I highlighted the most important segments and developed codes. Finally, I used the model of Richards and Rodgers (2001) to report about the findings and to develop themes which were the basis for grouping codes. Noteworthy, the function of language in the classroom was considered from the practical use for professional purposes rather than as a conversation and interaction tool. Besides, classroom activities were seen as one element of teaching method which reflects more precisely its other components which are functions of language, roles of students and teachers, students' interaction, and instructional materials. Therefore, classroom activities were described in details in order to generate more information for analysis.

Regarding the analysis of the interviews, while transcribing them I made notes about pauses, laughs, and tone of speakers. Then, I read through each interview leaving my comments on margins. This helped me when coding started. With the help of the supervisor, key information was labeled and codes were developed. Each code was given a color and the appropriate part of the interview was highlighted with a certain color. This helped to juxtapose the data from all interviews in order to group them into themes and reflect in the "Findings" section.

As soon as the text data was divided into segments and labeled with codes, the latter were categorized by themes which reflected the research questions. In order to reduce overlapping codes, I developed a model of coding which also helped to analyze the collected data.

Ethical Considerations

In order to start the research, I filled in the form for the research proposal for the NUGSE Ethics Committee. On this form, I stated the purpose, the research questions and the research design, mentioned the measures for protecting anonymity and confidentiality of the site and participants, and anticipated the possible risks and benefits from this study. In addition, I applied the samples of the informed consent forms describing the research, participant's rights and the researcher's duties.

In order to minimize the risk, all names of participants and the city of the college location were kept confidential and replaced with pseudonyms. This was done in order to avoid any critique of the methods of language teaching in this college by a third party.

The participants were informed about the measures to protect their confidentiality both orally before the observation and interview, as well as in the written form via the consent forms which were offered in two variants: Kazakh and Russian. It was up to the participants to choose the language. Before the interviews started, participants were asked to discuss the methods which teachers use, rather than personal characteristics of teachers. The confidentiality and voluntary nature of the study would be mentioned at each stage of the data collection. The collected data (observation notes and interview recordings) were saved on the computer in a secure password protected location. This was a guarantee that only the researcher had an access to it.

Concluding this chapter, it can be stated that the applied research design was discussed. This discussion involved the review of sampling, data collection tools, procedures of collecting the data, the approach to the data analysis, and ethical considerations. The next chapter will reveal categorized findings of the study.

Chapter 4: Findings

The purpose of the study was to investigate the perceptions of medical college students on the teaching methods of Kazakh and English in Russian medium groups. In the previous chapter I described and justified its methodology. This chapter is designed in three sections which address to each research question of the study.

Thus, the first section reflects the methods used in the classroom according to the observation. The second section addresses whether students feel satisfied about the applied teaching methods. The third section reveals the challenges faced by students in the classroom based on their previous language learning experiences. Finally, the main findings are outlined.

Language Teaching Methods Used in the Classrooms

To begin with, the methods used by the teachers in language classrooms were described through the prism of the elements and subelements stemming from a teaching method (Richards and Rodgers, 2001). The summary of the elements can be found in Appendix A. I considered (a) the approach reflected in the language functions and proficiency, (b) the design reflected in teacher and students' roles, instructional materials, and types of activities, and (c) procedure reflected in behaviors and interactions classroom activities and instructional materials.

As a result, below is the table developed after the observation of language classes based on Richard and Rodgers's model modified for the research context (see Table 1). This is a brief table which portrays the sub-elements of methods observed in language classes. Below one can find more detailed information on the results of the classroom observations according to the elements comprising methods.

Table 1

Teaching methods in Kazakh and English classrooms

	Kazakh classes	English classes
function of language	giving instructions, covering exercises from textbooks, teaching vocabulary on medical topics	giving instructions, covering exercises from textbooks, teaching vocabulary on medical topics
teacher's role	coordinator, evaluator	coordinator, evaluator
students' role	giving answers, reading, retelling, keeping silence	answering teacher's questions, reading, translating, keeping silence
students' interaction	individual work	individual work
instructional materials	a book, an interactive board	a book, an interactive board
classroom activities	<ul style="list-style-type: none"> - checking homework: reading out language units one-by-one; - distribution of previously written test; - oral re-telling of grammar rules and texts; - reading text aloud by students; - presentation on the topic "Body parts in Kazakh" 	<ul style="list-style-type: none"> - reading aloud a medical text and translating it; - introducing new vocabulary through reading words and their translation; - presentation of new vocabulary topic through a text

Approach. It was observed that the function of target languages was mainly to deliver instructions on how to cope with certain exercises and to teach how to pronounce new vocabulary on medical topics. It is noteworthy that Russian was actively used by teachers as support for clarification of instructions, explanation of grammar, and giving equivalents for new vocabulary in target languages. Teaching was based on the memorizing vocabulary and grammar patterns.

Design. The design of observed teaching methods includes instructional materials, teacher and students' roles, and types of classroom activities. As a guideline for classroom activities and facilitating instructions, teachers had a printed copy of a textbook and used an

interactive board. They used these materials in order to demonstrate fragments from a textbook such as new vocabulary, grammar tasks, or text. Students re-wrote new words and grammar exercises and read texts from the interactive board. Sometimes teacher gave copies to students or students printed out copies given during previous tasks. During three classes (two Kazakh and one English), one of the students went to the library to sign out books for the lesson; he or she brought them back after the class.

Regarding the roles in the classroom, it is worth to note that it was witnessed that teachers mainly gave instructions on how to cope with tasks, explained grammar, presented vocabulary, asked questions of students, and evaluated students by the end of the lesson. It was seen that students were focused on the teacher and intent on carefully listening to instructions. They translated sentences, did grammar tasks, read texts, etc. In other words, they followed teachers' instructions.

Among observed classroom activities, there were checking home task, presenting new vocabulary, doing grammar exercises, presenting crossword, giving instructions for project work. The next part gives detailed information on teacher and students' behaviors during these activities.

Procedure. Regarding the interactions during the class, it was observed that the majority of time was allocated to individual student work rather than group activities. Mainly, they interacted with teachers more often than with other students. Talking to peers was usually interrupted because it was seen as a distraction. Teachers would say: "Stop talking to each other!" or "Don't get distracted!"

It is noteworthy that teachers and students in both Kazakh and English classes behaved similarly. They remained in the same place either standing near the table or sitting at

it. When asked questions, students had to stand up; although when the teacher did not specify who they were asking, students answered from their seats. It is worth noting that they were asked to keep silent throughout the lesson. Teachers would say: “Silence, please!” That was a requirement for every observed class.

Lessons usually started with checking home task. Students read sentences from grammar exercises and texts one-by-one and then answered questions from the text. During one of the Kazakh classes, a teacher distributed students’ tests, announced grades, and gave comments on errors. Students responded by correcting mistakes and receiving their works.

Then students were presented with new vocabulary. In Kazakh classes those were new words from texts on various topics including the biography of Akhmet Yassawi (a famous poet and scholar) and the structure of blood cells. In English class presented vocabulary covered first aid, body parts, and types of traumas. In all cases the procedure was the same: the teacher showed words with their translations on the board, read a word in the target language and translation afterwards, then students repeated and wrote down new words with their Russian equivalents. Then students read texts containing new words. They read them aloud one-by-one translating every sentence. The post-reading activity was answering questions on given texts. It was done either orally or in the written form.

Some tasks were focused on grammar. From the most part, teachers applied them to check students’ understanding of grammar material. In one class, a teacher asked students to do a grammar exercise. Every student stood up, chose a word, and modified the case form of the Kazakh word. Other students were asked to listen and correct but they didn’t do so. They looked rather bored.

However, there were also somewhat creative tasks observed in the lessons. For example, during one Kazakh class a student presented a crossword. He read riddles in Kazakh while others guessed the answer. He said whether they were right or wrong. The teacher was as an observer, the presenter managed the students' answers on his own. The majority of the class were engaged in the task.

Students were also presented with a project task. In one English class, a teacher explained how to deal with a project work on the topic "First Aid". The teacher explained that students would be shooting a short video in a role play situation where one got injured and others helped him or her. The main criteria was to use short phrases in English. Finally, students were shown a sample video made by another cohort. The teacher asked students to divide themselves into groups of two or three and decide on the type of trauma they wanted to present after the class. This activity showed the teacher's intention to introduce project work into lessons.

Students' Satisfaction with the Applied Teaching Methods

In order to shed the light on students' satisfaction with the applied teaching methods, students were asked the following questions. "What do you usually do in the classroom? Why do you think you do that?" to reflect students' vision of in-classroom activities. "Which activities do you like most? Why?", "Which activities do you dislike most? Why?", "Do you like your language classes? Why? Why not?", and "Do you find them helpful? Why? Why not?" helped to shed light on students' attitudes to teaching methods. "Which activities do you find effective for your language learning? Why?" revealed students' preferences in classroom activities. It is noteworthy, students were encouraged to talk about the use of language, teacher's role, their role, and the instructional materials via the follow-up questions

added during the interview. One can find the full list of questions included in the interviews in protocol (Appendix D Appendix D: Interview protocol). Thus, the medical students' perceptions of language teaching methods which reflected their satisfaction were categorized into themes which emerged as follows: (a) perceptions of the teacher in the classroom, (b) perceptions of classroom activities and instructional materials, and (c) perceptions of learning in the classroom.

Perceptions of teaching in the classroom. In this section, I reveal findings related to the students' perceptions of the classroom atmosphere and the teaching strategy. For the most part, the participants stated the atmosphere in the classroom was friendly enough for study. In other words, students appreciated teachers' efforts and teachers were eager to answer questions which students felt free to ask. The following quotes help to illustrate this point of view: "I think teachers are doing their best. And it is obvious." (Participant 1, interview translated from Russian, November 30, 2015) and "We can always make up questions. She [teacher] will always explain again." (Participant 2, interview translated from Russian, December 2, 2015).

On the other hand, Participant 4 did not feel comfortable in the Kazakh classroom because he speaks Kazakh at home and his level of proficiency is higher than others'. In addition, he didn't like that the teacher's Russian-language proficiency was low. He saw it as a constraint to explain the material. At the same time, the participant noted students in the classroom are responsive and try to help each other:

"I speak Kazakh very well. ... Russians [speakers] should be explained [grammar] rules in Russian. It would be easier for them [less fluent Kazakh speakers]. But personally, I don't care. I usually help my group mates when they ask for help. ...

Usually I explain rules to them or check homework.” (interview translated from Russian, December 4, 2015).

Overall, students sounded optimistic about the way languages were taught and felt that the atmosphere in the classroom was favorable for learning languages. As for teaching strategies, students mentioned the correction of errors, division of tasks for weaker and stronger learners, creativity in the lessons, focus of tasks, and the support of teachers by using Russian in the class.

Frankly speaking, students sounded satisfied with how teachers employed strategies. They stated the necessity and effectiveness of correction of errors in the classroom both when speaking and writing: “Yes, we work on errors we made in our home tasks and tests in the classroom. Sometimes it is embarrassing to me but I think it is necessary for developing language [proficiency].” (Participant 4, interview translated from Russian, December 4, 2015). Students also highlighted having tasks oriented on different degrees of proficiency: “We are given tasks according to the level of our language [proficiency]. So, we are never bored. There are three levels, basically. And we complete tasks in a certain time. But we do our best to complete all the tasks.” (Participant 1, interview translated from Russian, November 30, 2015) and “We [those who have better English proficiency] are given additional tasks while the teacher explains grammar or teaches words to others.” (Participant 5, interview translated from Russian, December 5, 2015). They also supported the use of Russian, especially for beginning learners. These quotes can be used as an evidence of that:

“One doesn’t understand everything. For example, I don’t fully understand Kazakh speech. For instance, it is sometimes difficult to determine ending [of a word]. So, it

is sometimes easier to me to ask about it in Russian. It makes the material more clear.” (Participant 3, interview translated from Russian, December 3, 2015)

Perceptions of classroom activities and instructional materials. In order to report the findings on the students’ perceptions of classroom activities more precisely, they were underpinned by the information on students’ visions of instructional materials based on students’ answers during the interviews. During the data analysis, the answers were categorized. Therefore, this part is divided into students’ perceptions of (a) classroom activities and (b) instructional materials.

Perceptions of classroom activities. The observational data revealed that teachers mainly preferred teacher-centered activities although some of student-centered ones were applied, as well. In this sense, classroom activities discussed during the interviews were divided into two groups: (a) teacher-centered and (b) student-centered. In addition, they were sorted out according to practice: productive (speaking and writing) and receptive (listening and reading) language skills.

Table 2

Classroom activities discussed by participants

	Student-centered	Teacher-centered
Productive skills	<ul style="list-style-type: none"> ● Presentation of a poem ● PowerPoint Presentation ● Role-play 	<ul style="list-style-type: none"> ● Recitation ● Drill ● Reading aloud and translation ● Grammar exercises ● Translating texts
Receptive skills		<ul style="list-style-type: none"> ● Drill ● Memorization ● Checking task in the class ● Reading individually ● Listening to recordings

Teacher-centered activities. The most common activity mentioned by the participants was learning vocabulary on medical topics like “Parts of body”, “First Aids”, and “Organs”. They saw it as an essential part of language learning at college. To exemplify, Participant 3 stated: “Language courses are more about medicine now. If we learn new words, they are about medicine. First aid, for example. It is crucial for us as prospective specialists, I think.” (interview translated from Russian, December 3, 2015).

Students found the presentation of new words by repeating them after the teacher important for remembering correct pronunciation of words. Noteworthy though, the majority of students confided that they had difficulties with pronunciation of English words: “Well, we repeat new words after our teachers. It helps to know how to say words. But I forget the pronunciation sometimes. And those who learnt German also find the pronunciation very difficult.” (Participant 5, interview translated from Russian, December 5, 2015). At the same time, students wanted to request more conversational practice in Kazakh: “In Kazakh lesson we repeat words and phrases after the teacher. Of course, it is kind of speaking practice but reading in Kazakh is not very difficult. I wish we had more dialogues or readings, at least.” (Participant 3, interview translated from Russian, December 3, 2015).

Answering teacher’s questions was mentioned by students, as well: “Teachers make up questions, we answer them. But they don’t usually explain.” (Participant 3, interview translated from Russian, December 3, 2015). Although it did not involve all students, active ones gained from it. Students highlighted that it was only their responsibility to answer and, therefore, it was up to them to practice language or not. For example, Participants 1 and 5 underscored that:

“Yes, we answer questions. Different questions. About date, weather, or grammar rules. So, it’s also practice. You do that for yourself, I think. So, it’s up to you.”

(Participant 1, interview translated from Russian, November 30, 2015).

“If you want to study, you will be active. How can a teacher make you speak a language? Only if you want. A student must be responsible here, I think. We get scholarships and we can’t miss a chance to receive good education.” (Participant 5, interview translated from Russian, December 5, 2015).

Another activity mentioned by almost all respondents was reading texts on medical topics. “I like reading. It helps me understand grammar and words better. We also practice speaking after we read a text.” (Participant 1, interview translated from Russian, November 30, 2015). “I don’t really like reading. Neither aloud nor silently. It is not that difficult to read and translate. We need more practice.” (Participant 3, interview translated from Russian, December 3, 2015)

Although they expressed different attitudes to it, students mentioned its effectiveness for developing speaking. Respondents reasoned it by the fact that reading was followed by translation and answering questions and teachers applied both reading aloud and individually:

According to the respondents, translation took place not only after reading a text in the target language but also students translated texts from Russian into the target language. For instance, Participant 4 stated the effectiveness of this activity: “I’m not really good at it [translation]. But it is important to be able to translate. ... Because it is the practice of grammar. Then it is easier for you to speak. ... I think it helps to speak better.” (interview translated from Russian, December 4, 2015)

Completing grammar tasks in the class caused mixed feelings among the respondents. While some of them supported it insisting on its effectiveness, others were not so enthusiastic highlighting that there was a lot of memorization in it: “I like practical tasks. I mean grammar. I think we will need the grammar anyway. So, it must be in the lesson.” (Participant 3, interview translated from Russian, December 3, 2015). “No, I don’t like doing grammar tasks because they are about memorization. There is no language practice.” (Participant 5, interview translated from Russian, December 5, 2015).

Participant 1 mentioned that they listened to recordings in the English class. The participant agreed on its effectiveness and listed tasks they completed: “We also listen to recordings. ... Yes, of course, it is [necessary]. We do different exercises about what we heard. For example, we answer questions or fill in the gaps in sentences.” (interview translated from Russian, November 30, 2015).

Student-centered activities. The most positive feedback was given to role play in the form of dialogues. This involved reading and/or creating a dialogue on a certain topic and acting it out. Students admitted the effectiveness of the role-play for developing speaking skills and claimed role-playing to be a rehearsal for real situations. In addition, students realized role playing required understanding grammar and vocabulary of target languages:

“For example, dialogues are effective. Yes, they are the most effective tasks. You have to understand what you are talking about because it is not a poem. Another student may change something and, if you don’t understand, you may look weird (laughing).” (Participant 2, interview translated from Russian, December 2, 2015).

Participants also mentioned the presentation of poems and PowerPoint presentations. Participant 5 underscored they had to approach this type of tasks with creativity. PowerPoint

presentation also involved group-work. At the same time, the students complained there were not a lot of tasks for presentation but they were highly interested in them: “We make up presentations. Very rarely though. But it requires preparation. Probably, this is the reason.” (Participant 3, interview translated from Russian, December 3, 2015).

To sum up, the participants mainly expressed positive attitudes towards activities conducted in the language classrooms. They tried to explain their importance and to reason their attitudes.

Perceptions of instructional materials. During the interviews the participants were asked about instructional materials linked to classroom activities. All students mentioned textbooks and an interactive board. Students claimed various books were used. Besides printed books, teacher would bring printed copies of fragments of books.

Participant 3 complained about the absence of a consistent textbook although he realized that the differences in the level of language proficiency among students were a challenge for creating one textbook for the whole class:

“It would be great to have a textbook for our programs. We have a lot of copies and they say they couldn’t find books for everyone in the library. But maybe it’s difficult to choose only one book because some students are just beginning to learn languages, others already can speak them. I mean they can’t satisfy everyone at once.” (interview translated from Russian, December 3, 2015).

According to the students, the use of interactive board made language classes more interesting to them. This was because they were presented with slideshows, texts, and translations; this means everything was demonstrated and easily understood with the help of computer graphics and colorful pictures. In addition, access to the Internet made lessons

more engaging. Teachers gained the most from the interactive boards for the reason that they did not have to carry books and posters and make a lot of copies. The following quotes demonstrate that the students saw the interactive board as an advantage in the lesson:

“Interactive boards are often on in the class. We are usually shown new words or texts. Sometimes we even do grammar tasks. ... I think teachers are happy now. They don't carry heavy books and large posters because they keep everything on memory stick. And they don't make a lot of copies. They can be economical with paper now. (smiling)” (Participant 2, interview translated from Russian, December 2, 2015)

“With [interactive] boards everything is so interesting. Computer graphics and colourful pictures are very attractive. Everything is obvious. Sometimes black-and-white copies have bad quality and we may misunderstand something but then we look at the board and see what words mean.” (Participant 5, interview translated from Russian, December 5, 2015).

The questions involved in the interviews revealed students' insights on textbooks and an interaction board as the main instructional materials. They showed that students noticed the variety of sources to be introduced in the language classes.

Perceptions of learning in the classroom. Another category was developed based on Richards and Rodgers' model (2001). The students' perceptions of language learning in the classroom were reflected in two themes. Firstly, reasons and purposes for learning languages at medical college were considered. Secondly, I looked at students' attitudes to language lessons.

Reasons and purposes for learning languages at college. The answers were sorted into four groups: (a) as citizenship and/or national identity, (b) for international communication, (c) for professional needs, and (d) for daily communication.

Students expressed the necessity of learning Kazakh as their mother tongue and state language. They saw the need for proficiency in Kazakh as their civil duty: “Well, Kazakh is a state language. Everyone in Kazakhstan has to know it.” (Participant 2, interview translated from Russian, December 2, 2015). Also Participant 4 associated this language with the country where they lived meaning Kazakhstan: “Kazakh is mother tongue. And I live in Kazakhstan. That’s why [we have Kazakh classes]” (interview translated from Russian, December 4, 2015).

International communication from the students’ understanding involved the benefits for travelling: “People don’t stay for long in the same place, they travel. Language lessons are important. Then we’ll be able to communicate with [people of] other nationalities and [from other] countries.” (Participant 5, interview translated from Russian, December 5, 2015). Some students saw the necessity of learning languages in order to communicate with people from other countries and/or of other nationalities: “I think this is for international communication. For example, a person doesn’t speak Russian but knows some Kazakh or English, it will help you understand him. This is important, especially if a person needs help.” (Participant 3, interview translated from Russian, December 3, 2015)

There were a number of professional situations to use Kazakh and English mentioned in the interviews. First of all, it was the duty to accept and serve every person and both they and patients could benefit from their ability to speak additional languages: “If a patient doesn’t speak Russian, we must be able to help him [or her]. This is not an excuse. This is

about their health.” (Participant 5, interview translated from Russian, December 5, 2015).

Second, it was the communication with college and hospital management board and local and foreign colleagues: “In case of any event or celebration. Or another example is for communication with the colleagues and managers.” (Participant 1, interview translated from Russian, November 30, 2015). Participants also listed conferences, articles, exhibitions, and reports.

Participant 1 mentioned the necessity of speaking several languages for daily communication in the multilingual context of Kazakhstan: “There are so many nationalities living in Kazakhstan. We should understand each other. And now there are more foreigners here, as well. Once I helped them to find a house. They showed me the address and I explained the direction to them.”

To sum up the findings, students realized the importance of language courses due to various reasons. It is significant that they seemed to be conscious about the purposes of language learning as citizens, travellers, and prospective professionals. Therefore, it is interesting to see if their purposes of language learning coincide with teaching practices and how it influences their attitudes to language lessons.

Students’ attitudes to lessons. In general, students expressed positive attitudes to the language lessons and found them effective for language learning. They were getting to know a lot of new words about medicine and grammar. Participant 5 stated the lessons were not boring at all. Participant 3 appreciated the lessons because the classroom was the only Kazakh-speaking environment for her:

“English lessons are never boring. ... I think [they are] very effective. I think everything depends on the environment. ... I mean it depends on what languages

other people speak. I mean people around you. ... I can [have an opportunity to] speak Kazakh and English only here, at college.” (interview translated from Russian, December 3, 2015)

Challenges Faced by Students in the Language Classroom

When students were asked about the constraints they faced in language classrooms, they were eager to talk about how to make lessons better rather than difficulties. For this reason, this section was divided into two categories: (a) constraints and (b) ideas for improvement.

Challenges faced in the language classes. All participants stated that students in the classroom had different language proficiency levels. Thus, there were beginners learning language together with experienced learners. This may be one of the reasons that more proficient learners got bored:

“Challenges? I don’t think there are real challenges in the classrooms. But I am usually bored because I speak Kazakh and English better than other students. I do online English courses and speak Kazakh at home. Of course, teacher works with everyone but it’s sometimes really boring to do grammar tasks.” (Participant 4, interview translated from Russian, December 4, 2015).

This shows that the differences of language proficiencies in the classroom impede the process of language learning by students.

Furthermore, the lack of speaking practice in the language classroom was mentioned by participants. Participant 2 highlighted that teaching grammar is necessary but practicing a language through communication was likely to work better: “I think too much grammar is explained to us. We’d better have more speaking practice. ... Yes, because it would work.”

(interview translated from Russian, December 2, 2015). Participant 3 argued that speaking practice would help students to remember pronunciation of words and learning specific sounds: “Of course, speaking practice is important. ... It’s difficult to me to remember how to pronounce English words. And I think I could pronounce specific Kazakh sounds better if we had more speaking exercises.” (interview translated from Russian, December 3, 2015).

To conclude, students were eager to share with the challenges they faced during the language classes. The collected data showed that the lack of practice in the mixed level classroom was challenging to students. At the same time, all students developed their ideas about the challenges by talking about the ways to improve language classes discussed further.

Areas for improving language classes. It is notable to mention that students were enthusiastic to share their ideas on how to make language classes more interesting and engaging for them. They not only described what they wanted to do but also gave a rationale for that. The coded data was grouped whether the ideas related to (a) the teaching strategies and conditions or (b) classroom activities.

Teaching strategies and conditions. Firstly, students claimed they would like to be divided into smaller groups according to the level of their proficiency. In their view, it would influence the atmosphere in the classroom where students have more or less equal proficiency and teachers would be able to focus their lessons both on language and professional situations:

“I would like us to be divided into groups. ...Then the material would be better explained to us. ... of course we can ask questions. But teacher wouldn’t have to prepare so much information for everyone. I don’t think it is good when you are given too much or too little information. Now strong students get bored and weak may not

understand everything.” (Participant 4, interview translated from Russian, December 4, 2015).

Secondly, students would rather learn languages less intensively but for a longer period of time. They would be eager to have language classes even throughout the entire period of study at college instead of two terms for English and four terms for Kazakh: “Yes, having language classes for the duration of study is interesting. ... Because they would have to change something in the program, I think. To organize more practice, maybe.” (Participant 2, interview translated from Russian, December 2, 2015). Participant 5 claimed they would have a chance to divide learning languages into two stages: developing general language skills and applying these skills for medical purposes: “I really like learning languages. I would love to have language classes for four years. But others? I don’t know. We could have ordinary [general] language course and after that we could have medical Kazakh and English.” (interview translated from Russian, December 5, 2015).

Classroom activities. To begin with, students would like to have more practical activities aimed at developing speaking proficiency. They include role-playing, communicative exercises, and games. According to the respondents, teachers didn’t have to conduct these activities every class though. They reasoned the necessity of using more tasks like that by the fact that it would be easier to communicate in these languages in both daily and professional situations: “I would add more speaking and role-playing. It would be easier to talk to people around and patients, afterwards.” (Participant 2, interview translated from Russian, December 2, 2015).

Also students would be eager to do more project work. As it was seen from the observations, one project presented in English was shooting a short video about first aid.

Students were excited about it. They wanted to have more tasks like that provided they had decent preparatory work:

“Project work sounds interesting. I liked those videos we were shown in the English class. ... I think doing projects in teams or individually would be great. But only if we speak Kazakh and English, of course. I mean, it will be interesting only if we know exactly what we are talking about.” (Participant 1, interview translated from Russian, November, 30, 2015).

Textbooks were seen as an element of classroom activities. Therefore, students wanted to have a textbook which involved all the necessary materials for classes. One student underscored the availability of books in the library and offered to upload scanned copies of books on the computers in the library:

“It would be great to have a textbook for our programs. We have a lot of copies and they say they couldn’t find books for everyone in the library. But maybe it’s difficult to choose only one book because some students are just beginning to learn languages, others already can speak them. I mean they can’t satisfy everyone at once.” (Participant 3, interview translated from Russian, December 3, 2015).

Overall, it can be concluded that students perceived language teaching to be important for a number of reasons and they were satisfied, for the most part, with teaching methods in the language classroom. Nevertheless, they shared the constraints they were experiencing, as well as ideas on the ways to improve language teaching methods. It is noteworthy, students were eager to explain why they found certain components of teaching methods more effective than others.

In this chapter I presented the findings from observations of Kazakh and English classrooms and interviews with students. Both data collection methods were focused on the students' perceptions of language teaching methods and aimed to answer three research questions. In the next chapter, I will discuss the findings categorizing them according to the research questions of the study.

Chapter 5: Discussion of Findings

The previous chapter presented findings obtained from classroom observations and semi-structured interviews. The findings of the study were analyzed in the framework of the reviewed literature. The study addressed three research questions focused on medical college students' perceptions of language teaching methods. In light of this, this chapter is designed in three sections which answer each research question separately. This means that the discussion is structured as follows: the first section refers to the question "What methods are used in the classrooms"; the second section addresses "Are students satisfied with the teaching methods used in the language classrooms?"; the third question concerns itself with the question "What challenges do they face learning languages in the classrooms?"

Teaching Methods Used in the Classrooms

This research question aimed to define the methods used in language teaching classrooms in a medical college. In order to discuss this question, we took into account (a) the focus, (b) the commonly applied method, and (c) the content of language teaching. The related findings were witnessed during the class observations.

Teacher is the main facilitator in the classroom because it was noticed that (a) the majority of time students were focused on teachers' instructions and (b) students carefully followed them. This finding was concluded from the categories "Teacher's role" and "Students' role". The observed classes appeared to be highly teacher-centered. They were teacher-centered because the teacher was recognized as the sole leader and the main speaker, while the student interaction was limited (Garrett, 2008). This coincided with practices in other countries where the education system includes a number of tests and the teaching focus is the revision for those tests (Biggs, 1991; Jobbit, 2014). As a result, the language classes are

centered on teacher's instructions rather than on students' communicative skills. Although Webber (1995) underscored teacher's role and noted the importance of teachers' initiatives to raise questions in the language class, the author listed other methods to encourage students to communicate in a target language both with the teacher and with other students.

Students' interaction in the classroom is limited because it was observed that (a) activities were mainly focused on students' individual work, (b) silence was seen by the teacher as an essential component of discipline, and (c) the classroom activities were textbook- and board-oriented. This finding was concluded from the categories "Students interaction", "Instructional materials", and "Classroom activities". Lecturing turned out to be commonly applied in the language classes. This was concluded after analyzing several features of lecture as a teaching method: (a) teachers simply reported what they knew (Werner & DeSimone, 2009), (b) students were passive listeners, while teachers were active speakers (Henderson & Nash, as cited in Guvendir, 2013), and (c) teaching was based on memorization (Varao-Sousa & Kingstone, 2015). As was concluded in the Literature Review chapter, lecturing may be beneficial for language teaching only if provided with appropriate communicative follow-up activities. In the case of observed classes, the presentation of teachers' knowledge was mainly followed by completing grammar tasks, reading and translating texts, and answering display questions. In contrast to these activities, Ferguson (2013) suggested a number of other ones encouraging students to communicate in the class in order to enhance language skills in the frame of their professional needs.

Language teaching for medical purposes was recognized mainly by teaching vocabulary. There also was one project task though. This finding was concluded from the category "Classroom activities". As for the content of the language teaching, it appeared to

be similar to Taiwanese classes where students were mainly exposed to learning terminology in the target language (Chia et al., 1999). In the observed classes, the terminology also included names of human body parts, medicines, and medical procedures. Teaching professional vocabulary underscored the medical-oriented nature of language classes. However, Ferguson (2013) explained reasons for other communicative-based skills of teaching English for Medical Purposes. These skills are particularly important because they are oriented both on research and doctor-patient communication. Therefore, besides vocabulary, the content of teaching language for purposes (LSP) in a medical college ought to include methods which develop students' skills such as the delivery of diagnoses, reporting illness narratives, and procedures associated with body examination.

The grammar-oriented approach in which teachers transmit their knowledge to students via lectures were also defined in the Chinese medical college by Luzheng et al. (2011). The study of these authors is particularly important for the presented research. It was also aimed at additional language teaching in medical college classes in the frame of the shift from teacher- to student-centered classrooms, from lecturing to communicative methods. As a result, authors recommended to introduce a language pre-course in order to develop students' general communicative skills in a target language and to introduce professional ones afterwards. This recommendation may be taken into consideration and offered to the studied language classes, as well. However, the essential conditions would be: (a) teacher training aimed at student-centered communicative-based classes and (b) the development of effective syllabi both for general and professional language classes (Luzheng et al., 2011).

To conclude, it was seen from the observations that language classes were focused on teachers who mainly lectured on grammar and vocabulary. However, a number of scholars

highlighted the importance of developing communicative skills in the target languages, especially among medical students (Webber, 1995; Luzheng et al., 2011; Ferguson, 2013; McFarlane, 2015). Generally speaking, language teaching methods applied in the observed classes may increase grammar competences to a certain degree. However, the experiences of other research studies state that these methods are unlikely to satisfy learners' communicative needs.

Students' Satisfaction with Methods Used in the Language Classrooms

The purpose of this research question was to define whether students were satisfied with the language teaching methods. In addition, I considered the reasons for certain attitudes juxtaposing them with results and findings of other research studies focused on students' perceptions.

Students' attitudes toward classroom activities varied according to their personal learning preferences. However, the role-play was mentioned as the most effective and the most preferable activity. This finding was concluded from the category "Perceptions of classroom activities". During the interviews, the participants indicated realization of the fact that both Kazakh and English classes were grammar oriented and lacked communicative activities. Nevertheless, students claimed they felt satisfied with that and even stated grammar oriented teaching methods to be helpful for language learning. Students perceived grammar as an inevitable part of language acquisition which prevails over communicative skills. At the same time, the participants liked role-play activities and wanted to have more speaking practice during language classes.

Students argued they felt satisfied with language teaching and the majority found language classes interesting and effective for language learning. They reasoned that by the

facts that (a) the atmosphere in the classroom was friendly, (b) material was clearly explained to them, and (c) there were a number of effective classroom activities. This finding was concluded from the categories “Perceptions of teaching in the classroom” and “Students’ attitudes to lessons”. Among the reasons for students’ satisfaction with grammar teaching methods, Rao (2002) and Hawkey (2006) mentioned unattractive presentation of communicative tasks by the teacher which includes unclear instructions, demanding silence as a crucial disciplinary rule, and frequent interruption of activity. Unfortunately, the observed classes did not involve any communicative activities where student interaction was involved. Therefore, I cannot comment on that. However, the fact that during those six observed classes none of the teachers applied group discussions, pair work, or role play allows the assumption that lecturing prevails over communicative tasks. This contradicts contemporary trends in language teaching which claim communication to be the focus (Farooq, 2015; Rajprasit et al., 2015).

Probably, students were involved in grammar teaching so much that a reorientation of their beliefs about the nature of language is needed (Rao, 2002). For example, the assessment and the learning outcomes may influence students’ learning strategies and habits. In South Korea, schooling represents the preparation for final tests (Jobbit, 2014). As a result, students are exposed to learning language through memorizing grammar rules and vocabulary. This is also true of Kazakhstani schools where the assessment is based and focused on the results of the Unified National Testing (Winter, Rimini, Soltanbekova, & Tynybayeva, 2014). As a result, students get used to lectures of grammar and memorizing words as effective tools for language learning. In light of this, it can be admitted that in trying to introduce

communicative language teaching methods, educators have to take into account the connection between teaching conditions such as assessment and learning outcomes.

Another teaching condition to be considered before introducing communicative activities is the number of students. For example, a large class size may make students feel uncomfortable (Rao, 2002). In the observed classes, there were 20 students or more. Rao (2002) stated that the bigger the class, the more organized the lesson should be. This means that teaching methods other than lecturing may be applied to bigger classes but the essential component of its success appears to be the teacher's professional skills. They include the teacher's abilities to organize the classroom, present and lead activities, and monitor students (Rao, 2002; Hawkey, 2006).

Textbooks and interactive board appeared to be the main sources of information in the classroom. This finding was concluded from the categories "Instructional materials" and "Perceptions of instructional materials". The use of instructional materials is an essential part of students' perceptions of teaching methods (Peng, 2015). Although-textbooks and an interactive board appeared to be the main sources of information in the observed classes, students claimed they were too grammar- oriented. As an alternative, increasing student interaction in the classroom in order to use textbooks as a supporting tool rather than main focus of language teaching can be offered (Wen-Cheng et al., 2011). Another option could be taken from the Ramamurthy and Rao's study (2015) which involved the use of smartphones in the language classroom. According to the results of the study, a properly organized introduction of smartphones to students enhanced students' critical thinking skills and communicative learning. To sum up, reconsidering instructional technologies in language classrooms of the studied research site is a pivotal issue. The discussed findings showed that

the instructional materials used (including textbooks and interactive board) are too grammar-oriented. As a result, they hardly respond to the main trends of teaching and the current development of technology.

Although students claimed they were generally satisfied by grammar-oriented teaching methods, the analyzed research studies recommended to further explore the reasons for that (Rao, 2002; Hawkey, 2006; Jobbit, 2014; Ramamurthy & Rao, 2015). There are a number of conditions which influence students' perceptions of teaching methods. They may be the teacher's professional skills, assessment tools, learning outcomes, or instructional materials. These conditions play a crucial role not only on the perception of teaching methods by students but also in their design by teachers. Therefore, they should be reflected in contextualized teacher training, syllabus, and assessment (Farooq, 2015).

Challenges Faced by Students in Languages Classes

This research question was aimed at defining those realities of language classes which were regarded as challenges by students. A number of studies touching upon challenges also define the ways to overcome them (Rajprasit et al., 2012; Peng, 2015). Therefore, in addition to discussing the findings on the challenges in the classroom, ways to overcome them are also considered. According to the findings, students mentioned the mixed level of language proficiency among students and the lack of speaking practice as the main challenges.

Students saw mixed level class as a challenge for learning Kazakh and English. This finding was concluded from the category "Constraints faced in the language classes" and "Areas for improving language classes". The mixed level class is not always seen as a problem but it can be challenging both for teacher and students (Carlson, 2015). Some participants claimed it to be a challenge for them. This statement allows us to assume that the

pace of study differs from one group mate to another. As long as students with a higher level proficiency volunteered to be interviewed, language classes were boring to them. Probably, this is connected with the fact that they were not stimulated enough (Carlson, 2015).

Although Addington (2002) viewed mixed classes as a problem, she presented a way out on the example of teaching adult refugees whose geographical, cultural, and academic background varied. The main idea of the approach to teaching in these classes was uniting learners via activities like discussing a map, pictures, or short articles. Addington (2002) underscored that student interaction through communication during those activities was the focus of the lesson. The variety of students' backgrounds was not that large but this experience may be applied to the observed classes, as well. To begin with, the shift from textbook-based and grammar-oriented methods to communicative ones is needed. This may be achieved by offering uniting activities which encourage each student to participate in the class despite their level of language proficiency.

Another way to develop students' communicative skills and language proficiency was offered by Carlson (2015). He defined mixed classes as an opportunity to engage each student by sharing their language learning experiences via creating self-learning portfolios. They reflect assignments and reading tasks covered during the semester. The scholar highlighted that "through creating a depository for ideas, learning responsibility involves learner involvement, reflection, and appropriate use of language" (p.200). The studies of both scholars demonstrated that students can benefit from learning a language in mixed classes. However, certain conditions should be taken into account. Among the need for communicative activities to be effectively organized and the focus to be on student interaction rather than on textbook-based learning.

Students realized the importance of language education at college for a number of purposes. They would like the language classes to include more tasks on practicing productive language skills rather than learning vocabulary and doing grammar task. This finding was concluded from the category “Reasons and purposes for learning languages at college”. The problem of the lack of productive skills practice in the additional language classes has been raised by a number of scholar (Rajprasit et al., 2012; Peng, 2015). The findings of this study underpinned the conclusions of Rajprasit et al. (2012) and Peng (2015) who highlighted the importance of communicative practices for students. In this sense, the consciousness of the interviewed students about learning languages should be taken into account, especially for professional purposes. Noteworthy is that Peng’s study (2015) was conducted in a Chinese university where traditional methods of teaching prevailed over communicative ones. Also, the conditions which have influenced the reform of Chinese education oriented to communicative skills have perhaps brought their experiences closer to the Kazakhstani context. Therefore, it can be strongly recommended to reconsider the language teaching methods including classroom activities and instructional materials. They ought to shift from receptive exercises to productive communication.

Overall, it may be concluded that the observed classes lack communicative methods of teaching languages. As long as a method involves several components like approach, activities, and environment (Richards & Rodgers, 2001), they all ought to be reconsidered. Students got used to grammar-based lecturing, completing grammar exercises, and memorizing vocabulary as indispensable elements of teaching methods. However, communicative teaching methods are likely to demonstrate to them the functionality of languages being taught and to increase student interaction and student talking time. At the

same time, teaching conditions like teacher's professional skills, assessment tools, learning outcomes, and instructional materials should be taken into account when teaching methods are introduced and applied.

Conclusion

This study was aimed to bring better understanding of how medical college students perceive teaching Kazakh and English in Russian-medium groups. In the frame of the study, six language classes were observed and five students were interviewed. The findings were presented and discussed in the previous chapter. Based on these findings, this chapter will sum up the main conclusions of the study, reveal limitations of the study, give some recommendations for policy makers and educators, and suggest areas for further research.

Main Conclusions of the Study

The study was sought to gain greater insight into medical college students' perceptions of language teaching methods. The purpose of the study raised three research questions: (a) "What methods are used in the classrooms?", (b) "Are students satisfied with the teaching methods used in the language classrooms? Why?/Why not?", (c) "What challenges do they face during the language classes?".

The findings for the first question revealed that both Kazakh and English language classrooms appeared to be grammar focused, even though the subjects were called "Professional Kazakh" and "Professional English". Also, students were mainly focused on teachers, interactional board, and textbooks, rather than interaction with one another. Probably, the focus on grammar also impeded the inclusion of functional language tasks teaching languages for medical purposes. It can be concluded that the observed classes lacked methods of teaching functional language through communicative activities.

The discussion of the second research question highlighted the fact that there can be a number of reasons for students' satisfaction with the applied language teaching methods. Among them are poor performance of communicative tasks, large class size, and test-

oriented learning at school. There are also other conditions influencing students' perceptions such as instructional materials and teacher's skills to use them in the effective way (Rao, 2002; Hawkey, 2006). All of the mentioned conditions ought to be taken into consideration because they should be reflected in contextualized teacher training, syllabi, and assessment (Farooq, 2015).

The third research question was focused on challenges. Interestingly, although students claimed they were satisfied with teaching methods, they faced challenges in language classes. They include mixed-level students in the class and the lack of speaking practice during the lesson. It is noteworthy that students were eager to share ideas about the ways to improve language teaching. They mainly expressed the desire to have more practice of productive skills.

Overall, the findings proved that students have the image of what and how they should be taught effectively. Although this does not mean that teacher has to be led by students preferences, educators ought to study learners' perceptions in order to design appropriate teaching methods. It was interesting to find out that the context of language teaching in medical colleges in China and Taiwan appeared to be close to Kazakhstani one. There language teachers are also encouraged to shift from traditional grammar-based teaching to applying communicative methods. This means that experiences of these countries may be taken into account by policy makers in the process of designing curricula, assessment, and teacher training.

Recommendations for Policy Makers and Educators

The findings of the presented research study have significant implications both for education policy and classroom practice. They highlight the importance of students' voices in

the designing education process. Based on these findings, policy makers and teachers can be suggested to reconsider the learning outcomes, to divide of the language course into two stages, and to create opportunities for education managers and teachers to develop their professional skills.

The learning outcomes are reflected in the curricula and syllabi. The observations showed that students were exposed to grammar and medical terminology. However, there is a list of other communicative skills which are indispensable for prospective health caring staff (Ferguson, 2013). For example, they ought to be able deliver diagnoses, to report illness narratives, and to conduct body examination. First, these skills should be reflected in the curriculum as learning outcomes. Then, they are expected to navigate teachers in designing syllabi and lesson plans. Setting these skills as learning outcomes is likely to allow teacher to focus on evolving students' communicative skills in the class.

At the same time, certain conditions are necessary in order to make these learning outcomes achievable. Based on Chinese experiences (Luzheng et al., 2011), it can be suggested to divide language courses into two parts aimed to general and professional language. During the general language course students can be divided into subgroups depending on their language proficiency. This may allow to reduce students' anxiety and teachers' workload. As a result, teachers are bound to get more opportunities to concentrate on developing students' communicative skills in target languages. As soon as students are exposed to basic communicative level, they can be introduced to professional language course where they will learn how to apply general communicative skills to professional settings.

Teacher training should also be reconsidered. The classroom observations showed that teachers are unlikely to vary teaching methods giving their preferences to lecturing language materials. This means that there is a need to work on teachers' views of language teaching methods. In the frame of training, teachers should be demonstrated the importance and techniques of applying communicative teaching methods in the context of mixed-level large classes. Training course should be aimed to enhance teachers' skills of organization of communicative activities focused on students interaction. For example, they can be taught how to introduce portfolios in the way suggested by Carlson (2015).

To sum up, the findings of the study demonstrated the importance of the study of students' perceptions. They unconcealed that the issue of language teaching touches upon a number of stakeholders such as students, teachers, teaching managers, and policy-makers. At the same time, the findings also showed that the improvement of language teaching is a multi-dimensional process. It includes setting clear and functional goals, as well as creating conditions for effective teaching and professional development.

Suggestions for Further Research

In the previous part, I discussed the recommendations for policy makers and educators. Further I will present the ideas on the further research. Although the conducted study has brought a number of significant findings, it does not shed the light on teachers' perceptions of teaching methods. It would be interesting to know how teachers view the methods that they choose and why they choose them. This information would also be important for developing effective teaching training. It would allow to embrace both students' needs and teachers' views.

Further study of students' perceptions in other colleges can be suggested. It would help to obtain a bigger picture of students' perceptions of language teaching. This is particularly important in the frame of the current reformation of the education system and the introduction of trilingual education. Another way to continue the presented study can be a case study experiment where students will be exposed to functional language through communicative methods of language teaching.

To sum up, this section revealed a number of ways to continue the presented research study. It can be focused on teachers' perceptions, be conducted on the larger scale, and/or be developed to the case study experiment. In the next section, I will discuss the limitations defined in the study.

Limitations of the Study

The previous section suggested a number of further research studies based on the findings of the presented one. In this section, I will define limitations and explain how I coped with them. Overall, the current study involved two major limitations. First of all, it involved a small number of participants. Although the study focused on one education institute, interviewing five students was not enough to generalize the findings. However, this may be seen as a piloting version of the study on a larger scope.

Secondly, there was a lack of qualitative empirical research on students' perceptions of learning in the Kazakhstani context. However, the research was based on the thorough study of Kazakhstani context and foreign language teaching experiences which were available on the university library database and internet.

To conclude, the study conducted in one medical college involved limitations.

Nevertheless, there were taken measures to reduce their influence on the results of the study.

This means that the findings of the study can be taken into consideration as the pilot case study research focused on teaching methods of additional languages in a medical context and the first step towards understanding students' insights on teaching methods for getting a thorough feedback from them.

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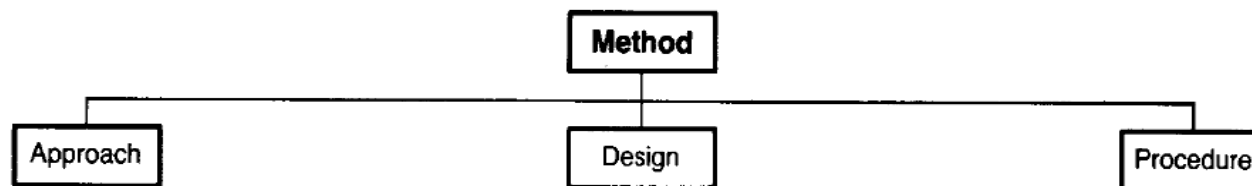
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Appendix A

Summary of elements and subelements that constitute a method. Adapted from “,” by J.C. Richards and T.S. Rodgers, 2001, *Approaches and Methods in Language Teaching*, Cambridge University Press, p.33.



- a. *A theory of the nature of language*
 - an account of the nature of language proficiency
 - an account of the basic units of language structure
- b. *A theory of the nature of language learning*
 - an account of the psycholinguistic and cognitive processes involved in language learning
 - an account of the conditions that allow for successful use of these processes

- a. *The general and specific objectives of the method*
- b. *A syllabus model*
 - criteria for the selection and organization of linguistic and/or subject-matter content
- c. *Types of learning and teaching activities*
 - kinds of tasks and practice activities to be employed in the classroom and in materials
- d. *Learner roles*
 - types of learning tasks set for learners
 - degree of control learners have over the content of learning
 - patterns of learner groupings that are recommended or implied
 - degree to which learners influence the learning of others
 - the view of the learner as a processor, performer, initiator, problem solver, etc.
- e. *Teacher roles*
 - types of functions teachers fulfill
 - degree of teacher influence over learning
 - degree to which the teacher determines the content of learning
 - types of interaction between teachers and learners
- f. *The role of instructional materials*
 - primary function of materials
 - the form materials take (e.g., textbook, audiovisual)
 - relation of materials to other input
 - assumptions made about teachers and learners

- a. *Classroom techniques, practices, and behaviors observed when the method is used*
 - resources in terms of time, space, and equipment used by the teacher
 - interactional patterns observed in lessons
 - tactics and strategies used by teachers and learners when the method is being used

Appendix B

Sample of consent form

Methods of teaching additional languages: Kazakhstan medical students' perceptions

DESCRIPTION: You are invited to participate in a research study on the methods of teaching additional language in a Kazakhstan medical college. You will be asked for permission to observe the classes and to take notes. The purpose of the research is to investigate students' vision of how they are taught Kazakh and English in Russian medium groups.

TIME INVOLVEMENT: Your participation will take approximately 30 minutes.

RISKS AND BENEFITS: In order to reduce potential risks of the study related to your confidentiality, your name, the institution and the city will be hidden. This will protect you from the negative outcomes of sharing vision of the methods applied by the teacher.

The study will contribute to investigating medical college students' perceptions of language teaching methods in the Kazakhstani context. As a result, it will bring deeper understanding of the problems and will raise questions for the further studies.

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 supervisor's contacts: Dr Nettie Boivin, nettie.boivin@mail.ru.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

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

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- 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: _____

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

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

Appendix C: Observation protocol**Methods of teaching additional languages: Kazakhstan medical students' perceptions**

Setting: _____

Time: _____ Date: _____ Length of observation: _____

Language class: _____

Medium of instructions: _____

Techniques	Students' role	How active are students?	Students' reflection

Appendix D: Interview protocol

Methods of teaching additional languages: Kazakhstan medical students' perceptions

Time of interview: _____ Date: _____

Interviewee: _____

- Research objective – **Students' perspectives of teaching methods** .
- The Research aims to interview third year students of a Kazakhstan medical college.
- The confidentiality of the interviewee will be protected by providing consent form, asking to change the names of participants, the findings will presented in a class and the results of the research will be erased after passing the final report.
- The duration of the interview will be approximately 40 minutes.

Dear (Participant's name),

Good morning. Let me introduce myself. My name is Darina. I am doing master's program at NU GSE. Many thanks for joining this research which is aimed at investigating your perception of language teaching.

1. This is the consent form which confirms confidentiality of this interview. You can take your time and read it. Sign it afterwards, please.

2. Do you mind that the interview will be recorded? The record will be deleted after our project presentation.

If you have something to add after the interview you are welcome to email me this week.

If you don't have any questions we can start the interview.

[Turn on the tape recorder]

Demographical questions

- Where are you from?
- What languages did you study at school?
- Why do you think you are learning Russian (Kazakh, English)?

Feedback on language classroom activities

- What do you usually do during language classes?
- Which activities do you like most? Why?
- Which activities do you dislike most? Why?
- Which activities do you find effective for your language learning? Why?
- Do you attend optional language courses?

If so, why? How different are activities there and in the classroom?

Feedback on the particular language teaching

- Do you like your language classes? Why? Why not?
 - Do you find them helpful? Why? Why not?
 - When you first came to the classroom did you expect the language classes to be fun?
- Did these classes meet your expectations?

Ideas to improve language teaching methods

- What would you like to do during the language classes?
- How do you think your teachers could make the language classes better?

Thank you for your cooperation and participation in this interview. I assure you of the confidentiality of the responses and your voice will be reflected in the thesis.

Appendix E: Sample of Observation field notes during one Kazakh lesson

Time: 8.10 a.m.

Date: December, 2

Language class: Kazakh

T gives instructions in Kazakh, accepts answers in Russian

	Students' role	How active are students?	Students' reflection
Checking home task translation/retelling of the text "Ibn Sina" + asking to translate new words from Kazakh into Russian	Ss have an opportunity to read the text before presentation, T gives instructions: focus on the key info, answer questions after the text	Everybody's reading, some students retell to each other; T appoints presenters herself;	S retells the text standing in front of the T; T completes Ss' answers, corrects them sometimes;
Checking home task "Body parts" (presentation)	One S presents prepared slide show naming body parts from the picture (mainly reading) The presentation is accompanied with pictures The S reads riddles, others guess	Others look and listen	T asks Ss to translate body parts into Russian (they can find pics on the slide); T asks to translate info from the slide
Crossword	Ss guess the crossword	Some Ss give answers	Ss seem to have seen and done this task before but look interested anyway
Text "Body parts"	Ss re-write the text/new words from the board	Mainly Ss look busy with reading and re-writing; they sometimes consult with peers (in Russian)	

Appendix F: Sample of the interview coding procedure with Participant 1

<i>Codes</i>	The Fragment of Transcribed of Interview Translated from Russian
	DK: What languages did you study at school?
<i>Attitude to Lang</i>	P1: We studied Russian, Kazakh and English.
	DK: Why do you think you are learning them in the college?
<i>Factors</i>	P1: There are so many nationalities living in Kazakhstan. We should understand each other. And now there are more foreigners here, as well. Once I helped them to find a house. They showed me the address and I explained the direction to them. Well, we must know Kazakh as the state language, and English is a language of international communication, I think. Well, and we studied English at school since the grade 5. I got interested.
<i>Attitude to Lang</i>	DK: Why do you think you liked it?
<i>Attitude to Lang</i>	P1: Well, I had a good teacher at school. And in general, I like their dialect, not a very difficult language to learn for me.
<i>National Identity</i>	DK: Why do you think you will need Russian and Kazakh in the future?
<i>Factors</i>	P1: Well, Russian is my mother tongue.
<i>Attitude to Lang</i>	Anyway, my relatives and friends communicate in Russian. And Kazakh – in case I work and live in Kazakhstan, it will be necessary. I mean the communication with people and for work, as well.
<i>National Identity</i>	DK: Why do you think you will need Russian and Kazakh in the future?
<i>Factors</i>	P1: Well, Russian is my mother tongue.
<i>Attitude to Lang</i>	Anyway, my relatives and friends communicate in Russian. And Kazakh – in case I work and live in Kazakhstan, it will be necessary. I mean the communication with people and for work, as well.
<i>Professional Need</i>	DK: And why do you think you will need it for work? P1: Well, for example, in case of any event or celebration. Or another example is for communication with the colleagues and managers
<i>Practices</i>	DK: Do you ever use Kazakh or English literature for study? P1: We have the Professional Kazakh course where we study all medical aspects in Kazakh, I mean human body.
<i>Attitude to lesson</i>	It is very interesting. I think teachers are doing their best. And it is obvious.
<i>Practices</i>	DK: Let's focus on Kazakh language classes. What do you usually do during the lesson? P1: We have a special textbook which we use for study. In the beginning of the year we remembered general topics, told about family, different

Practices

dialogues.

And now we study the organs. And we are given texts. We translate them and learn by heart. We are given tasks depending on the level.

DK: Do you mean there is class divided into three levels?

P1: Right. We are given tasks according to the level of our language [proficiency]. So, we are never bored. There are three levels, basically. And we complete tasks in a certain time. But we do our best to complete all the tasks. And we do as many tasks as we can during the class. We do our best to cover all levels. There are even creative tasks: proverbs, poems about organs. We learned a poem about heart.

Practices

DK: And what do you like doing in the class?

Positive Attitude

P1: I like reading. It helps me understand grammar and words better. We also practice speaking after we read a text and if I find some unfamiliar words, I try to translate them based on what I already know or to check in the dictionary.

DK: Do you mean you like to work independently?

P1: Yes. I like to work independently

DK: And what tasks don't you like?

Negative Attitude

P1: Well, I have some problems with speaking. It is difficult for me now. For example, I can learn by heart something but a free talk is still difficult.

DK: What is the reason?

P1: Well, at school we were focused on exams and the UNT, we didn't talk a lot.

DK: What tasks during the Kazakh lesson do you find the most effective for you?

Positive Attitude

P1: The most effective... well, when we translate texts and then make up simple sentences on general topics. Something we can use later.

DK: What about English classes? What do you usually do?

Practices

P1: We started from the very beginning, because some students in my group didn't study English. So, we started from the very beginning and now we are learning English in details. I mean we remember everything from school.

DK: Probably, there is a certain part of lesson that you like most?

Positive Attitude Practices

P1: When we revise, then do exercise. For example, when we check answers in the group. Yes, we answer questions. Different questions. About date, weather, or grammar rules. So, it's also practice. You do that for yourself, I think. So, it's up to you. We also listen to recordings.

Appendix G: Hierarchy of themes and codes

