

**Language Attitudes and Choices of Students for Learning Purposes in Multilingual
Higher Education Environment**

Dastan Kapashev

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in

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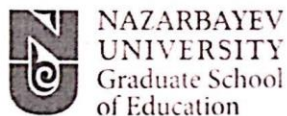

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NAZARBAYEV
UNIVERSITY
Graduate School
of Education

53 Kabanbay Batyr Ave.
010000 Astana,
Republic of Kazakhstan
October 2019

Dear Dastan Kapashev,

This letter now confirms that your research project entitled: '*Language attitudes and choices of students for learning purposes in multilingual higher education environment*' has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely

A handwritten signature in black ink, appearing to read 'Mukul Saxena'.

Dr. Mukul Saxena

mukul.saxena@nu.edu.kz

On behalf of Elaine Sharplin
Chair of the GSE Research Committee
Professor
Graduate School of Education
Nazarbayev University

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



Completion Date 08-Aug-2019
 Expiration Date N/A
 Record ID 32682001

This is to certify that:

Dastan Kapashev

Has completed the following CITI Program course:

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GG WP

Abstract

Language Attitudes and Choices of Students for Learning Purposes in a Multilingual Higher Education Environment

Multilingual higher education has become quite a wide-spread phenomenon. Considering language ‘as a resource’ (Ruiz, 1984), a lot of tertiary institutions in multilingual countries around the world are adopting English as a medium of instruction (EMI) as a part of globalization and internationalization. Thus, most of them use English as a lingua franca, which creates a new space for multilingual practices in the educational context. However, this particular study addresses the problem of ‘accelerating Englishization in multilingual higher education without any gains in multilingualism’ (Van der Walt, 2013). In particular, it takes the case of Nazarbayev University (NU), which represents an English-medium institution with international faculty and a small number of international students. It should be mentioned that due to post-Soviet context, Kazakhstan hosts more than 100 nationalities and most of the people speak at least their native language and Russian as a language of communication. However, even though most students are multilingual due to the context, classrooms in NU can be a unilingual (English-only) space. It can be assumed, since English is not the first or even the second language of most students, that they may use different aspects of their linguistic repertoire to understand the material and complete their academic tasks. Therefore, the purpose of this study is to identify how students in the multilingual higher educational environment of NU use languages from their repertoire and the attitudes that underpin those choices when it comes to learning strategies inside and outside the classroom. In order to explore that matter, a qualitative study was conducted with a series of semi-structured interviews among several students of NU from different backgrounds. The transcripts of these interviews were analyzed by means of direct coding. The research found out that NU students

use different parts of their linguistic repertoires in learning and everyday contexts, and EMI does not reduce their multilingualism (M) (even vice versa).

Аннотация

Языковые взгляды и выборы студентов в целях обучения в многоязычной среде высшего образования

Многоязычное высшее образование стало довольно распространенным явлением. Рассматривая язык «как ресурс» (Ruiz, 1984), многие высшие учебные заведения в многоязычных странах по всему миру принимают английский язык как средство обучения (EMI) исходя из соображений глобализации и интернационализации. Таким образом, большинство из них используют английский как лингва-франка, что создает новое пространство для многоязычных практик в образовательном контексте. Тем не менее, это конкретное исследование посвящено проблеме «ускорения англоязычности в многоязычном высшем образовании без какого-либо усиления многоязычия» (Van der Walt, 2013). В частности, речь идет о Назарбаев Университете (НУ), который представляет собой англоязычное высшее учебное заведение с международным преподавательским составом и небольшим количеством иностранных студентов. Следует отметить, что из-за постсоветского контекста в Казахстане проживает более 100 национальностей, и большинство людей говорит по крайней мере на своем родном языке и русском как языке коммуникации. Тем не менее, несмотря на тот факт, что большинство студентов говорят на нескольких языках из-за контекста, аудитории в НУ могут быть одноязычными (разрешено использование только английского языка). Можно предположить, что поскольку английский язык не является первым или даже вторым языком для большинства учащихся, студенты могут использовать различные аспекты своего лингвистического репертуара для понимания материала и выполнения своих учебных задач. Таким образом, цель этого исследования состоит в том, чтобы определить, как студенты в многоязычной высшей образовательной среде НУ

используют языки из своего репертуара, и какие взгляды лежат в основе этого выбора, если речь идет о стратегиях обучения внутри и за пределами аудиторий. Чтобы исследовать этот вопрос, было проведено качественное исследование с серией полуструктурированных интервью с несколькими студентами НУ из разных слоев общества. Стенограммы этих интервью были проанализированы с помощью прямого кодирования. В ходе исследования выяснилось, что студенты НУ используют разные части своего лингвистического репертуара в учебном (и бытовом) контексте, а ЕМІ не снижает их многоязычия (а даже наоборот).

Аңдатпа

Көптілді жоғары білім беру ортасында студенттердің оқу мақсаттарында тілдік көзқарастары мен таңдаулары

Көптілді жоғары білім беру кең таралған құбылыс. Тілді «ресурс» ретінде қарастыра отырып (Руиз, 1984), әлемдегі көптілді елдердегі көптеген жоғары оқу орындары жаһандану мен интернационализация аясында ағылшын тілін оқу құралы ретінде (EMI) қабылдайды. Осылайша, олардың көпшілігі ағылшын тілін білім беру контекстінде көптілді тәжірибе үшін жаңа кеңістік құратын линва-франка ретінде қолданады. Дегенмен, бұл нақты зерттеуде «көптілді жоғары білім беруде ағылшын тілін жеделдету» мәселесі қарастырылған (көптілділікті жеделдетпестен) (Van der Walt, 2013). Атап айтқанда, бұл мәселе халықаралық деңгейдегі оқытушылар құрамы және аздаған шетелдік студенттері бар ағылшын тілді жоғары оқу орны болып табылатын Назарбаев Университеті (НУ) туралы болып отыр. Посткеңестік кеңістік жағдайында Қазақстанда 100-ден астам ұлт өкілдері тұрады және адамдардың көпшілігі ана тілімен қатар орыс тілінде сөйлесетіндігін айта кеткен жөн. Дегенмен, студенттердің көпшілігі контекстке байланысты бірнеше тілде сөйлейтіндігіне қарамастан, НУ-дағы аудитория біртұтас болуы мүмкін (тек ағылшын тілінде рұқсат етілген). Көптеген студенттер үшін ағылшын тілі бірінші немесе тіпті екінші тіл болмағандықтан, студенттер материалды түсіну және оқу тапсырмаларын орындау үшін тілдік репертуарының түрлі аспектілерін қолдана алады деп болжауға болады. Осылайша, бұл зерттеудің мақсаты - НУ-дің көптілді жоғары білім беру ортасында студенттердің өздерінің репертуарындағы тілдерді қалай қолданатындығын және олардың таңдауы оқу аудиториясы мен одан тыс жерлерде оқыту стратегиясына қатысты қандай көзқарастарға негіз болатындығын анықтау. Бұл мәселені зерттеу үшін әртүрлі әлеуметтік топтарға жататын бірнеше

студенттермен бірнеше жартылай құрылымды сұхбаттар арқылы сапалы зерттеу жүргізілді. Осы сұхбаттардың стенограммалары тікелей кодтауды пайдалана отырып, талданды. Зерттеу көрсеткендей, НУ студенттері лингвистикалық репертуарының әртүрлі бөліктерін білім беру аясында (және күнделікті) қолданады, ал ЕМІ олардың көптілділігін төмендетпейді (керісінше жеделдетеді).

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Chapter 1. Introduction

On the one hand, it should be mentioned that due to post-soviet context, Kazakhstan hosts more than 100 nationalities (with only 18 million population) and most of the people speak at least their native language and Russian as a language of communication. On the other hand, in 2006 former President Nazarbayev and his government decided to create a new “world-class English language university” (NU strategy 2030, 2018, p.5) as a way to bolster higher education in the country. Thus, Nazarbayev University was created in 2009 and the primary language of instruction was declared to be English (Charter of NU, 2013). Lately, in the 2018 Strategy plan for 2030 it was mentioned that the decision to choose English as a medium of instruction was crucial to the success of Nazarbayev University as a tertiary institution. Currently, 75 percent of academic faculty in NU is international and represents 55 countries, while out of almost 5000 students only 1 percent are international students.

However, multilingual higher education itself is not a new phenomenon. Considering language ‘as a resource’ (Ruiz, 1984), a lot of tertiary institutions in multilingual countries around the world are adopting English as a medium of instruction (EMI) motivated by the phenomenon of globalization and internationalization. Most of them use English as a lingua franca, which should create a new space for multilingual practices in educational context. A lot of studies in this field are focused on identity building (Marshall, 2009; Martin, 2009; Li and Zhu, 2013; Preece, 2010). However, the question of how those newly created multilingual environments make students mediate their language practices specifically as a means of learning process is not fully researched by this day even on the international level.

Research Problem

Besides from closing the research gap in this area, this particular study addresses the problem of ‘accelerating Englishization in multilingual higher education without any gains in multilingualism’ (Van der Walt, 2013). In particular, it takes the case of Nazarbayev University (NU), which is an English-medium institution with international faculty, and a small number of international students. Despite the fact that most students are multilingual due to the Kazakhstani context, classrooms can remain as unilingual (English-only) space. However, since English is not the first or even second language for some students, they may use different aspects of their linguistic repertoire to understand the material and complete their academic tasks.

Research Purpose

Thus, the purpose of this study is to identify how students in multilingual higher education environments use languages from their repertoire and what attitudes underpin that choices when it comes to learning strategies.

Research Questions

In that context, several research questions can be posed:

1. What are students’ knowledge, attitudes and practices of different languages?
2. What language choices do students make in different learning contexts?
3. What are the reasons for those language choices?

In order to answer these questions, the research followed a qualitative case study approach with semi-structured interviews. The interviews were conducted among multilingual students of NU, and that data was analyzed by the means of direct coding based on the aforementioned research questions.

Research Significance

Significance of this study is that it contributes to the understanding of how students in multilingual higher education environments exploit their linguistic repertoires in relation to new knowledge and learning processes. That can benefit both educators and policymakers, since both of those parties can use the findings of this study to navigate further language policies inside and outside the classrooms in multilingual universities. The study can also be helpful for multilingual students to help them identify more effective ways of using their linguistic repertoire for learning. In addition, this qualitative study opens new opportunities in the area of multilingual higher education, language choice and attitudes for further quantitative research.

Outline of the Study

This introduction chapter is further followed by literature review that incorporates existing studies on the language choices of students in multilingual higher education. Next, the study moves to the methodology chapter that justifies preferred research design and approach, as well as data collection instruments and ethical considerations. Then, the next chapter analyzes the findings, following which, the discussion part interprets and explains the findings. Finally, the conclusion part draws some conclusions, identifies limitations of the study and provides recommendations.

Chapter 2. Literature Review

The following chapter provides a review of literature that is related to the topic of this particular research. It commences with providing some theoretical background to the fundamental concepts such as multilingualism (atomistic versus holistic views), translanguaging, and also introduces the contemporary concept of multilingual higher education. Following that, the chapter synthesizes the literature related to the language choices of multilingual students in different learning contexts. Firstly, it investigates international-level research in that area, then moves to the regional (Central Asian) and national (Kazakhstani) studies that share academic interest with this study. After that, the chapter introduces the conceptual framework of the study by firstly providing definitions of language and participation regime, and then justifying how the aforementioned framework is able to be applied to the current research.

Main Concepts Used in the Study

Multilingualism

One of the most comprehensible definitions of Multilingualism (M) was given by European Commission (2007) and it states that M is “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). In the academic world, Li (2008) has proposed another definition, “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading” (p. 4). Both definitions make an attempt to grasp the essence of M, (un)fortunately it is a much more complex and multifaceted phenomenon.

To begin with, there are almost 200 countries and roughly 7000 languages in the world (Lewis, 2009). At the same time, those languages are not distributed equally among the

Earth's population, thus minority language speakers are bound to learning and using languages of the majority (Cenoz, 2013). One could argue that such conditions for M have been existing for decades or centuries, and one would be right. However, the current state of M is not the same, according to Aronin and Singleton (2008) there are at least 3 main distinctions between historical and contemporary M, those are geographical, social and medium. To be exact, M nowadays is much more spread across the world, social layers, and develops in a much more rapid way. All of this is mainly defined by globalization and the Internet and has led to the fact that nowadays ability to speak several languages increases an individual's competitiveness in various spheres more than ever (Edwards, 2004).

As it has been mentioned, multilingualism is a complex and complicated phenomenon, thus there are different ways to view it, which creates various debates among scholars. One of such discussions is centered around atomistic versus holistic view of M. The supporters of atomistic view tend to think that languages coexist in multilingual individuals as fixed and sealed entities, thus entailing a view that multilinguals are supposed to act as two (or more) monolinguals in one body (Cenoz, 2013). The opposition claims that language use and acquisition for multilinguals qualitatively is not the same experience as for monolinguals, it is much more complex (Cook, 1992) and dynamic (Jessner, 2008). Moreover, holistic view of M also takes into account social and communicative contexts of multilinguals, and according to Cenoz (2013) this approach is more corresponding to the way multilingual students communicate in an educational environment.

Cenoz (2013) also points out three main 'dimensions' of M from the holistic perspective, i.e. the speaker, the whole repertoire, and the social context. It is important to understand that those three dimensions are not just accepted as distinct aspects of M, but also as complex reciprocal, and dynamic phenomena. To illustrate, multilinguals usually develop

their competence as means of socialization in some particular community (Kramersch & Whiteside, 2007), but at the same time they can use different parts of their repertoire for different purposes (e.g. reading newspaper, communication on the Internet, or writing a technical report), also while resorting to this different language practices they also (unintentionally) shape the context in which they exist (Canagarajah 2007; Kramersch, 2012). This is only one way to attempt to comprehend how complex the phenomenon of M is. Needless to say, that there are a lot more debates and dichotomies in the sphere of multilingualism, but the notion of holistic view is the one that is crucial for the further discussion in this particular paper.

Translanguaging

One of the terms that derive from the holistic view of M is translanguaging (Creese & Blackledge, 2010; Garcia, 2009; Li, 2010). First coined by Williams (2002) and then expanded by Garcia (2009), translanguaging can be defined as ‘the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages’ (Otheguy, Garcia and Reid, 2015, p.281). To clarify, there are three main premises of translanguaging theory (Vogel and Garcia, 2017). First, it posits that multilingual individuals exploit different elements of their personal singular linguistic repertoire for communication and meaning-making purposes. Second, it places individual’s personal dynamic linguistic practices over predetermined language structures. Thirdly, it takes into account the effect of socially constructed ideologies on linguistic practices (with a particular attention to minority languages). Despite the fact that there are views that translanguaging in education can harm language development, recently the use of it in educational context has been on the rise (Vogel and Gracia, 2017).

Multilingual Higher Education

According to Lillis and Curry (2010), English language can be seen as ‘the default language of science and academic research’ (p.1). However, HEIs around the world accept EMI for different reasons. Some hope that English will help to expand the scope of their HE from local to global (Ritzen, 2004). Others can view English as a feature of progress (*Progress in Higher Education Reform across Europe*, 2008), competitiveness or even national ambition as in the case of Singapore (Simpson, 2007). Van der Walt (2013) has structured different ways HEIs around the world use English and how that affects multilingualism in those HEIs, her view on that matter can be seen in the following diagram:

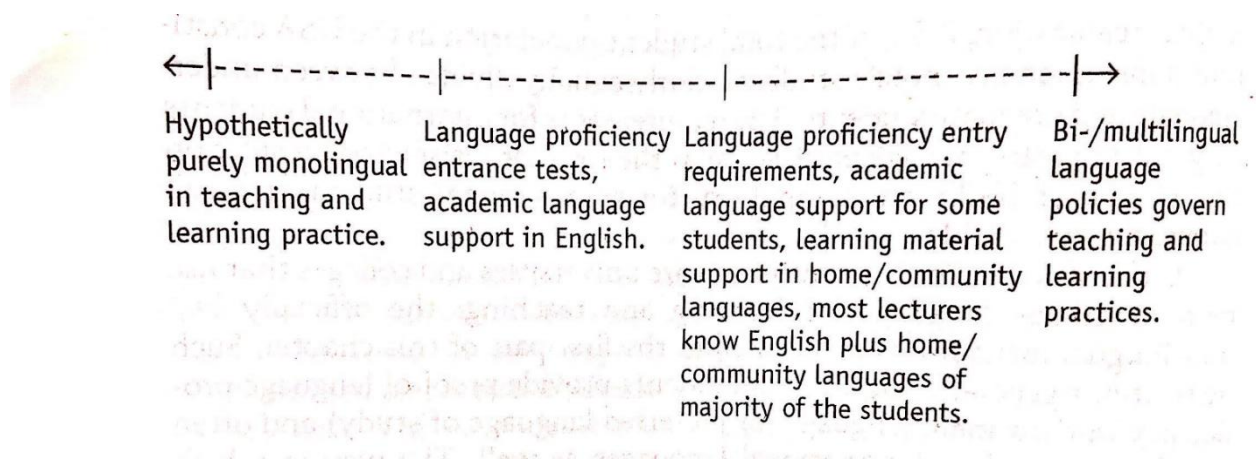


Fig 1. The continuum of English-plus multilingual HEIs around the world (Van der Walt, 2013)

On the left end of that continuum exist English-speaking countries (e.g. UK and USA) where English is the language both inside the classroom and outside the classroom. One could argue that such cases should be considered monolingual, however the coexistence of different varieties of English as well as international students do not allow to label those HEIs as purely monolingual. On the right end of the continuum exist HEIs that officially use several

languages in the educational context (e. g. University of Fribourg in Switzerland). The space in between those two extremes is occupied by HEIs where staff and students communicate via some common language (usually English), and also can share some other languages (e.g. community language) but either use it only partially or do not use them in educational context at all. Besides from illustrating how most of the multilingual HEIs work in the modern world, this diagram also outlines one important fact. Multilingual Higher Education nowadays does not just entail any languages, it particularly means ‘English plus other languages’ (Van der Walt, 2013, p.78).

Linguistic Choices of Students for Learning in Multilingual Higher Education

Environment

International Studies

Such a controversial and diverse state of multilingual HE can and should be a focus of academic interest. A lot of studies on multilingual environments in higher education are focused on identity building (Marshall, 2009; Martin, 2009; Li and Zhu, 2013; Preece, 2010). However, the question of how these artificially created multilingual environments make students mediate their language practices particularly for the purpose of learning is not fully researched by this day even on the international level.

To be fair, there are some recent studies that pay attention to language use among students in learning context. For instance, scholars from Nigeria as Akande and Salami (2010) look at the attitudes towards and use of vernacular language varieties inside and outside EMI classrooms of two major universities in two different cities. By the means of interview-questionnaire approach these scholars mostly discuss the attitudes of students towards indigenous variety rather than pay specific attention to how Nigerian students fluctuate

between their linguistic repertoire when it comes to the learning process. However, there is one important finding that illustrates that in an EMI setting, students are not willing to have their instructor speaking not English. However, this finding is not discussed in the framework of knowledge acquisition, but rather in the discourse of vernacular variety marginalization, which is the focus of the paper itself. At all ends, this study depicts that students' linguistic attitudes and choices can be a focus of an academic interest. This can be also seen in a study from South Africa by Van der Walt and Dornbrack (2011), which focuses on how successful students mediate their linguistic repertoire in multilingual higher education. Researchers in this paper use semi-structured interviews to figure out how undergraduate bilinguals attend lectures, take notes, study and translate academic texts in a university that uses English and/or Afrikaans for assignments and tests. One of the main conclusions is that mediating bilitiracies has some benefits for academic performance in this particular case, hence viewing multilingualism of students as an asset can have some potential benefits for a higher education facility.

However, not in all cases linguistic repertoire is viewed as an academic resource, sometimes students and lecturers in multilingual environments do not allow code-switching to be present in class, but still freely exploit it outside of it. According to the study by Shiweda (2013), this is the case in Namibian university, where multilingual students and lecturers avoid presence of any language besides English in the classroom, while outside of it code-switching between indigenous variety and English is a common practice. However, it is also worth mentioning that in rare cases when students cannot mediate new knowledge in English due to lack of proficiency, students do refer to code-switching in the classroom. It should also be noted that this study uses a large number of data collection tools in order to illustrate the different sides of multilingual higher education experience of students, i.e. interviews,

observations, narratives and video recordings. This definitely draws attention to the fact that students can differently exploit their linguistic repertoire in different learning circumstances. For example, that is the main focus of a Catalan study (Deal, 2016) that explores how a group of university students from different European countries prepare a slide presentation for the English language class. It should be noted that specific attention in this text is devoted to the fact that a) English is L3 for all participants and b) instructor is absent during that group work. As a concluding statement the researcher claims that in the aforementioned context students tend to use code-switching as a scaffolding technique for completion of the task (i.e. learning purposes). This study has two potential benefits, firstly it explores the different from usually studied learning context (group work without the presence of an instructor) and secondly its participants speak more than two languages and English is L3 for them. Another study that explores a specific learning context outside the classroom is one by Ingrid Andersson, Anne Marie Kagwesage and Joseph Rusanganwa (2012), which explores a more extensive group work that requires writing 15 typed pages of academic writing with 10 references in French or English that took place in Rwandan university where students' L1 is Kinyarwanda. The data consisted of five audio records of participants' group work, where 2 members were anglophone Rwandans and 3 were francophone. This study fully supports the findings of the Catalan case and concludes that code-switching in multilingual higher education context definitely facilitates learning and students tend to use it to mediate meaning or acquire new knowledge.

All in all, all the international studies above show that in multilingual higher education environments, even in EMI settings, students tend to use their full linguistic potential for learning purposes. However, that really differs from one context to another, both national and learning. Factors such as presence and/or supervision of instructors, linguistic repertoire of

other students and type of class and academic work definitely influence the linguistic choices and attitudes of students in multilingual higher education environments when it comes to learning strategies.

Regional Studies and National Studies

There is another factor that is not mentioned in the last paragraph, but still derives from all the studies discussed previously, and it is the background of the country and region where the study took place. That is why at this point it is essential to shift the focus on similar studies in Asian context since this study focuses on a Central Asian university. Similarly to international studies that were mostly occupied by the notion of identity building, Asian studies that take multilingual higher education (especially with EMI) into account view it through the prism of new imperialism and how it affects their national identity (Mok, 2007; Reagan & Schreffler, 2005).

Particularly in Central Asia, not a lot of studies in multilingual education focus on HE in general. The focus is shifted towards primary and secondary education (see Pavlenko, 2008; Bahry et al, 2016), which is understandable considering the fact that HE is not such a compulsory level of education as the ones that precede it. Therefore, the prevailing concern about education goals in lower levels, especially in the context of multilingualism, seems to be logical and rational. The situation is similar in Kazakhstan; however, the uniqueness of trilingual policy apparently increases the scope of academic interest. Besides the papers that study the educational contexts in lower levels of multilingual education (Zhetpisbayeva et al, 2016; Zhetpisbayeva and Shelestova, 2015), there are several studies that pay attention to HE as well. For instance, a study by Turumbetova (2014) explores the changes that internationalization (including EMI) has brought into the concept of HE in Kazakhstan. It

mainly states the positive effects that it can posit to the future of Kazakhstan and outlines the issue of preserving national identity along the simultaneous process of internationalization. One more paper in that area was written by Oralova (2012), and it mainly focuses on use of English in that context. The study concludes that use of English by both sides of the educational process (i.e. students and faculty) still struggle with the professional application of the language. It suggests the enhancement of the language support for both sides and pay attention to the experience of other countries that have successfully developed multilingual higher education. Another study by Alishariyeva et al (2014) pays attention to the language use among doctoral students at one university in Almaty, but the findings only suggest the rise of multilingualism with no further development of the argument in different learning contexts. Despite the fact that aforementioned studies do not focus on learning strategies of students in multilingual higher education environments, the existence of such papers illustrate that there is at least some academic interest in multilingual HE in Kazakhstan.

The closest research carried out in the area of multilingual higher education environment with a particular focus on students' language choices is master's thesis by Belova (2017). The study focused on how students in a multilingual HE environment perceive the latter and how it impacts their communication practices. It was revealed that the multilingual HE environment enriched the linguistic practices of participants despite minor misconceptions that they had about the phenomena. From the review of regional and national literature it can be concluded that the research gap that exists on the international level is much wider on the local ones. However, on the bright side, recent studies pay close attention to multilingual HE in general, so to student linguistic practices in those environments, and such positive trends cannot be omitted from the view.

Conceptual Framework

Participation and language regimes

There are two main concepts to dismantle before exploiting Gajo and Berthoud's (2018) framework of classroom interaction, and those are language and participation regimes. Authors claim that their use of the word 'regime' instead of more common 'mode' for language has one reason. The definition of language mode by Grosjean (2008) draws a distinction between monolingual and bilingual mode, claiming that the former is when a speaker activates only one language from a repertoire, while the latter happens when two languages are co-used for the completion of one task. However, the notion of regime is claimed to be broader in terms of language use in a classroom, it also involves the concept of how language is used: a) as a medium of communication and b) as a reference to develop a topic. The first case is the main use of language, while the second one is more interesting. In order to illustrate, Gajo and Berthoud use an example of classroom interaction, when a professor in Switzerland in order to explain the concept of globalization refers to the French term 'mondialisation' allowing students to draw parallels for the sake of better understanding, and at the same time he underlines the difference between those two concepts (English term has more economic background, while French has societal one). This contribution to the understanding of multilingual communication in class is the reason why this particular framework is used for this study.

The second notion that must be overtly explained is participation regime. From the perspective of Gajo and Berthoud (2018) the concept of participation is not only defined by the way social interaction is organized, but also by the way it is related to the setting. Relying on Bange (1992), who argued that 'learning can be seen as the visible work on – problematic –

knowledge in interaction, variably taken on by the participants', in their study they discover the impact of an educational setting (although in-class only). They also approach the concept using the dichotomy of mono- and multi management. In the first case, authors refer to the educational setting when one person is in control of the process (usually professor) and other participants rarely (almost never) contribute to it in any way (passive or active). The second case is described by all participants (including professor) actively contributing to the subject matter. The main feature of the first case is effective processing of a particular amount of information in a limited amount of time, while the second one has a more collaborative nature with a purpose of in-depth negotiation of knowledge.

Thus, the framework is based on the fact that multilingual educational settings are defined by language and participation regimes, and both of which can exist either in mono- or in multi- versions of itself. All the information mentioned above is crossed in the following diagram:

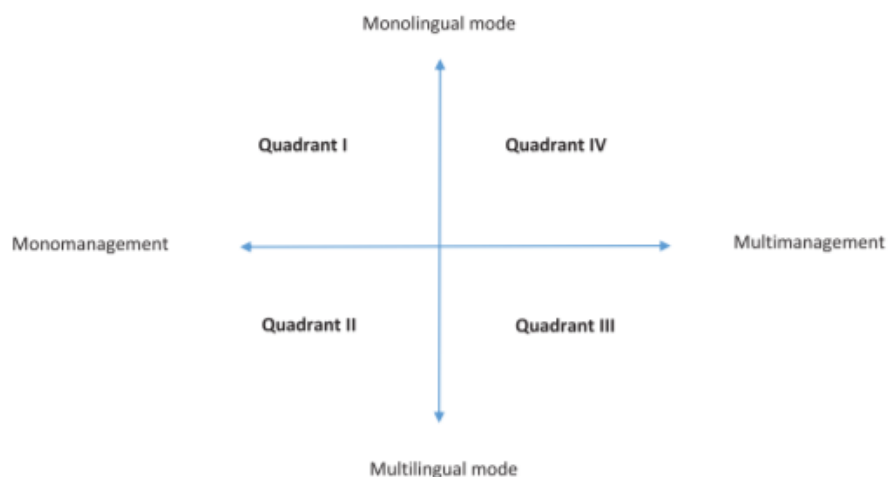


Fig.2 Four communication modes in classroom interaction (Gajo and Betrthroud, 2018)

Thus, the communication practice in this framework is described by which quadrant it exists. Quadrant 1 refers to monolingual and monomanaged practices, Quadrant 2 to monomanaged

multilingual, Quadrant 3 to multilingual multimanaged, and Quadrant 4 to multimanaged monolingual ones, respectfully.

Adaptation to the outside-classroom experience

As it has been mentioned this framework is particularly focused on in-class communication, however this study has a broader scope and takes into account the outside-the-classroom learning experience as well. Thus, there is a need to describe how exactly the same framework can be applied for the outside-the-classroom learning. To begin with, the definition of language regime is still acceptable for the experience outside of the classroom, so there is no need to justify that part. However, it is more intricate when it comes to the participation regime. The dichotomy of mono- and multimanagement can be applied to the learning process that happens outside of the classroom as well, if one considers the aforementioned definition of a learning process by Bange (1992) that was used by Gajo and Berthoud (2018). If learning is a process of problem solving and building knowledge in interaction where different participants take different roles, then inside the classroom interaction does not differ from outside the classroom, except for the fact that during the monomanaged practice the role of the professor is taken by a student himself or herself. Hence, the framework can be used for the analysis of outside-the-classroom experience as well.

Summary

Overall, the chapter has provided an overview of literature starting from basic definitions of multilingualism, translanguaging, and multilingual higher education. The most important points being the dichotomy of atomistic and holistic views on multilingualism, hence translanguaging theory, and also the ‘English plus other languages’ multilingualism of

contemporary higher education. The chapter has also revealed that the body of literature on the subject of linguistic choices made by multilingual students in different learning contexts of multilingual higher education obtains a research gap that can be seen even on the international level. Needless to say, on regional and national level that research gap is more visible, however the tendency of academic interest in that area is detectable as well. More importantly, that fact underlines the significance of the current research. In addition, the chapter has also introduced the four-communication mode framework by Gajo and Berthoud (2018), and illustrated how it can be exploited for outside-the-classroom contexts as well. The next chapter demonstrates the methodology employed for this research.

Chapter 3. Methodology

The previous chapter has reviewed some literature on the topic of language attitudes and choices in a multilingual higher education environment and how they are aligned with learning strategies. The following chapter illustrates the methodology of this particular study used for data collection and analysis, i.e. research design, data collection instrument and procedure, research site and sample, data analysis approach, as well as some ethical considerations.

Research Design

The study examines the qualitative approach, to be more precise, it is an exploratory instrumental case study. According to Yin (2003) qualitative case study is a way to explore complex interventions and relationships among individuals and/or organizations in an understandable manner via deconstructing and subsequently reconstructing any particular phenomenon.

It is worth mentioning that a qualitative case study approach is based on constructivist philosophy that offers a view that truth is relative and dependent on one's perspective (Baxter and Jack, 2008). Therefore, the main advantage of this approach is in 'close collaboration between the researcher and the participant' (Crabtree & Miller, 1999), and that communication allows researcher to understand participant's actions and choices and, thus, acquire a different view on reality (Lather, 1992; Robottom & Hart, 1993). That is why one of the purposes when qualitative case study design can become useful is to answer "how" and "why" questions (Yin, 2003). All of the criteria for use of case study approach mentioned above apply to the research described in this paper, since this study aims to identify how multilingual students make their linguistic choices in a multilingual higher education environment when it comes to the learning process and why they do them.

However, there is one more recommendation by Yin (2003) when to consider the mentioned concept, and it is when ‘the boundaries are not clear between the phenomenon and context’. The literature review has shown that the language choices are rarely tied to learning strategies in multilingual education research, and even on the international level the research gap regarding this phenomenon exists. Therefore, there is no clear boundary between how NU students and students in general make choices from the linguistic repertoire when it comes to learning in a multilingual higher education environment and how it differs and/or correlates.

Nonetheless, it cannot be agreed that the case of NU is of an exclusive and unique interest for this research. The case of NU is as interesting as any other multilingual higher education institution in the world and case study here only facilitates the understanding of a larger phenomenon. Stake (1995) argues that such case studies that focus and dive into one particular context and put it under scrutiny, but only for the purpose of external interest, can be identified as instrumental (in contrast to intrinsic, when solely the case itself is of a particular interest). In addition, this research does not have any predetermined or expected outcomes, and rather is performed in order to explore the case rather than explain, hence, according to Yin (2003) can be identified as exploratory.

Data Collection Instrument

Regarding the data collection instruments, qualitative studies usually refer to three particular types (Patton, 1990; Miles and Huberman 1994): interviews, observations, and written documents. Studies mentioned in the literature review chapter use all of these data types for their purposes, however, due to its limitations this study relies only on semi-structured interviews. Referring to the reason why qualitative cases study approach was chosen in a first place, it should be mentioned that interviews are used to gather ‘descriptive data in the subject's own words so that the researcher can develop insights on how subjects interpret some piece of

the world' (Bogdan and Biklen, 1997). The choice of semi-structured type of interviews in this case can be explained by Borg and Gall (1984), they claimed that 'the semi-structured interview has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondent's opinions and the reason behind them than would be possible using the mailed questionnaire' (p. 442).

Carruthers (1990) claimed that a large amount of research suggests that people are more prone to be sincere when their opinions are asked in a structured context, therefore some structure aligned the interview process. That was met by creating a ten-question interview protocol that was based on the research questions, i.e. involved such topics as language attitudes of multilingual students, linguistic choices that they make in different contexts (both learning and mundane), and reasons that underpin those attitudes and choices.

Research Site

Nazarbayev University in Nur-Sultan has been chosen as the research site for various reasons. Firstly, it is a classic example of a multilingual higher education facility that incorporates EMI as its main strategy. Secondly, it allocates a large number of multilingual students from different contexts, including international students. Thirdly, it was in a remote access for the researcher. However, there is one more crucial reason, and it is the fact that Nazarbayev University is considered to be the flagman of higher education in Kazakhstan and is believed to become the model higher education system in the future for Central Asian universities (Seidimbek, 2013). In other words, all educational experiments that work in NU might be implemented in some other state universities as well.

In addition, as it has been mentioned in Strategy Plan 2018-2030 that exercising EMI seems to matter a lot for the administration, and thus, a lot of attention is paid to it. In general, all the programs and subjects are taught in English, except for Kazakh language (and optionally

for History of Kazakhstan). Less than one percent of students are international, but the multilingualism of Kazakhstan should not be omitted here, and at the same time 75 percent of faculty is international. Considering the facts mentioned above, taking NU as a particular case for a study has been decided.

Research Sample

The study demanded purposeful maximal variation for the recruitment of participants due to one particular reason. It allows to recruit participants based on certain criteria (Creswell, 2012). A particular criterion for this study was diversity in academic context and linguistic repertoire. Overall, there were five participants recruited, three graduate and two undergraduate students, one of the latter ones is studying humanities (1st year) and one is studying sciences (2nd year). All three graduate student participants were from 1 program (MS in Finance), however, that lack of diversity was compensated by the fact that one of them was an international student. It was the only participant that chose English as the language of the interview, while others preferred Russian. In terms of gender, out of 5 participants, 3 were female and the rest were male.

Sample Limitations

One of the main limitations of the sample is its scale, despite the fact that five participants have accumulated rich enough data, the expansion of the research sample could have benefited the study. The second limitation is that the criterion of academic context diversity has not been met for the graduate school participants. Both limitations have occurred due to personal health issues of the researcher, which led to less time devoted to the recruitment, which in its own turn resulted in a partially less diverse sample.

Data Collection Procedure

The process of data collection commenced with completing the proposal of the study and drafting the first interview protocol. The interview protocol was pilot tested on one person, who did not end up in the final research sample, and then marginally altered. After that, the NUGSE Research Approval Application was completed, stating research purpose, questions, design and ethical considerations, and submitted with informed consent forms in three languages (English, Kazakh, Russian). Following the reception of approval, the process of recruiting participants began. Several people were contacted based on sampling strategy and only 5 of them found time to devote to participation in the study.

For the interviewing process, each participant chose their own venue, some of which were on the campus, some were outside, and one participant desired to make an interview via video call. All the interviews were preceded by brief information about the study and signing the consent form. In the case of a participant, who was interviewed by video call, the consent form was signed, scanned and then e-mailed, later the hard copy was obtained hand-to-hand. The average interview timespan was 20 minutes, all of them were recorded with consent and later kept on a cloud drive and a password-protected phone.

Data Analysis Approach

One of the benefits of the qualitative research design is that it allows to interpret data based on the firsthand experience (Taylor and Bogdan, 1998). However, in order to be analyzed the data must be organized and be prepared to be interpreted. For that purpose, all the recorded interviews were firstly transcribed in the same language that they were recorded. Then each separate file was stored in the same password-protected cloud drive as the audio recordings. Only after that, the main objective of analyzing qualitative data was set, i.e. ‘determine the

categories, relationships and assumptions that inform the respondents' view of the world in general, and of the topic in particular' (McCracken, 1988).

Regarding that, the data had to be 'condensed and distilled' (Tesch, 2013) through the use of coding to make the analysis more convenient. Coding was used due to the fact that it is considered as the proper tool for identifying commonalities and patterns (Seidel and Kelle, 1995). Codes are basically 'tags to allocate units of meaning to the descriptive or inferential information compiled during a study' (Basit, 2003, p.144), and they can be attached to different-sized parts of the data (e.g. words, whole sentences or paragraphs). However, it should be noted that codes do not exist in vacuum, they are links between the loci of data that convey different meanings and concepts, and that is the main feature of coding that allows it to be an heuristic device that opens different opportunities for a researcher (Coffey and Atkinson, 1996). In addition, there is one more aspect of coding to be considered, according to Miles and Huberman (1994) there are two ways to code data: pre-listed and inductive. The first one means that researcher already has some predetermined codes before even collecting data, while the second one uses the opposite of it, and explores how codes then arise from the data or context.

This particular study used coding right after transcribing it, and it relied on the research questions that were posed at the beginning. The codes were created via NVivo software, its 'nodes' function to be exact. The transcripts were uploaded to the software engine, then all of them were coded (noded) manually. As Basit (2003) software allows us to experiment with the coding process and try different ways of doing it. Finally, I have used a hierarchical approach to structure the data, and analyzed it based on the three research questions posed before the data collection.

Following that, the findings were analyzed and interpreted. The process was basically defined by the literature reviewed, participants' explanations and researcher's own observations during the interview.

Ethical Considerations

The first ethical consideration that was considered is the provision of consent form that allowed every participant to 'exercise free power of choice without any element of force or fraud' (Annas, Glantz and Katz, 1977, p.291). The form included everything it required (Field and Morse, 1985), i.e. research title, explanation, purpose, procedures, and the statement that participant is able to withdraw from an interview at any time. It also informed participants the fact of their anonymity and confidentiality, and how both of those ethical matters will be preserved.

However, there is one more ethical aspect of the study worth mentioning. Different scholars (Baykara et al., 2015; Smith, 2016) claim that ethical issues in educational research is not a simple matter of following the rules provided by committees and boards, since some ethical dilemmas are complex and dynamic. For instance, Fendler (2016) defined four ethical issues related qualitative research besides the mentioned above, and those are bootstrapping (fitting new constructs into existing frameworks), stereotyping (generalising from one group of participants to other populations), dehumanisation (making implications from non-human experiments), and determinism (the practice of using research for prediction). Nonetheless, it is important to keep in mind the main ethical principle, i.e. 'maximise benefit and minimise harm' (Brooks et al., 2014). Therefore, avoiding the ethical considerations mentioned in this paragraph is not a mere matter of creating forms and getting them signed, but a permanent continuous careful awareness of participants' context, background and feelings that should be present during every interview and every step of data interpretation.

Summary

In conclusion, this research used qualitative exploratory instrumental case study approach, which involved creating a 10-question interview protocol based on the research questions. Five Nazarbayev University students from different academic and linguistic backgrounds were recruited. Their interviews were manually transcribed and analyzed via pre-set coding that also relied on the research questions by the means of NVivo's hierarchical nodes function. Apart from that, all the measures that ensured participants' anonymity, confidentiality, and mental and physical well-being were met. The next chapter is going to present the findings of this research.

Chapter 4. Findings

This chapter collects all the findings that were revealed during the process of analysis of the data through the use of purposeful coding process. It uses the same pattern to report data as was used to code it. The findings are reported in three sections, each of which corresponds to each research question, and besides inside those chapters it breaks down them into subtopics. To be accurate, the first section reports findings on knowledge, practices and attitudes of students in a multilingual higher education environment. The second section dives into the intricacies of different learning contexts and what language choices students make in those contexts, basically it divides findings into two main contexts (i.e. in class and outside it) and the each of them looks at individual (e.g. note-taking, assignments), paired, group work and interaction with professors. The last section illustrates what reasons underpin those language choices reported in the second section.

Research Question 1: What are students' knowledge, attitudes and practices of different languages?

Knowledge

To begin with, all five interviewees agreed that they all can be considered multilingual and reported having three to four languages in their repertoire. However, interestingly despite the aforementioned similarities, they differently defined the notion of “multilingual person”. One interviewee clearly outlined that he can call himself multilingual only due to the fact that he can ‘produce and consume’ (R int) content confidently in 2 languages, despite the fact that he also had Spanish (have not practiced in a long time), Kazakh and Tatar (both only receptive skills) in his repertoire, interviewee D followed the latter pattern for her Turkish. A similar situation was with another participant (Z int) that did not include his Spanish as a part of his

multilingual repertoire since he believes that he forgot it due to lack of practice. Another interviewee also did not hurry to consider Spanish that she is learning right now as a part of her multilingual personality (S int). In contrast, one interviewee included all the languages in her repertoire, no matter the level and time of practice (B int) in her definition of multilingual person. In general, it can be stated that the common view amongst interviewees was that multilingualism of a person is defined by the number of languages in which he or she has developed confident receptive and production skills, and that are being used at the present moment.

Practices

Family

If we now turn to practices of the same participants in their families, there are several similarities that can be outlined. Apparently, family practices of all interviewees depend on which member of their family they are communicating with. One effective factor seems to be the age of those members, in other words, practices mainly differ between grandparents, parents and siblings. One interesting finding is that three out of five participants reported using English to some extent with their mothers in addition to their L1 (R int, B int, S int), it draws attention because these three participants have different backgrounds, i.e. local graduate student, international graduate student and local undergraduate student.

Another interesting finding is that family practices of the majority (except an international student) involve translanguaging in different forms. For instance, Z int pointed out that during his interactions with his brother, they can switch from Kazakh to Russian and vice versa depending on the presence of his brother's wife, or D int noted how in family her speech is mostly Kazakh ("80 percent"), but the words of household ("dishes, tomatoes, tea etc") are

usually Russian. Another example could be how S int describes her communication with her little brother and sometimes mom, something that called as “mixing up languages”:

[...]Well, for example when I start a conversation with my mom or my little brother, I start it in Russian, but some words come with “English sub-text”, for instance, words that I use at the university, I can say “day” instead of “den’(note: Russian for ‘day’)”, I mean English words that are used among young people [Translation].

R int presented an interesting case of non-reciprocal communication, when he described that he grew up listening to how his grandmother was speaking Tatar to his mom, and his mom used to respond in Russian, and such kind of communication was usual for him to experience. It is interesting how in present days, he pointed out that his mom is learning English and he sometimes points out the connections between two languages to make her learning experience easier. B int also admitted helping her mother with learning English, however she strictly excluded mixing language in that process. These results suggest that translanguaging (Garcia, 2009) is a significant part of language practices in the families of almost all participants.

Friends

Language practices with their friends apparently also heavily rely on mixing languages, however in a different way. They also depend on which of their friends they are talking to as well, but all five participants indicated that it is a mix of Russian with some other language, either English or Kazakh. For instance, D int said that if it is her friends at tennis training then she is probably mixing Russian and Kazakh, since some of her friends there speak Kazakh. One peculiar moment here is that two participants (one of which is international) mentioned translanguaging as a fun activity:

[...]Well... usually we just talk in English, because my Russian is not so good, but sometimes I speak Russian just for fun (B int)

[...] with my friends almost all the time I speak Russian, but sometimes I insert Kazakh words like “oibai” (note: Kazakh interjection similar to ‘oh my god’) just for fun [Translation] (D int).

Nevertheless, most of the participants more often mix English and Russian for clarity and emphasis in communication, for instance, when they try to explain something or prove a point to their friends, for instance, one interviewee put it this way:

[...] when you study in English-language environment, some meanings are hard to deliver in Russian, so when you want to say something that is expressed by English-word, you just say that word in order to be sure that you delivered the exact meaning. [Translation] (R int).

Overall, these results provide important insights into the fact that translanguaging is a common practice among participants when it comes to everyday interactions with their friends and which languages are mixed depends on people involved in a dialogue.

Attitudes

While speaking about their translanguaging practices participants also shared their language attitudes that shape those practices, as well as their attitudes towards translanguaging itself. Firstly, two participants noted that Kazakh language is a “difficult” language to mix with English (D int) and Kazakh words “do not fit into a speech” unlike English words do in Russian speech (Z int). However, the most prominent theme that emerged was identifying English as an academic language. The fact that some participants mix English in conversations with their friends, they associated with their studies in English (Z int, S int, D int, R int). It is interesting that one interviewee even pointed out that for him English appears to be “very structured” and thus associated with professional fields:

English language seems more structured and comprehensible to me, if I open any article, no matter what field, it can be medical, computer science, financial field (note: uses English words in original), I like that they are all written in the same style...so, it is like a seamless (note: uses English word) transition between fields for me.[Translation] (R int).

This particular example illustrates how deeply rooted is the image of English as a language of knowledge and academia that at some point it even causes confusion for a student, when he can merge two different concepts as academic style of writing and English language.

At the same time, a couple of participants pointed out that Russian-English translanguaging is not the most comfortable experience to have when it comes to the inclass academic process. For instance, D int pointed out that when her professor once switched from English to Russian and then backwards during one lesson, it made her feel confused, similar attitude was expressed by Z int when he was describing a case when one student during the class switched to Russian in interaction with a professor (who knows Russian), in which the whole class was involved:

[...] well, it was like...the canon breaker...we all year ask question in English, and interact with professors in English...and now someone asks question in Russian (note: during the discussion on lesson), it was very strange...we had like cognitive dissonance [Translation] (Z int)

Overall, these findings suggest that students have different attitudes that shape their language practices not only at home, but also with friends, and apparently they are connected to the fact that they study in EMI setting, and moreover, those EMI contexts also create some new attitudes that differ from the ones that affect the daily interaction of participants.

Research Question 2: What language choices do students make in different learning contexts?

In-class contexts

Interaction with professors

There was a sense of solidarity among all interviewees when it came to interaction with professors in the classroom, all 5 agreed on the fact that despite any additional factors (e.g. professor's L1) communication would proceed only in English and no other language.

Work in pairs

The picture is not so unilateral when it comes to work assigned to be done in pairs. For instance, D int claims that Russian is the language that she usually uses when there is such an assignment, while S int claims that her experience proceeds solely in English. It is interesting due to the fact that they are both undergraduate students, and the only factor that differs is their specialization, math and economics, respectively. Needless to say, that the international student also indicated that her experience would be completely in English. Regarding other graduate participants, two of them reported that they mix Russian and English, to be accurate, they speak Russian with English words, usually the latter ones are terms and notions discussed on the class itself (Z int, R int). An interesting case was reported by one participant, when he had an in-class assignment that he needed to do with his peer who could speak only English, Kazakh and Chinese, and only could understand Russian speech. According to him, instead of discussing their work in English, since he does not speak Kazakh (but can understand) or Chinese, they favored working in their L1s:

An interesting case was when I once was talking to my groupmate whose native language is Chinese. So she knows Chinese, knows Kazakh, English and only can only understand Russian...while I speak Russian and can only understand Kazakh, so we have kind of opposite situations. So when we worked together, I was talking to her in Russian, and she was talking to me in Kazakh, and we understood each other and worked excellently. (Translation) (R int)

Group Work

It is interesting that the findings on in-class group work differ from other contexts. To begin with, there is a clear distinction between graduate and undergraduate students. Both undergraduate participants noted if there is group work assigned to be done in class, then all participants will tend to perform it in English. At the same time, all graduate participants clearly stated that the first language choice that people make in their in-class group work is Russian,

that was mentioned even by an international student: “most of the discussion are in Russian they do not speak much Kazakh”(B int). However, it was also noted by Z int that sometimes professors can affect the process, and in that case, discussions will shift to using English language.

Individual

Turning now to the findings on individual learning experience in class, it should be mentioned that results differed only for notetaking while in case of individual in-class assignment all participants agreed with each other. To be precise, all 5 mentioned that if they are given an individual assignment in class, on every stage of its completion (e.g. searching sources) they will resort to using solely English. While when it comes to the note-taking process, one participant said that he does not take notes in-class (R int), three of them (Z int, S int, D int) reported that they would stick to only-English approach, B int revealed that she combines several languages from her repertoire. The last case is particularly interesting, she mentions the fact that her language choice will depend on what language she understands some particular concepts, and they are not always connected in her head, in other words, she can know the word in English and understand it that way, but when she tries to translate it into Chinese, for example, she loses her grasp on it:

for example, one word “future market”, it sounds pretty straightforward in English, probably how my professor showed me in English, but in Chinese it is just a word that makes no sense (B int).

In general, the findings suggest that multilingual students in multilingual higher education environments tend to make different language choices depending on a learning context. Also it can be noted that language choices of the international student tend to differ sometimes from the ones of local students.

Outside-the-classroom contexts

Interaction with professors

The responses differed when participants attention was drawn to the same learning contexts, but outside the classroom. In particular, when it comes to interaction with professors, all participants reported that they will maintain English-only policy with their professors even outside the classroom if their communication will be on course material or somehow connected to it. There was only one participant that had an experience when he used the same translanguaging technique that he uses with his peers in a conversation with a professor outside the classroom, and as he himself puts it, “they were both comfortable talking that way” (Z int). Nevertheless, all other participants favored English as language choice in this context, D int even reported trying to speak Russian with a professor after class, and receiving an answer in English, which resulted in her choice to always speak English with professors even outside the classroom when it comes to learning material. However, all four local participants also indicated that if the conversation does not have academic or class-related nature, then, only if their professor (or teaching assistant) can speak their L1 or L2, they will use that language freely outside the classroom in conversation with their professors.

Work in pairs

Working in pairs outside the classroom did not differ for graduate students from the same work in the classroom. However, apparently it completely changes for undergraduate students, since both told that when they work in pairs outside the classroom they will switch to Russian, and probably will mix it with another language. One of them (D int) mentioned Kazakh as the most probable choice to mix with Russian, albeit she added that it depends on the partner, the second (S int) reported mostly using a mixture of Russian and English. In any case, it is

evident that undergraduates' language choices in tandem work change when it is placed outside the classroom.

Group Work

The situation is absolutely the same with group work, language choices and practices of graduate students do not change when the learning experience shifts out of classroom, local ones (Z int, R int) most likely will refer to Russian-English translanguaging, while international student will stick to English as her tool to understand and contribute. At the same time, undergraduate students switch from their English-only approach (that they used in class) to their L1s and L2s (D int) and/or the Russian-English translanguaging.

Individual

For the individual learning experiences outside the classroom, responses slightly differed from the ones referred to inside the classroom. For instance, when it comes to individual assignments three out of five participants reported that their approach will not change, they will still be using English-only strategy to complete their task (e.g. searching for sources, clarifying class material). However, an international participant indicated that she will be using her L1(Chinese) in addition to English for that purpose, so did S int, except for the fact that her L1 is Russian. Regarding notetaking, only one participant (R int) confirmed that he had such an experience outside the classroom, and it was based on English-only strategy.

Taken together, these results suggest that there is some difference between language choices made by participants in the classroom and outside of it across learning contexts. Nevertheless, it should be added that the most vivid distinctions can be outlined mostly for undergraduate students. In other words, undergraduate students tend more to English-only

strategies, especially in the classroom, while graduate students are more prone to use translanguaging in any learning context.

Research Question 3: What are the reasons for those choices?

The most common reasons

In total, there are six reasons for the language choices in different learning contexts mentioned by participants, however, not all of them are shared among all five respondents, some are common only to particular groups. The most significant one in the whole list happens to be the *ease (comfort)* of the selected language practices that apparently derives from their habitual language use (e.g. writing in English, speaking in Russian) depending on the context, in other words, students tend to make their language choices based on to what extent it will make the learning process easier. That reason expands across all participants and all contexts presented, both in and outside the classroom. The second factor affecting language choices of multilingual students in a multilingual higher education environment is *efficiency (productivity)*, again shared by all five participants across different contexts. It is interesting how the aforementioned two reasons apply both to English-only strategies as well as to translanguaging. The next significant reason appears to be the *official language policy* of the university, albeit it should be mentioned that this reason is shared by two undergraduate participants and international one and applies only to the in-class learning experience.

Less common reasons

The next three reasons are less common among all participants but are still shared among some. For instance, R int and S int both mentioned that their language choices can also be defined by trying to provide clearer communication with peers, however, it should be mentioned that for S int it works only outside the classroom. Another reason that is not so popular, but can

affect language choices of the international student participant and two undergraduate student participants is *deeper understanding of the material*, and it also should be noted that this reason defines only individual learning experience among these three respondents. The last, but not least reason for some students to choose particular language practices tends to be *politeness (towards professors)*, something that for in-class context one interviewee put as “everyone should be on the same page” (R int), and for outside the classroom context another participant said that “it is informal to switch (from English) to another language without professor’s consent” (S int).

Summary

In conclusion, there are a few findings that can help to look at the initial research problem from an interesting perspective. Regarding the first question, apparently students in NU do not tend to include language with partial competences in their multilingual repertoire, at the same time translanguaging is a common practice for them both among family and friends, however, they do not seem to welcome it in formal educational contexts. In terms of the second research question, it seems that language choices do differ according to learning context, albeit, the distinction between in-class and out-class practices is the strongest among undergraduates. For the most part, translanguaging is one of the most common practices, but in case of in-class assignment or note-taking English-only strategies seem to be more useful. The findings on the third research question suggest that ease (comfort) and efficiency (productivity) seem to be the most important factors when making language choices in every learning context, only after these other reasons like official language policy can shape language practices of students. Overall, the findings suggest that different linguistic choices students make in different learning contexts depend on their personal preferences and views of multilingualism, as well as language policies

of the university. The next chapter discusses these findings in the light of reviewed literature and conceptual framework.

Chapter 5. Discussion

The purpose of this research is to identify how students in multilingual higher education environments use languages from their repertoire and what attitudes underpin that choices when it comes to learning strategies. The research was led by three main research questions, the first focused on students' claimed language knowledge and attitudes, the second on what linguistic choices they make in different learning contexts, and the third one was designed to reveal the reasons for those choices.

The previous chapter presented the findings derived from the qualitative semi-structured interviews. This chapter provides a discussion of those findings with interpretations juxtaposed to the results of the previous research in that area, as well as the application of the conceptual framework of the study.

Language Knowledge and Attitudes

The findings regarding the first research question reveal that almost all of them have an atomistic view on Multilingualism. Most of them are not aware of the idea of one unitary linguistic repertoire (Vogel and Garcia, 2017) and tend to exclude languages where they have partial competence from their multilingual identity. In contrast, the linguistic practices that participants described perfectly fit into the holistic paradigm of multilingualism. To be exact, the use of translanguaging, but more importantly the circumstances and reasons for its use. All of the participants confessed to mixing different languages from their repertoire for the sake of clearer communication depending on a context (e.g. friends or family). In addition, the view of multilingual HE by participants supports the observations by Van der Walt (2013), where multilingualism for students becomes equal to 'English plus other languages', since all of the participants place English on a first place and only in rare cases refer to other parts of their linguistic repertoire when it comes to learning. All in all, it can be stated that there is a

dissonance between the views and the practices among participants in regard to the holistic view of M, and English holds a special place when it comes to the academic environment.

Language Choices and Learning Strategies

Regarding the main focus of this paper, i.e. linguistic choices of students in different learning contexts, there is a need to refer to the previously introduced framework by Gajo and Berthoud (2018). However, before applying it to the findings of this research, some clarifications need to be drawn. To begin with, the colors on the diagrams below have some meaning behind them, blue colors of different shapes refer to in-class learning strategies, while yellow ones to the same strategies, but outside the classroom. Secondly, the shapes of the figures refer to the type of learning context. Round shapes indicate professor-student interaction, square shapes are assigned to work in pairs, triangle ones attribute to group work, and pentagons are ascribed to individual learning experience (e.g. note-taking or homework).

With that information, let us take a look at the visual representation of linguistic choices that participants made in class (see Fig.3). The diagram illustrates clear tendency towards monolingual practices, with some minor fluctuations when it comes to multimanaged learning contexts. The fact that students preferred to keep professor-related context purely monolingual (English) coincides with findings by Akande and Salami (2010) and Shiweda (2013). Regarding multimanaged learning strategies, the views can differ based on the experience of students in a multilingual higher education environment, since purely monolingual practices are more popular among those who have spent less time in such context. Apparently, EMI does put some restrictions on multilingualism of students in-class, but mostly when it comes to multimanaged practices and among less experienced students.

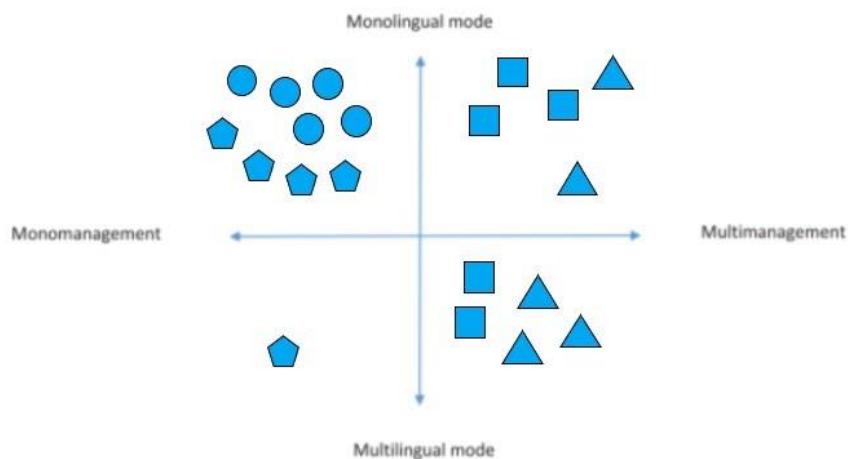


Fig 3. In-class language choices for learning as described by participants

Outside the classroom, as it has been found, the picture changes and however not that significantly as it could have (see Fig 4). From the first sight it can be clearly seen that multilingual practices are more common when it comes to learning strategies not in the lecture room. Especially it is apparent with multimanaged practices, and the main difference is created by paired work. Students tend to unleash their multilingual practices as soon as they step out of the classroom, which is supported by studies of Andersson et al (2012) and Deal (2016). Participants of this study as well as the ones of studies in Rwanda and Catalonia, also rely on translanguaging as a scaffolding technique to complete academic tasks outside the classroom.

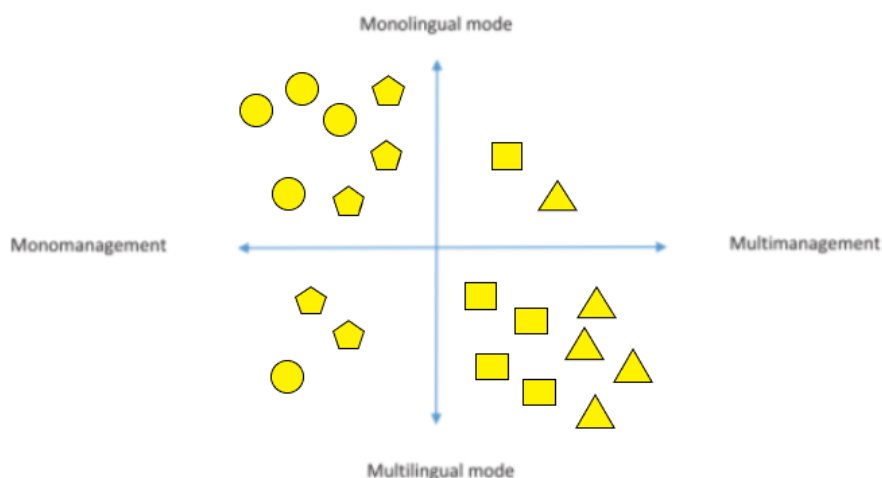


Fig 4. Outside-the-classroom language choices for learning as described by participants

From the analysis above one could conclude that EMI, and English language in particular, diminishes the multilingualism of students. However, the situation, as well as the phenomena of M itself, is much more complex. For instance, the ‘restrictive EMI’ theory does not explain the cases when participants use Russian-English translanguaging outside the classroom for better communication, instead of relying on native monolingual practices. In addition, if the focus on English language had been harmfully affecting multilingualism of students, cases of non-reciprocal multilingual practices (as in the case of R int) would not exist. Therefore, the prevalence of multilingual practices for learning contexts outside the classroom do not imply the harmful effect of English on multilingualism of students, vice versa, in some cases it can even enhance it.

Reasons for Language Choices

The reasons that participants provided can shed some light on the real reasons why their multilingual practices tend to become less popular inside the classroom. Firstly, monolingual practices that participants tend to choose were rationalized by comfort and effectiveness. In that case, English as a worldwide academic lingua franca has been pre-established in their view and mixing it with another language seemed uncomfortable and ineffective for them. That partially can be affected by the atomistic view of M discussed at the beginning of this chapter. Another reason for that (also mentioned by participants as crucial) are language policies of the university. The latter heavily affected the language choices of students according to themselves, narrowing down them to be more monolingual. Therefore, in regard to the main research problem addressed in this paper, it can be stated that ‘English plus other languages’ multilingualism or/and English language itself do not lead to the loss of gains in multilingualism. Pre-determined atomistic views of M and monolingual language policies of HE is more important factors in that sense.

Evaluation

The situation that is described above is similar to the one described in the study by Belova (2017). In both cases multilingual HE environments added to the linguistic practices of participants. However, if her study revealed that students can have misconceptions specifically about the multilingual HE environment, this study argues that students can have an atomistic view of M which contradicts with their holistic linguistic practices. Interestingly, those atomistic views perfectly align with language policies of a university taken for a case study. At this point, it can be beneficial to review the continuum of the role of English in multilingual HEIs by Van der Walt (2013) (see Fig. 1). Nazarbayev University with its English-only in-class policies and language entry requirements, and as it has been revealed with partial

multilingual practices outside the classroom, fall into the middle of the continuum. Thus, it lands between hypothetically monolingual HE environments (e.g. US and UK) and HEIs with in-class and outside-the-classroom multilingual language policies (e.g. Switzerland). The initial multilingual context of Kazakhstan and current implementation of trilingual educational programs allow us to assume that NU might be moving to the right side of the continuum in the future. Hence, if NU as a multilingual institution desires to avoid the problem of ‘Englishisation without any gains in multilingualism’ (Van der Walt, 2013) it might consider altering its in-class language policies.

Summary

Overall, the chapter has revealed that almost all of the participants practice translanguaging in everyday life in different contexts (e.g family or friends), however at the same time they can share atomistic views of multilingualism and do not accept the existence of a personal unitary linguistic repertoire that can include all languages that they communicate with. The chapter has also illustrated that linguistic practices inside the classroom tend to exist in a monolingual side of the spectrum, while the same practices outside the classroom can be very multilingual in nature. That phenomena exists across all learning contexts, i.e. individual, interaction with professors, pair work and group work. Despite the fact that language policies were considered to be one of the most influential reasons by participants, it cannot be concluded that EMI itself is to blame on the losses in multilingualism. This is mainly due to the fact students do take multilingual opportunities outside of the classroom, and they are tied to English language (most of them use Russian-English translanguaging). Secondly, some students do not seize multilingual opportunities inside the classroom even if they arise. It can be assumed that it is not restricted by EMI, since some other students do exploit those opportunities for learning (e.g. translanguaging in group work). Hence, atomistic views of

multilingualism revealed earlier also affect linguistic choice of students in different learning contexts. However, the fact that NU falls into the center of continuum between monolingual and multilingual HEIs also has some restrictive effect on students' linguistic choices when it comes to learning strategies. The next chapter is going to draw conclusions from this discussion.

Chapter 6. Conclusion

The purpose of this study was to identify how students in the multilingual higher educational environment use different parts of their linguistic repertoire and what attitudes underpin those choices when it comes to learning strategies inside and outside the classroom. For those to be revealed, several multilingual students were interviewed, and their responses were analyzed based on three main research questions.

The following chapter presents conclusions drawn from analysis of those interviews. They are organized based on the same research questions that led the discussion. Following that, the chapter offers some recommendations for three potential stakeholders in multilingual higher education, i.e. students, faculty and policymakers. After that, the chapter outlines the limitations of the current study and provides some recommendations for further research.

RQ1: Knowledge, Practices and Attitudes

The study illustrated that multilingual students at NU have pre-established atomistic views of multilingualism that they strongly hold onto. Interestingly, that contrasts with their everyday holistic multilingual practices. For instance, all participants claimed to use different parts of their linguistic repertoires in different everyday contexts, as well as confessed to using translanguaging on a daily basis. Therefore, it can be concluded that there is a need to raise awareness about the holistic views on multilingualism in order to help students better understand their own linguistic practices and identities.

RQ2: Linguistic Choices in Different Learning Contexts

One of the main findings of the study was that inside and outside classroom linguistic practices can differ significantly. To be exact, in-class practices tend to exist in a monolingual side of the spectrum, even if opportunities for multilingual communication appear. At the same time, outside-the-classroom learning contexts appear to be a more comfortable setting for

multilingual practices. This tendency was seen in different learning contexts from interaction with professors to student-only group work. The conclusion that can be drawn here is that losses in multilingualism occur mostly inside the classroom. It has been also illustrated that EMI in some of those outside-the-classroom cases contributes to the multilingualism of students (e.g. Russian-English translanguaging). That can lead to a conclusion that use of English as a lingua franca might not be a threat for a multilingual higher education environment. Since in some cases it even contributes to it, there is a chance that atomistic views of multilingualism revealed in participants are more likely to be a reason for aforementioned concern.

RQ3: Reasons for Those Choices

Participants themselves outlined different reasons for the choices that they make. It is interesting to note that reasons for multilingual and monolingual practices in most cases overlap. The most popular motivations were found to be efficiency and comfort. In other words, students in multilingual environments usually try to choose linguistic practices that make the learning process productive and comfortable. However, there was one reason that was mentioned by all participants that defined their monolingual practices in-class, and this reason was language policies of the university. To clarify, even when opportunities for multilingual communication appeared outside-the-classroom students were eager to take them, while when such opportunities emerged inside the classroom, language policies were the factor that shifted any linguistic practice towards the monolingual side of the spectrum.

Recommendations for Policymakers, Administration, Faculty, and Students

Based on the performed analysis of the findings and drawn conclusions, the researcher can offer some recommendations for policymakers, university administration, faculty and students.

Regarding the policymakers, it can be suggested to pay attention to raising awareness about the existence of different views on multilingualism. It does not necessarily have to be a part of higher education, lower levels of education (e.g. secondary or high) also should prepare future students of multilingual HEIs to better understand their multilingual identities and use their linguistic repertoire more efficiently and comfortably. Administration of HEIs in their turn should clearly identify where on the continuum of English use (see Fig.1) their particular institution is aimed. Based on that, they can navigate their language policies without any harm to the multilingualism of students. University faculty in its turn can also expand their views on multilingualism and if their students are not using some potentially helpful multilingual opportunities in class, they can try to foster them. However, the most important recommendation is for students themselves, since they are the ones using their linguistic repertoire for learning. Multilingual students should strive to understand their multilingual identities by expanding their knowledge on the subject matter and try to seize every opportunity where multilingual practices can reinforce learning strategies.

Limitations and Recommendations for Further Research

The main limitations of this particular study are limited scope, time and relative homogeneity of the sample. Firstly, since it was a case study there was no opportunity to compare participant's experience with another group of students from different multilingual higher education environments. Time constraints did not allow to use more data collection instruments, such as observations or document analysis (e.g. samples of assignments), it also diminished the sample size. Despite the attempt to make the sample as diverse as possible (in terms of gender, educational and ethnic background), it ended up being relatively homogenous.

Thus, for a larger-scale research it can be suggested to use different data collection tools in addition to semi-structured interviews (e.g. class observations). The research can involve

more participants from different multilingual HEIs, the sample can also be much more diverse and include not only students, but faculty as well. The comparison of formal and informal practices can be advised for the next larger iteration of similar studies.

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Appendix A

Sample Interview Protocol

Project: Language attitudes and choices of students for learning purposes in multilingual higher education environment

Research Questions:

1. What are students' knowledge, attitudes and practices of different languages?
2. What language choices do students make in different learning contexts?
3. What are the reasons for those language choices?

Factors being examined: language repertoire, language attitudes, language choice, learning experience

Questions:

1. Do you consider yourself multilingual? Why?
2. How do you choose language(s) to communicate with your friends?
3. What language do you speak in your family? Why?
4. What affects your language choice when communicating with your instructors? Inside the classroom? Outside?
5. How do you choose language(s) during the groupwork with your peers if it is inside the classroom? If outside? What factors affect that?
6. How do you take your notes during lectures and what language choices do you make?
7. What languages do you use when you are doing homework by yourself? Why?
8. Do you use additional learning resources when preparing for exams besides assigned reading? How the language of those resources affects your choice of them?

Appendix B

INFORMED CONSENT FORM

Language choices and attitudes of students for learning purposes in multilingual higher education environment

DESCRIPTION: You are invited to participate in a research study on the language choices and attitudes of students for learning purposes. Besides, the study will try to reveal reasons for the language choices that you make when it comes to acquiring knowledge. You will participate in a face-to-face interview containing 10-15 questions. The language of the interview is chosen by you. If you express desire, the interview protocol with a language comfortable for you will be handed. The interview will be tape-recorded. Your name will be substituted by pseudonym in all stages of the study and in all documents, including field notes, electronic files and the final report for thesis. Any other information that can help associate this interview with you by reading the tapescript will be anonymized. All the electronic data for the study will be stored in the researcher's computer and mobile phone secured by the passwords that will not be connected with each other. All the written and printed documents, including field notes and consent forms, will be stored in a locked drawer in the researcher's room. You can require an access to tapescripts (only!) with your interview whenever you desire before the completion of the project. All audio-recordings will be destroyed after a period of 3 years.

TIME INVOLVEMENT: Your participation will take approximately 40 minutes.

RISKS AND BENEFITS: The risk for you in the study is very minimal. All personal data and interviews will be stored in a secure place under passwords that are not connected with each other. No personal information compromising your confidentiality from interviews with you will be reported to or shared with university teachers or administration.

The interview time will be negotiated with you beforehand and it will not intervene with your class time. Therefore, you will not lose your attendance scores at university and will not be revealed as participant. Any questions that might potentially cause any psychological harm or just be slightly uncomfortable for you will be avoided.

The benefit which may reasonably be expected to result from this study is your contribution to getting the new understanding of how students acquire knowledge in multilingual higher education environment. Your decision whether or not to participate in this study will not affect your class attendance or academic performance.

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

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to 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 the foregoing, I agree, of my own free will, to participate in this study.

Signature: _____ Date: _____

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

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Языковые взгляды и выборы студентов для учебных целей в полиязычной среде высшего образования

ОПИСАНИЕ: Вам предлагается принять участие в исследовании взглядов и выборов языка среди учащихся в целях обучения. Кроме того, исследование попытается выявить причины выбора языка, который вы делаете, когда дело доходит до приобретения знаний. Вам предлагается принять участие в интервью, содержащем 10-15 вопросов. Язык интервью выбирается вами. Если вы выразите желание, вам будет вручен протокол интервью на удобном для вас языке. Данное интервью будет записано на диктофон. Ваше имя будет заменено псевдонимом на всех этапах исследования и во всех документах, включая заметки, электронные файлы и итоговый отчет для диссертации. Любая другая информация, которая может помочь связать это интервью с вами, прочитав его, будет анонимизирована. Все электронные данные для исследования будут храниться на компьютере и мобильном телефоне исследователя, защищенных паролями, которые не будут связаны друг с другом. Все письменные и печатные документы, включая заметки и формы согласия, будут храниться в закрытом ящике в комнате исследователя. Вы можете потребовать доступ к аудиозаписи (только!) с вашим интервью, когда захотите, до завершения проекта. Все аудиозаписи будут уничтожены в течение 3 лет.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 40 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риск для вас в исследовании очень минимален. Все личные данные и интервью будут храниться в надежном месте под паролями, которые не связаны друг с другом. Никакая личная информация из собеседований с Вами, которая может скомпрометировать Вашу анонимность и конфиденциальность, не будет сообщена или передана преподавателям и/или администрации университета.

Время собеседования будет согласовано с вами заранее, и оно не будет влиять на время ваших занятий. Таким образом, вы не потеряете свои оценки посещаемости в университете и останетесь анонимным/ой участником/цей. Любые вопросы, которые потенциально могут причинить какой-либо психологический вред или просто быть немного неудобными для Вас, будут избегаться.

Польза, которую можно разумно ожидать от этого исследования, - это ваш вклад в получение нового понимания того, как студенты получают знания в многоязычной среде высшего образования. Ваше решение о том, участвовать или нет в этом исследовании, не повлияет на вашу посещаемость занятий и/или успеваемость.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не

отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с научным руководителем исследователя.

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

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

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

Подпись: _____ Дата: _____

Вам нужно сохранить дополнительную копию этой подписанной и датированной формы согласия.

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Көптілді жоғары білім беру ортасында оқу барысындағы студенттердің тілдік таңдаулары мен көзқарастары

СИПАТТАМА: Сіз білім беру мақсатында студенттердің тілдік қатынастары және таңдауларын зерттеуінде қатысуға шақырыласыз. Сонымен қатар, зерттеу сіз білім алу кезінде жасайтын тіл таңдауларының себептерін анықтауға тырысады. Сіз 10-15 сұрақтан тұратын сұхбатқа шақырыласыз. Сұхбаттасу тілін сіз таңдайсыз. Егер сіз өз тілегіңізді білдірсеңіз, сізге өзіңізге ыңғайлы тілде сұхбат хаттамасы ұсынылады. Бұл сұхбат диктофонға жазылады. Зерттеудің барлық кезеңдерінде және барлық құжаттарда, жазбаларда, электронды файлдарда және диссертацияның қорытынды есебінде сіздің атыңыз жалған есіммен ауыстырылады. Сұхбатты сізбен байланыстыруға көмектесетін кез-келген ақпарат жасырын болады. Зерттеуге арналған барлық электрондық деректер зерттеушінің компьютерінде және ұялы телефонында сақталады, бір-біріне қосылмаған парольдермен қорғалған. Барлық жазбаша және баспа құжаттары, ескертпелер мен келісім нысандары зерттеушінің бөлмесінде жабық қорапта сақталады. Жоба аяқталғанға дейін сіз қалаған уақытта (тек!) өзіңіздің аудио жазбаларыңызға қол жеткізуді сұрай аласыз. Барлық аудио жазбалар 3 жыл ішінде жойылады.

ҚАТЫСУ УАҚЫТЫ: Сіздің қатысуыңыз шамамен 40 минутты алады.

ҚАУІПТЕРІ МЕН ПАЙДАСЫ: Зерттеу кезінде сіз үшін тәуекел өте аз. Барлық жеке мәліметтер мен сұхбаттар бір-біріне қосылмаған парольдермен қауіпсіз жерде сақталады. Сізбен сұхбаттасу кезінде сіздің жасырын және құпиялылығыңызға қауіп төндіретін жеке ақпарат оқытушыларға және / немесе университет әкімшілігіне берілмейді.

Сұхбаттасу уақыты сізбен алдын-ала келісіліп, сабақ уақытына әсер етпейді. Осылайша, сіз университеттегі сабақтарыңызды жоғалтпайсыз және аты-жөні көрсетілмеген мүше болып қала бересіз. Психологиялық зиян келтіруі мүмкін немесе сіз үшін жай ғана ыңғайсыз болуы мүмкін сұрақтар қойылмайтын болады.

Осы зерттеуден Сіз күте алатын пайда - бұл студенттердің көптілді жоғары білім беру ортасында қалай білім алатыны туралы жаңа түсінікке қосатын үлес. Сіздің осы зерттеуге қатысу немесе қатыспау туралы шешіміңіз сіздің сабаққа қатысуыңызға және / немесе оқу үлгеріміңізге әсер етпейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

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

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

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

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

Қолы: _____ Күні: _____
Сіз қол және күні қойылған форманың қосымша көшірмесін сақтауыңыз керек.

Appendix C

Sample Interview Transcript

Interviewee: B int

Interviewer: Do you consider yourself multilingual

Interviewee: Yeah, of course, I know 4 languages

Interviewer: What are those languages?

Interviewee: First is my mother tongue Chinese, then English, French, Russian, but Russian is kind of intermediate level

Interviewer: Mhm, okay and how did you learn those languages?

Interviewee: Mm, English is kind of mandatory language that each Chinese student need to learn from the beginning, from our primary school usually from the 3rd grade, nowadays more and more children start learning from probably 4 or 5 years old. And Russian I learned by myself and with the help of my colleagues in EXPO2017. French was my bachelor major I studied it for 4 years.

Interviewer: Great, and Chinese your mother tongue, right?

Interviewee: Yes

Interviewer: Do you speak Chinese here in Kazakhstan?

Interviewee: Umm (chuckles). Well, very rarely because people here do not speak Chinese, only couple, yeah 2 or 3 of them who were Chinese they speak to me Chinese