

**Integrating Multilingualism in Teacher Education: A Case Study of Curriculum and
Practice in one Kazakhstani University**

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Abstract

Integrating Multilingualism in Teacher Education: A Case Study of Curriculum and Practice in one Kazakhstani University

Kazakhstan's trilingual policy has accelerated demand for teachers who can orchestrate learning in Kazakh, Russian and English, yet evidence suggests that many pre-service programs still treat these languages as parallel rather than integrated domains. Addressing this tension, the present case study examined how one state university's teacher-education program prepares future educators for multilingual classrooms. Guided by Cenoz's continua of multilingual education, the study combined document analysis of curriculum with semi-structured interviews involving an administrator, a teacher educator and a pre-service teacher. The qualitative design allowed close inspection of both stated intentions and lived practice. Findings showed that while the curriculum guarantees additive proficiency through compulsory courses in Kazakh, Russian and English, it offers no dedicated module on multilingual pedagogy, translanguaging or cross-linguistic assessment. Stakeholders unanimously valued multilingualism but described its classroom use as improvised: lecturers decide ad hoc when to code-switch, large heterogeneous groups hinder differentiated language support, and minority languages remain invisible. These gaps position the program towards the compartmentalised pole of Cenoz's language-integration continua, limiting its capacity to translate linguistic capital into equitable learning opportunities. The study recommends inserting a mandatory, practice-oriented course on multilingual pedagogy, supported by staff development and clearer national guidelines, to shift teacher preparation from additive to integrative multilingualism. Such reforms could help Kazakhstan realize the transformative promise of its trilingual agenda.

Key words: multilingual education; teacher education; trilingual policy; Kazakhstan; curriculum; qualitative case study; Cenoz's continua; translanguaging;

Аңдатпа

Мұғалімдерді даярлауда көптілділікті кіріктіру: Қазақстандық бір университеттің оқу бағдарламасы мен практикасына негізделген жағдайлық зерттеу

Қазақстанның үштілділік саясаты қазақ, орыс және ағылшын тілдерінде сабақ жүргізе алатын мұғалімдерге деген сұранысты күрт арттырды, алайда зерттеулер көрсеткендей, көптеген бакалавриат бағдарламалары бұл тілдерді өзара байланыстырмай, параллель салалар ретінде қарастыруды жалғастырып келеді. Осы мәселені зерттеуді көздеген бұл жұмыста бір мемлекеттік университеттің мұғалімдерді даярлау бағдарламасы болашақ педагогтарды көптілді сыныптарға қалай әзірлейтіні қарастырылды. Сеноздың көптілді білім беру континуумдары шеңберінде жүргізілген сапалық-жағдайлық зерттеу құжаттарды талдау мен бағдарлама директоры, оқытушы мен бір болашақ мұғаліммен өткізілген жартылай құрылымдалған сұхбаттарды ұштастырды. Нәтижелер көрсеткендей, оқу жоспары қазақ, орыс және ағылшын тілдеріндегі міндетті курстар арқылы аддитивті тілдік құзыреттілікке жеткізгенімен, көптілді педагогика, транстілдесу немесе кросслингвистикалық бағалау жөнінде арнайы модульдер қарастырылмаған. Барлық мүдделі тараптар көптілділікті жоғары бағалағанымен, оның аудиториядағы қолданылуы көбіне импровизацияланған: лекторлар транстілдесуді қашан қолдану керектігін өздері шешеді, үлкен гетерогенді топтар қолдауды қиындатады, ал азшылық тілдері назардан тыс қалады. Бұл олқылық бағдарламаны Сеноздың континуумының compartmentalised (бөліктенген) ұшына орналастырады, тілдік капиталды тең оқу мүмкіндіктеріне айналдыру әлеуетін шектейді. Зерттеу мұғалімдерді аддитивті үлгіден интегративті көптілділікке көшіру үшін көптілді педагогика бойынша тәжірибеге бағытталған міндетті курс енгізуді, оқытушылардың біліктілігін арттыруды және нақтырақ ұлттық нұсқаулықтар әзірлеуді

ұсынады. Мұндай реформалар Қазақстанға үштілділіктің трансформативтік әлеуетін толық жүзеге асыруға жәрдемдесуі ықтимал.

Кілт сөздер: көптілді білім беру; мұғалімдерді даярлау; үштілді саясат; Қазақстан; оқу жоспары; сапалық жағдайлық зерттеу; Сеноз континуумдары; транстілдесу;

Аннотация

Интеграция многоязычия в подготовку учителей: кейс-исследование учебного плана и практики одного казахстанского университета

Политика трёхязычия в Казахстане резко усилила спрос на учителей, способных вести обучение на казахском, русском и английском языках. Однако данные свидетельствуют, что многие программы подготовки кадров всё ещё рассматривают эти языки как параллельные, а не интегрированные сферы. Чтобы разобраться в данном противоречии, настоящее исследование проанализировало, как программа педагогического факультета одного государственного университета готовит будущих учителей к работе в многоязычных классах. В основу исследования легла континуум-модель многоязычного образования Сеноз; использовались документальный анализ учебных планов, а также полуструктурированные интервью с администратором, преподавателем и студентом. Качественный дизайн позволил сопоставить декларируемые цели с реальной практикой. Результаты показали, что учебный план гарантирует аддитивное овладение тремя языками за счёт обязательных курсов на казахском, русском и английском, но не содержит отдельного модуля по многоязычной методике, смешиванию языков или межъязычной оценке. Все участники ценят многоязычие, однако отмечают импровизированный характер его применения: преподаватели самостоятельно решают, когда прибегать к смешиванию языков; большие (лингвистически) неоднородные группы затрудняют дифференцированную поддержку; языки меньшинств остаются невидимыми. Эти пробелы позиционируют программу на «компартиментализованной» стороне континуума Сеноз, ограничивая её потенциал превращать языковой капитал в равные образовательные возможности. Исследование рекомендует ввести обязательный, ориентированный на практику курс по многоязычной педагогике, обеспечить повышение квалификации преподавателей и

разработать более чёткие национальные рекомендации, чтобы перевести подготовку учителей от аддитивной к интегративной модели многоязычия. Подобные реформы могут помочь Казахстану полностью реализовать трансформативный потенциал своей трёхязычной программы.

Ключевые слова: многоязычное образование; подготовка учителей; политика трёхязычия; Казахстан; учебный план; качественное кейс-исследование; континуум Сеноз;

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Chapter 1: Introduction

Teacher Education in Kazakhstan

In Kazakhstan, the teacher education system offers two main pathways: university programs and vocational colleges. This dual system gives students the option to either earn a bachelor's degree at a higher education institution or receive training at vocational colleges. University programs are the primary route for future teachers, with over 90% of the country's teachers holding a degree from a higher education institution. Most of them have bachelor's degrees, while a smaller number go on to pursue master's degrees (OECD, 2020). In parallel with these developments in teacher education, Kazakhstan has also increased its emphasis on multilingual education, as evidenced by educational reforms and policies. In 2007, Kazakhstan announced a trilingual policy in education and several trilingual schools began teaching in three languages (Kazakh, Russian and English) (Goodman & Karabassova, 2018). Following this policy a project "Roadmap for the Development of Trilingual Education for 2015-2020" was initiated. The primary goal of this roadmap was ensuring the phased implementation of trilingual education at all levels of education in the Republic of Kazakhstan to increase its competitiveness and human capital development. As part of this project, changes were made to the existing "State Mandatory Standard of Higher Education" in 2016. After this, universities and schools implementing trilingual education programs planned and organized educational activities in three languages: the language of instruction, the second language, and English. In this setup, 50% of the academic disciplines are taught in the language of instruction (Kazakh or Russian), 20% of the disciplines are taught in the second language (Russian or Kazakh, respectively), and 30% of the disciplines are taught in English (Roadmap for the Development of Trilingual Education for 2015-2020, 2015). Given this policy landscape,

we may argue that teacher education programs should respond to the increased demand for educators who can teach in multilingual settings.

We can see from different statistical information that university programs provide a strong basis in subject-specific knowledge and pedagogy (World Intellectual Property Organization, n.d.). However, the extent to which these programs handle the challenges of multilingualism is unknown. Smagulova (2006) pointed out problems with Kazakh language identity, emphasizing that Kazakh and Russian were politicized. Due to this, the greater part of the population preferred to speak in Russian. We cannot state that Kazakh language is considered endangered; nevertheless the status of the Kazakh language is significantly undermined by the russification policy and the substantial influx of monolingual Russian speakers, who were predominantly concentrated in political, economic, and cultural centers, thereby restricting its sociolinguistic functions (Smagulova, 2008). That is one of the reasons why we should question current teacher education curriculum on their integration of multilingualism, to ensure that the use of languages remains balanced and receives support where needed.

Curriculum and Integration of Multilingualism

A key factor shaping the curriculum in Kazakhstan is the centralized system of developing educational programs. The curriculum is regulated by state standards, which are established by the Ministry of Science and Higher Education. These standards set the basic requirements for program content, academic load, and expected learning outcomes, making the system highly structured and centralized. However, despite this centralization, there remains a certain degree of flexibility (Ministry of Science and Higher Education of the Republic of Kazakhstan, 2024). Educational institutions, including universities, have the autonomy to develop their own curricula within the framework of these standards. This includes the ability to select disciplines under the "university component" and the "elective

component," allowing institutions to adapt the content of their programs. From an analysis of curriculum documents of the university in this study, it was evident that the current teacher education curriculum is primarily designed to provide subject expertise and pedagogical training. For example, according to the educational programs for language teacher preparation, courses such as "Шет тілін оқытудың жаңа бағыттары" (New Directions in Foreign Language Teaching) and "Шет тілі мұғалімі мамандығына кіріспе" (Introduction to Foreign Language Teaching) are designed to equip future teachers with modern pedagogical approaches, including the integration of cultural and linguistic diversity. These programs include elements that could be expanded to better address the realities of multilingual classrooms, emphasizing not only linguistic skills but also cultural competence and strategies for fostering language balance in educational settings. However, these courses do not explicitly address the specialized skills needed for effective multilingual teaching, such as balancing language use, supporting language development in diverse student groups, and integrating content across multiple languages (Banks, 2016).

Problem Statement

Given Kazakhstan's unique linguistic landscape and its ambitious trilingual education policy, teacher education programs face significant challenges in preparing educators to navigate the complexities of multilingual teaching environments (Yeskeldiyeva & Tazhibayeva, 2015; Jessner, 2012). Current teacher education programs operate under strict state control, which emphasizes rigid and standardized approaches to curriculum and methodology. While such control ensures alignment with national priorities, it risks overlooking the diverse and dynamic needs of multilingual classrooms, particularly in balancing language hierarchies and addressing regional linguistic disparities (Adilet.kz, 2015). Professional competencies in higher education are designed to align

with employers' requirements and societal demands, yet they inadequately address the specialized skills needed for multilingual pedagogy. Current standards prioritize broad knowledge in natural and social sciences, alongside cultural awareness and teamwork, but fail to explicitly include strategies for managing multilingual classrooms, supporting language development in diverse student groups, and integrating content across multiple languages (Ministry of Science and Higher Education, 2024; Banks, 2016). This gap between formal standards and practical needs creates barriers to effective multilingual education and teacher preparedness (Mari & Hayden, 2023).

Multilingual education not only enhances students' cognitive and academic performance but also improves classroom management and teacher communication skills (Bialystok, 2011; Garcia & Kleyn, 2016; Cummins & Early, 2011). However, the OECD (2017) notes that while Kazakhstan is committed to promoting trilingualism, its reforms focus more on implementing the trilingual policy in specific subjects like science rather than addressing the pedagogical preparation of teachers. Initiatives such as offering salary bonuses to teachers instructing in English are laudable, but they fail to provide a comprehensive approach to multilingual teacher training (OECD, 2017).

Furthermore, Kazakhstan's teacher education programs lack structured and mandatory multilingual training to equip pre-service teachers with practical strategies for multilingual classrooms. Studies from Europe, including Germany and Finland, emphasize the value of systematic multilingual training, but these insights require careful adaptation to Kazakhstan's distinct sociolinguistic and policy context (Berkel-Otto et al., 2021; Szabó et al., 2021). International reviews also reveal a gap in global understanding of multilingual education, making it essential to explore Kazakhstan's efforts in preparing teachers for multilingual instruction.

Research Purpose

The primary purpose of this research is to examine how a teacher education program in a Kazakhstani university prepares future educators to teach in a multilingual context (Cenoz, 2013). Specifically, it aims to: 1) analyze curriculum of the selected teacher education program to identify the extent and manner in which multilingualism is addressed; 2) explore stakeholder perspectives, including teacher educators, pre-service teachers, and university administrators, on the preparation provided for teaching in multilingual classrooms; 3) identify gaps in the current preparation and propose recommendations to enhance the multilingual competence of future teachers in Kazakhstan.

Research Questions

1. How does one teacher education program in Kazakhstani university incorporate multilingualism into its curriculum?
 - 1.1 What specific courses or modules are dedicated to multilingual education, and what are their contents and objectives?
 - 1.2 How is the balance between Kazakh, Russian, and other languages (including English and minority languages) maintained within this program?
2. What are the perceptions of various stakeholders regarding the adequacy of current teacher education programs in preparing teachers for multilingual classrooms?
 - 2.1 What are the views of university administrator on the importance of multilingual education and the effectiveness of current curricula in addressing this need?

- 2.2 What are the perceptions of teacher educator regarding the adequacy of current teacher education programs in preparing teachers for multilingual classrooms?
- 2.3 How does pre-service teacher feel about their preparedness to teach in a multilingual environment after completing their teacher education programs?
3. What are the perceived gaps in the current teacher education programs concerning multilingual education?

Significance of the Study

This study holds significance for several key reasons. Firstly, it offers a detailed exploration of how a specific university in Kazakhstan incorporates multilingual education into its teacher education programs, addressing a gap in existing research. In light of Kazakhstan's national trilingual policy and the multilingual diversity, understanding how future educators are being prepared to handle multilingual classrooms is important for improving both educational outcomes and equity.

This study may provide an opportunity to compare other multilingual countries' university curricula with Kazakhstani teacher education program's curriculum. The findings of this research might reveal parts of the current curriculum that should be revised, in order to equip pre-service teachers with sufficient knowledge about multilingual education. In addition, this small-scale study could be a source for other researchers outside of the Kazakhstan to become familiar with Kazakhstan's case of reformation of teacher education program. The findings might uncover key lessons on how to balance language use, cultural awareness, and content integration in multilingual

settings, potentially serving as a model for educational reform in similar contexts worldwide.

Outline of the Thesis

This thesis is organized into six chapters, which collectively address the research problem and objectives related to multilingual education in the teacher preparation program in Kazakhstan. The first chapter introduces the research topic, providing background information on teacher education and multilingualism in Kazakhstan. It identifies the research problem, purpose, and research questions, and highlights the significance of the study, concluding with this outline of the thesis. The second chapter presents a comprehensive review of existing research related to multilingual education and teacher preparation. It explores theoretical frameworks and international practices to establish a foundation for the study and identify gaps in current knowledge. The third chapter outlines the research design and methodology employed in the study, detailing the qualitative approach, participant selection, data collection tools, and analysis procedures. Ethical considerations and alignment with the NUGSE Research Ethics guidelines are also addressed. The fourth chapter will present the results of the study, offering a detailed analysis of data collected and highlighting key themes and insights related to how multilingualism is integrated into teacher education curricula and stakeholder perceptions. The fifth chapter will critically interpret the findings in relation to the research questions and literature review, evaluating the implications of the findings for multilingual education policy and teacher preparation practices, and emphasizing the broader significance of the research. Finally, the sixth chapter will summarize the key findings and their relevance to the research purpose. It will discuss the study's strengths and limitations, offers recommendations for enhancing teacher education programs, and will suggest areas for future research.

Chapter 2: Literature Review

In this chapter, I explore the integration of multilingualism in teacher education within Kazakhstan, particularly in light of the country's trilingual policy. The literature reviewed in this chapter spans several key themes: multilingualism in teacher education, mandatory multilingual training, stakeholder engagement, and cultural responsiveness. These themes reflect core elements that influence how teacher education programs prepare future educators for multilingual classrooms. Given the limited research specifically addressing multilingual teacher preparation in Kazakhstan, I draw upon both Kazakhstani and international studies to contextualize these themes. To frame this exploration, I draw upon Cenoz's (2009) continua of multilingual education as the guiding theoretical framework. This model, which I will discuss toward the end of this chapter, provides a lens to examine the intricate interactions of language, policy, and pedagogical practices in Kazakhstan's multilingual education landscape.

Multilingual Education

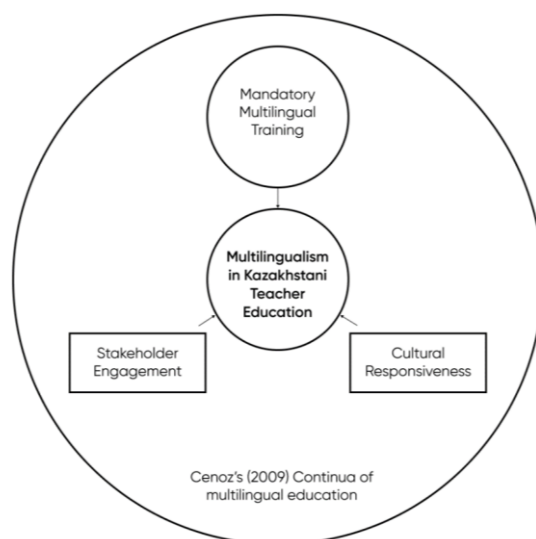
Multilingual education refers to programs in which students are taught and learn in more than two languages, with academic content delivered through multiple languages (Szabó et al., 2021). In the context of teacher education, it involves preparing future educators to effectively teach multilingual learners. Burton et al. (2024) point out that teachers must move beyond viewing students' home languages as merely a temporary scaffold for learning English, or treating multilingualism as a deficit. They argue that in a multilingual setting, good teaching recognizes the full value of students' linguistic repertoires and uses them as tools to support learning by designing lessons that integrate multilingual resources, fostering culturally responsive environments, and encouraging critical thinking about language use. In addition, if teachers are not trained in multilingual education, they may unintentionally perpetuate linguistic hierarchies and fail to provide

equitable learning opportunities to students. Without a proper multilingual training, teachers risk reinforcing dominant language norms, which can marginalize multilingual learners and contribute to their social and academic exclusion (Burton et al., 2024).

Kazakhstan is a linguistically diverse country where Kazakh and Russian are both widely spoken and used as mediums of instruction, with English also gaining prominence in education and professional fields (Karabassova, 2020). This multilingual landscape requires an educational system that prepares teachers to effectively support students in navigating multiple languages. Given this linguistic diversity, teacher education programs in Kazakhstan are tasked with equipping future educators to meet the needs of multilingual learners. The primary purpose of this research is to examine how the teacher education program in one Kazakhstani university prepares future educators to teach in a multilingual context. The following figure (Figure 1) developed for this study outlines the key themes and relationships that form the conceptual framework developed for this study, focusing on multilingual education in Kazakhstani teacher preparation programs.

Figure 1

Key Themes Emerged After Literature Review



At the center of the figure is Kazakhstan's teacher education system, which is directly influenced by the country's ambitious trilingual policy. This policy mandates that all citizens achieve proficiency in Kazakh, Russian, and English—each serving distinct sociolinguistic functions within the nation. Kazakh is the state language, reflecting the country's national identity; Russian serves as the language of interethnic communication, rooted in historical and societal contexts; and English is promoted as a global language of science, business, and international collaboration (Yeskeldiyeva & Tazhibayeva, 2015). These policy goals fundamentally shape teacher education by requiring that teacher preparation programs not only support the development of linguistic proficiency in all three languages but also equip future educators to navigate and manage multilingual classrooms effectively. Consequently, the trilingual policy acts as both a directive and a framework for structuring teacher education programs to align with national priorities, influencing curriculum design, pedagogical practices, and resource allocation (Amirova et al., 2015; Kekeeva et al., 2020). Three interdependent themes—mandatory multilingual training, cultural responsiveness, and stakeholder engagement—emerge as the foundation of a comprehensive model for multilingual teacher education in Kazakhstan. These themes are not independent branches but interconnected elements that collectively respond to the demands of the country's trilingual policy, shaping teacher education to support proficiency in Kazakh, Russian, and English. The selection of these themes is grounded in both theoretical insights and practical needs identified through literature analysis.

Mandatory multilingual training represents the practical implementation layer of the trilingual policy within teacher education programs. It emphasizes the need for structured and systematic preparation to equip pre-service teachers with the skills required for multilingual classrooms. This focus is driven by the policy's explicit goals and supported by studies highlighting the importance of multilingual competencies in diverse

educational settings (Berkel-Otto et al., 2021; Yeskeldiyeva & Tazhibayeva, 2015).

However, training cannot function effectively in isolation. Its success depends on its alignment with cultural and contextual realities.

Cultural responsiveness ensures that multilingual training respects and incorporates Kazakh cultural values and traditions while fostering an inclusive attitude toward linguistic diversity. This theme addresses the need to balance national identity with the global reach of multilingual education, as reflected in studies emphasizing culturally relevant pedagogies (Kekeeva et al., 2020; Wernicke, 2021). By embedding cultural responsiveness, teacher education programs can create environments that are meaningful and contextually appropriate for both teachers and learners.

Stakeholder engagement connects and supports the implementation of the other two themes, acting as a bridge between policy and practice. The involvement of diverse groups—teachers, pre-service educators, administrators, and policymakers—ensures that multilingual education strategies are practical and responsive to classroom realities (Amirova et al., 2015; Khajayeva et al., 2021). Stakeholders provide critical feedback that informs the design and adaptation of teacher education programs, addressing gaps and aligning efforts with the broader goals of the trilingual policy. The selection of these themes reflects their prominence in the literature and their relevance to Kazakhstan’s multilingual education context. They were identified through an analysis of global and local research, underscoring their essential roles in creating a robust framework for teacher preparation. Importantly, these themes are not hierarchical but interdependent: stakeholder engagement strengthens the practical implementation of multilingual training, while cultural responsiveness ensures that training is relevant and meaningful within Kazakh society. Together, these themes form an integrated framework that addresses the unique linguistic, cultural, and educational landscape of Kazakhstan.

Multilingualism in Teacher Education

Multilingualism and multiculturalism are functional realities in today's European societies. Kazakhstan, as a signatory to the Bologna Process, aligns its higher education reforms with European standards. The Bologna Process encourages international collaboration, standardization, and the adoption of multilingual strategies to prepare graduates for global opportunities (Kehm, 2010; Zgaga, 2018). In particular, the emphasis on multilingual education within the Bologna framework reflects its goal of fostering linguistic diversity and mobility across European and partner countries (Wächter & Maiworm, 2014). Examining European examples provides valuable insights into how multilingual education is implemented in diverse contexts, offering lessons that can inform Kazakhstan's efforts.

Given that multilingualism and multiculturalism are essential realities in contemporary European societies, the promotion of multilingualism and the preparation of teachers to handle multilingual classrooms present significant challenges. For instance, the European Union has established policies to enhance multilingual education (Ziegler, 2013, p. 1), although, there remains a disparity between the goals set by these policies and the actual practices within educational systems. For example, in Finland, despite substantial public funding and policy support for multilingual education, teachers often lack the necessary experience to implement multilingual pedagogies effectively (Szabó et al., 2021).

Similarly, in South Tyrol, Italy, the education system struggles with linguistic separation, which also impacts teacher preparation programs (Gross & Mastellotto, 2021). Linguistic separation describes a structured educational system where schools are organized by language, with separate authorities overseeing German, Italian, and Ladin-speaking students. This setup aimed to protect and promote each group's language and

culture, establishing distinct educational streams for each community. While this approach effectively preserved linguistic diversity, it also restricted interaction between students of different language backgrounds. As a result, each school often adopted a "monolingual habitus," meaning that multilingualism is not encouraged in an integrated way. This separation limited students' chances to practice and engage in multilingual environments, which hindered language development and the process of fostering a multilingual society. Although there were efforts to integrate multilingual awareness and practices within teacher education ("Pedagogy of inclusion" module that adopts a bilingual approach), the overall system still reflected monolingual ideologies (Gross & Mastellotto, 2021, pp. 16-19). The example of South Tyrol is particularly relevant to this study because it highlights the challenges of developing multilingual education policies that foster multilingual competence rather than just the coexistence of separate languages. In Kazakhstan, where the study looks at the trilingual education policy involving Kazakh, Russian, and English, South Tyrol's experience with linguistic separation offers insights into potential pitfalls. It serves as a cautionary tale, showing how a lack of cross-linguistic integration can limit multilingual outcomes. This is important for evaluating and developing effective multilingual teacher education programs in Kazakhstan.

The government of Kazakhstan has established a multilingual (trilingual) education policy, emphasizing the need for citizens to be proficient in Kazakh (the state language), Russian (the language of interethnic communication), and English (the language of international communication). According to the State Program for Education Development in the Republic of Kazakhstan for 2011–2020 (2010), by 2020, the goal was for 100% of the population to speak Kazakh, 95% to speak Russian, and 25% to speak English. Yeskeldiyeva and Tazhibayeva (2015) revealed that the educational system is undergoing modernization to incorporate multilingual education. Several universities and secondary

schools in Kazakhstan are implementing experimental sites for multilingual education, focusing on teaching subjects in all three languages. For instance, mathematics and natural sciences are expected to be taught in English from an early age.

Mandatory Multilingual Training

The inclusion of mandatory multilingual training as a theme in this framework reflects its critical role in aligning teacher education programs with the goals of Kazakhstan's trilingual policy. This theme was selected based on its recurring emphasis in global research and its necessity for equipping pre-service teachers to navigate multilingual classrooms. Studies from Germany, Finland, and Croatia illustrate the diverse ways in which multilingual training has been implemented, offering valuable insights for Kazakhstan. For instance, Germany's federal states approach multilingual teacher education differently, with some states like North Rhine-Westphalia mandating such training while others offer it as optional. Berkel-Otto et al. (2021) used a comparative methodology to analyze teacher education programs across three German federal states: North Rhine-Westphalia (NRW), Hamburg, and Lower Saxony. By examining relevant laws, policy documents, study regulations, and module descriptions, the researchers mapped out how these states incorporate multilingualism into teacher training, focusing on the structures, content, and scope of training offered. This data was collected from publicly accessible educational policies and curriculum documents to maintain objectivity and relevance. The study assessed several criteria, including the mandatory versus optional nature of multilingual training, workload (measured in credit points), and specific content areas covered. For example, the NRW program, which mandates multilingual training for all pre-service teachers, contrasts with Hamburg's system, where the integration of multilingual education varies by module, and Lower Saxony's optional training model. To evaluate the efficacy of these approaches, the study also incorporated pre- and post-

training assessment data on multilingual competencies using the German as a Second Language (GSL) Competency Test. This test evaluates teacher competencies across three dimensions: subject-specific registers, multilingualism, and didactics. Their findings suggested that such modules significantly improved teacher preparation for multilingual classrooms. They recommended that other regions should adopt a similar approach into their teacher education in order to equip pre-service teachers with sufficient knowledge about teaching in diverse settings.

Similarly, Miškulin Saletović et al. (2021) examine Croatian teacher education programs and argue for the inclusion of mandatory multilingual training to enhance teachers' ability to work in multilingual environments. They stated that such training equips teachers to manage multilingual environments effectively, especially in regions with significant minority populations, such as Hungarian, Serbian, and Italian speakers. However, they note that multilingual training often prioritizes standard Croatian over the use of minority languages, limiting its scope. Szabó et al. (2021) also discuss this notion in their study on Finnish teacher education. They illustrated how multilingual pedagogy is systematically integrated into teacher education through initiatives such as the "Language-Aware Multilingual Pedagogy" (LAMP) program at the University of Jyväskylä. This program emphasized the use of students' full linguistic repertoires as resources for learning, encouraging teachers to adopt strategies that normalize the parallel use of multiple languages in the classroom. For instance, teacher trainees learned to design lessons that leverage students' heritage languages alongside the language of instruction, fostering inclusivity and academic engagement.

Furthermore, Finland has demonstrated a strong national commitment to multilingual education through substantial public funding and policy support. Between

2017 and 2018, the Finnish government allocated €10 million to experimental projects aimed at developing innovative multilingual pedagogies and teacher education models. These initiatives include preparing pre-service teachers to work effectively with increasingly diverse classrooms, given Finland's growing immigrant population and legal recognition of multiple languages, such as Sámi, Romani, and Finnish Sign Language. However, Szabó et al. (2021) noted that even with this support, teachers in Finland sometimes struggled to adopt multilingual practices, as monolingual teaching habits persist. This challenge resonates with Kazakhstan, where the dominance of Russian in education and limited practical support for Kazakh and English in multilingual settings create similar tensions. Finland's solution—providing targeted, language-aware modules in teacher education—could inform Kazakhstan's approach. Specifically, integrating practical training that reflects the linguistic diversity of classrooms, supported by explicit policies and financial investment, could strengthen the implementation of Kazakhstan's trilingual policy.

In the Kazakhstani context, Yeskeldiyeva and Tazhibayeva (2015) show the need for mandatory multilingual training within teacher education programs. They argue that this training is essential not only to help teachers navigate a multilingual classroom but also to support the country's broader strategic goals under its trilingual policy. This policy aims to ensure proficiency in Kazakh (the state language), Russian (the language of interethnic communication), and English (a global language). The authors see this multilingual approach as a way to foster cultural unity within the country. Their study explained how Kazakhstan's unique linguistic landscape, where Kazakh is often spoken in rural areas and Russian dominates urban centers, shapes the demands on teacher training. They found that many teachers and students face specific challenges, including limited resources for English instruction, outdated teaching methods, and a shortage of qualified

multilingual educators. These challenges mean that teacher education programs must go beyond language skills alone; they should also prepare teachers to manage linguistically diverse classrooms effectively and use modern teaching tools to support language learning. Moreover, research, which included surveys across Kazakhstani schools and universities, showed a strong preference among students for multilingual education (over 80% of university students and approximately 60% of secondary school students expressed a desire to learn in a multilingual environment). However, they argued that for the trilingual policy to be truly effective, teacher training needs to be reformed to include specific methods for teaching in multilingual settings and managing the blend of Kazakh, Russian, and English in the classroom.

Berkel-Otto et al. (2021) provided evidence from Germany, but their findings might not fully apply to Kazakhstan, given the differences in language policies and teacher training systems. Similarly, while Miškulin Saletović et al. (2021) and Szabó et al. (2021) advocated for incorporating multilingual training, their research focused on regions with more established multilingual practices than Kazakhstan. This raises questions about how well these approaches can be adapted to the Kazakhstani context, where the trilingual policy is still developing. Overall, these studies highlighted the increasing agreement on the importance of structured multilingual training in teacher education. Although research showed the effectiveness of such training in various settings, the situation in Kazakhstan, requires more exploration. While the integration of multilingual training is crucial, it is equally important to ensure that the design and implementation of these programs are shaped by input from all relevant stakeholders to better meet the needs of multilingual classrooms.

Stakeholder Engagement

Stakeholder engagement is another key factor in shaping effective multilingual education programs, as evidenced by various studies. This engagement fosters collaboration among educators, parents, policymakers, and administrators to ensure that language policies translate effectively into classroom practices. Gartziarena et al. (2024) explored primary school teachers' beliefs about multilingual teaching in the Basque Country, emphasizing the crucial role of engaging stakeholders such as teachers and parents in developing effective multilingual education strategies. The research involved 418 teachers, who completed an online questionnaire designed to capture their beliefs on multilingualism and teaching approaches. This quantitative component used a Likert scale to measure teachers' levels of agreement with statements about language teaching practices, which provided a broad overview of trends among the teachers. Additionally, qualitative data was gathered through focus group discussions with 20 teachers across four Basque provinces. These discussions offered an in-depth look at teachers' attitudes toward strategies like translanguaging, their views on balancing fluency and accuracy, and their beliefs regarding the influence of parental attitudes on students' language learning.

Hutchison (2021) also discussed the impact of community-based teacher education courses in the USA, highlighting the importance of involving community stakeholders to better understand diverse language practices and improve teacher preparation. For example, the Conversation Café initiative in New Jersey provided teacher candidates with hands-on opportunities to interact with linguistically diverse communities, allowing them to learn directly from families and residents about their language use and cultural practices. These interactions challenged traditional teacher-student dynamics and equipped future educators with practical strategies for supporting multilingualism in classrooms. Reflective journaling by participants revealed significant shifts in how teacher candidates viewed

their roles as facilitators of language learning, focusing on collaboration and mutual understanding. For Kazakhstan, the involvement of community stakeholders—parents, educators, and local leaders—can help address challenges such as balancing the dominance of Russian with the promotion of Kazakh and English.

Returning to the context of Kazakhstan, Amirova et al. (2015) examined the preparation of pre-school educators and showed the necessity of including a range of stakeholders – students, faculty, and university administrators – in designing effective multilingual teacher education programs. Their study was conducted as part of the State Program of Education Development (2011-2020), which calls for an updated model of teacher training to prepare educators who can meet the cultural and linguistic needs of Kazakhstani society. Using a combination of survey questionnaires and interviews, Amirova et al. gathered perspectives from students enrolled in pre-school education programs at Kazakh National Pedagogical University, as well as faculty and university administrators involved in teacher training. The study found that current training programs need to expand their focus on multilingual competencies and intercultural communication skills. Faculty participants highlighted the need for improved resources, including updated course materials and electronic resources, which would better support students in their training. Students, on the other hand, expressed a need for more practical experience with multilingual teaching approaches and exposure to diverse classroom settings. Authors concluded that a collaborative approach to program design, incorporating feedback from all stakeholder groups, could address these gaps and enhance teacher preparedness for multilingual education. This study aligns with Khajayeva et al. (2021), who similarly emphasized stakeholder engagement, focusing on primary school teacher candidates in Kazakhstan. Through qualitative interviews, they explored how these future teachers felt about their preparation for multilingual classrooms. Many candidates shared that they felt

unprepared for the challenges of teaching in a multilingual setting and believed their training could be improved by incorporating more feedback from key stakeholders, like themselves and other education professionals. The authors highlight that by including direct input from those who will be teaching and collaborating across various educational roles, teacher training programs could be better designed to meet the real demands of multilingual education.

Across the literature, there is a consensus that stakeholder engagement plays a pivotal role in the success of multilingual education programs. Whether in the Basque Country, the USA, or Kazakhstan, involving a broad range of stakeholders, including teachers, parents, and community members, ensures that multilingual education strategies are responsive to the specific needs of diverse classrooms. In addition to stakeholder engagement, ensuring that teacher education programs are culturally responsive is key to addressing the diverse needs of multilingual students and fostering an inclusive learning environment.

Cultural Responsiveness

Cultural responsiveness is a critical component of multilingual education, emphasizing the integration of students' cultural and linguistic identities into teaching practices. Wernicke (2021) explored linguistically and culturally responsive pedagogies in Canadian EAL (English as an Additional Language) education, highlighting the necessity of integrating cultural responsiveness into teacher education programs to better support diverse linguistic practices. At the University of British Columbia (UBC), pre-service teachers engaged with required courses and cohort specializations that focused on integrating language, culture, and pedagogy, helping them understand how to create linguistically inclusive environments. The study argues that acknowledging and

incorporating students' cultural backgrounds can enhance their learning experience and foster inclusivity in multilingual classrooms.

Duisebayeva and Thomas' (2016) comparative study between the Netherlands' and Kazakhstan's multilingual education led them to suggest that disseminating cultural knowledge can improve teacher training programs by making them more relevant to the context and sensitive to the diverse backgrounds of students. Their comparative study reveals that while the Netherlands focuses on bilingualism (primarily Dutch and English), Kazakhstan prioritizes trilingualism, incorporating Kazakh, Russian, and English equally. This emphasis on cultural responsiveness ensures that teacher training reflects national traditions and linguistic diversity, allowing teachers to better address the needs of multicultural classrooms. In both contexts, the alignment of multilingual education with cultural practices reinforces teachers' ability to create inclusive and contextually relevant learning environments

Returning to Kazakhstan, Kekeeva et al. (2020) examined how national traditions are integrated into the formation of multilingualism among future teachers, underscoring the importance of cultural responsiveness in the educational process. Their study examined how integrating cultural and linguistic practices into teacher training can enhance professional competence among pre-service teachers. For example, collaborative workshops in Kazakhstan's teacher education programs incorporated traditional Kazakh values alongside modern pedagogical practices. These workshops helped pre-service teachers develop culturally sensitive strategies, which they can apply to linguistically diverse classrooms. This approach not only strengthens the alignment of teacher training with Kazakh national identity but also fosters an appreciation for the linguistic and cultural diversity inherent in trilingual classrooms. Their findings suggest that aligning teacher

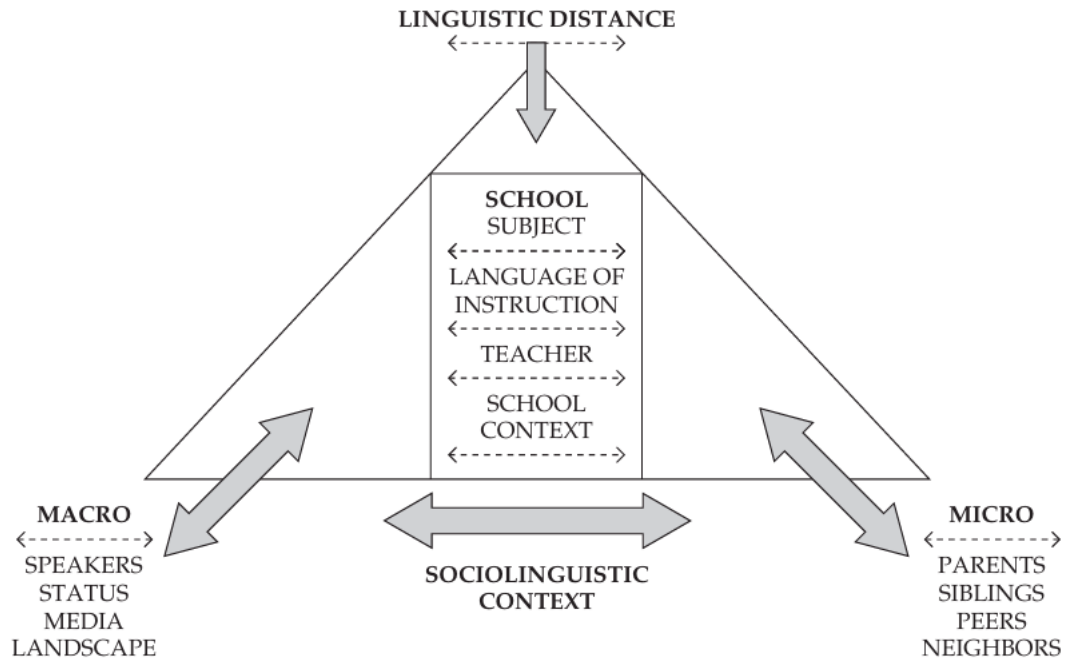
training with cultural practices can enhance teachers' ability to deliver multilingual education effectively.

Wernicke's (2021) research provided evidence for the benefits of cultural responsiveness, but the Canadian context—where multiculturalism is institutionalized—differs significantly from Kazakhstan's more centralized language policy. Duisebayeva and Thomas (2016) offered a useful data, yet their study only scratches the surface of how cultural responsiveness can be effectively implemented in Kazakhstani teacher training. Kekeeva et al. (2020) go further, focusing on Kazakhstan's unique national traditions and offering useful insights into how these can enrich multilingual education. All of these researchers agree that cultural responsiveness is key to successful multilingual education. Studies from Canada, the Netherlands, and Kazakhstan all emphasize the importance of integrating cultural elements into teacher training programs. In Kazakhstan, where national traditions play a significant role in education, the challenge is finding the right balance between these traditions and modern, globalized influences.

Cenoz's Continua of Multilingual Education

Figure 2

Cenoz's (2009) Continua of Multilingual Education

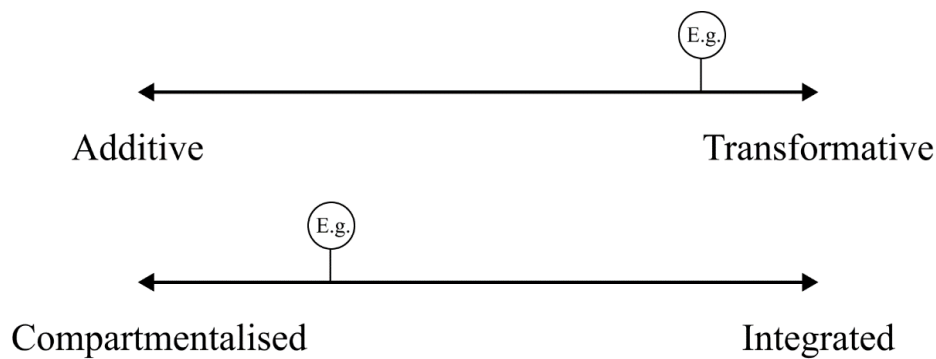


This study adopted Cenoz's (2009) continua of multilingual education as the guiding theoretical framework. Cenoz's model is particularly useful for exploring the complexities of multilingual education because it emphasizes flexibility and adaptability, rather than rigid categories. It helps in understanding how different languages interact in educational settings, which is highly relevant for the Kazakhstani context, where the trilingual policy promotes proficiency in Kazakh, Russian, and English. A small-scale qualitative thesis, however, gains depth by tracking only the variables that most directly shape teachers' work. Selecting linguistic distance, sociolinguistic context, language of instruction and the role of key stakeholders keeps one representative continuum from each of the three domains and adds the teacher-centred strand within the educational domain. This choice preserved conceptual balance between structure, status, curriculum and agency, while remaining empirically manageable for a single-site study focused on teacher preparation. Followingly, two overarching pedagogical continua further shaped the present analysis. The first, additive–transformative multilingualism (see Figure 3), places program on a line that stretches from merely accumulating additional languages (the additive pole)

to deliberately reshaping learners' identities and cognitive resources through integrated use of their full linguistic repertoires (the transformative pole) (Cenoz & Gorter, 2015).

Figure 3

Two Overarching Continua



Note. Adapted from Cenoz's (2009) Continua of Multilingual Education.

According to the Cenoz (2009), at the additive pole of that continuum schools “accumulate additional languages” without challenging existing linguistic hierarchies, a stance that often limits outcomes to functional bilingualism and leaves dominant-language identities intact. She describes “additive” as the baseline descriptor of programs that introduce new languages but do not yet disrupt monolingual norms. By contrast, contemporary work on translanguaging portrays classroom practices in which students weave the resources of all their languages into single communicative events (Garcia 2009; Wei 2011; Garcia & Wei 2014); this interweaving is described as “transformative”, because it reshapes cognitive repertoires and enables learners to negotiate new sociocultural identities. Positioning Kazakhstani trilingual education along an additive-transformative line was therefore useful: it allowed me to trace whether English, Kazakh and Russian are merely being “added on” for only functional purposes or are genuinely leveraged to re-conceptualize knowledge and learner selves, as the policy rhetoric claims.

The second, compartmentalisation–integration (see Figure 3), differentiates models that strictly separate languages by timetable, subject, or physical space from those that intentionally blur linguistic boundaries (parallel monolingualism) through co-teaching, multilingual resources, and flexible classroom discourse (Cenoz & Gorter, 2015).

Cenoz’s framework is built around several continua (variables) that reflect the varied aspects of multilingual education, that helped me to map the program within two above-mentioned continua. These variables provide a nuanced way to examine how languages are taught and learned in different contexts. In Kazakhstan, where teachers are expected to manage instruction in three distinct languages, this framework offers insights into the specific challenges and opportunities they face:

Linguistic Distance

Cenoz describes linguistic distance as “the degree of variation between the languages involved”, noting that families such as Germanic, Slavic and Turkic lie toward the ‘more distant’ pole of the continuum. In Kazakhstan’s trilingual education policy, the typological distance between Kazakh (a Turkic language), Russian (a Slavic language), and English (a Germanic language) presents unique challenges for teacher education, so this might be a structural explanation for why teachers report heavier cognitive load when integrating English into content courses than when alternating between Kazakh and Russian (Gibbons 2009; Huang & Chuang 2016). Understanding these distances is essential for preparing teachers to facilitate language learning effectively, as greater linguistic distance may require different pedagogical strategies.

Sociolinguistic Context

The framework also considers the sociolinguistic environment at both the macro and micro levels. In Kazakhstan, Kazakh holds the status of the state language, Russian is the language of interethnic communication, and English is the language of international communication. These differing roles create a complex sociolinguistic context that must be addressed in teacher education programs. Teachers must be prepared not only to teach content in these languages but also to navigate the differing social statuses and functions of each language in society.

Role of Stakeholders

Cenoz's model emphasizes the importance of considering both the language of instruction and the way languages are integrated into the curriculum. In Kazakhstan, the trilingual policy requires that subjects like mathematics and natural sciences be taught in English, while other subjects are taught in Kazakh and Russian. Teacher education programs must ensure that pre-service teachers are equipped with the necessary language skills and instructional strategies to teach academic content in multiple languages.

Language of Instruction, subject/content

Cenoz highlighted the critical role of teachers' linguistic proficiency in multilingual education. In Kazakhstan, the success of trilingual education depends heavily on teachers' multilingual proficiency and their ability to implement effective multilingual pedagogies. Teacher training programs must, therefore, focus on enhancing teachers' language skills and their ability to create multilingual learning environments that support all three languages.

Conclusion

The review of literature on integrating multilingualism in teacher education reveals that preparing teachers for multilingual classrooms is a layered and challenging process, especially in Kazakhstan, where the trilingual education policy is shaping new educational priorities. Across studies from Kazakhstan and other contexts, we see three key themes emerging as essential: the need for comprehensive multilingual training, active stakeholder involvement, and a commitment to cultural responsiveness. Research shows that multilingual training is most effective when it is thoughtfully structured and required as part of teacher education programs. Studies from countries like Germany, Finland, and Kazakhstan highlight how multilingual training can equip teachers with the skills and perspectives they need to support students' diverse language needs, viewing language as a powerful tool for learning. Kazakhstan's unique language landscape, with its strategic emphasis on Kazakh, Russian, and English, presents specific challenges that need careful attention in training, including addressing language hierarchies and resource limitations. Stakeholder involvement also proves crucial. Effective multilingual education programs are stronger when they involve teachers, parents, communities, and policymakers in their development. This collaborative approach, highlighted in studies from the Basque Country, the U.S., and Kazakhstan, ensures that educational strategies are practical, adaptable, and genuinely responsive to classroom realities. Lastly, cultural responsiveness is essential in making multilingual education meaningful. Studies from Canada, the Netherlands, and Kazakhstan show that when teacher training embraces students' cultural backgrounds, it fosters a more inclusive learning environment that better supports language diversity. Cenoz's (2009) continua of multilingual education provides a valuable lens for understanding Kazakhstan's multilingual education goals, helping to explore the challenges and opportunities in implementing trilingual policies. While research from

around the world offers helpful insights, Kazakhstan's specific trilingual context requires more local research and tailored approaches. This study, focused on teacher education in a Kazakhstani university, will contribute to this growing understanding, offering guidance on best practices and potential improvements for effectively integrating multilingualism in the Kazakhstani educational setting.

Chapter 3: Methodology

In this chapter, I outline the research methodology employed to explore the integration of multilingualism in teacher education within Kazakhstan. The study is situated in the context of the country's trilingual policy, which aims to balance proficiency in Kazakh, Russian, and English. This chapter describes the qualitative case study approach adopted to explore how a teacher education program at a Kazakhstani university prepares future educators for multilingual classrooms.

Research Design

This study employed a qualitative case study design to explore teacher preparation in the context of multilingual education. Qualitative research is particularly well-suited for investigating complex, non-quantifiable phenomena, such as stakeholder perceptions, curriculum practices, and sociocultural processes (Creswell, 2014). A qualitative approach allows gaining a richer insight into how participants experience and interpret the world around them. (Denzin & Lincoln, 2018). Case study design, as described by Yin (2014), involves the in-depth examination of a phenomenon within its real-life context. It is particularly appropriate for studies that aim to understand contemporary events and processes. Denscombe (2014) further notes that case studies offer a holistic perspective, emphasizing the interplay of context and phenomenon. This study's focus on one university in Kazakhstan, including its teacher preparation programs, fit well with the case study approach because it aimed to capture the unique dynamics and challenges of teacher education in this specific context.

To strengthen the findings' credibility and minimize bias, this study utilized two data collection methods – document analysis and semi-structured interviews. The qualitative approach and case study design enabled an in-depth exploration of how multilingualism is integrated into the curriculum of one teacher education program (RQ 1),

including the analysis of specific courses, modules, and the balance between Kazakh, Russian, and other languages. Document analysis served as the primary data collection method, focusing on program guidelines to uncover how multilingualism is incorporated and identify any gaps in teacher preparation (RQ 3). Semi-structured interviews complemented this by capturing the perceptions of university administrator, teacher educator, and pre-service teacher regarding the adequacy of current programs in preparing teachers for multilingual classrooms (RQ 2). Triangulating these data sources enhanced the trustworthiness of the findings (Creswell & Poth, 2018).

The theoretical framework guiding this study was Cenoz's (2009) continua of multilingual education. This adapted framework examined four key elements from the continua: linguistic distance, sociolinguistic context, language of instruction, and integration of content and language. These continua provided a structured lens to analyze the interplay of language and educational practices, helping to uncover patterns and tensions in teacher preparation. The linguistic distance continuum guided the analysis of how the curriculum addresses the relationships between Kazakh, Russian, English, and other languages, emphasizing their implications for teaching and learning. The sociolinguistic context continuum explored how the curriculum reflects the sociolinguistic realities of Kazakhstan, including the societal roles and statuses of different languages. The language of instruction continuum helped to identify the balance between languages used for teaching and learning across courses and modules, shedding light on whether certain languages dominate or coexist equitably. Finally, the integration of content and language continuum highlighted how the curriculum combines language learning and subject matter, particularly in fostering multilingual competencies among pre-service teachers. In parallel with these four continua, the analysis also situated findings along two overarching pedagogical poles drawn from Cenoz's model. The first pole, additive–

transformative multilingualism, positioned programs on a spectrum running from simply accumulating additional languages to deliberately reshaping learners' identities and cognitive resources through integrated use of their full linguistic repertoires. The second pole, compartmentalisation–integration, differentiated practices that strictly separate languages by timetable, subject, or physical space from those that blur linguistic boundaries through co-teaching, multilingual resources, and flexible classroom discourse. Mapping the data onto these poles clarified the extent to which observed practices gravitated toward additive, compartmentalised arrangements or moved toward transformative, integrated multilingual education. By applying this framework, the study identified how multilingualism is embedded in curriculum design and teaching practices at the selected university.

Research Site

The current study was conducted in a state university which is located in the eastern part of Kazakhstan. This multidisciplinary university was created by an association of pedagogical, zootechnical and veterinary, financial, economic and technological institutes. Based on my insider knowledge, graduates of this university are highly valued in the pedagogical sphere of Kazakhstan. According to the university's website (at the time of writing this thesis), the institution employs 971 faculty and staff members, including 28 professors, 155 doctoral candidates and associate professors, and 181 Masters. Notably, 70 faculty members have been recognized as "the best teachers of higher educational institutions" and have become recipients of state grants. The university offers a wide range of educational programs (B.Ed., MA, PhD), and prepares teachers for different educational levels: pedagogy and psychology, pedagogy of preschool education and training, pedagogy and methods of primary education, training of teachers of subject specialization of general development, training of teachers in natural sciences, training of teachers in humanitarian

disciplines, teacher training in languages and literature. It is also a member of several reputable international organizations and actively engages in international cooperation and business relations with universities across the USA, China, Mongolia, Germany, the Netherlands, Great Britain, Japan, Turkey, the Czech Republic, Slovenia, Poland, Russia, Belarus, Ukraine, and several Baltic states.

This university served as a representative example of higher education institutions in Kazakhstan due to its multidisciplinary nature, adherence to national education standards, and contributions to the pedagogical field. As a state university, it operated under the centralized policies governing all Kazakhstani higher education institutions, making its practices reflective of broader trends in the country. Moreover, this institution's prominence in the pedagogical sphere ensured that findings from this case offered insights into challenges and opportunities applicable to other universities across Kazakhstan. Its connection to the national trilingual policy and international collaborations further enhanced its suitability for examining how teacher education programs balanced global influences with local linguistic and cultural contexts.

Sample

The second part of the study involved three participants from a teacher education program at the selected university: one university (school) administration member, one teacher educator, and one pre-service teacher currently enrolled in the program. The purposive sampling method was chosen as it allows for the deliberate selection of participants who possess specific knowledge and experiences relevant to the research focus (Cohen et al., 2018). The goal of this study was not statistical representativeness but the selection of “information-rich cases” that illuminate the central phenomenon of multilingual-teacher preparation (Patton, 2015). Together these roles span macro-, meso-,

and micro-levels of decision-making and enactment, allowing the study to trace how Cenoz's continua are interpreted from policy room to classroom.

To recruit the pre-service teacher participant, I approached one cohort in the teacher education program, presented the research topic, and invited interested students to participate. Priority was given to selecting a pre-service teacher who is nearing the completion of their program, as they are likely to have more understanding of their preparation process and can offer valuable insights into the program's effectiveness. For the teacher educator and school administrator participants, I utilized my insider knowledge of the institution to contact individuals directly, ensuring they have significant experience and involvement in the program. The school administrator is an alumnus of the Bolashak presidential scholarship and completed a professional internship in the United States; the teacher educator had been an acquaintance prior to the study, which facilitated trust but also introduced a relational dynamic that may have encouraged shared assumptions; the pre-service teacher is in the final semester and has studied in two foreign universities through academic-mobility schemes.

Data Collection Instruments

To gather comprehensive data for this study, I employed two data collection instruments: document analysis and semi-structured interviews.

Document analysis included reviewing the Register of Educational Programs of Higher and Postgraduate Education, an open-access platform that provides detailed information about the curriculum of all educational programs in Kazakhstan. This resource helped identify the structure and components of the teacher education program in this study. I also formally requested institutional documents from the university administration and program instructors—including syllabi, course materials, presentation slides,

assignment descriptions, and assessment criteria—but, midway through data collection, the administration informed me that these materials were confidential and therefore could not be shared. As a result, I was unable to analyze those internal documents and relied instead on publicly available information – program outline with all courses and descriptions that program offers. Although these constraints reduced the breadth of the textual evidence, the available documents nevertheless allowed for systematic examination of multilingual elements and enabled triangulation with interview data to strengthen the credibility of the findings (Bowen, 2009)

To complement the document analysis, I conducted semi-structured, person-to-person interviews with three key stakeholders—the school administrator, a teacher educator, and a pre-service teacher (for interview protocols, see Appendix B). Semi-structured interviews were well-suited to this qualitative research because they offered the flexibility to probe participants’ experiences while maintaining a focus on core topics (Kvale & Brinkmann, 2015). The administrator and teacher educator consented to audio recording (for transcription sample, see Appendix C), whereas the pre-service teacher declined, so I took detailed notes during that interview instead. To ensure inclusivity and accuracy, I provided interview questions in each participant’s preferred language—English, Kazakh, or Russian.

The deliberate narrowing to one program and to three strategically positioned informants enhances depth but necessarily constrains breadth. Because the study foregrounds voices that are highly engaged with multilingual initiatives, perspectives of less involved staff or of students in earlier semesters are absent; divergent experiences might have emerged had those groups been included. All participants possess above-average global exposure—through Bolashak, prior acquaintance with international scholarship, or extended study abroad—and thus view multilingual education largely

through progressive, integration-oriented lenses. My insider status, while facilitating access, also risks privileging familiar narratives and may have influenced whom I perceived as “key” actors. Findings should therefore be read as analytically, not statistically, generalisable: they offer transferable concepts rather than claims about frequency. Future research that broadens the sample across institutions or includes stakeholders such as parents and policy makers could test the robustness of the continua patterns identified here.

Data Analysis

Data collected through document analysis and semi-structured interviews underwent systematic qualitative analysis to uncover patterns, themes, and insights related to multilingual practices in the teacher education program. The data analysis process was iterative and followed the guidelines outlined by Braun and Clarke (2006) for thematic analysis, ensuring a rigorous and transparent approach to coding and theme development.

Document Analysis

The available curricular documents (chiefly entries in the Register of Educational Programs of Higher and Postgraduate Education and the program outline) were systematically reviewed to locate explicit and implicit references to multilingual practice. A deductive lens, grounded in Cenoz’s (2009) continua of multilingual education, guided the coding of elements such as linguistic distance, sociolinguistic context, language of instruction, and content-and-language integration. Codes were then clustered to illuminate how multilingualism was embedded (or overlooked) in curriculum design, assessment criteria, and instructional practice.

Semi-Structured Interviews

Interview recordings (or detailed field notes when the pre-service teacher declined recording) were transcribed verbatim and underwent manual coding. Initial open coding assigned descriptive labels to salient excerpts; axial coding subsequently explored relationships among codes (Corbin & Strauss, 2015). Related codes were consolidated into broader themes, which were interpreted through Cenoz's framework to capture stakeholders' perceptions and experiences. Particular attention was paid to convergences and divergences among the three participant groups—the program director, the teacher educator, and the pre-service teacher.

Ethical Considerations

This study adhered to the ethical standards set forth by Nazarbayev University Graduate School of Education (GSE) to ensure the protection of all participants involved. The research has been approved as a study involving human participants with no more than minimal risk.

Informed Consent

Participation in this study was voluntary, and informed consent was obtained from all participants before data collection begins. Consent forms were provided in English, Kazakh, and Russian to accommodate participants' language preferences. The forms included details about the study's purpose, data collection procedures, the voluntary nature of participation, and the right to withdraw at any time without any penalty (Appendix E). Participants were also informed about the use of audio recordings during interviews and were given the option to opt out of recording. In such cases, detailed notes were taken to ensure accurate documentation.

Anonymity and Confidentiality

To ensure anonymity, the research site was coded (e.g., University A), and participant identities were anonymized using codes such as PST (pre-service teacher), TE (teacher educator), and SA (school administrator). Personal information collected for communication purposes, such as names and contact details, were kept strictly confidential and stored securely. Participants were not informed about the identities of other participants to avoid hierarchical influence or bias.

Confidentiality of data was maintained through secure storage. All digital data, including interview recordings, transcripts, and notes, were stored on a password-protected laptop, while any physical documents were kept in a locked cabinet. Only the researcher and thesis supervisor had the access to the data. Data were retained only for the duration of the research and destroyed upon study completion, with digital files were permanently deleted and physical documents were shredded.

Risk Management

The study posed minimal risk to participants, primarily involving the time commitment for interviews and potential discomfort when reflecting on gaps in multilingual education practices. To minimize inconvenience, interviews were scheduled at times and in formats (online or in person) that suit participants' preferences. Neutral, open-ended questions were used to avoid leading responses or evoking undue stress. Participants were reminded of their right to pause or withdraw from the interview at any time.

Benefits

The study offered potential benefits to participants and the broader educational community. Stakeholders such as teacher educators and administrators gained insights into

the strengths and areas for improvement in multilingual teacher preparation programs. Pre-service teachers may feel empowered by contributing their voices to the discussion. This research also aimed to raise awareness of multilingual education practices and serve as a foundation for future studies in Kazakhstan. By addressing these ethical considerations, this study ensured that participants' rights, well-being, and dignity are prioritized throughout the research process.

Positionality

I am a 22-year-old Kazakhstani graduate student who completed my undergraduate studies at the very university examined in this case study. I grew up speaking Kazakh and Russian at home and learned English through formal schooling, so shifting fluidly among these languages is part of my everyday communicative repertoire; this ease of translanguaging naturally draws me to questions about how future teachers in Kazakhstan are prepared for multilingual classrooms. During the proposal stage, my first supervisor, Michelle Bedeker, advised me to “start where you stand”, to look back at my undergraduate experience, my hometown, and the communities I care about, then ask what I would change for their benefit. Her prompt redirected my search for a topic toward the familiar corridors of my former faculty and solidified my commitment to a project that speaks directly to learners and educators whose experiences mirror my own.

Because I once studied in the program now under exploration, I occupy the position of an insider-alumnus. Shared institutional memories fostered immediate rapport: participants spoke candidly in whichever language felt most comfortable, trusting that I understood the implicit norms of campus life. Yet that very familiarity risked blinding me to practices an outsider might question. To temper this bias, I had been reflecting on after every interview and document-analysis session. Epistemologically, I adopt a constructivist stance, viewing meaning as co-constructed through language and context (Creswell &

Poth, 2018). Rather than bracketing my multilingual background, I treat it as an analytic lens.

Summary

This chapter detailed the research methods used to explore how multilingualism is integrated into teacher education programs within the context of Kazakhstan's trilingual policy. It described the qualitative case study design and explained the use of Cenoz's (2009) continua of multilingual education as the theoretical framework guiding the study. I also outlined the research site, participant recruitment, data collection methods, and the analysis procedures employed to ensure a thorough and reliable investigation. Finally, the chapter addressed the ethical considerations taken to protect participants and ensure the integrity of the research process. The next chapter will present the findings and discuss their implications for teacher education in multilingual contexts.

Chapter 4: Findings

In this chapter, I present the findings of my research into how multilingualism is addressed within a Kazakhstani teacher education program. Drawing on both curriculum documents and interviews with key stakeholders—an administrator, a teacher educator, and a pre-service teacher—these findings shed light on the extent to which teacher preparation aligns with multilingual education goals. In keeping with the structure of the earlier chapters, this exploration is organized around the three main research questions. In brief, I used document analysis and semi-structured interviews to analyze how one teacher education program incorporated multilingualism into their program (RQ1) and how key stakeholders perceived the program's effectiveness in preparing multilingual teachers (RQ2). I then brought those two distinct data sources together to identify the gaps in providing multilingual education (RQ 3).

The findings focus on three central issues: first, the ways (and degrees) in which multilingualism is integrated into the teacher education curriculum; second, the gaps and challenges participants perceive in preparing future teachers for multilingual classrooms; and third, stakeholder perceptions of how effectively these teacher education programs meet the needs of a diverse linguistic context.

Curricular Multilingualism: Policy vs Practice (RQ1):

Document analysis and participant interviews alike point to a program that formally recognizes multiple languages—Kazakh, Russian, and English—yet does not feature an explicit, dedicated multilingual-education module focusing on best practices or pedagogical strategies for teaching in linguistically diverse classrooms. Instead, multilingualism appears primarily through separate language requirements and courses mandated by national standards.

In the official curriculum of the university, the program is labeled “6B01705 – Шетел тілі: екі шетел тілі” (Foreign Language: Two Foreign Languages). This name suggests a deliberate effort to produce teachers qualified to use at least two foreign languages (commonly English plus another, such as German, Turkish, or Chinese). Additionally, the state requires undergraduates to take Kazakh language and Russian language courses, along with a “Foreign Language” sequence for general education purposes. As a result, a typical student in this teacher education program encounters at least three language strands (Kazakh, Russian, English) in their coursework. However, participants reported that simply having separate language courses does not necessarily constitute “multilingual pedagogy”.

Specific Courses and Modules Related to Multilingual Education

From the curriculum documents, the “6B01705 – Шетел тілі: екі шетел тілі” program outlines a total of 240 credits distributed as follows:

- General Education Requirements (e.g., “Kazakh language,” “Russian language,” “Foreign language,” “The history of Kazakhstan,” “Physical education,” “Information and communications technology”).
- Major or specialized courses (e.g., “The practice of teaching foreign languages,” “Theory and methods of teaching,” “Pedagogy,” “Psychology”).
- Elective offerings that vary by year (some skill-based courses, second foreign language selections, etc.).

Although the documentation highlights the importance of language proficiency in Kazakh, Russian, and English, it does not identify a standalone “multilingual education methods” or “translanguaging pedagogy” course. Instead, multiple separate language

modules are presented under mandatory components: “Шетел тілі” (Foreign Language at a B2 level); “Қазақ тілі” (Kazakh Language); “Орыс тілі” (Russian Language).

Each course description emphasizes acquiring communicative competence in that specific language (e.g., “ensuring that students achieve B2 proficiency in the foreign language” or “improving the use of Kazakh as a means of everyday and professional communication”). Nowhere in the program’s official text is there an explicit mention of bridging languages within a single course, nor are there modules explicitly dedicated to training future teachers in strategies for mixed-language classrooms.

Despite the program name signaling a two-foreign-language specialization, the interviews underscore that actual multilingual methodology is seldom addressed in a systematic way: School administrator noted that “всё-таки больше по-русски, мне кажется, говорят” [in most cases, they simply use Russian] when pressed on whether there is a formal policy encouraging code-switching or translanguaging. This suggests that official guidelines for mixing languages in one course are not part of the standard curriculum. The teacher educator similarly observes that no single module systematically teaches the idea of “translanguaging” or “multilingual classroom management.” She pointed out that the default approach is typically monolingual instruction per course, and that teachers themselves might mix languages only as a *practical necessity*. Pre-service teacher explicitly states that “программа меня к этому не готовила... мои одноклассники... не знаю как они будут справляться” [the program did not prepare me or my classmates for multilingual classrooms; I do not know how they will manage]. This pre-service teacher’s viewpoint further confirmed there is no course focusing on how to work with students who collectively speak different languages.

Hence, while the program does contain numerous courses on specific languages, it lacks a clear, purposeful “multilingual education” course covering balanced use of Kazakh, Russian, and English in the same classroom. Instead, each language is taught separately, with no official bridging mechanism that helps future teachers integrate them for content learning or to address diverse student populations.

How the Program Balances Kazakh, Russian, English and Other Languages

One of the sub-questions is how the curriculum maintains a balance between Kazakh, Russian, English, and minority/foreign languages. The data revealed a mixture of formal requirements (separate language classes for Kazakh, Russian, and English) and pragmatic improvisations at the classroom level: from the official program documentation, the curriculum mandates Kazakh language courses in both the first and second semesters (5 credits each semester), aiming to strengthen Kazakh writing and speaking skills for all students, regardless of their native language. In addition, Russian language courses are offered at 5 credits per semester in Year 1 or 2, designed to develop “cognitive and communicative competences in Russian” for diverse contexts. Furthermore, a “Foreign language” block at the B2 level is taught every semester for the first two years; this foreign language is predominantly English, with the possibility of taking a second foreign language such as Turkish, German, or Chinese in later semesters.

Nominally, these parallel strands should produce tri- or multilingual graduates. However, the curriculum does not outline how teacher candidates are meant to combine or switch among those languages while teaching the subject. Nor do the official documents specify “use of all three languages simultaneously” or “balanced code-switching” in the teaching process. Instead, each language course is largely self-contained, with a specialized set of grammar, reading, and speaking outcomes, but minimal cross-linguistic references.

Interviews highlighted more nuanced day-to-day practices and challenges. The school administrator revealed that some classes enroll up to 28 students, all with drastically different language backgrounds. While official policy states that groups should be divided by language level, logistical constraints often prevent that. Regarding the use of translanguaging in Russian class, although the course is meant to be “strictly in Russian,” teachers “объясняют что-то сложное на казахском” [explain difficult things in Kazakh] when necessary, especially if students’ Russian proficiency is minimal. However, these translanguaging moments arise more from teacher improvisation than from policy.

From the teacher educator’s perspective, there is no strict enforcement of a single language. Early on, she tried to maintain an “English-only” classroom, hoping it would “force” students to pick up the target language more quickly, but found it “не работает” [it does not work] because of varying student proficiency. Now, she code-switches or uses Russian or Kazakh for clarification, describing it as “нормально” [it is normal], though it is not systematically mandated or trained through any official course. She also acknowledged that in the same class, some students have near B2/C1 proficiency, while others struggle at A2 or lower, thus merging languages out of necessity rather than because the institution instructs her to do so.

The pre-service teacher highlighted the challenge of forming a Russian-medium cohort. She and several classmates had to “recruit” enough students who wanted instruction in Russian to open a separate Russian-medium group; had they not found enough students, they would have been merged into a Kazakh stream. This underscored a lack of institutional planning for smooth language-stream differentiation. She also noted the absence of pedagogical guidance, believing she can handle multilingual settings thanks to her personal experiences abroad (Poland, Turkey) and her own multi-language skills, yet pointing out that the program never systematically addressed how to teach a class of

students who speak different first languages. In her words, “программа... не готовила нас... например, как оценивать их” [the program... did not prepare us... for how to assess them in a multilingual setting].

Although the official name of the program includes “two foreign languages,” the emphasis is mostly on English plus one additional language (German, Turkish, Chinese). Minorities such as Uzbek, Uighur, Tatar, or other community languages in Kazakhstan are never explicitly referenced in the core curriculum. None of the three interviewees mentioned tailored strategies for, or references to, smaller ethnic minority languages. Thus, the “balance” typically refers to the triad of Kazakh, Russian, and English, with an elective second foreign language for specialized track students.

Although no single course is labeled “multilingual education,” some existing classes incorporate language diversity in an indirect, compartmentalized manner. General education language classes (Kazakh, Russian, English) are offered, each aiming to strengthen functional proficiency. For instance, “Қазақ тілі” focuses on “communicative competence” in Kazakh, while “Орыс тілі” fosters the ability to function socially and academically in Russian. The “Шетел тілі” requirement ensures that all students receive B2-level training in English. The overall objective is to develop reading, writing, speaking, and listening skills in each language. While beneficial for improving the prospective teacher’s own language skills, these courses largely treat each language in isolation and do not explicitly instruct students on how to integrate or juggle multiple languages in a single classroom lesson.

Pedagogical and methodology courses (e.g., “Pedagogy,” “The practice of teaching foreign languages,” “Psychology,” “Teaching methods”) might include topics related to diverse classrooms, but according to the PST interview, little time is devoted to specifics

on managing three languages simultaneously. TE also indicates that “мы обсуждаем методику преподавания английского” [we are discussing the methodology of teaching English]”, but not necessarily the interplay of Kazakh, Russian, and English with students who speak them at varied levels.

Elective or specialized courses cover a wide range of options for advanced language study or practice teaching, but there is no mention of a dedicated module for multilingualism. Instead, advanced courses might focus on deeper mastery of a second foreign language. The PST participant noted that in some advanced Kazakh or Russian modules, the content concerns classical literature (e.g., “Abai's World,” “Abai”), which is linguistically complex and not necessarily geared toward practical, modern teaching contexts.

From these findings, it is evident that although the curriculum devotes significant attention to each key language individually (Kazakh, Russian, English), there is no thorough, specialized preparation in how to blend them when students or contexts require cross-linguistic support.

Summary of Findings on RQ1

Overall, the teacher education program under study does recognize the necessity of preparing future teachers to be competent in Kazakh, Russian, and at least one foreign language (predominantly English). However, based on document analysis (program outline) and the three interviews, the program does not feature a dedicated course or clearly defined objectives on “multilingual education” as a pedagogy in its own right: while students must complete separate courses in Kazakh, Russian, and English, none of these courses explicitly trains them in how to teach using more than one language in the same lesson or address the needs of multilingual learners. The same is true for

methodology or pedagogy modules: they largely focus on subject-specific or monolingual contexts, with minimal explicit training for a multilingual approach.

In principle, the curriculum attempts to cultivate multiple language proficiencies by mandating coursework in all three. In practice, however, interviews show that balancing these languages in daily lessons depends heavily on the individual instructor's choices. There is no uniform set of guidelines for code-switching or translanguaging strategies. Students themselves sometimes lobby to form a "Russian-language stream," or else they are placed in the Kazakh-medium group. English is typically taught as a standalone subject with minimal bridging to Kazakh or Russian. Minority or additional languages beyond this triad receive scant institutional attention.

Thus, while "multilingualism" is present in the sense that teacher-candidates themselves use multiple languages daily, it is neither systematically integrated nor guided by a purposeful framework within the curriculum. This gap means that despite emerging from a "trilingual" or "two-foreign-language" environment, many graduates may not be properly prepared to support diverse K-12 student populations who speak different first languages.

Stakeholder Perceptions of Multilingual Preparedness (RQ2):

Analysis of the interviews revealed agreement that while the institution aspires to produce teachers comfortable in multiple languages, the actual program design offers only partial guidance for working in multilingual classrooms. Each stakeholder—school administrator (SA), teacher educator (TE), and pre-service teacher (PST)—brings a different vantage point, but they converge on several points.

First, multilingual education is viewed as valuable and essential for Kazakhstan's future. As the SA put it, “Я считаю это очень хорошо... у человека открывается большие грани... он мыслит шире...” [I think it is very good... it opens many horizons for a person... they think more broadly]. The TE echoed this sentiment, highlighting the “возможность коммуникации на абсолютно разные темы с разными культурами... чем больше языков, тем больше мировоззрение...” [opportunity to communicate on various topics with different cultures... the more languages you know, the broader your worldview becomes...]. Meanwhile, the PST stressed that “использование нескольких языков... зависимо от желания обучающегося... Это большой плюс в Казахстане” [using multiple languages... depending on the learner's preference... is a big advantage in Kazakhstan].

However, the curriculum's structure—separate, monolingual-oriented courses in Kazakh, Russian, and English—does not guarantee adequate practical training in bilingual or trilingual classroom methods. Each stakeholder identified gaps in implementation, such as the absence of a dedicated “multilingual pedagogy” course and minimal official guidelines on code-switching or translanguaging. In the next section, I will go into greater detail about these identified gaps in the program.

School Administrator's (SA) Perspective

The SA consistently underscored that multilingualism is a priority for Kazakhstan and for the university. She framed multilingualism not just as a skill but as a fundamental requirement in modern society, particularly in an international and intercultural context. Early in the interview, when asked about her personal stance on speaking multiple languages, she responded: “Я считаю это очень хорошо, ... у человека открываются большие грани, ... он мыслит шире, чем одним языком” [I think it is really good... it opens many facets for a person... they think more broadly than in a single language]. This

statement resonates with the national-level trilingual policy's goals (Kazakh, Russian, English). SA affirmed that pre-service teachers should be able to support students with different linguistic backgrounds, especially as Kazakhstan positions itself for greater global engagement.

While praising the conceptual importance of multilingualism, the SA expressed several reservations about how the institution's teacher education program addresses it in practice. Three primary challenges stood out from her testimony. The first is the lack of a systematic policy for multilingual methods. The SA noted that the institution does not provide explicit, written guidelines on how to incorporate multiple languages in one lesson. Lecturers often received broad instructions to develop language competencies in Kazakh, Russian, or English, but rarely any "blueprint" for a genuinely multilingual pedagogy. She commented: "Официально нет у нас такой политики, что нужно смешивать языки" [Officially, we do not have a policy that you must mix languages]. Instead, faculty members may improvise based on their own backgrounds and students' needs, but this is not consistently regulated or supported by a curricular framework.

Another challenge is the presence of heterogeneous student groups and oversized classes. The SA interview revealed that large groups (sometimes 28 students) complicate attempts at nuanced, language-level grouping. She noted: "Сложность состоит в том, что ... вообще не говорят, не знают практически русский язык" [The difficulty is that ... some barely speak any Russian at all]. Because the curriculum does not anticipate or train instructors for such wide linguistic variation, the program's capacity to handle real-life multilingual complexity is limited. In principle, the group size policy is set to 15–20, but it is often not enforced, causing instructors to struggle.

A third issue is the dependence on individual initiative. The SA pointed out that despite the stated trilingual agenda, actual integration is left to individual teachers:

“Преподаватель старается выйти из ситуации ... где-то объясняет на казахском, если ... непонятно” [The teacher tries to manage the situation... sometimes explaining in Kazakh if something is unclear]. She saw this as a patchwork approach that is helpful in the moment, but indicative of missing formal structures for multilingual pedagogy.

In sum, the administrator strongly endorsed the ideal of multilingual teacher education and conceded that the current program partially meets this need by ensuring separate language courses in Kazakh, Russian, and English. However, she underscored that *true* multilingual education — in which teachers learn systematically to juggle several languages in the same lesson — is not fully realized. She believes the greatest shortcomings are the lack of official guidelines, large class sizes that hamper differentiated instruction, and the fact that instructors must “figure it out themselves,” rather than rely on a robust institutional approach.

Teacher Educator’s (TE) Perspective

The TE acknowledged that one strong aspect of the current curriculum was its systematic requirement for pre-service teachers to complete multiple language courses. From her perspective, the program ensured Kazakh and Russian foundations for all students, whether from Russian-speaking or Kazakh-speaking backgrounds, by requiring them to demonstrate proficiency in both national languages. It also mandated a foreign language sequence designed to bring candidates to roughly B2 level in English, which TE believed fostered solid individual language skills and served as a prerequisite for teaching. She stated: “Если говорить о плюсах, то язык студенты осваивают хорошо — особенно те, кто изначально имел неплохой уровень” [If we talked about the positives,

students gained strong language skills — especially those who started out with a decent level]. Thus, TE did not dismiss the program outright; instead, she noted that it addressed the “separate language” component effectively.

Despite these strengths, TE consistently stressed that the curriculum stopped short of teaching candidates how to combine or switch languages in an actual K–(11)12 classroom. She drew attention to two primary deficiencies. First, the methodology segments for English or Kazakh instruction were taught as if the classroom was monolingual. Pre-service teachers learned how to approach grammar, pronunciation, reading, and writing in one target language, and rarely explored purposeful translanguaging strategies. She said: “В большинстве случаев обучение проходит ‘как будто’ только на английском. Нет отдельной дисциплины, как работать с несколькими языками” [In most cases, instruction was assumed to be ‘English-only.’ There was no separate course on how to work with multiple languages].

Second, there was no guidance on managing mixed-level multilingual groups. TE elaborated that her attempts to impose an English-only environment failed whenever some students’ proficiency was too low, so she had to switch spontaneously to Russian or Kazakh. She explained: “Я хотела создать среду ‘только по-английски’, но это не работает в реальности, ... уровень у всех разный” [I wanted to create an ‘English-only’ environment, but it did not work in reality... everyone’s level was different]. She regretted that the official teacher-training courses did not equip candidates with systematic strategies for such scenarios, forcing teachers to rely on ad hoc translanguaging. TE believed an explicit module on “multilingual classroom management” would have been invaluable but was absent.

While recognizing the curriculum's strength in building language competence, TE judged that the teacher education program was inadequate in preparing candidates for authentic multilingual classrooms. She proposed more integrative courses, improved collaboration among language departments, and explicit instructions or materials on how to teach with more than one language at a time. She also emphasized that, given Kazakhstan's trilingual policy goals, there was a need to bridge languages rather than isolate them.

Pre-Service Teacher's (PST) Perspective

The PST interviewed displayed notable self-confidence in her ability to handle multilingual classrooms, which she primarily attributed to her robust personal language repertoire (Kazakh, Russian, English, plus a working knowledge of Turkish) and her international mobility experiences in Poland and Turkey, where she regularly had to switch between languages. She stated, “Да, я чувствую себя готовой... сама говорю на трех языках” [Yes, I feel ready... I speak three languages myself]. Nevertheless, she differentiated between her personal readiness and what the program itself had taught her, emphasizing that her sense of preparedness did not stem from formal coursework on multilingual pedagogy: “Но программа меня к этому не готовила... Я думаю, мои одноклассники не готовы” [But the program did not prepare me for that... I think my classmates are not ready].

Although she praised certain aspects of the curriculum, such as advanced English training and interesting elective modules, she identified several areas where the program fell short. First, she described a complete absence of guidance on how to handle linguistically diverse classes. There had been no instruction on managing situations in which half the students spoke Russian better than Kazakh, or vice versa, or if some

preferred using English to clarify concepts. She said, “Никак не обсуждалось, ... как проводить урок, если студенты могут говорить на разных языках, ... оценивать их?” [It was never discussed how to conduct a lesson if students speak different languages... or how to assess them?].

Second, she noted that many courses relied on strictly monolingual classroom approaches; instructors often insisted on using a single language (particularly English or Kazakh) and discouraged mixing, even though real students might need multiple languages for effective learning. Third, she recalled her frustration with group placement, explaining how she and her peers had to “recruit” enough classmates to form a Russian-medium track. She considered this a telling example of how institutional structures failed to systematically accommodate language preferences: “Нам самим пришлось искать студентов, чтобы открыть русскую группу... это должно регулироваться сверху” [We had to find students ourselves to create a Russian group... that should be regulated from above].

Ultimately, the PST emerged from the program confident in her own multilingual abilities but dismayed at the lack of formal support for peers who did not have the same experiences. She feared that many prospective teachers would graduate without a clear grasp of how to navigate the complexities of a multilingual classroom, especially if they relied solely on the institution’s standard teacher education curriculum.

Taken together, the perspectives of the SA, the TE, and the PST revealed a convergence on two main points. First, they all recognized the importance of multilingual education. The SA viewed it as a national and institutional imperative, emphasizing its role in cultural enrichment and global readiness. The TE saw it as essential for developing

well-rounded, flexible teachers who can adapt to Kazakhstan's trilingual policy. The PST highlighted the personal benefits of multilingualism for both teachers and learners.

Second, they concurred that there is inadequate implementation of multilingual education within the program. Although there is a clear aspiration to promote multilingualism, they all noted a gap between that aspiration and the actual design of teacher training. There is no course specifically dedicated to planning lessons with multiple languages, nor is there systematic guidance on using code-switching in the classroom. Large class sizes and heterogeneous language proficiency levels compound these difficulties, and the absence of explicit strategies to manage these realities creates further obstacles.

Despite agreeing on these two main points, each stakeholder emphasized different aspects of the same overall problem. The SA underscored structural and policy-related issues, such as the absence of official guidelines for handling multilingual classes and the uneven grouping of students. The TE focused on what she calls a methodological vacuum: the monolingual approach in training modules, which fails to address real-life multilingual challenges. The PST, while personally confident owing to her own extensive language background, expressed frustration that the program itself never systematically taught her or her classmates how to handle multilingual lessons, thus leaving many of them underprepared for the realities of teaching in Kazakhstan's diverse linguistic landscape.

Therefore, while the teacher education program ensures teacher-candidates learn multiple languages *themselves*, it does *not* sufficiently equip them with techniques and frameworks to manage *others'* linguistic diversity in actual classroom settings. All three stakeholder perspectives point in unison to the need for dedicated multilingual pedagogy

modules, institutional guidelines, and more robust “on-the-ground” experiences that mirror the reality of multilingual schools in Kazakhstan.

Gaps in Multilingual Teacher Education (RQ3):

All three participants — the SA, the TE, and the PST — converged on several themes regarding gaps in the teacher education program’s approach to multilingual education. While the institution’s policy framework requires students to learn multiple languages (Kazakh, Russian, English, plus one additional foreign language), these requirements do not translate into a robust pedagogy of multilingualism. Instead, there is a consensus that the program does not systematically prepare future teachers to leverage or navigate multiple languages within a single classroom context. According to participants, the main deficiencies revolve around:

1. Lack of explicit training on how to manage multilingual classrooms.
2. Absence of guidance for translanguaging or strategic code-switching.
3. Minimal discussion of minority or heritage languages beyond Kazakh and Russian.
4. Inadequate practical experiences and assessments dealing with mixed-language groups.
5. Limited institutional support or policy frameworks that formally encourage multilingual pedagogies.

These five broad categories of gaps are evidenced in both the curriculum documentation and participants’ direct testimonies.

From the official program document for “6B01705 – Шетел тілі: екі шетел тілі [Foreign Language: Two Foreign Languages]”, one can see that the curriculum includes separate tracks for learning Kazakh, Russian, and English, plus an opportunity to

specialize in a second foreign language (German, Turkish, Chinese). However, the documentation does not: 1) provide a single course explicitly labeled multilingual; 2) outline how teacher-candidates should integrate multiple languages when instructing subject matter in a linguistically diverse classroom; or 3) offer any dedicated module on working with minority languages beyond the three main languages (Kazakh, Russian, English).

Hence, the published syllabus focuses on training future teachers to become proficient in multiple languages rather than on how to teach in a multilingual environment. As the PST noted, “программа меня к этому не готовила” [the program did not prepare me for multilingual classrooms]. The absence of any specialized or “bridging” course emerges as a core gap, repeated by all participants.

Because Kazakh, Russian, and English each appear in the curriculum as autonomous and compartmentalized modules, future teachers receive little or no formal instruction on how to blend or switch languages depending on learners’ needs. The TE interview indicated that while *Методика преподавания* [Methodology courses] focus on best practices for teaching one target language, it does not systematically explore the interplay among the languages a typical Kazakhstani student might speak. Similarly, “Практика обучения иностранным языкам” [The practice of teaching foreign languages] generally adhered to a monolingual approach to English.

The overall result is that teacher-candidates learn to teach one language at a time, rather than developing adaptive strategies for mixed-lingual contexts. This gap became especially pronounced when graduates encounter real classrooms where children’s first language could be Kazakh, Russian, or another minority language, and content is supposed to be delivered in English or in multiple languages.

The school administrator highlighted, first and foremost, the lack of a university-wide policy that clarifies how different languages should be balanced or encouraged. Formally, the institution recognizes three languages (Kazakh, Russian, English), but no official guidelines exist for code-switching, translanguaging, or even grouping students by proficiency. SA noted: “Сложность состоит в том, что есть студенты... которые вообще не говорят, не знают практически русский язык. И сложно в одной группе вести урок [We have students who barely speak any Russian at all; it is difficult to teach them within one group]”.

This statement encapsulated a significant structural gap: the program does not provide teacher-candidates with systematic methods for addressing drastically different language abilities in the same classroom. Although teachers sometimes spontaneously explain in Kazakh, the SA interview underscores that this is done informally — “...преподаватель старается выйти из ситуации,” meaning instructors improvise, rather than follow a standardized approach.

The teacher educator pinpointed a gap in “practical methodology” for multilingual teaching, acknowledging that her own training—and the training she delivered—treated each language as a separate domain. This created two significant deficits. First, she described translanguaging as “просто это легче... если... они не понимают [it is simply easier if they do not understand],” indicating that the only reason she used multiple languages was to clarify meaning; she lacked any formal curriculum-based practice or resources for implementing translanguaging as a recognized pedagogical tool. Second, she noted that real classes included students at English levels ranging from A1 to C1, yet the curriculum did not teach prospective teachers how to differentiate or systematically incorporate other languages to address these varying proficiencies. She repeatedly used the phrase “не работает [it does not work]” when describing efforts to maintain an “English-

only” environment, highlighting a broader shortfall in bilingual or multilingual classroom management strategies.

From the perspective of a soon-to-graduate teacher candidate, the PST interview offered some of the most direct commentary on the missing elements in her training. She declared, “Программа меня к этому не готовила [the program did not prepare me]”, noting that while she personally felt at ease using multiple languages—Kazakh, Russian, English, plus some Turkish—due to international experiences, “мои одногруппники я думаю не готовы к этому [my groupmates, I believe, are not ready for that]”. She emphasized that the program provided no instruction on grading or evaluating students who might submit work in different languages or who were at varied proficiency levels in Kazakh, Russian, or English. She asked, “...например, как проводить в таком случае урок или же как оценивать их? [...for instance, how to teach such a class or how to assess them when multiple languages are in play?]”. Furthermore, she criticized certain specialized Kazakh courses, such as “Абай әлемі,” for using literary and historical texts that were too challenging for non-native speakers or less advanced learners. She called for more “leveled” instruction aligned with actual language proficiency, recalling that “...было очень сложно для меня. Потому что там не обычный казахский, а очень литературно сложный [...it was very hard for me, because it is not the usual Kazakh; it is highly literary and very difficult]”. In sum, the PST perspective highlighted the disjunction between the institution’s broad multilingual policy goals (Kazakh, Russian, English) and the actual day-to-day classroom realities teacher-candidates face. She indicates that her groupmates are largely trained for monolingual instruction in discrete language courses, rather than being trained in integrative strategies.

Synthesizing the feedback from all participants and the curriculum documents revealed several significant areas of concern. The first involved the absence of a formal

module on multilingual pedagogy. Because no dedicated course or workshop addressed combining multiple languages in the same lesson, fostering translanguaging as a resource, or handling varied language proficiencies, the documents indicated only separate classes in Kazakh, Russian, and English, with no bridging component. A second issue stemmed from the lack of clarity on when and how to use translanguaging. Although teachers informally reverted to Kazakh or Russian to assist struggling learners in English classes (and vice versa), participants reported no standard methods or official guidelines, leaving translanguaging as an ad hoc measure rather than a recognized pedagogical tool. A third shortcoming concerned the program's inattention to real classroom diversity. The official design did not account for the likelihood that pre-service teachers would eventually face extremely heterogeneous K-(11)12 populations, including a wide range of proficiency levels and cultural backgrounds. Both the school administrator and the teacher educator observed that instructors typically offered uniform content in a single language, overlooking deeper linguistic variation. The fourth area of concern involved the challenge of assessing students in multilingual contexts. The pre-service teacher highlighted the complete lack of preparation for evaluating or testing learners who might respond in multiple languages. She also noted the uncertainty novice teachers faced when deciding if partial answers in Kazakh or Russian should be acceptable in an "English-based" exam or how to accommodate students who were functionally bilingual but academically stronger in one language than the other. Finally, there was limited collaboration among language departments. Although participants did not explicitly mention this, the data implied departmental isolation. Each language (Kazakh, Russian, English) was taught by separate faculties, and no one referenced cross-department coordination or integrated lesson planning. This structural separation further reduced opportunities for teacher candidates to

experience how different languages could be intertwined or co-taught for mutual reinforcement.

All of the above points to a teacher education program whose stated aim is to cultivate multilingual educators, yet which lacks the comprehensive scaffolding, training, and institutional guidelines that would meaningfully develop such educators' ability to teach across multiple languages within a single classroom.

Thus, while the curriculum mandates the learning of multiple languages and references a general ambition for trilingual graduates, the actual teacher preparation structure omits explicit, systematic training for how to manage, support, or capitalize on the coexistence of multiple languages in one educational setting. The combination of isolated language courses and a near absence of institutional-level policies results in what participants view as major gaps in preparing future teachers for multilingual classrooms.

Chapter 5: Discussion

This chapter interprets the findings of the case-study in relation to the research purpose, the three guiding questions, and the literature reviewed in Chapter 2. In doing so, it demonstrates how the selected teacher-education program negotiates (and at times fails to negotiate) the demands imposed by Kazakhstan's trilingual policy within Cenoz's (2009) continua of multilingual education. Findings show that the program achieves additive multilingualism at the level of individual teacher competence but stalls at the point where languages must be integrated pedagogically, a misalignment that has direct consequences for national educational policy, institutional practice, and theoretical understandings of multilingual teacher preparation.

Curricular Integration (RQ1)

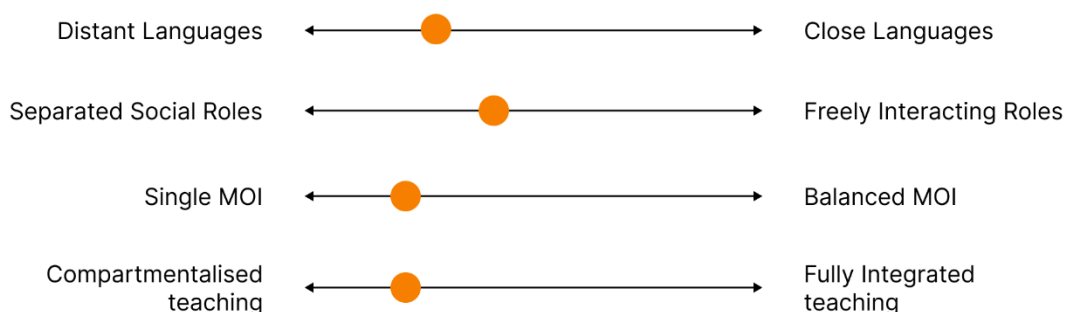
The first research question asked how multilingualism is incorporated into the curriculum of one Kazakhstani teacher-education program. Document analysis showed that the program meets state requirements by mandating separate courses in Kazakh, Russian, and English and by allowing specialisation in a second foreign language. On the surface, this three-strand design appears to fulfil the ambitions of the national trilingual policy (Goodman & Karabassova, 2018). Yet a closer look through Cenoz's continua reveals that the curriculum remains firmly positioned at the "compartmentalised" end of the language-of-instruction and content-and-language integration scales. Each language is treated as a distinct domain of knowledge: Kazakh courses focus on communicative competence in the state language, Russian courses aim to consolidate the language of interethnic communication, and English courses target B2 proficiency as a gateway to international mobility. While such compartmentalisation ensures measurable linguistic outcomes, it leaves teacher candidates without systematic exposure to cross-linguistic

pedagogy—precisely the domain where multilingual education, as defined by Burton et al. (2024), moves beyond adding languages and becomes a tool for learning and inclusion.

In Cenoz’s (2009) analytical lens, each multilingual program can be located along four intersecting lines. The first line, linguistic distance, runs from languages that share few structural features (distant pole) to those that share many and thus lend themselves to cross-linguistic transfer (close pole). The second, sociolinguistic context, ranges from situations where languages occupy sharply separated social roles to contexts where they interact freely in public life. The third, language of instruction, stretches from a single dominant medium to a balanced use of two or more languages across subjects. The fourth, content-and-language integration, moves from compartmentalised teaching, where languages are taught as isolated subjects, toward fully integrated lessons in which multiple languages are tools for learning content. Together, these continua create a grid on which a curriculum’s multilingual character can be plotted, with one extreme representing additive, parallel languages and the other representing integrated use. Interview data reinforce this curricular situation (see Figure 4).

Figure 4

Four Continua from Additive to Integrated Multilingualism



Note. Adapted from Cenoz’s (2009) continua of multilingual education.

The administrator, the teacher educator, and the pre-service teacher all confirmed that no dedicated module addresses the orchestration of multiple languages within a single lesson. Their testimony aligns with international studies that distinguish between programs that merely teach languages and those that teach through and with languages (Berkel-Otto et al., 2021; Szabó et al., 2021). In Germany's North Rhine-Westphalia, for instance, mandatory multilingual-pedagogy courses shift the curriculum toward the integrative pole of Cenoz's continua; in the Finnish LAMP initiative, language-aware modules explicitly train pre-service teachers to deploy students' full linguistic repertoires. By contrast, the Kazakhstani program stresses language skill but leaves multilingual teaching methods to individual teacher creativity. In the curriculum files, language requirements are listed in separate silos (Kazakh, Russian, and Foreign Language (B2 English)) with no course description or rubric explaining how to weave these languages into a single lesson or how to grade tasks that draw on more than one language. The administrator confirmed that there is no formal policy directing lecturers to blend languages; staff are expected to improvise when confronted with linguistically diverse groups. The teacher educator illustrated this improvisation: she initially tried to run her methodology class entirely in English but now switches to Russian or Kazakh whenever comprehension falters, doing so without institutional guidance on when such shifts are pedagogically appropriate. The pre-service teacher's testimony completes the picture: she feels linguistically confident yet admits she has never practised designing or marking activities that invite students to use more than one language. These concrete examples show that the program's first major gap is not a lack of language skill but the absence of structured guidance on when and how to deploy those skills for purposeful multilingual teaching and assessment. Notably, none of the interviewees mentioned culturally responsive practice or parent/community involvement (which are highlighted as one of the

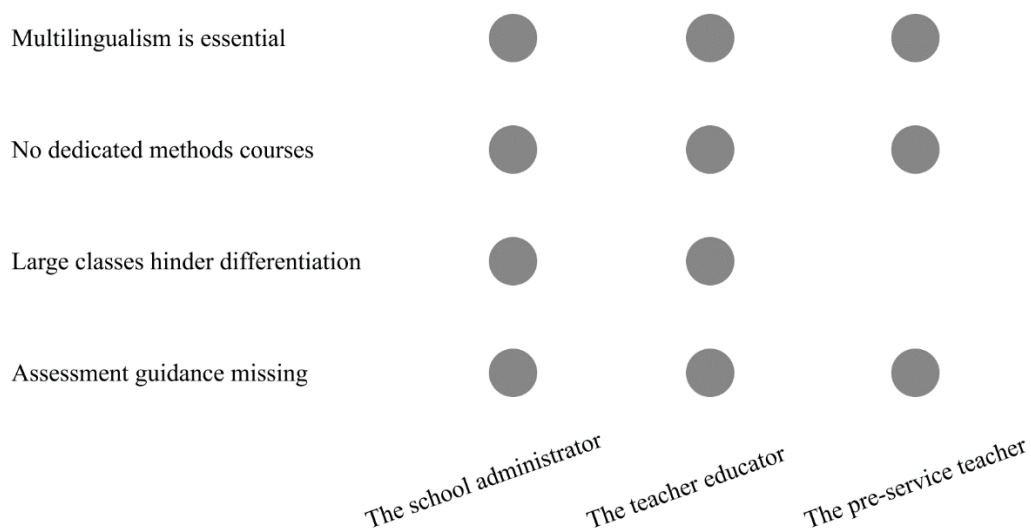
key success factors in Chapter 2) showing how far these dimensions remain outside the program’s day-to-day discourse.

Stakeholder Perceptions (RQ2)

The second research question explored stakeholders’ perceptions of the adequacy of this preparation. Across roles, participants celebrated the symbolic and instrumental value of multilingual competence, echoing policy initiative that positions trilingualism as a driver of Kazakhstan’s global competitiveness (OECD, 2017).

Figure 5

Where participants converge on program issues



This refers to two different kinds of benefits that participants saw in knowing several languages. Symbolic value is about identity and status: the administrator, for instance, said that speaking Kazakh, Russian, and English “opens horizons” and helps a person “think more broadly,” signalling cultural pride and a cosmopolitan self-image. Instrumental value is about practical pay-offs: the same administrator added that graduates who can teach and switch between three languages are more competitive in Kazakhstan’s

job market and better equipped to collaborate with international partners. Yet they simultaneously voiced discomfort with the program's limited practical scaffolding. The administrator mentioned the lack of institutional guidelines, pointing to heterogeneous classes of up to twenty-eight students whose language profiles range from monolingual Kazakh to near-native Russian speakers, which strain even experienced instructors. The teacher educator described her failed attempts to sustain English-only classrooms, noting that she now code-switches ad hoc because the program offers neither pedagogical models nor assessment rubrics for mixed-language interaction. The pre-service teacher, while confident, thanks to personal experience abroad, still questioned how she and her peers should grade pupils who shift languages in tasks. These convergent perceptions identify not only a methodological vacuum but also a systemic tension between policy mandates and classroom realities, and also misalignment along Cenoz's continua: the program sits near the additive, compartmentalised poles of both the language-of-instruction and content-integration dimensions, even as national policy aspires to the integrative end. This tension between policy rhetoric and classroom reality echoes the Basque and South-Tyrolean cases where ambitious language policies stumbled in the absence of coherent pedagogical infrastructures (Gartziarena et al., 2024; Gross & Mastellotto, 2021). In the Basque, Gartziarena et al. (2024) surveyed 418 primary-school teachers and held focus-group interviews with a smaller subset to see whether the region's trilingual policy (Basque, Spanish, and English) had filtered into day-to-day practice. Quantitative results suggested broad teacher support for multilingual goals, yet the qualitative data exposed a different story: most teachers still designed lessons in a single language and relied on spontaneous code-switching only when comprehension broke down. Translanguaging was treated as an informal repair strategy rather than a planned pedagogical move, largely because official curriculum documents provided no concrete guidance on how to weave

the three languages into subject teaching. Without that roadmap, the policy's ambitious aims remained aspirational, leaving teachers to improvise and, in many cases, to fall back on long-standing monolingual routines.

A parallel pattern emerged in South Tyrol. Gross and Mastellotto (2021) analyzed a school system that has for decades guaranteed German-, Italian-, and Latin-medium streams in the name of protecting linguistic rights. Their study of teacher-education modules revealed that, despite the region's trilingual legal framework, prospective teachers were trained almost entirely within single-language tracks. Only a small, optional unit on the "Pedagogy of Inclusion" encouraged candidates to reflect on bilingual or trilingual classroom practices, and even that module was delivered in a way that treated languages as separate rather than interdependent. The authors concluded that the organizational separation of schools by language had fostered a "monolingual habitus" so strong that teachers struggled to imagine integrated approaches, let alone implement them.

Both cases therefore show how a well-intentioned language policy can stall when the supporting pedagogical infrastructure is either missing or framed by monolingual traditions. In the Basque setting, the gap lay in the absence of practical templates for translanguaging that teachers could adapt; in South Tyrol, the barrier was structural, with separate language streams reinforcing habits that stand in the way of cross-linguistic teaching. The Kazakhstani program under the research, as reported by the administrator, teacher educator, and pre-service teacher in this study, follows the same pattern: a trilingual policy is firmly in place, but concrete, program-level mechanisms for helping teachers integrate languages in real lessons are still lacking. Again, the discussion of program strengths and weaknesses was silent on cultural responsiveness and on the

systematic inclusion of minority or heritage languages, confirming that these issues, though prominent in the literature, are still peripheral in stakeholders' thinking.

Identified Gaps and Structural Challenges (RQ3)

The third research question aimed to find the gaps that block effective multilingual preparation. Triangulating documentary and interview evidence yields five interlocking deficiencies. First, the curriculum lacks a compulsory module devoted to multilingual pedagogy. All three interviewees pointed out that the curriculum lists discrete language courses but never brings those strands together in a methods class where candidates learn to plan, teach, and reflect in more than one language. Plotted on Cenoz's language-of-instruction continuum, the program therefore remains close to the "single-medium" pole, even though national policy, like the integrative modules in North Rhine-Westphalia (Berkel-Otto et al., 2021), calls for movement toward the balanced-medium end. Without a core course to make that shift explicit, individual teachers are left to fill the void, and many, as the teacher-educator admitted, simply revert to the monolingual routines they themselves experienced in earlier training.

A second gap concerns the lack of official guidance that articulates when and how to use translanguaging or how to align assessment with multilingual learning outcomes; as a result, faculty and students navigate assessment practices that default to monolingual norms, perpetuating what Wernicke (2021) terms a "linguistically subtractive" classroom ecology. The teacher-educator described switching into Russian or Kazakh "when otherwise nothing is clear," yet she still grades written work as if English were the only acceptable medium. This pattern keeps the program near the "compartmentalised" pole of Cenoz's content-and-language-integration line. In the Basque case, Gartziarena et al. (2024) documented the same problem: policy endorsed trilingual learning, but teachers

assessed as though each language lived in its own box, sending mixed signals to learners about what counted as success.

Third, minority or heritage languages—Uighur, Uzbek, Tatar, or others—are largely absent from curricular and methodological considerations, despite Kazakhstan’s demographic diversity. Although Kazakhstan’s demographic data show substantial populations who speak these languages at home, neither curriculum documents nor classroom examples acknowledge them. On Cenoz’s sociolinguistic continuum, this silence leaves the program at the “separate roles” end, where only the high-status languages (Kazakh, Russian, English) receive instructional attention. The omission contrasts with Dutch and Canadian initiatives reviewed in Chapter 2, where teacher-education courses purposely incorporate students’ heritage languages to foster inclusion (Duisebayeva & Thomas, 2016; Wernicke, 2021). By ignoring these local resources, the program misses an opportunity to normalise linguistic diversity and to model genuinely inclusive practice for future teachers.

Fourth, teaching practice rarely places candidates in truly multilingual school settings, limiting guided reflection on language choices. The pre-service teacher completed placements in classrooms run almost entirely in Kazakh or Russian; she never had to plan a lesson that deliberately wove in English or responded to pupils who spoke other home languages. In Finland’s LAMP project, by contrast, trainees work under bilingual mentors and keep journals analysing their language moves (Szabó et al., 2021). Such structured exposure nudges programs toward the integrative pole on both the language-of-instruction and content-integration continua. Without it, pre-service teachers from this program graduate with theoretical support for general pedagogy but little theoretical knowledge on multilingualism, as well as low situated practice in how to enact it.

Finally, structural constraints such as oversized classes and the ad hoc formation of language streams undermine differentiated instruction and dilute any informal multilingual strategies teachers might employ. The administrator reported groups of up to twenty-eight students whose proficiency ranges widely, yet staffing rules prevent splitting these groups into more manageable, level-based sections. This mirrors South Tyrol's experience, where separate German and Italian streams, combined with staffing limits, sustained a "monolingual habitus" that Gross and Mastellotto (2021) say blocks integrated practice. Such constraints keep the Kazakhstani program anchored at the additive end of Cenoz's framework: teachers and learners accumulate languages but rarely bring them into productive contact within the same lesson.

Taken together, these findings foreground a paradox at the program. On one hand, it succeeds in producing teachers who speak three or four languages, thus satisfying the additive logic of national policy. On the other, it fails to cultivate the pedagogical dispositions and strategies required to exploit those languages as instructional resources. Within Cenoz's framework, the program thus finds itself high on the "number-of-languages" continuum but low on the "integration" continuum, illustrating how a curriculum can meet quantitative targets while lagging qualitatively in the orchestration of linguistic resources. This paradox reaffirms the warning voiced by Miškulin Saletović et al. (2021) that multilingual training must be mandatory, explicit, and practice-oriented to move beyond symbolic inclusion. The very fact that cultural responsiveness, community partnerships, and minority-language support did not emerge as perceived "gaps" underscores how thoroughly the program's additive, compartmentalised logic has normalized their absence.

Implications

The implications of this misalignment are evident across policy and practice. At the policy level, the Ministry's State Standard codifies credit requirements for language proficiency yet remains silent on outcomes for multilingual pedagogy. Refining the Standard to include explicit competencies (for example the ability to design translanguaging sequences; to conduct formative assessment across languages, and to differentiate instruction in linguistically heterogeneous classrooms) would transform multilingual education from an aspirational slogan into an enforceable curricular obligation. Moreover, instituting national guidelines on class size and stream placement would mitigate the administrator's concerns and create conditions where multilingual pedagogy can flourish rather than survive on teacher goodwill.

At the practical level, education faculties need to fill the method gap by adding compulsory multilingual courses that link theory with classroom practices. These courses could use Cenoz's continua to help candidates study language distance, social language roles, and content-language links, and it would ask them to design lessons that weave Kazakh, Russian, and English while recognizing students' heritage languages. Assessment in the course would copy these ideas: candidates might hand in lesson plans that explain language switches or run short teaching sessions that show controlled translanguaging. North Rhine-Westphalia offers a concrete template: since 2009 every pre-service teacher must earn six ECTS in "German for pupils with a migration background". A lecture-plus-seminar model takes candidates from sociolinguistic theory to designing and video-annotating lessons that weave German with pupils' home languages. Across three universities, pre/post results on the German-as-a-Second-Language Competency Test (GSLCT) show marked gains in the multilingualism and didactics scales, evidence that a

required, practice-oriented module can move trainees from monolingual routines to planned translanguaging. Teaching practice should also place candidates with tri-lingual mentors in schools where languages naturally overlap; reflective journals would then support critical review of language moves (an approach taken by Szabó et al., 2021). These steps depend on staff development, teamwork across language departments, and rewards for teaching innovation as well as language accuracy (see also Wernicke, 2021).

Although the discussion highlights structural and pedagogical shortcomings of the program, it also recognizes emergent strengths. By obligating all teacher candidates to achieve functional proficiency in Kazakh, Russian, and English, the program cultivates a cohort of multicompetent educators who could, given appropriate pedagogical tools, become catalysts for genuine multilingual schooling. Moreover, the administrator's and teacher educator's willingness to code-switch, even in the absence of formal directives, demonstrates a reservoir of informal expertise that reforms could leverage. This positive attitude also mirrors a broader pattern in Kazakhstan: classroom research repeatedly finds that teachers and students already rely on flexible language mixing, even though no policy explicitly sanctions it. In CLIL secondary schools, Karabassova and San Isidro (2023) recorded an average of nine to twelve switches per forty-minute lesson and documented how teachers use these moves to scaffold content, compensate for gaps in their own English, and keep lessons flowing. A national university survey of 400 undergraduates reports that three quarters welcome instructors' code-switching for grammar and vocabulary explanations, and half would like homework and classroom tasks to be multilingual, signalling affective approval from the learner side, while reflective classroom research shows that planned translanguaging boosts student engagement and text production (Klyshbekova, 2025; Utegenova et al., 2024). Stakeholder enthusiasm for multilingualism, evidenced by the positive attitudes of all interviewees and literature,

constitutes an affective resource that policy and practice can mobilize. In this sense, the program stands on fertile ground: its linguistic capital is abundant, but it needs a pedagogical and structural framework to convert that capital into equitable learning outcomes.

Chapter 6: Conclusion

This thesis set out to explore how one teacher-education program in Kazakhstan responds to the country's trilingual policy by preparing future language teachers for multilingual classrooms. Guided by Cenoz's (2009) continua of multilingual education and anchored in a qualitative case-study design that combined curriculum documents with interviews from three key stakeholder groups, the study has revealed a sharply delineated picture. On the one hand, the program succeeds in cultivating additive multilingual competence in its graduates through compulsory Kazakh, Russian and English courses; on the other, it stops short of equipping those graduates with systematic strategies for teaching through more than one language. This concluding chapter synthesises the main insights, evaluates the study's methodological strengths and weaknesses, and sketches out the practical, policy and research horizons that open from this work. It closes with a personal reflection on what the research journey has meant for me as an early-career scholar in multilingual education.

Synthesis of Key Findings

Three interlocking findings run through the data. First, the curriculum treats languages as parallel rather than integrated domains. Separate strands in Kazakh, Russian and English (and, for some students, a fourth foreign language) fulfil state requirements but leave teacher-candidates without a dedicated course in multilingual pedagogy, translanguaging or multilingual assessment. Second, all participants (administrator, teacher educator and pre-service teacher) value multilingual education but emphasize its improvised nature in practice: lecturers decide independently when to code-switch; large, heterogeneous classes prevent differentiated language grouping; and no institutional guidelines exist to support balanced language use. Third, these gaps cluster around five themes: an absence of explicit training for managing multilingual classrooms; lack of

guidance on translanguaging; silence about minority or heritage languages; scant opportunities to practice or assess mixed-language teaching; and minimal cross-department collaboration. Within Cenoz's (2009) model, the program therefore sits towards the compartmentalised poles of the language-of-instruction and content-and-language-integration continua, achieving additive but not pedagogically integrated multilingualism

Strengths and Limitations

A major strength lies in the study's insider–outsider balance: my familiarity with chosen Kazakhstani teacher education program gave me access to nuanced data, yet the systematic coding procedures and double-checking of interview summaries mitigated personal bias. The dual-method design also allowed methodological triangulation. Nonetheless, limitations remain. The sample was small (one university and three participants) so conclusions are illustrative rather than representative. Because access to confidential syllabi was withdrawn mid-study, document analysis relied partly on publicly available materials, possibly missing hidden multilingual practices. Finally, as an insider I may have inadvertently normalized certain local practices that an external researcher would have questioned more sharply.

The findings point to an urgent need for curricular revision that embeds a dedicated module on multilingual pedagogy; one that explicitly tackles translanguaging techniques, cross-linguistic comparisons, and assessments capable of capturing learning in more than one language. Such a module would help move the program along Cenoz's (2009) continua toward greater integration of languages rather than their current compartmentalisation. Implementing this curricular change hinges on teacher educators themselves receiving targeted professional development so that their present, largely improvised, code-switching becomes a principled practice guided by clear theoretical and practical tools.

Directions for Future Research

Future work could expand the sample across multiple universities to test whether the compartmentalisation observed here is systemic or site-specific. Longitudinal studies that follow graduates into schools would clarify how initial preparation shapes actual teaching. Quantitative measures—such as pre- and post-tests of pupils’ subject learning under multilingual teaching—could complement the qualitative insights offered here. Finally, research should examine the muted role of minority languages beyond Kazakh and Russian, asking how teacher education might embrace the full linguistic ecology of Kazakhstan.

Personal Reflection

Conducting this project has been both intellectually and professionally transformative. I entered the study convinced that adding more language courses automatically prepares multilingual teachers; I leave knowing that proficiency is only the starting point. Wrestling with theory, policy documents and candid stakeholder voices has sharpened my critical lens and reminded me that meaningful multilingual education depends on coherent structures, not individual heroics. At a personal level, the project affirmed my commitment to educational equity and deepened my appreciation for the messy, creative work of teaching across languages. I now see myself not merely as a researcher describing multilingual practices but as a participant in a collective endeavour to re-imagine teacher education for a linguistically rich Kazakhstan.

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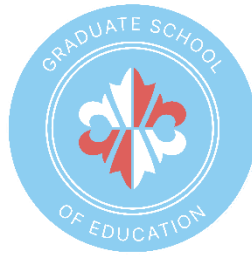
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Appendices

Appendix A: Completed AI Declaration Form



Thesis Title: Integrating Multilingualism in Teacher Education: A Case Study of Curriculum and Practice in one Kazakhstani University

Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of generative AI tools and composed this work independently (please check one):

- with the use of generative artificial intelligence tools, or
 without the use of generative artificial intelligence tools.

(If you have used generative AI tools, please complete the rest of this form.)

During the preparation of this proposal/thesis, I used OpenAI ChatGPT to draft preliminary outlines, refine wording, and check APA-style citation formatting, and Otter.ai automated speech-to-text software to generate first-pass transcripts of my interview recordings. All AI-generated content was subsequently reviewed, edited, and verified by me to ensure accuracy, academic integrity, and compliance with ethical research standards; no generative AI was employed to analyse data, draw conclusions, or fabricate results.

I also declare that I

- am aware of the capabilities and limitations of generative AI tool(s),
 have verified that the content generated by AI systems and adopted by me is factually correct,

am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,

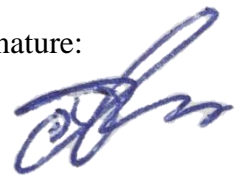
have submitted complete and accurate information about my use of generative AI tools in this work, and

acknowledge that there may be disciplinary consequences if I have breached NU Student Code of Conduct or not followed NUGSE's guidelines regarding appropriate AI use.

Name: Ilyas Mukanov

Date: 30 May, 2025

Signature:

A handwritten signature in blue ink, appearing to be 'Ilyas Mukanov', written in a cursive style.

Appendix B: Interview Protocols in English, Kazakh and Russian

Time of the Interview:

Date:

Place:

Researcher: Ilyas Mukanov

Participant:

The Individual Semi-Structured Interview Questionnaire for Teacher Educator

A) Warm-up:

How are you? Do you have any questions before starting the interview?

B) Background questions:

1. Can you describe your role in the teacher education program at the university?
2. What subjects or modules do you teach?
3. How long have you been involved in this program?

C) Language use:

4. What does multilingualism mean to you?
5. Do you consider your course to be multilingual? If so, how?
6. Can you describe how language use (Kazakh, Russian, English) is approached in the courses you teach?
7. Are there any specific guidelines or objectives about which languages should be used or emphasized?
8. Could you share examples of how language use might differ in different subjects or modules?

D) Multilingualism in teaching:

9. What aspects of the current curriculum, if any, support teaching in multilingual environments or addressing multilingualism?
10. Can you recall any instances where the use of multiple languages was encouraged in your teaching or in the program's courses?

Probe: If multilingualism is not formally part of the curriculum, do you think it should be? Why or why not?

11. In your opinion, how prepared are pre-service teachers to work in multilingual classrooms after completing their studies?

Probe: Are there any unofficial or informal ways that you address language diversity with your students?

12. Are there any challenges you face when teaching students who come from different linguistic backgrounds?

Probe 1: Can you share any strategies or approaches you have used to address these challenges?

Probe 2: Do you believe that more support is needed in the curriculum for multilingualism?

Probe 3: If yes, what kind of support?

13. Have there been any discussions or initiatives at the university to integrate multilingualism into the program?

Оқытушыларға арналған жеке жартылай құрылымдалған сауалнама

A) Сұхбатты ұйымдастыру:

Қалыңыз қалай? Сұхбат басталмас бұрын сұрақтарыңыз бар ма?

B) Жалпы сұрақтар:

1. Университеттегі педагогикалық білім беру бағдарламасындағы рөліңізді сипаттай аласыз ба?
2. Сіз қандай пәндерді немесе модульдерді оқытасыз?
3. Сіз бұл бағдарламаға қанша уақыттан бері қатысып келесіз?

C) Тілдердің қолданысы:

4. Көптілділік сіз үшін нені білдіреді?
5. Сіз өз курсыңызды көптілді деп санайсыз ба? Егер иә болса, қалай?
6. Сіз оқытатын курстарда тілдерді (қазақ, орыс, ағылшын) қолдану қалай қарастырылады?
7. Қандай да бір нұсқаулықтар немесе қандай тілдер қолданылуы немесе басымдық берілуі керек деген мақсаттар бар ма?
8. Әртүрлі пәндерде немесе модульдерде тілдерді қолданудың айырмашылығы қалай болуы мүмкін екеніне мысал келтіре аласыз ба?

C) Оқытудағы көптілділік:

9. Қазіргі оқу бағдарламасында көптілді ортада оқытуға немесе көптілділікке қатысты қандай аспектілер қолдау табады?
10. Көптілділікті қолдау мақсатында сіздің оқытуыңызда немесе бағдарламаның курстарында бірнеше тілді қолдану ұсынылған кездерді есіңізге түсіре аласыз ба?
Нақтылау: Егер көптілділік ресми түрде оқу бағдарламасының бөлігі болмаса, сіз оның енгізілуі керек деп ойлайсыз ба? Неге иә немесе неге жоқ?
11. Сіздің ойыңызша, болашақ мұғалімдер оқуын аяқтағаннан кейін көптілді сыныптарда жұмыс істеуге қаншалықты дайын?
Нақтылау: Сіз студенттермен тілдік әртүрлілікті бейресми немесе ресми емес жолдармен талқылайсыз ба?
12. Әртүрлі тілдік ортадан шыққан студенттерді оқытқанда қандай да бір қиындықтар кездесті ме?
Нақтылау 1: Осы қиындықтарды шешу үшін қолданған стратегиялар немесе әдістеріңізді бөлісе аласыз ба?

Нақтылау 2: Сіз көптілділікке қатысты оқу бағдарламасында қосымша қолдау қажет деп санайсыз ба?

Нақтылау 3: Егер иә болса, қандай қолдау қажет?

13. Университетте көптілділікті бағдарламаларға енгізуге қатысты талқылаулар немесе бастамалар болды ма?

Индивидуальный полуструктурированный опросник для преподавателя педагогики

A) Разогрев:

Как вы? Есть ли у вас вопросы перед началом интервью?

B) Вопросы о профессиональном опыте:

1. Можете ли вы описать свою роль в программе подготовки учителей в университете?
2. Какие предметы или модули вы преподаете?
3. Как долго вы участвуете в этой программе?

D) Использование языка:

4. Что для вас означает многоязычие?
5. Считаете ли вы свой курс многоязычным? Если да, то как?
6. Можете ли вы описать, как использование языков (казахский, русский, английский) осуществляется в курсах, которые вы преподаете?
7. Существуют ли какие-либо конкретные рекомендации или цели относительно того, какие языки должны использоваться или на каких следует делать акцент?
8. Можете ли вы привести примеры того, как использование языков может отличаться в разных предметах или модулях?

E) Многоязычие в преподавании:

9. Какие аспекты текущей учебной программы, если таковые имеются, поддерживают обучение в многоязычной среде или учитывают многоязычие?
10. Можете ли вы вспомнить случаи, когда использование нескольких языков поощрялось в вашем преподавании или в курсах программы?

Дополнительный вопрос: Если многоязычие не является формальной частью учебной программы, считаете ли вы, что оно должно быть? Почему или почему нет?

11. Как вы считаете, насколько готовы будущие учителя работать в многоязычных классах после завершения обучения?

Дополнительный вопрос: Есть ли неофициальные или неформальные способы, которыми вы решаете вопросы языкового разнообразия со своими студентами?

12. С какими трудностями вы сталкиваетесь при обучении студентов, которые приходят из разных языковых сред?

Дополнительный вопрос 1: Можете ли вы поделиться стратегиями или

подходами, которые вы использовали для решения этих трудностей?

Дополнительный вопрос 2: Считаете ли вы, что в учебной программе нужно больше поддержки для многоязычия?

Дополнительный вопрос 3: Если да, то какая поддержка требуется?

13. Были ли в университете обсуждения или инициативы по интеграции многоязычия в программу?

The Individual Semi-Structured Interview Questionnaire for Pre-Service Teacher

A) Warm-up:

How are you? Do you have any questions before starting the interview?

B) Background questions:

1. Can you tell me about your experience in the teacher education program so far?
What year are you currently in?
2. What courses or subjects have stood out to you?
3. What courses have been most relevant to preparing you for classroom teaching?

C) Language use:

4. What does multilingualism mean to you?
5. How do you feel the program addresses the use of Kazakh, Russian or English languages in teaching?
6. Can you give examples of how language use has been discussed or practiced in your courses?
7. What is your program's position on the use of multiple languages in the classroom?

D) Multilingualism in teaching:

8. Do you feel prepared to teach in a classroom where students might speak different languages?

Probe: How has the program prepared you (or not prepared you) for this scenario?

9. Can you think of any areas where you would need more support or training to teach multilingual students?
10. Do you feel that the program provides enough focus on using different languages in teaching?
11. What specific training or resources do you think could help address multilingualism better?

Probe: Have you encountered any instances where language diversity was not addressed but should have been?

Студентке арналған жеке жартылай құрылымдалған сауалнама

A) Кіріспе:

Қалайсыз? Сұхбатты бастамас бұрын сұрақтарыңыз бар ма?

B) Жалпы сұрақтар:

1. Мұғалімдерді даярлау бағдарламасындағы тәжірибеңіз туралы айтып бере аласыз ба? Қазір қандай курста оқисыз?

2. Қандай курстар немесе пәндер сізге ерекше әсер етті?

3. Сізді сыныпта оқытуға дайындауда қай курстар ең маңызды болды?

C) Тілді қолдану:

4. Көптілділік сіз үшін нені білдіреді?

5. Бағдарламада қазақ, орыс немесе ағылшын тілдерін оқытуда қолдану қалай қарастырылады деп ойлайсыз?

6. Курстарда тілдерді қолдану қалай талқыланып немесе тәжірибеде қолданылғанына мысал келтіре аласыз ба?

7. Бағдарламаңыз сыныпта бірнеше тілді қолдануға қатысты қандай ұстанымда?

D) Оқытудағы көптілділік:

8. Әртүрлі тілдерде сөйлейтін студенттер оқитын сыныпта сабақ беруге дайынмын деп ойлайсыз ба?

Нақтылау: Бағдарлама сізді бұл жағдайға қалай дайындады (немесе дайындамады)?

9. Көптілді студенттерді оқыту үшін сізге қандай да бір қосымша қолдау немесе дайындық қажет деп ойлайсыз ба?

10. Бағдарламада әртүрлі тілдерді оқытуда қолдануға жеткілікті назар аударылады деп ойлайсыз ба?

11. Көптілділікті жақсырақ шешу үшін қандай арнайы дайындық немесе ресурстар көмектесер еді деп ойлайсыз?

Нақтылау: Тілдік әртүрлілік ескерілмеген, бірақ ескерілуі керек жағдайлар болды ма?

Индивидуальный полуструктурированный опросник для будущего учителя

А) Разогрев:

Как вы? Есть ли у вас вопросы перед началом интервью?

В) Вопросы о профессиональном опыте:

1. Можете ли вы рассказать о своем опыте в программе подготовки учителей?
На каком курсе вы сейчас находитесь?
2. Какие курсы или предметы особенно запомнились вам?
3. Какие курсы были наиболее полезны для подготовки к преподаванию в классе?

С) Использование языка:

4. Что для вас означает многоязычие?
5. Как, по вашему мнению, программа учитывает использование казахского, русского или английского языков в преподавании?
6. Можете ли вы привести примеры того, как использование языков обсуждалось или практиковалось в ваших курсах?
7. Какова позиция вашей программы по поводу использования нескольких языков в классе?

Д) Многоязычие в преподавании:

8. Чувствуете ли вы себя готовыми преподавать в классе, где студенты могут говорить на разных языках?

Дополнительный вопрос: Как программа подготовила вас (или не подготовила) к такой ситуации?

9. Можете ли вы назвать области, в которых вам потребуется больше поддержки или подготовки для преподавания многоязычным студентам?
10. Считаете ли вы, что программа уделяет достаточное внимание использованию разных языков в преподавании?
11. Какие конкретные тренинги или ресурсы, по вашему мнению, могли бы лучше помочь решить вопросы многоязычия?

Дополнительный вопрос: Сталкивались ли вы с ситуациями, когда языковое разнообразие не учитывалось, но должно было быть?

The Individual Semi-Structured Interview Questionnaire for University Administrator

A) Warm-up

How are you? Do you have any questions before starting the interview?

B) Background questions:

1. Can you briefly describe your role at the university, particularly in relation to the teacher education program?
2. Can you explain your involvement in decisions about curriculum design or review?

C) Multilingualism and Curriculum:

3. What does multilingualism mean to you?
4. Is multilingualism currently a consideration when designing or updating the teacher education curriculum?
5. Are there any formal guidelines or policies about including multilingualism in the curriculum?

Probe: Could you describe any recent discussions or initiatives aimed at incorporating multilingualism?

6. What challenges or opportunities do you see for incorporating multilingualism into the program?
7. What types of support or resources does the university provide to address multilingualism in education, if any?

*Университет әкімшісіне арналған жеке жартылай құрылымдалған сұхбат
сұрақтары*

А) Кіріспе:

Қалайсыз? Сұхбатты бастамас бұрын сұрақтарыңыз бар ма?

В) Жалпы сұрақтар:

1. Университеттегі рөліңізді, әсіресе мұғалімдерді даярлау бағдарламасына қатысты қызметіңізді қысқаша сипаттап бере аласыз ба?
2. Оқу бағдарламасын әзірлеу немесе қайта қарау туралы шешімдерге қатысуыңызды түсіндіріп бере аласыз ба?

Ғ) Көптілділік және оқу бағдарламасы:

3. Көптілділік сіз үшін нені білдіреді?
4. Мұғалімдерді даярлау бағдарламасының оқу бағдарламасын әзірлеу немесе жаңарту кезінде көптілділік ескеріле ме?
5. Оқу бағдарламасына көптілділікті қосуға қатысты қандай да бір ресми нұсқаулықтар немесе саясаттар бар ма?
Нақтылау: Көптілділікті енгізуге бағытталған соңғы талқылаулар немесе бастамалар туралы айтып бере аласыз ба?
6. Бағдарламаға көптілділікті енгізудегі қандай қиындықтар немесе мүмкіндіктерді көріп тұрсыз?
7. Университет білім беру саласындағы көптілділікті шешу үшін қандай қолдау немесе ресурстар ұсынады, егер ондайлар болса?

Индивидуальный полуструктурированный опросник для университетского администратора

А) Разогрев:

Как вы? Есть ли у вас вопросы перед началом интервью?

В) Вопросы о профессиональном опыте:

1. Можете ли вы кратко описать вашу роль в университете, особенно в отношении программы подготовки учителей?
2. Можете ли вы объяснить ваше участие в решениях по разработке или пересмотру учебных программ?

С) Многоязычие и учебная программа:

3. Что для вас означает многоязычие?
4. Является ли многоязычие фактором при разработке или обновлении программы подготовки учителей?
5. Существуют ли формальные рекомендации или политики по включению многоязычия в учебную программу?

Дополнительный вопрос: Можете ли вы, описать недавние обсуждения или инициативы, направленные на включение многоязычия?

6. Какие вызовы или возможности вы видите для интеграции многоязычия в программу?
7. Какие виды поддержки или ресурсы университет предоставляет для решения вопросов многоязычия в образовании, если такие имеются?

Appendix C: Transcription Sample of Interview with Teacher Educator in English and Russian

Russian (Original):

Интервьюер: [00:00:16] Тогда я бы хотел послушать про вас, про ваш опыт, про ваш бэкграунд. Можете ли вы описать свою роль?

Участник: [00:00:23] Так, в целом, опыт, мой бэкграунд. Я завершала обучение, бакалавра и магистратуру в данном университете. После завершения магистратуры работала в колледже. Местном колледже на протяжении полутора лет, после чего решила уйти в высшее учебное заведение для того, чтобы больше быть близкой к науке. Маленькая смена деятельности.

Интервьюер: [00:00:52] А какие предметы или модули вы здесь преподаете?

Участник: [00:00:54] Здесь предметы я преподаю в основном иностранный язык, для первокурсников, базовый иностранный язык, уровень B1-B2 и *Entertainment resources* в изучении английского языка — тоже дисциплина. И всё. В основном три дисциплины пока.

Интервьюер: [00:01:15] И как долго вы участвуете в этой программе?

Участник: [00:01:18] На протяжении последних месяцев. С сентября. Да, с сентября. *I'm a newcomer*. Получается, сентябрь, октябрь, ноябрь, декабрь. Четыре месяца получается.

English (Translation):

Interviewer: [00:00:16] Then I would like to hear about you, your experience, your background. Could you describe your role?

Participant: [00:00:23] Well, in general — my experience, my background. I completed both my bachelor's and master's degrees at this university. After finishing my master's, I worked at a local college for about a year and a half, after which I decided to move to higher education to be closer to academia. A small career shift.

Interviewer: [00:00:52] What subjects or modules do you teach here?

Participant: [00:00:54] Here I mainly teach foreign language to first-year students, basic foreign language, level B1–B2, and *Entertainment Resources* in English language learning, which is also a discipline. That's all for now — mainly three courses.

Interviewer: [00:01:15] And how long have you been involved in this program?

Participant: [00:01:18] For the past few months. Since September. Yes, since September. *I'm a newcomer.* So that's September, October, November, December. That makes it four months.

Appendix D: Sample of Initial Coding Process of the Interview with Teacher

Educator

<p>Speaker2: [00:07:37] Да. К новым практикам более чем открыто, <u>Поэтому</u> мне кажется... В этом ничего плохого нет. Объяснять что-то тоже студентам. Смешивая три языка. Вообще для меня уже стало нынешним. Мне <u>кажется, традицией</u>. Несмотря на то, что это официальный урок. Так или иначе, <u>Не</u> то, что по официальному руку, А... Официальное место, <u>Где</u> идет об определенном языке. И определенная программа на одном языке, <u>Я все равно...</u> Смешиваю всегда. <u>Потому что это легче доносится. Одна структура на одном языке объясняется легче, Чем на другом языке. И чем понятнее, Тем лучше же, Тем эффективнее, Естественно.</u> <u>Достигают</u>. Вот это его цель, <u>Чтобы</u> понять. Им. Можно было легче.</p>	<p>IM Ilyas Mukanov Flexibility in language use</p>
<p>Speaker2: [00:00:23] Так, В целом, Опыт, Мой бэкграунд. Я завершала обучение, Бакалавра и магистратуру в данном университете. После завершения магистратуры работала в колледже. Местном колледже на протяжении полутора лет, <u>после чего решила уйти в высшее учебное заведение для того, чтобы больше быть близкой к науке. Маленькая смена деятельности.</u></p>	<p>IM Ilyas Mukanov Teacher educators play a key role in bridging practical and theoretical training</p>
<p>Speaker1: [00:00:52] А какие предметы или модули вы здесь преподаете?</p>	
<p>Speaker2: [00:12:18] <u>Ну, Что касается администрации. Честно говоря, Я прям ни разу. Наверное, Какого-то строгого обделения, выделения не видела. Когда в колледже работала, Упомянулось о том, что да. Есть казахоязычная группа, В казахском языковом обучении желательно на 100% вести урок на казахском, и на английском, но в основном на казахском. Но, Опять же, Здесь я такого не видела. Такого не замечала. И с точки зрения министерства, Министерства рекомендаций.</u></p>	<p>IM Ilyas Mukanov Limited administrative involvement in multilingual education</p>
<p>Speaker1: [00:12:58] Они же вроде дают да какие то рекомендации учителям, И мы дальше это имплементируем. Или я <u>как-то</u> неправильно понимал это?</p>	
<p>Speaker2: [00:13:05] <u>Насчет языков, Кстати, Я не могу сказать, Чтобы они прям говорили, Только вот так вот это делайте. Почему-то мне ничего по этому вопросу не приходит, Но потому что я не слышала, Чтобы прям было наказание, Вот только так делай, Не как по-другому.</u> Только вот этот язык <u>принимания, А не как</u></p>	<p>IM Ilyas Mukanov Absence of strict guidelines on multilingual implementation</p>
<p>Speaker2: [00:02:56] <u>Многоязычие в моем понимании это... Открытость к диалогу с разными людьми. И возможность коммуникации на абсолютно разные темы с разными культурами в том числе. И, В принципе, Возможность для обучения небольшая. То есть чем больше языков, Чем больше качества владения языковыми вот этими вот инструментами, Тем обширнее. В принципе, Мировоззрение. И больше что-либо увидеть, Узнать в таком контексте.</u></p>	<p>IM Ilyas Mukanov Multilingualism fosters cultural understanding and integration</p>

Appendix E: Consent Form in English, Kazakh and Russian

INFORMED CONSENT FORM

Integrating Multilingualism in Teacher Education: A Case Study of Curriculum and Practice in one Kazakhstani University

DESCRIPTION: You are invited to participate in a research study on how multilingualism is integrated into the curriculum of a teacher education program at a university in Kazakhstan. This research aims to explore the perspectives of university administrators, teacher educators, and pre-service teachers on multilingual education. You will be asked to participate in an interview, which may be audio-recorded if you consent. If you prefer not to be recorded, I will take notes during the interview. After the interview, you may review the transcript or notes to ensure accuracy. All personal information will be anonymized and kept confidential.

TIME INVOLVEMENT: Your participation in this study will take approximately **45-60 minutes**. Depending on your availability and preference, a follow-up session may be scheduled.

RISKS AND BENEFITS: There are no significant risks anticipated in this study. However, the time required for the interview may be a burden. To minimize this, the interview will be scheduled at a time that is convenient for you. The benefits of participating include gaining insights into the strengths and areas for improvement in the current teacher education program regarding multilingual education.

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: If you have any questions or concerns about the research, please contact:

Researcher: Ilyas Mukanov | ilyas.mukanov@nu.edu.kz | +77473041025

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, Dr. Philip Montgomery, philip.montgomery@nu.edu.kz | +7(7172) 705898

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 GSE Research IREC subcommittee at gse.irec@nu.edu.kz | +7 (7172) 70 91 05

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

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

Signature: _____

Date: _____

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

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Мұғалімдерді Даярлауда Көптілділікті Кіріктіру: Қазақстандық Бір Университеттің Оқу Бағдарламасы мен Практикасына Негізделген Жағдайлық Зерттеу

ЗЕРТТЕУДІҢ СИПАТТАМАСЫ: Сіз Қазақстандағы университеттердің бірінде мұғалімдерді даярлау бағдарламасында көптілділіктің қалай енгізілгенін зерттеу жобасына қатысуға шақырылдыңыз. Бұл зерттеу университет әкімшілігінің, оқытушылардың және болашақ мұғалімдердің көптілді білім беру туралы көзқарастарын зерттеуге бағытталған. Сізбен сұхбат жүргізіледі және сіздің келісіміңізбен әңгіме аудиожазбаға жазылады. Егер аудиожазбаға қарсы болсаңыз, мен сұхбат барысында қолжазбалар жүргіземін. Сұхбаттан кейін, сіз жазбаларды немесе аудио мәтінді қарап, олардың дәлдігін тексере аласыз. Барлық жеке деректер анонимді түрде сақталады және құпиялылық қамтамасыз етіледі.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің осы зерттеуге қатысуыңыз шамамен 45-60 минутты құрайды. Егер қажет болса және сіздің уақытыңыз болса, қосымша сұхбат өткізілуі мүмкін.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН

АРТЫҚШЫЛЫҚТАРЫ: Бұл зерттеуде елеулі қауіп-қатерлер жоқ. Алайда, сұхбат үшін уақыт бөлу кейбір қолайсыздықтар тудыруы мүмкін. Оны азайту үшін сұхбат сізге ыңғайлы уақытта өткізіледі. Қатысудың артықшылығы – сіз көптілді білім беру мәселелерін терең түсінуге мүмкіндік аласыз.

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: Зерттеу туралы сұрақтарыңыз немесе ұсыныстарыңыз болса, мына мекенжай бойынша хабарласыңыз:

Зерттеуші: Ильяс Муканов | ilyas.mukanov@nu.edu.kz | +77473041025

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, Др. Филип Монтгомери, philip.montgomery@nu.edu.kz | +7(7172) 705898

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.irec@nu.edu.kz | +7 (7172) 70 91 05

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: _____

Осы қол қойылған және күні көрсетілген келісім формасының қосымша көшірмесі сізге сақтауға арналған.

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Интеграция Многоязычия в Подготовку Учителей: Кейс-Исследование Учебного Плана и Практики Одного Казахстанского Университета

ОПИСАНИЕ: Вы приглашены принять участие в **исследовании**, посвященном интеграции полиязычия в учебную программу педагогического образования в одном из университетов Казахстана. Целью данного исследования является изучение мнений администрации университета, преподавателей и студентов о полиязычном образовании. Вам предложат принять участие в интервью, которое может быть записано на аудио с вашего согласия. Если вы не хотите, чтобы вас записывали, я буду вести письменные заметки. После интервью вы сможете ознакомиться с расшифровкой записи или заметками, чтобы убедиться в их точности. Вся личная информация будет анонимизирована и сохранена в конфиденциальности.

ВРЕМЯ УЧАСТИЯ: Ваше участие в этом исследовании займет примерно **45-60 минут**. В зависимости от вашего предпочтения и наличия времени, может быть назначена дополнительная сессия.

РИСКИ И ПРЕИМУЩЕСТВА: В данном исследовании не предполагаются значительные риски. Однако выделение времени на интервью может представлять собой неудобство. Для минимизации этого, интервью будет запланировано на удобное для вас время. Участие в исследовании может дать вам возможность лучше понять сильные и слабые стороны текущей программы педагогического образования по вопросам полиязычия.

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: Если у вас есть вопросы или замечания относительно исследования, свяжитесь с:

Исследователь: Ильяс Муканов | ilyas.mukanov@nu.edu.kz | +77473041025

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем магистерского тезиса исследователя: Др. Филип Монтгомери, philip.montgomery@nu.edu.kz | +7(7172) 705898

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования

Назарбаев Университета, отправив письмо на электронный адрес gse.irec@nu.edu.kz
| +7 (7172) 70 91 05

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: _____

Вы можете сохранить дополнительную копию этой подписанной и датированной формы согласия.