

**Investigating EFL Teacher Trainers' Practices and Views of Language Teaching and
Developing Learners' Communicative Competence in Kazakhstan**

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Abstract**Investigating EFL Teacher Trainers' Practices and Views of Language Teaching and Developing Learners' Communicative Competence in Kazakhstan**

The development of communicative competence in the English language is an instructional goal of secondary education in Kazakhstan. This objective is supported by policymakers and the media, who are advocating its practical utility for competing in a globalized world. With the heightened expectations and demands on school graduates, English language teaching and learning is changing to improve students' educational achievements. To support and enhance the quality of education and ongoing teacher training in Kazakhstan, the potential of professional development system is utilized. In spite of the considerable implementation efforts, research in Kazakhstan suggests that the development of communicative competence in English remains a challenge for learners. Additionally, current research findings indicate that there is a mismatch between teachers' and students' views about the challenges of developing effective English communication skills in secondary schools in Kazakhstan. However, few studies have paid attention to the recent professional development programs for in-service English as a foreign language (EFL) teachers from the perspectives of teacher trainers. As a result, the purpose of this study is to investigate the practices and views of teacher trainers on Communicative Language Teaching (CLT) and the development of communicative competence in learners. To achieve the aims of the study, qualitative research design was followed and multiple research instruments employed, namely, questionnaires, semi-structured interviews and a documents analysis. The findings revealed that communicative competence is internalized as a quantifiable skill measured through international assessment frameworks and testing systems. Further, CLT is viewed as a student-centered approach with the focus on both form and meaning. At the same time, EFL teacher trainers identified classroom-level and

societal-institutional constraints, namely, the presence of mixed-ability students, inconsistency in the content of English textbooks, and absence of a sustainable professional development system as impediments for successful CLT implementation. On this basis, the pointed out societal-institutional and classroom-level constraints in English language classrooms should be taken into account when designing professional development programs.

Аңдатпа

Қазақстанда ағылшын тілі мұғалімдерінің жаттықтырушылары тәжірибесін және олардың тілді оқыту мен оқушылардың коммуникативтік құзыреттілігін дамытуға көзқарастарын зерделеу

Ағылшын тілі сабағында оқушылардың коммуникативтік құзыреттілігін дамыту Қазақстандағы орта білім берудің тәрбиелік мақсаттарының бірі болып табылады. Бұл мақсат жаһанданған әлемде бәсекеге қабілетті түлек үшін коммуникациялық дағдылардың практикалық маңыздылығын атап көрсете отырып, саясаткерлер мен БАҚ тарапынан қолдау тауып отыр. Мектеп түлектеріне қойылатын талаптар мен үміттердің артуына байланысты ағылшын тілін оқыту мен оқыту оқушылардың оқу жетістіктерін арттыруға бағытталған. Қазақстандағы мұғалімдердің білім беру сапасын және үздіксіз біліктілігін қолдау және арттыру үшін біліктілікті арттыру жүйесінің әлеуеті пайдаланылады. Өртүрлі кәсіби даму бағдарламаларын жүзеге асыру бойынша айтарлықтай күш-жігерге қарамастан, Қазақстандағы зерттеулер ағылшын тілі сабақтарында коммуникативтік құзыреттілікті дамыту студенттер үшін күрделі мәселе болып қала беретінін көрсетеді. Сонымен қатар, қазіргі зерттеу нәтижелері Қазақстанның жалпы білім беретін мектептерінде ағылшын тілінде тиімді коммуникациялық дағдыларды дамыту мәселелеріне қатысты мұғалімдер мен оқушылардың көзқарастарының айырмашылығын көрсетеді. Дегенмен, біліктілікті арттыру жүйесінің оқытушыларының ұстанымына зерттеулердің аз бөлігі ғана назар аударады. Нәтижесінде, бұл зерттеудің мақсаты біліктілікті арттыру жүйесі мұғалімдерінің шет тілін оқытудағы коммуникативті тәсілге қатысты тәжірибесі мен көзқарастарын зерттеу және студенттердің коммуникативтік құзыреттілігін дамыту болып табылады. Зерттеудің мақсатына жету үшін сапалы зерттеу дизайны және өртүрлі зерттеу құралдары, атап айтқанда сауалнамалар, сұхбаттар және құжаттарды

талдау пайдаланылды. Нәтижелер коммуникативті құзыреттілік халықаралық стандарттар мен тестілеу жүйелері арқылы бағаланатын өлшенетін дағды ретінде қарастырылатынын көрсетті. Сонымен бірге, коммуникативті оқыту грамматикалық дағдыларды меңгеруді де, коммуникативті мәселелерді шешуді де біріктіретін оқушыға бағытталған тәсіл ретінде қабылданады. Бұл ретте біліктілікті арттыру жүйесінің мұғалімдері сабақта коммуникативті тәсілді тиімді жүзеге асыруға кедергі келтіретін ұйымдастырушылық және әлеуметтік-институционалдық шектеулерді анықтады, атап айтқанда: дайындық деңгейі әртүрлі студенттердің болуы, ағылшын тілі оқулықтарының мазмұнының сәйкессіздігі және мұғалімдерді курстан кейінгі тұрақты қолдау жүйесінің жоқтығы. Осыны негізге ала отырып, ағылшын тілі мұғалімдерінің біліктілігін арттыру бағдарламаларын жасау кезінде осы әлеуметтік-институционалдық және ұйымдастырушылық шектеулерді ескеру қажет.

Аннотация

Изучение практик преподавателей системы повышения квалификации и их взглядов на преподавание английского языка и развитие коммуникативной компетентности учащихся в Казахстане

Развитие коммуникативной компетенции учащихся на уроках английского языка является одной из учебных целей среднего образования в Казахстане. Эта цель поддерживается разработчиками политики и средствами массовой информации, подчеркивающими практическую значимость коммуникативных навыков для конкурентоспособного выпускника в глобализированном мире. В связи с повышенными ожиданиями и требованиями к выпускникам школ, преподавание и изучение английского языка направлено на улучшение образовательных достижений учащихся. Для поддержки и повышения качества образования и непрерывной подготовки учителей в Казахстане используется потенциал системы повышения квалификации. Несмотря на значительные усилия по реализации различных программ повышения квалификации, исследования в Казахстане показывают, что развитие коммуникативной компетенции на уроках английского языке остается проблемой для учащихся. Кроме того, текущие результаты исследований указывают на различия взглядов учителей и учащихся на проблемы развития эффективных навыков общения на английском языке в средних школах Казахстана. Тем не менее, лишь немногие исследования уделяют внимание позиции преподавателей системы повышения квалификации. В результате задача этого исследования состоит в том, чтобы изучить практику и взгляды преподавателей системы повышения квалификации на коммуникативный подход в обучении иностранному языку и развитие коммуникативной компетентности учащихся. Для достижения целей исследования использовался качественный метод и различные инструменты

исследования, включающие анкеты, интервью и анализ документов. Результаты показали, что коммуникативная компетентность рассматривается как поддающийся количественному измерению навык, оцениваемый с помощью международных стандартов и систем тестирования. При этом коммуникативное обучение воспринимается как ориентированный на студента подход, сочетающий приобретение как грамматических навыков, так и решение коммуникативных задач. В то же время преподаватели системы повышения квалификации выявили организационные и социально-институциональные ограничения, препятствующие эффективной реализации коммуникативного подхода на уроках, а именно: наличие учащихся с разным уровнем подготовки, непоследовательность в содержании учебников английского языка и отсутствие системы устойчивого посткурсового сопровождения учителей. Исходя из этого, указанные социально-институциональные и организационные ограничения должны быть приняты во внимание при разработке программ повышения квалификации учителей английского языка.

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Chapter 1: Introduction

1.1. Background and Context

Globally, the commitments of the various countries to invest resources for educating competent multilingual speakers with a high proficiency in the English language are driven by the advantages associated with entering the world knowledge economy (Brutt-Griffler, 2017). Incidentally, the roles and functions attached to the English language are multifold ranging from “a European and universal lingua franca” (Van Parijs, 2011, p. 140) and “the linguistic engine of globalization” (Sayer, 2012, p.2) to “a voracious lingua nullius” (Phillipson, 2017, p.13). In addition to the heightened attention to the English language in academia, the growing prestige that it receives in education and scientific publishing far outpaces those of other foreign languages (Brutt-Griffler, 2017). In post-independence Kazakhstan, foreign language teaching, especially that of English, has been widely supported by policy makers and the media, who are advocating its practical utility for competing in a globalized world. It is thus not surprising that young Kazakhstanis regard it as the language of improved social mobility and higher socio-economic status (Akynova et al., 2014; Klimchenko, 2020). Hence, in recent years, an abundance of educational reforms was aimed at strengthening the status and primacy of the English language in the school curriculum. Most importantly, in addition to Kazakh and Russian, English is the only foreign language in the state’s trilingual education policy. For this reason, English language competency has become a highly coveted commodity for learners seeking career advancement and foreign educational opportunities.

The Kazakhstani school curriculum for the English language is aligned with the Common European Framework of Reference (CEFR) in terms of language skills progression. Interestingly, the requirements for English language proficiency are higher

than that of other foreign languages. For example, Grades 7 to 9 school students are expected to achieve the A2 level for German and French, however, the level for English is B1 for the same grade (Ministry of Education and Science of the Republic of Kazakhstan, 2018). The chosen methodology of English language teaching follows Communicative Language Teaching (CLT). Therefore, the instructional goal for English classes is the development of communicative competence in students.

1.2. Statement of the Problem

With the heightened expectations and demands on school graduates, English language teaching and learning is undergoing changes to improve students' educational achievements. To support and enhance the quality of education and ongoing teachers' training, the educational system in Kazakhstan utilizes the potential of its professional development (PD) system. According to the Law on Education of the Republic of Kazakhstan (2007), practicing teachers have to complete PD courses not less than once in every five years. One of the recent reforms in education included the implementation of the updated curriculum in primary and secondary schools. The main principles included spiral education, setting learning objectives according to Bloom's taxonomy, active students participation, and interdisciplinary links. For this reason, English language teachers have completed 344 hours of synchronous and asynchronous training on the updated curriculum (Ministry of Education and Science of the Republic of Kazakhstan, 2016). Despite these considerable implementation efforts, research in Kazakhstan suggests that the development of communicative competence in the English language remains a challenge for learners (Goodman & Abdimanapova, 2020; Ismail et al., 2018; Tleuov, 2016; Tuspekova et al., 2019). Therefore, this dissertation addresses the challenges of developing learners' communicative competence by focusing on how English as a foreign language (EFL) pedagogy is conceptualized in in-service teacher training.

1.3. Purpose of the Study

The studies of the Kazakhstani context have focused predominantly on the reasons for students' underachievement in English language classrooms from the perspective of teachers and learners. Moreover, current research findings indicate a mismatch between teachers' and students' views about the barriers to developing effective English communication skills in secondary schools in Kazakhstan (Tuspekova et al., 2019). On the other hand, few studies have paid attention to the EFL teaching from the perspectives of teacher trainers. As a result, this study aims to investigate the practices and views of teacher trainers on English language teaching (ELT) and the development of communicative skills in learners.

1.4. Research Questions

The main research question that underpins this study is: What are EFL teacher trainers' practices and views on teaching English and developing learners' communicative skills? The sub-questions to answer the main question will be:

1. What discourses underpin the development of communicative competence in the Kazakhstani secondary education context?
2. What are teacher trainers' beliefs about English language teaching?
3. What are teacher trainers' main goals associated with English language teacher training?
4. What implementation constraints do EFL teacher trainers identify in ELT in Kazakhstani secondary schools?

1.5. The Rationale and Significance of the Study

This study will focus on teacher trainers' practices and views of the current approach in EFL classrooms, particularly CLT, encapsulated in the updated curriculum, and the

development of learners' communicative competence in Kazakhstan. Therefore, the research study will be significant for several reasons. Firstly, it addresses a gap in the literature which primarily focuses on teachers' and learners' challenges associated with the CLT approach. Secondly, the study can shed light on teacher trainers' beliefs and values about English language teaching, and the implications of their views for EFL PD initiatives in Kazakhstan. Additionally, the study will provide recommendations for school practices and continuous PD programs. Finally, it will attempt to shed light on how to make foreign language classroom environments more supportive of the needs of Kazakhstani teachers and school students.

1.6. Thesis Outline

This thesis includes six chapters. Firstly, Chapter 1 introduces and provides the background to the Kazakhstani context that is associated with the implementation of CLT. Secondly, Chapter 2 presents a literature review about English language teaching in Kazakhstan, teaching approaches, the accompanying second language acquisition theories and CLT implementation in various contexts. The third chapter focuses on the research design, methodology and ethical considerations that underpin the study. Then, Chapter 4 presents the data and findings of the research. Finally, Chapter 5 discusses the findings and Chapter 6 presents the conclusion, limitations and recommendations for further research.

1.7. Conclusion

This chapter has provided the background information of the study, its rationale and significance. The next chapter will provide a critical review of the literature associated with the historical developments of CLT, and the challenges related to its implementation in the Asian context.

Chapter 2: Literature Review

The research aims to investigate the practices and views of teacher trainers on English language teaching and the development of learners' communicative skills in Kazakhstan. The previous chapter provided the statement of the problem, the purpose, and the significance of the study. This chapter begins with a discussion of the role of the English language in Kazakhstan. It further expands the literature review on the history of second or foreign language teaching approaches. This is followed by a review of discussions relevant to the development of learners' communicative competence, CLT principles and interpretations in various EFL contexts. The chapter concludes with a focus on the challenges of developing communicative competence in EFL classes, necessitating this inquiry into the views of EFL teacher trainers on CLT and the role of PD programs for in-service EFL teachers.

2. 1. English Language in Kazakhstan

Yilamu (2017) refers to the period after the collapse of the Soviet Union as a turning point, where Central Asian Republics opened up to the world and started to embrace Americanization, market reforms, consumer culture, and the English language. Therefore, in post-Soviet Kazakhstan, English "has become an important part of the new cultural landscape" (Yilamu, 2017, p. 135), and its proliferation is also seen in business and internationally focused corporations. Further, in his landmark speech, former President of the Republic N. Nazarbayev (2007) gave special prominence to the English language "as the language of integration into the world economy and global community." The message had a significant impact on the role of the English language in education. Since then, a network of highly-prestigious Nazarbayev Intellectual Schools has been established. In addition to Kazakh and Russian, these schools use English as a medium of instruction. Moreover, the teaching of English started from primary grades in general

education secondary schools beginning from the 2013 academic year (Ministry of Education and Science of the Republic of Kazakhstan, 2012). Incidentally, the English language political discourse keeps it in the foreground of secondary education.

Naturally, the emphasis on English for communication has put EFL teachers at the forefront of educating students with high proficiency in the English language. Currently, the state standards and methodological recommendations in Kazakhstan follow CLT principles, which is one of the most widely used approaches in EFL classrooms worldwide (Spada, 2007). In drawing parallels between CLT and discussions on the practice and theory of foreign language teaching, Savignon (2005) compares it to “the Big Mac to fast food” (p. 635). Instinctively, the fate of this international import to EFL teaching around the world generated considerable discussions. The appropriateness of the method in different contexts, especially in Asia, remains highly debated (Wei et al., 2018). Therefore, it becomes vital to understand the historical background of CLT and its current interpretations in various contexts.

2. 2. The History of Language Teaching Approaches

Between the end of the 19th century and the 20th century a plethora of different second language teaching methods emerged, such as the grammar-translation method, the direct approach, the reading approach, and audiolingualism. Even though Hall (2016) states that there is no “definitive list” (p. 211) of methods of foreign language teaching, many authors offer a comprehensive account of the timeline of different methods. In fact, Celce-Murcia (2001) provides a useful summary of the development of nine language teaching methods, their distinct features and the implications for the teachers' roles and their language pedagogy. In a similar vein, Larsen-Freeman and Anderson (2013) present the characteristics of eleven language teaching methods. Further, Richards and Rogers (2014) expand the list of approaches to a total of sixteen methods, beginning from the

grammar-translation to also encompassing the oral approach, situational language teaching and natural approach.

Evidently, the exploration of different teaching methods is often presented in a sequence, where one method succeeds over the previous one, reflecting the paradigm shifts in the field (Hall, 2016). Many authors trace the language teaching methods back to the grammar-translation, often referred to as the classical approach (Celce-Murcia, 2001; Richards and Rogers, 2014). This method was restricted to the learning of grammatical structures, where a typical exercise would involve the translation of information from a target language to a mother tongue. However, this type of teaching resulted in students' inability to use language spontaneously in authentic communicative interactions (Howatt & Smith, 2014). In light of these limitations, another approach called the direct method involved the maximum exposure to the target language and inductive grammar learning. The various methods that followed also had distinct features, for example, the reading approach organized around texts, or the situational approach focusing on using the target language in various situations.

After various critiques of these language teaching approaches, the widely used Communicative Language Teaching (CLT) approach emerged in the 1970s (Celce-Murcia, 2001). In a CLT approach, teachers should provide situations where students can learn the target language for real communication in different social contexts. Consequently, the teaching focus shifts from the mastery of the linguistic system to developing learners' communicative competence, such as understanding the appropriateness of linguistic forms and strategies to use the language for different social purposes (Littlewood et al., 1981). Clearly, the exploration of the history of language teaching methods signals the inclination to the ongoing discovery of more effective ways to acquire foreign languages. Moreover, EFL pedagogy is profoundly influenced by developments in the field of applied linguistics

and psychological theories about the nature of how languages are acquired and how they should be taught (Richards & Rogers, 2014).

2.2.1. Developments in Theories of Language Teaching and Learning

The history of language teaching approaches has been informed by psychological theories of language acquisition; the emergence or critiques of particular approaches are often linked to the developments in psychology, sociolinguistics, and applied linguistics studies (Tavakoli & Jones, 2018). For example, during the 1960s, the widely used audiolingual method drew upon the behaviorist theoretical paradigm (Skinner, 1957). In this view, language acquisition is facilitated by teaching that encourages habit formation, the imitation of language rules, and positive reinforcement. Accordingly, the methodological practices of audiolingualism included dialogue memorization, drills and analogies, aural-oral training, and a focus on the linguistic and cultural context of native speakers (Richards & Rodgers, 2014). Even though this theory and the corresponding approaches significantly impacted EFL practices in the twentieth century, their popularity decreased when Chomsky (1959) proposed his innatist view of language acquisition (Broad, 2020).

Chomsky (1959) asserted that describing complex human language faculties through behaviorist approaches omitted several important factors associated with learners' cognitive abilities. In his view, children's brains function as a Language Acquisition Device (LAD), which means that they are naturally endowed with an ability to learn languages. Chomsky's (1959) notion of Universal Grammar (UG) suggests that every language has similar universal rules, such as asking questions or identifying gender. Therefore, learners should acquire linguistic competence, or knowledge of grammar that only requires children to follow the particular set of rules to understand and produce their

native language. Subsequently, Chomsky's theory resulted in a significant turn in applied linguistics, language pedagogy, and language learning.

Chomsky's (1965) notion of linguistic competence in turn gave rise to Hymes's (1972) sociocultural dimensions in language and the notion of communicative competence. Hymes (1972, 1989, 1996) critiqued Chomsky's (1965) theory rooted in the image of an ideal speaker-listener able to produce grammatically correct sentences because it ignored the broader socio-cultural contexts, in which humans interact and communicate different meanings. Accordingly, Hymes distinguished between "linguistic competence that deals with producing and understanding grammatically correct sentences, and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation" (Ohno, 2006, p. 26). Therefore, the development in theory, which is frequently reflective of its application in practice, results in the emergence of various methods in language learning and teaching (Lombardi, 2018).

2.3. Developing Learners' Communicative Competence

Since Hymes (1972) introduced the term of communicative competence, there have been multiple attempts to operationalize the construct. Most notably, Canale and Swain (1980) identified three communicative competence components, which are grammatical, sociolinguistic and strategic competence. First, grammatical competence focuses on the knowledge of lexical items, the rules of morphology, syntax, semantics, and phonology that learners need to master. Secondly, the sociolinguistic component is concerned with the appropriate use of language in its sociocultural settings. Thirdly, strategic competence refers to the ability of individual speakers to employ various strategies to address the limitations in their linguistic repertoire or how they use language when there is a breakdown in communication. Further, discourse competence is as a mastery of rules for meaningful communication, which was added as a fourth component by Canale (1983).

Students' communicative competence in a foreign language class is frequently measured based on the Common European Framework of Reference, (CEFR), a high-status and widely acknowledged instrument to evaluate language proficiency developed by the Council of Europe in 2001. The aims of which consist of developing communicative competence through the use of appropriate teaching and learning methods and materials. The assessment scheme of the CEFR consists of three levels (A, B, C), subdivided into two levels with the highest level of proficiency identified as C2 (Council of Europe, 2020). Additionally, in recent years, the research on the development of communicative competence in EFL classes has focused on the four language skills development: speaking, listening, writing, and reading (Martínez-Flor et al., 2008; Tavi, 2010). Other studies have aimed to investigate the impact of different materials and resources on the development of learners' communicative competence (Gilmore, 2011; Larsari, 2011).

According to Martínez-Flor et al. (2008) speaking skills are of paramount importance to the development of communicative competence. On the other hand, Tavi (2010) argued that the integration of listening and speaking skills' yields better results for the development of communicative skills. Furthermore, several studies were undertaken to understand the link between the use of different materials and resources to improve students' skills in EFL classrooms. For instance, Gilmore (2011) posited that authentic texts contributed more to the development of communicative competence than text-based materials. Larsari (2011) has argued that the integration of computer-mediated communication was helpful in increasing the quality of both input and output in EFL classrooms.

2.4. Communicative Language Teaching (CLT)

As discussed in section (2.2), changing theoretical assumptions and language realities were the driving forces behind various undertakings to translate CLT into

classroom practice. Van Eek (1975) made the first attempt to design a communicative curriculum, which included many key features of a communicative approach. Since then, Breen and Candlin (1980) identified six essential components for communicative curriculum design: communication, learner's needs, learner's initial contribution, the classroom process, teacher and learner roles, and the role of content. In a similar vein, Savignon (2002) proposed five CLT components to guide teaching and learning, such as the focus on the form of the target language, language use for communicative goals, identity formation in the target language, different language roles, and language use beyond the classroom. Likewise, Richards (2006) has proposed ten core CLT components, focusing on interaction and meaningful communication, inductive or discovery learning of language rules, creative use of language, and students' autonomous and collaborative learning.

While most EFL teachers might answer that their approach in the classroom is communicative, there might be various interpretations of CLT in their practice (Richards, 2006). For instance, Spada (2007) in her inquiry into the definition of a communicative approach revealed two contrasting opinions. The main difference concerned whether "fluency is given priority over accuracy" or the attention is given to "both fluency and accuracy" (p. 272). On this issue, Richards (2006) suggested that communicative classrooms may be inclusive of both activities aimed at developing fluency and accuracy. These views reflect the state of transition in the studies of CLT, where focus on form becomes an important element in an approach that was envisioned as primarily meaning-based.

With the growing popularity of CLT, many scholars addressed the need to critically evaluate the approach (Widdowson, 1978). One of the earlier CLT critiques questioned the theoretical basis of a communicative approach, claiming it to be confusing and practically

inefficient (Swan, 1985). In addition, Swan (1985) argued that meaning-making was not specific to language learning, and difficulties might have resulted from not knowing particular lexis or grammatical structure. Further empirical studies were also skeptical of the practicality of the approach. For example, Ellis (1992) claimed that a CLT classroom environment did not provide sufficient opportunity to develop a desired full range of target language. Accordingly, major criticisms levelled at the approach, according to Wolff (1994), included:

1. Ignorance of the students' mother tongues (L1)
2. Absence of an explicit focus on grammar
3. The use of authentic materials without clear lexical progression
4. The ineffectiveness of pair or group work

In response to this critique, Savignon (2005) argued that CLT is an approach adaptable to various contexts and does not require strict adherence to its principles. Similarly, Wu (2008) suggested that these are some of the misconceptions of CLT, which can be mediated by modifying the practices to specific contexts. At the same time, researchers agree that certain elements of CLT, for example group work, might not be appropriate to certain activities and contexts (Savignon, 2005). Similarly, communicative classrooms should not completely disregard the role of grammar. On the contrary, as Spada (2007) suggested, most CLT practitioners advocate for finding the right balance between focus on form and focus on meaning. Moreover, the same principles should be applied while dealing with learners' errors. The most common approach to corrective feedback used in EFL classrooms is recasting, where a teacher implicitly corrects students' errors by restating their utterances with the correct form.

The use of students' L1 in communicative classrooms has, however, produced divisive opinions. Some researchers suggest that the increased use of the mother tongue in

EFL contexts is problematic (Harjanne et al., 2015), while others strongly advocate using students' whole linguistic repertoires in foreign language classrooms (Ull & Agost, 2020). For instance, Ull and Agost (2020) conducted a study on the use of students' mother tongue (L1) in schools in Norway and Spain, illustrating the positive pedagogical outcomes for students' communicative competence. However, the authors emphasized that more studies are needed to understand the use of L1 in EFL classrooms. Likewise, some researchers suggest that teachers should decide on the inclusion and productive use of L1 in EFL classrooms (Spada, 2007; Wu, 2008).

2.5. The Implementation of CLT in the Asian context

2.5.1. The Rationale behind CLT Adoption in Asia

The ongoing commitment to English language teaching in Asia is fueled by the processes of globalization, the status of English as an international lingua franca, and the associated prospects of economic prosperity and the broader integration into the world knowledge economy (Chowdhury & Le Ha, 2008; Huang, 2016; Liao, 2004). Additionally, the regional Association of Southeast Asian Nations (ASEAN) regards English as the language of communication between its member states, incentivizing the growing need to communicate in English and laying the groundwork for wide CLT adoption in the Asian context (Butler, 2011). Therefore, while the first and foremost question of why teach English for communication has been addressed, the issue of how to effectively implement CLT in EFL classes remains of interest to state bodies, teachers, and other stakeholders.

2.5.2. Criticisms

Recently, the idea of English language teaching and its applicability in various non-English contexts has received criticism (McBride, 2020). For example, one critique is that the standards, pedagogies, and ideologies of English language teaching are embedded in

the practices of English-speaking native communities, referred to as “Western TESOL” (McBride, 2020, p.3). Naturally, the rapid expansion of CLT in Asian contexts has generated debates on the appropriateness of the approach to Asian pedagogies, the way CLT principles should be applied in real classrooms, and the challenges teachers and students face (Wei et al., 2018). On these issues, Butler (2011) identifies three significant constraints in CLT implementation, namely, contextual, classroom-level, and societal-institutional. Firstly, there might be a mismatch between CLT features and the Asian styles of teaching, where teachers' role is of the figure of authority and where instruction relies for the most part on books. Although this might not be a universal feature of all Asian classrooms, certain views underpinning CLT might misalign with Asian EFL classrooms. Secondly, classroom-level constraints such as the teacher-learner ratio present significant challenges for effective CLT implementation. Lastly, often students in non-English speaking environments have to take grammar-based language exams or assessments inconsistent with communicatively-oriented teaching (Butler, 2011).

2.5.3. EFL Teachers' Beliefs about CLT

Multiple studies in the Asian contexts, where English is a foreign language and CLT underpins teaching, have focused on its local interpretations and teachers' beliefs about its effectiveness (Chowdhury & Le Ha, 2008; Nhem, 2019; Setyaningrum, 2018). The investigations into EFL teachers' beliefs about CLT produced varied responses. For instance, in the study by Nhem (2019), Cambodian teachers and learners held similar positive beliefs about CLT. Specifically, the roles of a teacher as a facilitator of an interactive learning environment, where learners can exercise their autonomy, was viewed as a favourable condition for effective learning. On the other hand, the student-centered learning was not perceived as effective in a study conducted by Chowdhury and Le Ha (2008), where more traditional teacher-learner interactions were seen as more conducive to

successful learning. As a result, we need to shed light on the actual practices of EFL teachers.

2.5.4. EFL Teachers' Practices

Setyaningrum (2018) examined the link between teachers' CLT beliefs and their classroom practices in a mixed-method study that employed Likert-scale questionnaires and semi-structured interviews with six senior high school English teachers in Malang, Indonesia. The study found that although the participants all held very favorable views about CLT, there were discrepancies between teachers' beliefs and their actual classroom practices. To illustrate, in authentic classroom contexts, these teachers were constrained by big class sizes and the resultant difficulty of monitoring students' group activities. Therefore, this study demonstrated the additional factors and constraints that can influence CLT classroom practices.

In India, Jabeen (2014) assessed the use of the communicative approach in the English language teaching classrooms in Delhi secondary schools. The research used a variety of instruments, including interviews, questionnaires, and classroom observations. The researcher interviewed 25 teachers from four different types of schools, including private and government schools. The data showed diverse perspectives about the universal efficacy of CLT, and some participants mentioned that a variety of methods would be more beneficial for foreign language learning. This study also found a gap between teachers' beliefs and actual CLT classroom practices. Interestingly, not all teachers have accepted the dominant CLT approach to language teaching.

The studies in the Asian contexts suggest that teachers' beliefs about CLT teaching methodologies have a considerable impact on CLT implementation in EFL classrooms. As evidenced in the studies, some teachers do not associate particular approaches with better outcomes for their students. On the other hand, the research highlighted that there might be

a mismatch between teachers' beliefs and practices, arising from a variety of existing constraints, such as cultural beliefs, instructional constraints, assessment types, and class sizes. Despite this, there are situations when CLT is effectively practiced and when teachers successfully integrate their new roles in alignment with the guiding principles of CLT.

2.5.5. The Role of EFL Teachers Professional Development

To address the implementation challenges in EFL classrooms, many governments rely on in-service teacher training to introduce new reforms and disseminate best CLT practices to the teaching community. Nevertheless, in some contexts, PD programs and initiatives often fail to provide teachers with the necessary skills. One example of such problems was revealed in Taiwan, where rural school teachers stated that on-the-job training did not address their actual needs because the topics covered mostly the preparation for proficiency tests and the latest educational regulations (Huang, 2016). In contrast, Baker (2016) found that Thai EFL teachers had different experiences; an overwhelming majority concluded that PD courses were helpful and interactional, contributing to their desire to implement changes in their educational practices.

In Asian countries, there has been a reliance on international organizations to provide EFL teacher training. One example of such an initiative is the Asian Development Bank project in Uzbekistan. Their key objectives were to improve the quality of education by equipping different educational stakeholders with the necessary skills to implement innovative technologies and ICT in learning (Hasanova & Shadieva, 2008). In Bangladesh, similar efforts to strengthen ELT pedagogies were undertaken by the UK Department for International Development (DfID) in the project "English in Action" to support economic development of the country (Rahman & Pandian, 2018). Nonetheless, the success of the project in Uzbekistan was hindered by financial challenges such as proper budget

allocations (Hassanova & Shadieva, 2008). At the same time in Bangladesh, such PD opportunities contributed to the increased reliance on overseas donors, often with objectives misaligned with local demands (Rahman & Pandian, 2018). In light of this, it becomes critical to understand the underlying principles of CLT and EFL teachers' professional development in Kazakhstan.

2.6. Kazakhstan and CLT Implementation

The communicative approach in the Kazakhstani context follows the essential principles outlined in communicative theory (Instructional-Methodological Letter, 2021-2022). There has been a shift from chiefly focusing on grammatical structures toward equipping learners with communicative skills for actual use in the target language. In addition, the methodological recommendations indicate to move away from demanding grammatical accuracy and a change in the teachers' roles as authority to being facilitators in students' language development. However, the development of communicative skills remains an area of considerable struggle for both English language teachers and learners. For example, in one study, teachers mentioned that teaching students to speak in the English language and produce meaning in the classroom was akin to attempting to "melt the iceberg" (Goodman & Abdimanapova, 2020, p. 87).

Furthermore, another study found that students recognized their limited English language capacity and felt frustrated with their inability to interact in the English language spontaneously (Tuspekova et al., 2019). Despite acknowledging the problem, teachers and students pointed out different reasons for learners' lack of communicative abilities. In a study by Goodman and Abdimanapova (2020), teachers cited the problematic objectives of the curriculum and students' lack of background knowledge as a significant impediment to the development of communicative skills.

However, Tuspekova et al. (2019) found that for Grade 9 students the classroom speaking practices did not progress beyond controlled mechanical activities; thus, they did not facilitate spontaneous communication. The study has also illustrated that oral retelling of texts and question-answer discussions were the preferred teacher activities in the classroom. In a study by Ismail et al. (2017), students also stressed that the formality of teacher-student relations did not permit spontaneous not-controlled speech in the classroom. Ultimately, these findings indicate a mismatch between teachers' and students' views on the difficulties in developing practical communication skills in secondary schools in Kazakhstan.

2.6.1. Professional Development in Kazakhstan

The continuous PD system in Kazakhstan carries out the critical function of implementing state-wide educational reforms and its constant development is widely acknowledged (Syurmen et al., 2017). However, the current format and the content of PD courses have become a point of recent contention in research and practice. For instance, recent research suggests that the top-down approach of the PD system has lost its appeal to teachers, because they only complete PD courses to fulfill the requirements of their job (Syurmen et al., 2017). Syurmen et al. (2017) found that 77 percent of teachers attended different courses or seminars to satisfy the professional development requirements of their institutions. However, despite the requirements to attend PD courses, multiple studies suggest that the format and the frequency of the PD courses leave teachers unsatisfied with their experiences (Tleuov, 2016; Zhetspisbayeva et al., 2016). For example, EFL teachers revealed that they received insufficient in-service teacher training on the updated curriculum (Goodman & Abdimanapova, 2020). The study also showed that in some instances teachers who had not attended the courses were expected to teach students based on the new program. These findings are consistent with the study by Zhetspisbayeva et al.

(2016), who found that PD courses were often conducted as “isolated events” and that 50 percent of 105 primary school English language teachers from the study were “not able to take professional development and advanced training courses in a timely manner” (pp. 663-664).

Additionally, the research suggests that the content of state-wide PD programs does not sufficiently consider the existing knowledge and practices of Kazakhstani EFL teachers. For instance, Tleuov (2016) illustrated the issues with state-wide level-based course developed by the Centres of Excellence (CoE) together with the Faculty of Education at Cambridge University, which was “not designed to build on teachers’ pre-existing beliefs or perceptions of the context, but to teach them new theories and encourage practitioners to build new beliefs and perceptions around this knowledge” (p. 240). As a result, this program, even with good intentions, did not take teachers needs and their existing professional identities into consideration.

2.7. Conceptual Framework

The literature analysis and review helped devising a conceptual framework for this study. This framework will guide the presentation and analysis of findings. The first part of the framework will help to address what components of communicative competence are important in the Kazakhstani context. Therefore, Canale and Swain’s (1980) and Canale’s (1983), model of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competence, will be utilized. In addition, this frame will be supplemented by several CLT principles and concepts relevant to the current Kazakhstani context, namely:

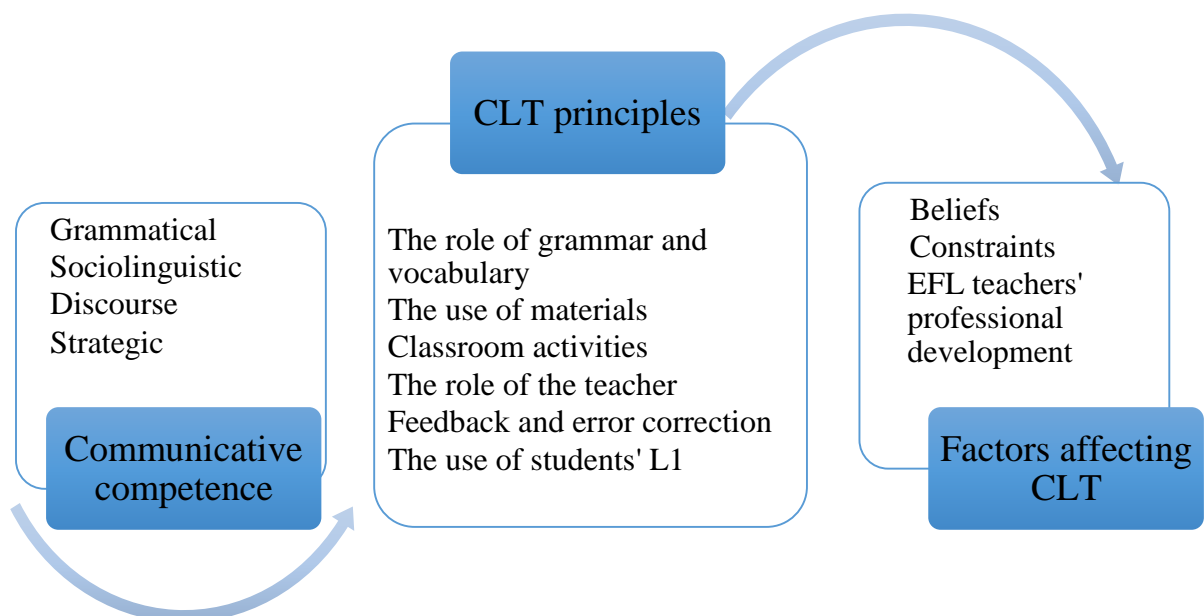
1. The role of grammar and vocabulary
2. The use of materials
3. Classroom activities

4. The role of the teacher
5. Feedback and error correction
6. The use of students' L1

The last part covers the factors influencing effective CLT implementation, such as EFL trainers' beliefs, their indicated constraints and the effect of PD on EFL practice. The graphic representation of the underpinning conceptual framework is depicted in Figure 1.

Figure 1

Conceptual Framework



Note. Adapted from Canale and Swain (1980); Canale (1983).

2.8. Conclusion

This chapter has provided an overview of various teaching approaches, the theories underpinning them, and interpretations of CLT in Asian and Kazakhstani contexts. In the first part of this chapter, I presented the history of English language teaching and CLT principles. The second part focused on developing communicative competence and CLT principles. Since my study focuses on EFL implementation from the perspectives of

teacher trainers in Kazakhstan, the third part critically reviewed the literature on EFL research in Asian contexts that culminated in the contextual challenges of EFL classroom implementation in Kazakhstan. The literature review demonstrated interesting findings that would be useful to shed light on EFL teacher trainers' beliefs and practices about CLT and developing learners' communicative competencies. The next chapter will present the research methodology that underpins this study.

Chapter 3: Methodology

The study focuses on the views and practices of EFL teacher trainers in language teaching and the development of learners' communicative competence. The previous chapter has provided a review of the literature associated with Communicative Language Teaching (CLT) and the research studies that foreground the advantages and challenges of classroom implementation in EFL contexts. This chapter provides an overview of the research methodology (3.1), and then it presents the data collection instruments (3.2). Finally, Chapter 3 describes the data collection, analysis procedures (3.3) and the ethical issues (3.4) that I considered throughout this study.

3.1. Research Methodology

Several researchers have posited that the distinction between quantitative and qualitative research designs are not as straightforward (Dörnyei, 2007; Silverman, 2013). Still, the common definition describes quantitative methods as mostly collecting numerical data for a further statistical analysis; qualitative methods as collecting non-numerical data in the form of interviews, observations, whereas mixed-method research is the combination of both (Creswell, 2014; Dörnyei, 2007). Nonetheless, most researchers would reach a consensus that the choice of the research methodology should be aligned with the research problem, which then informs the appropriate research design (Creswell, 2014). In that sense, the research involving the predictions of trends within the large sample will require quantitative methods. On the other hand, a scientific inquiry aimed at understanding, interrogating or deconstructing the experiences of a small sample of individuals will benefit from a qualitative design (Bhattacharya, 2017).

This study aimed to illustrate teacher trainers' practices and views about English language teaching. For this reason, the study was interested in the participants' meaning-

making perspectives of their unique situation, typically forged in discussions or interactions with other persons. Therefore, the research problem was interested in an in-depth understanding of the peculiarities of CLT implementation in the Kazakhstani context. Consequently, this study followed a qualitative research design because it was more applicable to address the broad research questions focusing on participants' views and experiences. Further, qualitative research studies are emergent, which means that some stages of the process may shift after the initial engagement with the field and data collection (Creswell, 2014). Therefore, a qualitative research design assisted the researcher in understanding teachers' professional development settings, because it facilitated open-ended questioning about what participants say or do in their settings.

3.1.1. Sampling in Qualitative Research

Compared to random sampling in quantitative studies, qualitative research design uses purposeful sampling. The researcher has to follow certain considerations in choosing a particular sampling strategy in qualitative research based on the specific approach (Creswell & Poth, 2016). Researchers may also choose whether they want to study a site, multiple sites, individuals or events. The benchmark for choosing particular individuals or sites is whether they are "information rich" (Creswell, 2014). Thus, for this study of EFL teacher trainers' perspective sampling was on participants' level. Moreover, this study necessitated the choice of the participants according to certain criteria, specifically teacher trainers involved in the professional development of EFL teachers.

3.1.2. Participants

A unique feature of qualitative research is the interest in the problem or issue from the participants' view (Creswell, 2014). Therefore, qualitative studies are more interested in the phenomenon than the number of participants. In addition, qualitative designs can lead to

data saturation that can limit new insights or findings (Creswell, 2014). Considering the aims of the study, I purposefully selected three participants from two major cities in the south and north of Kazakhstan. As a result, three teacher trainers from in-service teacher training institutions, working with EFL secondary school teachers, were recruited from known acquaintances from previously established professional networks.

3.2. Data Collection Instruments

According to Creswell (2014) qualitative researchers need to plan for the validity strategies that their studies will incorporate if they want to convince the audience about the reliability or accuracy of their findings. One of the common strategies to ensure the trustworthiness of the research is triangulation, which can be achieved through comparing and cross-checking data from multiple sources (Merriam & Tisdell, 2015). Accordingly, this study intended to achieve validity through three data collection instruments such as a qualitative questionnaire, semi-structured one-on-one interviews with the participants and a document analysis of educational documents and training materials.

3.2.1. Document Analysis

In qualitative research, documents present public and private records in multiple forms, including policies, journals, letters, or lesson plans, which help the researcher to contextually understand the central phenomenon (Bhattacharya, 2017; Creswell, 2014). The criteria to select documents for research are whether the documents provide rich information in answering the research questions, and whether they can be acquired in a practical and systematic way (Merriam & Tisdell, 2015). Documents, however, are not prepared specifically for research purposes and may provide incomplete information. However, to answer the research questions and obtain a fuller picture of EFL teacher trainers' experiences, it was important to understand what documents guide their practices.

Therefore, firstly, this study included document analysis to uncover the main goals associated with EFL teacher training in the form of state standards on EFL, methodological recommendations and teacher training materials. These documents assisted the researcher in understanding the goals, content and expected outcomes of EFL teaching and training.

3.2.2. Questionnaire

Research questionnaires are defined as “a written instrument in which respondents read questions or statements and respond to these questions by selecting a choice offered or writing their own response” (Paltridge & Phakiti, 2015, p. 78). Questionnaires in qualitative studies can provide the researcher with valuable information for further analysis and overlapping themes identification (Creswell, 2014). Nevertheless, qualitative questionnaires may leave researchers with either incomplete information or the information detached from the context (Creswell, 2014). That being the case, for the purposes of this study, the questionnaire was designed around statements, that would elicit the answers to specific classroom challenges. Thus, the purpose of the qualitative questionnaire was to analyze teacher trainers' perspectives on English language classroom activities and EFL professional development programs.

3.2.3. Semi-Structured Interviews

Qualitative interviews are administered orally with a small number of participants, where the researcher asks general open-ended questions to record the answers of the participants (Creswell, 2014). Interviews in qualitative research are conducted with a specific purpose as well as researchers' reflexivity. To achieve the purpose, the researcher may follow different structures of interviews, including formal semi-structured interviews, in-depth open-ended interviews, informal open-ended interviews, or natural conversations (Bhattacharya, 2017). The format of a semi-structured interview allows the researcher to

prepare open-ended questions in advance, but also be flexible and open to new emerging ideas in the process of interviewing (Merriam & Tisdell, 2015). The objective of this semi-structured interview was to understand EFL teacher trainers' beliefs about English language teaching and the corresponding approaches. Moreover, the in-depth nature of qualitative interviewing allows the researcher to explore the problem in detail through reconstructing events, comparing data from different interviewees and by capturing change through retrospection (Rubin & Rubin, 2011). The use of the interviews in this study helped to discover the participants' perspectives and rich past experiences in professional development of EFL teachers. The interviews in this case were more appropriate to answer the research questions, as the perspectives of teacher trainers' are not easily observed. Furthermore, the researcher aimed to discuss various past experiences, which are impossible to replicate. As a result, examining evidence from these multiple research tools contributed to building a coherent justification for the themes and results.

3.3. Data Collection

3.3.1. Procedures

The data collection started after the approval of the Ethics Committee. Further, I identified participants who agreed to be part of the study. Next, the consent forms were sent inviting teacher trainers to participate in this study. The consent form provided the study's purpose and additional details of the research project. Firstly, I asked participants to send their training session materials for document analysis. The state educational documents governing ELT were obtained from the open Internet resources. Then, I sent the participants questionnaires and interview questions, which were filled out within a week after receiving them. After receiving questionnaires and answers to the interview questions, I analyzed them to identify some issues to add for clarification.

3.3.2. Data Analysis Framework

Data analysis in qualitative research is an interactive process of meaning making, which involves interpreting large volumes of written records (Merriam & Tisdell, 2015). Moreover, it allows the researcher to gain deep insights into the problem, research questions and purpose and connect it to the theories, and literature on the topic (Bhattacharya, 2017). Usually, qualitative researchers engage in the process of inductive or deductive analysis, where the obtained data is first arranged into small units of analysis, called codes. Then similar codes are clustered together to form categories. As the interview responses were provided in both English and Russian, the researcher translated the interviews verbatim into English for further analysis. For this study, I used deductive analysis consistent with the conceptual framework. After getting a general idea of the collected data; written interviews, educational and training documents and questionnaires were analyzed and sorted into predetermined codes, outlined in the conceptual framework and aligned with the underpinning research questions. The three components of the conceptual framework included the model of communicative competence by Canale and Swain (1980) and Canale (1983), key principles and the implementation constraints of CLT.

3.4. Ethical Procedures

Adhering to ethical procedures are of utmost importance in qualitative research, because the researcher is the primary instrument of data collection (Creswell, 2014). Even though many researchers claim that the risks associated with social research are minimal compared to the field of medical research, there are still potential harms and risks that it may carry (Hammersley & Traianou, 2012). Therefore, it is necessary to comply with ethical practices at all stages of research, including data collection and reporting. First and

foremost, it is essential to disclose the purpose and voluntary nature of the research to participants and avoid power imbalances. Hence, as an ethical researcher it was fundamental to protect the research participants; apply characteristics of integrity and guard against any practice that could reveal their identities. Secondly, in data reporting the researcher ensured that the data was presented honestly.

3.4.1. Confidentiality

This research study ensured the confidentiality of the respondents through informed consent forms. The items on the questionnaire did not include direct identifiers such as names, places of work or gender. The only indirect identifier mentioned is the size of the city in the region of Kazakhstan (two major cities in the south of Kazakhstan and one in the north of Kazakhstan). The researcher used job titles, such as Teacher Trainer (TT 1, TT 2, TT 3), when referring to the participants' answers in data reporting. The raw data was stored on a password protected computer and only the researcher and the faculty advisor had access to it.

3.4.2. Risks and Benefits

Even though the research carried no more than minimal risk, there were still possible risks to consider, including power relations and psychological distress. To minimize risks, I reflected on the dangers of the power relations between the researcher and the participants. Since the participants were recruited from known acquaintances, they might have felt obliged to participate. Under these circumstances, the researcher first called and informed them about the study, their voluntary participation, and provided them with sufficient time to agree or decline to participate. Additionally, a qualitative design is prone to reflect the researchers' own interpretation of the findings. The purpose of this research was to hear the opinions of professionals in the field of in-service teacher training.

Therefore, in order to minimize power relationships and ensure the validity and accuracy of the research, the research used member checking and multiple research tools (Creswell, 2014). Secondly, to avoid any potential emotional distress to participants, the researcher informed them that they may decline any question they are not comfortable replying to. The researcher collaborated with the participants by sharing the findings to check whether the interpretations of the provided written answers were fair and representative.

3.5. Conclusion

This chapter has provided the research design and procedures best suited to address the research problem. It also outlined the sampling strategy, data collection instruments, and data analysis procedures. Specifically, considering the purpose of the study, the research followed the qualitative design and purposeful sampling strategy for choosing an information-rich sample. The data was collected through three different instruments, namely interviews, questionnaires, and document analysis. Therefore, the researcher ensured the validity of the study. The next chapter will present the findings of the research.

Chapter 4: Findings

The purpose of this study is to fill the gap in the existing research on developing secondary students' communicative skills in the English language by focusing on another important layer in the educational system of Kazakhstan, in particular in-service teacher training. Firstly, it aims to investigate what educational documents reveal about learning objectives for successful CLT pedagogy and the development of learners' communicative competence. Secondly, it explores the conceptualization and practices of CLT principles in EFL in-service teacher training. Finally, this study highlights EFL teacher trainers' perspectives on the impediments to successful ELT implementation. For this reason, I will present the data from documentary sources, followed by questionnaires and interview responses from EFL teacher trainers. The documents helped to understand the educational objectives for ELT and the nature of EFL teacher training encapsulated in PD documents. Further, the questionnaire illuminated the views and beliefs of EFL teacher trainers on the main principles of ELT and the development of communicative competence. The interview questions were designed to understand the nature of EFL teaching and learning and the implementation challenges. As a result, this chapter presents the data and findings associated with the underpinning research questions, which were:

1. What discourses underpin the development of communicative competence in the Kazakhstani secondary education context?
2. What are teacher trainers' beliefs about English language teaching?
3. What are teacher trainers' main goals associated with English language teacher training?
4. What implementation constraints do EFL teacher trainers identify in ELT in Kazakhstani secondary schools?

4.1. The Data

For this study, I first examined the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, No. 604 “Об утверждении государственных общеобязательных стандартов образования всех уровней образования” [On the approval of the state compulsory education standards for all levels of education] (“SCSE, 2018” hereafter). This 194-page document written in the Russian language sets forward the learning objectives, expected outcomes and values underpinning school education for different subjects and levels of education. For this dissertation, I focused on the subject “Foreign language” for secondary education in Kazakhstan, which includes primary education (Grades 1 to 4), lower secondary education (Grades 5 to 9) and upper secondary education (Grades 10 to 11). Further, I referred to the Instructional-Methodological Letters published by the Altynsarin National Academy of Education for the 2020-2021 and 2021-2022 academic years. These methodological recommendations stipulate the guidelines specific to foreign language teaching. Finally, I reviewed the supplementary materials for PD provided by EFL teacher trainers.

Secondly, the questionnaire with EFL teacher trainers provided additional results because this instrument illustrated the teacher trainers' perspectives on the current foreign language teaching approach and professional development. The first section of the questionnaire (Section A) provided the personal background of EFL trainers, such as their age, education, language repertoires and years of training. Section B focused on the key CLT features of English language teaching. Section C then concentrated on the main objectives and nature of their teacher training programs, primarily related to the development of communicative competence.

Finally, the purpose of the interviews was to elicit teacher trainers' views on the overall aim of foreign language teaching in Kazakhstan, the skills developed in English language classrooms, and the implementation challenges. The interview consisted of eight open-ended questions, which participants agreed could be conducted face-to-face or online via the ZOOM platform. However, the state of emergency and the rise of the Covid19 Omicron variant resulted in respondents declining to participate in the initially agreed-upon interview format. To minimize the risk of my participants withdrawing from the study, I agreed not to conduct online interviews and sent the semi-structured questions to the participants as per their request. Consequently, the respondents provided their answers in a written form in both Russian and English. The next section will illustrate the findings from the above-mentioned research tools.

4.2. The Components of Communicative Competence in the Kazakhstani Context

To answer what knowledge counts and is viewed as important in Kazakhstani EFL classrooms, I have used a conceptual framework that included the components of communicative competence proposed by Canale and Swain (1980) and later revised by Canale (1983). According to SCES (2018), the overall aim for foreign language (FL) classroom is the development of learners' communicative competence. The grammatical component is further divided into four measurable skills, namely speaking, writing, reading and listening. The discourse component is predominantly connected with students developing skills valued in the workplace, whereas intercultural communicative competence focuses on students' understanding of the national identity and interaction with other cultures. The following section will illustrate these components in practice in the Kazakhstani context.

4.2.1. The Focus on Grammatical, Discourse and Intercultural Communicative Competence in Kazakhstani School Education

The document analysis revealed that grammatical, discourse, and intercultural communicative competence were highlighted throughout the school curriculum. For example, the SCES (2018) analysis demonstrated that the objectives for primary education predominantly focus on the development of grammatical competence because students are required to learn rules of the language, sentence and question formation, spelling, vocabulary, and punctuation. Besides, according to the SCSE (2018), one of the objectives of the subject “Foreign language” is to develop learners' “полиязычной, поликультурной личности” [multilingual and multicultural identities]. The document also stresses the importance of teaching moral values and patriotism, stating that FL teaching should aim to develop “патриотического отношения к своей Родине, своему народу и толерантного отношения к представителям другой культуры” [patriotic feelings toward the Motherland and its people, as well as tolerant relations with the representatives of other cultures] (p. 67).

Furthermore, SCES (2018) states that FL teaching fosters «Формирование межкультурно-коммуникативных компетенций, позитивного отношения к иному языку и иной культуре, повышение общей культуры, расширение кругозора и знаний о стране изучаемого языка» [the formation of intercultural communicative competence, a positive attitude towards a different language and a different culture, improving the general culture, and expanding horizons and knowledge about the country of the language being studied]. From the above extract, it seems clear that schools need to also focus on forming students' intercultural communicative competence.

In addition, the SCES (2018) includes elements of discourse competence because teachers need to develop students' cognitive abilities to process information, communicate in different spheres and stay motivated to learn foreign languages. To illustrate, the subject "Foreign languages" should foster the skills of analysis and synthesis, reflected in the following abstract:

анализировать, обобщать, классифицировать профессионально значимую информацию, эффективно использовать язык для общения в научной и профессиональной деятельности, а также навыки ведения личной, деловой переписки, составления резюме, эссе по заданной тематике, которые в совокупности способствуют повышению мотивации к изучению иностранного языка. (p. 67)

From the above summary, the SCES (2018) foregrounds that students should be taught how to analyze, generalize, and classify professionally important information and use language effectively to communicate in scientific and professional activities. Interestingly, the extract also includes the skills of conducting personal and business correspondence, writing resumes, and writing essays on a given topic, which should contribute to students' motivation to learn a foreign language.

Therefore, three components of communicative competence were highlighted in the documents. First, the document foregrounded grammatical competence in primary schools, followed by intercultural communicative competence and discourse competence at later stages in the curriculum. Likewise, EFL teacher trainers stressed the importance of developing communicative competence in classrooms. For example, trainers identified that the main goals of EFL teaching were "развитие коммуникативных способностей" [the development of communicative abilities] (TT3). Additionally, they emphasized the

significant role of grammatical competence, stating that the skills inculcated in EFL classes include “навыки коммуникации на английском, письма и правильного произношения” [English communication skills, writing and correct pronunciation] (TT1). Further, TT2 remarked that the school curriculum develops students’ “Лингвистические. Коммуникативные. Культуроведческие” [linguistic, communicative and cultural competencies].

4.2.2. Communicative Competence as Measured by International Assessment

Framework

To ensure and assess the development of communicative competence, the Kazakhstani school curriculum at each Grade level correlates with the levels described in the CEFR (SCES, 2018). As stipulated in the Instructional-Methodological Letter (2021-2022), language proficiency throughout school should be developed from lower A1 to higher B2 level (Table 1).

Table 1

Language Levels for the Subject "English Language"

Grade	Language level	Hours per week (for schools with Kazakh or Russian as a medium of instruction)	Hours per academic year (for schools with Kazakh or Russian as a medium of instruction)
1 Grade	Working towards A1	2 hours	66 hours
2 Grade	A1 low	2 hours	68 hours
3 Grade	A1 mid	2 hours	68 hours
4 Grade	A1 high	2 hours	68 hours
5 Grade	low-mid A2	3 hours	102 hours
6 Grade	mid-high A2	3 hours	102 hours
7 Grade	low B1	3 hours	102 hours
8 Grade	mid B1	3 hours	102 hours
9 Grade	high B1	3 hours	102 hours
10 Grade	Not specified	3 hours	102 hours
11 Grade	B 2	3 hours	102 hours

This study revealed a consistency between EFL teacher trainers' stated objectives for language learning and the SCES (2018) methodological recommendations on the organization of the learning process. EFL teacher trainers emphasized the need to conform to the requirements of SCES (2018), and that the ultimate attainment of the B2 level in the English language is the desirable outcome of school education. As TT2 remarked "Учитель должен обеспечить освоение Госстандарта учениками. Учащийся овладеть уровнем B2 на выходе." As a result, TT2 remarked that the teacher must ensure that students master the State Standard, which should be achieving the level B2 after school graduation.

4.2.3. Communicative Competence as the Mastery of Four Language Skills

Although the ultimate attainment of the B2 level based on CEFR is an overall goal of the English language curriculum, the SCES (2018) also breaks down students' abilities into the learning objectives according to four language skills (listening, speaking, reading, and writing). Similar views were shared by the study participants, who elaborated that communicative abilities include these skills, as suggested by TT3 "В классе учащиеся должны приобретать все четыре основных навыка - чтение, аудирование, говорение, письмо" [In the classroom, students should acquire all four basic language skills - reading, listening, speaking, and writing]. Likewise, the SCES (2018) outlined the requirements for the English language at each stage of secondary education divided into four skills. The examples of learning objectives for primary, lower secondary and upper secondary education are presented in Figure 2.

Interestingly, the development of productive skills was more pronounced in the guidelines for the organization of the learning process. For instance, according to the Instructional-Methodological Letter (2020-2021), teachers are advised to maximize the

time devoted to speaking practice in class. Additionally, new lexical and grammatical structures should be introduced and repeated in communicative situations. On the other hand, the Instructional-Methodological Letter (2021-2022) stressed the importance of both oral and written skills. Nonetheless, the document suggested that the overabundance of written activities might present a barrier to communicatively-oriented classrooms.

Figure 2

Sample Language Learning Objectives at Different Grades

Language skills	Primary	Lower Secondary	Upper Secondary
Listening	Understanding short texts on a familiar topic	Understanding the main ideas of texts	Understanding authentic texts of different genres
Speaking	Forming simple sentences and questions	Retelling the main ideas of studied texts	Interacting in different registers
Reading	Reading and understanding small fiction	Understanding the main ideas of different texts	Understanding the main ideas of scientific texts
Writing	Writing frequently used words	Filling out questionnaires and tables	Planning, editing and proofreading texts

Note. Translated from SCES (2018)

4.2.4. Communicative Competence in English as a Global Language

The importance of previously described learning objectives in FL classrooms was seen as a prerequisite for further educational achievements for school graduates. The findings suggested that state educational documents and EFL teacher trainers view English language knowledge among school graduates as an opportunity to receive higher education

overseas and broaden the scope of available literature and online educational resources.

Firstly, SCES (2018) states that FL teaching and learning aims to improve students' confidence in communicating in various situations. The document also emphasizes that FL provides access to higher education in Kazakhstan and abroad and expands access to authentic texts of literary works in the original language, as encapsulated in the extract below:

Данный курс повышает уверенность обучающихся при общении в различных жизненных ситуациях, предоставляет доступ к высшему образованию не только в Казахстане, но и за рубежом, расширяет доступ к аутентичным текстам литературных произведений на языке оригинала. (p. 75)

[This course is aimed at improving students' confidence in communicating in various situations, providing access to higher education not only in Kazakhstan, but also abroad, and expanding access to authentic texts of literary works in the original language].

Similar views were observed in EFL teacher trainers' responses to the interview questions. To illustrate, one participant remarked that the main goal of FL teaching and learning is “сформировать конкурентноспособного выпускника школы – который умеет общаться и имеет доступ к мировым англоязычным ресурсам” [to form competitive school graduates who can communicate and have access to the world's resources in English] (TT2). These ideas were echoed by another EFL trainer, who said,

So that our students, speaking English fluently at the end of school, could enroll at foreign universities. During the period of schooling, they can receive good quality knowledge from other sources, with more accurate explanations of topics, for

example, like Khan Academy. And, of course, English is the main international language [with] which students can achieve a lot. (TT1).

Hence, EFL teacher trainers acknowledged the benefits of being proficient in English for accessing information and resources and opportunities to study abroad.

4.3. Assumptions Underpinning Current ELT in EFL Teacher Training

With the central focus on communicative competence in EFL classrooms, CLT is adopted as the leading approach in language teaching (Instructional-Methodological Letter, 2020-2021). Given that the CLT is the established approach, the next section will illustrate how CLT is conceptualized by EFL teacher trainers using the elements in the conceptual framework.

4.3.1. The Role of Grammar and Vocabulary

To illuminate the views of EFL teacher trainers on the implementation of EFL pedagogies in English language classrooms, they were asked to provide the perspectives on eight statements in the questionnaire. Their responses are presented in Table 2.

Table 2

Developing Communicative Competence in English Language Classes

	TT1	TT2	TT3
Vocabulary is the most important part of language teaching.	strongly agree	agree	agree
Language learning is best promoted through using the language in authentic situations in the classroom.	agree	strongly agree	agree
Meaning is best conveyed through translation between the target language and the mother tongue.	strongly agree	neutral - it depends	disagree

The teacher must focus on areas of difficulty in grammar and pronunciation.	agree	agree	neutral
The teacher must focus on the students' communicative needs outside the classroom.	disagree	neutral - it depends	disagree
The teacher must correct students' errors at all times to develop communicative competence	agree, but not all times.	disagree	disagree
The teacher must avoid deviating from the syllabus, the lesson plan, or the textbook.	disagree	disagree	disagree
Spontaneous interaction helps students to learn to communicate.	agree	agree	strongly agree
English classes should be mostly taught in English.	agree	strongly agree	strongly agree

All participants stressed the importance of vocabulary in EFL classrooms.

Moreover, their responses to potential problems in speaking were often explained as a lack of appropriate vocabulary knowledge. To illustrate, one participant responded to an imaginary scenario in the interview,

Interview question:

Imagine that an English teacher, during speaking practice, mostly asks ninth grade students questions that do not require extended responses. How would you react to this situation, and what would you recommend to the teacher?

Answer:

Let students be more involved and give them vocabulary and clichés for answering the topic. (TT3).

A similar suggestion was given by another respondent to a different scenario in the interview question.

Interview question:

The teacher asks questions on a variety of topics related to the students' personal interests or hobbies. However, students are reluctant to participate in the discussion. What do you think might be the reason for their inactive participation, and what recommendations would you give?

Answer:

There might be different reasons. Maybe she is making a video of the lesson, and students might be shy to talk in front of the camera or just shy because of their English. Or their vocabulary or speaking skill isn't enough to give a good response. First, I would recommend her to give some phrases, useful vocabulary, or ready templates of collocations in advance related to hobbies that they can use when they talk about their interests. (TT1).

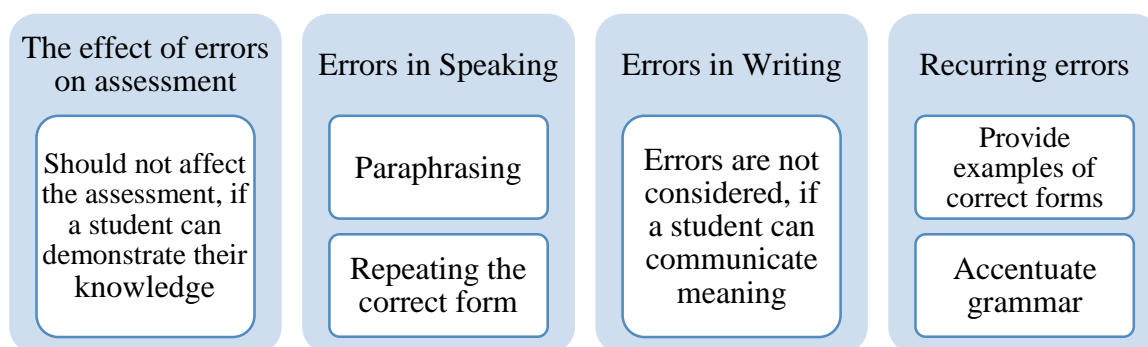
On the other hand, participants displayed various answers about difficulties in grammar and pronunciation in the questionnaire, with two participants agreeing that it was important to focus on difficulties in these areas, while another participant stayed neutral. Their diverse responses could be related to stipulations in the Instructional-Methodological Letter (2020-2021) that recommended the move from a strict focus on the accuracy of grammatical structures towards a greater emphasis on engaging in dialogues to achieve communicative goals. EFL teacher trainers also supported the balanced approach to developing communicative skills. For example, even the use of drills might be suitable for some classrooms. As TT2 mentioned, “Дриллинг хорош на определенном этапе. Но затем необходимо отрабатывать темы в коммуникативных упражнениях” [Drills are good at some stages. But then it is necessary to work out themes in communicative activities].

4.3.2. Correcting Errors and Providing Feedback

Correspondingly, there was a noticeable shift from demanding accuracy from students in EFL classrooms in relation to error correction. The questionnaire results demonstrated that error correction should be used sparingly, with two participants disagreeing with the idea that teachers should frequently correct errors. Another participant partially agreed with the statement, however, adding that it is not necessary to do it at all times. Similar recommendations were observed in the Instructional-Methodological Letter (2020-2021), which states that errors are a part of the learning process. The suggestions in dealing with students' errors include the points described in Figure 3.

Figure 3

Suggestions for Correcting Students' Errors



Note. Translated from the Instructional-methodological letter (2021-2022)

These answers show that the fluency of students' speech plays a role on par with accuracy in EFL classrooms.

4.3.3. The Use of Materials

In regard to the use of resources, the Instructional-Methodological Letter (2021-2022) recommends the use of authentic materials, namely “аудио -видеозаписи, фильмы, песни, статьи из научных и развлекательных журналов; работать с материалами

СМИ” (p. 101). Therefore, teachers are encouraged to use audio-video recordings, films, songs, articles from scientific and entertainment magazines; and work with media materials. The finding was consistent with the opinions of EFL teacher trainers, who suggested that the gradual transition from mechanical to meaningful communication can be facilitated by the use of “authentic materials” (TT2). Furthermore, EFL teacher trainers suggested that teachers can access multiple resources for ELT and use online learning opportunities to supplement their teaching. For instance, one participant explained that even though EFL classrooms might present some difficulties for teachers, finding interesting materials is a less pressing one “Everything else is on the Internet (games, interesting tasks, texts, and quizzes)” (TT2). Additionally, the PD materials supported the view that e-learning and ICT should be incorporated into EFL classes to encourage deeper learning and provide meaningful context. Therefore, according to PD documents, teachers are increasingly encouraged to use multimodal input such as video clips, photographs, and realia.

4.3.4. Communication as a Holistic Process

In the Instructional-Methodological Letter (2021-2022), teachers are advised to sequence and combine various activities. For example, teachers should include oral, written, compulsory, optional, general, differentiated, individual, combined, and creative tasks “устные, письменные, обязательные, по выбору, общие, дифференцированные, индивидуальные, комбинированные, творческие” (p. 101). Further, the recommendations in the Instructional-Methodological Letter (2021-2022) also suggested the inclusion of collaboration in tasks such as “проекты, интервью, ролевые игры, дискуссии, конференции, конкурсы, драматургия и др” (p. 99). For this reason, the use of projects, interviews, role-playing games, discussions, conferences, competitions, and

dramaturgy can encourage collaboration, motivate learning, and activate students' discovery skills. Thus, creating an interactive learning environment is brought to the forefront of teaching in EFL classrooms.

Related to this issue, EFL teacher trainers emphasized the importance of scaffolding various tasks in EFL classrooms, especially those related to vocabulary. For example, one trainer suggested improving students' speaking skills through "some phrases, useful vocabulary or ready templates of collocations in advance related with hobbies that they [students] can use when they talk about their interests" (TT1). The analysis of the PD materials shared by EFL teacher trainers also stressed that teachers should ensure that various classroom activities correspond to the learning objectives of the EFL program. Therefore, in PD materials, learning objectives are stressed as the main goalposts on which teachers should base their choice of activities.

Nonetheless, EFL trainers PD documents did not address students' communicative needs in non-academic contexts. Similarly, EFL teacher trainers have expressed either neutrality or disagreement with the need to focus on students' communicative needs outside the classroom. On the other hand, the guidelines of the Instructional-Methodological Letter (2021-2022) suggest that extra-curricular activities are an important part of motivating students to learn foreign languages. Therefore, the analysis of different research instruments revealed divisive views on this issue.

4.3.5. Collaboration in EFL Classrooms

The findings of this study suggested that collaborative activities were viewed positively by teacher trainers. For example, EFL teacher trainers recommended pair and group work to help students feel less inhibited to speak in the classroom. To facilitate more student-speaking time, TT1 suggested:

Well, if you want students to interact more and feel more comfortable to speak in an EFL classroom, you can divide them into groups according to their interests. For instance, 1st group – who do sport, 2nd – art, drawing, 3rd – dancing or singing. And in the group with like-minded people, they might be more confident to explain their ideas or hobbies. They can further do some projects, like presenting their interest to the class.

The official guidelines of the Instructional-Methodological Letter (2021-2022) stipulate that the classes of more than 24 people in urban schools, and more than 20 people in rural schools, are allowed to be divided into two groups for FL subjects. Therefore, Such further division into groups in EFL classes is easier to implement and monitor in the Kazakhstani context. Likewise, another trainer suggested that group work might help students feel less anxious about speaking. The reason for this was that answering as an individual may be a more intimidating experience for students, especially if there is not “a positive atmosphere in the classroom, or poorly established relationships between a teacher and students” (TT2). Next, PD documents also highlighted the principles of active learning, collaboration, and learning conversations as effective teaching strategies.. Consistent with EFL teachers expressed views, PD training materials suggested that effective pair and group work should be utilized to provide students with ample opportunities to interact and collaborate.

4.3.6. Teacher' Roles

The results of the questionnaire revealed that EFL teacher trainers do not support the view that any deviation from the syllabus, lesson plans, and textbooks is unacceptable. The respondents revealed that they believe teachers should be more flexible. Accordingly,

the EFL teacher training materials offer a versatile portrait of a teacher alternating their roles based on the demands of classroom activities.

Table 3

EFL Teachers' Roles

Teacher role in controlled practice	Teacher role during free practice
To model effectively	Pace the activity
To prioritise accuracy but not sacrifice context	Listening for errors in the target language
To drill where necessary	Listening to ensure that learners are on task
To engage the attention of all learners	Micro-teaching to individuals or pairs who have clearly not grasped the target language
To use effective correction techniques	Adding input if learners cannot sustain output
To optimise learner talking time	Assessing the development of fluency
To vary input stimulus	Assessing the task
To consolidate forms and sub-points	Monitor to facilitate decision-making in terms of what to do next

Note. Taken from teacher trainers' PD Documents

The facilitating role of the teacher is also evident in methodological recommendations, which state that a teacher also becomes “помощник” (an assistant) in students' learning (Instructional-Methodological Letter, 2020-2021, p. 134). EFL teacher trainers also stressed that teachers perform a vital role in the classroom. As TT2 mentioned, “As long as a teacher remains knowledgeable and curious about the changing world around them, students will find their presence in the classroom engaging and comforting”. Nevertheless, the guidelines also support the point that teachers should produce model speech in the classroom. This recommendation was emphasized for primary EFL classes, where a teacher should model speech, pronounce words and phrases slowly and clearly, and use appropriate intonation, voice, pronunciation and gestures

“моделировать свою речь, произносить слова и фразы медленно и отчетливо, используя соответствующую интонацию, голос, произношение и жесты”

(Instructional-Methodological Letter, 2020-2021, p. 83). The findings suggested that teachers are viewed as both facilitators and activators of students' knowledge and role models in the classroom.

4.3.7. The Use of the Mother Tongue

Regarding the use of students' L1 in primary schools, the Instructional-Methodological Letter (2021-2022) states that the educational process is conducted in the target language (English). However, if necessary, teachers can use the student's native language to explain a new lesson or complex instructions. This was encapsulated in the Instructional-Methodological Letter (2021-2022), “учебный процесс проводится на изучаемом (английском) языке, но при необходимости педагог может использовать родной язык обучающегося для разъяснения нового урока или сложных инструкций” [the educational process is conducted in the target language (English), but if necessary, the teacher can use the student's native language to explain a new lesson or complex instructions] (p. 61). Interestingly, there were no further recommendations for using students' L1 for later grades. EFL teacher trainers also supported the point that EFL classrooms should be primarily taught through the target language, English. Unsurprisingly, the use of students' L1 or the translation to L1 caused considerable disagreement between participants, with answers ranging from strong agreement to disagreement. The PD documents also covered the role of L1 in L2 teaching, suggesting that students' prior knowledge is important because it offers avenues for teachers to use the L1 knowledge as a scaffold in their EFL pedagogy. However, the core message,

encapsulated in PD training materials is to establish English only spaces and assimilate students into this environment.

4.4. Constraints for Effective CLT Implementation

The interview with EFL teacher trainers shed light on constraints that might limit effective teaching and CLT implementation in classrooms. Their answers revealed that mostly classroom-level and societal-institutional level constraints impacted EFL context in Kazakhstan.

4.4.1. Classroom-Level Constraints

When asked about classroom implementation challenges, the participants provided a range of responses such as teachers' language proficiency, teaching methodologies, and addressing the needs of mixed-ability students from different socio-economic backgrounds. On the issue of mixed-ability groups and teachers' differentiation strategies, one of the participants mentioned:

I believe, not all teachers can identify particular challenges in this direction, ask relevant questions, and find appropriate solutions. They simply do not know the scaffolding and differentiation. (TT 2).

Next, study participants suggested that the textbooks and teaching materials available to teachers did not ensure the gradual deepening of knowledge and complexity of the content. One EFL trainer remarked that:

There is no continuity of textbooks; it is necessary that textbooks from Grades 1 to 11 be compiled according to the same scheme, naturally with the complication of the content, but with the same concept; otherwise, textbooks for different grades may repeat topics. For example, one author in a textbook for Grade 5 has a topic

covering certain vocabulary, and another textbook for Grade 7 has the same topic with simpler vocabulary. (TT 3).

These extracts suggested that teaching mixed-ability students and lack of appropriate guidance in textbooks and resources has resulted in classroom-level implementations challenges.

4.4.2. Societal-Institutional Constraints

The SCES (2018) lists the ability to access international education as one of the advantages of receiving good quality FL instruction. Likewise, EFL teachers commented that speaking activities in EFL classrooms should mimic some of the sections of the IELTS exam. For instance, TT1 suggested the “use of cue cards because most students pass IELTS in eleventh grade, so it would be useful to practice and improve their speaking”. Admittedly, communicative competence in this sense becomes a quantifiable skill measured by international language tests. This perspective on preparation for IELTS can produce a washback effect that creates an environment where teachers model their practices to ensure that students’ knowledge is demonstrated on these tests. As a result, societal-level expectations such as access to international education and passing international tests such as IELTS can create societal-institutional challenges for effective EFL teaching.

4.5. The Purpose of English Language Professional Development

Considering their extensive experience working with EFL teachers, participants were asked to complete the last section of the questionnaire, which helped to address the main foci of EFL PD. Table 4 summarizes the responses of EFL teacher trainers on the current goals of EFL PD programs.

Table 4

Main Foci of English Language Training in Kazakhstan

	TT1	TT2	TT3
Knowledge and understanding of English language teaching as a subject or field	strongly agree	strongly agree	strongly agree
Pedagogical competencies	strongly agree	strongly agree	strongly agree
Knowledge of the curriculum	agree	agree	agree
Teaching in a multicultural or multilingual setting	neutral	strongly agree	agree
Student assessment practices	agree	agree	agree
Dealing with student behavior and classroom management	strongly agree	agree	agree
Understanding school management and administration	disagree	neutral	disagree
Approaches to individualized learning	agree	strongly agree	neutral
Strategies to develop student's communicative competence	agree	strongly agree	agree

The questionnaire results illustrated general agreement between participants on the focus of PD programs. For instance, all three participants stressed the importance of knowledge and understanding of English language teaching as a subject or field and pedagogical competencies. Similarly, the assessment practices were ranked highly as they form a significant part of the updated curriculum reform. On the other hand, according to EFL teacher trainers, school management and administrative issues remained out of the scope of PD programs.

It was interesting that teaching in a multicultural or multilingual setting has resulted in disagreement. For example, two EFL trainers agreed on the importance of creating multilingual and multicultural educational settings, whereas another trainer was neutral about this topic. Likewise, while the development of students' communicative competence was rated as important, the approaches to individualized learning yielded varying results,

with participants assigning a different value to the statement. Consequently, this section of the questionnaire revealed a consensus on the focus of the PD program with slight variations about two particular topics, namely teaching in multilingual settings and individualized learning.

Furthermore, in the interview the respondents mentioned that PD programs could help teachers to become acquainted with new methodologies, and refresh their knowledge about teaching, student engagement, assessment practices, and the use of feedback. Secondly, they indicated that the PD courses aim to provide teachers with opportunities to interact with their colleagues who come from different regions, backgrounds and experience in teaching. As TT1 mentioned, teachers can:

Обновить свои знания или научиться новой методике преподавания, вовлечения, правильного оценивания и правильно давать обратную связь. Также это отличная возможность узнать новое у своих других коллег. Как бы обмен знаниями и опытом. Так как на курс приходят учителя с большим стажем и новички.

From the above extract, it is clear that PDs are opportunities for teachers to update their knowledge or learn about new teaching methods, assessments, and feedback. It was also a great opportunity to learn new things from colleagues and exchange knowledge and experiences since experienced and novice teachers attend PD courses. In regard to the particular techniques in EFL teachers' repertoires, TT2 mentioned that courses trained teachers to use "Обучение учителей интерактивным методикам" [use interactive methodologies]. On the other hand, some participants stated that the PD courses may not result in effective networks and the dissemination of information. As TT3 reflected, "Попытки создать сообщества, рабочие группы учителей после курсов не всегда

успешны” [the attempts to create networks and disseminate information after courses are not always fruitful]. Thus, even though the respondents viewed the PD system as a platform to learn about techniques and exchange ideas, some of the gaps identified in teacher trainers' responses suggested that PD programs do not fully address teachers' individual and contextual situations. Moreover, the teacher trainers' reactions illustrated that the post-course activities lacked support structures for sustainable collaboration amongst teachers from different locations and school contexts.

In summary, this study revealed the following significant findings:

1. Three components of communicative competence are prioritized in the Kazakhstani context, starting with grammatical competence in primary school and expanding to discourse and intercultural communicative competence at later stages.
2. Grammatical competence in the Kazakhstani context is measured according to the international assessment framework (CEFR) and relates to the mastery of four language skills: speaking, writing, listening, reading. The development of productive skills may be prioritized in teaching and learning. Intercultural communicative competence relates to patriotic upbringing, awareness and respect for other cultures. Discourse competence is predominantly related to the ability to function in the workplace, particularly in professional and scientific fields.
3. Several principles of CLT are included in methodological recommendations and EFL teacher trainers' suggestions, including student-centered classrooms, a variety of activities, teachers acting as facilitators and role models, collaboration and meaningful content. The ultimate goal in EFL classrooms, however, should gradually shift toward English monolingual spaces according to EFL teacher trainers.

4. Mostly, classroom-level and societal-institutional constraints are seen as impediments for successful ELT implementation, such as the presence of mixed-ability students, inconsistency in the content of English textbooks and the need to conform to the requirements of international testing systems, such as International English Language Testing System (IELTS).
5. The problems associated with PD were identified as the absence of sustainable PD models with sufficient post-course monitoring and support for in-service EFL teachers.

4.6. Conclusion

This chapter presented the findings from multiple research instruments, including document analysis, qualitative questionnaires, and semi-structured interviews. These instruments helped to understand the context of ELT in secondary schools in Kazakhstan and elucidate the views and beliefs of EFL teacher trainers. It further explored the particular ELT implementation challenges and the focus of the PD programs for EFL teachers. In the next chapter, I will discuss findings in relation to the concepts outlined in the Literature Review Chapter.

Chapter 5: Discussion

As previously stated, the aim of this research was to illustrate EFL teacher trainers' views and practices of English language teaching and the development of learners' communicative competence in Kazakhstan. The study included multiple research instruments, namely document analysis, questionnaires, and interviews, to highlight the EFL teacher trainers' perspectives about the goals of EFL, and its associated classroom implementation challenges in Kazakhstan. The previous chapter presented the significant findings concerning the research questions. In this chapter, I discuss the findings to the underpinning research questions:

1. What discourses underpin the development of communicative competence in the Kazakhstani secondary education context?
2. What are teacher trainers' beliefs about English language teaching?
3. What are teacher trainers' main goals associated with English language teacher training?
4. What implementation constraints do EFL teacher trainers identify in ELT in Kazakhstani secondary schools?

5.1. What Discourses Underpin the Development of Communicative Competence in the Kazakhstani Secondary Education Context?

The findings revealed that Kazakhstan pursues several objectives in FL teaching. First, the study found that EFL education aims to preserve the national identities of its citizens through patriotic upbringing and respect for other cultures. Secondly, results foregrounded a more outward-looking educational policy, influenced by globalization and neoliberal policies in education. Accordingly, in Kazakhstan, international testing systems such as IELTS and the CEFR assessment framework were viewed as vehicles to ensure the

development of students' English language knowledge and upward social mobility locally, nationally, and globally. As a result, the goal of FL teaching emphasized that future graduates would be able to compete globally, improve their employability and study abroad opportunities.

5.1.1. Global Discourses in the Development of Communicative Competence in Kazakhstani Secondary Schools

The globalization and neoliberal finding for the goal of EFL pedagogy is not unique to the Kazakhstani context. As an illustration, the requirement to effectively communicate with the outside world in English is "at its zenith" in Bangladesh (Rahman & Pandian, 2018, p. 43), as the country attempts to ensure GDP growth and educate its workforce. Similarly, this trend toward *the economization of education* (Spring, 2015) or teaching skills for the workplace was visible in the SCES (2018), which stated that students' cognitive abilities of analysis and communication in professional and scientific spheres should be harnessed to the demands of the workplace.

A second finding revealed several instances of neoliberal discourse visible in the Kazakhstani educational goals that can be explained by the influence of international organizations. This neoliberal discourse was also visible in the use of standardized assessment instruments to evaluate the effectiveness of education systems (Spring, 2015). In the Kazakhstani context, it is most evident in the presence of the British Council and the IELTS test, which has become an admission requirement at local and foreign English medium universities. Finally, the introduction of the CEFR levels to guide EFL teaching and assessment also indicated broader political and economic ambitions. As a result, the adoption of the CEFR emphasizes the importance of the English language for "international mobility" and "closer cooperation not only in education, culture, and science

but also in trade and industry" (Council of Europe, 2001, p.3). Consequently, the study found that the neoliberal discourse frequently emphasized the English language in frames of modernity and cosmopolitanism, indicating a more significant association with modern Western ideologies that can function as "powerful devices contextualized within broad social, political and economic realities" (Shohamy, 2011, p. 420).

5.2. What are Teacher Trainers' Beliefs about English Language Teaching?

Considering the state's involvement in education and the desire for effective communication in an increasingly globalized world, the study found that CLT principles were a dominating theme in the data, which aligns with similar results in other Asian contexts (Baker, 2016; Chowdhury & Phan, 2008; Hasanova & Shadieva, 2008; Huang, 2016; Nhem, 2019). Hence, EFL teaching and learning adopts a student-centered approach with the gradual transition from mechanical activities to communicative spaces. Teachers of English are viewed as performing various roles in the classroom. Nevertheless, students' L1 and communicative needs in non-academic context were less pronounced in the analyzed data.

5.2.1. Student-Centeredness and Communicative Needs Outside the Classroom

The first finding of the underpinning assumptions was student-centeredness and authentic interaction. More specifically, EFL teacher trainers were supportive of the activities and conditions allowing students to speak more and feel less anxious about speaking in general. For example, as the participants mentioned, group and pair work might center around students' interests to foster more communication. This suggests that pair and group work are welcomed activities in EFL classes in Kazakhstan. Compared to other Asian contexts, these recommendations may be more appealing to Kazakhstani EFL teachers, because of the division of classes into two groups for FL subjects. Therefore, it

becomes easier to monitor group activities in Kazakhstani classrooms. In contrast to that, big class sizes presented a significant challenge for teachers to effectively facilitate and monitor group work in other Asian countries, which do not divide classes into groups (Setyaningrum, 2018).

At the same time, the comparison between various research instruments used in this study demonstrated mixed opinions about the need to focus on students' communicative needs outside the classroom. While the Instructional-Methodological Letter (2021-2022) indicated that extracurricular activities are important for students' communicative skills development, the results of the questionnaire revealed that EFL trainers disagree that teachers should pay attention to students' exposure to the target language in non-academic contexts. However, as argued by Savignon (2005), communication outside the classroom is one of the essential components of a communicative curriculum. Its importance is underscored by the necessity to interact with the outside world after school completion. Moreover, as illustrated in a study by Tuspekova et al. (2019), the use of the English language was practiced by the majority of students in their leisure time. For instance, male students practiced English with international videogames players, while female students watched videos in English. Thus, while EFL classes embrace student-centeredness, they might leave out the important feature of the communicative approach, namely the various communicative situations in students' everyday lives.

5.2.2. Gradual Progression to Communicative Activities

The second finding was about the gradual progression to communicative activities. As suggested by the previous research, the transition from controlled oral practices to spontaneous interaction in the classroom in the English language is not a simple matter of going through the learning objectives (Goodman & Abdimanapova, 2020). For this reason,

to conduct effective communicatively-oriented classroom activities, EFL teachers recommended gradually shifting from pre-communicative activities to communicative ones. Additionally, EFL teacher trainers suggested scaffolding these activities. For instance, one respondent stated “I believe, teachers need to let students be more involved and give them vocabulary and clichés to answer”. Further, if students are hesitant to produce spontaneous speech in the classroom, they can be given additional time to think and prepare. As respondents mentioned, “If students remain silent while the teacher asks questions, it may be better to give them some time to prepare the reports or presentations about their hobbies and interests”. These findings reflect the shift in Kazakhstani EFL classrooms from reducing teacher talking time to increasing student-led interaction.

5.2.3. Teachers as Role Models and Facilitators

Further, the study found that teachers were foregrounded as role models and facilitators of English language learning, to meet the demands of the updated curriculum. The findings of this study also suggested that EFL teachers may exercise a degree of autonomy. To illustrate, the Instructional-Methodological Letter (2021-2022) states that teachers independently distribute the hours and the sequence of topics for the section during the quarter. At the same time, teachers' role is expanded, as PD materials suggest, depending on the situation, where either a model language is required to set an example or more facilitation is needed. Whereas many studies on CLT suggest its inconsistency with traditional Asian teacher-centered classrooms, the findings described in this dissertation illustrate that both PD programs and EFL teacher trainers embrace more active student-centered FL learning. Nonetheless, teachers retain their position of resourceful practitioners in EFL classrooms. Finally, the ultimate teachers' appeal to students was closely linked to their overall personality and knowledge.

5.2.4. The Role of Students' L1 in EFL Classrooms

The results indicated divergent views about the use of students' L1 in EFL classrooms. The findings indicated that students' L1 plays a secondary role to learning foreign languages. As the Instructional-Methodological Letter (2021-2022) suggests, it is used to explain difficult topics and instructions and should be gradually replaced by the instruction in FL. EFL teacher trainers have predominantly agreed that English lessons should be held in English. The usefulness of L1 is only seen in some of the answers on conveying meaning of new words. The teacher trainers' materials also suggested that the ultimate goal of English classrooms is establishing predominantly English speaking spaces. It is evident that in the Kazakhstani context L1 is not fully eliminated from FL classrooms, however, it is somewhat overshadowed by the goals of ultimate English language maximization. These discourses in ELT once again emphasize the strong instrumental values attached to FL teaching.

5.3. What are Teacher Trainers' Main Goals Associated with English Language Teacher Training?

This study found the consistency between EFL teacher trainers' perspectives on PD with the SCES (2018) and methodological recommendations on the organization of the learning process. Firstly, the study showed that the participants identified that the main goals of PD were the development of communicative competence as required by SCES (2018), the focus on all four language skills and the ultimate learners' attainment of the B2 level based on CEFR. Thus, the study revealed that the EFL teacher trainers perceived the main objectives of PD courses as being related to the achievement of the stated goals. EFL teacher trainers have also emphasized the importance of PD courses as a platform for teachers to meet and exchange practices, as well as gain knowledge.

Nonetheless, this study indicated that PD programs cannot equip EFL teachers with a comprehensive all-encompassing range of knowledge and eliminate some of the existing gaps in their knowledge fully. It particularly relates to teachers' pedagogical knowledge. As participants explained, most of the time problems arise because either learners do not have sufficient language skills or teachers do not understand what methods to use to help these learners. Furthermore, the findings in this dissertation suggested that there is no effective system in place for professional networks and support for practicing teachers. The findings of this study are consistent with the study on EFL teachers' views of PD courses conducted by Zhetpisbayeva et al., (2016), where some participants mentioned that teachers do not receive appropriate support after the course completion. Additionally, the research indicated that even the state-wide PD initiatives were not provided in a timely manner. For instance, some EFL teachers already teaching on the updated curriculum have not completed the required course (Goodman & Abdimanapova, 2020). In these instances, these teachers had to learn and observe the practices of other teachers, who have attended the courses.

Furthermore, the document analysis revealed that even though the PD content was linked to the SCES (2018) and the English language educational programs, it paid less attention to the existing knowledge and practices of Kazakhstani EFL teachers. Moreover, there was a disagreement between EFL teacher trainers on whether PD focuses sufficiently on the diverse multicultural and multilingual student populations in the English language classes. The results are consistent with the research by Tleuov (2016), where the author highlighted that state-wide top-down policies retrained teachers to build their values around new instruments and methodologies in the classroom. Additionally, the EFL teacher trainers in this study revealed some mismatch between the aims of the program and the outcomes for teachers. Although the content of PD training materials touched upon the

issues of using differentiation in their classrooms, managing mixed-ability groups was perceived as a significant implementation constraint by EFL teacher trainers in the classrooms. As EFL teacher trainers admitted, not many teachers know how to distinguish between these differences and work on utilizing different approaches and activities to accommodate them.

5.4. What Implementation Constraints Do EFL Teacher Trainers Identify in ELT in Kazakhstani Secondary Schools?

According to the results of the study, the communicative approach is embraced in EFL teacher training. Further, the development of communicative competence is viewed as a valuable skill for school graduates. Although traditional teacher roles and class sizes do not represent a significant constraint of EFL classrooms, the diversity of students' linguistic skills and a lack of appropriate text-books were identified as barriers to effective CLT implementation.

5.4.1. Differentiation in EFL Classes

Firstly, the use of differentiation in EFL classes presented an implementation constraint. EFL teacher trainers posited that managing mixed-ability groups may present significant challenges for teachers not well-versed in dealing with such situations. Likewise, even though the methodological guidelines recommend the use of a variety of activities and offer flexibility and teachers' autonomy in choosing the activities and resources, they do not sufficiently address the challenges of working with mixed-ability students. Similar findings were seen in Taiwanese EFL classrooms, where teachers faced the reality of having "students with heterogeneous language skills in one class" (Huang, 2016, p.186). This presented the difficulty in pairing students, where active students would remain active throughout the pair work, and less active ones remain silent.

One of the ways teachers have dealt with the situation is trying to match students considering the areas of improvement for students. Like one teacher mentioned:

I have students good at speaking, but make spelling errors often for writing. I also get students who write good sentences, but have difficulties in speaking. It requires much attention and concern to design and organize the activities. I have to make sure that the activities are good and flexible enough to involve all students. (Huang, 2016, p. 194)

In this regard, the principles of CLT acknowledge the benefits of pair work, while also stating that it has to be used in appropriate activities (Savignon, 2005). Nevertheless, in the research and literature on CLT not enough attention is paid to the intricacies of mixed-ability groups and matching students for effective group work. Thus, teachers are largely left to their own devices and intuition while dealing with a heterogeneous group of students. Sometimes, the differences in abilities are also dependent on students' socio-economic backgrounds. As stated by the study participants, this is also an implementation constraint in EFL classes.

5.4.2. Developing Speaking Skills and Psychological Constraints

The study found that developing students' speaking skills is an important issue of EFL classrooms. As findings of this dissertation showed, mechanical activities, memorization and oral retelling of the texts are welcomed activities only at some stages of the learning process. EFL trainers indicated that lower secondary students should be able to interact in the classrooms on a wide range of topics. Some of the participants have even mentioned the possibility of future high-stakes examinations as a benchmark for the assessment of students' knowledge. Thus, the majority of respondents suggested moving away from such rigid activities into communicative ones. These ideas are also supported in

methodological guidelines stressing that learning in EFL classrooms should be interactive. On the other hand, the previous research in the Kazakhstani contexts suggested that sometimes teachers do not provide students with opportunities to communicate and interact spontaneously (Ismail et al., 2018; Tuspekova et al., 2019). At the same time, as demonstrated in a study by Tuspekova et al. (2019) some EFL teachers state that students' reticence to communicate on a variety of topics is linked to their lack of general knowledge. In these situations, teachers may ask a variety of open-ended questions, while students remain silent.

Two main strategies for encouraging communication in EFL classrooms were suggested by EFL teacher trainers. Firstly, in order to challenge high-achieving students, different questioning strategies could be employed, such as shifting from display questions to questions that require extended answers. On the other hand, helping less active students included providing them with sentence structures and needed vocabulary. Overall, students' lack of engagement in the classroom was seen as a signal for careful examination by the teacher. In the same vein, the idea of students' active participation was the most pronounced theme in PD documents. Thus, EFL teacher trainers suggested that finding the right balance between challenging and supporting students is the key element of successful language teaching and learning. Most importantly, scaffolding and differentiation strategies have to be employed to ensure the ongoing interaction during the lesson.

Further, the study illustrated that students' emotional needs and concerns should be taken into account. This is especially important in light of the fact that previous research suggested students' reluctance to take more responsibility for their learning was influenced by the formal relationships between learners and teachers (Ismail et al., 2018). EFL teacher trainers linked students' reticence to engage in classroom activities, especially those

including speaking, to a non-supportive atmosphere in the classroom or the possibility of being videotaped during the class. The methodological recommendations address this issue to only some extent, mostly related to age-specific differences in the classroom. Therefore, the psychological factors in EFL classrooms are not sufficiently addressed.

5.4.3. Inconsistencies in English Text-Books

Besides being faced with students with various linguistic abilities in one class, the study revealed that teachers do not sometimes have appropriate textbooks ensuring the logical lexical progression of content and vocabulary for students. For example, one of the challenges addressed by trainers included the inconsistencies between the program based on spiral curriculum and appropriate vocabulary in the textbooks. Similar issues relating to the textbooks were also discussed in a study by Zhetpisbayeva et al. (2016), where authors pointed out that both the quality and availability of textbooks for primary English classes did not fully satisfy the needs of teachers and learners.

5.5. Conclusion

In this Chapter, the findings were interpreted in accordance with the research questions guiding this inquiry into CLT conceptualization in EFL teacher training. First the findings illustrated that secondary school students' communicative competence in EFL classes is viewed as an asset in a globalizing world. The communicative approach itself is conceptualized as a gradual process integrating controlled practices and communicative activities. Nevertheless, the study revealed that there is a lack of focus on students' diverse experiences, linguistic backgrounds and outside classroom language practice. Moreover, the implementation constraints in EFL classes included managing mixed ability groups, availability of appropriate textbooks, and timely and continuous support of the PD system.

Chapter 6: Conclusion

This study into CLT conceptualization in EFL teacher training aimed to understand the rationale behind the development of communicative competence in the Kazakhstani context. Respectively, the research questions outlined the direction of this research. Firstly, the study aimed to illustrate which discourses underpin the development of communicative competence. Then, the research investigated how English language teaching is envisioned in EFL teacher training. Further, it explored the constraints in effective ELT implementation and the impact of PD on the practices of EFL teachers. The study illuminated the views of EFL teacher trainers on ELT in the Kazakhstani context.

The ELT in Kazakhstan is experiencing a state of transition. It is becoming increasingly influenced by the state educational policy regarding foreign languages, positioning them as instruments for economic benefits. Thus, communicative competence in EFL classes is presented as a measurable skill tested predominantly through international exams and assessment frameworks such as IELTS and CEFR. This puts EFL teachers into the situation of conforming to the state standards based on the CEFR. At the same time, the parity between actors of educational processes becomes more pronounced as teachers are granted more autonomy, and learners more opportunities to speak and interact. In that sense, students and their language abilities become the products of the education system. And whereas the state demands the fulfilment of concrete requirements, students become the recipients of educational services.

Despite that, the diversity of students' population and linguistic backgrounds is not sufficiently addressed. The state sets uniform standards, which then inform the learning objectives, further impacting EFL teachers' decisions in the classroom. Corresponding to the stated goals, EFL teacher training pays less attention to the heterogeneity of students

and their multicultural and multilingual backgrounds, as the eventual outcome of EFL classrooms is the maximization of the English language use. This tactic lumps students into a homogeneous group of individuals, limiting their potential to outline their educational goals and individual developmental trajectories.

Nonetheless, in EFL teacher training CLT is interpreted as a student-centered approach, where the focus on form and drills are not eliminated, but the development of communicative skills remains the top priority. Accordingly, teachers are viewed as versatile practitioners, able to structure the lesson with the use of controlled activities and freer practices. The breakdowns in achieving the goals in oral speaking skills often occur as a result of an insufficiently challenging environment or the absence of effective scaffolding.

Considering this conceptualization of CLT and uniformity in expectations of learning outcomes, differentiation in the classroom represents a significant implementation constraint. Additionally, the difficulties arise because of a lack of suitable resources, namely English language textbooks, which sometimes do not offer a consistent roadmap for learners' language progression. At the same time while the PD system strives to improve teaching practice, it might be offering courses as isolated events, which do not provide continuity and sustainability for EFL teachers.

6.1. Recommendations for Practice

In light of these implementation constraints, in-service EFL teacher PD systems should pay more attention to teachers' and learners' needs and provide effective solutions for the actual challenges. In particular, the PD courses should focus on the transition from non-communicative activities to communicative ones. Moreover, teachers need more

support in understanding the reasons for students' difficulties in the EFL classroom, as well as the various experiences with the target language outside the classroom.

More importantly, the linguistic diversity of student population in EFL classrooms should be addressed. Particularly, the sociolinguistic reality of Kazakhstani classrooms and the speaking practices of students. Additionally, there should be more consistency between the school English language educational program and the textbooks. Specifically, the problem of textbooks not corresponding to the goals of the curriculum and not providing the needed lexical progression of topics and vocabulary should be addressed.

Finally, to ensure the sustainability of introduced reforms and the lasting impact of PD courses, a system of continuous feedback and assessment should be established to reflect on and improve existing PD programs. The follow-up activities with practicing EFL teachers might help to adapt the PD courses to the changing environments of English classrooms. At the same time, EFL teachers' experiences with the new pedagogies and methods may enrich the PD programs and pedagogical practices of other in-service teachers.

6.2. Limitations

This study used only a small sample of participants. Thus, the results of the study may not be generalizable to the larger population of EFL teacher trainers. Further, the study involved the participants from only two cities in the south and north of Kazakhstan. Another limitation of the study concerned the mode of conducting interviews influenced by the preference of participants to provide written responses instead of face-to-face interviews. This has eliminated the possibility for probing and gaining a deeper understanding of respondents' perspectives. Additionally, some participants chose to

provide short answers to open-ended questions. This required the researcher to reach out for elaborate answers to understand the meaning behind their responses.

6.3. Recommendations for Further Research

This study on the views and practices of EFL teacher trainers on CLT and the development of communicative competence in EFL classrooms has demonstrated that the approach is viewed as a combination of focus on form and focus on meaning. Moreover, many principles of CLT, including increased student-speaking time, pair and group work and the use of authentic materials are seen as beneficial to students' communicative skills development. At the same time, differentiation and scaffolding in EFL classrooms present implementation constraints in EFL teaching. Further research might focus on the teachers' views and experiences of utilizing the strategies in their practice. Additionally, the research might benefit from employing a focus group instrument to allow teachers to express their views and listen to the opinions of their colleagues.

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Appendix A

Informed Consent Form

Investigating EFL Teacher Trainers' Practices and Views of Language Teaching and Developing Learners' Communicative Competence in Kazakhstan

DESCRIPTION: You are invited to participate in a research study that explores your practices and views of language teaching and developing learners' communicative competence in secondary schools in Kazakhstan. You will be asked to participate in a face-to-face interview or online interview, depending on the COVID 19 restrictions in Kazakhstan. The interview will be informal and will be conducted in English, Russian or Kazakh languages depending on your preference. If you express your agreement, the interview will be tape-recorded. If you do not wish to participate in an interview, questions will be send to you to provide your written answers. In addition, you will be requested to complete a questionnaire. Finally, you will be asked to send your training session materials used with EFL teachers. Your name, the name of your institution will be anonymous during all stages of the study, including documents, electronic files and the dissertation itself. All the collected data, recordings and study-related documents, including consent forms, will be saved on a personal password protected computer of the researcher.

TIME INVOLVEMENT: Your participation for each instrument will take between 20-30 minutes.

RISKS AND BENEFITS: The risks for participants associated with this study are very minimal. To reduce any potential risks of the study, participants and their institution's identities will be hidden; thus, their names will be changed in the documents and data stored in a secured place. No information from interviews will be shared with their supervisors or administration. The interview time and place will be negotiated with every participant and will not interfere with their work schedules.

The benefits that may reasonably be expected from this study are getting to share their perspectives about the challenges in developing communicative skills in secondary school students in Kazakhstan and receiving new insights about the local peculiarities of EFL classrooms. Your decision to participate in this study will not affect your work or status.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary. As such, you have the right to withdraw your consent or discontinue participation at any time without penalty. The alternative is not to participate and the right to refuse to answer particular questions. The results of this research study will be included in the thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in Multilingual Education at Nazarbayev University.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, please contact the Research Supervisor for this student work, Assistant Professor Michelle Bedeker, at michelle.bedeker@nu.edu.kz

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

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

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

Signature: _____ Date: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Қазақстанда ағылшын тілі мұғалімдерінің жаттықтырушылары тәжірибесін және олардың тілді оқыту мен оқушылардың коммуникативтік құзыреттілігін дамытуға көзқарастарын зерделеу

СИПАТТАМА: Сізді Қазақстанның орта мектептерінде тіл үйрету және оқушылардың коммуникативтік құзыреттілігін дамыту бойынша сіздің тәжірибеңіз бен көзқарастарыңызды зерттеу жұмысына қатысуға шақырамыз. Сізден, бетпе-бет сұхбатқа немесе онлайн-сұхбатқа (Қазақстандағы COVID-19 шектеулеріне байланысты) қатысу сұралады. Сұхбат бейресми болады және сіздің қалауыңызға қарай ағылшын, орыс немесе қазақ тілдерінде жүргізіледі. Егер сіз келіссеңіз, сұхбат таспаға жазылады. Егер сіз сұхбатқа қатысқыңыз келмесе, сізге жазбаша жауап беру үшін сұрақтар жіберіледі. Сонымен қатар, сізден сауалнаманы толтыру сұралады. Соңында, сізден ағылшын мұғалімдерімен қолданылатын оқу сабақтарының материалдары жіберу сұралады. Құжаттарды, электронды файлдарды және диссертацияны қоса алғанда, зерттеудің барлық кезеңінде сіздің атыңыз, сіздің мекеменің аты жасырын болады. Барлық жиналған деректер, жазбалар мен зерттеуге қатысты құжаттар, оның ішінде келісім бланктері зерттеушінің жеке паролімен қорғалған компьютерінде сақталады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Әр құралға сіздің қатысуыңыз 20-30 минутты алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеуге қатысушылардың тәуекелдері минималды. Зерттеудің ықтимал тәуекелдерін азайту үшін қатысушылардың аты-жөні мен олардың мекемесінің атауы жасырылады; осылайша барлық жеке атаулар сақталатын құжаттар мен деректерде өзгертіледі. Сұхбаттан алынған ақпарат олардың жетекшілерімен немесе әкімшілігімен бөлісілмейді. Әңгімелесу уақыты мен орны әр қатысушымен келісіледі және олардың жұмыс кестесіне кедергі келтірмейді.

Бұл зерттеуден күтілетін артықшылықтар Қазақстандағы орта мектеп оқушыларының коммуникативтік дағдыларын дамытудағы қиындықтар туралы өз көзқарастарымен бөлісу және EFL аудиторияларының жергілікті ерекшеліктері туралы жаңа түсініктерді алу болып табылады. Сіздің осы зерттеуге қатысуға шешіміңіз жұмысыңызға немесе мәртебеңізге әсер етпейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына

мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады. (Мишель Бедекер, michelle.bedeker@nu.edu.kz)

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

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

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

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Изучение практик преподавателей системы повышения квалификации и их взглядов на преподавание английского языка и развитие коммуникативной компетентности учащихся в Казахстане

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению практик тренеров английского языка и их взглядов на преподавание и развитие коммуникативной компетентности учащихся в средних школах в Казахстане. Вам будет предложено принять участие в очном или онлайн-интервью, в зависимости от ограничений COVID-19 в Казахстане. Интервью будет неформальным и будет проводиться на английском, русском или казахском языках в зависимости от ваших предпочтений. Если Вы выразите свое согласие, интервью будет записано. Если Вы не хотите участвовать в интервью, вам будут отправлены вопросы, на которые вы сможете ответить в письменной форме. Кроме того, Вам будет предложено заполнить анкету. Далее, Вас попросят прислать материалы курсов повышения квалификации, применяемые на курсах для учителей английского языка как иностранного. Ваше имя, название вашего учреждения будут анонимными на всех этапах исследования, включая документы, электронные файлы и саму диссертацию. Все собранные данные, записи и документы, связанные с исследованием, включая формы согласия, будут сохранены на личном компьютере исследователя, защищенном паролем.

ВРЕМЯ УЧАСТИЯ: Ваше участие займет от 20 до 30 минут.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием минимальны. Чтобы уменьшить любые потенциальные риски исследования, личность участников и их место работы будут скрыты; таким образом, их имена будут изменены в документах и данных, хранящихся в защищенном месте. Никакая информация из интервью не будет передана их руководителям или администрации. Время и место собеседования будут согласованы с каждым участником и не будут влиять на их график работы.

Преимущества, которые можно разумно ожидать от этого исследования, заключаются в изучении взглядов тренеров на проблемы в развитии коммуникативных навыков у учащихся средних школ в Казахстане и получении нового представления об особенностях преподавания английского языка. Ваше решение участвовать в этом исследовании не повлияет на вашу работу или профессиональный статус.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является **добровольным** и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем магистерского тезиса исследователя: Мишель Бедекер, michelle.bedeker@nu.edu.kz.

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

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

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

Подпись: _____

Дата: _____

Appendix B

Document analysis protocol

Project: Investigating EFL Teacher Trainers' Practices and Views of Language Teaching and Developing Learners' Communicative Competence in Kazakhstan

Name or Type of

Document: _____

Data

received: _____

Date of document: _____

Significance or Purpose of Document: _____

Types of documents	Comments: Relationship to Research Questions
Ministerial Order	
Methodological recommendations	
Professional development course materials	

Additional Comments/Reflections/Issues:

Құжаттарды талдау хаттамасы

Жоба: Қазақстанда ағылшын тілі мұғалімдерінің жаттықтырушылары тәжірибесін және олардың тілді оқыту мен оқушылардың коммуникативтік құзыреттілігін дамытуға көзқарастарын зерделеу

Құжаттың атауы _____ немесе түрі: _____

Алынған

деректер: _____

Құжат күні: _____

Құжаттың мәні немесе мақсаты: _____

Құжат түрлері	Пікірлер: зерттеу сұрақтарымен байланыс
Қазақстан Республикасы Білім және ғылым министрлігінің бұйрығы	
Нұсқаулар	
Біліктілікті арттыру курсының материалдары	

Қосымша пікірлер / рефлексиялар / мәселелер:

Протокол анализа документов

Проект: Изучение практик тренеров английского языка и их взглядов на преподавание и развитие коммуникативной компетентности учащихся в Казахстане

Название или тип

документа: _____

Данные

получены: _____

Датирование

документа: _____

Значение или цель документа:

Типы документов	Комментарии: отношение к вопросам исследования
Приказ Министерства образования и науки Республики Казахстан	
Методические рекомендации	
Материалы курсов повышения квалификации	

Дополнительные комментарии / рефлексия / проблемы

Appendix C

Interview Protocol

Project: Investigating EFL Teacher Trainers' Practices and Views of Language Teaching and Developing Learners' Communicative Competence in Kazakhstan

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Questions:

1. What is the main goal of foreign language teaching in secondary schools in the Republic of Kazakhstan?
2. What essential skills, in your opinion, should learners acquire in the English language classroom?
3. What demands does the school curriculum place on teachers and learners? In what ways does it ensure the language skills progression throughout different Grades in secondary schools?
4. What are the main implementation challenges in English language teaching?
5. How do professional development programs address these challenges?
6. Imagine that an English teacher, during speaking practice, mostly asks ninth grade students questions that do not require extended responses. How would you react to this situation, and what would you recommend to the teacher?
7. The teacher asks questions on a variety of topics related to the students' personal interests or hobbies. However, students are reluctant to participate in the discussion. What do you think might be the reason for their inactive participation, and what recommendations would you give?
8. Imagine in the English language classroom, students resort to memorization of texts or phrases during speaking practice. What will be your advice to teachers in this situation?

Сұхбат хаттамасы

Жоба: Қазақстанда ағылшын тілі мұғалімдерінің жаттықтырушылары тәжірибесін және олардың тілді оқыту мен оқушылардың коммуникативтік құзыреттілігін дамытуға көзқарастарын зерделеу

Сұхбаттасу уақыты:

Күні:

Орны:

Сұхбат беруші:

Сұхбаттасқан:

Сұхбат алушының ұстанымы:

Сұрақтар:

1. Қазақстан Республикасының жалпы білім беретін мектептерінде шет тілін оқытудың негізгі мақсаты қандай?
2. Сіздің ойыңызша, оқушылар ағылшын тілі сабағында қандай негізгі дағдыларды меңгеруі керек?
3. Мектеп бағдарламасында мұғалімдер мен оқушыларға қандай талаптар қойылады? Ол орта мектепте тіл дамытудың үздіксіздігін қалай қамтамасыз етеді?
4. Ағылшын тілін оқытуды жүзеге асырудағы қандай негізгі мәселелер тұр?
5. Үздіксіз білім беру бағдарламалары бұл мәселелерді шешуге қалай көмектеседі?
6. Елестетіп көріңізші, ағылшын тілі мұғалімі сөйлеу жаттығуы кезінде 9 -сынып оқушыларына негізінен толық жауаптарды қажет етпейтін сұрақтар қояды. Бұл жағдайға қалай қарар едіңіз және мұғалімге не ұсынар едіңіз?
7. Балама сценарийді елестетіп көріңіз. Мұғалім оқушылардың жеке қызығушылығына немесе хоббиіне байланысты әр түрлі тақырыптар бойынша сұрақтар қояды. Алайда, студенттер пікірталасқа қатысудан бас тартады. Сіздің ойыңызша, белсенді емес қатысуға не себеп болуы мүмкін?
8. Елестетіп көріңізші, ағылшын тілі сабағында оқушылар сөйлеу жаттығулары кезінде мәтіндерді немесе дайын фразаларды есте сақтауға жүгінеді. Мұндай жағдайда мұғалімдерге қандай кеңес бересіз?

Протокол интервью

Проект: Изучение практик тренеров английского языка и их взглядов на преподавание и развитие коммуникативной компетентности учащихся в Казахстане

Время интервью:

Дата:

Место:

Интервьюер:

Опрашиваемый:

Должность интервьюера:

Вопросы:

1. Какова основная цель обучения иностранным языкам в общеобразовательных школах Республики Казахстан?
2. Какие основные навыки, по вашему мнению, должны приобретать учащиеся в классе английского языка?
3. Какие требования школьная программа предъявляет к учителям и учащимся? Каким образом она обеспечивает преемственность развития языковых навыков на протяжении всего обучения в средней школе?
4. Каковы основные проблемы реализации обучения английскому языку?
5. Как программы повышения квалификации помогают решить эти проблемы?
6. Представьте, что учитель английского языка во время разговорной практики задает ученикам 9-го класса преимущественно вопросы, не требующие развернутых ответов. Как вы отнесетесь к этой ситуации и что порекомендуете учителю?
7. Представьте себе, альтернативный сценарий. Учитель задает вопросы на различные темы, касающиеся личных увлечений или хобби учащихся. Однако ученики неохотно принимают участие в обсуждении. Что по вашему мнению, может быть причиной неактивного участия?
8. Представьте себе, что на уроках английского языка ученики прибегают к запоминанию текстов или готовых фраз во время разговорной практики. Что вы посоветуете учителям в этой ситуации?

Appendix D

Questionnaire

A: Personal and educational details: Circle or highlight the appropriate answer

Age:

20- 30 31-35 35-40 40-45 45-50

Home Language (Choose one)

Second language (Choose one)

University Education:

Specialty:

Teacher Training experience (years)

B. Main foci of English language training in Kazakhstan

Please indicate: strongly agree; agree, neutral, disagree, strongly disagree

1. Knowledge and understanding of English language teaching as a subject or field
2. Pedagogical competencies
3. Knowledge of the curriculum
4. Teaching in a multicultural or multilingual setting
5. Student assessment practices
6. Dealing with student behaviour and classroom management
7. Understanding school management and administration
8. Approaches to individualized learning
9. Strategies to develop student's communicative competence

Other (please indicate)

C. Developing communicative competence in English language classes

Please indicate: strongly agree; agree, neutral, disagree, strongly disagree

1. Vocabulary is the most important part of language teaching.
2. Language learning is best promoted through using the language in authentic situations in the classroom.
3. Meaning is best conveyed through translation between the target language and the mother tongue.
4. A teacher must focus on areas of difficulty in grammar and pronunciation.
5. A teacher must focus on the students' communicative needs outside the classroom.
6. A teacher must correct students' errors at all times to develop communicative competence
7. A teacher must avoid deviating from the syllabus, the lesson plan, or the textbook.
8. Spontaneous interaction helps students to learn to communicate.
9. English class should be mostly taught in English.

Сауалнама

А: Жеке және білім беру мәліметтері: Тиісті жауапты дөңгелектеп немесе астын сызып белгілеңіз

Жасы:

20- 30 31-35 35-40 40-45 45-50

Үйде қолданатын тілі (біреуін таңдаңыз)

Екінші тіл (біреуін таңдаңыз)

Университет білімі:

Мамандығы

Педагогикалық шеберлікті арттыру саласында жұмыс өтілі (жыл)

В. Қазақстанда ағылшын тілін оқытуды үйрету келесі бағыттарды немесе білімді қамтуға бағытталған. Мынаны көрсетіңіз: толықтай келісемін; келісемін, бейтарап, келіспеймін, мүлдем келіспеймін

1. Ағылшын тілін пән немесе сала ретінде оқытуды білу және түсіну
2. Педагогикалық құзыреттерді арттыру
3. Оқу жоспарын білу
4. Көпмәдениетті немесе көптілді ортада оқыту
5. Оқушыларды бағалау тәжірибесі
6. Оқушылардың мінез-құлқымен және сыныпты басқарумен жұмыстану
7. Мектепті басқару мен басқаруды түсіну
8. Жекеленген оқытудың тәсілдері
9. Студенттің коммуникативтік құзыреттілігін дамыту стратегиялары

Басқа (көрсетіңіз)

С. Ағылшын тілі сабақтарында коммуникативтік құзыреттіліктерді дамыту. Мынаны көрсетіңіз: толықтай келісемін; келісемін, бейтарап, келіспеймін, мүлдем келіспеймін

1. Сөздік – тіл үйретудің ең маңызды бөлігі.
2. Тілді сыныптағы шынайы жағдайларда қолдану арқылы үйрену тиімдірек.
3. Мағынаны үйренер тіл мен ана тілі арасындағы аударма арқылы түсіндіру дұрыс.
4. Мұғалім грамматика мен айтылуда қиындық тудыратын салаларға назар аударуы керек.
5. Мұғалім сабақтан тыс уақытта оқушылардың коммуникативті қажеттіліктеріне назар аударуы керек.
6. Мұғалім коммуникативтік құзыреттілікті дамыту үшін әр уақытта оқушылардың қателерін түзетуі керек
7. Мұғалім силлабустан, сабақ жоспарынан немесе оқулықтан ауытқымау керек.
8. Спонтанды өзара ақпарат алмасу студенттердің қарым-қатынас жасауға үйренуіне себептеседі.
9. Ағылшын тілі сабағы (қолдан келгенше) ағылшын тілінде жүргізілуі керек.

Анкета

А: Личные данные и сведения об образовании: обведите или выделите соответствующий ответ.

Возраст:

20-30 31-35 35-40 40-45 45-50

Родной язык (выберите один)

Второй язык (выберите один)

Высшее образование:

Специальность:

Стаж подготовки учителей (лет)

В. Основные направления повышения квалификации учителей английского языка в Казахстане

Пожалуйста, укажите: полностью согласен; согласен, нейтрально, не согласен, категорически не согласен

1. Знание и понимание преподавания английского языка как предмета
 2. Педагогические компетенции
 3. Знание учебной программы
 4. Преподавание в поликультурной или полиязычной среде
 5. Практика оценивания учащихся
 6. Управление поведением учеников
 7. Понимание организационной структуры и роли администрации школы
 8. Подходы к индивидуальному обучению
 9. Стратегии развития коммуникативной компетенции учащихся
- Другое (пожалуйста, укажите)

С. Развитие коммуникативной компетенции на занятиях по английскому языку
Пожалуйста, укажите: полностью согласен; согласен, нейтрально, не согласен, категорически не согласен

1. Лексика (словарный запас) – самая важная часть обучения языку.
2. Изучению языка лучше всего способствует использование языка в аутентичных ситуациях в классе.
3. Смысл лучше всего передается посредством перевода между целевым языком и родным языком.
4. Учитель должен сосредоточиться на трудностях в грамматике и произношении.
5. Учитель должен сосредоточиться на коммуникативных потребностях учащихся вне класса.
6. Учитель должен постоянно исправлять ошибки учащихся для развития коммуникативной компетенции.
7. Учитель не должен отклоняться от программы, плана урока или учебника.
8. Спонтанное взаимодействие помогает учащимся научиться общаться.
9. Преподавание английского языка в основном должно проводиться на английском языке.