Beliefs of English Language Teachers about Multilingual Pedagogy and Their Teaching Practices: A Case of a School for Gifted Students

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Acknowledgments

Abstract

Beliefs of English language teachers about multilingual pedagogy and their teaching practices: A case of a school for gifted students

In an attempt to increase the international competitiveness of Kazakhstan through its human capital, the Trilingual Education (TL) Policy, highlighting the country's three languages, English, Kazakh, and Russian, was inaugurated in 2007 (MoES, 2011). This policy triggered the need to adopt the best pedagogical practices possible in the secondary education sector. Accordingly, the government has called on teachers to implement multilingual (ML) pedagogical practices. As its language policy involves languages of different origins, Kazakhstan could be considered a multilingual environment. However, societal attitudes that attribute certain statuses to different languages (Borg, 2003) may influence educators' beliefs about ML pedagogy as well as impact their teaching practices. In their turn, teachers' beliefs may influence the way various languages are viewed in schools.

Therefore, the present study aims to explore English language (EL) teachers' beliefs about ML pedagogy and its influence on their teaching practices. As a case study, a qualitative research design applying a semi-structured interview was conducted to explore this phenomenon at a school for gifted students. The data was collected from five secondary school English teachers. The findings revealed that the majority of these EL teachers opt for monoglossic approaches and prioritize English-only instruction due to their stances that the English language should be taught in English. However, due to their students' low language proficiency, the teachers are incapable of implementing that monolingual instruction. Thus, they switch to such heteroglossic approaches as translanguaging. Nevertheless, adopting such approaches are not the priority of these teachers due to their aspirations to utilize monoglossic methods. The findings of this

research might contribute to the body of literature by filling some gaps in multilingual educational research. They may also help teachers to review their beliefs about ML pedagogy and their actual teaching practices, as well as aid policymakers to evaluate the effectiveness of the TL Education policy.

Аңдатпа

Ағылшын тілі мұғалімдерінің көптілді педагогика туралы сенімдері

және олардың тәжірибелері: дарынды балараға арналған мектеп

Халықаралық бәсекедегі қабілеттілігін арттыру мақсатында Қазақстан адам капиталын кеңінен дамытуды ұйғарды. Сол себепті 2007 жылы енгізілген білім беру саласындағы Үштілділік саясат, қазақ, орыс және ағылшын тілдерін дамытуға бағытталды. Бұл реформа орта білім беру саласында жаңа педагогикалық әдістерге деген қажеттілікті туғызды. Соның негізінде үкімет, ағартушылар қауымына жаңа ұсыныс жасап, көптілділік педагогикаға қатысты тәжірибені меңгеруге шақырды.

Үш тілді біріктірген жаңа тілдік саясат, Қазақстанның көптілді мемлекет екендігіне айғақ болды. Алайда, қоғамдық ортадағы тілдерге деген өзіндік бір көз-қарас, осы тілдерге белгілі бір мәртебе тағайындайтын секілді. Осындай қалыптасқан әлеуметтік көз-қарас ұстаздардың көптілді педагогика туралы сенімдеріне, оған қоса олардың тәжірибелеріне әсер етуі әбден мүмкін. Осының нәтижесінде қалыптасқан мұғалімдердің сенімдері, өз кезегінде мектептердегі тілдерге деген көз-қарастарға ықпал етуі мүмкін.

Сондықтан, осы ғылыми ізденіс ағылшын тілі мұғалімдерінің көптілді педагогика туралы сенімдері мен тәжірибелерін зерттеуге мақсатталған. Аталмыш мақсатты жүзеге асыру үшін, дарынды балаларға арналған мектепте кейс- стади яғни құбылыстық талдау сапалық зерттеу жұмысы жүргізілді. Деректерді жинау үшін орта білім беру мектебінің бес ағылшын тілі мұғалімдерімен құрылымдық сұхбат жүргізілді. Зерттеу нәтижесін талдау барысында мұғалімдердің көпшілігі біртілділік саясатты қолдайтындықтары, яғни бір тілде ғана оқытуды жөн көретіндігі анықталды. Бұл сенім мұғалімдердің ағылшын тілін тек ағылшын тілінде ғана оқыту керек деп санайдығына байланысты екендігі мәлім болды. Алайда, оқушылардың

ағылшын тілі деңгейлері төмен болғандытан, мұғалімдер сабақты біртұтас ағылшын тілінде өткізу мүмкін емес екендігін көрсетті. Оқушылардың осындай төмен дайындық деңгейін есекере отырып, ағылшын тілі мұғалімдері сабақта ағылшыннан өзге тілдерді қолдануға мәжбүр екендіктерін білдірді.

Дегенмен, олардың біртілділікке қатысты ұстанымдары берік екені анықталды. Осы зерттеу нәтижелері көптілдік білім беруге қатысты ғылыми әдебиеттің дамуына үлес қосуы мүмкін. Сонымен қатар, бұл ізденіс қорытындылары негізінде мұғалімдер өз сенімдері мен тәжирибелеріне сыни тұрғыдан карауы мүмкін. Сондай-ақ, саясаткерлер үштілділік саясатының тиімділігін бағалауыда әбден мүмкін.

Аннотация

Убеждения учителей английского языка о полиязычной педагогике и опыте ее преподавания в школе для одаренных детей

В целях повышения конкурентоспособности страны через человеческий капитал, в 2007 году Казахстан представил политику Трехъязычного Образования, которая касается трех языков: английского, казахского и русского. В связи с этим, в секторе среднего образования возникла необходимость модернизировать педагогическую практику, что соответственно призвало учителей внедрить полиязычную педагогику. Казахстан, как страна, имеющая политику, которая включает языки разного происхождения, может считаться полиязычной средой. Однако, в государстве может существовать определенное социальное отношение к языкам, которое обуславливает статус этих языков. Такое языковое отношение может отразиться на убеждениях учителей о полиязычной педагогике и на их педагогической практике в целом. В свою очередь, убеждения учителей способны повлиять на восприятие разных языков в школах.

Таким образом, целью настоящего исследования стало изучение убеждений учителей английского языка о полиязычной педагогике и об опыте ее использования. Для изучения данного научного явления в школе для одаренных детей был проведен качественный анализ, в роли тематического исследования, с использованием слабоструктурированного интервью. Для сбора данных были опрошены пять учителей английского языка в средней школе. Результаты данного исследования показали, что большинство учителей отдают предпочтение преподаванию на целевом языке и считают, что английский язык должен преподаваться исключительно на английском языке. Однако, практика учителей

показывает, что такое данное моноязыковое обучение неосуществимо в связи с недостаточно хорошим уровнем английского языка у учеников. Учитывая это, педагоги прибегают к интегрированию разных языков в процессе обучения, хотя и придерживаются твердых моноязыковых убеждений. Результаты этого исследования могут внести вклад в развитие литературы о полиязычном образовании. Кроме этого, они могут способствовать самоанализу учителей их убеждений и практики полиязычной педагогики. Также эти результаты могут содействовать политикам при оценке эффективности трехъязычной политики.

Table of Contents

List of Figures

Chapter 1: Introduction

Speaking different languages could be an essential ability of human beings. It is a skill that could bring new people and experiences into one's life and provide access to different cultures. Moreover, such a capacity may benefit a country's well-being. Perhaps, because of this, countries such as Finland, the Netherlands, Switzerland, the Basque Country and Luxembourg are successfully increasing their number of multilingual students, resulting in other states holding up these countries' multilingual education programs as role models (Irsaliyev et al., 2017).

In its turn, Kazakhstan has set an ambitious goal to increase the human capital within the country. In his address to its people, the first president of Kazakhstan, Nursultan Nazarbayev (2017), presented five significant priorities of economic growth within the framework of the third modernization of global competitiveness. One such priority is the enhancement of human capital through quality education. Thus, in Kazakhstan, educational reforms and initiatives aim to introduce new teaching techniques that lay the groundwork for students' access to international experiences and the best practical knowledge for the further application of the knowledge obtained in the educational sphere (Bridges & Sagintayeva, 2014).

In this regard, in 2007 the trilingual education (TLE) policy was introduced in order to increase the language diversity within the country as well as bring new teaching methods in three languages: Kazakh, Russian, and English (MoES, 2011; MoES, 2016; The 100 Concrete Steps, 2015). Consequently, in the secondary educational sector, the following three leading institutional platforms were created as role models in multilingual education: Bilim Innovation Lyceums, Daryn Schools and Nazarbayev Intellectual Schools (Irsaliyev et al., 2017). Students of these educational institutions show high academic performance in comparison with those of other mainstream schools.

Nevertheless, the policy outcomes represent not only the results of these model schools' but of all schools in the country. In this respect, the present study aims to shed light on the current multilingual education in one of the secondary schools in Kazakhstan.

Statement of the Problem

In an attempt to implement the TLE policy, the government calls educators up for the vital work needed towards multilingual (ML) pedagogy, which is not suggested as a single methodology but a complex of principles wedded to common interests (Garcia & Flores, 2012; Neuner, 2004, as cited in Haukas, 2016). Accordingly, these principles could involve teaching in a dynamic system of languages, where learners' first languages are taken into account (Alisaari et al., 2019; Bialystok, 2001; Gopalakrishnan, 2020; Haukas, 2016; Herdina & Jessner, 2002; Neuner, 2004).

The ML pedagogical essence mentioned above could be considered as a tool for measuring the TLE policy in Kazakhstan since the reform was introduced to expand the linguistic diversity within the country (MoES, 2011). Within the TLE policy, three main languages are accorded certain positions: Kazakh as the state language, Russian as the language of inter-ethnic communication and English as the language of globalization that leads the country into the global economic arena (MoES, 2016). This language policy, with its three languages of different origins could be seen to portray the multilingual environment of the country.

However, this attempt to expand the linguistic diversity of Kazakhstan may also cause a linguistic hierarchy within TLE education. For instance, English is defined as the language of modernity and prestige (Dimova, 2007). Along with this, Kazakh, as a heritage language, is less in demand among some native speakers (Ahn and Smagulova, 2016), who prefer to use the Russian language instead (Iyildyz, 2018). Most likely considering this

dominance of Russian, the national identity program "Rukhani Zhangyru" was introduced in 2017 with the aim of strengthening positive national features and links with the history, traditions, and values of Kazakhstan (Nazarbayev, 2017). Moreover, a large-scale study conducted for the Ministry of Education and Science of Kazakhstan (MoES) in 2016 revealed that while implementing the TLE policy teachers face such issues as their own misunderstanding of its mechanisms and stages, a lack of guidance, low English language proficiency (Irsaliyev et al., 2017).

Within the state, such attitudes towards the languages could determine their status (Borg, 2003; Fives and Buehl, 2012). Thus, this may influence educators' beliefs about the multilingual pedagogy, which in turn may have an impact on their teaching practices (Lucero, Valcke & Schellens, 2013; Young & Walsh, 2010). Levin (2015) argued that beliefs relate to the practical knowledge that directs teachers' behaviours. This is why teachers' beliefs, which mostly tend to be resistant to change, directly influence the way classroom activities are designed (Barcelos, 2003; Borg, 2011). On top of that, beliefs influence the way various languages are viewed within a school environment (James, 1913). Thus, it is important to consider teachers' background knowledge and work experience since these could impact their teaching as well as the policies they set within their classroom.

In light of this, the current study was conducted in order to shed light on educators' beliefs about ML pedagogy and their practices in Kazakhstani school contexts. Such an investigation aids us in viewing how teachers practice ML pedagogy in one secondary school in Kazakhstan.

The current study involves a focus on the English language (EL) teachers at a school for gifted students. This particular choice has the following rationale: since EL teachers, being multilingual themselves, have more language teaching or language learning

experience than other teachers (Otinowska, 2014), they could have more experiences with ML pedagogy. As a result, if their practices run in alignment with ML pedagogical principles, they could guide their colleagues as change agents and help maintain sustainability in the implementation of the language policy.

As for the research site, this school for gifted students implements ML pedagogy practices that may be worthy of sharing with other schools. Thus, the current study intends to explore pedagogical stances and practices in this exemplary school.

Purpose of the Study

The present study aims to explore English language (EL) teachers' beliefs about multilingual pedagogy, their teaching practices, and the interrelation between those beliefs and practices in one of the schools for gifted students in Kazakhstan.

Research Questions

The following research questions were developed to pursue the purpose of the study:

RQ1: What are EL teachers' beliefs about multilingualism and multilingual pedagogy?

RQ2: How do EL teachers practice multilingual pedagogy in their classrooms?

RQ3: Do EL teachers' beliefs about multilingual pedagogy impact their teaching practices? If so, how?

In order to find answers to these research questions, A qualitative research design was applied in this case study.

Significance of the Study

Different stakeholders may benefit from the findings of this study. As the main participants of the study, the teachers will have the opportunity to reflect on their personal beliefs and experiences. First, the research topic, the purpose of the study and the interview questions have been designed to help teachers gain new insights

about ML pedagogy, which in turn could enable the introduction of new ideas into their teaching practices.

Second, the participants could be induced to consider the importance of their contribution to educational research, which in turn may raise their motivation to become change agents as well as to reflect on their beliefs and practices. Moreover, this may prompt them to self-evaluate and conduct action research in the future.

Students in their turn could also benefit from the findings of the study. EL teachers who will have been inspired by this study, might provide students with a new learning environment, which could lead to more active engagement and higher motivation. Yet, the current study has not pursued the goal to criticize EL teachers' teaching practices but was intended to aid them better meet the educational goals they set.

Finally, through this research, policymakers might draw more realistic conclusions about the effectiveness of the TLE policy and this may result in their increased collaboration with teachers. Moreover, this study provides a further contribution to the body of literature in the field and might also serve as a relevant base for other research in Kazakhstan and beyond its borders.

Outline of the Study

The present thesis comprises several parts. It starts with this introduction chapter, which introduces the major elements of the study. The literature review chapter that follows the introduction provides an analysis of the literature that is relevant to the topic that is explored in the thesis and a discussion of the main concepts and terms that have created the framework for the study. The next chapter is the methodology, which describes the research approach, the research design, the tools and procedure used for collecting the data, the site, the participants, the data analysis approach, and the ethical considerations of the research. This chapter is followed by the findings chapter that

demonstrates the study results, which are further interpreted in the ensuing discussion

chapter. Finally, in the conclusion chapter major conclusions are drawn from the study, its

limitations are discussed, and recommendations are presented to the various stakeholders.

Chapter 2: Literature Review

This chapter presents the analysis of literature that is relevant to the topic of the thesis, and a discussion of the main concepts and terms that create a solid foundation for conducting the study. The aim of this study was to shed light on English language (EL) teachers' beliefs about multilingualism, multilingual pedagogy, their teaching practices, and the impact of their beliefs on these practices. The following research questions were developed to lead the way for the study: 1) What are EL teachers' beliefs about multilingualism and multilingual pedagogy? 2) How do EL teachers practice multilingual pedagogy in their classrooms? 3) Do EL teachers' beliefs about multilingual pedagogy impact their teaching practices? If so, how? As a case study, a qualitative research design applying a semi-structured interview was conducted to explore the phenomena at one Kazakhstani school for gifted students.

The literature review represents a corpus to refer to while interpreting and discussing the findings of the current study. It consists of several sections, each of which uncover the ways to approach the study. The first section is focused on the elucidation of key terms and concepts pertinent to the research. The second part encompasses the conceptual framework, tailored to provide a solid foundation and guidance to measure teachers' beliefs and their practices. The next part provides an analysis of the empirical research that has been conducted on teachers' beliefs and/or practices in different multilingual contexts. The concluding part presents a discussion of policy analysis and research in Kazakhstan in order to indicate the gaps in the field which paved the way for this study.

Key Concepts

This section of the literature review comprises several points of discussion. First, it sheds light on key concepts such as beliefs, multilingualism, and multilingual pedagogy.

Then several multilingual (ML) pedagogical models that stem from the discussion of ML pedagogy, regarding its principles and a new turn towards translanguaging are presented.

It is crucial to delineate such terms and concepts as beliefs, multilingualism, and multilingual pedagogy. The clarification of these concepts helped to engender a more precise understanding of them, which assisted the researcher in developing an appropriate theory before conducting the study and discussing its results.

The concept of beliefs. This subsection of the thesis is devoted to shedding light on the concept of beliefs and covers definitions given to the term and the factors that influence teachers' beliefs.

The concept of beliefs is defined from different perspectives. It could be "an individual's judgment of the truth or falsity of a proportion" (Pajares,1992, p.307), cognitive dimensions or elements (Borg, 2003) or a "set of conceptual representations, which store general knowledge of objects, people, events, and their characteristics" (Hermans,van Braak, & Van Keer, 2008, p.18), a guide for goals, emotions, decisions and actions (Bandura, 1997), and filters representing experiences, frames for solving problems, and pointing device to take actions (Fives, & Buehl, 2012; Gates, 2006). Pajares (1992) also claimed that beliefs are the foundation of such psychological constructs as attitudes, perceptions, perspectives.

Pajares (1992) stated that any research intended to deal with teachers' beliefs should be aligned with their knowledge and practices (p.327). Most likely in this light, Borg (2003) proposed a theory about four different factors that influence teachers' cognition: previous learning experience, contextual factors, professional coursework and classroom practice (p.192). This theory finds support in the work of Fives and Buehl (2012), who claimed that "the topics of beliefs could be framed to include beliefs about self, context or

environment, content or knowledge, specific teaching practices, teaching approaches, and students" (p.472).

Considering the arguments presented above, it could be suggested that teachers' beliefs are dynamic and changeable under the influence of different factors. Having such an impact on teachers' actions, beliefs might have no patterns, so teachers' practices may vary since every single teacher's beliefs are unique and could be formulated differently under the influence level of these factors. Taking this into account and pursuing the purpose of this study, in this paper, EL teachers' beliefs and practices have been uncovered through the lens of factors proposed by Borg. Moreover, the definition given by Pajares (1992), which states that beliefs may influence one's attitudes, perceptions and perspectives was used to investigate the central phenomenon of this study.

Multilingualism. Multilingualism has been defined as "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (The Council of Europe, 2007, p.6). Taking this definition into account, in this study, the discussion of the term of multilingualism is developed in the following way. First, the phenomenon is dismantled from three different perspectives: geographical, social and medium. Then, following the funnel principle the discussion narrows down its focus to the social area and presents a narration about two dimensions from that perspective: individual versus social and proficiency versus use.

The essence of multilingualism could be dismantled from different perspectives such as **geographical, social,** and **medium** (Aronin & Singleton, 2008; Cenoz, 2013). The idea of geographical area suggests that multilingualism is a global operation of languages that is not bound to certain geographical settings but common in any country (Portoles & Marti, 2018). Hence, multilingualism is no longer a prerequisite for geographical settings to be

assigned as linguistically and culturally diverse since both monolingual and plurilingual individuals may reside both in multilingual and traditionally monolingual contexts.

As for the social perspective, some sources depict multilingualism as focusing on the perspective of societies and define it as the study of societal contact (Marshal & Moore, 2018; Moore & Gajo, 2009). Consequently, multilingualism may exist in a wide community of individuals regardless of their differences in social strata, occupational status, and cultural features (Bialystoc, 2011; Cenoz, 2003; DeAngelis, 2007). This could be associated with equity in that despite their differences in these domains, language learners are free to foster their language competences and can equally be considered as multilinguals.

The medium perspective characterizes multilingualism as multimodal, i.e., several modes of activities, and instantaneous communication because of progressive technology like the Internet (Aronin & Singleton, 2008; Block, 2014). This statement describes a vitality or a feasibility of languages and their use for expeditious and regular communication among people. Thus, from this perspective, multilingualism could be maintained in every part of the world.

To support the purpose of the study, , out of three above mentioned perspectives the focus of this subsection is narrowed down to the **social area** since within multilingual education, language exchange or use could be considered as a social interaction among educators and students. The societal contact, in terms of the manipulation of different languages, could have a broad explanation. That is why, the viewpoint of this perspective is described by distinguishing the following two dimensions: **individual versus social** and **proficiency versus use** (Cenoz, 2013; Wilton, 2009).

The focus of the individual versus the social dimension is twofold; multilingualism could be both an individual's use of various languages and a language practice in society

(Cenoz, 2013). This could be aligned with Wei (2013), who states that multilingualism is

"coexistence, contact and interaction of different languages" both in societal and individual

levels (p.26). The difference between the individual and social dimensions is that the

former focuses on the individual as a locus and an actor of communication, while the latter

is oriented toward society and the language contacts happening within it (Marshal &

Moore, 2018; Pinho & Andrade, 2009). For instance, in the school context, the individual

dimension could refer to a language learner's linguistic repertoire, while classroom

language practices could refer to the social dimension.

Considering the previously mentioned definition of multilingualism by the European

Commission (2007), both in the individual and social use of languages, the importance of

communication is highlighted. In this light, Cenoz (2013) claims that multilingualism is a

phenomenon which emphasizes the ability of speakers to manipulate languages for the

purpose of communication. In addition to this, Wei (2008) argues that multilingualism is

the ability to foster communication in multiple languages. Within multilingualism, the

habitual use of various languages for the sake of communication is also mentioned in other

sources (Hoffmann, 2000; Ludi, 2006; Wilton, 2009).

Giving prominence to communication, it is reasonable to direct focus on the

proficiency versus use dimension, which are also termed as competence-based and usage-

based (Cenoz, 2013; Gunesch, 2003; Wilton, 2009). The essence of this dimension can be

illustrated by posing a question. The language proficiency level that should be attained in

order for someone to be identified as multilingual could be a question of concern (Cenoz,

2013). A feasible answer for this issue would state that perfect mastery or native-like

control of a language is no longer a prerequisite for an individual to be considered as

plurilingual (Skunabb-Kangas & McCarty, 2008). In its turn, this may pinpoint the

importance of the use dimension over the proficiency one. Consequently, it could be

suggested that educators should not oblige students to reach native-like language levels but should instead encourage them to use languages for meaning making. Teachers may praise learners with any linguistic capacity, which in the case of less successful learners, may raise their motivation to study.

To conclude, this subsection could be portrayed as an illumination of the term multilingualism, the understanding of which was developed from different perspectives. The discussion on multilingualism has been developed in the light of one out of three perspectives. Within multilingualism both the individual and social use of languages touching the issue of language level is narrated as well. An understanding of the concept of multilingualism lays the foundation for the conceptualization of multilingual pedagogy which is considered in the next subsection.

Multilingual pedagogy. In this subsection the concept of multilingual (ML) pedagogy is described considering its development stages and main principles. Moreover, different models of ML education are presented in this part of the chapter.

Contemporary ML pedagogy was developed over a period of time under the influence of several teaching approaches such as the grammatical, communicative, cognitive and heteroglossic ones (Garcia & Flores, 2012). The origin of multilingual pedagogy could refer to the initial period of teaching foreign languages, when grammar-translation methods that fostered translation practices were prevalent (Kim, 2018), which later paved the road to communicative approaches that had a focus on interpersonal interaction and experiential learning (Krashen, 1982; Savignon, 2015).

At the next evolutionary stage of ML pedagogy, priority was given to cognitive approaches, which emphasized language learners' ability to think and reason about language and to develop their declarative, procedural, and conditional knowledge. This

could also be explained as learners' self-analysis of their knowledge on when and how or why to use this capacity of theirs (Ellis, 2019).

Finally, ML pedagogy underwent a new trend during the period of heteroglossic multilingual approaches, where the tendency was not to compartmentalize but integrate different languages into the language learning process (Kiramba, 2016). It could be suggested that a distinctive feature of this last approach is its focus on a wide range of languages, rather than on two languages as in the case of translation or on a single language in communication as with self-analysis. Most significantly, with the onset of the heteroglossic approach stage, the term "translanguaging" was introduced (Garcia & Flores, 2012; Garcia & Wei, 2014), which brought ML pedagogy to a significant phase.

According to Garcia (2009), translanguaging could be depicted as a pedagogical strategy that facilitates language learning by allowing for the integration of the different languages of students' linguistic repertoire. The term translanguaging originates from the Welsh language and involves the obtention of knowledge in one language and the completion of a task in another (Cenoz & Gorter, 2011; William, 2002, as cited in Garcia & Wei, 2014, p. 64) More precisely, in pedagogical practices, it might be a written text or a teacher's message delivered in a foreign language and a student's attempt to clarify that information in their first language to create meaning from it. Considering such an integration of languages in pedagogy, it is reasonable for teachers to follow certain principles that facilitate translanguaging practices.

In view of this, ML pedagogy with a new turn towards translanguaging is not suggested as a single methodology but as a complex of principles wedded by common interests (Garcia & Flores, 2012; Neuner, 2004, as cited in Haukas, 2016). In this regard, two major principles have been introduced further as a basis of ML pedagogy (Haukas, 2016). According to **the first principle**, ML pedagogy avoids compartmentalization, but

rather, combines various languages to provide cooperation between them, while **the second principle** claims that in ML pedagogy the acquisition of a new language should be founded on previous knowledge, i.e., learning strategies and experience that were formulated in the first language (Alisaari et al, 2019; Bialystok, 2001; Gopalakrishnan, 2020; Haukas, 2016; Herdina & Jessner, 2002; Neuner, 2004).

Juxtaposing these two major principles, one could assume that **ML pedagogy** is an educational process that aids to form one's linguistic capacity through the integration of different languages including the mother tongue.

Elaborating on the idea of the two above-mentioned principles and justifying their feasibility, eight additional principles developed by Garcia & Sylvan (2011) could be presented. The list comprises **heterogeneity** that considers diversity in students' attainment levels, **learners' collaboration** that employs students' cooperative learning, **learner-centeredness** that contemplates students' diversified needs according to levels, **teachers' collaborative work** which helps to observe students from different perspectives. Further, they include **language and content integrated learning, plurilingualism from the students up** [the whole linguistic repertoire of students] that enables them to use various languages in learning, **experiential learning,** i.e., language practice in the wider society, and **local autonomy and responsibility** that hold students accountable for their studies (Garcia & Sylvan, 2011, p. 393). The general idea of these principles is to provide a "healthy" (integrative) learning environment for students in multilingual classrooms and create "pluralities in singularities", e.g., multiple practices - linguistic, educational, cultural for students that are unique in their own way (Garcia & Sylvan, 2011, p.386). In other words, teaching should meet the needs of students from different backgrounds and with distinctive features.

Considering the two above-mentioned sets of principles, it can be said that they highlight the value of linguistic backgrounds and the integration of languages. A goal of the European Commission (2007), which calls for its member states to gain competence in at least two foreign languages and to maintain a heritage language (Griva & Chostelidou, 2011) could be aligned with the general idea of ML pedagogical principles.

Having passed through several development stages and following certain principles, ML pedagogy has come to encompass appropriate models that can be implemented in teaching practices. In compliance with the above-mentioned principles, Garcia (2009) distinguishes ML educational models that can be employed in different contexts. It is suggested that there is no dominant one among these models, since the choice of one of them is reliant on various students' needs in different settings (Garcia, 2009).

However, various ML education models could be categorized under two major ideologies: monoglossic and heteroglossic. The former tends to compartmentalize languages as separate entities and aims to prepare students with equal proficiency levels in both their first and additional languages by pursuing the principle of monolingual norms (Garcia, 2009; Grosjean, 1982). The perspectives of this ideology are believed to lead to a productive learning that refers to the enhancement of knowledge in one language (Cummins, 2008; Gopalakrishnan, 2020). As a counterbalance, the heteroglossic ideology supports multiple linguistic norms that avoid the compartmentalization of languages and leads to a diversity in the various language attainments of one's repertoire. (Busch, 2014; Garcia, 2009). The heteroglossic approach could be aligned with trilingualism, a new concept that arose after the monolingual and multilingual approaches, and which allows mobility among languages and flexibility in linguistic actions for the sake of communication (Kiramba, 2016; Velasco & Garcia, 2014). For instance, it could appear in a speaker's use of different languages to make meaning of his delivered message.

Under these two major ideologies several **ML education models** have been grouped under the four major perspectives called subtractive, additive, recursive and dynamic (Garcia, 2009).

According to **additive** perspective, replacing a heritage language with an additional one is avoided (Baker, 2001; Lambert, 1980), but the aim is to add a new language to learners' linguistic repertoire through the maintenance of L1 (Baker & Hornberger, 2001). Moreover, this perspective also leads to cognitive benefits. i.e., the development of metacognitive skills (Cummins, 2001; de Groot, 2015). ML education models such as maintenance, prestigious and immersion refer to this group (Garcia, 2009). Based on the researcher's own teaching experience, a useful example of the maintenance model can be found in some international schools of Kazakhstan, where foreign students are offered classes in their heritage languages, while the preference of local Kazakh students to be taught through the medium of English in those schools could be a case of the prestigious model. The immersion model can be represented by the educational objectives of the EAL (English as an additional language) department at one British school in Kazakhstan where the aim is to aid new students (locals) to adapt to the British curriculum. Generalizing the features of all three models of the additive perspective, one could say that all of them comprise the goal of the monoglossic ideology. Ultimately, therefore, one language remains dominant in the school setting, even if students' L1 is admittedly used.

The second perspective which is **subtractive** involves the setting of boundaries between languages so that a dominant language replaces a mother tongue (Edwards, 2009; de Jong, 2011). An illustration of this could be migrant students' cases in some settings when immersing into a new learning environment, requires such a learner to use a majority language for study purposes.

The **recursive** perspective includes heritage language immersion and developmental models and favors an alternation between the indigenous and new language in order to revitalize and ameliorate the value of the less valuable first language (Garcia, 2009). This could be the case of national repatriates who are eager to revitalize their heritage language. For instance, ethnic Kazakhs that return to Kazakhstan after several years living in other countries may forget their mother tongue and may thus attend language training courses organized to revitalize the heritage language.

The **dynamic** perspective contains two-way, content-based language learning combined with multiple multilingual education models providing for the simultaneous coexistence of various languages in an integrated dynamic system. The CLIL (Content and Language Integrated Learning) approach refers to this category of ML programs within the dynamic perspective (Coyle, 2007; Coyle, Hood & Marsh, 2010).

To conclude, the concept of ML pedagogy can be defined as a unique mother- tongue based dynamic system of languages that has developed over time. Under the umbrella of several principles, it comprises various ML education models, which could be prioritized differently depending on the needs of both settings and learners. In this study, the dynamic perspective of ML pedagogy is used to explore the central phenomenon since this perspective best fits the principles of ML pedagogy.

All in all, this section of the literature review comprises several points of discussion. First, it sheds light on key concepts such as beliefs, multilingualism, and multilingual pedagogy. Then several multilingual (ML) pedagogy models that stem from the discussion of ML pedagogy, considering its principles and a new turn towards translanguaging are presented. The clarification of such terms, concepts and theories help to build the theoretical knowledge that aids to seek for relevant answers for the research questions.

Conceptual Framework

This part of the chapter describes the conceptual framework, which represented a corpus to guide the study. The framework for preparing linguistically responsive (LR) teachers (Lucas & Villages, 2011) guided the collection of data relevant to the research questions and purpose of this study. The presentation of the conceptual framework contains two parts, the orientations, and the knowledge and skills of LR teachers.

Since this study was conducted to explore EL teachers' beliefs about multilingualism and multilingual pedagogy as well as their practices, the framework for preparing LR teachers could be utilized as an appropriate tool for investigating the central phenomenon. Through this framework, one could feasibly determine whether teachers feel responsible for providing and maintaining a "healthy" multilingual learning environment where students' backgrounds are appreciated, and individual skills are considered.

Figure 1. Framework for preparing linguistically responsive teachers
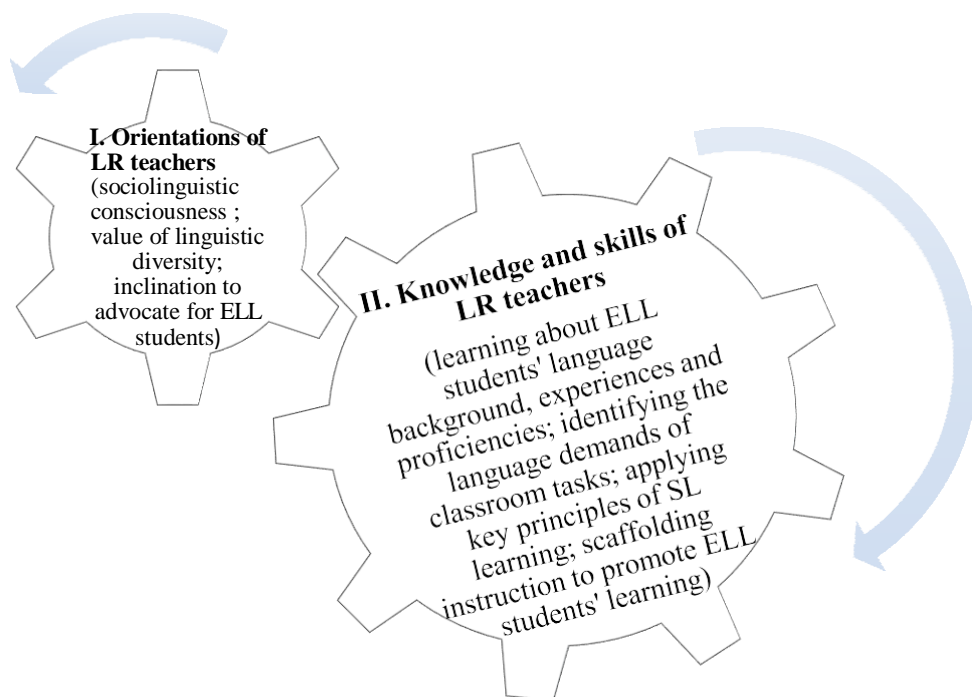
Orientations of linguistically responsive teachers. These orientations serve as an aid to discovering the inclinations that lead EL teachers towards the application of certain teaching practices as well as helping to assess whether such inclinations refer to linguistically responsive teaching.

Referring to orientations, Lucas, and Villages (2011) imply that the inclinations of teachers that Richardson (1996) claims are present lead to specific actions and ideas that are driven by beliefs and attitudes. LR teaching is based on three significant orientations: sociolinguistic consciousness, values for linguistic diversity, and an inclination to advocate for English language learning (ELL) students (Lucas & Villages, 2011). According to the first orientation, teachers should firstly consider the fact that language, culture, and identity are intertwined, and that in multilingual education, students cannot be separated from their mother tongue or from the background knowledge gained in that language (Cummins, 2009; Kirkpatrick & Liddicoat 2019). Secondly, teachers consciously or unconsciously set values towards their students' L1 in a way that these learners may perceive themselves as linguistically deficient (James, 1913). In order to avoid such a problem, a learning environment should help to eradicate the alienation and silence of learners. Thirdly, considering teachers' crucial role in setting such values as adopting respectful attitudes toward different learners' languages, they need to demonstrate advocacy towards students with diverse linguistic repertoires in order to maintain equity (Lucas & Villages, 2011).

The ML pedagogical principles, which highlight the integration of languages based on a mother tongue, could justify the feasibility of the orientations of LR teaching (Alisaari et al., 2019; Garcia, 2009; Gopalakrishnan, 2020). The practices driven by these orientations, in turn, could improve student's skills and talents by considering their individual needs (Garcia & Sylvan, 2001). Most likely, in light of this, Haukas (2016) argues that "teachers should be sensitive to learners' individual cognitive and affective

differences" (p.3). These orientations avoid compartmentalization but support diversity in language use (Busch, 2014; Garcia, 2009) and allow linguistic mobility and flexibility (Kiramba, 2016; Velasco and Garcia, 2014). Thus, the orientations introduce a set of competencies that linguistically responsive teachers should have; these are described below.

Knowledge and skills of linguistically responsive teachers. According to the frame suggested by Lucas and Villages, teachers should have the following competencies, i.e., skills and knowledge to become linguistically responsive: the ability to learn about their students' language background experiences and proficiencies, to recognize language demands in a classroom, to use key principles of Second language learning (SLL) and to create scaffolding instructions (Lucas & Villages, 2011, p.60).

According to the first competence, to aid students in a multilingual classroom, teachers need to design lessons that cater to students' language background, experiences, and proficiencies. This could be an example of teachers' actions of advocacy, one of three orientations of LR teaching. In this regard, learners' first language knowledge could be a valuable resource in second language acquisition (Cummins, 2000; Ruiz, 1984). To know more about their students' previous experiences and competences, teachers may also organize meetings with students' families (Gonzalez, 2005).

As for the second competence, teachers need to be responsible for arranging a learning environment that responds to the linguistic demands of students, i.e., to show how they value the semantic and syntactic complexity, essential vocabulary, appropriate materials, tasks, and language use in the classroom (Lucas & Villages, 2011). This practice could demonstrate teachers' value diversity not only in language use but also in their students' attainment level, which in its turn touches upon the issue of fluency or accuracy in multilingualism, which functions to favor the meaningful use of language rather than

proficiency (Cenoz, 2013; Gunesch, 2003; Skunabb-Kangas & McCarty, 2008; Wilton, 2009).

The third competence refers to SLL principles and consists of five components. The first component, conversational versus academic language proficiency, highlights challenges students encounter as they shift between academic and conversational skills, which could relate to basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) (Cummins, 2008).

The next competence, comprehensible input that is a shade higher than learners' current level, runs in alignment with Krashen's (2003) "i+1 theory", which states that new knowledge should not be too difficult or too easy for students to acquire. This fourth component aims to foster students' authentic conversational skills and is thus consistent with "experiential learning" and "localized autonomy and responsibility" principles of ML pedagogy (Garcia & Sylvan, 2011, p. 397).

According to the fifth competence, ELL learners with a solid knowledge of L1 (first language), especially in literacy, tend to succeed in second language acquisition (Thomas & Collier, 2002). It could be aligned with both the "language as a resource" orientation by Ruiz (1984) and the "plurilingualism from students up" ML pedagogy principle that aims to leverage students' mother tongue (Lucas & Villages, 2011). The latter component touches upon the problem of language learning anxiety, which is supposed to be lessened through an increasing motivation and self-esteem on the part of students (Krashen, 2003). In other words, teachers could lessen students' anxiety by complimenting them for their endeavors and encouraging them to focus on their success.

The last competence that refers to the knowledge and skills of LR teaching is scaffolded instruction. It refers to the theory regarding the zone of proximal development that describes "a convenient zone" where students obtain assistance or guidance from more

knowledgeable people in performing a task that they are unable to do by themselves (Vygotsky,1978). For instance, in a challenging or competitive educational environment, students may get support from teachers to perform their tasks.

All in all, this subsection has discussed the conceptual framework that comprises three significant orientations of linguistically responsive teaching. It develops the idea of each orientation, presenting the competences (knowledge and skills) that LR teachers should have. In general, it could be suggested that the skills and knowledge teachers use in their practices are driven by the orientation that has been formed by their beliefs.

Teachers' Beliefs and Practices on ML Pedagogy: International Perspectives

Studies on teachers' beliefs about multilingualism, ML pedagogy and/or education have been conducted in different multilingual contexts. The rising interest regarding this issue rests on the suggestion that beliefs are tied to the decisions teachers make regarding their teaching practices (Lucero, Valcke & Schellens, 2013; Young & Walsh, 2010).

Considering the above-mentioned statement, this section of the literature review analyzes some empirical studies that were conducted with purposes that are similar to that of the current study, which has entailed an exploration of teachers' beliefs about multilingual pedagogy and their ML teaching practices. Stemming from this, two subsections are presented here: an analysis of teachers' beliefs about multilingualism and multilingual pedagogy and a discussion of multilingual pedagogy practices in different schools and multilingual contexts across the world.

Beliefs about multilingualism and multilingual pedagogy. The analysis of the literature revealed several types of beliefs about ML pedagogy as well as multilingualism. These beliefs are grouped under the following categories: socioeconomic and academic success, first language significance, an awareness of linguistic resources and monolingual perspectives.

One of the widespread beliefs regarding multilingualism and ML pedagogy refers to language learners' **socioeconomic and academic success**, which is interpreted and described in various ways. For instance, in the Basque country and Friesland, teachers working within a ML pedagogy view multilingualism as a tool for boosting the intellectual abilities of students that could be beneficial in cultural and socioeconomic exchanges (Egaña, Cenoz & Gorter, 2015). The study suggests that the reason behind this could be not solely that of raising a multilingual and multicultural generation, but also the promotion of those skills for the benefit of society in terms of international relationships or business.

A more recent study conducted on Finnish teachers' beliefs revealed that through ML education, students acquire various languages that in turn lead to future job opportunities (Alisaari et al., 2019). Indeed, the prospective job offers of Finnish graduates could be within the country as well as beyond its borders. This issue of employment is also relevant to the US, where educators believe that ML education elevates students' attractiveness to the labor market (Gandara, 2018) as well as to Indian teachers, who believe that global job opportunities are possible through the knowledge of foreign languages (Proctor, 2014, as cited in Gopalakrishnan, 2020).

The findings of yet another study that covered three European contexts, Italy, Austria and the UK, echoes this resulting socio-economic benefit, also claiming that multilingual students could have great success in their professional lives (de Angelis, 2011).

Meanwhile, a study conducted in the Valencian Community in Spain revealed that ML education has no negative effect on students' linguistic competences, alternatively it is viewed as a cognitively advantageous practice (Partoles & Marti, 2018). Another research in the Swedish context also reports that learners may improve their verbal skills within ML education (Lundberg, 2019). In summary, the literature shows that ML pedagogy is believed to provide students with academic and socioeconomic success, which may aid them in different domains.

Another type of teachers' beliefs regarding ML pedagogy that has been discovered in previous research could be termed as **the significance of the first language** (Cummins, Cohen, & Giampapa, 2006). Seventy percent of Finnish teachers practicing within a ML pedagogy highlighted the importance of non-Finnish students' mother tongue as a part of their identity and culture, stating that a solid knowledge of L1 has a positive impact on the acquisition of Finnish (Alisaari et al., 2019). It could be assumed that teachers in Finland pursue the dual goal of valuing learners' backgrounds and achieving better results in the target language.

Meanwhile, Swedish primary schools' teachers highlighted the home-based use of heritage languages as crucial practice leading to academic success (Lundberg, 2019). Such a practice may indicate teachers' willingness to cooperate with parents, which in turn shows their cultural sensitivity. Furthermore, Valencian community teachers took the initiative to organize heritage language classes for Russian and Chinese migrant students (Paroles & Marti, 2018). Such a practice could also be a token of support and respect towards the cultural and linguistic values of minority group students. In addition, a case study on Mozambique teachers displayed that students of ML programs feel confident communicating in L1, and this raises their motivation to study L2 (Terra, 2018). In other words, by leaning on their L1, students seem to take small but confident steps towards the

L2. This study suggests that this tendency could help to avoid the alienation of students, thus creating a healthy learning environment for students of ML education programs.

Another belief highlighted by several studies on ML education relates to an **awareness of linguistic resources**. According to these studies, it was seen that teachers could emphasize the raising of students' consciousness about their linguistic capacities, i.e., language learning strategies (de Angelis, 2011; Haukas, 2016; Moore, 2006; Singleton & Aronin, 2007). This belief on the part of teachers may show that this capacity of their learners could be beneficial for learning new languages. Norwegian third language (L3) teachers' beliefs have a focus on the motivation to learn languages, which should be enhanced by triggering previous knowledge in L1(Haukas, 2016). It could be suggested that by using language learning strategies and noticing their feasibility, students' interests in studying new languages might increase. This technique is supported by Sweden teachers, who believe that ML education creates a resource for students to acquire a new language (Lundberg, 2019).

However, delving deeply into some studies on ML education, it is possible to see results that are noncompliant with multilingual approaches. The literature review revealed that **monolingual perspectives** form another widespread belief among some teachers, who in their ML pedagogy practices, tend to emphasize the importance of one language over another (Lundberg, 2019; Terra, 2018). In turn, this belief could indicate teaching practices that oppose the multicompetence that recognizes "the knowledge of more than one language in the same mind" (Cook, 2003, p.2). Such a belief could exist due to several factors.

According to some practitioners, the integration of prior languages could embody factors such as language mistakes (Haukas, 2016), language acquisition delay, or for immigrant students, host language confusion (De Angelis, 2011) that hinder the successful

learning of a subsequent language. Moreover, instructors may feel unable to control the teaching process as well as the host (majority) students feeling bullied due to their unawareness of guest (minority) students' L1 (Alisaari et al., 2019).

It could be suggested that the above-mentioned aspects of the monolingual perspective that take place in ML pedagogy could have both academic (language acquisition) and social characteristics (in relation to language). For instance, the Mozambican ML education programs that prioritize the L2, which is Portuguese, rather than L1, which include 17 indigenous languages (due to the societal value of L1), refers to the social character of the factors. In other words, in that context, the teachers are in favour of monolingual approaches with the L2 in dominance due to a poor knowledge of heritage languages and their underestimation of them. In point of fact, this occurrence could be reflected in Kazakhstan, where some ethnic Kazakhs prefer to use Russian (Smagulova, 2008). For instance, in Kazakhstani multilingual schools, some students with Kazakh as their mother tongue may have inadequate knowledge of their heritage language so that teachers feel responsible for creating space within their lessons for them to learn this language (Iyildyz, 2018).

Regarding the academic character of ML, some instructors tend to think that language learners' level in an additional language needs to be equal to that of native speakers and perceive it as an unreachable but desired goal (Egaña, Cenoz & Gorter, 2015). Several teachers portray multilinguals as individuals with high proficiency levels in all languages (Portoles & Marti, 2018) or believe that individuals with only partial knowledge of languages cannot be considered as multilingual (Lundberg, 2019). This issue indicates that teachers may fail to recognize students' linguistic repertoire and their various levels of attainment of the different languages in their repertoire, which in turn contradicts ML pedagogy principles.

Yet, some teachers believe that in heritage language integrated classes, students are confident and active participants, while in the target language-only classes learners are mostly reserved and dependent on their teachers (Terra, 2018). In addition to this, some educators believe that teaching multilingual students could lead them to the adaptation of multilingual approaches and the adoption of a positive attitude towards the amalgamation of languages (Lundberg, 2019). This notwithstanding, teachers may encounter some difficulties such as shortages of multilingual resources (teaching materials) and lack of guidance by the government when applying multilingual education (Terra, 2018; Iyildyz, 2018).

The current study suggests that these interferences could lose their validity if teachers advocate for language integration regardless of their poor knowledge of students' L1. As for teaching materials, teachers might modify them after researching the literature on ML education and eventually approach policymakers with their new insights and suggestions about coursebooks as well as official curricula. This could bring education to a new turn that is bottom-up rather than top-down, where practitioners have a voice to be heard by the government.

This subsection has analyzed the empirical literature on beliefs about ML education. Particularly, it has discussed the findings of studies that revealed beliefs about multilingualism and ML pedagogy. Moreover, multilingual pedagogy practices are discussed in this part of the literature review chapter as well. The following subsection focuses on an analysis of ML pedagogy practices.

Multilingual pedagogy practices. This subsection describes teachers' practices. First, it sheds light on factors that influence teachers' practices such as societal discourse, inadequate curricula and inefficient coursebooks. Then, stemming from these factors, the subsection demonstrates practices that are driven by monolingual norms and involuntary translanguaging practices.

The beliefs of teachers are their individual notions, which may differ from their practices due to the influence of the language policy in place or the wide **societal discourse** that determines certain statuses for languages (Borg, 2003; Fives and Buehl, 2012). In other words, in some societies with monoglossic norms, minority languages could be marginalized, which in turn could affect societal linguistic discourse. For instance, in some societies, heritage languages could be marginalized depending on their international demand and attractiveness (De Angelis, 2011). Thus, such a societal discourse or attitude may affect the overall realities of ML pedagogical practices taking place in different school contexts.

School practices, as revealed from the literature analysis, has made it clear that one of the crucial issues that hinder successful ML pedagogical implementation is a lack of the **teaching resources** that might amplify learners' ML awareness. This issue, in turn, may also influence the inclinations teachers have in their practices. The coursebooks, which practitioners implicitly tend to perceive as a handbook that is not subject to change (Egaña, Cenoz and Gorter, 2015; Haukas, 2016), may indicate a weakness of **the curriculum.**

Apart from inadequate teaching resources and curricula, ML pedagogical practices could be influenced by instructors' teaching preferences. Teachers are individuals, who could set certain linguistic values within their classrooms (James, 1993) and it may happen that practicing ML pedagogy teachers follow **monolingual ideologies** (Cummins, 2008; Garcia, 2009; Kiramba, 2016). For instance, despite their positive attitudes towards

multilingualism and teaching resources mirroring students' cultural and linguistic

backgrounds, 75% of Finnish teachers follow a "Finnish-only policy". Their practices

show that they sometimes prohibit the use of L1 and call upon minority parents to use

majority languages at home (Alisaari et al., 2019). In the African context, it was discovered

that "a mixing of languages in classrooms can be off-handedly banned simply as

inappropriate" (Setatietal, 2002, as cited in Kiramba, 2016, p.3).

Another example of teachers' practices refers to **involuntary translanguaging**

practices, which teachers prefer to avoid. Seemingly, this practice is rather undesirable

among some instructors, since they would prefer to conduct target-language only lessons if

their students' language attainment levels were adequate for that purpose (Egaña, Cenoz &

Gorter, 2015; Lundberg, 2019). Considering this, teachers may correct students if they

switch between languages, although they acknowledge that this practice could discourage

their students due to the prohibition of heritage languages (Egaña, Cenoz & Gorter, 2015).

Meanwhile, De Angelis (2011) stated that despite teachers' readiness to provide advice on

how to maintain minority students' heritage languages, they do not integrate the L1 in

classroom practices and may even prohibit its use at school. Additionally, it was found that

in the Swedish context, teachers allow translanguaging for Swedish language advancement

(Lundberg, 2019). Such practices could contradict ML pedagogical principles, which

uphold the integration of languages and the value of L1 (Alisaari et al, 2019; Bialystok,

2001; Garcia, 2009; Gopalakrishnan, 2020; Haukas, 2016; Herdina & Jessner, 2002).

This section on empirical studies has a dual focus that firstly illustrates teachers'

beliefs about multilingualism and multilingual pedagogy, and then discusses their

practices. Regarding instructors' beliefs, several were included in the discussion:

socioeconomic and academic success, prior language significance, awareness of linguistic

resources and monolingual perspectives. Hence, the section has presented the practices

driven by monoglossic ideologies and involuntary translanguaging and has shed light on several factors that influence teachers' practices.

Policy and Research in Kazakhstan on Multilingual Education

This section presents a brief analysis of some policy documents and research projects in Kazakhstan to illustrate the overall picture of ML education in the country. Thus, the trilingual education (TLE) policy that was introduced to create language diversity is defined as the driving force of the country's well-being (Iyldyz, 2018). Despite the introduction of new reforms, research shows that there are still some gaps remaining in fostering and maintaining ML education within the country.

In his address to the people, the first president of Kazakhstan, Nursultan Nazarbayev (2017), declared five significant priorities of economic growth within the framework of the third modernization of global competitiveness which entails strengthening the economic attractiveness of the country. One of those priorities is the enhancement of human capital obtained through quality education. In this regard, educational reforms and initiatives in Kazakhstan aim to bring in new teaching techniques to lay the groundwork for students to have access to international experiences and obtain the best practical knowledge for further application (Bridges & Sagintayeva, 2014). Thus, the educators of Kazakhstan are called to work on a list of requirements set for students' attainment levels in different aspects such as personal, performance-based, and subject- oriented ones (The State Standard, 2016).

The ambitions of the government replicate the TLE policy, which has brought new teaching tendencies employed in learning three languages: Kazakh, Russian, and English (MoES, 2011; MoES, 2016; The 100 Concrete Steps, 2015). The policy implementation was the country's attempt to integrate into the global arena with English as a language of globalization, modernity, and prestige (Dimova, 2007). Moreover, there is a plan whereby, from 2025, the Cyrillic alphabet will be replaced by the Latin one since the government

assumes this will provide a smooth integration towards the better acquisition of English across the country (Nazarbayev, 2012). As for Russian, it is referred to as the language of interethnic communication (MoES, 2011), while Kazakh is a spiritual edge or backbone that should be valued by every citizen of the country (Nazarbayev, 2012). The role of these three languages could also be distinguished according to the tetra-linguistic model and consequently named as vernacular, referential, and vehicular (Kramsch, 2008, p.322). In this regard, Kazakh can be referred to as vernacular – a national or maternal language, Russian as referential – a cultural reterritorialization language and English as vehicular – a universal language.

In an attempt to implement the policy in the sector of secondary education, three leading role model platforms with ML educational programs were created: Bilim Innovation Lyceums, Daryn schools, and Nazarbayev Intellectual Schools (Irsaliyev et al., 2017). These schools aim to educate students with both nationally and internationally compatible competences. However, the situation surrounding ML education within the country is assessed by not only the results of exemplary schools, but, rather to reap the harvest of work done on language policy, it needs to include the productive work of all schools.

Bearing in mind that ML education aims to provide language integration based on L1, the TLE policy in Kazakhstan that includes Kazakh and the other two languages could be on the right track. However, there are some issues regarding the policy implementation. For instance, most Russian speaking but ethnically Kazakh adults could be reluctant to learn their heritage language, even though this initiative is being promoted all over the country (Ahn and Smagulova, 2016). It could be suggested that this reluctance on the part of adults might harm the younger generation's language attitudes. This, in turn, might

hinder the creation of a healthy ML environment as well as interfere with the TLE policy implementation.

Interestingly, some content subject teachers claim that due to their students' inadequate knowledge of Kazakh as well as insufficient Kazakh language practice at home, instructors feel responsible for creating a space for students to learn this heritage language in their lessons (Iyildyz, 2018). Another supportive argument for this could be the academic superiority of Russian-speaking students over Kazakh-speaking ones (Diagnostic Report, 2014). This phenomenon could depict Kazakh students' humbleness and reticence as being caused by their position in the linguistic hierarchy. According to Abrakhmanova (2017), despite their studying at one of the role models schools, some students prefer to use Russian more frequently. Most likely in light of this phenomenon, the national identity program "Rukhani Zhangyru", which aims to strengthen positive national features and links with the history, traditions, and values of Kazakhstan was introduced in 2017 (Nazarbayev, 2017).

In view of the fact that Kazakhstan has been making strides towards globalization, an attempt to attain a nationalistic ideology could create an ambiguity. This ambivalence could highlight the country's hesitation between nation-building and globalization (Montgomery, 2013), which in turn, may create misunderstandings for different stakeholders. According to Iyildyz (2018), the TLE policy interpretation of teachers is influenced by their political views. In other words, if Kazakh (its acquisition) is prioritized over the country's other languages, it could be a sign of monolingualism rather than multilingualism, which in turn may impact teachers' beliefs about multilingualism as well as their ML teaching practices. Thus, Kazakhstan's attempt to revitalize the heritage language may be a promotion of patriotism only, which in turn might lead to more nationalistic outcomes that contradict the principles of ML education.

The next challenge relates to Kazakhstani stakeholders' beliefs about the concept of trilingualism. The Diagnostic Report (2014) revealed some misunderstandings among officials regarding the term itself as well as students' required attainment level. The stakeholders suggest that trilingualism is about teaching and learning English. Additionally, they also provide no clear description of "fluency" while setting requirements for students' language levels in three languages. A reflection of such a stance is the results of the following Kazakhstani study.

In 2016, by order of the Ministry of Education and Science (MoES) of Kazakhstan, Information-Analytic Center (IAC) conducted research covering 35 schools to evaluate their preparedness for the gradual implementation of TLE. This large-scale study revealed several results such as teachers' misunderstanding about the mechanisms and stages of the policy implementation and a lack of guidance in this process (Irsaliyev et al., 2017). These results have found support in other studies, which depict the need for guidance in written form and enhanced cooperation between teachers and policymakers (Iyildyz, 2018; Mukhametgaleyevna & Ospan, 2018). Seemingly, such a misunderstanding has already been reflected in teachers' perspectives. Some Kazakhstani teachers perceive the shift to the TLE policy as switching to English while leaving behind the Kazakh and Russian languages. Thus, instructors believe that TLE is successful if students are fluent in English (Mukhametgaleyevna & Ospan, 2018). Yet, other teachers use students' L1 to make meaning, thereby removing the burden of linguistically struggling students (Abrakhmanova, 2017), which may indicate a little but reasonable awareness of ML education principles among teachers.

Another challenge is the presence of a misalignment between the TLE policy in Kazakhstan and general ML education. According to Cenoz and Jessner (2009), multilingual or trilingual education refers to the simultaneous use of languages as mediums

of instruction, while second or third language teaching refers to teaching an additional language as a subject. Considering this, it is more likely that a country's language policy could not be referred to as multilingual or trilingual if its schools still teach languages as subjects only.

This section has presented the analysis and discussion of some policy documents and shed light on some studies on ML education. The narrative also depicts certain issues that arise in the implementation of the TLE policy in Kazakhstan.

Conclusion

In this literature review chapter, the key concepts of beliefs, multilingualism, ML pedagogy as well as the framework which guided the study have been discussed. Moreover, referring to the research questions, the analysis of empirical studies on teachers' beliefs and practices of ML pedagogy has also been presented. Additionally, the language policy and research on ML education in Kazakhstan, depicting several issues in policy implementation are discussed in this chapter.

Chapter 3: Methodology

The present study was aimed at exploring English language (EL) teachers' beliefs about multilingualism, multilingual pedagogy, their teaching practices, and the interrelation between those beliefs and teachers' practices in one of the schools for gifted students in Kazakhstan. Thus, in the previous chapter, the literature relevant to this research purpose has been analyzed to create a solid foundation for this research. In order to guide the study, the following research questions were developed:

1. What are EL teachers' beliefs about multilingualism and multilingual pedagogy?

2. How do EL teachers practice multilingual pedagogy in their classrooms?

3. Do EL teachers' beliefs about multilingual pedagogy impact their teaching practices? If so, how?

Considering the study purpose and these research questions, this chapter presents the methodology that was applied to conduct the study. Thus, it presents information related to the research design, the research site and participants, the instruments and piloting interviews, the data collection procedure, the data analysis and the ethical considerations.

Research Design

This section describes the research design that was applied to conduct this study and justifies the choice of the design.

In order to collect data relevant to the research topic and respond adequately to the research questions of the study, a qualitative research approach was applied. This approach was chosen as it enables the effective accumulation of an extensive textual description of a small number of participant experiences (Bui, 2014) and facilitates an understanding and interpretation of a phenomenon with social characteristics (Creswell, 2014).

Within that approach a case study research design was applied as it allows for the perception of "a real-world case" (Yin, 2014, p.16) and "to retain the holistic and meaningful characteristics of real-life events ... and explain how or why some social phenomenon works" (Yin, 2004, p.4). Moreover, it is used to deal with groups of people and seeks a vivid and vibrant description of events (Cohen, Mannion, & Morrison, 2007). Hence, in the present study, the case of in-service English language (EL) teachers in a school for gifted students was explored. Since a case study may focus on individuals and enables the researcher to discover their understanding of events, in the current study, EL teachers are those individuals whose belief about ML pedagogy and its practices are investigated as central phenomena (Cohen, Mannion, & Morrison, 2007). It was conducted as a single case study because only one school for gifted students among several was chosen. In this respect, the exploratory case study approach was used to collect answers to open-ended research questions beginning with "how" and "what" (Creswell, 2014). In an exploratory case study, a researcher focuses on what is heard from the participants and based on that, builds an understanding about the phenomenon.

To summarize, the section has described the case study design that was used in this research and justified its selection.

Research Site

This section introduces the setting where the study was conducted. It also provides a rationale for choosing this specific site.

The present study took place in one of the schools for gifted students in Karaganda. There were several reasons for choosing this city. Firstly, the city is located in the central region of Kazakhstan, which in comparison with some Kazakh-dominant southern and Russian- dominant northern regions, is relatively multilingual and multicultural. Since it is an industrial city, which draws on both local and foreign labour, people with different

linguistic and cultural backgrounds make up its population. Such a case, in turn, could raise a need for multilingual education. Thus, discovering how educators of the city meet that societal need was a reasonable endeavour. Moreover, Karaganda has a high population density as well as several schools for gifted students.

Secondly, the researcher involved in the study both earned her Bachelor's degree and gained teaching experience in that city, which in turn aided her in conducting this research. In order to establish trust-based relationships with the respondents and render conversations with them effortless, the researcher shared her work-experience and the professional courses that she had taken with teachers from different schools of the city with them.

The chosen school for gifted students, as one of the regional schools with exemplary academic performance, has a high status among municipal mainstream schools. To that end, it was a reasonable site for discovering the ML pedagogical practices taking place in one of the model schools of the region, and which of these practices are being shared with mainstream schools. From a group of similar schools for gifted students in Karaganda, this particular school was selected since it is an older school and is located in a high-density district. It is, additionally, one of only two schools for gifted students in that particular district. Both male and female students' study at this school, while only male students are educated at the second school.

Overall, the research site is a school for gifted students that was selected due to the school being one of the model schools located in a high density district, which thus made it suitable for the purpose of this study.

Sampling

The previous section has described the research site, while this section elaborates on the sampling plan that was applied in the current study. More precisely, it describes the

process of selecting the sample and provides a supportive argument for selecting that particular sample.

Hence, a purposeful sampling strategy was used to recruit the participants, which helped us to collect the relevant data that would help to answer the research questions and understand the central phenomena (Creswell, 2014). Since the phenomenon is EL teachers' beliefs about ML pedagogy and their practices, EL teachers working within that specific context were chosen as a potential sample to represent the entire population of teachers at that specific school.

The resulting sample of five EL teachers was formed by applying homogeneous sampling within the purposeful sampling strategy. The participants, all of whom had similar characteristics, were selected according to the following criteria. Firstly, they were all were English language teachers teaching in Grades 5-9. Secondly, they were full-time teachers with a teaching load of at least 18 hours per week at the site. Thirdly, all were holders of certificates from professional development courses since as EL teachers of a (regional) school for gifted students, they need to be competent in the new teaching approaches.

The sample is thus represented by five EL teachers who agreed to participate in the study. It has been stated that a case study is designed to involve a small number of participants and focuses on depth rather than breadth in the scope and analysis of phenomena (Cohen, Manion & Morrison, 2011; Duff, 2012). To that end, it was reasonable to obtain rich data by interviewing a small number of EL teachers, rather than by increasing the number of participants.

Grades 5-9 represent basic secondary education. In that period, multilingual pedagogical practices could be more prevalent since basic secondary schoolers' proficiency level of English may be lower than that of upper secondary schoolers' (Grades 10-11),

which, in turn, necessitates the integration of languages. Thus, this sampling was sufficient for shedding light on the beliefs and practices of teachers working at that level of school education.

Data Collection Instrument

The participants of the study were discussed in the previous section. This section describes the instrument that was used to collect the data which was relevant for the purpose of the study and crucial to answering the research questions.

The interview was selected as the major instrument for collecting the data. This instrument aided in the obtention of extensive data regarding EL teachers' beliefs about ML pedagogy and their resulting practices (Hesse-Biber, 2017). In order to fully answer the research questions, one-on-one interviews were conducted since it was an appropriate tool for retrieving pure data about "what was inside of teachers' heads" (Cohen, Manion & Morrison, 2011, p. 351).

During the interviews, EL teachers shared their stances, views and understandings about ML pedagogy and enlightened the researcher about their ML teaching practices. In an attempt to gather their views on the central phenomenon in a unique way, semi-structured interviews (Merriam & Tisdell, 2016) that involved open-ended questions were used in this qualitative research (Creswell, 2014), thus helping keep the conversations easy and effortless.

There were 17 interview questions: the first four questions were on the demographics of the participants, twelve pursued the goal of the three research questions and the last was for additional information in the case of participants wishing to add further information to their previous answers (see Appendix A).

In conclusion, this section describes the data collection instrument, specifically, the adoption of one-on-one semi-structured interviews and explains the appropriateness of this data collection tool.

Piloting Interviews. This section briefly illustrates the piloting of the interviews, which were conducted to ensure the acceptability of the questions that were to be adopted for the purposes of the current study.

Before the actual interviews were held, they were piloted with the researcher's peers to make sure that the interview questions had been composed appropriately so that the interviewees would fully understand each question and respond pertinently. Piloting the interviews was "necessary to make sure that the instruments function in the way they are intended" (Loewen &Philp, 2012, p.70). It was a helpful experience for the researcher since the process enabled her to add three new questions and delete four irrelevant ones that could have caused some misunderstandings for her participants during the actual interviews. Therefore, the list of questions was peer reviewed and edited. Moreover, the researcher received guidance from her supervisor on how to conduct interviews in such a way that interviewees feel free and comfortable while responding to the interview questions. One of the most important feedback she received was on how to create a conversation through which the respondents could narrate personal anecdotes while sharing information about their beliefs and practices.

Overall, the stage of piloting the interviews aided the researcher to become trained and develop interviewing skills before the actual interviews.

Data Collection Procedure

The previous section briefly narrates the piloting of the interviews, and this section elaborates on the procedures of the study.

It was mandatory to obtain permission before approaching the research site. Thus, the first step was obtaining ethics approval from the Nazarbayev Graduate School of Education (NUGSE) Research Committee. The application submitted to the Ethics Review Committee contained an informed consent form (see Appendix B), which described the study purpose, the research questions, the research design and methods, the possible risks of the research, and benefits for the participants. In addition to this, a recruitment letter was developed (Appendix C). After the approval was granted, the interview protocol was developed and piloted.

With the recruitment letter and with the informed consent forms in hand and ready for distribution, the researcher contacted the gatekeeper, who was the vice-principal of subject-oriented instruction at the research site and accountable for affairs and events such as this study. According to the regulations of the school, it was mandatory to inform the principal about affairs taking place in it. Thus, the gatekeeper accompanied the researcher when she informed the head about the study.

After obtaining permission from the school administration, emails of all teachers were obtained for the purpose of anonymity. From that list, EL teachers of Grades 5-9 were selected. These EL teachers subsequently forwarded emails with the recruitment letters (see Appendix C), where the contact information of the researcher was indicated. Thus, interested EL teachers contacted the researcher (by email) and agreed to participate since they had been requested to do so in the letter. Overall, five participants were recruited as had originally been planned. The negotiations were then held with those EL teachers who had agreed to participate to select a convenient time and place for them to be interviewed.

According to the interviewees' preferences and convenience, the interviews were held at a cafeteria just before participating in their individual interviews, the participants were asked to sign the consent forms in the English, Russian and Kazakh languages (see

Appendix B). While familiarizing themselves with the consent form, the respondents were assured that their participation would be kept confidential. They were also informed that their participation was voluntary and that they could skip some questions if they wished to do so as well as end the interview at any time. Moreover, the teachers were told that their answers would only be recorded with their permission. After having signed the consent form, one-on-one interviews were conducted with each respondent for an average duration of 30 minutes.

All in all, the data collection procedure comprised several steps such as the identification of the site and number of participants needed, the development of the interview questions and their subsequent piloting beforehand, the recruitment of the participants and the conducting of all one-on-one interviews.

Data Analysis Approach

The previous section has presented the data collection procedure utilized in the current study. This section describes the procedures used to interpret and analyze this data. Although there is no fixed way of analyzing and presenting qualitative data, the information obtained in this case study could be interpreted and subsequently written as a descriptive narrative. A recommended method of analyzing data is to follow one of the five- ways of organizing and presenting one's data analysis, which entails the interpretation of data according to (1) groups, (2) individuals, (3) issue(s), (4) research questions, or (5) by instrument (Cohen, Manion & Morrison, 2011). In this study, the fourth option was chosen since it was helpful in bringing together diverse data relevant to the research questions. Thus, it was convenient to organize the codes that had been developed into themes, which were then drawn together and categorized under the main three research questions of the study.

Upon completion of the individual interviews, the audio recorded information was transferred from the researcher's smartphone to her laptop. To ensure that all the data would be kept confidential and safe, the researcher saved it in a backup file. Then the transcripts were developed and saved in that file as well. Each interview transcript was saved as a separate Word document and printed out for analysis. Before developing the coding, the transcripts were read several times to enable the researcher to obtain an overall idea of the content of each interview. The process of coding was both challenging and exciting since it was enlightening to discover some similarities in the responses of different interviewees, which were noticed after several reviews. In the first draft of the coding, there were ninety-one codes, which were reduced in the subsequent versions to finally comprise sixteen codes. According to the research questions, the codes were categorized under three main topics: (1) beliefs about multilingualism; (2) beliefs about ML pedagogy (3) beliefs about ML pedagogy practice and (4) the impact of beliefs about ML pedagogy on teaching practices. The first category aided to develop the second category serving the purpose of the first research question, which was EL teachers' beliefs about multilingualism and multilingual pedagogy.

The next critical stage was to interpret all the data as outlined in the final coding draft. This was done through the lenses of the reviewed literature as well as the researcher's personal perspective. It is worth mentioning that a researcher needs to have adequate skills and vision to analyze the data correctly. Since it was the researcher's first study, she was aided by her supervisor in following the correct path throughout this data interpretation process as well as during the whole study period.

To conclude, this section describes the data analysis process, which was one of the essential stages of this study, narrating the procedures that were adopted to interpret the collected information.

Ethical Considerations

The previous section has described the analysis of the information obtained during the one-on-one interviews. This section, in turn, illustrates the ethical issues that would arise during the study and explains the proposed resolutions should they arise.

The process of recruitment went in alignment with the principles contained in the ethical codes prescribed at Nazarbayev University. In order to obtain permission for conducting this research, the study proposal was developed and submitted to the NUGSE Research Committee. It included the information about the research topic, the research purpose, the research design, the participants, the site, the anonymity and confidentiality procedures as well as the sample interview questions, the informed consent form and the recruitment letter. The NUGSE Research Committee reviewed the Research Approval Application Form, and it was approved on the 13th of November 2019. It is worth mentioning that the researcher took the CITI Program course and obtained a certificate of its completion on the 5th of September 2019.

Several procedures were followed in order to provide participants with anonymity and confidentiality. In order to keep their recruitment confidential, each participant was approached in a discreet manner, i.e., contacted individually by email. The personal information of respondents, their agreement to participate in the study and the sites where the interviews were held remained anonymous. In addition, pseudonyms were adopted to ensure that the participants' names would not be revealed anywhere. Their participation was voluntary, and all participants were informed that they could opt-out of the research at any time. These teachers were assured that the data they would provide would remain secure and would not be used against them or disseminated among other teachers, the school administration, or the public at large. Moreover, the transcripts, audio recordings, and signed consent forms were locked in the researcher's password protected personal

laptop. The participants were also assured that their direct responses would not be used for the benefit of any other studies and would be kept confidential for three years, after which time they would be removed from the researcher's computer and destroyed.

The potential risks for the participants of this study were minimal. In order to prevent any psychological discomfort (Hammerly & Traianou, 2012 as cited in Punch and Oancea, 2014) as well as to establish trust-based relationships, the teachers were engaged in conversations that were effortless and open.

This section has touched upon the issues of anonymity and confidentiality, the potential risks that may arise during the research, and their prevention. It also briefly described the procedure taken to get the permission to conduct the current study.

Conclusion

This chapter has described the methodology that had guided the current study. As a case study, a qualitative research design applying a semi-structured interview was chosen to explore the phenomenon at a school for gifted students. The data was collected from five basic secondary school English teachers since multilingual pedagogical practices may be more significant to them due to their students' lesser language abilities during these scholastic years. The data were analyzed and divided into the categories relevant to the research questions. In this study, the recruitment of the participants and the data collection procedure went in alignment with the principles contained in the ethical codes prescribed at Nazarbayev University. The following chapter presents the findings from the study.

Chapter 4: Findings

The purpose of this chapter is to report the main findings as revealed through an analysis of the collected data. The purpose of the study was to explore English language (EL) teachers' beliefs about multilingualism, multilingual (ML) pedagogy, their teaching practices, and the interrelation between these beliefs and practices in one of the Kazakhstani schools for gifted students. Three research questions guided this study:

1. What are EL teachers' beliefs about multilingualism and multilingual pedagogy?

2. How do EL teachers practice multilingual pedagogy in their classrooms?

3. Do EL teachers' beliefs about multilingual pedagogy impact their teaching practices? If so, how?

The previous chapter described the qualitative research approach applied to this study as well as the case study research design employed within that approach. A school for gifted students presented a case where the researcher investigated EL teachers' beliefs about multilingualism and multilingual pedagogy, and their practices. During the study, a semi- structured interview was applied as a data collection instrument to explore the phenomenon featuring five English language teachers as the participants.

The following four sections that were formed in alignment with the research questions provide a summary of the findings: (1) Beliefs about multilingualism; (2) Beliefs about multilingual pedagogy; (3) Beliefs about multilingual pedagogical practices and (4) Impact of teachers' beliefs about ML pedagogy on their practices.

Beliefs about Multilingualism

This section presents findings about multilingualism and comprises several subsections: the first language (L1) is a cornerstone of multilingualism, multilingualism as a resource to be competitive and the role of languages within multilingualism in Kazakhstan.

The first language is a cornerstone of multilingualism. The findings of this study revealed that 80% of participants consider that mastery of L1 is crucial for the successful acquisition of new languages. Moreover, the study found that an interest in studying other languages may increase if learners have a solid knowledge of their L1, as one of our respondents remarked: "As soon as I mastered my mother tongue, my interest to study other languages raised, it will not hurt if you know other languages" (Respondent A).

Moreover, the current study revealed that based on their knowledge of L1, learners can enhance their metalinguistic awareness that could pertain to phonetics, grammar, and discourse. The following responses support this statement: "As I knew my mother tongue [Kazakh] well, I could distinguish similar grammatical and phonetic features from other languages. For instance, it was useful in the case of practicing the phonetic sounds of Chinese" (Respondent C); "When I started studying Turkish, my Kazakh helped me a lot since I found similarities in vocabulary, while in the case of English I mostly relied on Russian because I found their word orders quite similar" (Respondent D); "During translations, it is better to use Russian because it is complicated to make the meaning of English words in Kazakh" (Respondent D).

Multilingualism as a resource to be competitive. According to the findings of this study, 60% of respondents believe that multilingualism is a tool for increasing students' international competitiveness, which in turn could increase the country's economic efficiency. As some respondents maintained, "Multilingualism is a tool for leading a life that meets 21st century demands" (Respondent C); "Students need to be multilingual in order for Kazakhstan to be on the list of 50 developed countries" (Participant A); "If we take up the challenge on multilingualism, it will aid the country's development" (Respondent E).

Interestingly, the respondents highlighted the role of English in their students' competitiveness. Our findings revealed that 20% of teachers believe that multilingualism boosts students' English proficiency level, which they suggest is crucial to their being globally attractive. The following response justifies this statement: "English is an international language. It is a "must" to know this language. If one visits a developed country, he or she can see that English is widely used there. We [Kazakhstanis] also have worthy things to share with the rest of the world, and this is possible with English" (Respondent E).

The findings also made it clear that EL teachers feel responsible for educating academically successful students, who are able to compete globally: "Language teaching practices should run in accordance with global demands" (Respondent C).

The role of languages within multilingualism: Trilingualism in Kazakhstan.

Another important finding was that teachers' responses revealed different beliefs about the role of languages within the trilingual education policy in Kazakhstan, involving English, Kazakh and Russian. The findings revealed that more than half of our respondents believe that Kazakh should be fostered. Nevertheless, these teachers view the way to foster it differently. For example, two teachers highlighted its promotion as a national language, stating the following: "National people [Kazakhs] should know their mother tongue first" (Respondent A); "We [native Kazakhs] do not pay much attention when it comes to speaking proper [grammatically correct] Kazakh. Instead, we are focused on how accurately we speak a foreign language" (Respondent E). Others see the way to foster it through its integration with other languages. One of the teachers voiced this belief as follows: "City kids do not know Kazakh well; if we integrate it into English lessons, students could enhance the language" (Respondent B).

On the role of English, the results indicated that 20% of respondents view it as a language that could develop Kazakhstan's well-being: "In developed countries, Russian is not important, it is English. Even the German language is not in demand [in comparison with English]" (Respondent E). One teacher pinpointed the Latinization of the Kazakh alphabet as a way to advance the knowledge of English in the country: "The government introduced the Latin alphabet because it wants people to know English well" (Respondent E).

As for the Russian language, the findings made it clear that 40% of teachers believe that it is a dominant language in urban settings including in educational organizations thus causing challenges to rural students who received inadequate Russian-language training. One participant explained her stance as follows, "I did not take proper Russian and German [as one of the mandatory foreign languages] classes in my village. Poor knowledge of

Russian caused a problem when I moved to a city, to communicate with locals who mostly

spoke Russian, and it is an actual problem today for rural students moving to urban

schools" (Respondent E).

To sum up, the study results described in this section revealed that teachers have

varying beliefs about multilingualism. The majority of respondents tend to believe that

learners' L1 is a cornerstone of multilingualism. Two-third of respondents think that

multilingualism is a tool for competitiveness. Moreover, the findings revealed that teachers

defined various roles for the different languages within the multilingualism of Kazakhstan.

Beliefs about ML Pedagogy

The section presents findings in two sub-themes, and these are quite controversial.

First, teachers' monoglossic views are presented in the subsection below called English-

only instruction is the goal teachers aspire to reach. Second, teachers' heteroglossic beliefs

are described in the subsection named value of the integration of different languages.

English-only instruction is the goal teachers aspire to reach. The results of this

study showed that all teachers' beliefs about ML pedagogy are driven by their monoglossic

views. The findings have made it apparent that EL teachers aspire to teach exclusively in

the target language, which is English as a foreign language in this case. It is interesting to

note, that teachers believe that this goal is currently impossible due to their students'

insufficient level of English. For instance, two of our respondents reported the following:

"In some schools, English is taught only in English, I strongly support this idea. It would

be possible in our school if our students were well-prepared. Their level is not enough to

teach only in English" (Respondent D); "We need to conduct English lessons in English, a

hundred percent in English" (Respondent E).

These findings showed that language ambiguity is one of the factors that generate

such a monoglossic belief on the part of EL teachers: "Students cannot store words in their

minds [memorize] if the teacher conducts lessons in different languages … Lessons need to be delivered in English, and if we allow students to use other languages, students cannot learn English properly" (Respondent A).

Moreover, the results illustrated that teachers believe that English-only instruction improves students' listening and speaking skills. According to one teacher, "Using only English at the lessons students may develop communicative skills in that language. Apart from lessons, in everyday situations [out of class] students should listen and speak in English" (Respondent E).

Value of the integration of different languages. The study revealed that almost all teachers believe that ML pedagogy is about the integration of different languages while teaching. Within that language integration 60% of teachers pinpointed the possibility of developing students' metalinguistic awareness, while 20% depicted the importance of students' L1 and their autonomous learning.

The findings made it apparent that EL teachers view ML pedagogy as teaching in an integrated system of languages. The following quotes support that belief: "ML pedagogy is not being bound to one language. It is knowledge of many languages and applying this capacity during the lesson" (Respondent A); "Knowledge of different languages is the demand of the 21st century and ML pedagogy is about teaching in various languages according to that global demand" (Respondent C); "It is about studying in different languages at higher educational institutions" (Respondent E).

Interestingly, 60% of the respondents pinpointed that the integration of languages could lead to specific cognitive developments in terms of fostering metalinguistic awareness:

Languages are interrelated, and they go along in one system. Teachers should not teach them separately but together; it is like shooting two bunnies with one bullet

[accomplish two goals at once - study two languages simultaneously]. In its turn, this can have a positive impact on the cognitive development of a person. (Respondent B)

Well languages are similarities in many things. For instance, as I knew my mother tongue [Kazakh] well, I could distinguish similar grammatical and phonetic features from other languages. For instance, it was useful in case of practicing the phonetic sounds of Chinese. (Respondent C)

Moreover, one teacher stated that students' L1 should be considered in the integration of languages: "Multilingual education is educating students who, along with their mother tongue, are able to speak in international languages". Another respondent stated that students' autonomy should be considered in translation practices since it could impact their cognition: "If it is only the teacher that does translations, students may not remember new words. Learners' effort is important in storing new information" (Respondent C).

In summary, this section that has covered the findings on teachers' beliefs about ML pedagogy highlighted two contradictory beliefs. On the one hand, EL teachers aspired to reach English-only instruction. On the other hand, they believe that the integration of languages should be valued.

Beliefs about ML Pedagogy Practices

This section is devoted to summarizing findings on EL teachers' beliefs on multilingual teaching practices, which in turn answers the second research question, which is "How do EL teachers practice multilingual pedagogy in their classrooms?". The findings presented in this section relate to monoglossic practices and heteroglossic practices. The first group of findings elaborates on the issue of target language instruction, while the second group presents data on translanguaging practices.

Monoglossic practices. This subsection presents findings on teachers' practices driven by monoglossic ideologies and demonstrates that low English language proficiency is the factor that impacts this monoglossic practice.

According to the findings, 80% of EL teachers prioritize English -only instruction in their language teaching practices. These instructors claimed that if students are tasked to comprehend a written text or a speech in the target language, they try to modify the language to students' levels but stay bound to English, explaining the following: "Since it is crucial to convey a message only in English rather than shifting to Kazakh and Russian, I prefer to use flashcards or other visual aids or to simplify or paraphrase unknown words in English" (Respondent D); "Sometimes students may not understand a recorded speech in English. Then I start reading a transcript myself. Students get used to my speech [in English]" (Respondent E).

However, all the respondents made the point that students' low level of English is the main hindrance to their preferred English-only instruction. Such an obstacle is believed to be caused by either educational or psychological factors. Some of the respondents pointed out to students' poor prior experience of studying English in rural schools that cause them problems with teaching purely in English. The following quotes clearly present this view: "In group work, some students feel anxious and unconfident while smart learners answer quickly and speak confidently" (Respondent B); "I came from a village, and I know the situation about teaching languages there. It is memorization from coursebooks. Nothing has changed since that time. Students who come from rural schools face the same problem [low level of English and Russian] today" (Respondent E).

Other factors that also hinder target language instruction are insufficient time provided for teaching English and ineffective coursebooks. The following quotes support this finding:

> In our school, they [students] have language classes only three times a week, and it is not enough to study the language well. I think some schools where students take English six or seven times a week, their level is much higher (Respondent D).

> I think many [mainstream]schools have the same issue as we do regarding our coursebooks. They contain too many texts, not able to trigger the interest of students, so they fall asleep while doing tasks. Songs and games would be good to include. (Respondent B).

As a supportive point for the finding presented above, 40% of respondents referred to shadow education, private language training courses as a source to enhance students' level of English and 20% of instructors stated that these private institutions aid students with poor academic performance: "Some students take private lessons, and they know English better, while others limit themselves with the knowledge they get at school" (Respondent A); "I advise parents [regarding children's performance] and students with poor academic performance [in English] to take extra classes at language training courses" (Respondent A).

According to 20% of respondents, it was revealed that teachers' low English language proficiency is another factor hindering the effective implementation of their monoglossic views. Elderly teachers with long-term experience still have problems with English language fluency as compared with younger ones, even though they have passed through professional development courses. In turn, this could also indicate a reason for the weakness of language teaching at schools:

> Our government allocated finance for 9-month courses of teaching according to the Trilingual Education Policy. Nevertheless, teachers with 20-30 years of experience, who got the training cannot speak English fluently as young [newly recruited] teachers do. You can see the difference is "ground and sky [day and night]" if you attend their classes. (Respondent E)

Heteroglossic practices. This subgroup of findings illustrates EL teachers' beliefs as they related to heteroglossic perspectives. The study found that despite 80% of teachers' preferring English-only instruction, all language instructors integrate different languages in their teaching practices.

Hence, EL teachers use translanguaging when dealing with different texts. The following quote supports this finding: "Students might use various languages while translating different texts, reading rules of English grammar in Kazakh and Russian" (Respondent B).

Some other teachers stated that students are allowed to use their L1 or the second languages (L2) to make the meaning of their conveyed messages clear: "I allow students to use the Kazakh and Russian languages when it is difficult to express their thoughts in English. I do not want them to be reserved but free to express their opinions (Respondent D).

Furthermore, other EL teachers stated that they switch to translanguaging while explaining some topics in depth: "I use Kazakh and Russian so that students can have a deep understanding of topics" (Respondents D).

Curiously, some EL teachers stated that the integration of other languages lessens students' anxiety. For instance, according to one respondent, "It is crucial to use other languages [L1 or L2] for students. They get rid of shyness and feelings of isolation and become open and more interactive while expressing their opinions" (Respondent B). The lessening of this psychological discomfort through translanguaging is also mentioned in one of the previous quotes: "... I do not want them to be reserved but free to express their opinions (Respondent D).

Overall, this section has been devoted to presenting the findings on two different topics: the practices of monoglossic and heteroglossic approaches respectively, which pertain to translanguaging and English-only instruction.

Impact of Beliefs about ML Pedagogy on Practices

On the research question of the impact of teachers' beliefs on their practices, the study found that teachers' beliefs about the integration of different languages in ML pedagogy mirrors their ML pedagogical practices.

These findings clarified that 60% of language instructors believe that the integration of languages could raise students' metalinguistic awareness. Moreover, they pinpointed the cruciality of learners' L1 in integration as well as the independent work of students in their translanguaging practices.

The study demonstrated that teachers apply translanguaging practices. All EL teachers' responses made the point that due to students' low English language level proficiency (low English), they allow for the integration of Kazakh and Russian. The following quote supports this statement:

> When students try to get the meaning of the text in English and find it complicated, I read and replace difficult words with simple ones or give definitions. If I see it does not work, I shift to Kazakh. But it [shifting] should be the last thing teachers do (Respondent A).

To summarize, teachers' belief that ML pedagogy is the integration of languages have found this to be reflected in heteroglossic practices. On the other hand, the findings reveal an absence of correlation between their beliefs and their practices, which is reflected in the discrepancy between the monoglossic views of some teachers and their heteroglossic practices. Such a discrepancy is explained by their preference to conduct English-only lessons.

List of Findings

1. Eighty percent of teachers made it apparent that their students' L1 is a cornerstone of multilingualism, stating that substantial knowledge of L1 could raise students' motivation to study other languages and enhance their metalinguistic awareness.

2. The current study revealed that two-thirds of EL teachers believe that multilingualism is a resource for students to become competitive. This stance of teachers refers to the goal of increasing the country's economic efficacy. Moreover, within that resourceful multilingualism, the role of English has been emphasized by some respondents.

3. The results identified the fact that respondents distinguish varying roles for different languages within multilingualism in Kazakhstan. Two-thirds of EL teachers defined Kazakh as a language that needs promotion, 20% of them regard English as a language that leads to economic success, while 40% define Russian as the dominant language in urban settings.

4. The results found that English-only instruction is the goal all EL teachers aspired to reach. Teachers claimed that translanguaging could lead to language ambiguity or confusion, and alternatively, target language only instruction improves students' communicative skills.

5. The study revealed that 80% of EL teachers believe that ML pedagogy involves teaching in various languages. EL teachers pinpointed that such an integration of languages develops students' metalinguistic awareness. They also highlighted the importance of L1 in this integration.

6. The findings highlighted the fact that EL teachers' ML teaching practices have a dual focus: one with monoglossic and the other with heteroglossic ideologies. With 80% of such responses, the results helped to emphasize a prioritized practice of English-

only instruction. However, all teachers stated that due to their students' low English proficiency they need to apply heteroglossic practices, i.e. translanguaging.

7. The study revealed that 60% of EL teachers believe that ML pedagogy is teaching in different languages. The teachers' practices justified this belief, demonstrating translanguaging approaches in their practices. However, these heteroglossic practices are used, not because of teachers' preferences, but due to students' low English proficiency.

Conclusion

To conclude, this chapter has provided a presentation of the results of this research. Regarding the first research question, the study found that EL teachers believe that multilingualism is based upon students' L1 and aids them to become globally competitive. Moreover, the findings revealed the roles of languages within the policy of trilingualism in Kazakhstan. As for ML pedagogy, two controversial beliefs were revealed. On the one hand EL teachers believe that the integration of different languages should be valued, while on the other hand they aspired to set English-only instruction. Thus, regarding the second research question, the findings revealed EL teachers' monoglossic and heteroglossic practices. On the one hand, teachers try to be bound to one language in their teaching practices. On the other hand, due to their students' low English proficiency they need to practice translanguaging.

Therefore, regarding the third research question, the findings found that teachers' heteroglossic practices are influenced by the belief that different languages should be integrated in teaching. However, this occurrence is slightly less desirable since teachers give preference to English-only instruction.

Chapter 5: Discussion

This chapter presents the interpretation of the results reported in the previous chapter. In order to provide the reader with a constructive summary, the chapter brings forward several findings on which the personal interpretation of the researcher regarding various theories and related studies in the field is delivered.

The chapter covers the findings collected through qualitative case-study based semi-structured interviews with five English language (EL) teachers in one of the Kazakhstani schools for gifted students. In light of the purpose of the study, which was to explore EL teachers' beliefs about multilingualism and multilingual (ML) pedagogy, their teaching practices and the interrelation between those beliefs and practices, the discussion goes in alignment with these research questions:

1. What are EL teachers' beliefs about multilingualism and multilingual pedagogy?

2. How do EL teachers practice multilingual pedagogy in their classrooms?

3. Do EL teachers' beliefs about multilingual pedagogy impact their teaching practices? If so, how?

RQ1: What are EL teachers' beliefs about multilingualism and ML pedagogy?

This section illuminates a list of findings on the first research question, which sought to determine language instructors' beliefs about multilingualism and ML pedagogy.

Finding 1: Eighty percent of teachers made it apparent that students' L1 is a cornerstone of multilingualism, stating that substantial knowledge of L1 could raise students' motivation to study other languages and enhance their metalinguistic awareness.

The findings highlighted the fact that almost all respondents believe that knowledge of L1 is essential in multilingualism due to its positive effect on the acquisition of

additional languages. More precisely, EL teachers confirmed such an improvement of metalinguistic skills in terms of defining similar grammatical, phonetical, and discursive features of languages.

Our teachers also made it clear that substantial knowledge of L1 increases one's motivation to study a new language. This belief of EL teachers is supported by other studies, which revealed that use of L1 leads to academic success (Lundberg, 2019) as well as raises learners' motivation to study additional languages (Terra, 2018).

It could be suggested that learners with a sound knowledge of their mother tongue could refer to it as a foundation while building competences in other languages. Thus, by comparing the linguistic features of various languages, students may enhance their ability to study an additional one more wisely.

It could also be assumed that EL teachers highlight the importance of L1 due to its "unpopularity" among some ethnic Kazakhs. This statement is developed in the next finding, where Kazakh is defined as a language that needs promotion. This attempt to promote L1 could reflect the practices of Finnish teachers, who consider non-Finnish students' L1 as a part of their identity and culture (Alisaari et al., 2019).

Finding 2: The current study revealed that two-thirds of EL teachers believe that multilingualism is a resource for students to become competitive. This stance of teachers refers to its increasing country's economic efficacy. Moreover, within that resourceful multilingualism, the role of English has been emphasized by some respondents.

The findings found that more than half of our EL teachers believe that multilingualism is a tool for boosting competitiveness, i.e., raising students' (linguistic) competencies to meet global demands. In light of this, the teachers pointed particularly to

the need for Kazakhstan to be on the list of 50 most developed countries. Indeed, it describes their devotion to the country's economic goals (Nazarbayev, 2017). Thus, they expressed their feelings of responsibility for laying the foundation for the academic success of their students.

It is worth spotlighting the fact that within global competitiveness, 20% of our teachers highlighted the role of English, which they view as a crucial international language, and thus mandatory to acquire. Such a perspective may indicate the prioritization of one language over others, thus placing doubt on the essence of multilingualism and its principles which, in reality, emphasize the development of more than one language.

The literature put forward several supportive arguments for the resourcefulness encompassed in multilingualism. For instance, in the Basque Country and Friesland, teachers believe that multilingualism boosts students' intellectual abilities, which could aid in cultural and socioeconomic exchanges (Egaña, Cenoz and Gorter, 2015). In Finland, teachers believe that students' multilingualism contributes to their future job opportunities (Alisaari et al., 2019). Moreover, in India (Proctor, 2014, as cited in Gopalakrishnan, 2020) and the US, multilingualism is believed to elevate the attractiveness of the labor force (Gandara, 2018). Apart from socioeconomic success, the literature also highlights the academic success attained through linguistic skills (Lundberg, 2019; Paroles & Marti, 2018).

Finding 3: The study results identified that respondents distinguish different roles for languages within multilingualism in Kazakhstan. Two-third of EL teachers defined Kazakh as a language that needs promotion, 20% of them find English to be a language that leads to economic success, while 40% define Russian as the dominant language in urban settings.

The current study found that respondents define specific roles for languages within multilingualism in Kazakhstan. Putting it more precisely, our EL teachers outlined roles for Kazakh, Russian and English within the trilingualism policy in the country.

According to the results, for two-thirds of EL teachers, the Kazakh language is believed to be the one that needs promotion. Interestingly, some language instructors concluded that Kazakh is of no demand among some citizens, especially for ethnic Kazakhs, which is why it needs to be promoted as a national language. In contrast, others with more pluralistic views added that it could be integrated into English lessons so that students may improve it in translanguaging practices. Ahn and Smagulova (2016) also stated the absence of demand for the language among ethnic Kazakhs, while a study by Iyildyz (2018) remarked that some teachers felt responsible for creating space in their lessons to teach Kazakh. It could be suggested that EL teachers' belief about the promotion of the Kazakh language may indicate their concern about the language, since it is supposed to be a spiritual edge or backbone of Kazakhstan that every single citizen is encouraged to value (Nazarbayev, 2012).

As for the English language, 20% of respondents view it as a language that leads to economic success in the global economy. Some teachers stated that Latinization is a facilitator of Anglicization in Kazakhstan. Such a belief by EL teachers could be influenced by the governmental perspective to integrate the global economic arena with English as a language of globalization, modernity, and prestige (Dimova, 2007). On top of this, the introduction of Latinization, which aims to shift the Kazakh alphabet from the Cyrillic to the Latin one by 2025, could be another example of the country's attempt to enhance English within the country (Nazarbayev, 2012).

Regarding the role of Russian, 40% of the respondents emphasized that it is a dominant language in urban settings, which in turn causes difficulties for students with rural educational backgrounds. The superiority of Russian was also mentioned by Abrakhmanova (2017), who discovered that some students of multilingual schools in Kazakhstan tend to use Russian more. Moreover, teachers' belief about the dominance of Russian could be justified by their Russian-speaking students' academic superiority over their Kazakh-speaking counterparts (Diagnostic Report, 2014).

Finding 4: The results found that English only instruction is the goal all EL teachers aspired to reach. Teachers claimed that translanguaging could lead to language ambiguity or confusion, so alternatively, target-language-only instruction improves students' communicative skills.

The research revealed that all our EL teachers are willing to set English-only instructions. Such a belief may emphasize the goal of monoglossic approaches (Egaña, Cenoz and Gorter, 2015), which tend to compartmentalize languages as separate entities (Garcia, 2009; Grosjean, 1982) and highlight the importance of one language over another (Lundberg, 2019; Terra, 2018).

The study revealed that EL teachers believe that focus on the target language could develop communicative skills in it. In ML pedagogy the development of such verbal skills is considered crucial (Cenoz 2013; Hoffmann, 2000; Ludi, 2006; Wei, 2008; Wilton, 2009). However, in this study EL teachers are focused on communicative skills in one language when ML pedagogy covers one's whole linguistic repertoire.

On the one hand, such a belief could be influenced by teachers' educational backgrounds (Borg, 2003; Fives & Buehl, 2012) since they were trained to become EFL (English as a foreign language) teachers. That is why, these language instructors believe they need to set target-language-only instruction in their classrooms.

On the other hand, such a monoglossic belief could be rooted in these teachers' distrust of translanguaging. The findings of this study revealed that 20% of respondents believe that translanguaging could cause language ambiguity or confusion which may hinder the successful acquisition of English. A study conducted by Haukas (2016) revealed that when students apply linguistic patterns of one language to study other languages, it may cause improper language acquisition. Another study by De Angelis (2011) also found that the frequent use of the home language (of immigrant students) could delay the acquisition of a host language. This remark is supported by other literature, which found that a primacy given for one language could decrease the competence of another (Cummins, 2001; de Groot, 2015).

Finding 5: The study revealed that 80% of EL teachers believe that ML pedagogy is teaching in various languages. EL teachers pointed out that the integration of languages develops students' metalinguistic awareness. They also highlighted the importance of L1 in that integration.

The findings made it apparent that almost all our EL teachers believe that ML pedagogy is teaching in different languages. This may indicate these teachers' positive views on learners' choice to make use of their whole language repertoire. Such an allowance on the part of teachers may reflect one of three orientations of the linguistically responsive (LR) teaching framework, the value of linguistic diversity (Lucas & Villages, 2011). Although Lucas and Villages proposed the framework with a focus on migrant students, this tool is also applicable for the current study. In both cases (migrant and Kazakhstani students) teachers' positive attitudes towards learners' language repertoires could impact classroom language policy (James, 1913).

In support of valuing linguistic diversity, teachers indicated that translanguaging could be cognitively beneficial in terms of raising students' metalinguistic awareness. This

finding fully supports previous findings pointing out that the integration of languages could raise students' metalinguistic awareness (de Angelis, 2011; Haukas, 2016; Moore, 2006; Singleton & Aronin, 2007). One of the studies found that students learn new languages with ease if they see connections with their previous languages (Haukas, 2016). Thus, studies call for elevating students' consciousness about their language learning strategies.

Griffiths (2018) defines metalinguistic awareness as an ability to plan, monitor and assess one's learning. This self-evaluation could be beneficial for students to learn new languages. Moreover, it could be suggested that students start building up these strategies in their L1 and expand them over time while acquiring additional languages. One of the respondents in this study pointed out the existence of a dynamic linguistic system, where she delineated the effectiveness of learning various languages simultaneously. Thus, she espoused the idea of amplifying learners' metalinguistic awareness.

A study conducted on Norwegian the third language (L3) teachers found that triggering previous knowledge in L1 motivates students to learn new languages (Haukas, 2016), while a study on Swedish teachers revealed that ML education (considering background knowledge of prior languages) creates a resource for students to acquire a new language (Lundberg, 2019). In both studies, the findings show that students' previously attained language learning skills (mostly in L1) are crucial for the advancement of other languages.

In the current study, EL teachers also claimed that the permission given to integrate languages may lessen students' language learning anxiety as well as motivate them to study a new language. Just as importantly, the current study also made it clear that EL teachers portray language integration with the inclusion of L1. Moreover, one of the teachers shared her personal experience, stating that substantial knowledge of her mother tongue amplified her interest to study other languages. This statement acknowledges that

learners, having encountered the benefits of language learning strategies gained in L1, most likely become confident and willing to apply their metalinguistic awareness to learn new languages.

Additionally, with respect to applying translanguaging practices (in translation), teachers believe they should encourage students to learn more autonomously since it could positively impact language learning. For instance, the findings revealed that EL teachers believe that translation practices should involve little research for students to remember new information. This finding on ML practice is consistent with the "experiential learning" and "localized autonomy and responsibility" principles of ML pedagogy (Garcia & Sylvan, 2011). By experiential learning, Garcia and Sylvan refer to authentic and out of class learning, while in the current study it refers to student-oriented classrooms.

Overall, the findings helped us discover that teachers' beliefs about ML pedagogy have both heteroglossic and monoglossic characteristics. Although the majority of teachers shared beliefs that indicate their openness to multifaceted approaches, all of them have an inclination tending towards monoglossic perspectives, wishing to set English-only instruction.

RQ2: How do EL teachers practice ML pedagogy in their classrooms?

This section discusses findings on the second research question that analyzes EL teachers' ML pedagogy practices.

Finding 6: The findings highlighted that EL teachers' ML teaching practices have a dual focus, one of monoglossic and the other of heteroglossic ideologies. With 80% of responses, the results revealed a prioritized practice of English-only instruction. However, all teachers stated that due to students' low English proficiency they need to apply heteroglossic practices, such as that of translanguaging.

The findings about EL teachers' ML pedagogical practices are outlined in two subsections. The first discusses English-only instruction, while the second describes translanguaging. Teachers' monoglossic practices affirm languages as separate entities, while their heteroglossic practices applaud the integration of languages (Busch, 2014; Garcia, 2009; Grosjean, 1982).

Monoglossic practices. The findings showed that 80% of respondents' teaching practices are monoglossic. EL teachers tend to prioritize English-only instruction in their practices. Such monoglossic practices were echoed in different contexts. For instance, in Mozambique, teachers gave priority to monolingual programs due to official exams held in Portuguese and because of a social preference of that dominant language that disregards several indigenous languages within that context (Terra, 2018). In Sweden, monolingual programs are widely used due to the language policy of the country and possible social discourse (Lundberg, 2019). In Finland, despite the availability of teaching resources mirroring students' cultural and linguistic backgrounds, in practice, 75% of teachers follow the idea of the "Finnish-only policy" and prohibit the use of L1 as well as call upon minority parents to use majority languages at home (Alisaari et al., 2019).

As for the EL teachers' case in this study, monoglossic practices seemingly refer to the enhancement of students' English level in general, which could be influenced slightly by the TLE policy in Kazakhstan, which calls the whole country forth to enhance their level of English. However, teachers believe that such a practice is not always possible due to students' low proficiency of the target language.

Teachers' responses demonstrated that students' low level of English interferes with target language-only instruction. This problem is caused by such factors as insufficient hours devoted to teaching English and ineffective coursebooks appointed by the Central Authority. The issue of textbooks is also mentioned in other Kazakhstani as well as in

international studies, where practitioners are described to perceive coursebooks as handbooks that are not subject to change (Egaña, Cenoz and Gorter, 2015; Haukas, 2016; Irsaliyev et al, 2017; Iyildyz, 2018).

Regarding shadow education [private tutoring], EL teaching practices showed that these private educational institutions aid students who struggle with English and provide knowledge that goes beyond school curricula. This could also be caused by another concern, the insufficient number of classes due to which shadow education could be perceived as assistance.

Heteroglossic practices. Considering the above-mentioned issue of low language proficiency, all EL teachers practice translanguaging. The teachers claimed that the Kazakh and Russian languages are integrated in their lessons while working with texts in English (translation), as the students struggle to share their thoughts in the target language and discuss topics in depth. Such translanguaging practices could be aligned with EL teachers' heteroglossic ML approaches that considers L1 in the integration of languages (Garcia, 2009; Garcia & Flores, 2012; Garcia & Wei, 2014; Kiramba, 2016), "plurilingualism from students up" ML pedagogy principle that pursues the goal to utilize students' whole linguistic repertoire (Garcia & Sylvan, 2011) and the knowledge and skills of linguistically responsive teachers (Lucas & Villages, 2011).

However, our EL teachers are seemingly unaware of such a new translanguaging turn in ML pedagogy, so they are still bound to monoglossic ideologies. According to the results of this study, it could be suggested that teachers are somewhat reluctant to practice translanguaging. This finding supports previous findings in the studies of Egaña, Cenoz and Gorter (2015) and Lundberg (2019) who also observed the "undesirable" practice of translanguaging among the teachers, who tend to incline towards the compartmentalization of languages.

The literature shows that instructors tend to correct students if they switch between languages, although they acknowledge that this may discourage students (Egaña, Cenoz & Gorter, 2015). Interestingly, the current study revealed a small but significant finding that translanguaging is perceived as an aid to lessen the anxiety of students. One EL teacher shared that she allows students to use Kazakh since she wants them to overcome their shyness and isolation and become more interactive. This may reflect the theory about language learning anxiety, which could be lessened by increasing students' motivation and self-esteem (Krashen, 2003).

Overall, this section has been devoted to discussing findings on the second research question, which was intended to reveal EL teachers' beliefs about ML pedagogical practices. The findings concluded that respondents' beliefs have a dual focus. Eighty percent of EL teachers prefer to teach in English. However, this monoglossic practice is not achievable due to students' low proficiency in English. Thus, all teachers need to practice translanguaging.

RQ3: Do EL teachers' beliefs about ML pedagogy impact their teaching practices? If so, how?

This section of the chapter discusses the findings which responds to the third research question of the study, thus discussing the impact of teachers' beliefs on their practices.

Finding 7: The study revealed that 60 percent of EL teachers believe that ML pedagogy is teaching in different languages. Teachers' practices justified this belief, indicating translanguaging approaches in teachers' practices. However, these heteroglossic practices are used not because of teachers' preferences but due to students' low English proficiency.

The findings revealed that EL teachers' beliefs mirror their practices. Two-thirds of our language instructors believe that ML pedagogy is the integration of languages, which they think is beneficial for raising students' metalinguistic awareness. However, it is a seemingly unintentional practice, since teachers' desired goal is to conduct lessons only in English.

Initially, teachers' beliefs that ML pedagogy is the integration of languages seemed not to influence their practices as almost all of them stated that they prioritize English-only instruction. However, this desired goal was found to be impossible due to students' low English proficiency level. It subsequently became clear that teachers need to apply translanguaging in order to aid students to acquire the target language.

In their responses, our EL teachers stated that it is more comprehensible to their students if they study EL grammar rules in Russian and Kazakh. They acknowledge that students may compare grammatical features of two or even three languages for better acquisition of English grammar. As for students' difficulties in delivering their thoughts in English, teachers claimed that they allow students to use their L1 since they do not want them to be isolated, reserved or anxious, but rather, communicative and free to express their thoughts. This could confirm the fact that teachers' practices are aligned with the orientations of linguistically responsive teaching that comprise such aspects as the value of linguistic diversity and the tendency to advocate for English learners (Lucas & Villages, 2011).

This section of the chapter has revealed that EL teachers' practices justified their belief that ML pedagogy is about integration of languages. The findings showed that due to students' low English proficiency teachers feel responsible for applying translanguaging practices.

Conclusion

In sum, this chapter discussed the collected data through the lenses of the literature that was reviewed as well as the researcher's understanding. Regarding the first research question that sought to determine beliefs about multilingualism and ML pedagogy, the study revealed that multilingualism is founded on L1 and it is a resource for becoming competitive. As for ML pedagogy, although teachers value the integration of different languages, they still aspired to reach English-only instruction. Regarding the second research question, the findings made it clear that teachers' practices have a dual focus: monoglossic and heteroglossic. On the one hand, they tend to prioritize English-only instruction, while on the other hand, they practice translanguaging due to the low English proficiency of both students and teachers. As for the third research question, the findings revealed that teachers believe that ML pedagogy is the integration of languages. Thus, their practices reflected this belief showing the use of translanguaging approaches in their practices.

Chapter 6: Conclusion

This chapter demonstrates the conclusions that were drawn after analyzing the data of the current research. The purpose of this research was to explore English language (EL) teachers' beliefs about multilingualism, multilingual (ML) pedagogy, their teaching practices as well as the impact of their beliefs on their practices. As a case study, a qualitative research design applying a semi-structured interview was conducted to explore the phenomena at a school for gifted students.

The discussion of this chapter covers four main conclusions that are aligned with our three main research questions. They are as follows: (1) English language (EL) teachers' beliefs about multilingualism; (2) Beliefs about ML pedagogy; (3) EL Teachers ML pedagogy practices; and (4) The impact of EL teachers' beliefs on their practices. Moreover, the chapter brings information about the study's limitations and recommendations for stakeholders as well as for further research to the readers' attention.

EL Teachers' Beliefs about Multilingualism

The findings revealed several beliefs of EL teachers about multilingualism. First of all, teachers made it clear that multilingualism is based upon learners' first language.

Next, they believe that such a competence, i.e., the knowledge of different languages helps students to be competitive in the global economic arena. Moreover, teachers have touched upon the Trilingual Education Policy in Kazakhstan and thus defined certain roles for the English, Kazakh and Russian languages. In this regard, English was defined as a language leading to international economic success, Kazakh as a language that needs promotion, and Russian as a dominant language in urban settings. It could be assumed that teachers' beliefs about multilingualism have a heterogeneous character. However, such beliefs should not only inhabit teachers' minds but be applied in their practices.

EL Teachers' Beliefs about ML pedagogy

The current study found that most of our EL teachers believe that ML pedagogy is the integration of various languages. This amalgamation is believed to be based on students' L1 and helps to raise their metalinguistic awareness. On the other hand, despite EL teachers' positive views on the integration of languages, all of them aspired to teach only in the target language. The conclusion to be drawn from this is as follows, all in all, EL teachers believe that ML pedagogy has a dual focus, presenting both monoglossic as well as heteroglossic ideologies. In its turn, such conclusions make it apparent that there is still a gap in teachers' understanding of ML pedagogy. Teachers need to devote time to their self- education regarding new trends in teaching and monitor best practices of ML pedagogy.

EL Teachers' ML Pedagogical Practices

The current study revealed that EL teachers' practices of ML pedagogy are twofold. On the one hand, teachers opt for monoglossic practices and prioritize English- only instructions. On the other hand, due to students' low language proficiency, the teachers are incapable of offering English-only instruction, thus, they practice translanguaging. The conclusion to be drawn from this is as follows, such an ambiguity in the practices of EL teachers draws on the infeasibility of monolingual instructions, since teachers need to modify their teaching perspectives and adapt to heteroglossic approaches. Thus, the language instructors' practices become more heterogeneous and "friendly" towards different languages. It could be suggested that in order to avoid such an ambiguity in their practices, teachers need to be trained on ML pedagogy. This might help them to become more familiar with ML pedagogical principles and become confident in the decisions they make regarding their practices.

Impact of EL Teachers' Beliefs about ML Pedagogy on Their Practices

The study has shown that EL teachers' practices mirror their beliefs about ML pedagogy. More precisely, two-third of our teachers stated that they believe ML pedagogy is teaching that encompasses language amalgamation and that through that integration it is possible to expand students' metalinguistic awareness. Thus, language instructors' practices justified this stance by including heteroglossic approaches in their practices. The conclusion to be drawn from this is that such heteroglossic approaches are seemingly not the priority in EL teachers' current practices since they aspire to set target language only-instruction in their classrooms. It could be suggested that if EL teachers were familiar with the principles of ML pedagogy that do not avoid but complement the integration of languages, their monoglossic views towards translanguaging could be transformed.

Recommendations for Teachers and Policy Makers

Based on the results of the study, the researcher addresses her recommendations to teachers and policy makers.

For teachers' consideration. Teachers could be considered as actors setting classroom policies. Thus, their understanding of certain educational concepts is important for the secondary educational system. Considering this, the researcher decided to conduct a study on practitioners' beliefs regarding ML pedagogy. The study results revealed that even if language instructors' beliefs meet the principles of ML pedagogy, their practices may have a monoglossic character. In light of this, the researcher offers some suggestions to eliminate such an ambiguity.

Firstly, overall, it is very important for teachers to constantly evolve their competencies, not to criticize but to be open to new educational initiatives. Their critical thinking is another very valid point since they need to field-test proposed theories in practices and define the most applicable ones.

Secondly, regarding the topic of this study, teachers need to research both international and local sources to become familiar with the concept and principles of ML pedagogy as well as its implementation. The successful implementation of a policy does not depend on written rules or guidelines only but also on the personal perspectives of practitioners, which could be developed through practice. For instance, if the participants of this study were familiar with the concept of translanguaging and/or code switching, a relatively new concept in education, they would not be inspired to set English-only instruction in their classrooms.

Thirdly, regarding the presence of inadequate coursebooks and curricula, instead of following their curriculum as a guide not subject to change (Egaña, Cenoz and Gorter, 2015; Haukas, 2016) or blaming inefficient coursebooks, teachers could make suggestions on how to modify the curriculum as well as the textbooks. Due to their linguistic capacities, EL teachers may have more multilingual awareness than other subject teachers (Otinowska, 2014).With such a capacity they could serve as change agents and introduce innovative teaching methods, at least, for teaching English as well as for ML pedagogy.

Finally, regarding language learning concerns, students' anxiety could depend on teachers' perspectives. Teachers may portray their multilingual students as being highly proficient in the target language (Portoles & Marti, 2018), which in turn might affect students' perceptions. That is why a language should be more than a system of signs, but rather a social practice in which experiences are organized and identities negotiated (Norton, 2013, p.1).

For policy makers' consideration. The researcher offers several recommendations for policy makers on ML pedagogy as well as the implementation of the TLE Policy.

Firstly, for policymakers it is important to create "a negotiation space", where the voice of every teacher could be heard. For instance, it could be a web portal, or an

application specifically tailored for receiving suggestions and it should be titled, thus. Moreover, there should be "mediators" between policymakers and practitioners to enable smooth collaborative work between these two stakeholders. For example, school representatives with teaching experience, instead of bodies from school administrations, could be mediators. They should be personally familiar with the issues taking place in schools.

Secondly, it is crucial for policy makers to organize more large-scale research in both role-model and mainstream schools with the purpose of shedding light on teachers' beliefs, perspectives, and practices of ML pedagogy. As for the researchers of those studies, they should have training in Multilingual Education and interpersonal communication and be dedicated to teaching.

Finally, teaching resources should be reviewed and approved by not only policy makers but also practitioners, who personally use these teaching resources in their practice.

Limitations of the Research and Recommendations for Further Research

Some limitations of this study could be listed. Firstly, if the researcher had been given more time to collect data, it would have been possible to observe the teachers' lessons for a few weeks to analyze their method of teaching as well as observe the documents on methodology and teaching resources to better explore the central phenomenon. Secondly, it could have been a multifaceted approach had the study been a group project rather than individual research. Hence, a couple or a group of researchers could have explored teachers' beliefs and practices from different perspectives. Therefore, the above-mentioned limitations together with the recommendation for stakeholders could be considered for further research. More precisely, in the future, teachers' beliefs about ML pedagogy as well as their practices would need to be investigated further by considering the findings and limitations of the current study.

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Appendix A

Sample Interview Protocol

Project: Beliefs of English Language Teachers about Multilingual Pedagogy and

Their Teaching Practices: A Case of a School for Gifted Students

Time of Interview: 17:30
Date: December 6, 2019
Place: A school for gifted students
Interviewer: Bagila Kaipnazarova
Interviewee: Respondent D
Position of Interviewee: teacher
Interview Questions:

Demographics

1. Could you please introduce yourself, how long have you been working here and what

   grades do you teach?

2. What languages do you know?

3. What is your first language(L1)?

4. Did you use you L1 to study other languages? If yes, how?

Questions directed to discover beliefs about multilingualism and ML pedagogy

5. Could you describe your general understanding of ML pedagogy?

6. There could be cases when language instructors prefer to teach only in a target

   language. What is your view on that?

7. What are your expectations about students' attainment level in acquisition of

   different languages? Should it the same proficiency level for all languages in

   students' repertoires or different? Why do you think so?

8. In some language teaching practices students are expected to be very accurate in use

   of grammar and vocabulary to perform linguistically well. What is your opinion on

   that?

9. Do you think that teachers should encourage students with high academic performance to work with the ones lagging behind? Why do you think so?

10. Could you share your understanding about differentiated tasks?

Questions directed to discover about ML pedagogy practices

11. I have heard that students are enrolled into this school from Grade 5, which means they may have different linguistic backgrounds. If so, how to do usually teach considering such a diversity in levels?

12. What languages do your students speak? Are they allowed to use other languages in English classes?

13. What about you, do you use other languages besides English in the classroom?

(If yes) Could you tell me more about this?

(If no) Could you tell me why you do not do that?

14. What do you usually do when students cannot understand a spoken or written English while doing reading and/or listening tasks?

15. Could you tell me please, how do you usually form group of students? Do you have any approach for that?

16. What issues /topics do you usually discuss in cohort meetings?

17. Is there anything would you like to add?

Appendix B

INFORMED CONSENT FORM
Beliefs of EL Teachers about Multilingual Pedagogy and Their Teaching Practices: A Case of a School for Gifted Students

DESCRIPTION: You are invited to participate in a research project, which aims to investigate English language teachers' beliefs about multilingual pedagogy and their teaching practices. Your participation is important, since the results of the study will contribute to expanding the research literature and building a general understanding of the realities happening in the school context regarding the above-mentioned research topic. As a participant you will be asked to take part in a one-on-one interview. Only with your consent, your answers will be recorded and used for developing the results of this study. Your specific responses will not be used for the benefit of other studies. In terms of confidentiality, the information about the school and its name will not be mentioned during the study. Furthermore, your name will not appear anywhere and at any time as pseudonyms will be used throughout the process of investigation, during the writing of the research, and after its completion. The collected data will be stored in the researcher's personal laptop, and for the purpose of protection a private password will be created, which will only be available to the researcher. After the completion of the work, all information related to you will be removed and destroyed.

TIME INVOLVEMENT: Your participation will take approximately 1 hour. You could take a small break during the interview if you wish to.

RISKS AND BENEFITS: The potential risks of this study to you are minimal. Some questions might cause some psychological discomfort during the interview. In this regard, the interview questions were verified to eliminate any possible harm. Thus, you will not be asked any disrespectful and offensive questions that might cause any discomfort. Furthermore, you will have the right to skip any questions you do not wish to answer. The benefits which are expected to result from this study are: you as a teacher might gain new insight about multilingual pedagogy. In addition, your students might also benefit from any of your fresh ideas raised during this study. Moreover, the results of this study regarding multilingual pedagogy might help policy makers draw conclusions about the effectiveness of the trilingual education policy, which could improve the collaborative work between themselves and practitioners such as you.

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

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Sulushash Kerimkulova, email: skerimkulova@nu.edu.kz, phone number: 87759999167.
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 at gse_researchcommittee@nu.edu.kz
Please sign this consent from if you agree to participate in this study.

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

Signature: _____ Date: _____

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

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

Appendix C

Recruitment letter

Hi! My name is Bagila. A few years ago, I decided to lead a path the same as yours, teach English language. Currently I am doing my Master's degree in Multilingual Education at Nazarbayev University. This academic year is both challenging and advantageous for me. Beside my academic courses, I am going to conduct a study, which is very important for me. For that purpose, I would like you to accompany me in this journey. It will be a research on English language teachers' beliefs about multilingual (ML) pedagogy and their teaching practices. I decided to choose your school since it is a school for gifted students, where, I suppose, teachers like you have interesting experience to share. If you agree to participate in this study, I will conduct one-one-one interview with you. Your responses will help me to understand teachers' beliefs about ML pedagogy as well as to shed light on their practices. I have no intention to examine your knowledge on specific terms or concepts. The questions will be open-ended, so you can share you thought without any restriction. The interview will take approximately 1 (one) hour. For the interview, you will choose the most convenient place and time for you. It might be a café or a cafeteria, to ensure anonymity and confidentiality. Participation in the study is voluntary, so you can withdraw your participation at any time.

I would be very happy if you can take part in it since your participation is important for this study. Remember, your participation might contribute our educational system. You can send me an email and confirm your participation. If you have questions about this study, feel free to contact me.
Thank you!
Sincerely,
Bagila Kaipnazarova

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Appendix D

Sample Interview Transcript

Respondent D

1. **Interviewer:** Could you please introduce yourself, how long have you been working here and what grades do you teach?
   Interviewee: I have been working here since 2012 (for 8 years) and since that time I have taught grades 5-11, but now I teach grades 6 and 11. Overall, I have 10-year teaching experience.

2. **Interviewer:** What languages do you know?
   Interviewee: I speak Russian, Kazakh, English and Turkish languages.

3. **Interviewer**: What is your first language(L1)?
   Interviewee: Kazakh is my mother tongue, although I use Russian more.

4. **Interviewer:** Did you use you L1 to study other languages? If yes, how?
   Interviewee: I did. When I studied Turkish, my knowledge of Kazakh helped me a lot. I found similarities in vocabulary. In the case of English, I mostly relied on Russian because I found their word orders quite similar.

5. **Interviewer:** Could you describe your general understanding of ML pedagogy?
   Interviewee: Multilingualism is about one's ability to express his or her opinion in different languages. Consequently, ML pedagogy could be a pedagogy or teaching in different languages.

6. **Interviewer:** There could be cases when language instructors prefer to teach only in a target language. What is your view on that?
   Interviewee: I totally support this idea. However, our students' level is not that high to conduct lessons only in English. In our school, they [students] have language [English] classes only three times a week, and it is not enough for them. I think some schools where students take English 6 or 7 times a week their level is much higher.

7. **Interviewer:** What are your expectations about students' attainment level in acquisition of different languages? Should it the same proficiency level for all languages in students' repertoires or it could be different? Why do you think so?
   Interviewee: No. I think if students' language level is high it is good for them. However, if we take three languages in our country: English, Russian and Kazakh, they cannot be equalized. Because one of them is one's mother tongue and none of other languages can replace it. It is the language of a person's soul and this language will stay high [acquired better] among other ones.

8. **Interviewer:** In some language teaching practices students are expected to be very accurate in use of grammar and vocabulary to perform linguistically well. What is your opinion on that?
   Interviewee: It is not must. But students should have a willing to reach out it [high level], but I think it should not be a requirement, because students have different abilities. If they are under one requirement, some of them might become demotivated

or anxious.

9. **Interviewer:** Do you think that teachers should encourage students with high academic performance to work with the ones lagging behind? Why do you think so?
    Interviewee: It would be good. I think it helps to raise students' awareness about mutual help. If students do not mind helping each other, I would support such an idea. Primarily and mainly, it develops students' love of mankind.

10. **Interviewer:** Could you share your understanding about differentiated tasks?
    Interviewee: It is about tasks that are appropriate for students' different levels in the same class. It is important to choose more challenging tasks for strong students.

11. **Interviewer:** I have heard that students are enrolled into this school from Grade 5, which means they may have different linguistic backgrounds. If so, how to do usually teach considering such a diversity in levels?
    Interviewee: There is a standard that we as teachers must follow. Sometimes I try to differentiate tasks although mostly I work in accordance with that standard [According to the standards tasks are not differentiated].

12. **Interviewer:** What languages do your students speak? Are they allowed to use other languages during English classes?
    Interviewee: Korean language, Kazakh, Russian, Turkish, Chinese. I allow them [students] to use those language, which is understandable for every student in the class. Let us say not all students know Korean, so they it is not used… I want students to be open, interactive, and not to be shy or isolated [through integration]. But I remind them that this is an English lesson and they should keep in mind it is better to use English more often.

13. **Interviewer:** What about you, do you use other languages besides English in the classroom?
    (If yes) Could you tell me more about this?
    (If no) Could you tell me why you do not do that?
    Interviewee: Of course, I do. I may use Russian to explain grammar. During translations, it is better to use Russian because it is complicated to make the meaning of English words in Kazakh.

14. **Interviewer:** What do you usually do when students cannot understand a spoken or written English while doing reading and/or listening tasks?
    Interviewee: Since it is crucial to convey a message only in English rather than shifting to Kazakh and Russian, I prefer to use flashcards or other visual aids or to simplify or paraphrase unknown words in English. … But sometimes, I may allow students to use Kazakh and Russian languages when it is difficult to express their thoughts in English. I do not want them to be reserved but free to express their opinions.

15. **Interviewer:** Could you tell me please, how do you usually form group of students? Do you have any approach for that?
    Interviewee: It depends on the topic of a lesson. If it is a new topic, I mix them so that strong students could help weak students. But sometimes strong students do not want to help peers but stay in the group because they feel responsibility for the group

in general and they do not want to lose [in group tasks]. In such cases I motivate them saying "one for all and all for one".

16. **Interviewer:** What issues do you usually discuss in cohort meetings?
Interviewee: In most cases we discuss students' performance. Since assessment has been changing, we are shifting from traditional grading system to criteria-based assessment. Students and parents want to see concreate marks, which as traditional assessment. They are not satisfied with comments that are offered according to the criteria-based assessment.

17. **Interviewer:** Is there anything would you like to add?
Interviewee: No