

CLIL AND THE MULTILINGUAL TURN

**Content and Language Integrated Learning (CLIL) and the Multilingual Turn:
A Qualitative Study on Translanguaging in Multilingual Schools in Kazakhstan**

Talshyn Ilyassova

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UNIVERSITY
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of Education

53 Kabanbay Batyr Ave.
010000 Astana,
Republic of Kazakhstan
21st October 2021

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

Yours sincerely

Dr. ANAS HAJAR

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

On behalf of Zumrad Kataeva
Chair of the GSE Ethics Committee
Assistant Professor
Graduate School of Education
Nazarbayev University

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

CITI Training Certificate



Completion Date 16-Aug-2021
Expiration Date 15-Aug-2024
Record ID 43630804

This is to certify that:

Talshyn Ilyassova

Has completed the following CITI Program course:

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Abstract

Content and Language Integrated Learning (CLIL) and the Multilingual Turn: A Qualitative Study on Translanguaging in Multilingual Schools in Kazakhstan

Since the 1990s, Content and Language Integrated Learning (CLIL) shifted from a well-recognized construct for promoting language teaching into a language-diversity-oriented approach. The adaptation of CLIL to linguistically and culturally diverse contexts made CLIL teachers use flexible, different linguistic practices in the classrooms, which are affected by the multilingual turn and translanguaging. However, through the lens of the multilingual turn in education and the benefits of the translanguaging pedagogy, the trilingual policy in Kazakhstan prescribes a monolingual-oriented policy - one subject/one language. Hence, one subject/one language policy compartmentalizes three languages (Kazakh, Russian and English), and contradicts the multilingual turn phenomenon and translanguaging pedagogy, which has been prompted in language education in the last two decades.

Guided by Coyle's (2008) 4Cs (i.e., Content, Communication, Cognition, and Culture). in the implementation of CLIL and Baker's (2001) principles of translanguaging in language education, this qualitative study explored the extent to which translanguaging is incorporated at one of the Kazakhstani high selective schools for the gifted (Bilim Innovation Lyceums-BIL) in CLIL classrooms. More precisely, this study sought to answer the following research questions: *RQ1*. How do a group of secondary school STEM teachers conceptualize CLIL in multilingual schools? *RQ2*. What are the participants' views on translanguaging? and *RQ3*. How do the participants implement translanguaging in their CLIL classes?

The data were collected from 6 secondary school teachers using the following research methods: lesson observation, semi-structured individual interviews, and document analysis. Clarke and Braun's (2013) guidelines for employing thematic analysis were used to analyze

the data collected. The findings of this research revealed that in practice, almost all participants' CLIL lessons were content driven in which they tended to practice good methods for successful content delivery. However, language focus seemed to be limited to multilingual glossaries. Regarding the participants' views towards translanguaging, it was revealed that the views were ambiguous since the participants sometimes preferred to use L1 for meaning making but pursue the goal of one subject/one language. From this qualitative study, pedagogical implications and areas for ongoing research are suggested.

Аңдатпа

Пәндік-тілдік Кіріктірілген Оқыту (CLIL) және Мультилингвальды Бетбұрыс: Қазақстанның Көптілді Мектептерінде Транслингвизм бойынша Сапалы Зерттеу

1990-шы жылдардан бастап пәндік-тілдік интеграцияланған оқыту (CLIL) жалпыға бірдей танылған құрылымнан тілдік оқытуды жылжыту үшін тілдік әртүрлілікке бағытталған тәсілге айналды. CLIL-дің лингвистикалық және мәдени тұрғыдан әр түрлі контекстке бейімделуі CLIL мұғалімдерін көп тілді бұрылу мен транслингвизмге әсер ететін сабақтарда икемді, әртүрлі лингвистикалық тәжірибелерді қолдануға мәжбүр етті. Алайда білім берудегі көптілділік призмасы және транслингвалдық педагогиканың артықшылықтары арқылы Қазақстандағы үштілді саясат бір пән/бір тіл-көптілді - бағытталған саясатты ұсынады. Осылайша, саясат бір пән/бір тіл үш тілді (қазақ, орыс және ағылшын) бөледі және соңғы екі онжылдықта тілдік білім беруде қолданылатын көптілді бұрылу және транслингвалды педагогика феноменіне қайшы келеді.

Бұл зерттеу 4 "С" Койлдың (2008) теорияларын басшылыққа алды, мұнда 4 "С" - бұл мазмұн (мазмұн), таным (ақыл-ой қабілеттері), байланыс (байланыс) және Мәдениет (Мәдени Білім) және Бейкер (2001) тілдік білім берудегі педагогикалық транслингвизмнің анықтамалары. Бұл сапалы зерттеу CLIL сыныптарында дарынды балаларға арналған жоғары іріктемелі қазақстандық мектептердің (Bilim Innovation Lyceums-BIL) бірінде транслингвирлеу тәжірибесінің дәрежесін зерттеді. Дәлірек айтқанда, бұл зерттеу келесі зерттеу сұрақтарына жауап беруге тырысты: STEM орта мектебінің мұғалімдер тобы CLIL-ді көптілді мектептерде қалай тұжырымдайды?

қатысушылардың транслингвизм туралы көзқарастары қандай? зерттеуге қатысушылар өз сабақтарында, CLIL сыныптарында транслингвизмді қалай қолданады?

Зерттеуге орта мектептің 6 мұғалімі қатысты. Қатысушылардан жиналған ақпаратты жинау және талдау үшін келесі құралдар пайдаланылды: сабақты бақылау, жартылай құрылымдалған жеке сұхбат және құжаттарды талдау. Жиналған деректерді талдау үшін Кларк пен Браунның (2013) тақырыптық талдауды қолдану бойынша ұсыныстары қолданылды. Осы зерттеудің нәтижелері іс жүзінде барлық CLIL сабақтары мазмұнды (мазмұнды) сәтті оқытудың жақсы әдістерін қолданатын мазмұнды (мазмұнды) бағдарланған мазмұнды (мазмұнды) көрсетті. Алайда сабақтың тілдік құрамы үш тілді глоссарийлермен шектелді. Зерттеуге қатысушылардың транслингвизм туралы көзқарастарына келетін болсақ, Пікірлер екіұшты екендігі анықталды, өйткені қатысушылар кейде мазмұнды түсіндіру үшін бірінші тілді қолдануды жөн көрді, бірақ саясаттың мақсаты бір тақырыпты/бір тілді көздеді. Зерттеу нәтижелеріне сүйене отырып, педагогикалық және зерттеу ұсыныстары жасалды.

Аннотация

Предметно-языковое Интегрированное Обучение (CLIL) и Мультилингвальный Поворот: Качественное Исследование по Транслингвизму в Многоязычных Школах Казахстана

С 1990-х годов Предметно-языковое Интегрированное Обучение (CLIL) превратилось из общепризнанной конструкции для продвижения языкового обучения в подход, ориентированный на языковое разнообразие. Адаптация CLIL к лингвистически и культурно разнообразным контекстам заставила учителей CLIL использовать гибкие, различные лингвистические практики в классах, на которые влияет мультилингвальный поворот и транслингвизм. Однако через призму многоязычия в образовании и преимуществ транслингвальной педагогики трехязычная политика в Казахстане предписывает моноязычно-ориентированную политику - один предмет/один язык. Таким образом, политика один предмет/один язык разделяет три языка (казахский, русский и английский) и противоречит феномену мультилингвального поворота и транслингвальной педагогики, которая практикуется в языковом образовании в последние два десятилетия.

Это исследование руководствовалось теориями 4 “С” Койла (2008), где 4 “С” это контент (содержание), познание (умственные способности), коммуникация (общение) и культура (культурологические знания) и Бейкера (2001) определения педагогического транслингвизма в языковом образовании. Это качественное исследование изучало степень практики транслингвирования в одних из Казахстанских школ с высоким отбором для одаренных детей (Bilim Innovation Lyceums-BIL) в классах CLIL. Точнее, это исследование стремилось ответить на следующие исследовательские вопросы: как группа учителей средней школы STEM концептуализирует CLIL в многоязычных

школах? каковы взгляды участников на транслингвизм? как участники исследования практикуют транслингвизм на своих занятиях, в CLIL классах?

В исследовании участвовали 6 учителей средней школы. Для сбора и анализа собранной информации от участников использовались следующие инструменты: наблюдение за уроком, полуструктурированные индивидуальные интервью и анализ документов. Для анализа собранных данных использовались рекомендации Кларка и Брауна (2013) по использованию тематического анализа. Результаты этого исследования показали, что на практике почти все уроки CLIL были ориентированы на контент (содержание), в котором участвующие учителя, практиковали хорошие методы для успешного преподавания контента (содержания). Однако языковая составляющая урока, ограничивалась трёхязычными глоссариями. Что касается взглядов участников исследования на транслингвизм, было выявлено, что мнения были неоднозначными, поскольку участники иногда предпочитали использовать первый язык для объяснения содержания, но преследовали цель политики один предмет/один язык. Исходя из результатов исследования были разработаны педагогические и исследовательские рекомендации.

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Chapter 1: Introduction

In the late nineteenth century, language learning was believed to be best learned and taught from a monolingual perspective, where students and teachers do not use their first language for communicating, translating, or testing (Hall & Cook, 2012). This monolingual approach has been taken for granted since this approach in teaching was practiced in the late nineteenth century (Hall & Cook, 2012; Neokleous, 2017). In this regard, Nikula and Moore (2019) pointed out that, although the monolingual approach has been advocated and used in the language literature for the last hundred years, there have still been educational contexts in which first languages were used by students and teachers.

Due to the ongoing globalization in the last two decades, major efforts toward the multilingual turn in language education have been observed (May, 2014, p. 1). The multilingual turn represents a critical movement against the traditionally monolingual views on learning a foreign language, which is based not only on an ecological understanding of multilingualism but also on equity and social justice (May, 2014). In addressing this point, May (2014) has emphasized that the ongoing issue of multilingualism should be resituated in the center of language education to focus on individuals' holistic linguistic palette, with L1, L2, L3 and LX interconnections. Consequently, understanding a person's experience of language learning should include a discussion of their multilingual orientation and their sense of self in relation to the larger social world that underlies their multiple identities (May, 2014).

In line with the multilingual turn, new voices started to support the inclusion or incorporation of translanguaging in additional language (AL) classrooms (Prada & Turnbull, 2018). Translanguaging as a part of the multilingual turn also advocates for viewing languages as one whole holistic system and calls into question the traditional compartmentalization of

languages for instruction (García, 2009). Broadly speaking, translanguaging is related to the systematic use of different languages by teachers and students, but translanguaging is distinct from code switching (San Isidro & Lasagabaster, 2019).

Unlike code switching, translanguaging “emphasizes the holistic, heteroglossic, hybrid nature of language use” (Goodman & Tastanbek, 2021. p.39). That is, translanguaging is not the usage of or synthesis of two different languages, but it is languaging practices that do not undertake named language boundaries. (Goodman & Tastanbek, 2021. p.39) García and Kano (2014) refer to translanguaging in education as compound discursive practices that embrace ALL languages of teachers and students in the classroom to support new language practices, communicate knowledge, and enunciate new sociopolitical realities by examining linguistic inequality. Moreover, translanguaging as a theory emphasizes and adds to the use of language in the classroom and identity formation.

In this regard, García and Sylvan (2011) explain that translanguaging serves as a scaffolding tool in multilingual education, and it also connects the world of multilingual speakers inside and outside of a classroom by embracing their whole linguistic and cognitive repertoires. Thus, translanguaging in the classroom helps multilinguals to make meaning through their identities and experiences to understand the content better and advance their understanding of the languages that are being used around them (Karabassova & San Isidro, 2020, p. 2). Thus, as Kazakhstan is a linguistically diverse country, translanguaging and the multilingual turn can build social justice and sociolinguistic equity in the classroom (Prada & Turnbull, 2018) “by bringing together different dimensions of their personal history, experience and environment, their attitudes, beliefs and performance” (Wei, 2011, p. 1223). Translanguaging is especially a case in Content and Language Integrated Learning (CLIL) contexts since this approach began to

embrace and encourage polylinguaging, translanguaging, and plurilingualism, especially in Europe (Lasagabaster & Doiz, 2017), where trilingual (bilingual) education has been practiced over three decades, because of the need of the citizens to know the mother tongue and two other European languages (Pérez Cañado, 2016).

In response to the multilingual turn in SLA described above, it would be interesting to explore translanguaging practices in the multilingual context of Kazakhstan for its historical, socio-political, economic, and linguistic intricacies of the society (Karabassova, 2017).

Kazakhstan gained its independence after the collapse of the Soviet Union in 1991. Thus, Kazakhstan is a Central Asian country with socio-demographic and linguistic diversity; it comprises over 100 ethnic groups with a population of about 18 million and two official languages: Kazakh and Russian (Ahn & Smagulova, 2021; Smagulova, 2008). In the first decade of independence, Kazakhstan pursued the policy of de-Russification and de-Sovietization, thus revitalizing and now maintaining its national Kazakh language and identity (Smagulova, 2008). At the same time, the Russian language has maintained its prestigious status and has become a language for interethnic communication.

Furthermore, according to Kazakhstan constitutional laws, minority languages such as Uyghur, Kyrgyz, Nogai or Uzbek, are under protection (Karabassova & San Isidro, 2020). Moreover, these minority languages are taught and practiced in some mainstream schools. Thus, as the multilingual turn focuses on individuals' holistic linguistic repertoires, with L1, L2, L3 and LX interconnections, the linguistic diversity of Kazakhstan makes an interesting context to research translanguaging practice.

Secondly, the Kazakhstani government started an ambitious trilingual education policy in 2000 (Karabassova, 2017). The trilingual education policy was initiated to respond to the

historical, socio-political, economic, and linguistic intricacies of Kazakhstani society. The most important goal of the trilingual education policy is to teach different subjects in the secondary school curriculum in three languages (Kazakh, Russian and English) so that they can learn the content subjects and also enhance students' capacity to communicate in those three languages (Karabassova, 2017). As teaching a curriculum subject through students' L2 (Russian and Kazakh) and L3 (English) was a challenging task, an educational approach CLIL was introduced as a solution to meet these challenges.

Thirdly, Kazakhstan is the first post-Soviet Union country in which CLIL was introduced to teach curriculum subjects regardless of a student's first language (AEO NIS, 2013). The emphasis on English as L3 (along with Kazakh and Russian) in Kazakhstan is driven by two assumptions: English is used as a global lingua franca, and English language competency is essential for individual economic returns and national economic development (Hajar & Si Mhamed, 2021). Educational system of Kazakhstan is divided into primary schools, lower secondary schools, upper secondary schools. Children start school at the age of six or seven, then they go to lower secondary school. School education in Kazakhstan is divided into primary (grades 1-4), lower secondary (grades 5-9), and upper secondary education (grades 10, 11 and 12). These levels of education are compulsory and provided free of charge in state schools.

Statement of Problem

There is a plethora of empirical studies on the positive effect of CLIL on foreign (additional) language learning (Admiraal et al., 2006; Pérez Cañado, 2018), attitudes, and motivation to learn the language (Lasagabaster, 2011; Seikkula-Leino, 2007), and content learning (San Isidro & Lasagabaster, 2019). From this perspective, the trilingual education in Kazakhstan, described above, seems to be a good solution to respond to the historical, socio-

political, economic, and linguistic intricacies of Kazakhstani society. According to the Roadmap of trilingual Education, the science, technology, engineering and mathematics (STEM) subjects are taught in English (L3), history of Kazakhstan - in Kazakh (L1/I2), world history - in Russian (L1/I2) (MoES, 2015).

However, through the lens of the multilingual turn in education and the benefits of the translanguaging pedagogy, the trilingual policy in Kazakhstan prescribes a monolingual-oriented policy - one subject/one language. Hence, one subject/one language policy compartmentalizes three languages, which contradicts the multilingual turn phenomenon and translanguaging pedagogy, which has been observed in language education in the last two decades (Karabassova & San Isidro, 2020; Lasagabaster & Doiz, 2017; May, 2014; Prada & Turnbull, 2018). In addition, Mehisto et al. (2014) also emphasized that in the Kazakhstani trilingual education policy, “the three languages were presented from a monoglossic perspective, as three separate entities” (p. 172). There are several empirical studies that revealed that teachers of English as a foreign language find mixing languages an ill-natured practice, thus recognizing the monolingual approach (Abdrakhmanova, 2017).

In addition, the results of the research conducted in NIS elite schools in Kazakhstan revealed that teachers and students have to comply with the one subject-one language policy and find a way to implement good pedagogical practices in CLIL classes (Karabassova & San Isidro, 2020). Moreover, the one teacher/one language policy in the context analyzed in this study revealed a clear focus on developing a monolingual learning environment (English).

Interestingly, another study conducted in the Asian context in Taiwan also revealed a few issues in CLIL conceptualization and the usage of L1 in the CLIL context. (Kung, 2018). The results showed that teachers need to comply with the unequivocal English elitism with the sacrifice of

other languages that may have similar significance for the students. As previously mentioned, studies showed that CLIL practitioners of other schools in Kazakhstan are likely to comply with the outside forces by not implementing translanguaging pedagogy.

Purpose of the Study and Research Questions

The present qualitative study has focused on analyzing whether and how translanguaging is implemented in Kazakhstani multilingual schools, in CLIL classrooms. Also, the results from previous research in CLIL classes in Kazakhstani elite schools show that teachers and students have to comply with outside forces that do not promote translanguaging, even though usage of translanguaging practices have been used during observation (Karabassova & San Isidro, 2020). For that reason, this thesis aims at exploring how the Kazakhstani policy conforms to the multilingual turn and what is occurring on the ground. In this regard, the current study aims to answer the following questions:

RQ1. How do a group of secondary school STEM teachers conceptualize CLIL in multilingual schools?

RQ2. What are the participants' views on translanguaging?

RQ3. How do the participants implement translanguaging in their CLIL classes?

Significance of the Study

This qualitative research study can provide some useful insights for stakeholders involved in policy education, specifically language teachers, CLIL teachers, policymakers, and researchers. As in recent years, the applied linguistics field has shifted toward the multilingual principles in bilingual education, and there is a need for teachers and policymakers to be aware of the multilingual turn. Teachers' beliefs influence the way they teach and make decisions during their classroom practice.

The results of this study might give food for thought to teachers and policymakers in Kazakhstan and probably other Central Asian countries, as they may reconsider their attitudes and beliefs towards language use and bilingual education in general. The policymakers would benefit from the result of this study and build trilingual policy documents accordingly. Finally, school administrators would find this study useful in designing their curricula.

Outline of the Thesis

This study includes six chapters. The Introduction chapter presents the topics with theoretical background underpinning the study, followed by the problem statement, purpose and research questions, significance, and thesis outline. The Introduction chapter finishes with some information about the significance of the study to different stakeholders. The second chapter is a literature review, where relevant literature for the topic of this study is analyzed. Then the literature review presents the analysis of three main concepts with a conceptual framework in this study: the multilingual turn, CLIL, and translanguaging. Finally, the literature review chapter presents empirical studies in international and Kazakhstani contexts. The third chapter introduces information about the research methodology: the research approach, research design, research site and participants, data collection tools, data analysis procedure, and ethical considerations. The fourth chapter provides information on the research findings, followed by a discussion of these findings with reference to the literature. The final chapter concludes the main findings of this study, suggesting recommendations for different stakeholders.

Chapter 2: Literature Review

This qualitative study reported in this thesis aims to analyze whether and how translanguaging is implemented in the CLIL classes at two private multilingual school-lyceums - Bilim Innovation lyceums (BIL). The previous chapter focused on presenting the background information about the linguistic profile of Kazakhstan, and the research problems and purposes. The research questions and the significance of the study were also explained. This chapter discusses the theoretical underpinnings related to the phenomenon under investigation, along with the theoretical framework that guided the current research study. This chapter includes main themes that need to be considered to understand the topic of the thesis. Overall, there are three main parts in the literature review section: elaboration of the three main concepts - the multilingual turn, CLIL, translanguaging; overview of the previous studies on CLIL and translanguaging; the theoretical framework.

The Multilingual Turn in Language Education

Turnbull (2018) identifies two views towards bilingual education - a monolingual view and a multilingual view. The monolingual perspective towards bilingual education is characterized by the separation of languages i.e. students and teachers cannot use their first language for communicating, translating, or testing in additional language classrooms. This monolingual approach has been taken for granted in the research papers since this approach in teaching was practiced in the late nineteenth century (Hall & Cook, 2012). From this prospect, multilingual/bilingual speakers tended to be perceived as two monolinguals (Bieri, 2018; Turnbull, 2018). In this sense, the desired end result is whether higher competence in two different languages or higher competence in predominant language (García, 2009). In contrast, the multilingual perspective towards bilingual education considers the speaker's whole linguistics

repertoire as a resource, and it is accepted that the additional language of a speaker can differ from a monolingual native speaker of that additional language (Turnbull, 2018). Otheguy et al. (2018) have also supported this multilingual view towards bilingual education on the basis of the psycholinguistic studies which revealed that even though multilingual/bilingual speakers use only one language verbally, other languages stay active to some extent. Therefore, languages cannot be separate internal systems, but rather languages are as one single unitary system, on which speakers navigate strategically to communicate (Turnbull, 2018).

With this in mind, in recent years, the monolingual view towards multilingualism has been critiqued based on the phenomenon of the “multilingual turn”. A critical movement against the traditionally monolingual views on learning a foreign language, which is based not only on an ecological understanding of multilingualism but also on equity and social justice (May, 2014). At a time when traditional monolingual views have been regarded as a “second rate” education (Lorenzo, 2007, p. 35), supporting inclusion or incorporation of translanguaging in the additional language (AL) classrooms has become predominant (Karabassova & San Isidro, 2020; Pérez Cañado, 2016; Prada & Turnbull, 2018), particularly in Europe, where there is a need to know two European languages along with the mother tongue has been a goal since the 90s (European Commission, 1995, as cited in Pérez Cañado, 2016). This goal is being achieved by starting teaching subjects in secondary schools through CLIL including translanguaging practices (Karabassova & San Isidro, 2020) The same picture is in Kazakhstan, people are required to know several languages: the national Kazakh language (L1, L2), Russian language (L1, L2) , and English (a foreign language). Thus, it is likely that translanguaging flows can be a case in the Kazakhstani secondary schools in CLIL contexts.

Conceptualization of CLIL

CLIL is an umbrella term that binds different teaching core subjects in which “both language and the subject have a joint curricular role” (Marsh, 2002, p. 58). An abrupt definition of CLIL is by Coyle et al. (2010) “Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p.1). The author explains that “an educational approach” refers to an approach where both content and language components are focal points. Even though there is more emphasis on content or a language, the essential is that content and language are intermixed. The term an additional language refers to a learner’s second language, “foreign language”, or even his/her heritage language. For instance, in the Kazakhstani context in Russian Medium schools, core subjects are taught in Kazakh or English languages (additional languages). That is, CLIL is an educational approach with dual-focused instruction which focuses on language acquisition and the content (Coyle, et al., 2010). To achieve the dual-focused aim in CLIL, Eurydice (2006) clarifies that CLIL is an approach where biology, geography, etc. are taught with and through an additional language. Thus, in accordance with this definition, CLIL can include different teaching practices and these teaching practices are implemented through an additional language, in which ‘both language and the subject have a joint role’ (Marsh, 2002, p. 58).

CLIL appeared in 1990, in Europe, as a solution to a European need (Marsh, 2002, p.11) to better prepare individuals for the linguistically and culturally diverse demands in a mobile Europe. Initially, the CLIL approach was embraced as an innovation, as the potential mainstay to address the foreign language (Pérez Cañado, 2016). However, later, CLIL theoretical conceptualization was criticized for being vague or heterogeneous, because of its confusion with

other immersion or bilingual programs such as Content Based Learning (CBI), and Immersion programs in Canada (Bruton, 2013, 2015; Paran, 2013). However, this argument was refuted by a number of language researchers (Cenoz et al., 2013; Pérez Cañado, 2013, 2020). For example, Cenoz et al. (2013), emphasized the importance of seeking similarities between CLIL, CBI and Immersion programs rather than drawing borders between them. The authors suggested advocating a more inclusive, integrative, and constructivist stance which does not pursue to provide a precise, “theoretically ‘tight’ definition of what is (not) CLIL” (Pérez Cañado, 2016, p 13).

Pérez Cañado (2016) claims that in the beginning of CLIL inquiry there were a number of positive end results singing the applause for this approach. However, in the second phase of CLIL research, the outcomes of the investigation on CLIL “has violently swerved to the opposite extreme” (Pérez Cañado, 2016, p. 18). That is, CLIL was claimed to be an approach targeted to the gifted students (Bruton, 2013, 2015; Paran, 2013). Bruton (2013, 2015), Paran (2013) warn against full acceptance of CLIL and poses a risk of danger to embrace this approach in rush. In order to shed light on this matter, Pérez Cañado (2016) suggested conducting new statistical research instead of analyzing previous methodologically jagged studies. Hence, Pérez Cañado (2020) conducted a large-scale longitudinal research in Spain on the matter of elitism in CLIL. The participants were 2024 students from twelve monolingual provinces in Spain. The research investigated the most, motivated, and linguistically proficient students study in CLIL classrooms (Pérez Cañado, 2020). The researcher analyzed possible effects of socio-economic variables on language accomplishment in CLIL and non-CLIL classes, as well as the extent to which CLIL could be effective in deprived contexts. Interestingly, the results revealed that some variables have an effect on language attainment in CLIL and non-CLIL groups, while other variables do

not have a considerable impact on CLIL context as in non-bilingual context. As a result, Pérez Cañado (2020) suggested coming up with a new research agenda to continue investigating with regard to the elitism in bilingual programs.

Despite these challenges, CLIL shifted from a well-recognized construct for promoting language teaching into “a language-diversity-oriented approach” (San Isidro & Lasagabaster, 2019, p.2). This approach represents curriculum alliance as well as focus on content-based tasks through the use of additional languages, and translanguaging (Nikula & Moore, 2019). This change into a “language-diversity-oriented approach” (San Isidro & Lasagabaster, 2019, p.2) took place in order to acclimate itself to a countless linguistically diverse educational contexts (San Isidro, 2021). More precisely, the adaptation of CLIL to linguistically and culturally diverse contexts made CLIL teachers use flexible, different linguistic practices in the classrooms, which is affected by the multilingual turn (Karabassova & San Isidro, 2020; San Isidro, 2021). Thus, it is interesting to research how teachers in the Kazakhstani multilingual schools implement the theory of CLIL, as Karabassova and San Isidro, (2020) claim that the adaptation of CLIL to linguistically and culturally diverse contexts made CLIL teachers use flexible, different linguistic practices in the classrooms, which is influenced by the multilingual turn.

Previous Studies on CLIL in Europe

CLIL and CLIL related topics have been researched around the world for almost three decades. Previous research on CLIL aimed at analyzing its impact on foreign/second language learning (additional language) (Admiraal et al., 2006; San Isidro, 2010; Pérez Cañado, 2018), teachers and students’ attitudes and motivation (Seikkula-Leino, 2007; Lasagabaster, 2011; Lasagabaster & Sierra, 2009; Lasagabaster & Doiz, 2017), the conceptualization of CLIL by teachers (Díaz Pérez et al., 2018), and its effect on content learning (San Isidro & Lasagabaster,

2019). Most of the findings in the previous research showed that students in CLIL classrooms were motivated to learn an additional language, which did not affect their content or their first languages. Nevertheless, there is still little of research that focuses on students first language in CLIL classes (Cenoz, 2009; Karabassova & San Isidro, 2020; San Isidro & Lasagabaster, 2019), or on CLIL pedagogy and classroom practice (San Isidro, 2021). CLIL pedagogy and classroom practice refer to teachers' conceptualization of the CLIL approach, and their perceptions of CLIL design and its actual implementation, and result. One of the few exceptions was the comparative quantitative study on Scottish and Spanish teachers' views on CLIL design, implementations in Scotland and Spain. The participants were 313 professional teachers such as language teachers in primary, secondary, and higher education sectors; content teachers; university professors. It is noteworthy that all participants participated in bilingualism or CLIL related training. More specific, this study analyzed and compared teachers' opinions on CLIL implementation in Spain and Scotland. It showed how teachers conceptualize CLIL in two very different countries in terms of CLIL experience and policymaking. The study explored the main components of the CLIL approach such as content and language integration in a curriculum, pedagogy and collaboration, teacher training needs in CLIL scenarios, and students' performance in CLIL classrooms. Moreover, the study considers the multilingual turn phenomenon by analyzing teachers' views on the use of the whole linguistics repertoire of students and their development of pluriliteracies.

The finding of this quantitative study sought to go beyond CLIL theory by exploring teachers' views on the pedagogy of CLIL and its implementation. Even though participants were practitioners from two different countries and contexts (Scotland and Spain), the participants' views from both countries were positive towards CLIL programs. Also, all participants seemed

to find it challenging to align the curriculum with the integration-oriented component of The CLIL approach. The author suggested that the reason for teachers' struggles with the alignment of the curricula with the integration in the task - design approach is that the policymakers seemed to support too much of a compartmentalized view on education. Also, the study shows that practitioners agreed on the CLIL conceptual framework, that it is an approach that comprises several other methodologies such as project-based learning (PBL), task-based learning (TBL). Moreover, practitioners revealed positive attitudes towards the use of meaning-making, translanguaging, scaffolding, awareness of the diversity of the classroom, curriculum alignment, collaboration of language and subject teachers, and the development of pluriliteracies. However, interestingly, language diversity, pluriliteracies and translanguaging were challenging questions, as participants answered unanimously. Thus, the main objective was to see how the CLIL approach is conceptualized and implemented in Kazakhstan, as Kazakhstan is the first post-soviet central Asian country which adopted the CLIL approach. It is an interesting case to explore whether and how translanguaging is implemented in Kazakhstani multilingual schools, in CLIL contexts.

Previous Studies on CLIL in Asia and Kazakhstan

In Asia CLIL related research has also been conducted although it is a comparably new concept as to the European context where it was commenced (Lasagabaster & Sierra, 2009). A study conducted in China showed that the CLIL students had a positive attitude towards learning content and an additional language (Jiang, 2010, as cited in Kung, 2018). A study in Taiwan indicated that college students improved English proficiency and their content knowledge in the CLIL classroom. (Chang, 2010). A study in Japan discovered that students' additional language proficiency improved in CLIL classroom (Sasajima et al., 2011). Another study in Hong Kong

revealed that students did not learn the content matter (STEM subjects) in the CLIL classroom (Yip et al., 2003). The reason for that was found to be students' low proficiency in English. Furthermore, Bigelow (2010) studied the experience of CLIL teachers and their perceptions of content-based curriculum development and the results were that teachers had difficulties in defining language goals. Similarly, another study conducted in Malaysia explored Mathematics and science teachers' beliefs and practices regarding the teaching of language in content learning (Bigelow, 2010). The results showed that teachers see themselves as content-only teachers or language-only teachers, and this limits students' opportunities to learn the language. From the literature reviewed it can be concluded that CLIL is a new approach implemented in Asian context (Tan, 2011). Number of studies indicated that CLIL increased motivation to learn an additional language, and improved content knowledge in the classroom. However, literature also shows that students might have problems with learning content due to their low English proficiency. As a result, in Asia, numerous literatures indicate problems with language matter in the CLIL classroom, which limits students' opportunity to learn the language, hence not learning content (Cammarata; 2010; Tan, 2011).

In Kazakhstan the CLIL approach has also been considered a new concept. Several studies indicated students and teachers' positive attitudes towards CLIL (Abdimanapova, 2017; Vitchenko, 2017; Syzdykbayeva, 2017) . However, as in above mentioned studies, Kazakhstani CLIL related research also found language-related issues in CLIL conceptualization and implementation (Karabassova, 2018; 2020). Moreover, a qualitative research by Karabassova (2020) conducted in state secondary schools of Kazakhstan revealed interesting findings. Twenty-one teachers participated in the research. Each teacher was selected so they received compulsory teacher training in English and the basics of CLIL. The main purpose of this study

was to understand the top down implementation of CLIL in state schools in Kazakhstan.

Interestingly, the findings from the semi-structured interviews of this study revealed that teachers had insufficient and intensive English courses. Consequently, this appeared to be a challenge in implementing CLIL through English as the participants indicate that they had low English proficiency. The study revealed low awareness of CLIL pedagogy. Not surprisingly, participants took the language learning aspect in the CLIL classroom for granted. Moreover, the participants as well as in other Asian contexts mentioned above prioritized content by referring to the CLIL pedagogy as the same with “Obnovlenka” (“Updated Curriculum”).

Another study was conducted by Karabassova (2019) in elite schools NIS (Nazarbayev Intellectual Schools). NISs are pilot elite schools for gifted children which were first to practice CLIL approach and later share their experience with other schools. The qualitative study on NIS by Karabassova (2019) explored how teachers had implemented CLIL in the classrooms. The following instruments were used for this study: semi-structured interviews and lesson observation. The participants were selected purposefully, each participant had to have at least two years of experience in teaching in NIS and some training in CLIL. The findings from the interviews, lesson observations, and lesson plans analysis revealed that even though lesson plans included language related goals (terminology), during the lesson observations some teachers either did not mention language objectives or did not pay attention to language objectives aspects of the lesson.

To sum up, CLIL has been interpreted as a “language-diversity-oriented approach” (San Isidro & Lasagabaster, 2019, p.2), which can acclimate itself to a countless linguistically diverse educational contexts (San Isidro, 2021). For that reason, this chapter analyzed the conceptualization and implementation of CLIL in Asia and Kazakhstan separately from

European contexts. Overall, CLIL is a relatively new concept for Asian and Kazakhstani contexts. Number of studies in Asia and Kazakhstan in CLIL implementation showed increased motivation to learn an additional language in CLIL classrooms and increased content knowledge (Karabassova, 2020; Tan, 2011). However, in both contexts, there is an issue with the language integration aspect of CLIL implementation in classrooms and low awareness of the CLIL pedagogy.

Translanguaging

The term translanguaging originated in Wales, Williams (1994) first coined the term translanguaging (in Welsh) to refer to pedagogical practices in which English and Welsh were used for different activities and purposes (García & Wei, 2014). That is, for example, translanguaging was practiced in Wales as reading in one language, writing in another. Notice that Williams' original translanguaging pedagogy did not separate English and Welsh languages that are used in different social contexts (García & Klyen, 2016). Rather, for Williams, there was one unitary, not compartmentalized system of two languages that built on one single bilingual identity of Welsh people (García & Klyen, 2016). Later, Baker (2001) translated the Welsh term into English as "translanguaging". Baker (2011) views translanguaging as "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (p.288). However, even though Baker and Williams's definition of translanguaging goes beyond traditional, compartmentalized views on language, it refers to only "two languages". In contrast, García and Wei's (2014) view on translanguaging does not see translanguaging as two separate, or two languages that are in interdependence. Rather, García and Wei (2014) see translanguaging as a new language practice, which was referred to as a verb "languaging", the process of using languages to make meaning, and gaining knowledge, but not

as a noun “language”. Consequently, it could be suggested that translanguaging challenges the traditional view to bilingualism, but posits that bi/multilinguals have one linguistic repertoire to facilitate learning and to communicate effectively (Gort & Sembiante, 2015). That is, translanguaging views language practices of bilingual speakers as a norm, not the language of monolinguals as the norm, as believed in the traditional view to bilingualism (García & Wei 2014). Otheguy et al. (2015) define translanguaging as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (p. 283). Overall, a focus of translanguaging is that bilingual speakers are without clear boundaries between their languages, rather they have a unitary language system, “which places the speaker at the heart of the interaction” (Blackledge & Creese, 2010, 2014, as cited in, García & Wei, 2014). In other words, translanguaging gives high value to one’s whole linguistic repertoire.

Nevertheless, it does not mean that a bi/multilinguals do not know about the existence of boundaries between languages (Wei, 2018). A multilingual is someone who is aware of the political boundaries between languages and has a whole linguistic repertoire that allows using it strategically to communicate effectively (Wei, 2018). Wei (2018) explained that translanguaging has been an effective pedagogical practice in bilingual education where a content is taught through a student’s second or foreign language. For example, in Kazakhstan, in Russian Medium schools, core subjects are taught in Kazakh (L2) or English languages (foreign language). Therefore, translanguaging practice has been “deliberately breaking the artificial and ideological divides between indigenous versus immigrant, majority versus minority and target versus mother tongue languages” (Wei, 2018, p. 15).

Translanguaging as a Pedagogical Tool

Garcia and Sylvan (2011) indicated the value of translanguaging for pedagogical practice, that allows practitioners to fulfill various educational purposes in the classroom. For example, Lewis et al. (2012b, as cited in García & Wei, 2014) pointed out that:

The process of translanguaging uses various cognitive processing skills in listening and reading, the assimilation and accommodation of information, choosing and selecting from the brain storage to communicate in speaking and writing. Thus, translanguaging requires a deeper understanding than just translating as it moves from finding parallel words to processing and relating meaning and understanding. (p. 65)

Commonly, translanguaging is used as a scaffolding tool by teachers in order to help students to understand complex texts and new knowledge (García & Wei, 2014). For example, it could be giving students a glossary with translation of possible words which students might not know before reading a text. Research in neurolinguistics has shown that “because of cross-language semantic remapping translanguaging may be more effective for learning” (García & Wei, 2014, p.65). Thus, García and Kleyn (2016) claim that translanguaging in education is not random or unsystematic, but strategic, where bilinguals are deeply educated by advancing their whole linguistic repertoire.

Who, which student would benefit from translanguaging as a pedagogical tool?

Translanguaging as a pedagogical tool would be beneficial for all students, and languages (García, 2012). For instance, for students who speak one language at home, this would build and awaken their tolerance to other languages and would awaken their flexibility to learn any other additional languages. Those who speak languages other than English, besides English or Russian (in the Kazakhstani context), would endorse their home (L1) language practice, although there is

no medium of instruction at school. And finally, for those who learn English as an additional language, this translanguaging practice would be the only tool to teach academic content.

Previous Studies on Translanguaging in CLIL: Europe, Asia, and Kazakhstan

The term translanguaging is not new for CLIL in Europe, as in of the first reports on CLIL in Europe “CLIL/EMILE The European Dimension” mentioned the practice of translanguaging” (referred in the report with hyphen):

Teacher may speak in one language, and a pupil reply in another. Alternatively, students may work as a pair speaking through one language, whilst analyzing materials produced in another. (Marsh, 2002, p. 17)

Translanguaging practice was analyzed from different European contexts: Austria, Canada, England, Finland and Spain (see Moore & Nikula, 2016). Subsequently, Nikula and Moore (2019) conducted an exploratory study of translanguaging in CLIL classrooms by collecting data from three different countries Austria, Finland and Spain. The researcher used classroom recordings to illustrate the extracts featuring translanguaging practice in each class from Austria, Finland and Spain. The findings showed translanguaging practices in CLIL classroom discourse are used for different purposes such as orienting students to learn content, providing the flow of interaction. The extracts from the classroom observation proved that the students treated the space in a classroom as bilingual. Noteworthy is that the findings of this study revealed that none of the classroom observations included strong pre-planned input/output variation of translanguaging practice.

Lin and He (2017) conducted another study on the potential pedagogical practice of translanguaging. This ethnographic study was conducted in secondary school in Hong Kong. The findings from the interviews and classroom observations of science teachers revealed that translanguaging flows in the classroom naturally in order to make meaning about the lesson topic. This translanguaging dynamic flow was observed in the CLIL classroom, despite the government’s policy that enforces a monolingual medium of instruction.

Karabassova and San Isidro (2020) conducted an exploratory qualitative study in different multilingual schools. This study aimed at examining CLIL teachers' perceptions on pedagogical practices of translanguaging and the impact of these perceptions on their classroom practice. The findings revealed that despite the governments' trilingual policy that is a monolingual medium of instruction, teachers used a set of translanguaging strategies in their CLIL classrooms. The results of this study also showed the teachers' perceptions on translanguaging as a pedagogical practice are ambiguous. The reason for that, as explained by the authors, probably due to the government's monolingually-oriented trilingual policy that the participating teachers tried to implement.

Theoretical Framework

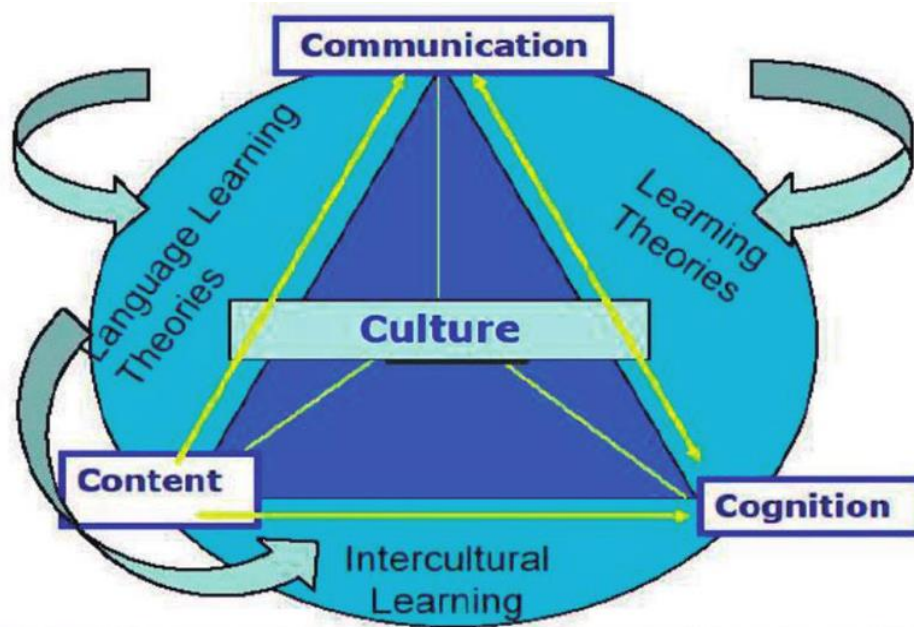
The present qualitative study aims at uncovering whether and how translanguaging is implemented in Kazakhstani multilingual schools in CLIL classrooms; how a group of STEM teachers conceptualize CLIL. For that reason, this thesis is guided by a theoretical framework based on two concepts. The first is related to Coyle's (2008) 4Cs for CLIL conceptualization (see figure 1). To prepare and implement a successful CLIL unit/model, there are key 20 steps to comprise (San Isidro et al., 2020). Those instructional 20 steps are mainly based on Coyle's (2008) 4Cs framework (see figure 1). The 4Cs tool is perceived as a design and base for planning a quality CLIL unit/model. They are as follows: "Content" (understood as a subject taught, topics, or cross-curricular connections), "Communication" (language), "Cognition" (thinking, Bloom's Taxonomy), and "Culture" (awareness of "self and otherness"). These 4Cs build synergies between integrating content learning (content and cognition) and language learning (communication and culture) (Coyle et al., 2010, San Isidro et al., 2020).

In CLIL classrooms, the focus is not only on content, but also on language aspects. Hence, through the CLIL approach, students acquire the target language, because teachers are also supposed to focus on the language aspect. To employ a language aspect in the CLIL lesson planning, there is a practical tool “Language Triptych”. Coyle et al. (2010) demonstrated “Language Triptych” as a tool to design language aspects of CLIL lessons by dividing language into: language of, language for, language through (Coyle et al., 2010). “Language of” is needed to be included for students to acquire subject related language, for example: terminology. “Language for” is needed for students to acquire classroom language, or a language which is needed for interaction in groups, in pairs, in a classroom (for example “functional language”). “Language through” is needed for students to construct their language out of new learning strategies, thus being able to transfer what they know in their L1 to a new linguistic scenario (Coyle et al., 2010; San Isidro et al., 2020). These two Cs (Communication and Culture) are not only about developing communication competence in the target language, but also developing students’ ability “to code and decode language in a variety of formats by making use of their whole language palette and developing their subject-related literacies” (San Isidro et al., 2020, p. 12).

Other Cs that are implemented in the CLIL classrooms are Content and Cognition, teachers facilitate these two Cs by employing tasks that take students from simple to more complex task solving (From Lower thinking skill to Higher thinking skills). This thesis with regard to the research questions 1 aims to use this framework in order to identify to what extend 4Cs work in the Kazakhstani CLIL settings is implemented as it is “a conceptual map which provides a theoretical basis from which to start” (Coyle et al., 2010, p. 42).

Figure 1

The 4Cs Framework of CLIL



Note. From *Teacher Education and CLIL Methods and Tools* (p. 50), by D. Coyle, 2011, in unpublished seminar presented in Milan, Italy,

<http://www.cremit.it/public/documenti/seminar.pdf>.

The second concept guided by the theoretical framework of this study is employed to answer the second and the third research questions concerning translanguaging in CLIL. Baker (2001) suggests potential advantages of translanguaging in education:

1. Better understanding of subject matter.
2. Enhance the weaker language.
3. Facilitates home-school links.
4. Integration of fluent speakers with less fluent speakers.

Noteworthy that translanguaging is not only about a practice that may help to understand the lesson, but it is a practice that can facilitate cognitive processes in developing bilingual continuum, rather than those in the beginning stage of bilingualism continuum (Garcia & Wei, 2014). Thus, this thesis is aimed at analyzing whether and how translanguaging is implemented in Kazakhstani multilingual schools in CLIL classrooms. The second theoretical framework is based on García, Johnson, and Seltzer's (2016) definition of pedagogical translanguaging. García, Johnson, et al. (2016) classify instructions that take up translanguaging into three categories: the teacher's stance, the teacher's design, the teacher's shifts.

The teacher's stance. García and Kleyn (2016) explain that teachers need to develop a philosophical stance in order to embrace translanguaging. Teachers believed to adopt two stances: a scaffolding stance, and transformative stance. The term scaffolding originates from Lev Vygotskiy's zone of proximal development (ZPD). ZPD is the "difference between a child's actual mental age and the level he reaches in solving problems with assistance" (Vygotsky, 1986, p. 187). Scholars' definition of scaffolding is similar, but the conceptualization of scaffolding is different by different scholars. For example, García and Kleyn, (2016) believe that a scaffolding stance is a belief that embracing a student's full linguistic palette is temporary (García & Kleyn, 2016). Baker and Wright (2017) also believed that translanguaging scaffolding is a temporary action which teachers take in order to help bilingual students until they will be able to do tasks independently. García and Wei (2014) explained that translanguaging is "increasingly accepted as scaffolding practice in the teaching of the standard academic language", rather than "as a legitimate practice" (p. 132). García and Kleyn, (2016) argued that scaffolding is not enough to develop a full translanguaging stance, because a scaffolding stance is believed to be a temporary practice. García and Kleyn, (2016) further believed that teachers need to have a transformative

stance in order to develop a translanguaging stance. Teachers with a transformative stance see translanguaging both as a way to reverse the power positions of the named languages and as a way to shake the dominance of the named languages and of the power of political state. Thus, teachers transform their subjectivity as they see translanguaging as being able to perform without the separationists' views of bilingualism.

The teachers' design. Designing and planning translanguaging instruction is also fundamentally important. Planning on translanguaging theory needs three elements:

1. Construct collaborative structures
2. Collect and apply different multilingual and multimodal instructional resources
3. Implement and use translanguaging pedagogical practices. (García & Kleyn, 2016)

Translanguaging planning of the classroom must put emphasis on collaboration among peers. Instruction based on translanguaging theory is cooperative and student-centered. Collaborative learning provides an opportunity to use students' full linguistic repertoire, and this promotes Bilingual Zone of Proximal Development (Moll, 2014, as cited in, García & Kleyn, 2016). It is also important to use multilingual and multimodal resources. For example, multilingual texts, multimodal texts as, videos, short movies and other resources that can be found on the internet. Such cooperative learning and usage of multilingual resources may facilitate the use of children's' full linguistic palette. These ensure that varied resources and perspectives are included so students learn how to analyze them critically. Lastly, teachers also need to plan their pedagogical strategies (see García & Wei, 2014). Pedagogical translanguaging strategies let students build their linguistic virtuosity by using their whole linguistic palette. By doing so, bilingual learners may become critical language learners/users, by moving beyond their linguistic capacity that has been prescribed by the political state.

Teachers' shift. Besides developing teachers' stance and planning translanguaging instruction, it is also important for teachers to be aware of the "unplanned, moment-by-moment moves" (Seltzer & García, 2020, p. 26). This means that teachers who prepared a lesson based on translanguaging theory must also be ready to change the instruction in order to respond to a child's language palette.

Conclusion

To sum up, this chapter reviewed the definition and literature of multilingual turn, translanguaging and CLIL and considered empirical studies in these fields. The empirical studies were reviewed in three different contexts such as Europe, Asia, and Kazakhstan, because CLIL is an approach which acclimates itself to a countless linguistically diverse educational contexts, thus embracing translanguaging practice. Also, even though CLIL is an approach adopting itself to different contexts, the literature review chapter presented a theoretical framework based on Coyle's (2008) 4Cs framework, which is a design and base for planning a quality CLIL unit/model. As research questions two and three concern translanguaging practice in CLIL classrooms, this chapter also presented a theoretical framework based on García, Johnson, and Seltzer's (2016) definition of pedagogical translanguaging.

Chapter 3: Methodology

The previous chapter reviewed the literature relevant to the thesis, along with conceptual frameworks within which this thesis is written. This chapter provides an overview of the methodology applied in the thesis to answer the following research questions:

RQ1. How do a group of secondary school STEM teachers conceptualize CLIL in multilingual schools?

RQ2. What are the participants' views on translanguaging?

RQ3. How do the participants implement translanguaging in their CLIL classes?

This chapter describes and justifies the choice of a multiple case study design, the sampling method, and the choice of instruments. The first section of this chapter explains and justifies the adaptation of qualitative case study design in this study. In the second section, the research site and sample are described. The third addresses the data collection instruments and process, followed by the data analysis and the ethical considerations of the investigation.

Research Design

A qualitative research approach was implemented in the study reported in this thesis. This was because this study aimed at “exploring the problem developing a detailed understanding of a central phenomenon” and “collecting data based on words from a small number of individuals so that the participants' views are obtained” (Creswell, 2014, p. 16). In contrast with a quantitative research approach, a qualitative research approach “is best suited to address a research problem in which you do not know the variables and need to explore” (Creswell, 2014, p. 16). As for the research design in this qualitative study, an instrumental multiple case study was adopted, as the researcher focused on “a program, event, or activity involving individuals rather than a group per se” (Creswell, 2014, p. 465).

Gall et al. (2003) defined a case study as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (p. 436). A “case” may be simple (e.g. a child, a language learner, a teacher, a person’s experience or phase in life) or complex/collective (e.g. region, institution, or neighborhood) (Yin, 2014, p. 15). Concerning an instrumental multiple case study used in this thesis, Shkedi (2005) points out that although this kind of case study explains the cases collectively, “each single case study is portrayed with its unique features and context” (p. 21). Shkedi (2005) goes further and suggests that an instrumental multiple case study can allow a researcher to obtain “thick descriptions” of multiple perspectives about a given phenomenon by exploring both similarities and differences among the cases’ perceptions to conceptualize a rich understanding of the phenomenon. With this in mind, using multiple case study in the present thesis allowed the researcher to uncover not only whether and how participants acted to implement translanguaging in their STEM classes, but also how the same phenomenon had been conceived by each participant.

In addressing the advantages of using case study as a research design, Simons (2009) postulates that case study is “flexible” since it is “neither time-dependent nor constrained by method” (p. 23). In other words, this research design can be implemented in a few days or can last several months according to the timescale of the research study. Related to this, different research methods can be employed to recognize the case under investigation. Further, case study tends to be less costly than surveys (Suryani, 2008, p. 121). Nevertheless, one of the major criticisms directed to the use of case study in an empirical study pertains to its lack of capacity for generalizing the research findings because researchers, especially those adopting an

individual case, seem to have limited evidence (Flyvbjerg, 2011, p. 302). In addressing this criticism, Yin (2009) affirms that:

Case study, like the experiment, does not represent a ‘sample’, and in doing a case study, your goal will be to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization)’ (Yin, 2009, p. 15).

Elsewhere, Yin (2014) points out that a multiple case design endorses a “replication”, “logic”, in the sense that the aim is not to choose cases typical of a larger sample or population, but to capture the uniqueness of every case and then unearth the similarities and differences across the cases guided by a specific theoretical framework (p. 57-58). In this regard, the research findings of multiple cases can work together to foster the accuracy of the empirical study.

Research Site

The researcher of the present study collected data from six teachers teaching at two Bilim Innovation lyceums - BIL (former Kazakh-Turkish lyceums) with a multilingual education system. Founded in 1992, BIL - is the first lyceum for gifted children which adopted the EMI (English as a Medium of Instruction) system for natural science subjects. To get into the lyceums, children must pass mathematics, logic, Kazakh language, history of Kazakhstan, and English examinations. However, English language examinations are not required in rural areas. Children are enrolled in the lyceum from grade 7. The BIL is funded by the International Educational Fund and provided with university textbooks, electronic books, scientific papers, etc. written in English for in-depth study of natural sciences. Initially, the BIL, foreign specialists were teaching special subjects in English, teachers from Turkey accounted for 90% of staff. However, eventually, the foreign teachers were replaced by local teachers. Regarding the languages, Russian and Kazakh speaking students are taught Kazakh language. Along with that,

English language proficiency is obtained from grade 7. Therefore, the researcher decided to collect the data from these schools because they are considered one of the leading schools in Kazakhstan that adopt the CLIL approach, the focus of the present study.

Noteworthy is that since 2000, the government has initiated several trilingual policies to promote Kazakh, Russian, and English languages (Karabassova, 2017). The BIL, Daryn schools have been supporting the implementation of trilingual Education (Fimiyyar, Yakavets & Bridges, 2014). Later on, in 2008, Nazarbayev Intellectual schools (elite NIS schools) were established. Only in 2015, after the Roadmap of Trilingual Education was approved, the principles of CLIL were recommended to use in order to successfully implement the trilingual education policy (Karabassova, 2017). Eventually, the government was committed to introducing trilingual education by 2016 (Karabassova, 2017). Based on the above-mentioned reasons, the BIL was chosen to research translanguaging in CLIL classrooms. There is one more reason for choosing the BIL. If elite NIS schools were first to practice CLIL approach and later transmit their experience and knowledge to other schools, BIL schools are the first to implement EMI since 1992, and considered one of the leading schools in Kazakhstan that adopt the CLIL approach. Also, there were a number of CLIL related research in NIS, but few in BIL.

Sample

The sample employed in this qualitative empirical study was purposive in that participants should have been specifically sought out and have a shared experience of the phenomenon under investigation. Collier-Reed (2006) indicates that one of the advantages of using purposeful sampling in a study is that it can “give the best data to contribute to the constitution of the full extent of the various ways of experiencing the phenomenon” (p. 47). In

this sense, the researcher needs to possess certain criteria when selecting their participants, with the aim of gaining maximal variation in the data.

Therefore, the researcher of the present study had certain criteria when choosing the potential participants of her study. More specifically, three STEM teachers from each school-lyceum were chosen. The participants were required to have the following characteristics: they were teaching STEM subjects through English by using the CLIL approach to implement trilingual education and they had no less than 3 years of teaching experience in Kazakhstan. Moreover, all were citizens of Kazakhstan and were not known to the researcher before collecting the data in order to have more freedom to express their own views and in order not to be influenced by the researcher's prior knowledge. As regards the ideal number of participants in case studies, Yin (2014) posits that six to ten participants may be sufficient to allow variation to be captured without having an unwieldy volume of data to be analyzed, especially as semi-structured interviews are essentially detailed and a researcher could ask questions with some flexibility during the interviews. With this in mind, six participants were chosen to take part in the data collection of this thesis study. The participants were given pseudonyms, and their profiles are provided in the following table:

Table 1

The characteristics of the participants

Name	Teaching Experience	Subject	Mother tongue	CLIL training organization	Duration of CLIL training
Sarah	8 years	Math	Kazakh	No training	
Miras	4 years	Biology	Kazakh	No training	
Berik	25 years	Chemistry	Turkish	“Ustaz”	2-3 months
Merey	3 years	Physics	Kazakh	Does not remember	2 weeks
Kuanish	4 years	Chemistry	Kazakh	“Ustaz”	A week
Saken	8 years	Physics	Kazakh	“Orleu”	3-4 months

Data Collection Instruments

The main research methods adopted in this qualitative study were document analysis, observation protocols, face-to-face semi-structured interviews. Document analysis was needed to supplement data from other sources, such as interviews and lesson observation. The following documents were collected by the researcher: textbooks, and lesson plans. The researcher used electronic versions of the textbooks; the link was provided by a teacher from BIL schools. These were the only documents that research cite allowed access to. Having analyzed the documents, the researcher observed one lesson of each participant which lasted for 40 minutes. The observation protocols were used to make notes about the behavior of the participants during the observation (see Appendix D). The observation protocol included notes about teacher background information, methodologies, types of grouping, linguistics aspects, materials and resources, translanguaging practice (see Appendix D). Also, it included comments on the main difficulties and best practices during teaching through CLIL. As regards the advantages of using classroom observation as one of the research methods, Creswell (2014) points out that observations allow researchers to uncover the “actual behavior, rather than simply record his or her views or perceptions” (p.154).

The researcher also conducted one semi-structured face-to-face individual interview with each participant (see Appendix A). This kind of interview includes a number of open-ended questions since some interview questions can occur from the participants’ own experiences about a given phenomenon (Barkhuizen et al., 2013). Barkhuizen et al. (2013) further mention that the questions in semi-structured interviews are “usually open-ended to allow participants to elaborate on and researchers to pursue developing themes” (p. 17). Additionally, semi-structured interviews are “more dialogic in nature” (Felix , 2009), in the sense that a shared topic between

the researcher and their participants should keep going (p. 147). Subsequently, the interviewees can bring out their thoughts about the given phenomenon.

The participants were free to choose the language which they felt comfortable with in order to help them to express their ideas more deeply and freely. Hence, all the interviews were conducted either in Russian or Kazakh languages, and each interview lasted between 40 - 60 minutes. They took place in a private room at the teachers' school. The semi-structured interviews can facilitate answering research questions from the participants' views. They were used in this study to provide a rich and detailed account of the participants' views and experiences of the CLIL approach from their own perspectives. Since the design of the study is a qualitative multiple case study, such triangulation methods in data collection matched the purpose to unearth whether and how translanguaging was implemented in Kazakhstani multilingual schools in CLIL contexts.

Data Collection Procedures

After the permission of the Ethics Committee to conduct the research, the participants were reached personally, by visiting each school in a city with consent forms that outlined major features of the study. It is noteworthy that the researcher of this study passed a COVID test before going to each site. All sanitary measures were followed such as social distancing and wearing masks. Firstly, the researcher sent an invitation to participate in the study to the official email of the two lyceum - schools. However, the research site did not respond to the invitation letters, for that reason, two lyceum - schools were visited in the middle of November 2021 by the researcher.

A school administrator was the gatekeeper who helped to approach the STEM subjects teachers. Before data collection, the researcher negotiated and discussed with each participant

documents they could give for analysis, time for the interview, duration of observation, their rights to withdraw from participation at any time they preferred. After the detailed discussion and reading the consent form, the participants were asked to sign the informed consent (see Appendix B). After signing the informed consent with each participant, the researcher started the data collection process. Firstly, the documents (textbooks, lesson plans) were collected from the participants for analysis.

After the document analysis, the observation of a lesson of each STEM lesson was done. Only one lesson of each STEM teacher was observed. The researcher observed a lesson without any participation in it. During a lesson observation, an observation protocol (see Appendix D) was used to make notes about strategies and behavior of the students and teachers in a classroom. Finally, face-to-face semi-structured interviews were conducted with each participant (see Appendix A). While there were some fixed interview questions, I used follow-up questions throughout the interview process to strengthen my understanding of what each participant meant, illuminate meaning, and to obtain concrete examples from their teaching experiences while implementing CLIL approach in their classes. The interviews were held in quiet places in the participants' school. During the interviews, I did my utmost efforts to create a relaxed atmosphere and to be an attentive listener by using a variety of verbal and nonverbal clues, including smiling, nodding my head, and saying simple statements (e.g. yes and interesting). Related to this, I assured all my participants that there were no "good" or "bad" answers and I was not observing their classrooms for assessment. However, I was happy to give them my feedback if they wanted.

With the participants' permission, all the interviews were audiotaped and transcribed. The approximate duration of each interview was between 40 and 60 minutes. The participant

chose the language to be interviewed (Russian, Kazakh, or English). Hence, all data was produced either in Kazakh or Russian. The exact examples of the interview transcripts are given in the findings chapter.

Data Analysis

As regards the data analysis, Clarke and Braun's (2013) systematic guidelines for employing thematic analysis were used to analyze the qualitative data collected from with the participants. Clarke and Braun (2013) defined thematic analysis as "a method for identifying and interpreting patterns of meaning (themes) across qualitative data" in rich detail (p. 218). In the beginning, I familiarized myself with the data I collected through reading and rereading the interview transcripts and the notes of my classroom observations "actively, analytically and critically" (Clarke & Braun, 2013, p. 205). I did that in order to capture both the surface and hidden meanings of the participants' answers. Following the stage of familiarization, the data were gathered to generate the initial codes. To achieve this, a "selected reading approach" (Van Manen, 1997, p. 93) was employed; as I read the interview transcripts and my notes on the observation classes, I highlighted the utterances that captured the participants' views and implementation of the CLIL approach in their classes.

After that, codes that shared features were gathered to create themes. Three core themes were identified: participants conceptualization of CLIL, STEM teachers' standpoint towards translanguaging, lack of translanguaging design. Once all the themes were labeled, the sub-themes within each essential theme were identified. The thematic map of each theme, with supporting interview extracts will be presented in the findings chapter. In order to validate the resultant themes of the present study, the researcher used member checks. More precisely, she sent to her participants their interview to review and asked them if they accurately represented

their own views and experiences. Also, the researcher discussed the process of coding and resultant themes with her thesis supervisor and some peers.

Ethical Considerations

Before conducting the research, the permission was officially given by NUGSE Research Committee. Although this research included the participants who are above 18 years old, all the rules and regulations of ethics were followed in order to provide anonymity and confidentiality for the participants. The participants were informed beforehand that the personal information would not be recorded and uncovered before, during, and after the interview. The consent forms were distributed to the participants where the participants were informed about the purpose of the study, their rights, potential risks and benefits. That is, the consent forms include “voluntarism, full information and comprehension” (Cohen et al., 2000, p. 51) and ensure “honesty” and “clarity of purpose” (Lindsay, 2010, p. 118).

Moreover, before signing the consent forms, the researcher explained to the participants the purpose of the study, their rights, potential risks and benefits orally. The participants were informed that taking part in this study means that the teachers’ experience and pedagogical practice play an important role in promoting a multilingual education and the multilingual turn in multilingual education, which is based not only on an ecological understanding of multilingualism but also on equity and social justice (May, 2014). It is noteworthy that, “researchers must undertake to keep all information confidential and secure, and to inform participants where and how it will be stored, who will have access to it and how it will be used” (Roberts & Priest, p. 116). With this in mind, the names of participants and their schools were not disclosed. Also, the participants were informed that the researcher would store the signed

consent forms, classroom observation notes, interview recordings and transcripts, and any personal identifying details separately in her personal laptop, protected with the password.

Chapter 4: Findings

This chapter presents the findings of the data analysis. This qualitative study aims to explore whether and how translanguaging is implemented in CLIL classes in Kazakhstan. To achieve this objective, semi-structured individual interviews, classroom observations, and document analysis were used to collect data from six STEM teachers from two BIL schools. Based on the thematic analysis presented in the previous chapter, three resultant themes emerged: participants conceptualization of CLIL, STEM teachers' standpoint towards translanguaging, lack of translanguaging design. Each theme is divided into subthemes. To enhance the validity of the findings of this study, the participants' interview data were triangulated by the secondary data: classroom observation and document analysis. Notably, the present study is guided by the following research questions:

RQ1. How do a group of secondary school STEM teachers conceptualize CLIL in multilingual schools?

RQ2. What are the participants' views on translanguaging?

RQ3. How do the participants implement translanguaging in their CLIL classes?

Before presenting the main themes with regard to question 1: How do secondary school STEM teachers conceptualize CLIL in multilingual schools? It is essential to indicate that the trilingual education policy in Kazakhstan was initiated in 2000, and later introduced as a "Trinity of languages" program in 2007 by Nursultan Nazarbayev, Kazakhstan's former president. (Karabassova, 2017). BIL elite schools (former Kazakh - Turkish lyceums), Daryn schools have been implementing the trilingual education policy since then. However, in 2008, 20 state funded elite Nazarbayev Intellectual schools (NIS) were established by the former Kazakhstan's president as "agents of change" to implement and test the trilingual education policy. Further, the

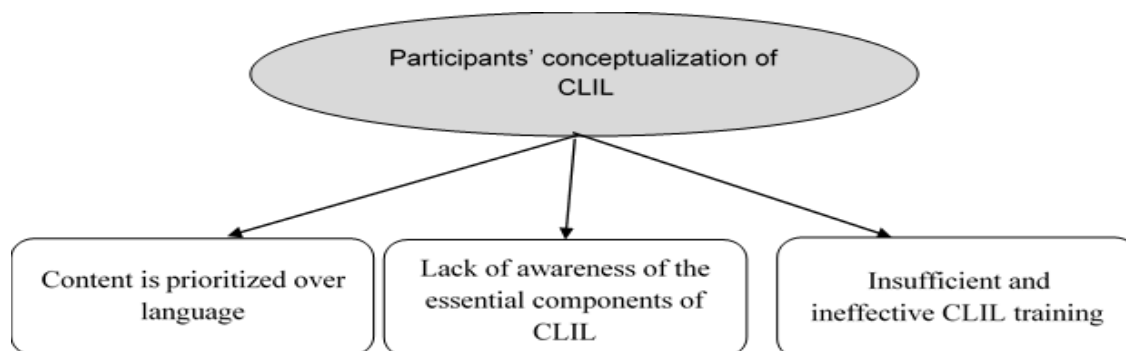
NIS schools made CLIL as an approach to implement trilingual Education. The NIS were given full autonomy, so later they could transfer their experience to the other schools. In the 2015–2016 academic year a large-scale transition to CLIL had started in mainstream schools in Kazakhstan, where English was the only medium of instruction to teach science subjects (MoES, 2015). That means that the CLIL approach was introduced to elite Kazakhstani schools in 2008. Before the CLIL approach the BIL elite lyceums were implementing English as a Medium of instruction.

Research Question 1. How Do Secondary School STEM Teachers Conceptualize CLIL in Multilingual Schools?

In relation to the first research question, which is aimed at exploring the conceptualization of CLIL by a group of STEM teachers, one main theme and three sub-themes have emerged. The theme is: *Participants' Conceptualization of CLIL*. It has the following sub-themes: *insufficient and ineffective CLIL training*, *lack of awareness of essential components of CLIL lesson plan*, and *content is prioritized over language component*. . Figure 2 represents the thematic map based on the first research question.

Figure 2

First Theme of data analysis: Participants' conceptualization of CLIL



Conceptualization of CLIL

As shown in Figure 2, the theme “participants’ conceptualization of CLIL” includes three sub-themes. This theme answers the first research question: “How do secondary school STEM teachers conceptualize CLIL in multilingual schools?”.

Insufficient and Ineffective CLIL training

The first sub theme is participants’ insufficient and ineffective training in CLIL. When the participants of this study were asked if they had received CLIL training on the implementation of CLIL in their classes, four of them (Sarah, Miras, Merey, Kuanish) mentioned that they did not receive any training, but trained other teachers. Nevertheless, the other two participants (Berik and Saken) mentioned two organizations (“Ustaz” and “Orleu”) that provided them with some basic training on CLIL. The duration of the training ranged from one week to 3 months. Extracts 1-4 taken from the participants’ interview transcripts exemplify this point.

Extract 1

I did not receive any CLIL training. I have heard recently that there are such trainings. Unfortunately, I was not provided with any CLIL training to implement in my classes. However, I watched some videos on the Internet that explained how a teacher can use CLIL in her class. (Sarah, 15 December 2021)

Extract 2

When I was at the university, I did not take any CLIL training course. After I moved to Oskemen I was asked to give CLIL training although I did not receive any CLIL training. (Miras, 19 December 2022)

Extract 3

There was a teacher teaching in the lyceum. He was responsible for delivering some sessions about implementing CLIL in classes. Some teachers and I attended some seminars in Nur-Sultan in 2018 related to CLIL. I do not remember the organization provided the CLIL training, but it was only for 2 weeks. I do not feel that this training was effective. (Merey, 26 December 2021)

Extract 4

The USTAZ organization provided the teachers in my school with basic CLIL training. It was only for one week, and then we were asked to start teaching through CLIL. ... following this, I was asked to teach this approach to other teachers in my school. To teach through CLIL without having sufficient knowledge about it, it is not easy... I believe teachers need to work hard and develop themselves. This is a problem. (Kuanish, 14 December 2021)

The above extracts reveal that the first two participants (Sarah and Miras) did not receive any kind of had no CLIL training at all, whereas the other two participants (Merey and Kuanish) had 1-2 weeks of CLIL training. Surprisingly, perhaps, Miras and Sarah gave CLIL training to other teachers in their schools. Overall, five teachers (Sarah, Miras, Kuanish, Berik, and Merey) had training in the USTAZ organization or did not receive any training; nevertheless, they trained other teachers on using CLIL in their classes (for more illustration, See see table 2).

The participants' lesson plans revealed that they did not focus on the 4Cs (Cognition, Culture, Content, Communication) framework of CLIL lesson planning. This framework is established as an essential and practical tool to design and plan CLIL lessons. Do Coyle (2008) designed a 4Cs framework which shows synergy between different types of learning in CLIL classes. According to her, a CLIL lesson considers "Content" (understood as a subject taught, topics, or cross-curricular connections), "Communication" (language), "Cognition" (thinking, Bloom's Taxonomy), and "Culture" (awareness of "self and otherness"). The lesson plans mainly

focused on content goals (activating previous knowledge, know/practice new topic) and terminology (to know the topic related terminology). Regarding the content objectives, the lesson plans included previous knowledge section, learning objectives, assessment criteria in terms of content only. Similarly, during the classroom observation done by the researcher of this study to her participants, teachers shared the content objectives of the lessons, but almost all of them did not emphasize the language objectives of the lessons. Different techniques were used during the lesson such as brainstorming and labeling. Overall, the lesson plans and observation analysis showed that the lessons were largely teacher centered and content focused with paying scant attention to the other three important Cs of a CLIL lesson namely.

It is worth noting that the participants used useful methods of good pedagogy to implement only the content comprehensively. One participant (Saken) who received her CLIL training for three months from an organization called Orleeu included language objectives in her plans such as: functional language and terminology. However, Saken did not seem to introduce the tasks clearly in her lesson plans in terms of how she was going to introduce the tasks and how students will be presented with the functional language. During the researcher's lesson observations, Saken highlighted only content objectives. In terms of language focus in the classroom, this participant showed an example of how to describe a graph by making students repeat after her "The figure below shows...". This method is called the audio-lingual method used for teaching foreign languages. The lesson included a variety of activities that required students to work individually and collaboratively (i.e. group work, pair work and individual work). Therefore, the findings reveal that only one teacher (Saken) who had her CLIL training for 3 months by the ORLEU organization seemed to indicate language objectives such as BICS and CALP in her lesson plans. Moreover, Saken seemed to pay sufficient attention to the

language component during her lesson, by handing out cards, reminding students about terminology glossaries, and taking time to introduce some functional language.

The finding also revealed that two participants (Berik and Saken) displayed a strong sense of agency in learning the CLIL approach and new pedagogical practices to mediate their students' learning. For example, the two participants asked from the researcher for feedback and useful books or sources to improve and learn more about the CLIL approach. In comparison, the other participants did not ask for feedback, and even one participant (Kuanish) indicated that she stressed the need for self-development to implement CLIL as a problem. This point was elucidated in Extract 5.

Extract 5

To teach through CLIL without having sufficient knowledge about it, it is not easy... I believe teachers need to work hard and develop themselves. This is a problem. (Kuanish, 14 December 2021)

Table 2

The Participants Experience and CLIL Training Information

Name	Teaching Experience	Subject	Mother tongue	CLIL training organization	Duration of CLIL training
Sarah	8 years	Math	Kazakh	No training	
Miras	4 years	Biology	Kazakh	No training	
Berik	25 years	Chemistry	Turkish	“Ustaz”	2-3 months
Merey	3 years	Physics	Kazakh	Does not remember	2 weeks
Kuanish	4 years	Chemistry	Kazakh	“Ustaz”	A week
Saken	8 years	Physics	Kazakh	“Orleu”	3-4 months

Lack of Awareness of the Essential Components of CLIL Lesson Plans

The participants' answers varied to the question about their awareness of essential components of a CLIL lesson plan. Two participants (Saken and Miras) indicated essential

components as a terminology. Noteworthy, that Saken had a CLIL training, but Miras did not receive any training. Nevertheless, they both indicated terminology as the only essential component. Saken showed some hesitation when answering the question, as elucidated in Extract 6. For example:

Extract 6

Well... the main thing about CLIL is terminology, because we show how and where to use them. Terminology, am I correct? I am not sure. (Saken, 16 December 2021)

Even though the two participants (Saken and Miras) said that terminology is an essential component, their lesson plans included content (cross-curricular links, topic) and cognition (thinking level). However, the communication component was included in Saken's lesson plans and classroom practice, but the culture component was not incorporated in the lesson plans of both teachers. This finding shows that teachers were not quite aware of a theory of CLIL or the essentials of CLIL lesson planning. Similarly, one participant (Berik) indicated only one component "Topic" as an essential component of a CLIL lesson. As the topic is one of the parts of "content" components of a CLIL lesson plan, Berik's lesson plans and lessons were mainly content driven. Another participant (Merey) made the following comment:

Extract 7

I do not remember. I can say myself. It is called "Updated Curriculum". (Merey, 26 December 2021)

Notably, "Updated Curriculum " was initiated by the Ministry of Education and Science of the Republic of Kazakhstan to update the curricula in schools (Karabassova, 2017). "Updated Curriculum" consisted of the criteria of evaluation, modern pedagogical approaches in teaching such as cross curricular links, meaningful learning and Bloom's taxonomy. The findings from Merey's lesson plan and lesson observation also revealed that this participant designed the lesson plan based on the content only, even though the lesson plan included a language

objectives section. However, the language objective section was not filled with any language related goals.

As regards Kuanish, this participant received one week of CLIL training with the “Ustaz” organization, indicating that:

Extract 8

According to the CLIL approach, when I plan a lesson, I plan it in English, but now sometimes it is in Russian or Kazakh. (Kuanish, 14 December 2021)

Another participant (Sarah), who used the internet to learn about CLIL named two components of the CLIL lesson plan - language and content.

Content is Prioritized

Findings from lesson observations revealed that apart from Saken, the other participants prioritized content over language. During the observation, all teachers seemed to implement strategies and approaches of teaching content. For example, almost all participants used the following strategies: activation of previous knowledge, explaining new topics, practicing, and reflection.

During the observation, all participants had teachers’ speaking and students’ reading as an input. All teachers used presentations and books. All the materials were in English. Only Saken and Berik used audio and video materials. Notably, group work was used only in Saken’s lesson. Saken was more creative in supporting student's comprehension and in scaffolding content with animation, balloon examples, videos, presentations, books, and cards. The other five participants (Berik, Sarah, Kuanish, Miras, Merey) did not involve group work, peer mentoring and assistance strategies, cooperative learning to cater for different abilities. The five participants’ lessons involved teacher-student interaction, where a teacher worked individually

with a student if he/she asked a question. All the lessons were dominantly teacher centered and task based, where a teacher was explaining a new topic during a lesson, with giving students little opportunities to participate or to initiate questions. However, Saken seemed to exercise her agency more than the other participants by using different groupings and peer mentoring in the classroom.

Overall, all the teachers performed a good, comprehensive lesson scaffolded with different materials. Saken was the only teacher who paid attention to language (BICS) input during lessons by giving examples such as “This graph shows...”. However, during the interview Saken indicated that content is more important, as shown in Extract 9.

Extract 9

As a subject teacher I believe content is more important than language. (Saken, 16 December 2021)

The findings from the interviews, lesson plans, lesson observations of the rest of the teachers reveal that content is prioritized. The following extract taken from Miras’ interview extract highlights this point as well.

Extract 10

The main aim of a lesson is to understand Physics. If I were an English teacher, I would require and prioritize the English language. (Miras, 18 December 2021)

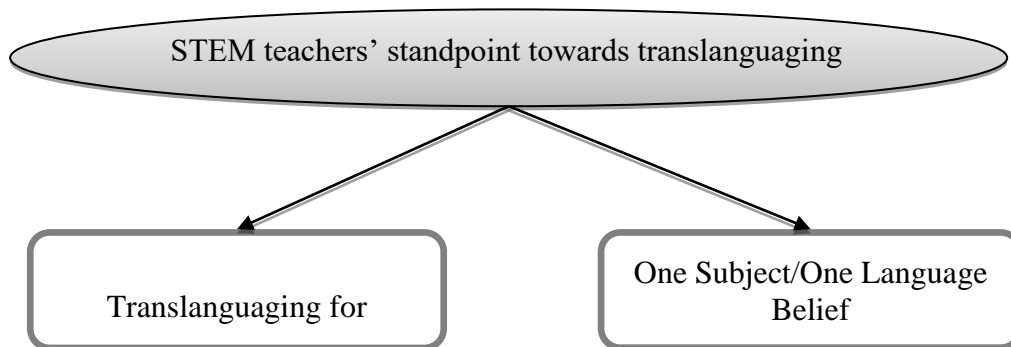
Research Question 2. What are STEM Teachers’ Views on Translanguaging?

In relation to the second question, which is aimed at exploring STEM teachers’ views on translanguaging, one main theme and three sub-themes have emerged. The theme is: *STEM teachers’ standpoint towards translanguaging*. Specifically, it explored the participants’ views about their teachers and peers’ use of their mother tongue inside the classrooms and the lesson

design were analyzed through the lens of the theoretical framework. The data below were taken from the interviews as well as from the analysis of the teacher's classroom observation and document analysis. Figure 3 represents the thematic map based on the second research question.

Figure 3

The Second Theme of data analysis: STEM teachers' standpoint towards translanguaging



STEM Teachers' Standpoint towards Translanguaging

According to the theoretical framework of this thesis, teachers need to develop a philosophical stance in order to implement translanguaging practices effectively. Specifically, translanguaging stance is about teachers' beliefs about students' full linguistic repertoire. Therefore, the researcher asked her participants a number of questions about their own perspectives of the usage of students' mother tongue in the classroom to find their standpoint towards the translanguaging practices in the CLIL classrooms. The finding revealed that participants' beliefs about the usage of their students' whole linguistic repertoire were mainly: translanguaging for scaffolding meaning, one subject/one language belief.

Translanguaging for Scaffolding Meaning

The analysis of the interview revealed that all participants mentioned using L1 as a scaffolding tool to help their students understand the content or a task. Moreover, the analysis of textbooks used by participants in their CLIL classroom showed that every topic had English-Kazakh-Russian glossaries. Interestingly, three participants (Sara, Berik, Kuanish) pointed out that they did not only use L1 for scaffolding the content, but they also included it in their lesson plans, considering the usage of English-Kazakh-Russian glossaries as a mediating tool. Moreover, the three participants during researcher's observation of their classes tended to remind their students of the importance of checking the English-Kazakh-Russian glossaries provided in the books before starting a new topic. The following extracts taken from the interview transcripts of these three participants showed how they used L1 to explain terminology related to the topic of the lesson in order to help their students understand the content:

Extract 11

If my students find difficulty in understanding the content of a specific topic because of problems not understanding English, I remind them about the importance of checking the English-Kazakh-Russian glossaries provided at the end of their textbooks. (Berik, 15 February, 2022)

Extract 12

We work on the terminology related to the topic before the lesson starts. Sometimes I ask my students to read the English-Kazakh-Russian glossaries in their textbook to help them understand the main themes relevant to the new topic. (Kuanish, 14 December, 2021)

Extract 13

When I plan my lesson, I use the English language, but during the lesson I use Kazakh or Russian to help my students understand mathematics. (Sara, 15 December, 2021)

The above extracts show that three participants (Berik, Kuanish, Sara) out of six used L1 to scaffold meaning. Moreover, their plans included multilingual glossaries, which means that three participants planned usage of L1 for scaffolding meaning.

The data analysis also showed that three participants (Merey, Miras, Saken) mentioned using their L1 – Kazakh and Russian - to help their students understand the content. However, unlike Kuanish, Berik and Sara, they did not include multilingual glossaries, or any other scaffolding strategies using students' L1 in their lesson plans. Hence, the usage of students' L1 was likely to be unplanned in the cases of Merey, Miras and Saken. Unplanned usage of students' L1 by the three participants was evidenced by the researcher during the classroom observation as well. The following extracts taken from the classroom observation and interview transcripts illustrate the unplanned scaffolding strategy by using Kazakh and Russian, the shared languages between the teachers and their students:

Extract 14

I often explain the content or new vocabulary related to the topic of the lesson in English. However, if I notice that some of my students do not understand what I am saying, I resort to Kazakh or Russian languages. (Miras, 18 December, 2021)

Extract 15

As a teacher who learnt CLIL approach I focus mainly on content despite the language of instruction. For example, I use my students' L1 to explain terminology to enable my students to understand the topic and facilitate their learning of mathematics. (Saken, 16 December, 2021)

Extract 16

Teacher: What is Chamber? (Teacher asked her students in English)

Student: A heart consists of 4 chambers which are separated by valves. (A student answered in Russian)

Teacher: Yes, it is correct. Say it in English, please. (Teacher kindly asked in English)

Students: A heart consists of 4 chambers which are separated by ___ (An attempt to explain what chamber is in English)

Teacher: Valves, valves. So, valves are клапаны (Repeated in Russian)

(Miras, classroom observation, 15 December, 2021)

The above extracts showed that three participants (Miras, Saken, Merey) also mentioned using L1 to mediate meaning. However, unlike the first three participants (Sara, Berik, Kuanish), other three participants (Miras, Saken, Merey) did not plan the usage of L1 in their lesson plan, but used different L1 for meaning making during the lesson observation (see extract 16).

One Subject/One Language Belief

The data analysis of the present study indicated that the participants and their students had to deal with the Kazakhstani government's trilingual policy stating one subject/one language and also guarantee their students a quality knowledge by introducing good pedagogical practices. The findings showed how participants spoke about teaching in the target language (English) only as an ideal end goal, but had to face the reality where their students in the classroom belonged to different language abilities with different cultural and economic backgrounds. In this regard, the participants reported that they were required to conduct lessons in English only as it was a policy requirement. Therefore, the participants reported that they were endeavoring to adopt certain strategies to minimize the usage of L1 in the CLIL classroom. The following interview extracts illustrate this issue:

Extract 18

We are required to use 100% English in the classroom. But I do not agree with it. It is okay for me to use only English, but there are students who come from rural areas, who

have different economic backgrounds, and those who studied or lived abroad (Saken, 16 December, 2021)

Extract 19

I have a negative attitude towards first language usage by teachers and students. All my plans are in English, because maybe it is what we are required to do. But I think it should be allowed to use 3-4 percent of the Kazakh or Russian if a student does not understand you after several times. (Merey, 26 December, 2021)

Extract 20

I tell students not to use the Russian or Kazakh languages, it is prohibited. If it gets challenging to a student, I let them use three - four percent of their mother tongue. But we try hard not to use the first language. (Berik, 15 February, 2022)

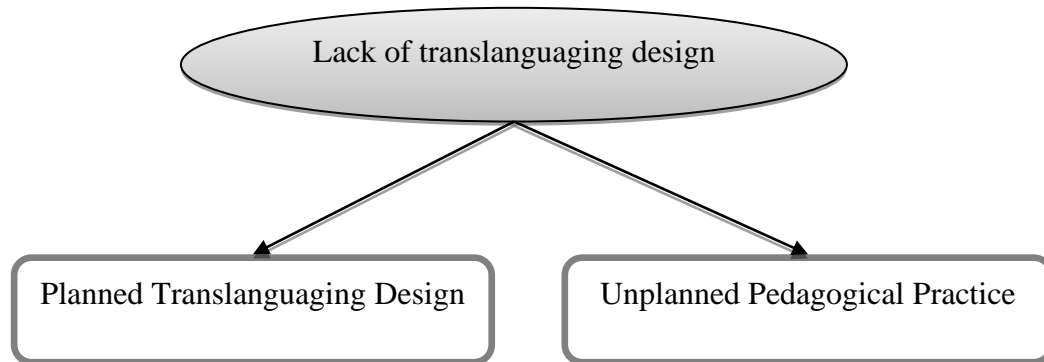
Classroom observation also showed teachers and students attempted to use only English in the classroom. Students also tried to speak only English. Students seemed to understand and make meaning in English, but during the observation students' L1 (translanguaging) seemed to be a natural flow in the classroom interaction.

Research Question 3: How Do the Participants Implement Translanguaging in their CLIL Classes?

In relation to the third research question, which is aimed at exploring how the participants implemented translanguaging in their classrooms. The findings related to this research question were analyzed through the lens of the theoretical framework adopted in this study (for more information about the theoretical framework in this study, see Chapter 2). Figure 4 represents the thematic map based on the third research question:

Figure 4

The Third Theme of data analysis: Lack of translanguaging design



Having presented the findings related to the translanguaging stance, according to the theoretical framework, it is also essential for teachers to plan translanguaging instruction. Design translanguaging practices requires multimodal and multilingual instructional resources, construction of collaborative and student-centered structures, and using translanguaging pedagogical strategies (Garcia, Johnson & Seltzer, 2016).

Planned Translanguaging Design

The findings of this empirical study gained from lesson plans, interviews, and textbooks revealed that translanguaging as a scaffolding tool for content meaning making was the only noticeable example of the planned translanguaging design. Extract 21 taken from the researcher's notes of her observation of one of participants' teaching session exemplifies this point:

Extract 21

Teacher: Look at your books and find the glossary (Teacher instructed in English)

Teacher: Do you have questions?

Students: No

(Berik, classroom observation, 15 December, 2021)

The above extract echoes the classroom observations of all teachers participating in this study. Before presenting a new topic, the participants tended to make sure that students read the

multilingual glossaries in order to understand a new topic of a lesson. However, in some cases the participating teachers did not remind students about the glossaries as students did it independently because they had the multilingual glossaries in their textbooks.

Thus, extract 21 show that all teachers prepared and planned multilingual glossaries as a scaffolding tool for meaning making. Planned multilingual glossaries were evidenced from the lesson plans, interviews, and lesson observations.

Unplanned Pedagogical Practice

The data analysis also showed that during the classroom observation, Kuanish used multimodal and multilingual resources so that made a space for good translanguaging design instruction. For example, Kuanish used presentations (slide show) in the target language (English), but she discussed questions in students' L1. Also, another good strategy used by some participants and appeared during the researcher's classroom observation was the collaborative activities. Although it did not seem a planned strategy, Saken divided students into groups where they could speak in the language, they were more comfortable with. To maximize the collaboration between peers Garcia, Johnson and Seltzer (2016) suggested grouping students according to their L1s. With that said, there was one only planned translanguaging design - scaffolding tool, but the other two above mentioned designs were less planned, but were natural good pedagogical practices in a multilingual classroom.

Translanguaging stance, design and shifts are connected. That is, teachers and policymakers' translanguaging stance can motivate us to use translanguaging design purposefully. Translanguaging shifts awareness of change of lesson plan steps in order to answer the bilingual children's needs. The findings revealed that all of the participants pursued English only as an ideal end goal. However, only Saken reported not supporting English only as an ideal

end goal. The findings showed certain teachers' switch to students' L1 in the classroom, but lack of translanguaging design, and teachers' attempts to minimize L1 to contradict the definition of translanguaging shifts. For that reason, data analysis concluded that all participants apart from Saken did not implement translanguaging shifts.

Conclusion

This chapter presented the findings from interviews, document analysis, and lesson observations. Overall the results revealed that the participants conceptualize CLIL mostly as teaching content through an additional language and "Updated curriculum" like teaching, prioritization of content goals over language goals, lack of CLIL theoretical knowledge and its four essential components. Also, it was revealed that in practice, teachers' CLIL lessons are content driven in which teachers practice good methods for successful content delivery. However, language focus seemed to be limited to multilingual glossaries. Regarding the participating teachers' translanguaging standpoints, it was revealed that their views are ambiguous since the participants reported to use L1 for meaning making but pursue the goal of one subject/one language, which contradicts the multilingual turn phenomena.

Chapter 5: Discussion

This chapter focuses on the discussion of the findings that were presented in Chapter 4 in relation to the conceptualization of CLIL by a group of STEM teachers in BIL schools, and whether and how they implemented translanguaging in the CLIL classrooms. The following research questions were addressed in the previous chapter and will be discussed in this chapter:

RQ1. How do a group of secondary school STEM teachers conceptualize CLIL in multilingual schools?

RQ2. What are the participants' views on translanguaging?

RQ3. How do the participants implement translanguaging in their CLIL classes?

The discussion chapter reflects on the findings of the present chapter and compares them with the findings of the previous studies pertinent to the CLIL conceptualization, and teachers' translanguaging practice in CLIL classrooms. In order to answer the first research questions, the present study was guided by Coyle's (2008) 4Cs in the implementation of CLIL inside the classroom: "Content", "Communication", "Cognition", and "Culture". The researcher of this study also adopted Baker's (2001) principles of translanguaging in language education (for more elaboration about the theoretical framework used in this study, see Chapter 2).

Discussion of the First Research Question: Participants' conceptualization of the

Implementation of CLIL in multilingual schools

As described in Chapter 2, CLIL appeared in 1990 in Europe as a solution to a European need to better prepare individuals for the linguistically and culturally diverse demands in a mobile Europe (see Mahan, 2022). The topics related to have been researched for several decades, however there is still a dearth of empirical studies on CLIL in most Asian contexts (Kao, 2022). Notably, Kazakhstan – the context of the present study- is considered the first

central Asian country that has adopted the CLIL approach as a means to implement the trilingual education policy.

In relation to the first research question, CLIL pedagogy and classroom practice refer to teachers' conceptualization of the CLIL approach, and their perceptions of the CLIL design and its actual implementation inside the classroom as well as the outcome of doing that. The findings concerning the first research question revealed how the participants during the classroom observation, the lesson plans and follow up interviews displayed a lack of awareness of the essential components of CLIL lesson plans, prioritized content over the language, and received insufficient and ineffective CLIL training.

The findings revealed that CLIL in this study was content-driven, where content goals were perceived as the main goals of a CLIL lesson rather than language goals. That is, the participants' conceptualization of CLIL seemed to comply with Dalton-Puffer' (2008) suggestion that in a CLIL classroom "overall, language problems are not attended to with the same likelihood as content problems" (p. 14). The findings of previous studies conducted in Kazakhstan (e.g., Karabassova, 2018, 2019, 2020) and in some other Asian contexts (e.g. Cammarata, 2010; Kao, 2022; Nikula, 2010) seemed to concur with the findings of this study that teachers largely lacked awareness of the CLIL pedagogy, and they prioritized content over the language aspect of the lesson. For example, Karabassova (2019) conducted a study in an elite school where also investigated implantation of CLIL by five teachers who had CLIL training. The findings of this study also revealed that the participating teachers focused on content goals during the lesson. It was also found that in the elite NIS school teaching methods in the classroom did not differ from those which are usually used in traditional L1 subject lessons without any focus on language objectives of a lesson.

Moreover, in the present research, unlike the participants' accurate content planning of the CLIL lesson, the language focus was not shown during the classroom observation in STEM classrooms. Most participants focused on the language aspect in the lesson plans by indicating only content-related terminology, but did not emphasize it during the lesson. However, only one participant (Saken) of a STEM subject focused on the language compartment of a CLIL lesson by correcting and giving examples of functional language to express thoughts in the target language. However, Saken did not include it in the lesson plan nor reported in the interview about the awareness of language integration in a CLIL lesson. This may be due to the fact that Saken has 3 months of CLIL training that other teachers who had maximum 2 weeks of training. Absence of language focus in CLIL lessons by STEM teachers was also reported in Karabassova's (2019) research. Unlike in this study, in Karabassova's (2019) research included teachers of social studies and STEM teachers as participants. Karabassova (2019) found that the accidental focus on language objectives was observed only in social studies classrooms, but there was not any focus on language in STEM classrooms.

Overall, almost all participants of this study displayed a lack of awareness about the inclusion of the language objectives in the lesson plans, but they included a "language objectives" section in the lesson plans which was limited to terminology glossaries.

Also, it was found out that the participants of this study showed a lack of awareness of the essential components of CLIL lesson plans. The participants' answers during the semi-structured individual interviews varied to the question about their awareness of essential components of a CLIL lesson plan. More precisely, the participants' most common answers about the essential elements of a CLIL lesson plan were "Terminology" and "Updated curriculum". Interestingly, only one participant – Sarah - who used the Internet to learn about

CLIL indicated one of the two main components of CLIL - “language” and “content”. These findings and conceptualization of CLIL about teachers from BIL schools were also replicated by teachers teaching at NIS in Kazakhstan. For instance, Karabassova (2020) revealed that teachers from NIS also related CLIL to “Updated curriculum”. The study by Karabassova (2020) used purposive sampling by choosing STEM teachers who had in service CLIL training. The study involved only interviews with the teachers. Similarly as in this study, there was a mention of the relation of CLIL approach with the “Obnavlenka” (The Updated Curriculum). When a researcher asked whether a participant is aware of CLIL pedagogy, a participant responded that CLIL strategies are similar to “Obnavlenka” (The Updated Curriculum). The “Obnavlenka” is implemented in Kazakhstan in primary and secondary schools to adapt to European standards of 12 years of schooling. The “Obnavlenka” is aimed to develop students’ critical thinking skills and develop student-centered teaching approach. Also, pedagogy behind “Obnavlenka” is fully content driven unlike CLIL.

As described in Chapter 2, this study was guided by Coyle’s (2008) 4Cs as the main components of CLIL. These components are: “Content” (understood as a subject taught, topics, or cross-curricular connections), “Communication” (language), “Cognition” (thinking, Bloom's Taxonomy), and “Culture” (awareness of “self and otherness”) (for more details, see Chapter 2). The 4Cs components of CLIL represent “a conceptual map which provides a theoretical basis from which to start” (Coyle et al., 2010, p. 42). Thus, it can be concluded that the participants of this study even though implementing some teaching techniques of a CLIL approach seemed to have a lack of awareness of the main components of the CLIL approach suggested by Coyle (2008).

The data analysis of this study showed that the participants received insufficient or ineffective CLIL training. This finding was also replicated in almost all previous studies conducted in Kazakhstan in relation to the improper CLIL training that teachers had received from policymakers (see Karabassova, 2017, 2018, 2019, 2020). However, unlike the previous studies, the two participants (Sarah and Miras) did not receive any kind of CLIL training before they started teaching through the CLIL approach. Moreover, four participants (Sarah, Miras, Merey, Kuanish) mentioned that they provided a CLIL training to some other teachers although they themselves had received little or no CLIL training. The evidence of insufficient CLIL training in this study was found from interviews, lesson plans and lesson observations. According to Coyle (2011), CLIL training for teachers by experts is fundamental, because it can assure continued sustainability. Hence, San Isidro et al. (2020) affirm that proper CLIL lesson planning is a key to successful implantation of a CLIL lesson.

With the above in mind, the findings regarding the first research question suggested that all participants conceptualized CLIL as a content driven approach despite their CLIL training background. Also, they suggested that participants received insufficient or no CLIL training although they were asked to teach through CLIL. Interestingly, participants who received training from “Ustaz” for 1-2 weeks did not involve group work, peer mentoring and assistance strategies, cooperative learning to cater for different abilities, or student - centered approach in teaching. Also, those who did not have training or had it for 1-2 weeks in “Ustaz” did not seem to pay attention to the language aspect of a CLIL lesson. However, one participant (Saken) who had 3 months training experience in “Orleu” organization was more creative in supporting student's comprehension and in scaffolding content with animation, balloon examples, videos, presentations, books, and cards. Moreover, Saken incidentally focused on language aspects of a

CLIL lesson by providing useful functional language for presenting ideas, drilling pronunciation, and giving cards with new expressions. Noteworthy, Saken exercised her agency more than the other participants by learning from the Internet, asking the researcher about possible books to learn about the CLIL approach. Teacher agency is a characteristic of “proactive agents who are capable of thinking, wishing and acting when recognizing the significance of a specific activity to overcome certain contextual constraints and accomplish their ultimate goals” (Hajar, 2020, p. 222).

Discussion of the Second Research Question: Participants’ Perceptions towards the use of Translanguaging in the Classroom

Regarding the second research question, teachers’ perceptions towards translanguaging seem ambiguous, possibly due to the governments’ multilingually oriented policy of trilingual education - one teacher/one subject. As teachers are the agents to implement education reforms, all participants reported that teaching through only English is the end goal, because that is what policy required them to do. That is, it was found that participants held the view of one subject/one language. As a result, many participants reported that they were endeavoring to adopt certain strategies to minimize the usage of L1 in the CLIL classroom. Policy makers and the participants using communication-oriented pedagogy in linguistically diverse CLIL classrooms seemed to have different views towards translanguaging. On one hand the participants had to comply with the schools and policy requirements to fulfill content goals and curriculum demand. On the other hand, to achieve the content goals in linguistically diverse classrooms, the participants had to call upon students’ L1. The similar findings were also reported in several other research studies in Kazakhstani NIS schools, as well as in Honk Kong secondary schools (Karabassova and San Isidro, 2021; Lin and He; 2017). Lin and He (2017)

conducted study in a secondary school in a CLIL classroom in Hong Kong. According to the ethnographic naturalistic observation, similar to this study in spite of the government's monoglossic policy, translanguaging for meaning making was a natural flow in a multilingual CLIL classroom.

It is noteworthy that the analysis of textbooks for teaching STEM subjects for CLIL classrooms revealed that each topic has a multilingual glossary (English, Kazakh, and Russian) with new terminology. Hence, that was the only one planned translanguaging strategy in the participants' lesson plans, which were referred to as language objectives of a CLIL lesson. Moreover, during the interviews, almost all participants referred to a scaffolding translanguaging strategy for meaning making when their students could not understand a topic or a word in English. As explained in the theoretical framework of this thesis by García and Kleyn, (2016), scaffolding stance is not enough to develop a full translanguaging stance, because a scaffolding stance is believed to be a temporary practice. García and Kleyn, (2016) believed that teachers need to have a transformative stance in order to develop translanguaging stance. García and Kleyn, (2016) explained that teachers with a transformative stance see translanguaging not only as a way to reverse the power positions of the named languages but also as a way to shake the dominance of the named languages and of the power of political state. It was also supported by (Baker, 2001) and Wei and Lin (2019) that conceptualization of translanguaging is not only a linguistic structural occurrence but a process of construction of knowledge that outstep language(s). That is, translanguaging gives a chance to disrupt the dominance of the named languages, "transforming both teachers and students' attitudes towards their diverse meaning making resources, and enabling students' full participation in knowledge co-making" (Wei and Lin, 2019, p. 212). In this study the participants were saying that L1 is needed as long as and

only if students do not understand the content. This means, García and Kleyn, (2016) theoretical framework, that participants did not fully develop translanguaging stance, as the findings revealed that participants have only a translanguaging as a scaffolding stance.

Discussion of the Third Research Question: Participants' Ineffective Design and Implementation of Translanguaging

The third research question, as explained in Chapter 2, seems to be one common and planned pedagogical strategy in every observed lesson. From data analysis collected by the researcher, two sub-themes emerged on how participants' stance towards translanguaging impact translanguaging design: 1) Planned translanguaging design; 2) Unplanned pedagogical practice.

Almost all participants appeared to agree with the one subject/one language belief during the interview similar to teachers in several other studies (Karabassova, 2021; Lin and He, 2017). However, the participants supported the view that they had to call upon students L1 to explain the content, providing that a student did not understand the content. However, they also indicated that the usage of L1 needed to be used in the beginning of a bilingual program, but the end goal had to be teaching only through English (one language). Echoing this point, García & Kleyn, (2016) argued that scaffolding is not enough to develop a full translanguaging stance, because it is rather a temporary practice. Participants' belief in 'English only as an end goal' contradicts to the transformative stance which embodies to see translanguaging not only as a way to reverse the power positions of the named languages but also as a way to shake the dominance of the named languages and of the power of political state (Kao, 2022). Thus, the participants of this study did not fully embrace the translanguaging stance, most probably due the government's adoption of the one subject/one language policy.

Also, according to the theoretical framework by García and Kleyn, (2016), it was suggested that to develop pedagogical translanguaging designing and planning instruction is also fundamentally important as well as development translanguaging stance. Planning on translanguaging theory needs three elements:

1. Construct collaborative structures
2. Collect and apply different multilingual and multimodal instructional resources
3. Implement and use translanguaging pedagogical practices. (García & Kleyn, 2016)

According to the participants' plans, scaffolding for meaning making was the only planned translanguaging pedagogy. However, there is a little mismatch between participants' lesson plans and the actual lesson. This was also evidenced in Karabassova and San Isidro's (2020) study. Lesson plans included multilingual glossaries, but during the lesson there were other translanguaging scaffolding strategies such as peer mentoring, discourse practice. As to the use of unplanned pedagogical strategies, there were observed the usage of multimodal and multilingual resources so that made a space for good translanguaging design instruction. Also, there was one more unplanned strategy - division of the students into groups where they could speak in the language, they are more comfortable with. These unplanned translanguaging strategies were referred to as "construction of collaborative structures" in the theoretical framework of this. However, according to the theoretical framework, these unplanned translanguaging strategies must be planned before the lesson. To maximize the collaboration between peers, García and Kleyn (2016) suggested grouping students according to their L1s. This was not evidenced during the observation. With that said, there was one only planned translanguaging design - scaffolding tool, but the other two above mentioned designs were not

planned, but were natural good pedagogical practices in a multilingual classroom as mentioned by Lin and He (2017).

Conclusion

This chapter discussed the findings regarding a group of secondary school STEM teachers' conceptualization of CLIL, their teachers' views towards translanguaging and whether and how they implemented translanguaging in their CLIL classrooms. The findings suggested that all participants conceptualized CLIL as a content driven approach despite their CLIL training background. Also, it was revealed that all participants received insufficient or no CLIL training despite the fact that they were asked to teach through CLIL. Notably, the participants adopted different pedagogical techniques to teach content, thus prioritizing the content over the language aspect of the CLIL lesson. Hence, the participants seemed to lack the knowledge of the theory of CLIL and pedagogical underpinnings behind CLIL, which was explained in detail in Chapter 2. Regarding the views towards the translanguaging and its practice, in spite of the multilingual turn taking place on the ground, teachers pursue English only as an end goal in their classroom practice, thus trying to comply with the government's one subject-one language policy for CLIL. Regarding classroom practice, scaffolding content was found to be the most common planned design along with other unplanned translanguaging pedagogy strategies. These practices showed that translanguaging flows in the multilingual classrooms as good pedagogical practices.

Chapter 6: Conclusion

The previous chapter discussed the findings of this qualitative study based on semi-structured individual interviews, document analysis and lesson observation of six STEM teachers at one secondary school in Kazakhstan. The aim of this research was to analyze whether and how translanguaging is implemented in multilingual schools in CLIL classes. It was guided by the following research questions:

RQ1. How do a group of secondary school STEM teachers conceptualize CLIL in multilingual schools?

RQ2. What are the participants' views on translanguaging?

RQ3. How do the participants implement translanguaging in their CLIL classes?

This chapter overviews the major conclusions of this qualitative study. It also presents strengths and limitations of the study. Moreover, the implications and recommendations based on the findings of this research are discussed.

Main Conclusions of this Study

“Language Triptych” and Coyle’s (2008) 4Cs (i.e., Content, Communication, Cognition, and Culture) framework were adopted in this study to answer the first research question about STEM teachers’ conceptualization of the CLIL approach (for more elaboration about this concept, see Chapter 2, Figure 1). Coyle’s (2008) 4Cs framework is perceived as a design and base for planning a quality CLIL unit/model. Coyle et al. (2010) demonstrated as “Language Triptych” a tool to design language aspects of CLIL lessons by dividing language into: language of, language for, language through (Coyle et al., 2010) (see Chapter 2 for more explanation). Based on this theoretical framework and the findings of the present study, all participants during the classroom observation and follow up interviews displayed a lack of awareness of the

essential components of CLIL in their lesson plans, prioritizing content over the language. This finding was principally ascribed to the participants' insufficient and ineffective CLIL training (for more details about this point see chapter 4, Table 2).

Concerning the in-service training received by the participants, two participants (Sarah, Miras) did not receive any kind of CLIL training, while the rest received the training either by the "Ustaz" or "Orleu" organization. It is important to indicate that the participant who had their own training in "Orleu" for 3-4 months mainly focused on the language aspect by using different teaching techniques to explain functional language of the lesson in the target language, and appropriate terminology. However, the other participants who received the CLIL training for 1-2 weeks seemed to implement a good content driven, teacher-centered lesson with little focus on the language in the classroom. Hence, during the semi-structured interview with each participant, it was found that participants could not precisely recall the main components of the CLIL lesson plan which are Coyle's (2008) 4Cs. Other methodological support for a quality CLIL unit plan are based all on Coyle's (2008) 4Cs framework. This, in turn, implies the participants' limited awareness of the essential components of CLIL in their lesson plans. When speaking about teachers' focus on the language aspect of the lesson, all participants pointed out that content is more important than language component. Document analysis and lesson observations evidenced most participants' prioritization of the content over the language aspect. Specifically, participants' lesson plans did not include lesson objectives, or were largely limited to terminology multilingual glossaries.

García, Johnson, and Seltzer's (2016) framework for translanguaging pedagogy was also employed in this study to answer the second and the third research questions concerning the implementation of translanguaging in CLIL classrooms. The authors classified instructions that

take up translanguaging into three categories: the teacher's stance, the teacher's design and the teacher's shifts (for more elaboration about these categories, see Chapter 2). García and Kleyn (2016) postulated that teachers need to develop a philosophical stance in order to embrace translanguaging, dividing it into two main types: scaffolding stance and transformative stance.

The second main conclusion concerning the second research question about participants' views towards translanguaging suggested that they did not fully develop a philosophical stance. That is, during the interviews the participants tended to uphold the view that L1 was needed only to scaffold and clarify the meaning of less frequent vocabulary. At the same time, many participants reported that they were endeavoring to adopt certain strategies to minimize the usage of L1 in their CLIL classroom. Thus, teachers' perceptions towards translanguaging seemed ambiguous, possibly due to the governments' multilingually oriented policy of trilingual education - one teacher/one subject. As teachers are the main agents to implement the education reforms, all participants reported that teaching through only English is the end goal, since this is what the educational policy in Kazakhstan required them to do. That is, on one hand the participants had to comply with the schools and policy requirements to fulfill content goals and curriculum demand. On the other hand, to achieve the content goals in linguistically diverse classrooms, the participants had to sometimes use students' L1.

The third main conclusion concerns with translanguaging strategies which are implemented in a CLIL classroom. According to García, Johnson, and Seltzer's (2016) framework, teachers are suggested to design and plan translanguaging instructions to implement translanguaging strategies (for more description, see Chapter 2). Those designs are: construction collaborative structures; collection and application of different multilingual and multimodal instructional resources; implementation and use of translanguaging pedagogical practices.

Having analyzed data from the lesson plans, and lesson observations, it was found that scaffolding for meaning making was the most frequently planned and implemented strategy by the participants.

Strength and Limitations of this Study

In conclusion with the main findings of this research study, it is fundamental to discuss the strength and limitations of this study. One of the strengths of this study in terms of methodology is that three research instruments - lesson observations, document analysis (textbooks, lesson plans), and semi-structured individual interviews - were used to collect and analyze the data. By doing this, the researcher attempted to triangulate her findings from different resources and enhance the findings validity. Secondly, the study recruited participants from two schools - one school for girls and the other for boys. The third strength of this study is that this qualitative study aimed at exploring a group of teachers' conceptualizations of CLIL and translanguaging in a different type of high selective schools in Kazakhstan i.e. BILs. This is because almost all previous studies on STEM teachers' perceptions of CLIL and translanguaging were conducted in the most common type of schools for the gifted in Kazakhstan, namely, NIS (see Karabassova, 2021; Karabassova & San Isidro, 2020) .

As regards the limitations of this study, the first limitation was that document analysis, textbooks and lesson plans were the only allowed documents given for analysis. Other documents such as syllabi and curriculum related documents would be helpful to see the overall school administration conceptualization of CLIL approach. Specifically, it would help to see if a content teacher and a language teacher work in alliance. The second limitation relates to the duration of data collection. Apart from the consequences of COVID-19 on schools, the researcher had to collect her data in December, when secondary school teachers were preparing

the summative tests and doing practice for their students. For that reason, it was challenging to recruit more teachers from other schools. A third limitation is related to the focus of this study, in the sense that it considered only the voices of STEM teachers. Accordingly, it would be useful to include the standpoints of students and policymakers as well, while studying the implementation of CLIL and translanguaging inside the formal settings. By doing this, a holistic picture about the phenomenon under investigation can be captured.

Implications and Recommendation of this Research Study

The analysis of findings and limitations of this study suggests certain implications for further research. Firstly, due to the small sample size (6 participants) from the Central Kazakhstan, a bigger qualitative study on conceptualization of CLIL and the multilingual turn is needed to conduct in BIL school in other parts of Kazakhstan. By doing so, it is possible to see a picture of translanguaging practice in CLIL classes in more linguistically diverse settings. Secondly, it is suggested to conduct a longitudinal qualitative study on the same issues with triangulation of data. Thirdly, in order to examine the process of CLIL training and awareness of the main components, it is suggested to conduct a quantitative study in all BIL schools. Finally, it would be also useful to research students' views on translanguaging in CLIL multilingual classes.

Based on the findings of this qualitative study, this research suggests some recommendations for policy makers, CLIL training organizations, and teachers. First of all, as the findings indicate that all participants lack awareness of the main components of CLIL and pedagogical theory, it is recommended to provide a systematic and continuous quality in-service training for all teachers in both mainstream and highly selective schools. It is also recommended to provide or create a CLIL methodological framework for all the organizations which train

CLIL. As the findings revealed, most teachers in this study conceptualize CLIL as “Obnovlenka”. Accordingly, it would be helpful for policymakers in Kazakhstan and elsewhere to raise teachers’ awareness towards the point that CLIL is an approach which has been chosen to implement trilingual education.

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Appendix A

Interview Questions

Time of Interview:

Date:

Researcher: Talshyn Ilyassova

Participant: A STEM teacher from Bilim Innovation Lyceum

1. Could you please introduce yourself?
2. Could you please share your teaching experience?
What subjects do you teach? How long have you been teaching? How long have you been teaching CLIL in particular?
3. Did you have CLIL training at university?
Where were your trained CLIL? When was the train conducted? Who organized the training? How were you trained CLIL? How long did you train?
4. What challenges did you face during the training?
How did you cope with them?
5. Describe your overall experience of teaching CLIL in schools?
6. What is the most challenging thing in teaching through AL in CLIL for teachers, and for students? How do you solve these issues?
7. What are the essential components of a CLIL lesson plan?
8. Do you include the usage of L1 in the lesson plans? If yes, what tasks do you use L1 for? If not, why?
9. How long did you prepare for the lesson in the beginning of CLIL teaching practice?
Did someone (a language teacher) help you to prepare for the lessons?
10. How long does it take now to prepare for the CLIL lesson compared to the beginning of your CLIL experience? Does someone (a language teacher) help you to plan a lesson?
11. What languages do you use when explaining a new topic of the lesson to the students?
12. Do you use other languages such as Kazakh, Russian etc. to clarify something for the students?
13. Do your students use Kazakh, Russian (other languages) to clarify some information?
If yes, what language do you use to answer their questions?
14. What language do you use when introducing a new grammar, a new vocabulary to students?
15. How do you feel about using Kazakh, Russian (other languages) by students?
16. How do you feel about using Kazakh, Russian (other languages) by teachers?
17. Do you make comments (not to use) when students use Russian or Kazakh (other language) during class discussions? why/why not?
18. Is there anything you personally would like to share?

Сұхбат Протоколы

Сұхбат уақыты:

Сұхбат күні:

Сұхбат беруші: Ильясова Талшын

Сұхбат қатысушы: Мұғалім

1. Өзіңізді таныстырып өтсеңіз?
2. Сіз өзіңіздің педагогикалық тәжірибеңізбен бөлісе аласыз ба?
3. Сіз қандай пәндерді оқытасыз? Қанша уақыт сабақ бересіз? Сізнақты CLIL-ге қанша уақыт сабақ бересіз?
4. Сіз университетте CLIL бағдарламасы бойынша білім алдыңыз ба?
5. Тренинг өткізілген кездесіздің CLIL тренингіңіз қайда өтті? Тренингті кім ұйымдастырды? Сіз CLIL-ді қалай оқыдыңыз? Сіз қанша уақыт жаттықтыңыз?
6. Оқыту кезінде қандай проблемаларға тап болдыңыз?
7. Оларды қалай шештіңіз?
8. Мектептерде CLIL-ді оқытудың жалпы тәжірибесін сипаттап беріңізші?
9. Мұғалімдер мен студенттер үшін CLIL-де қосымша (ағылшынтілі) арқылы оқытудың ең қиыны неде? Сіз бұл мәселелерді қалай шешесіз?
10. CLIL сабақ жоспарының негізгі компоненттері қандай?
11. Сіз сабақ жоспарларына бірінші тілді (дерді) қолдануды қосасыз ба? Олай болса, бірінші тілді (дерді) қандай тапсырмалар үшін қолданасыз? Егер жоқ болса, неге?
12. CLIL педагогикалық тәжірибесінің басында сабаққа қанша уақыт дайындалдыңыз?
13. Біреу (тіл мұғалімі) сабаққа дайындалуға көмектесті ме?
14. Сіздің CLIL тәжірибеңіздің басталуымен салыстырғанда CLIL сабағына дайындалу үшін қазір қанша уақыт қажет? Біреу (тіл мұғалімі) сабақты жоспарлауға көмектеседі ме?
15. Оқушыларға сабақтың жаңа тақырыбын қандай тілдерде түсіндіресіз?
16. Оқушыларға бір нәрсені түсіндіру үшін Сіз қазақ, орыс және т. б. өзге тілдерді қолданасыз ба?
17. Сіздің оқушыларыңыз ақпаратты нақтылау үшін қазақ, орыс тілдерін (өзге тілдерді) қолдана ма?
18. Егер солай болса, онда сіз олардың сұрақтарына қай тілде жауап бересіз?
19. Сіз студенттерді жаңа грамматикамен, жаңа сөздік қорымен қай тілде таныстырасыз?
20. Студенттердің қазақ, орыс тілдерін (өзге тілдерді) қолдануына қалай қарайсыз?
21. Мұғалімдердің қазақ, орыс тілдерін (өзге тілдерді) қолдануына қалай қарайсыз?
22. Оқушылар сыныпта талқылау кезінде орыс немесе қазақ тілдерін (өзге тілдерді) қолданған кезде Сіз (қолданбауға) түсініктеме бересіз бе? Неге, неге жоқ?
23. Сіз жеке бөліскіңіз келетін тағы бір нәрсе бар ма?

Интервью Протокол

Время интервью:

Дата:

Исследователь: Ильясова Талшын

Участник: Учитель

1. Не могли бы Вы представиться?
2. Не могли бы Вы поделиться своим педагогическим опытом?
3. Какие предметы Вы преподаете? Как долго Вы преподаете? Как долго Вы конкретно преподаете CLIL?
4. Проходили ли Вы обучение по программе CLIL в университете?
5. Где проходил Ваш тренинг CLIL, когда проводился тренинг? Кто организовал тренинг? Как Вы обучались CLIL? Как долго Вы тренировались?
6. С какими проблемами Вы столкнулись во время обучения?
7. Как Вы с ними справлялись?
8. Опишите свой общий опыт преподавания CLIL в школах?
9. Что является самым сложным в обучении через дополнительный (английский) в CLIL для учителей и студентов? Как вы решаете эти проблемы?
10. Каковы основные компоненты плана урока CLIL?
11. Вы включаете использование первого языка (ов) в планы уроков? Если да, то для каких задач вы используете первый язык (и) ? Если нет, то почему?
12. Как долго вы готовились к уроку в начале педагогической практики CLIL?
13. Кто-то (учитель языка) помогал вам подготовиться к урокам?
14. Сколько времени нужно сейчас, чтобы подготовиться к уроку CLIL по сравнению с началом вашего опыта CLIL? Кто-нибудь (учитель языка) помогает вам спланировать урок?
15. На каких языках вы объясняете ученикам новую тему урока?
16. Используете ли вы другие языки, такие как казахский, русский и т. д., Чтобы что-то разъяснить учащимся?
17. Ваши ученики используют казахский, русский (другие языки) для уточнения информации?
18. Если да, то на каком языке вы отвечаете на их вопросы?
19. На каком языке вы знакомите студентов с новой грамматикой, новым словарным запасом?
20. Как вы относитесь к использованию казахского, русского (других языков) студентами? 21. Как вы относитесь к тому, что учителя используют казахский, русский (другие языки)? 22. Делаете ли вы комментарии (не использовать), когда учащиеся используют русский или казахский (другой язык) во время обсуждения в классе? почему, почему нет?
23. Есть ли что-нибудь еще, чем вы лично хотели бы поделиться?

Appendix B

INFORMED CONSENT FORM

Content and Language Integrated Learning (CLIL) and the Multilingual Turn: a qualitative study on translanguaging in multilingual schools in Kazakhstan

I am a second-year graduate student at Nazarbayev University, Graduate School of Education, Master of Arts in Multilingual Education. I am conducting research on translanguaging (the usage of L1) in multilingual schools in Kazakhstan, in Content and Language Integrated Learning (CLIL) context to fulfill the requirement of my Masters Program at Nazarbayev University

DESCRIPTION: You are invited to participate in the research aiming at identifying STEM teachers' conceptualization of CLIL in multilingual schools and teachers' view on using L1 in CLIL classrooms. The purpose of this research is to analyse whether and how usage of L1 is happening in Kazakhstani multilingual schools, in CLIL context. The research will start from analyzing documents, observation of STEM teachers classes, and individual interviews with the STEM teachers. The researcher will analyze documents and accordingly will observe the lessons. Also, after the observation, you will be asked to answer some questions during the interview, and the interview will be audio-taped. Audio recordings will not be shared with the third person and will be saved in a personal laptop and protected by password. All written and printed documents, including consent forms, will be kept in the special secured box. When research is done all audio recordings and transcripts will be destroyed.

TIME INVOLVEMENT: your participation will include observations of your one lesson (40-45 minutes). After the observation, the interview will take approximately 40-50 minutes.

RISKS AND BENEFITS: The risks associated with this study are very minimal, because all the personal data of the participants and their identity will be anonymized and kept confidential in a safe place accessible only for the researcher. The interview will not cause any psychological discomfort or harm to the participants and will be conducted in an open and friendly manner. The time of the interviews will be negotiated with the participants beforehand, so it doesn't affect the participants' engagement at work. The observation will be held by the researcher who will make notes and all the notes will be anonymized and kept confidential in a safe place accessible only for the researcher.

Although there are no direct benefits of the study, the research can be beneficial to teachers who get an opportunity to share their views and opinions, it may bring food for thought to the practitioners and motivate them to be engaged in the scientific research. Teachers' views will contribute to the development of the research in Kazakhstan. The results of the observation could be used to analyse CLIL implementation in the Kazakhstani multilingual schools in order to apply it in the future successfully. Your decision whether or not to participate in this study will not affect your employment.

PARTICIPANTS 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. You have the right to refuse to answer particular questions or refuse to be observed. The alternative is not to participate. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACTS INFORMATION: if you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Associate Professor Xabier San Isidro at xabier.sanisidro@nu.edu.kz

INDEPENDENT CONTACT: if you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

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

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

Signature: _____

Date: _____

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

Ақпараттық Келісім Нысаны

Пәндік - тілдік кіріктірілген оқыту (CLIL) және Мультилингвальды бетбұрыс: Қазақстанның көптілді мектептерінде транслингвизм бойынша сапалы зерттеу

Мен Назарбаев Университетінде жоғары білім беру мектебінің екінші курс магистратурасында оқимын, көптілді білім беру магистрімін. Қазақстандағы көптілді мектептерде, пәндік - тілдік кіріктірілген оқытуы (CLIL) бар сыныптарда зерттеу жүргіземін. Бұл зерттеу мені Назарбаев Университетіндегі магистрлік бағдарламамның талаптарын орындау үшін жүргізіледі.

СИПАТТАМАСЫ: Сіз көп тілді мектептердегі STEM (ғылым, технология, инженерия және математика) мұғалімдерінің CLIL тұжырымдамасын және CLIL сыныптарында бірінші тілді (дерді) қолдану туралы мұғалімдердің көзқарастарын анықтауға бағытталған зерттеуге қатысуға шақырылып отырсыз. Осы зерттеудің мақсаты CLIL арқылы оқыту контекстінде бірінші тілді (дерді) қолдану іске асырыла ма және қалай іске асырылатындығын талдау болып табылады. Зерттеу құжаттарды талдаудан, STEM мұғалімдерінің сыныптарын бақылаудан және STEM мұғалімдерімен жеке сұхбаттан басталады. Зерттеуші құжаттарды талдайды және сәйкесінше сабақты бақылайды. Сонымен қатар, сабақты бақылағаннан кейін Сізден сұхбат кезінде кейбір сұрақтарға жауап беру сұралады және сұхбат аудио жазбаға жазылады. Аудио жазбалар үшінші тұлғаларға жария етілмейді және жеке ноутбукта сақталып, құпиясөзбен қорғалады. Келісім нысандарын қоса алғанда, барлық жазбаша және баспа құжаттары арнайы қорғалған жәшікте сақталатын болады. Зерттеу аяқталғаннан кейін барлық аудио жазбалар мен транскриптер жойылады.

ҚАТЫСУ УАҚЫТЫ: Сіздің қатысуыңыз сабақты бақылауды қамтиды (40-45 минут). Бақылаудан кейін сұхбат шамамен 40-45 минутқа созылады.

ҚАУШТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: зерттеуге байланысты қауіптер шектеулі, өйткені қатысушылардың жеке тұлғалары жасырын болады, сондай-ақ қатысушылардың барлық жеке деректері құпия болады: жеке деректер тек зерттеуші үшін қол жетімді қауіпсіз жерде сақталады. Сұхбат қатысушыларға психологиялық ыңғайсыздың немесе зиян тигізбейді, ашық және ізгі ниетті қарым-қатынас түрде өткізіледі. Сұхбат уақыты қатысушылардың жұмыс сағаттарына немес істеріне әсер етпеу үшін қатысушылармен алдын-ала келісіледі. Бақылауды жазбалар жасайтын зерттеуші жүргізеді және барлық жазбалар жасырын болады, тек зерттеуші үшін қол жетімді қауіпсіз жерде құпия сақталады.

Зерттеудің тікелей пайдасы болмаса да, бұл өз көзқарастарымен және пікірлерімен бөлісуге мүмкіндік алатын мұғалімдер үшін пайдалы болуы мүмкін, ол тәжірибешілерге ойлануға азық беріп, оларды ғылыми зерттеулерге қатысуға итермелейді. Мұғалімдердің көзқарастары Қазақстандағы зерттеулердің дамуына ықпал етеді. Байқау нәтижелері болашақта сәтті қолдану мақсатында Қазақстандық көптілді мектептерде CLIL енгізуді талдау үшін пайдаланылуы мүмкін. Сіздің бұл зерттеуге қатысу туралы шешіміңіз жұмысыңызға ешқандай әсер етпейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: егер сіз осы нысанды оқып, жобаға қатысуға шешім қабылдаған болсаңыз, сіздің қатысуыңыз ерікті екенін түсінуіңізді сұраймыз, келісіміңізді

қайтарып алуға, сондай-ақ айыппұлсыз немесе артықшылықтарын жоғалтпай кез келген уақытта қатысуды тоқтауға құқығыңыз бар. Сіз нақты сұрақтарға жауап беруден бас тартуға немесе бауқаудан бас тартуға құқығыңыз бар. Балама – қатыспау. Осы зерттеудің нәтижелері ғылыми немесе кәсіби кездесулерде ұсынылуы не болмаса ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ: егер сізде осы зерттеу, оның процедуралары, қауіптері мен артықшылықтары туралы сұрақтарыңыз, аландаушылық немесе шағымдарыңыз болса, xabier.sanisidro@nu.edu.kz мекенжайы бойынша Xabier San Isidro доцентіне хабарласыңыз.

ДЕРБЕС БАЙЛАНЫСТАР: егер сіз осы зерттеудің қалай жүргізілетініне қанағаттанбасаңыз, зерттеу мәселесі немесе сіздің мүше ретіндегі құқықтарыңызға қатысы аландаушылық шағымдар немесе жалпы сұрақтар туындаса, gse_researchcommittee@nu.edu.kz электрондық мекенжайы бойынша NUGSE зерттеу комитетіне хабарласыңыз.

Егер сіз зерттеуге қатысуға келіссеңіз, осы нысанға қол қойыңыз.

- Мен ұсынылған ақпаратты мұқият оқып шықтым;
- Маған зерттеудің мақсаты мен тәртібі туралы толық ақпарат берілді;
- Мен жиналған деректердің қалай пайдаланылатынын және кез келген құпия ақпаратқа тек зерттеуші ғана қол жеткізе алатындығын түсінемін;
- Мен себептерін түсіндірместен, кез келген уақытта осы зерттеуге қатысудан бас тартуға құқығым бар екені түсінемін;
- Жоғарыда айтыңандардың барлығын толық үсіне отырып, мен зерттеуге өз еркіммен қатысуға келісемін

Қолы: _____

Күні: _____

Қолы және күні қойылған осы келісім нысанының қосымша көшірмесін сақтаңыз

Форма Информированного Согласия

Предметно-языковое Интегрированное Обучение (CLIL) и Мультилингвальный Поворот:

качественное исследование по транслингвизму в многоязычных школах Казахстана

Я учусь в магистратуре второго курса Высшей школы образования в Назарбаев Университете, магистр многоязычного образования. Я провожу исследования в многоязычных школах в Казахстане, в классах с Предметно-языковым Интегрированным Обучением (CLIL). Это исследование проводится для выполнения требований моей магистерской программы в Назарбаеве Университете.

ОПИСАНИЕ: Вас приглашают принять участие в исследовании, направленном на выявление концепции CLIL учителями STEM (наука, технологии, инженерия и математика) предметов в многоязычных школах, и взглядов учителей на использование первого языка(ов) в CLIL классах. Целью данного исследования является анализ того, происходит ли и как происходит использование первого языка(ов) в контексте обучения через CLIL. Исследование начнется с анализа документов, наблюдения за классами учителей STEM, и индивидуальных интервью с учителями STEM. Исследователь проанализирует документы и соответственно проведет наблюдение урока. Кроме того, после наблюдения урока Вам будет предложено ответить на некоторые вопросы во время интервью, и интервью будет записано на аудиозапись. Аудиозаписи не будут переданы третьим лицам и будут сохранены на личном ноутбуке и будут защищены паролем. Все письменные и печатные документы, включая формы согласия, будут храниться в специальном защищенном ящике. Когда исследование будет завершено, все аудиозаписи и транскрипты будут уничтожены.

ВРЕМЯ УЧАСТИЯ: Ваше участие будет включать в себя наблюдение за Вашим уроком (40-45 минут). После наблюдения, интервью будет длиться примерно 40-50 минут.

РИСКИ И ПРЕИМУЩЕСТВА: риски, связанные с этим исследованием, очень минимальны, потому что личности участников будут анонимными, а все личные данные участников будут конфиденциальными: личные данные будут храниться в безопасном месте, доступном только для исследователя. Интервью не понесет за собой психологического дискомфорта или вреда участникам и будет проводиться в открытой и доброжелательной манере. Время интервью будет согласовано с участниками заранее, чтобы не повлиять на рабочие часы или дела участников. Наблюдение будет проводить исследователь, который будет делать записи, и все записи будут анонимизированные и сохранены в секрете в безопасном месте, доступном только для исследователя.

Хотя прямых выгод от исследования нет, оно может быть полезным для учителей, которые получают возможность поделиться своими взглядами и мнениями, оно может дать пищу для размышлений практикующим специалистам и побудить их к участию в научных исследованиях. Взгляды учителей будут способствовать развитию исследований в Казахстане. Результаты наблюдения могут быть использованы для анализа внедрения CLIL в казахстанских многоязычных школах с целью успешного применения в будущем. Ваше решение об участии в этом исследовании никак не повлияет на Вашу работу.

ПРАВА УЧАСТНИКОВ: если Вы прочитали эту форму и решили участвовать в этом проекте, пожалуйста, поймите, что Ваше участие является добровольным, и Вы имеете

право отозвать свое согласие или прекратить участие в любое время без штрафа или потери преимуществ. У Вас есть право отказаться отвечать на конкретные вопросы или отказаться от наблюдения. Альтернатива - не участвовать. Результаты этого исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ: если у Вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с доцентом Xabier San Isidro по адресу xabier.sanisidro@nu.edu.kz

НЕЗАВИСИМЫЙ КОНТАКТ: если Вы не удовлетворены тем, как проводится это исследование, или если у Вас есть какие-либо опасения, жалобы или общие вопросы по поводу исследования или Ваших прав как участника, пожалуйста, свяжитесь с исследовательским комитетом NUGSE по адресу gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите эту форму согласия, если вы согласны участвовать в этом исследовании.

- Я внимательно прочитал предоставленную информацию;
- Мне предоставили полную информацию о целях и процедурах исследования;
- Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и никому не будет передана;
- Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин;
- Полностью зная все вышесказанное, я добровольно согласен участвовать в его исследовании.

Подпись: _____

Дата: _____

Дополнительную копию этой подписанной и датированной формы согласия вы сохраните.

Appendix C

Transcription Sample of Interview

INTERVIEWER: Не могли бы Вы представиться?

INTERVIEWEE: Представить имя фамилия.

INTERVIEWER: Не могли бы Вы поделиться своим педагогическим опытом?

INTERVIEWEE: Эммм... педагогическим опытом, я учитель физики. Работаю в данной школе уже год. До этого имела опыт работать в этой школе, ну как бы ... до учебы. Были декретные отпуска, учеба. и потом получается, По истечению, 5 лет я вернулась в эту школу.

INTERVIEWER: Какие предметы Вы преподаете? Как долго Вы преподаете? Как долго Вы конкретно преподаете CLIL?

INTERVIEWEE: Только физику. Физику? То же самое 6-8 лет. До КЛИЛА я преподавала на английском. Мы тогда не знали что это КЛИЛ, после того как объявили о трехязычии. Потом для нас было новостью что это все твое преподавание называется КЛИЛ. Министерство образования вот они же ввели программу 3 язычии. Вот тогда всез отправляли учиться, учить языки. Это было в 2018 год.

INTERVIEWER: Проходили ли Вы обучение по программе CLIL в университете?

INTERVIEWEE: Нет. Когда я училась в универе такого понятия не было. Если вот взять изначально школы как лицей Билим Инновация Лицей где я работаю да, раньше они назывались Казахско-Турецкий лицей, где я работаю. Потом по некоторым соображениям, что поменяли название на ВП, потому что эти школы никакого отношения к Турции не имеет, поэтому взяли переименовали. Эта школа полностью работает под руководство Министерством Республики Казахстан. Когда эти школы открывались вообще это после Независимости 90, 91 эти школы изначально были такими. Вот научные предметы вот как физика химия биология, они изначально преподавались на английском. Были учителя... то есть такая программа изначально, это примерно 25 лет тому назад. Потом... имея вот такой вот очень хороший опыт. Очень хорошие ученики. Потом вот в 10м году открывались НИШевские школы. У них тоже была эта цель обучать эти предметы на английском. До официального названия КЛИЛ или трехязычия. В принципе эти преподавались, эти предметы преподавались на английском именно в этих школах то есть в Билим инновация, тогда они были казахско турецкими лицеями

INTERVIEWER: А вот как только объявили трехязычии, вы Где проходил Ваш тренинг CLIL, отправляли ли Вас на тренинги?

INTERVIEWEE: Так... в то время когда я обучалась КЛИЛ, тогда я не работала в БИЛ. Я тогда работала, только тогда открылась школы 2 года существовали школы. Это школа была аналогом Били Инновация Лицеи, но там единственное было смешанные, то есть у нас допустим gender-segregated, а там микс скул, то есть мальчик девочки обучались. Ну.. БИЛ этим отличается как то gender- segregated. Когда работала Астана Инглиш Скул тогда та школа открылась второй год. Это частная школа. В этой школе меня отправили

обучаться по КЛИЛ. Получается мы обучались три или четыре месяца в центре Orleu. То есть Orleu нас обучал, и у нас есть то есть у меня есть КЛИЛ.

INTERVIEWER: Интересно. А как долго проводился тренинг организацией Орлеу?

INTERVIEWEE: Это где-то три месяца курсы. Мы как бы.. то есть нас полностью освободили от своей должности мы туда ходили с утра до вечера. Я сейчас вспомню, сейчас скажу, мы начали в сентябре. Вот сентябрь октябрь ноябрь.

INTERVIEWER: С какими проблемами Вы столкнулись во время обучения?

INTERVIEWEE: Ну во первых, я вот так скажу эээм. Для меня вообще кажется что понимание КЛИЛ вообще искажено в Казахстане. В чем это проявляется. КЛИЛ он сам по себе Learning Integrated, Content да?. А у нас всегда в школах требуют 100 процентно этого, и как бы это по первых. И на фоне этого, фон такой чувствуется. Соответственно многие учителя те, которые там поехали со мной обучать КЛИЛ, у них в принципе элементарно не было самого базового. Эти преподаватели биологии физики, химии, географии, они в принципе у них они не учили английский в принципе в универе. Они учили немецкий французский. Это второе. Тренер девушка молодая. Она сама очень молодая. Она не может представить реальность Каз школ, на самом деле на практике. Это во первых. И во вторых сама полностью не понимала что такое КЛИЛ. Она очень старалась, спасибо ей большое. Она была в этом центре, единственным человеком который реально что то делает.