University students' perceptions of and experiences with code-switching in a programme with English-medium instruction

Sholpan Ospanova

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts
in
Multilingual Education

Nazarbayev University Graduate School of Education
June, 2017

Word Count: 17917

AUTHOR AGREEMENT

By signing and submitting this license, I Sholpan Ospanova grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I represent that the submission is my original work, and that I have the right to grant the rights contained in this license. I also represent that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I represent that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.
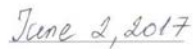
IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I REPRESENT THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to my submission.

I hereby accept the terms of the above Author Agreement.

Author's signature:

June 2, 2017

Date:

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed:

Date: June 2, 2017

Ethical Approval

Dear Sholpan,

The NUGSE Research Committee reviewed the project entitled "University students' perceptions of and experiences with code-switching"

and decided:

☐ To grant approval for this study

Approval: This approval is effective for the life of the study. However, any time you change any aspect of your project (e.g., recruitment process, administering materials, collecting data, gaining consent, and changing participants) you will need to submit a request for modification to the NUGSE Research Committee. Make sure to address all of the information requested on the request for modification form(s). Please be advised that in some circumstances, changes to the protocol may disqualify the project from approval.

Sincerely,
NUGSE Research Committee

Acknowledgements

First of all, I would like to thank my family, who supported me all the time despite they were away from me. Their support encouraged me to keep doing my best.

Secondly, I would like to express my gratitude to my supervisor, Sulushash Kerimkulova, who helped me throughout this research study and provided her excellent advice and guidance.

Also I would like to thank the faculty members, Alfred and Kuralay, for their enormous support in times when I needed help with academic English.

Abstract

Kazakhstan is striving to reform its higher education in order to educate its students so that they contribute to making the country competitive in the world arena. Therefore, Kazakhstan is maintaining the trilingual policy that along with Kazakh and Russian develops the English language. As a consequence, English is introduced as a medium of instruction in piloting higher education institutions of Kazakhstan. English-learning environment leads to the occurrence of the phenomenon of code-switching, when people alternate between two or more languages during the act of conversation. Given the students in Kazakhstan are predominantly fluent in Kazakh and Russian, the study attempts to provide the insight into the students' perceptions of and experiences with code-switching within the English-medium instruction programme. The research questions that guide this study are: 1. How do students perceive code-switching? 2. How do students experience code-switching? 3. How similar or different are students' perceptions of and experiences with code-switching in relation to their L1? Qualitative interview-based approach explored the research questions. By means of purposeful heterogeneous sampling strategy the 3rd year students majoring in translation studies were selected as participants for this research. The findings revealed that despite the varied experiences of code-switching in class, still perceptions are found to be negative and hindering the English language proficiency development. Such perceptions are mostly connected with unawareness of instructional benefits of code-switching found out by the previous research. This unawareness leads to prohibition of code-switching by the instructors of the Kazakh cohort as compared to the Russian cohort. This implies the necessity of conducting explanatory works on the benefits of code-switching for instructional purposes with the teachers. Once the teachers understand how beneficial code-switching can be, this will improve the process of implementing English-medium instruction at universities of Kazakhstan.

Аңдатпа

Қазақстан әлемдік аренада бәсекеге қабілетті болу үшін, жоғары білім беру саласын реформалап, өз студенттерінің мемлекетіміздің дамуына, өз үлес қосу мақсатында шындап білім беруде. Қазақстан қазақ және орыс тілімен қатар ағылшын тілінің дамуын қолдайтын «Үштілдік» саясатын ұстанады. Қазіргі уақытта Қазақстанның көптеген жоғары оқу орындарында студенттер ағылышн тілі арқылы білім алады. Тілдер ауыстыруы ағылшын тілді ортасының тән қасиеті бәріне белгілі. Қазақстанда оқитын студенттер көбінесе қазақ және орыс тілдерді білуін ескеріп, осы зерттеу жұмыс студенттерінің тілдер ауыстыруын қалай түсінетіндігін және сабақта қалай қолданатындығын зерттеуге бағытталған. Осы зерттеу жұмысын жүргізетін сұрақтары: 1. Студенттер тілдер ауыстыруын қалай түсінеді? 2. Студенттер тілдер ауыстыруын сабақта қалай қолданады? 3. Студенттер тілдер ауыстырудың түсінетіндігі мен қолданатындығы арасында қандай ұқсастықтар және айырмашылықтары бар? Осы сұрақтарға жауып беру үшін интервью негізге алынған сандық талдау қолданылған. Әртекті іріктеу стратегиясы арқылы «Аударма ісі» бойынша оқитын 3 курс студенттері осы зерттеу жұмысына қатысушылар болып таңдалған. Зерттеу жұмыстың нәтижерелі студенттер тілдер ауыстыруды сабақта қолдайтындығына қарамастан олардың жалпы түсінігі негативті және ағылшын тілі дагдырларын дамуына кедергі жасайтын екендігін көрсетті. Осындай түсінік ең алдымен тілдер ауыстырудың алдағы зерттеу жұмыстары анықтаған білім артықшылықтарды білмегендікке байланысты. Артықшылықтарды білмегендіктен орыс тобыньқ оқытушаларымен салыстырғанда қазақ топқа сабақ беретін оқытушылар тілдер ауыстыруға рұқсат етпейді. Сондықтан оқытушыларға үшін тілдер ауыстырудың білім артықщылықтары туралы түсундіру жұмыстарын өткізу керек. Егер оқытушылар тілдер ауыстыруы оқу барысына жақсы әсер ететіндігін

түсінсе, ағылшын тілі арқылы жүргізілетін бағдарламаларды жүзеге асыру үдерісі жақсартылады.

Аннотация

Казахстан нацелен реформировать высшее образование с целью обучить студентов так, чтобы они внесли вклад в становлении страны, являющейся конкурентоспособной на мировой арене. Таким образом, Казахстан придерживается политики трехьязычия, которая предполагает развитие английского языка наряду с казахским и русским языками. Как следствие, английский язык становится языком обучения во многих высших учебных заведениях Казахстана. Известно, что англоязычная среда является причиной появления переключения языковых кодов во время разговора. Учитывая то, что студенты Казахстана преимущественно владеют казахским и русским языками, данное исследование направлено на изучение того, как студенты воспринимают и практикуют на занятиях переключение языковых кодов в рамках программы с английским языком обучения. Вопросами, направляющими данное исследование, являются следующие: 1. Как студенты воспринимают переключение языковых кодов? 2. Как студенты практикуют на занятиях переключение языковых кодов? 3. Какие сходства и различия между тем, как студенты казахской и русской групп воспринимают и практикуют переключение языковых кодов? Данные вопросы были исследованы посредством количественного анализа, основанного на интервью. Для участия в данном исследовании студенты 3 курса специальности «Переводческое дело» одного из национальных университетов Казахстана были отобраны с помощью стратегии неоднородной выборки. Результаты исследования показали, что, несмотря на то, что студенты практикуют переключение языковых кодов на занятиях, общее восприятие данного переключения является негативным и препятствующим развитию навыков английского языка. Такое восприятие главным образом связано с незнанием образовательных преимуществ переключения языковых кодов, как показали предыдущие исследования. Незнание преимуществ ведет к запрету переключения

языковых кодов преподавателями казахской группы в сравнении с русской группой. Из указанного следует, что необходимо проводить разъяснительные работы с преподавателями по поводу образовательных преимуществ переключения языковых кодов. Если преподаватели поймут, что переключение благотворно влияет на учебный процесс, это поможет улучшить процесс реализации программ с английским языком обучения в университетах Казахстана.

Table of Contents

List of Tables

Chapter 1: Introduction

This chapter will serve a foundation to better understanding the incentive of the study by providing the background information of the research, identifying the research problem and the purpose as well as by indicating the research questions that guide the study. The chapter will conclude by depicting the significance of the research for the field.

Background of the Study

English is widespread all over the world. It becomes the language of international significance due to globalization (Mufwene, 2010; Phillipson, 2015). According to Mufwene, English "is not evenly distributed in the world" (p. 45). Thus, English becomes a language of instruction in higher education institutions in Europe (Phillipson, 2015) and in Asia (McArthur, 2003). This means along with the countries with fluent English speakers, there are countries where English is a foreign language for population.

Kazakhstan is not an exception. Kazakhstan entered the world's 50 most developed countries and now strives to become of "the world's 30 most competitive countries (Nazarbayev, 2017), entered the European higher education area in 2010 and currently is intended to adapt our education system to globally accepted requirements (MoES, 2010). In a number of the addresses to the people of Kazakhstan, president Nazarbayev highlighted that education is the key to global arena. Therefore, given a country is willing to be internationally competitive it should provide students with an opportunity to develop fluency in English (Kazakh Institute for Strategic Studies, n.d.). Currently, English is being introduced as a medium of instruction in piloting education institutions, in particular, higher education, and the number of such universities is growing (Committee on Statistics, 2016). The step for implementing English as a medium of instruction was taken in order to correspond to the idea of "The trinity of languages" initiated by the president in 2007. This led to internationalization of higher education, and becoming a member the Bologna

process in 2010 (MoES, 2012) was one of the first steps. Taking these steps into consideration, people of Kazakhstan are supposed to propel Kazakhstan to the international level by getting quality education and better job opportunities.

Though a number of universities offer English-medium programmes, there are still concerns about its implementation. Lack of evidence on designing and delivering curriculum in the language, lack of qualified professional staff that operate in the language, and lack of guidance documentation on teaching through English (Seitzhanova et al., 2015) pose a question on successful implementation of this strategy. This includes that the new approach results in teachers who are unprepared, and, as analyzed by Suleimenova (2013), this affects the way students learn in terms of the quality of their education.

Statement of Problem

Within the framework of globalization, Kazakhstan develops the trilingual education reform initiative. Thus, Kazakhstan highlights the status of the Kazakh language as the state language. Furthermore, it is also important to support the Russian language since it the language of interethnic communication (Law on Languages, 1997). English, as a worldwide language is introduced as a medium of instruction in piloting education institutions in Kazakhstan.

Multilingual environments led to the occurrence of code-switching, which is alternation between languages (Xu, 2010; Besa, 2014). International studies indicated that it is important to know how students perceive this practice of code-switching. For instance, lecturers may be competent in English but they switch to students' L1 in order to check understanding since English is a new medium of instruction for students (Mokhtar, 2015). In addition, teachers may struggle in delivering subjects through English, which causes troubles for students (Seitzhanova et al., 2015). Moreover, it was proposed by some researchers (Kang, 2012; Tian & Hennebry, 2016) that within such multilingual

environments, unawareness and inappropriate use of code-switching results in failure of teaching through English.

Nevertheless, since students in Kazakhstan are exposed to EMI, and their first languages are either Kazakh or Russian, they also tend to switch the codes during the lessons. This might result in their perceptions of code-switching (CS) as a classroom practice as well as of English-medium instruction (EMI). For the record, there was a study on code-switching among Kazakhstani students, whose L1 was Kazakh, and which concluded with overall positive perceptions of the phenomenon (Akynova, Aimoldina, & Agmanova, 2014). However, that study does not provide a general picture of code-switching considering it was conducted in a different setting within trilingual programme.

Purpose of the Study

The main purpose of this study is to explore university students' perceptions of and experiences with code-switching in a programme with English-medium instruction. The qualitative research takes into account the central phenomenon of code-switching within classrooms at Translation Studies department at one Kazakhstani university.

Research Questions

In compliance with the purpose of the study, the way students perceive and experience code-switching will be explored with the assistance of the following research questions:

1. How do students perceive code-switching?

2. How do they experience code-switching in their classrooms, if any?

3. How similar or different are students' perceptions of and experiences with code-switching in relation to their first languages (L1)?

Significance of the Study

The research on university students' perceptions of and experiences with code-switching, which took place in a university, may serve a foundation to understand the extent to which code-switching could be beneficial for Kazakhstani classrooms and how English is implemented as a medium of instruction. This particular study strives for adding to the literature on higher education of Kazakhstan by learning about students' concerns and needs regarding code-switching within English-medium instruction. Thus, the results of the study may be of importance for policy makers so that they take into consideration key stakeholders' voices when planning and developing the English-medium programmes. The results of the study may contribute to planning the English-medium instruction at universities taking into account students' L1. Besides, this research may serve as a foundation for future research on code-switching in the context of Kazakhstan.

Structure of the Study

This master thesis consists of six chapters. Following the Introduction chapter, the Literature review part elaborates on theoretical concepts, introduces code-switching and students' perspectives on this phenomenon based on previous research, analyzes classroom experiences related to the central phenomenon and provides an overview of language policy in Kazakhstan. Methodology chapter elaborates on the way this qualitative research design assisted in answering research questions, defines data collection instruments and strategies for recruiting participants as well as depicts how the qualitative data from observations and interviews was analyzed. Findings chapter contains data interpretation and concludes with the main findings. Next, Discussion part describes how findings relate to the previous research and evaluates how findings answered the main research questions.

Chapter 2: Literature Review

This section presents the analysis of the main issues and debates indicated in previous research on code-switching. The purpose of this study is to explore students' perceptions of and experiences with code-switching in a programme with English medium instruction. More specifically, the study aims to answer the following questions:

1. How do students perceive code-switching?

2. How do they experience code-switching in their classrooms, if any?

3. How similar or different are students' perceptions of and experiences with code-switching in relation to their L1?

The first section starts with providing definitions of the key terms given by different researchers. The second section contains analysis of the international studies on students' perceptions of code-switching followed by the third section which reviews the literature on international experiences with code-switching. The fourth section describes the language policy of Kazakhstan. The last section introduces the literature map as a guide of the literature review.

Key Terminology

To better understand the context of this study, it is worth to define the key terms. Since the focus of this study is code-switching, the discussion of such terms as code-switching and translanguaging is also included. As follows, the literature on the term "perceptions" will be provided. The English-taught programs in Kazakhstani higher education institutions is another issue, and the study will then examine English-medium instruction in today's higher education system.

Code-switching. Since code-switching is one of the central phenomena in this study, this section provides a discussion about it. This discussion is important, because it

explains code-switching from various perspectives, i.e. as widely used definitions, both positively and negatively described.

When communication happens between several bilinguals, the speakers try to balance between the languages; thus it leads to the occurrence of a phenomenon known among linguists as code-switching (CS). Some researchers identify code-switching as linguistic alternation (Milroy & Myusken, 1995 as cited in Boztepe, 2003, p. 4; Myers-Scotton, 2006). While for Milroy and Myusken such alternation happens between two or more languages, Myers-Scotton considered code-switching to occur between language varieties as well. In a like manner, Gardner-Chloros (2009) indicated that the alternation is called code-switching when bilingual people use "several languages or dialects". In other words, code-switching is unavoidable if a person is in constant contact with two or more languages (p. 4). Thus, taking into account their studies, code-switching is an "umbrella" definition for any form of bilingual behavior, when a person operates in the languages that he or she can speak. Besides, code-switching is also defined by Bullock and Toribio (2009) as "language shifting" under certain conditions (p. 2). Kieswetter specified that code-switching is a method of conversation that depends on people or situations, in which it occurs (as cited in Mokgwathi & Webb, 2013, p. 109). As Bullock and Toribio highlighted, depending on particular conditions, code-switching is insertion of "single words" (p.2) or "larger segments" (p.2) during the act of conversation.

On the one hand, code-switching is described as a positive phenomenon that is advantageous for both teachers and students, for students' language acquisition, and for bridging a gap in the knowledge. First, it can be more convenient for teachers and students to alternate between languages if they have one language in common (Hall & Cook, 2012; Tabaku, 2014). This means code-switching serves a multiple functions in terms that teachers can use code-switching for instructional purposes, such as classroom

management, explanation of new information, etc. Second, Baeoueb and Toumi (2012) and Lopez and Gonzalez-Davies (2015) identified code-switching as an approach, which is beneficial for target language acquisition. For Baeoueb and Toumi, code-switching means a focus on the content rather than the language. In contrast, Lopes and Gonzalez-Davies defined code-switching as alternation between the languages with more stress on the target language than the context. Third, code-switching is believed to assist students in bridging a gap in the knowledge of a target language (Bullock & Toribio, 2009; Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006; Tabaku, 2014). According to Hughes et al., when a speaker is not fluent in the target language, it is code-switching that helps continue communication. Students refer to their L1 to make communication meaningful.

On the other hand, code-switching is defined as a disadvantage that implies low language proficiency, as well as a psychological barrier. As Freeman and Freeman observed, code-switching is sometimes characterized as "a subtractive element", i.e. a marker of low proficiency in a second language (as cited in Hughes et al., 2006, p. 10). In his study, Jingxia (2011) specified that students refer to code-switching when their language proficiency particularly in English is weak. Similarly, the study conducted by Ma (2012) revealed that poor English competence is heavily related to code-switching. Therefore, language proficiency is the key prerequisite to the occurrence of code-switching. Finally, code-switching is a result of a psychological barrier from speaking a target language (Bailey, 2011). A psychological barrier may result in the fear to speak since their "communicative competences" are not developed (Suleimenova, 2013, p. 1860). Those students, who are highly anxious about the target language, more often revert to code-switching. For this reason it is crucial to take into consideration individual differences that influence code-switching (Saville-Troike, 2006). Negative meanings are depicted in the form of perceptions further in the chapter.

All in all, the researchers' definitions of code-switching vary in terms that some of them describe it as a common bilingual practice; others see it either as a useful learning and teaching strategy or as a disadvantage.

Code-switching vs. Translanguaging. Along with code-switching, current research is also shifting towards translanguaging (Canagarajah, 2011; Hornberger & Link, 2012). Since code-switching and translanguaging are being compared, this section provides similarities and differences between the two phenomena.

When speaking about multilingual people and their communicative practices, translanguaging is an emerging term that shares similar characteristics with code-switching. To begin with, code-switching occurs in the speech of bilingual or multilingual people (Gardner-Chloros, 2009). In his turn, Canagarajah (2011) pointed out that translanguaging is also natural in that it is commonly practiced among multilinguals in classrooms. Similar to code-switching, translanguaging can advance the knowledge and fluency in several languages. Further, code-switching is defined as the alternation not only between several languages but language varieties (Milroy & Myusken, 1995, as cited in Boztepe, 2003; Myers-Scotton, 2006), translanguaging is also described as shifting between languages or language dialects (Hornberger & Link, 2012). In other words, any language or its variety that a person can speak is involved in the process of translanguaging, the clear definition of which is analyzed further.

At the same time, some aspects of translanguaging make it different from code-switching. While code-switching is used as an instructional strategy within a classroom, it implies the separate use of two languages with the aim to enhance proficiency in a target language (Baeoueb & Toumi, 2012; Gonzalez-Davies, 2015). However, translanguaging is focused on developing proficiencies in all languages or language varieties that students speak (Lewis, Jones, & Baker, 2012). This means that translanguaging is a bilingual

pedagogy, as was emphasized by Creese and Blackledge (2012). They concluded that translanguaging serves as an instructional strategy within multilingual classrooms, where teachers deploy learners' languages that they bring with them in class, in order to bond students with their communities and cultures.

 Perception. In order to explore students' perceptions of code-switching, the notion of perceptions should be clearly defined. This section provides definitions for perceptions from psychological and pedagogical perspectives, as well as defines the factors that influence perceptions.

 From the psychological perspective, perception is a reflection to the outside input and the inside capacities (Clopper, Rohrbeck, &Wagner, 2012; Pickens, 2005; Tuan, 1990). According to Pickens (2005), perception means an interpretation of a person's response to any cause referring to one's knowledge. Besides, the way one person's perception of the cause is constructed may differ from what the cause is indeed (p. 54). Tuan (1990) also indicated that perception is a conscious reflection to any incentive from outside. This means that a person may consciously register some aspects while ignoring the others, which can influence his or her perception. Apart from the outside causes, perception means a persons' own ability to, first, recognize, understand and, consequently, judge what happens around them (Clopper et al., 2012). Therefore, the way people react to events also depends on their mental abilities.

 Meanwhile, perception has been examined from the pedagogical point of view as well (Dalton-Puffer & Smit, 2013; Yardakul, 2015). Perception is seen by Yardakul as "attributing meanings" to outside causes (p. 126). Within this process of attribution there is the inner process of acquiring new concepts through interacting with the previous knowledge and experiences. Moreover, perceptions that are defined in pedagogical studies still stem from psychology. Thus, perceptions about language use, for instance, are

personal "knowledge of teaching and learning" (Dalton-Puffer & Smit, 2013, p. 549). This means that learners or educators ascribe meaning to the process of dealing with languages in order to understand the whole concept.

Finally, perception is a result of factors that influence people's views on various phenomena. Balu (2009) indicated that there are internal and external factors that formulate perceptions. Internal factors include individual characteristics, previous experiences, preferences, etc. As for external, they consist of external characteristics of an object or phenomenon that a person deals with. Tuan (1990), in his turn, identified two more factors which are psychological and sociocultural. They can also be referred to as internal and external respectively. However, internal factors interact with people's receptive abilities (smelling, hearing, seeing, etc.), while external include interpretation of received information in compliance with people's "beliefs, values, and attitudes" (p. 42) that are formulated by previous experiences.

Though perception was examined through two perspectives, the definitions are particularly the same. For this reason it is possible to develop a cumulative definition that is provided further in the section of literature map.

English-Medium Instruction. Since this study explores university students' perceptions of and experiences with code switching within the English-medium programme, it is important to understand what English-medium instruction means in education, why it is introduced, and what challenges it faces.

English-medium instruction (EMI) is a novel approach to teaching in higher education, when English is used as the language for delivering programmes to students, and this occurs at a number of universities worldwide (Doiz, Lasagabaster, & Sierra, 2012). Indeed, English-medium instruction involves courses or programmes delivered through English to people who learn English as a foreign language (Dearden, 2014). As

Coleman (2006) put it forward, the role of English as a medium of instruction is strengthened at the global level, and it prevails over other languages. In other words, this is a language that is important for preparing students for a global market.

English-medium instruction has expanded to higher education institutions all over the world due to educational, political and economical reasons (Wilkinson, 2012, p. 3). Thus, a number of countries assist their students in achieving English language proficiency (Coleman, 2006). For example, in order to contribute to students' ability to be internationally competitive, the government of Malaysia provides them with EMI. Others are intended to let students study abroad through academic mobility programmes (van der Walt, 2013). Due to internationalization – a political reason for introducing EMI - higher education institutions around the globe imbed English into their curricula (Coleman, 2006). Kibbermann (2017) supported such finding by exploring Estonia and Latvia, which address EMI through internationalization in order to increase their population rates by attracting international students. Finally, when a country is enabled to offer programmes with English-medium instruction, it attracts students from abroad (Ali, 2013b, as cited in Hamid, Nguyen, & Baldauf, 2013, p. 7) in pursuit of economical benefits (van der Walt, 2013). For instance, van der Walt revealed that when students cannot get scholarships, they pay tuition fees for host universities thus, the latter increase their profits.

However, along with the needs of the countries to enter the global arena and, thus, to educate their students in English, there are still concerns regarding local languages (Gill, 2004; Seitzhanova, Plokhin, Baiburiev & Tsaregorodtseva, 2015), competencies of teachers and students (Ishikura, 2015; Murtaza, 2016; Seitzhanova, Plokhin, Baiburiev & Tsaregorodtseva, 2015) and policy interpretation (Besa, 2014; Chen & Rubinstein-Avila, 2015; Murtaza, 2016). First, English-medium instruction may question the role of the state language. According to Gill, in multilingual Malaysia, people need to enhance fluency in

English along with maintaining the national language. There is a small proportion of the population who is able to operate in English as the language of international importance. As for Kazakhstan, English also may threaten the local languages development (Seitzhanova et al.). The reason is according to the "Trinity of languages" project our government also needs to promote Kazakh as a state language and Russian as a language of interethnic communication (MoES, 2015). First and foremost, in order for such policy to be successful, there is a need to have highly qualified teaching staff that are able to assist their students, as indicated by Murtaza (2016). In other words, if teachers do not take into consideration students' needs, concerns, and existing skills, students struggle to adapt to newly introduced policy in terms of feeling embarrassed and unconfident in producing the language. The same issues exist in Kazakhstani higher education, where teachers are not quite ready professionally to deliver their subjects in English as well as to develop students' proficiency in the language (Seitzhanova et al., 2015). Thus, such low proficient students are supposed to skip the lessons with English-medium instruction so that their overall academic achievements do not suffer (Ishikura, 2015). This might be the result of a lack of policy interpretation and, as a consequence, it leads to its misunderstanding by university administration and staff (Chen & Rubinstein-Avila, 2015). As research has shown, before implementing EMI at universities, there is a need to involve teachers in the process so that they are ready to address students' concerns regarding language proficiency, programme content, etc. (Besa, 2014; Murtaza, 2016). As shown by Besa, even if the nature of this policy is defined, there are should be techniques for teaching and learning within such English-medium environment.

To sum up, while English-medium instruction is gaining momentum and is adapted at higher education institutions worldwide, for a number of reasons, there are still concerns among the researchers regarding its successful implementation.

Students' Perceptions of Code-switching: International Experience

While the previous sections discussed the nature of code-switching and English-medium instruction, this section focuses on students' perceptions of code-switching within classes where English is the target language. The previous research revealed both positive and negative perceptions of code-switching amongst the students.

Positive perceptions of code-switching. Over the last decade, several studies (Alenezi, 2010; Jingxia, 2013; Ma, 2014) revealed that university students overall favor the process of switching codes during in-class as well as out-of class interactions. Thus, while some of the students viewed code-switching as a tool for learning new information (Alenezi, 2010; Younas, Arshad, Akram, Faisal, Akhtar, Sarfraz, & Umar, 2014), others saw benefits for using both languages (Jingxia, 2013; Ma, 2014). Moreover, students indicated that code-switching assisted in communicating with groupmates as well as making students feel less anxious about the target language (Xu, 2010; Younas et al., 2014).

One of the perceptions revealed about of code-switching is connected with viewing it as a tool for better memorization of new information. The study conducted by Younas, et al. (2014) with Pakistani university's business students revealed that they (98%) found code-switching to be a tool for better memorization of information. The questionnaire used during this research study also helped to identify that 75% of students switched the codes, and they did not experience difficulties in acquiring linguistic aspects of the target language, in particular, the English language. The same was true in the Lebanese context, where the questionnaire revealed that students switched the codes in order to learn as many terms and meanings as possible (Bahous, Bacha, & Nabhani, 2011). Bahous, Bacha and Nabhani (2011) and Younas et al.'s (2014) arguments relied on quantitative research,

stating that the students got help from their teachers, who contributed to their positive perceptions of code-switching.

Another perception that students had in relation to code-switching is that they consider it to be a facilitator of learning two languages and through two languages simultaneously (Jingxia, 2013; Ma, 2014). For example, in a bilingual setting, the use of students' first language can be used for explanations given by teachers. As a consequence, once the L1 is allowed and employed, students become more interested in the process of acquiring the English language (Ma, 2014, p. 182). Nadeem's (2012) findings also supported the idea of using two languages during a lesson; however; such code-switching meant that the focus was on developing content knowledge and necessary skills. All in all, the research promotes the idea of utilizing students' L1 along with a target language.

Furthermore, some researchers tried to understand how students evaluated code-switching in terms of its usefulness for establishing understanding among peers within a group (Bailey, 2011; Ma, 2014; Sampson, 2012). Thus, one questionnaire resulted in almost 36% of the students emphasizing that they could benefit from code-switching by sharing experiences with their peers (Ma, 2014). With the help of a survey, Bailey (2011) found out that those students who are anxious about their proficiency in the L2, appreciated their classmates, who switched the codes, unlike those who were proficient enough. Sampson (2012) concluded with the same findings that implied that code-switching could be used as a tool for building relations among groupmates. Thus, students can show their solidarity towards others or indicate their "membership" grouped with other students (p.296).

In addition, the research revealed that students perceive code-switching to be a source for lowering anxiety with a target language. It was found by Xu (2010) that since students switched the codes, they were not pressured by the target language. As a

consequence, they were focused more on the content than struggling with difficulties with L2. For example, during the completion of writing assignments, the Pakistani business students reported about not being afraid to use English since they were allowed to use any language (Younas et al., 2014). The majority of the students, particularly 68% of those who participated in the survey, agreed with this. Thus, students may consider code-switching as a help for becoming more confident with a target language.

Finally, code-switching perceptions are explored in relation to target language proficiency (Jingxia, 2013; Ma, 2012; Sampson, 2012). Code-switching is referred to when students have low language proficiency in a language. In this way code-switching is used by students as an assistant in delivering their messages (Ma, 2012). However, teachers can also take into consideration students' proficiencies and, as a consequence, use code-switching to facilitate learning (Jingxia, 2013). By way of contrast, Sampson (2012) did not reveal any relation between code-switching and language proficiency. It was stated that code-switching can occur due to both low and high levels of a target language. These different findings mean that code-switching should not necessarily be connected to the low proficiency levels.

Negative perceptions of code-switching. Compared to students' positive views on code-switching, negative perceptions were less observed, and was seen only as a hindrance from developing second language proficiency (Bailey, 2011; Ma, 2012), the distraction from developing L1 (Khresheh, 2012; Rasouli & Simin, 2015), as well is the result of a psychological barrier (Bailey, 2011). The use of students' L1 during the lessons that are instructed through a target language may negatively influence the development of students' language proficiencies in that target language (Ma, 2012). The researcher meant that students struggle with understanding messages if their peers or teachers refer to students' L1, and this causes digression in academic achievements. Continuing with the

idea of negative influence, Bailey (2011) highlighted that particularly those who already have high proficiency in a target language find code-switching to be a hindrance from developing their language further. Thus, the higher the proficiency is, and the more students are concerned about target language proficiency, the more often the value of code-switching is rejected. However, sometimes even high language proficiency can lead to using code-switching as a learning strategy (Javid, Al-thubaiti, & Uthman, 2013). Thus, code-switching can be used as an instructional approach to teach students with low language proficiency. In addition to the influence of language proficiency of students' perceptions of code-switching, a further research has shown that it also prevents students from developing their L1. For instance, even though the Arab students knew the English translation of the words, they preferred to use some terms in Arabic in order to keep the historical heritage through their language. Thus, the precautions of losing that heritage resulted in negative perceptions of code-switching (Khresheh, 2012). It is also worth including a comment about the manifestation of a psychological barrier as another negative perception explained by the previous research. In general, a psychological barrier involves language anxiety which results in embarrassment and shyness in using the language (Bailey, 2011). Nevertheless, in this case a psychological barrier is considered more as a factor that influences students' perceptions rather than a perception. To conclude, though negative perceptions were not discovered as often as positive ones, they serve as a foundation for the current study.

This section examined the previous research on students' perceptions of the central phenomenon, code-switching, and concluded that perceptions vary from positive to negative, with the former implying the beneficial role for learning and teaching, and the latter depicting the negative influence of developing proficiencies in two languages and a barrier on the mental level.

Experiences of International Students with Code-Switching

Since experiences with code-switching are related to one of the research questions, this section focuses on how students use code-switching. In particular, the literature on experiences with code-switching was examined in the contexts of multilingual classrooms and classrooms with English medium instruction.

Experiences with code-switching in multilingual classrooms. According to the previous research conducted within multilingual classrooms, students used code-switching due to such factors as their teachers' intentions to code-switching, or the overall awareness of code-switching, as well as for the purposes of translating, explaining, and clarifying new concepts.

First, there is a need to elaborate on why students' alternated between languages. One of the reasons is if L1 is the shared language for teachers and students, the former initiate code-switching (Jingxia, 2010; Zabrodskaja, 2007). However, different teachers pursue different purposes. For example, sometimes teachers simply take into considerations their students' proficiency in a target language and they consequently decide whether to use code-switching or not (Jingxia, 2010). Others take into account only the fact that a language is not the students' L1. For example, Zabrodskaja analyzed Russian-Estonian code-switching and concluded that the teacher emphasized the meaning of the message in Estonian by switching to Russian. As a result, that led to a better comprehension of the content provided in Estonian. Another reason for students' use of code-switching during the lessons is the awareness of this phenomenon can be either unconscious (Bahous, Nabhani & Bacha, 2014) or conscious (Besa, 2014; Paxton, 2009). Bahous, et al., while examining code-switching that involved three languages, stressed that the students use it subconsciously, which proves that it is a natural phenomenon. In contrast, there were instances revealed of a conscious address to code-switching. Thus, the

students from the University of Cape Town were aware of the use of code-switching. This was concluded after their responses where they considered switching to their L1 to be unavoidable and useful to better understand new English terms within a multilingual classroom (Paxton, 2009). The same particular situation was analyzed in Philippines, where the students switched the languages within a programme that offered English medium courses (Besa, 2014). The students indicated in the surveys that their code-switching was always conscious. Thus, teachers' intentions and awareness of code-switching play a significant role in the process of learning within multilingual classrooms.

If students use code-switching for particular reasons, they do it for particular purposes as well though this was less observed; they are translations and explanations (Bahous et al., 2014; Taha, 2008), as well as clarifications (Moghadam, 2012; Taha, 2008). Taha (2008) investigated the alternation between Arabic and English within a classroom in a higher education institution. On the basis of classroom observations, the researcher states that, among several functions, the teachers used code-switching for translations and explanations. The reason was the students' English proficiency levels required the teachers to use Arabic. Bahous et al.'s study (2014) supported the observations of Taha in terms that they investigated rationales for students and teachers' code-switching in a multilingual setting. Analysis of the interviews and observations revealed that code-switching was used by teachers to explain complex English terms using Arabic. In addition, students, in their responses, indicated that they code switch when they clarify certain ideas. Thus, according to Moghadam's findings, students can address both their teachers and groupmates in order to ask for clarifications.

All in all, students experience code-switching in multilingual classrooms due to the reasons that stem from either their teachers or themselves. Moreover, when students use

code-switching, they pursue various aims that involve switching for translations, explanations, and clarifications.

Experiences with code-switching in classrooms with English medium instruction. The previous section analyzed students' experiences with code-switching that took place in multilingual classrooms, whereas this section strives to understand how it happens within programmes that offer English-medium courses.

It tends to happen that while introducing English medium instruction at universities, educators to follow the direction of teaching entirely through English, which results in discrepancies in instructional strategies. For instance, Kang (2012) in her study of Korean students enrolled in English-medium programmes revealed that they benefited from switching to their L1. They benefited from using their L1 for acquiring information in L2. Within the same context, Macaro and Lee (2013, as cited in Tian & Hennebry, 2016) made a different inference - Korean students viewed the English-only policy as a good learning practice. In addition, while indicating in questionnaires that L1 is good for understanding new vocabulary, interviews showed overall negative perceptions of addressing communication using their L1. Three years later, Tian and Hennebry (2016), while studying Chinese students' perceptions of learning through English, concluded that indulgent ways of learning in English do not promote the students' academic achievements. That is, it is better when a subject is delivered either entirely in English or with a simultaneous and constructive use of students' L1 and L2. Particularly the same was true of Japanese students, who enjoyed learning through English, which was good for developing their communication skills (Mishima, 2016). Nonetheless, those students pointed out that in order to succeed in learning through entirely English, their language proficiency level should be sufficient, which leads to the need for instructional support in L1. Thus, learning entirely through English is useful when students' proficiency levels

comply with the requirements; if not, reference to code-switching may also result in successful acquisition of a target language given students' L1 is used constructively.

Language Policy in Kazakhstan

The educational system of Kazakhstan is intended to comply with the educational standards accepted worldwide (MoES, 2010). According to the President Nazarbayev (2014) and the State Program of Education Development for 2011-2012, the students of Kazakhstan should be competitive internationally. To achieve this, as stated in number of the address of the President to the people of Kazakhstan (Nazabayev, 2012; Nazarbayev, 2014; Nazarbayev, 2017), the students should be educated using the skills of the 21st century. In parallel with being internationally competitive, by the year 2030, Kazakhstani students should develop their multilingual competences at a national level that involves the three languages, Kazakh, Russian, and English (Nazarbayev, 2017).

Currently, in order to address the education requirements on using three languages, the trilingual policy has been developed in Kazakhstan (Roadmap for "Trilingual Policy Development", 2015). The policy was initiated during the President Nazarbayev's address on multilingual education that resulted in its implementation at the higher education level (2007). Therefore, Kazakhstan is currently pursuing the language policy that seeks to mirror the needs of its multilingual population. The government is promoting the status of the Kazakh language as a state language and the Russian language as a language of interethnic communication. In addition, to keep pace with the globalizing process Kazakhstan is also introducing the English language at all levels of the education system (Smagulova, 2008). However, it is noticed that for some ethnic groups, the promotion of Kazakh is "discrimination", while for others (Pavlenko, 2008) the development of Russian and English prevents Kazakh from revitalization.

The intention of the government to revitalize the Kazakh language was reflected in the process of Kazakhization (Fierman, 2006) in parallel with maintaining Russian (Smagulova, 2016). More specifically, Kazakh found the enhancement in the Law on Languages (1997) as well as the Law on education (2007). Thus, the Law on education signifies the need to teach the students Kazakh and through Kazakh. In turn, the Law on Languages highlighted the status of Kazakh as the state language. Besides, by the year 2025, 95% of the population should speak Kazakh (Nazarbayev, 2012). From this side, the language policy of Kazakhstan strives to support, maintain and develop the Kazakh language so that Kazakhstani people can become fluent in the language. However, as research has shown, people are not punished if they do not advance their Kazakh proficiency, whereas Russian is not prohibited from use since it is a language of national importance (Mehisto, Kambatyrova, & Nurseitova, 2014). The issue of such imbalance, as analyzed by Smagulova (2008) between the two languages begins at the school level, where there are more Russian-medium schools in urban areas, and students living there tend to be proficient in Russian due to and since the Soviet times.

As a part of such policy, education in English is being introduced in Kazakhstani higher education institutions due to globalization. First, this led to the membership in the Bologna Process (MoES, 2012) in 2010 being first in Central Asia (OECD, 2017). Furthermore, according to statistical data, there are about 478 thousand students who are getting higher education at 125 higher education institutions of Kazakhstan as of the year 2016 (Committee on Statistics, 2016). 42 of those institutions offer programmes with English medium instruction (Committee on Statistics, 2016). However, it is worth stating that during the process of its implementation, English-medium instruction is facing various issues that include unpreparedness of teachers and low language proficiencies of students

(Seitzhanova et al., 2015). As it seen, though English is impeded in higher education curriculum rapidly, it still faces challenges.

Literature Map

The purpose of this section is to present the literature map that guides this study.

Since the first research question of this study sounds like "How do students perceive code-switching?", it is necessary to provide explanations for the key term, code-switching. The definitions of the key term give the understanding of its nature, i.e. when it happens, how many languages or language varieties are involved, and who uses it. Thus, the study will operate with the definition of code-switching given by Milroy and Muysken, who stated that code-switching is the alternation between two or more languages or "language varieties" (as cited in Boztepe, 2003, p. 4). Since the study was conducted within university classrooms, it was decided to include that code-switching is the alternation that happens during lessons.

In addition to the main definition of code-switching, the literature review relied on the comparison between code-switching and translanguaging as well as the benefits and drawbacks of code-switching as an instructional strategy. Code-switching is defined more as a natural phenomenon that happens among bi/multilinguals, whereas translanguaging is a teaching method. Thus, the current research is shifting towards exploring translanguaging; however, there is no such study within the context of Kazakhstan. Furthermore, defining benefits and drawbacks of code-switching as a teaching and learning strategy is also of a high importance. In that section it was stated that code-switching is favored by teachers and students given they use it consciously as a gap-filler and an assistance of providing confidence to students. The opponents of this strategy claim that code-switching is an indicator of low language proficiency and a distraction from the process of acquiring a target language.

The first research question includes another key term, which is perception. It is important to understand the meaning of this notion in order to be able to identify perception in the students' responses. Moreover, this understanding is important for structuring interview questions that guide this particular research. Thus, the notion of perception was studied from psychological and pedagogical perspectives. It was underlined that the definitions do not differ as such, and the cumulative description was developed. Thus, perception is the ability of a person to accept the input based on his or her experiences and knowledge, and, as a consequence, make judgmental inferences taking into consideration personal attitudes towards that input.

Since code-switching is explored within the English-medium programme, the general picture of English-medium instruction is useful to define the programme under investigation. English is being introduced as the language of instruction in higher education institution in the world. Though it is widely used, different countries pursue different purposes that vary from educational and political to economic ones. However, being a relatively new approach, EMI is encountering a number of challenges in the form of teachers' unpreparedness, students' low language proficiency, and the threat to local languages.

Furthermore, in order to understand the principle of exploring students perceptions of and experiences with code-switching, the previous research on code-switching in terms of international students' perceptions and experiences was worth examining. First, the previous research concluded with overall positive perceptions of code-switching that include code-switching as a tool for better learning of new information, a facilitator to learning the languages involved in the learning process, an assistant in strengthening classroom communication, a source to lessen learner's anxiety level as well as the correlation between code-switching and the level of students' language proficiency was

analyzed and was not proved to be either positive or negative. Proceeding to negative perceptions, they were less observed and included a hindrance from learning within EMI, a distraction from developing students' L1, and a result of psychological barrier. Second, international experiences with code-switching included those within multilingual classrooms as well as within classrooms with EMI. In general, multilingual classrooms trigger for students' code-switching with the purposes to translate, explain, and clarify new information given in a target language that are dependent either on teachers' initiatives or awareness of code-switching. In turn, code-switching within EMI classrooms involves implementation of a variety of teaching and learning strategies. For instance, while in certain universities educators adhere to English-only instruction, others deploy code-switching as an instructional strategy. All in all, the choice of either strategy depends on students' language levels.

Finally, due to the fact that code-switching is explored in the English-medium programme in Kazakhstan, it was significant to examine the language policy of Kazakhstan, which is currently focused on trilingual and multilingual education. Therefore, the statuses of the three languages, Kazakh, Russian, and English, were analyzed separately in order to see the correlation between them. Thus, the Kazakh language is the state language, and the government strives to have 95% of Kazakh speakers by the year 2025. At the same time, the Russian language as the language of interethnic communication is supported in the country, while English is introduced as the global language in piloting educational institutions. As seen from above, Kazakhstan takes steps to comply with the nature of Trilingual policy in that it is trying to develop all three languages at once.

To conclude, the information from the literature review served as a basis for developing methodology for this particular study. This will be depicted further.

Chapter 3: Methodology

While the previous chapter on literature review provided the basis for developing methodology for this research study, this chapter presents the research methods to guide this research. The purpose of this study was to explore students' perceptions of and experiences with code-switching in a programme with English-medium instruction. In order to address the purposes, the following questions were developed:

1. How do students perceive code-switching?

2. How do they experience code-switching in their classrooms, if any?

3. How similar or different are students' perceptions of and experiences with code-switching in relation to their L1?

The sections below discuss the choice of the qualitative interview-based research design. The first section presents the research design of this study. Then, the sample, the site, and research methods are discussed. The last sections focus on data analysis, reliability and validity, and ethical consideration of the research study.

Research Design

This interview-based qualitative research design was chosen for this study, since this type of research makes a central phenomenon to be understood more in detail. In addition, people's practices related to the central phenomenon are also better explored by qualitative approach (Creswell, 2014, p. 30). Since this research includes students' perceptions of code-switching that is the central phenomenon, as well as students' experiences with it, a qualitative research approach is best suitable for this study.

The process of this research passed several stages. In the beginning, when the research problem and gap were identified, the research purpose that was supposed to be achieved by stating research questions was developed. The research questions served as a

foundation for choosing research methods, which were semi-structured interviews and observations, which are described in detail further in the chapter.

But, as it happens, qualitative research has some limitations. First, this type is time-consuming since data analysis takes a lot of time. Second, it was impossible to generalize the results of this study to other settings. The reason is the site that was explored might have provided unique inferences. Third, there is a possibility of bias which was reduced to some extent by giving the findings to groupmates to check.

Research Site

In order to collect the data for this study, the site should be a university that offers programmes with English-medium instruction. Thus, one national university located in Astana was chosen as the site. One of the programmes delivered through the English language was Translation studies where the students are taught occupational subjects in English from the third-year of their studies. The students in this department are divided into two cohorts, which are Kazakh and Russian. The gatekeeper was the head of the department. Due to her immediate permission the access to interview students and observe the lessons was received. Since the instructors were informed about the research, there was no obstacle to participate in classes as a complete observer.

Sampling

Since the study explored university students' perceptions, the research participants were the students from the Translations studies department. A purposeful heterogeneous sampling was chosen to recruit participant to the study since this type of sampling enables the researcher to obtain the data on a particular phenomenon from several perspectives (Creswell, 2014). In this study, a particular context is code-switching within the English-medium programme. Since Translation studies department has two cohorts, the different perspectives on the central phenomenon are obtained from the representatives of the

Kazakh or the Russian cohorts. The participants were the third-year students who study

subjects in the English language.

Table 1. Participants' characteristics

Participants	Cohort (according to L1)	Ascribed anonymous name
Participant 1	Kazakh	Kaz01
Participant 2	Russian	Rus02
Participant 3	Kazakh	Kaz03
Participant 4	Russian	Rus04
Participant 5	Russian	Rus05
Participant 6	Russian	Rus06
Participant 7	Kazakh	Kaz07
Participant 8	Kazakh	Kaz08
Participant 9	Kazakh	Kaz09

9 students out of planned 10 took part in the study. As shown in Table 1, the

students were selected from two groups with different L1, one being Kazakh and the

second being Russian. With the support of the gatekeeper, a list of the third-year students

of both L1 groups, and their e-mail addresses, were obtained. The invitation e-mails were

sent to all of the students at once (please see Appendix A). In order to ensure anonymity of

students, the blind carbon copy method was used. Since only 2 students responded to the

message by the day data collection was planned to begin, the lessons of both groups were

attended in order to introduce the research one more time and ask each student to leave

their phone numbers in order to speak to them individually about their participation in this

study. After the phone conversations, interviews were scheduled with 9 students.

Data Collection Instruments

As indicated above, in order to explore perceptions and experiences, observations and interviews were chosen as the instruments. First, classroom observations were conducted in order to see whether the students use code-switching. Further, one-to-one interviews with the participants took place with the aim to listen to what they thought about code-switching.

Since the research was intended to explore the students' experiences with code-switching, along with perceptions, classroom observations in each of the two cohorts were conducted in order to get the data from the primary source (Creswell, 2014) and see whether the students use different languages and how they use them. It was important to observe the lessons in addition to the interviews, since people may act differently from what they say (Robson, 2002, as cited in Cohen, Manion, & Morrison, 2011). While observing the lessons, it was decided to take a role of a non-participant observer (Creswell, 2014). The reason was it was necessary to see how the lessons go in a natural setting without outside interruption.

In order to collect first-hand data on the students' perceptions of and experiences with code-switching, the interviews were conducted. The choice of interviews was appropriate since it enabled to collect more detailed information about the topic (Arthur, Coe, Warning, & Hedgies, 2012). Moreover, when there was a need to understand a person's thoughts and his or her feelings about the central phenomenon, it is in-depth interviews that allowed for collecting such data (Creswell, 2014). In particular, one-to-one semi-structured interviews were conducted with the students. Semi-structured interviews allowed the interviewer to get to the students' thoughts by asking emerging questions if something needed clarifications or was worth explanations (Cohen, Manion, & Morrison, 2011). This type of interview let the conversations to be dynamic.

Data Collection Procedures

Initially it was planned to observe the lessons of both the Kazakh and Russian cohorts after the interviews. However, it was necessary to reschedule the time for overall data collection and start one week earlier because the students were not going to attend classes starting from December 5. From that date their ranking week started so the head of the department recommended to begin data collection from November 28. The study, then, started with observations in order for the researcher to further have time to attend lessons of both cohorts.

In order to proceed to observations, the teachers responses were awaited – those who taught the students agreed that their lessons to be observed. A role of a non-participant observer was taken, and observation protocols to record the data were used (please see Appendix B). During observations, field notes during were taken in order to ensure that something important did not miss (please see Appendix C). I also made up categories to add to the interviews and ask the students questions on them. Thus, it was compared what the students did and how they talked about it. In addition, it was planned to observe a lesson per day for each cohort; however, in order to have enough time for the interviews, it was possible to observe only 2 lessons for the Kazakh cohort and for the Russian cohort. In order to avoid bias while recording and interpreting the findings from the observations, the data was checked with the help of groupmates.

Once observations were finished, interviews with the students began. As it was mentioned previously, the students were about to leave university a week after November 28. For this reason the interviews were scheduled on the breaks between lessons and lasted only for about 15-20 minutes compared to 30-40 minutes that was initially stated in the consent forms. In the beginning of each interview, the nature of the study was presented to the participants, the possible benefits and risks as well as the participants' rights that they

had during the study were indicated. In order to have more detailed and meaningful data, the students' were asked their permission to record the interviews that was also included in the consent forms (please see Appendix D) (Arthur, Waring, Coe & Hedges, 2012). It was explain that it is better to record the interviews so that the data is reliable and no information is missed. Apart recordings, notes were made on the interview protocols (please see Appendix E), which had all the interview questions and structure. Consequently, the consent forms were read and signed by the students. Indeed, the interviewing process was time-consuming since sometimes the participants were busy and it was important to reschedule the interviews dates. There might also be subjectivity while conducting the interviews and interpreting the data; however, due to the fact that observations of the lessons were also conducted, this bias was lessened by triangulation (Creswell, 2014).

Thus, I participated in the lessons as a complete observer and learnt about how students switch the codes in real. Though I did not plan to do observations first, this still helped me to find out some categories to include in the following interviews. I used interviews to know about students perceptions of code-switching shaped by their own switching or those of their classmates and teachers as well as their practices with code-switching. Interviews were relevant tools in the current study since I succeeded in getting extensive data in participants' responses. Interviews told about what students thought indeed.

Data Analysis Approach

Once the data was collected by December 5, data analysis approach started. The 9 one-to-one semi-structured interviews, which lasted for 15-20 minutes, were recorded via my mobile phone recorder. Then, audio recordings were uploaded to my personal computer. Once the data were transferred to the computer, the process of transcribing the

data began (please see Appendix F). Transcribing the interview took me almost a week, and that was the main challenge at that stage. The reason was that I should manage the pace of the recordings in order not to miss valuable information. After I transcribed each interview, I created documents for each of them. Coding the data was the next step and also one of the most sophisticated. Identifying codes and classifying them under categories lasted for about two months before I proceeded to interpret the data. At the beginning, I identified 136 codes that were too much for further analysis. Consequently, I sought for similar codes and eliminated them if they repeated one another. At the end of the coding process the number of the codes was successfully shortened to 40. I organized those 40 final codes under the topics so that they comply with the research questions. For example, some of the categories were "CS is automatic", or "CS needs control", which were arranged under "Positive perceptions" and "Negative perceptions" respectively, where the main topic was "Perceptions".

Reliability and Validity

In order to have valuable and useful data, the research study should ensure reliability and validity of the data. It is possible to state that the data is reliable if similar people or groups of people are examined with the same instrument, and the study yields particularly the same results. Validity asserts how credible the data are (Creswell, 2014).

This study attempted to ensure both reliability and validity of the data. Interviews are believed to lack reliability since the interviewee is influenced by the researcher, and this also influences the data obtained (Cohen, Mannion, & Morrison, 2011). For this reason it is suggested that the interviewer has structured interviews to ensure reliability of the data (Creswell, 2014). This means that the interviewee should be given more space to discuss. Therefore, semi-structured interviews were chosen for this study in order to provide some

reliability. In turn, the use of both observations and semi-structured interviews, which means triangulation (Creswell, 2014), justifies both reliability and validity of the data.

Ethical issues

In this sections I will tell about how the data were collected based on the ethical considerations. I informed all the participants about the study and its general purpose. I also ensured them that their participation was voluntary.

Before starting to collect the data, ethical principles in order to meet the requirements of NUGSE Research Committee were obeyed. Confidentiality and anonymity, and anticipated risks and benefits for the participants and others were indicated. After my research proposal was approved on November 4, 2016, further arrangements to proceed to data collection were made.

Consent form was of a high importance for my research and the whole ethics review procedure since the form describes the research purpose, and, more significant were potential risks, benefits of the participants as well as their rights to withdraw from the study at any time. I should ensure confidentiality and anonymity for my participants so that their identities, information they gave and the name the university will not be revealed. I promised my participants that I would keep all the data on my personal computer protected by the password and destroy them after the thesis is defended and submitted. Currently, the collected data is being kept on the computer.

There were no obvious risks for the students and the research instruments did not bear any threat to either psychological or physical being of my participants. Though I gave anonymous names to my participants (Kaz01, Rus02) and did not name the university, I still mentioned about the department of Translation Studies where I conducted my research. The reason was to make the potential readers know about the issues related to future translators. However, even it may be possible to guess the university, nobody from

the department knew about who participated in the study since I agreed about interviews with each student individually.

When communicating with potential participants, the purpose of the study was first explained to the students, and, second, it has been found whether the students want to take part in the study. I then proceeded to providing information for the students about the nature of the research, consequently, giving them the consent forms. As soon as I was convinced that the participants understood the purpose and nature of the research, they got the consent forms, which they examined carefully and signed. During those organizational procedures before starting the interviews, I had discussion with potential participants in order to identify what time was suitable for each of them so that I was able to conduct my research including the preceding observations. I should do this in order to minimize the participants' disruptions from their classes and personal lives. The frequently asked question from the participant was whether the interviews would be video-recorded since in that case they would not participate. In my turn, I ensured that the interviews would be only audio-recorded if students agreed. Further, the participants will have an opportunity to get the copies of recordings or interview transcripts as a means of rewarding (Creswell, 2014).

In conclusion, the purpose of this chapter was to discuss and justify research design of the study in compliance with the purpose and research questions. As it was stated earlier, the chapter began with describing relevance of qualitative approach for exploring perceptions and experiences. Next, it was more elaborated on research methods that included observations and interviews in order to learn a number of students' ideas regarding the central phenomenon and see how they practice at the lessons. The chapter concluded with the description of getting approval from the NUGSE and ensuring anonymity and confidentiality of my participants. Thus, research methods and future data

analysis approach will serve a foundation for discussing the next chapter, Data Analysis

and Findings.

Chapter 4: Findings

The purpose of this chapter is to present the results of the research, which was aimed at exploring how university students perceive and experience code-switching. The data for analysis was obtained from semi-structured interviews conducted with third-year university students majoring in translation studies as well as from non-participant classroom observations. A coding procedure was used to identify the main categories. The purpose of this study was to explore students' perceptions of and experience with code-switching in a programme with English medium instruction. Thus, this chapter is organized and presented under the subheadings that correspond to the following research questions:

1. How do students perceive code-switching?

2. How do they experience code-switching in their classrooms, if any?

3. How similar or different are students' perceptions of and experiences with code-switching in groups with different first languages?

The data were transcribed, systematized by coding and organized under categories. The first section presents the findings on students' perceptions of code-switching, which is further divided into negative and positive perceptions. The second section reports on the students' experiences with code-switching that are organized under the following subheadings: code-switching for translations, code-switching for explanations, and code-switching for clarifications. The last section presents the findings on similarities and differences in students' perceptions and experiences between the Kazakh and the Russian cohort.

Students' Perceptions of Code-switching

Since the study aimed at exploring the students' perceptions of code-switching, it is revealing to find that the majority of the respondents perceive code-switching negatively as

the overall distraction from the learning process, whereas others view it positively in terms that it happens either unconsciously or consciously.

Negative perceptions. Negative perceptions of code-switching outweigh positive perceptions. Thus, code-switching is considered to be a hindrance from learning within EMI, an indicator of low language proficiency, a marker of professional incompetence, , demanding intellectual efforts, requiring control, and a result of a psychological barrier.

A hindrance from learning within EMI. As they were concerned about the English language proficiency, the overwhelming majority of the students shared the same negative perceptions of code-switching and it is this position that resulted in their view of code-switching as a hindrance from developing their English language proficiencies.

Almost 50% of the respondents, when speaking about the students' code-switching, suggested finishing one's message in English once it is started in it or speaking entirely in English during the lessons. Those students provided the two reasons for why they address the issue of code-switching; one is they find it inappropriate to switch to another language from English:

> "I think, if we speak in English, then there is no need to insert Russian bywords and repeat one's question. In other words, during our lessons it happens that someone talks and does not know how to say it in English and becomes asking "what", "how" questions. I mean, it is necessary to complete one's idea even in a simple language, but in English" (Rus06).

another said it sounds odd when other languages appear during the lessons:

> "I feel more comfortable in speaking English. I do not know it would be weird when everybody speaks English, and one speaks Russian all of a sudden. Even if one forgets a word, it is possible to use a simpler equivalent" (Rus02).

Besides, the prevailing majority of the students prefer to have their lessons being taught entirely in English since they study in a programme with English-medium instruction, and they see it as the teachers' responsibility to set the rules about code-switching. For some of them it would be better "if subjects were delivered entirely through

English" (Rus04), or they wish "they completely immersed in the language" (Rus05). The majority of the respondents suggest delivering the subjects in English and are ccompletely against code-switching. The following responses prove the point:

> "Well, I do not see any use of it [CS]. I just think, in fact, if a subject is supposed to be delivered in English, then it should be delivered purely in English. I mean, I would rather not use any other languages" (Kaz08)

> "As I said before, if a subject is taught in English, both students and teachers should use only this language. If we all switch between several of languages, what language will we master, then? However, if my groupmates find this practice useful, I undoubtedly will not argue. It does not bother me" (Kaz07).

An indicator of low language proficiency. It was also important for the majority of the students to express their view that code-switching is an indicator of low language proficiency to them. Low language proficiency implies poor vocabulary when they "do not know all the words" (Rus04), and poor general knowledge of the language since there has been no opportunity "to learn the language to the full" (Rus05).

Firstly, 60% of the respondents see poor vocabulary to result in code-switching, which consequently causes them to fill in the gaps in vocabulary from their L1. This perception of code-switching was reflected in the student's comment:

> "Perhaps, they understand that we cannot know all the words, for instance, in English, and sometimes we can say in Russian what we cannot do in English" (Rus04).

> "If you forget a word [in English] or somebody started to speak Kazakh, then you continue in Kazakh or Russian as well" (Kaz01).

According to the rest of the responses, even if the students try to deliver their messages in English, sometimes lack of the English vocabulary makes them speak either Kazakh or Russian. In addition, poor English vocabulary makes code-switching a tool for "filling the gap" (Kaz07) in the language. When switching for this purpose, only 10% of the respondents "use Russian when forget a word" (Rus02) or "insert the words that sound particularly the same for both languages" (Rus05).

Four out of nine students, which account for almost 40%, consider code-switching to result from a lack of general knowledge in English. Thus, some of the participants' comments on the poor general knowledge include:

> "I have a groupmate, who came to our cohort a year ago. She came from the other university, where they have all the subjects delivered in English. This means that it is easier for her, for example, to use English while for us it is not. Our lessons are taught in English partially, which is bad for us. We cannot learn the language to the full" (Rus05).

Further, a participant who changed universities shared her view of others' code-switching:

> "They frequently practice code-switching. Probably, because there is no need to agonize over it and think in English when it is possible to express in Russian. Language level undoubtedly matters as well" (Rus06).

Interestingly, if the students admit that low language proficiency is a prerequisite of code-switching, one of their peers reported that it is high proficiency in English that allows her to switch the codes (Kaz08). In other words, if a person is fluent in two languages, it is easier to switch the codes.

A marker of professional incompetence. In particular, all of the respondents were concerned about their future jobs since code-switching might be seen as a marker of professional incompetence. For instance, some see code-switching as "a little bit unprofessional" (Rus06). At the same time, the students are concerned about the future when they become professional translators:

> "As for me, I am a future translator. Therefore, we should use only the English language during our lessons in order to speak it fluently, have high proficiency in it as well as for our translation from English into Kazakh, and vice versa, to be of a high quality" (Kaz07).

Demanding intellectual efforts. Furthermore, practically a half of the participants perceive code-switching as a process that demands intellectual efforts for understanding new information that code-switching distracts them from developing their English language skills: "It [CS] is very difficult and demands a little concentration" (Kaz08). In

other words, the students consider that since they spend too much time understanding two

languages in the same setting, code-switching prevents them from full comprehension:

> "Well, it can be a sort of barrier [to understanding] somehow, such switching may be a distraction. That is, when a person speaks English and suddenly inserts a Russian word or even a phrase. It means that others should switch [the languages] in their heads. Yea, I did not think about it t all" (Rus05).

Requiring control. Next, less than half of the students found it necessary for both

the teachers and the students to control code-switching in order to help them to develop

their English language skills. The reason given was that while the students are studying

within a programme delivered in English, code-switching distracts them from learning.

That was supported by the following comment:

> "Well, in general, it seems to me that it would be better if there were strict rules, if we, for instance, were prohibited to speak Russian during the lessons taught in English. The reason is we would be able to speak English, to ask questions in English. But now, I think we are too "relaxed" somehow" (Rus04).

Thus, it was highlighted that it is the teachers' responsibility to control code-switching and

demand the use of English: "Even though this switching is useful, and we should use it, I

think the teachers should manage this" (Kaz01).

A result of a psychological barrier. The problems of a psychological barrier were

less mentioned by the students and may have been due to the sensitivity to this topic and

this showed by hesitation in answering:

> "Sometimes I am afraid to be wrong, frequently. I think that I will answer wrong. Or it happens that the majority of us in the cohort are shy to speak English, and I do not know the reason. In general, we remain silent because of this" (Rus05).

The students also stated it may be because of their sympathy for others that code-switching

is used constantly and not questioned:

> "Maybe we all have the same reason [for code-switching]. We just forget something, or maybe when it happens spontaneously. For example, I may become embarrassed, they also become embarrassed. Maybe this is the reason. Even though they know everything, when they are embarrassed they cannot remember something, particularly during simultaneous translations. Well, during discussions as well" (Kaz09).

Positive perceptions. Along with negative perceptions of code-switching, there are still positive benefits, which result either from unconscious or conscious use of it.

For those who define code-switching as an unconscious phenomenon, one that occurs is just "not being noticed" (Rus04) or it just happens "when vocabulary appears per se" (Rus02). It can be observed that for some of the respondents, code-switching seemed to be a practice which is automatic and unconscious:

> "To be honest, I did not think about it [CS], it happens by itself. And, if there is a need for translation, you begin to translate at once. This is a natural process" (RUS04).

> "Anyway, we speak Russian even if the subject is taught in English. It happens unconsciously" (Kaz01).

As a result of conscious use of code-switching, practically one-third of the respondents viewed code-switching as an assistant for developing their first language skills as well as for raising importance of their first languages development. The participant's comment on first language development included the following:

> "Yes, if it [CS] happens to Kazakh, there are advantages since we translate from Kazakh into English. Kazakh is more difficult than Russian in terms of grammar and sentence structure. Thus, we practice and, probably, advance it [Kazakh]" (Kaz03).

The students highlighted the necessity to support their first languages through finding the balance between the use of the former and English. In addition, the students consider code-switching as a tool for stressing the importance of continuing to develop their first language:

> "It does not mean that one should forget the Kazakh language. For example, I was born in the north of Kazakhstan, and it was difficult for me to speak Kazakh since even my parents speak Russian. So, thanks to my groupmates for using the Kazakh speech I also slightly improved the level of proficiency in the Kazakh language" (Kaz09).

> Even though the respondents viewed code-switching positively, they believed that their first languages should not suffer.

The analysis of the findings revealed that for the majority of the students code-switching is a negative practice that prevents them from learning in English. Though there are positive perceptions of code-switching, it happens due to the unconscious use of it.

Students' experiences with code-switching

The students' perceptions are a result of their experiences with code-switching. Thus, the findings revealed, that the students use code-switching for translations, explanations, and clarifications. These experiences depend on classroom management, which either permits code-switching, defines to what extent it is permitted, or does not permit.

Code-switching for translations. Classroom practices that require alternation between the languages for translation purposes are related to completing exercises for translation. This may include providing equivalents for the culture-specific vocabulary as well as assisting in translating unfamiliar words or expressions. Since the students are enrolled in Translation Studies, the majority of them address the matter of code-switching when it comes to accomplishing exercises that need translation:

> "It seems to me, in majority of cases, [we switch the codes] when we accomplish certain translation tasks, in particular, written translations" (Kaz08).

> "If I should translate something quickly, I immediately begin translating. This is when code-switching happens" (Rus04).

Furthermore, less than half of the students informed the researcher that code-switching for translation purposes is used for providing Russian or Kazakh variants of the culture-specific vocabulary "since they cannot be translated into English" (Kaz01). Other students noted that sometimes it is their teachers who use code-switching in order to help translate what the students cannot.

> "Maybe they understand that we cannot know all the words, for example, in English, and sometimes we may say in Russian what we cannot express in English. Then, they [teachers] can help us to translate what we cannot, and say "Here, this is a right way to do" (Rus04).

Code-switching for explanations. Switching for explanation purposes is indicative of the situations when the students cannot deliver messages in English or when their teachers assist the students' comprehension by using their L1. Less than half of the participants considered that they apply their L1 in order to explain their thoughts:

> "Because sometimes you cannot express something in English and you have to switch to Russian for an explanation" (Rus04).

> "It [CS] is useful after all. You still need to better explain a word. Thus, code-switching happens only in such instances" (Rus02).

While the students do not often use code-switching for explanations, their teachers do:

> "Some of our teachers switch the codes when they want to explain to us how to do an exercise, etc." (Kaz09).

> "Yes, they switch the codes. But, again, they do it in order to make it clearer for us. When they see that we do not understand what they say, they switch. But this rarely happens" (KAZ08).

Interestingly, the English language was utilized during the lessons delivered to the Kazakh cohort, which was noticed during the classroom observations. Thus, the students from the Kazakh cohort eliminate the frequent instances of switching to their L1 by their teachers, whereas those from the Russian cohort did not have clear reasons for their teachers' code-switching for explanation purposes:

> "I do not know, maybe it is easier for them to explain something in Russian, or they think that it will be easier for us to understand in Russian, maybe [they do it] in order to safe time" (Rus04)

> "Generally, our lessons are explained in Russian. Maybe because the majority of the students in our group do not understand English, their language proficiencies are insufficient to understand the English speech. I do not even know for sure" (Rus06).

Indeed, this researcher's observations of the two lessons for the Russian cohort noticed the use of the Russian language for the whole duration of those lessons, with some instances of switching to English.

Code-switching for clarifications. Code-switching is used for clarification purposes as well; however, there are also discrepancies in what the students from both cohorts indicated in the interviews and what happened during the classroom observations. For instance, the students from the Russian cohort highlighted that they use code-switching in exceptional cases:

> "It depends on a situation. Sometimes you can ask in English, and the other times you say it in Russian "I did not understand, could you clarify?" (Rus04).

> "If you have a question on what "interest rate" means, you ask in Russian "what is this?" (Rus05).

However, during the observations of the Russian cohort, it was noticed that the students communicated with their teacher and with one another entirely in Russian and switched to English when they provided direct translations. As for the participants from the Kazakh cohort, they also clarify incomprehensible situations by addressing in either Kazakh or Russian when they want to understand "the meaning of a word" (Kaz01) or "the accuracy of its use" (Kaz08). Likewise, the observations revealed the same – the participants, who are put under A, B, C, D, asked each other questions either in Russian or Kazakh after the teacher (T) gave an instruction:

> "1) T: A, say it louder.

> A: What?

> B: Louder [in Kazakh]

> 2) T: Let's do this exercise.

> C: [to a groupmate, in Russian] But we have already done it.

> D: Just read [in Kazakh]".

The findings showed that the students' experiences with code-switching are mostly related to translations, explanations, and clarifications.

Similarities and differences between the Kazakh and Russian cohorts in perceptions of and experiences of code-switching

According to the findings about the students' perceptions of and experiences with code-switching, it is possible now to address the answer to the third research question. The students from the two cohorts have more similarities in how they perceive code-switching though they have differences in their experiences with it as well.

As can be seen from Table 2, the students from both cohorts share the same perceptions of code-switching. They view code-switching as "a hindrance from learning within EMI" (Rus02; Kaz08), and "a marker of professional incompetence" (Rus06; Kaz07). In addition, the respondents indicated that code-switching is a "natural phenomenon" (Rus04; Kaz01) for them, which means overall positive perceptions of code-switching due to the unconscious use of it.

Thus, from the perspective of experiences with code-switching, both cohorts have similarities and differences. According to the findings, code-switching for translations, explanation, and clarifications is used by the students from both Kazakh and Russian cohorts. Nevertheless, when it comes to classroom management, the students' responses either were the same or had some discrepancies. For instance, all the teachers allow code-switching grounded by the thinking that English is not their "mother tongue" (Rus05) and their language is insufficient (Kaz08). In addition, the teachers of the Kazakh cohort prohibited code-switching more often than those of the Russian cohort; the teachers of the Russian cohort permitted the use of code-switching and only encouraged the students to use English.

There is a need to provide a deeper view of classroom management that permits code-switching, allows it to some extent, or does not permit at all depending on the students' L1 in order to trace the differences.

Table 2. Similarities and differences between the Kazakh and Russian cohorts in reported perceptions of and experiences with code-switching

Category	Similarities	Differences
Perceptions	A hindrance from learning within EMI	
	A marker of professional incompetence	
	A natural phenomenon	
Experiences	CS for explanations	CS prohibition (Kazakh cohort)
	CS for clarifications	
	CS for translations	Permission to CS/ encouragement to use English (Russian cohort)

Almost a half of the respondents thought that the teachers allow the students to use code-switching since English is not their mother tongue:

> "We often speak Russian. From the first year of our studies, the teachers see that our English was poor, maybe. It is better to understand information in Russian than to process it in English" (Rus05).

> "They allow code-switching. There is no "let's speak only in English or only Russian". Maybe they [teachers] understand that we cannot know all the words in English" (Rus04).

Unlike the majority of those who consider that teachers permit code-switching, two of nine students, which accounts for 20% of the total, informed the researcher that they are allowed code-switching only to some extent:

> "Yes, we use code-switching. First, we say it in Russian altogether, and they try to say it in English" (Kaz08).

> "If a subject is taught in English, they require English, generally. It is better to use Russian or Kazakh only in exceptional cases" (Kaz01).

Another 20% of the students explained that the teachers that prohibit code-switching may be concerned about the students' future job opportunities:

"Do they allow? No, they prohibit using Kazakh because we are translators in future" (Kaz07).

"[teachers try to avoid CS] so that in the near future it will be easier for us to find a job, so that we get used to think in English" (Rus02).

All in all, the students use code-switching for translation, explanation and clarification purposes. However, such classroom practices are dependent on their teachers' classroom management. Therefore, code-switching is permitted in the Russian cohort predominantly due to the fact that English is not their mother tongue and so they are consequently provided with the English translation yet the students from the Kazakh cohort are completely prohibited to apply code-switching by their teachers because of the necessity of English for the students' future occupations.

List of main findings

1. The students' perceptions of code-switching are found to be predominantly negative in that for then it is a marker of professional incompetence, it requires intellectual efforts, and it demands additional control since it hinders the development of their English language proficiencies. As a result, the students indicated their preferences of English-only instruction.

2. Low language proficiency and a psychological barrier also fall into the category of negative perceptions. However, they are seen separately from other negative perception since they are believed to be factors that influence code-switching.

3. Positive perceptions were less observed and involved only the support and development of the students' first languages. The students found code-switching to happen unconsciously, while the conscious use meant that they consider code-switching to be a natural phenomenon.

4. The students' experiences with code-switching involve translations that depend on completing translation tasks, explanations that are heavily dependent on the teachers' initiatives and clarifications that are more indicative for the Russian cohort than the Kazakh cohort.

5. While the respondents indicated in their interviews that they use code-switching for particular purposes, observations of the lessons showed the students from the Russian cohort used predominantly Russian, and those from the Kazakh cohort operated in English.

6. The students' perceptions of and experiences with code-switching are dependent on the classroom management. The instructors for the Kazakh cohort prohibit code-switching as compared to those for the Russian cohort, where neither code-switching is prohibited nor English is demanded.

To summarize, the purpose of this chapter was to present the data from the interviews and observations by analyzing and synthesizing them in compliance with the aim of exploring the students' perceptions and experiences of code-switching. First, while some of the students perceive code-switching positively, the majority of the respondents indicated that it negatively influences their future and distracts them from the learning in a programme with the English-medium of instruction. Therefore, the vast majority of the respondents agree that code-switching prevents them from developing their English language proficiency, and it would be more effective for their studies. Second, though the students' experiences are similar in terms of switching the languages for the same purposes, some aspects of classroom management regarding prohibition and permission of code-switching still differ.

Chapter 5: Discussion

This chapter provides the discussion for the findings from the interviews and observations outlined in the previous chapter and address the purpose of this study and research questions. The purpose of the study was to explore students' perceptions of and experience with code-switching in a programme with English medium instruction. The research questions that guided this study are:

1. How do students perceive code-switching?

2. How do students experience code-switching?

3. How similar or different are students' perceptions of and experiences with code-switching in relation to their L1?

The study was based on the qualitative research design. For collecting the data one-to-one semi-structures interviews were used.

The chapter has the following structure. The first research question about the students' perceptions regarding code-switching is connected to the students' negative perceptions that indicate code-switching as a distraction from learning within EMI. In addition, positive perceptions involve unconscious and conscious alternation between languages, which can be explained by considering certain factors. As for the second research question, the findings are discussed regarding the students' experiences with translations, explanations and clarifications that they deal with within the classroom setting. Moreover, the students' experiences with code-switching relate to the teachers' delivery method for their lessons which either permits of prohibits code-switching or to what degree it is allowed and that answers the third research question.

RQ1: How do students perceive code-switching?

This research question aimed to understand the way the participants perceived code-switching. The answer to this question was considered as important for the study

because students' overall understanding of the phenomenon, its benefits and drawbacks, their satisfaction with the programme might have an influence on their perceptions of code-switching. Thus, there are three major findings to this question:

Finding 1. The students' perceptions of code-switching are found to be predominantly negative in that it is a marker fir them of professional incompetence, it requires intellectual efforts, and it demands additional control since it hinders the development of their English language proficiencies. As a result, the students indicated their preferences of English-only instruction.

Generally, the findings of this research study partially support the findings from the previous research. Perceptions of code-switching as a marker of professional incompetence are alike. Thus, code-switching may provoke students' about the effect code-switching may have on their future occupation. Similar findings were revealed by Bailey (2011), who concluded that students tend to view the overuse of code-switching as influencing their chances for future jobs negatively, and concur with Ma's study (2014) with the findings involving students' perceptions of code-switching as a sign of unprofessionalism. According to Chen and Rubinstein-Avila (2015), students' concerns can raise due to the fact that English is currently being introduced as a medium of instruction in a number of post-colonial countries, in particular, in Asian countries. For instance, the language policy is not being precisely reflected in classrooms due to insufficient interpretation, and students are not receiving proper English-medium instruction. As a consequence, along with insufficient instruction, their concerns about future opportunities grow. Therefore, this poses a question of raising awareness, firstly, about the policy, and, secondly, about the students' needs in terms of their current studies and future occupations.

At the same time, the findings of this research are found to be different from Ma, who revealed from his study students' belief that it would be easier for them to

comprehend what teachers say if the latter uses only English. However, during this particular study, the students believed it is their peers who should manage the use of the different languages and allow their groupmates to try to understand what they said without switching. The students are concerned about the intellectual efforts they are required to make to understand a speech with code-switching. Therefore, there is a need to raise the teachers' awareness of the students' concerns regarding code-switching as a classroom practice and, as a consequence, apply the increased level of awareness for instructional purposes.

In addition, it is important for the students that code-switching is controlled during the lessons both by the teachers and the students. However, code-switching can be controlled once the teachers and the students are aware of its use. When teachers understand how code-switching can be used during the lessons as a teaching strategy, they make attempts to control it (Kang, 2012). If we take into consideration that Kazakhstan is a multilingual country, and the fact that multilingual environments lead to the occurrence of code-switching (Bahous, Nabhani, & Bacha, 2014; Paxton, 2009), it is possible to manage code-switching if it is used efficiently. Accordingly, if the teachers and the students are informed first, about the existence of code-switching, and, second, about the ways it can be controlled, the students' academic achievements will increase, whereas their concerns will decrease.

Thus, since code-switching is seen as having negative influence on the students' learning process, the majority of the respondents prefer an English-only instruction within an English-medium programme. Although the students are aware of the nature of their programme, their exposure to English-medium instruction, they believe, is not sufficient for developing their language proficiencies. Firstly, these findings differ from Kang's study (2012) about the graduate students in Korea, who also study in programmes

delivered in English; however, the university administration claims that in order for the students to be competent in the language, they should take advantages of their linguistic backgrounds. Secondly, the research conducted on English-medium instruction in Saudi Arabia concluded that it is low language proficiency that demands an English-only instruction. Therefore, the lower the language proficiency is, the more eager the students are to use various learning strategies (Javid, Al-thubaiti, & Uthman, 2013). For this reason, it is important to know what language levels students at higher education institutions have. Once the teaching staff identifies their students' language proficiency, it will be easier to decide whether they need the English-only instruction or not.

   Finding 2. Low language proficiency and a psychological barrier also fall into the category of negative perceptions. However, they are seen separately from other negative perception since they are believed to be factors that influence code-switching.

   Students tend to feel embarrassed or shy to speak English during lessons, and the same results were shown by previous research. In his study, Bailey (2011) observed the same behavior regarding the students being anxious about speaking foreign languages in class and this had influenced the use of code-switching. Nevertheless, our study supports the previous one only in terms that the students were afraid of being wrong when using the target language. While Bailey found that the students worried about the teachers' reactions, the students involved in this research worried about both their peers' and teachers' reactions to their incorrect responses in class. There might be several reasons for students' embarrassment. First, as Coleman (2006) indicated, when EMI is first introduced, it can be implemented inappropriately in terms that teachers and students may not be informed about its nature. The same is true in Kazakhstan (Seitzhanova, Plokhin, Baiburiev & Tsaregorodtseva, 2015), where along with introducing EMI students are expected to

advance their language learning in both Kazakh and Russian. Thus, students in Kazakhstan speak about the trilingual policy positively and yet at the same time do not want their L1 to suffer, which results in the struggle. Second, the post-colonial history of Kazakhstan may also add to students' troubles learning through a new language, English. For instance, when Kazakh was introduced as a medium of instruction, it faced difficulties in terms of the number of learners, discrepancy in numbers of Kazakh-medium education institutions in urban and rural areas, and the desire of urban families to have their children educated in Russian. That language policy may have influenced people's mentality (Smagulova, 2016). Therefore, learning a language that is supposed to be necessary for people, without their consent, may result in how they perceive a new language. The reason being if a learner has poor language proficiency, that is the moment when the psychological barrier occurs, and this may be the case for Kazakhstani students, who are not educated to the level of "communicative competence" (Suleimenova, 2013, p. 1860).

Low language proficiency is another factor that influences code-switching. While Jingxia (2011) concluded that the students' English language proficiency results in code-switching, Ma (2012) specified that the lower English proficiency is, the more often students respond by using code-switching. This research supported those studies in that the students consider it inevitable to switch to their L1 due to their poor English. This finding may raise teachers' awareness by understanding their students' language proficiency and may compel them to them take actions.

Finding 3. Positive perceptions were less observed and involved only the support and development of the students' first languages. The students found code-switching to happen unconsciously, while the conscious use meant that they consider code-switching to be a natural phenomenon.

The students are positive about code-switching when it happens unconsciously. This practice seems natural for students since they are not exposed entirely to the English-medium instruction. However, they recall that they tend to switch back and forth between languages and they do not notice that it happens. While previous research in the Lebanese context (Bahous, Nabhani, & Bacha, 2014) concluded that for the majority of students this practice is more a habit, this research revealed that students view it as stemming from common practice and they are positive about it. Even though the Lebanese students also spoke two languages and more, the university administration is aware of code-switching and makes efforts to manage and prohibit this practice. As for the university from this particular study, no steps are taken to decide whether code-switching should be permitted or not permitted by teachers and students. Therefore, students indicated in their responses that it is natural to switch the codes though unconsciously. In addition, when considering code-switching to happen unconsciously, the students in this study were curious and wanted to speak about it. Probably, because they pay no attention to how they act during the lessons, they decided that code-switching happens automatically. Though this requires further explanation. As examined by Gardner-Chloros (2009), one of the reasons lies in unconscious distancing from either language. This means the students may distance from L2 and skip the moment where they may feel embarrassed.

As for the conscious use of code-switching, these findings concur with the previous research (Paxton, 2009; Bahous, Nabhani & Bacha, 2014) that shows how the students unconsciously use code-switching since it is a natural phenomenon for them. This study revealed that while the students also believe code-switching to happen naturally, they use it consciously only in order to either support or develop their proficiency in their first languages. The reason may be that the students from the previous studies were aware of code-switching as an instructional strategy so they used such strategy unconsciously during

their studies. As for this research, the students from the Russian cohort, for instance, do not understand that code-switching can act as a strategy for learning and teaching. Therefore, they may suppose that if they use their L1 it means that they use code-switching; however, this might mean that they are not proficient enough in English, and it is easier for them to operate in their L1. The students from the Kazakh cohort, conversely, use predominantly English since it might happen that using languages other than English can lead to wrong implementation of English-medium instruction. This raises the question about conducting explanatory sessions for the teachers on the nature of English-medium instruction as well as teaching practices with code-switching - that result in highly proficient students.

RQ2: How do students experience code-switching?

The purpose of this question was to identify on what occasion and for what purposes the students use code-switching.

Finding 4. The students' experiences with code-switching involve translations that depend on completing translation tasks, explanations that are heavily dependent on the teachers' initiatives, and clarifications that are more indicative for the Russian cohort than the Kazakh cohort.

Our research revealed differences in students' experiences related to code-switching for translations. Previous research (Jingxia, 2011; Moghadam, 2012) that indicated functions of code-switching stated that students alternate between the languages in order to translate the words they do not know for the target language. As for this study, students also highlighted they switch for the purpose of translation. However, since they are students of Translation Studies, the function of translation is different from the previous studies in terms that they switch for translations when accomplishing translation tasks.

The use of code-switching for explanations frequently happens in multilingual classrooms initiated both by students and teachers. Students tend to switch to either Kazakh or Russian in order to explain culture-specific vocabulary. This also supports, to some extent, the results of Baeoueb and Toumi (2012). In their study, students switched to L1 when they lacked technical vocabulary. As for the teachers, they helped students to comprehend information using their L1, on the one hand (Chen & Rubinstein-Avila, 2015). Students believe that teachers switch the language since they are aware of their students' proficiency in English. This also can be explained by the fact, that students prefer teachers to explain information that cannot be delivered clearly in English (Ma, 2014). On the other hand, sometimes students found it inappropriate for teachers to switch the codes for explanations and highlight teachers' low language proficiency as the reason. For instance, if a teacher begins code-switching, it means that he or she may not be proficient enough in L2 (Zabrodskaja, 2007). The same was not true of the Kazakh group's lessons, where the teacher explained all information entirely in English, except for translations.

One more finding that related to students' experiences with code-switching was switching for clarifications. Unlike code-switching for explanations, students practiced code-switching for clarifications during their observed lessons. Moghadam (2012) concluded that students address to both their peers and teachers to check for understanding, while in this study students indicated that they ask only their teachers for clarifications. The reason may also be related to a psychological barrier. Thus, students' relationships and the nature of conversation, i.e. private or public, influence how students communicate in the classroom (Saville-Troike, 2006). Taking into consideration these findings, it might be important for the teachers to examine the classroom environment in terms whether it encourages communication or limits the students in oral responses.

Despite the prevalence of negative perceptions of code-switching, there is also an option to use it as a classroom strategy in certain instances. The students of this study enumerated the instances where they addressed issued of code-switching and the items when they found it helpful.

RQ3: How similar or different are students' perceptions of and experiences with code-switching in relation to their L1?

Taking into consideration that there are two cohorts, Kazakh and Russian, majoring in translation studies, this research question was intended to find our similarities and differences in how the students from the two different groups perceive and experience code-switching. As a result, compared to similar perceptions of code-switching, differences in their experiences were revealed. There are two findings related to the third question that are analyzed separately.

Finding 5. While the respondents indicated in their interviews that they use code-switching for particular purposes, observations of the lessons showed the students from the Russian cohort used predominantly Russian, and those from the Kazakh cohort operated in English.

Although classroom observations lasted only for two lessons for each cohort, and it was impossible to generalize classroom practices for the whole programme, we can assume that code-switching is not used as an instructional approach because the benefits of it are unknown by the teachers and the students. For example, when teachers try to ease the process of acquiring English for their students, they allow the students to use their first languages in order for the students to feel comfortable with the target language to make students focus either on the content (Baeoueb &Toumi, 2012) or the language itself (Lopez & Gonzalez-Davies, 2015) depending on the teachers' intention. Therefore, if the teachers of this programme knew that along with encouraging the students to use only English, they

can also allow switching to their L1, it would be easier for the students to acquire English without being stressed with the requirements that imply either prohibition of code-switching or neglect of the use of their L1 during the whole lesson.

In addition, the data from the interviews is supposed to differ from what is noticed during the observations (Robson, 2002, as cited in Cohen, Manion, & Morrison, 2011). This was noticed during the observations and the following interviews with the students from the Kazakh and the Russian cohorts. It is possible that the students from the Russian cohort do not use English as often as those from the Kazakh cohort do. The reason is while they indicated in the interviews that they use their L1 in certain occasions, observations showed that they operated entirely in Russian and switched to English to make translations. As for the Kazakh cohort, the classroom observations demonstrated the consistent use of the English-medium instruction; but still, the students from the Kazakh cohort expressed their preference for studying through English-only. This may mean that despite the observed lesson is viewed as instructed in English, other lessons may not sufficiently development the students' English language proficiency. Thus, such observations lead to recommendations for the department administration to check and observe whether the English-medium of instruction is being implemented appropriately or to determine whether there is a need to come up with strategies for teaching within such programmes.

Finding 6. The students' perceptions of and experiences with code-switching are dependent on the classroom management. The instructors for the Kazakh cohort prohibit code-switching as compared to those for the Russian cohort, where neither code-switching is prohibited nor English is demanded.

According to the students' understanding of their teachers' conduct, their teachers allow the use of students' L1 due to their understanding of the level of students' English proficiency. Students suppose that teachers are aware of students' code-switching and

allow them to us it. However, it is impossible claim that teachers allow code-switching since there was no attempt in this study to examine the teachers' motives. For instance, international research found out that code-switching initiated by teachers can enhance students' academic achievements, in particular, those who have low language proficiency (Ahmad & Jusoff, 2009). Based on this finding, we may also offer to raise teachers' awareness of code-switching so that they use it as a teaching strategy and do not simply allow students to randomly use L1. Since teachers allow code-switching and switch themselves, it may also be the consequence of teachers' low languages proficiency as it was indicated by the students. Therefore, there is a need to further explore the teachers' attitudes and perceptions of code-switching as well as understand whether they welcome such practice or not.

If the students from the Russian cohort were permitted to use their L1 and were only encouraged to use English, those from the Kazakh cohort were prohibited to use their L1. The findings go in parallel with Sampson's study (2011) of two groups with two different levels of English language proficiency. Since the students from the higher level group were prohibited in using code-switching, their English communication and learning skills suffered. However, code-switching is not always an indicator of language proficiency but rather a classroom strategy. If code-switching functions are examined in the contexts of the English-medium programmes, it will be helpful for the teachers to understand why the students switch between languages, and decide whether to continue to prohibit code-switching, or allow it for specific purposes.

In conclusion, the aim of this chapter was to discuss the findings in relation to both national and international literature. On the one hand, the findings of this study supported the previous research about positive perceptions that are constructed around the need to support and develop the students' first languages. On the other hand, the majority of the

students from this study did not welcome code-switching since they were not being exposed to a sufficient English-medium instruction. However, the previous research showed that the students benefited from code-switching in English-medium instruction since the teachers were aware of the phenomenon and tried to manage it. Therefore, the findings could serve as a foundation for the recommendations for policy-makers, the teachers, as well as for determining implications, which will be outlined in the following section.

Chapter 6: Conclusion

Since the previous section discussed the main findings, this chapter will summarize the main findings in compliance with the research purpose. The study was set out to explore students' perceptions of and experiences with code-switching in a programme with English medium instruction. On the ground of the outlined findings this section will provide recommendations for policy-makers, indicate limitations of the study as well as present implication for further research.

Since this study sought to explore students' perceptions of and experiences with code-switching, the following research questions guided the research:

1. How do students perceive code-switching?

2. How do they experience code-switching in their classrooms?

3. How similar or different are students' perceptions of and experiences with code-switching in relation to their L1?

Main conclusions of the study

The first conclusion of the study states that the majority of the students perceive code-switching negatively as hindering the process of learning within the English medium programme. On the one hand, this indicates that the students are concerned and care about their English language proficiency. On the other hand, such findings prove that code-switching is rather an occasional practice in classrooms than an instructional strategy. The implication of this study is the need to raise awareness of code-switching instances in general and its benefits for teaching and learning. However, since this study is connected to translation studies department, each course instructions should be taken into consideration since several of them are focused on translation, oral and written, while others aim to teach different types of specialized content. This will assist to work out a strategy for teaching translation students within EMI.

The second conclusion of the study is related to the students' experiences with code-switching that depends on the students' language proficiencies. For example, the students explain their thoughts referring to their L1 due to the lack of vocabulary, or they ask for clarifications when they struggle to understand English. Based on these results the following implication can be done. Thus, it may be useful for the department that offer EMI to check applicants' language proficiencies before they enter these programme so that it is easier to find most suitable and efficient strategies to educate future specialists. Another option is to trace the students' progress in their language proficiencies during an academic year in order to evaluate any progress or digress.

The last conclusion states that unawareness of the benefits of code-switching results in its prohibition by the instructors of the Kazakh cohort and its neglect by those of the Russian cohort. The possible reason for prohibiting code-switching might be old way of thinking about teaching a foreign language. Neglect of code-switching might mean unawareness of the nature of the EMI programme. Therefore, there is a need to conduct explanatory works with the teachers on the requirements within EMI programme, and, consequently, provide information on the instructional benefits of code-switching. The content of curriculum can be revised and adapted in the way that courses are taught in English, and code-switching is managed to meet the needs of the students.

Limitations and further implications

This section present the limitations of this research study.

First, since the study is unique with its participants and research site, it is almost impossible to generalize the findings to this particular university and Kazakhstan as a whole. Since the number of participants might seem limited, 9 students cannot represent the whole department and, more importantly, the EMI programmes. Second, the study

explored only the students' perceptions and experiences. However, the students often related their code-switching to the teachers.

Thus, based on the limitations, it is possible to suggest implication for future research. Firstly, future research can be improved by recruiting a larger sample or more universities, and by applying the quantitative research design in order to have representative findings (Creswell, 2014). Secondly, further research may involve teachers or department administration to explore the issue from various perspectives.

Recommendations for future practice

The findings of this study delineate potential steps for policy-makers to undertake in order to throw light on the issue of managing code-switching in such a multilingual context of Kazakhstan and introducing English-medium instruction. First, the ways teachers deliver subjects through English are better to be negotiated beforehand so that teachers are aware of the prospective concerns students might have, as well as individual differences of students are taken into consideration. Second, as students are concerned about their English language proficiency, which can be directly connected to their future occupations, it might be important to examine the students' language proficiencies. Third, since code-switching is inevitable practice in such multilingual environment, the teachers can be informed of the benefits of code-switching as a teaching approach. Thus, the teachers could utilize the students L1 consciously, and the students do not feel anxious about their target language proficiency.

Thus, this research presented university students' perceptions of and experiences with code-switching in a programme with English-medium instruction. Alongside, it touched upon and revealed the issues that demand attention both from teachers and policy-makers in terms of code-switching as a teaching method and delivering subject through English as a medium of instruction. The results of the study, and prospective research, may

shed light on implementation of English-medium instruction as a reform initiative in the context of Kazakhstan.

I hope that my research modestly contributed to the scope of literature on the topic of students' perceptions of and experiences with code-switching. The findings of this study helped me to take a view on the research problem that involved a slight discrepancy between the implementation of EMI reform initiative and classroom practices such as code-switching. The findings showed that code-switching is used unconsciously and results in negative perceptions of code-switching as a hindrance from learning within the English-medium programme. Thus, if instructional benefits of code-switching are explained to teachers, this would influence further implementation of the reform initiative.

References

Akynova, D., Aimoldina, A., & Agmanova, A. (2014). English in higher education:

    Pragmatic factors of Kazakh – English code-switching. *Life Science Journal,*

    11(10), 414-120. Retrieved from: http://www.lifesciencesite.com

Alenezi, A. A. (2010). Students' language attitude towards using code-switching as

    a medium of instruction in the college of Health and Science: An exploratory study.

    ARECLS, 7, 1-22. Retrieved from

    http://research.ncl.ac.uk/ARECLS/volume7/alenezi_vol7.pdf

Arthur, J., Waring, M., Coe, R. & Hedges, V. L. (2012). *Research methods and*

    methodologies in education. London: SAGE.

Balu, K. (2009). Perceptions and attitudes at work. In L. Matthewman, A. Rose, & A.

    Hetherington (Eds), *Work psychology: An introduction to human behaviour in the*

    workplace (pp. 74–94). New York: Oxford University Press

Baeoueb, S. L. B., & Toumi, N. (2012). Code-switching in the classroom: a case study of

    economics and management students at the university of Sfax, Tunisia. *Journal of*

    Language, Identity & Education, 11(4), 261-282.

    doi:10.1080/15348458.2012.706171

Bahous, R., Bacha, N. N., & Nabhani, M. (2011). Motivating students in the EFL

    classroom: A case study of perspectives. *English Language Teaching, 4*(3), 33-43.

    doi:10.5539/elt.v4n3p33

Bahous, R. N., Nabhani, M. B., & Bacha, N. N. (2014). Code-switching in higher

    education in a multilingual environment: A Lebanese exploratory study. *Language*

    Awareness, 23(4), 353-368. doi: 10.1080/09658416.2013.828735

Bailey, A. A. (2011). *Codeswitching in the foreign language classroom: students' attitudes*

    and perceptions and the factors impacting them (Doctoral dissertation, The

University of Toledo). Retrieved from

http://utdr.utoledo.edu/cgi/viewcontent.cgi?article=1535&context=theses-

dissertations

Besa, L. M. (2014). Language use in the university: A clash of policies. *Procedia-Social
and Behavioral Sciences, 134*, 92-100. Retrieved from

http://www.sciencedirect.com/science/article/pii/S187704281403136X

Boztepe, E. (2003). Issues in code-switching: competing theories and models. *Teachers
College, Columbia University Working Papers in TESOL & Applied
Linguistics*, *3*(2), 1-27. Retrieved from https://tesolal.columbia.edu/article/issues-in-
code-switching/

Bullock, B. E., &Toribio, A. J. (2009). *Themes in the study of code-switching*. Cambridge
University Press. Retrieved from

http://www.langtoninfo.com/web_content/9780521875912_excerpt.pdf

Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research
and pedagogy. *Applied linguistics review, 2*(1), 1-28. Retrieved from

https://www.degruyter.com/downloadpdf/j/alr.2011.2.issue-

1/9783110239331.1/9783110239331.1.pdf

Chen, Y., & Rubinstein-Avila, E. (2015). Code-switching functions in postcolonial
classrooms. *The Language Learning Journal,* 1-15.
doi:10.1080/09571736.2015.1035669

Coleman, J. A. (2006). English-medium teaching in European higher education. *Language
Teaching, 39*, 1-14. doi: 10.1017/S026144480600320X

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education.* New York:
Routledge.

Clopper, C. G., Rohrbeck, K. L., & Wagner, L. (2012). Perceptions of dialect variation by young adults with high-functioning autism. *Journal of Autism and Developmental Disorders, 42*(5), 740-754. doi: 10.1007/s10803-011-1305-y

Creese, A., & Blackledge, A. (2012). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal, 94*(1), 103-115. Retrievedfrom http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2009.00986.x/abstract

Creswell, J. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research.* USA: Pearson.

Dalton-Puffer, C., & Smit, U. (2013). Content and language integrated learning: A research agenda. *Language Teaching, 46*(4), 545-559. doi: 10.1017/S0261444813000256

Dearden, J. (2014). *English as a medium of instruction – a growing global phenomenon.* Oxford, UK: The British Council.

Doiz, A., Lasagabaster, D., & Sierra, J. M. (2012). *English-medium instruction at universities.* Brisol: Multilingual Matters.

Fierman, W. (2006). Language and Education in post-soviet Kazakhstan: Kazakh-medium instruction in urban schools. *The Russian Review, 65*, 98-116. Retrieved March 16, 2017 from http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9434.2005.00388.x/full

Gardner-Chloros, P. (2009). *Code-switching.* Cambridge University Press.

Gill, S. K. (2004). Medium-of-instruction policy in higher education in Malaysia : nationalism versus internationalization. In J. M. Toleffson, & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (135-152). Routledge, 2010.

Hall, G., & Cook, G. (2012). Own-language use in language teaching and learning. *Language Teaching and Learning, 46*(3), 271-309. doi: 10.1017/S0261444812000067

Hamid, M. O., Nguyen, H. T. M., & Baldauf Jr., R. B. (2013). Medium of instruction in Asia: Context, processes and outcomes. *Current Issues in Language Planning, 14*(1), 1-15. doi:10.1080/14664208.2013.792130

Hornberger, N., & Link, H. (2012). Translanguaging and transnational illiteracies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism, 15*(3), 261-278. doi: 10.1080/13670050.2012.658016

Hughes, C. E., Shaunessy, E. S., Brice, A. R., Ratliff, M. A., & McHatton, P. A. (2006). Code switching among bilingual and limited English proficient students: Possible Indicators of Giftedness. *Journal for the Education of the Gifted, 30*(1), 7-28. Retrieved from http://journals.sagepub.com/doi/pdf/10.1177/016235320603000102

Ishikura, Y. (2015). Realizing internationalization at home through English-medium courses at a Japanese university: *Strategies to maximize student leaning. Higher Learning Research Communication, 5*(1), 11-28. doi: 10.18870/hlrc.v5i1.237

Javid, C. Z., Al-thubaiti, T. S., & Uthman, A. (2013). Effects of English language proficiency on the choice of language learning strategies by Saudi English-major undergraduates. *English Language Teaching, 6*(1), 35-47. doi:10.5539/elt.v6n1p35

Jingxia, L. (2013). Teachers' code-switching to the L1 in EFL classroom. *The Open Applied Linguistics Journal, 3,* 10-23. Retrieved from http://benthamopen.com/contents/pdf/TOALJ/TOALJ-3-10.pdf

Kang, H-S. (2012). English-only instruction at Korean universities: help on hindrance to higher learning? *English Today, 28*(1), 29-34. doi: 10.1017/S0266078411000654

Kazakh Institute for Strategic Stadies, (n.d). National plan "100 precise steps towards

    realization of the five institutional reforms".

Khersheh, A. (2012). Exploring when and why to use Arabic in the Saudi Arabian EFL

    classroom: Viewing L1 use as electric technique. *English Language Teaching, 5*(6),

    78- 88. doi:10.5539/elt.v5n6p78

Kibbermann, K. (2017). Responses to the internationalization of higher education in

    language policies of Estonia and Latvia*. ESUKA-JEFUL, 8*(1), 97-113.

    doi: 10.12697/jeful.2017.8.1.06

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its

    conceptualization and contextualization. *Educational Research and Evaluation,*

    18(7), 655-670. doi: 10.1080/13803611.2012.718490

Lopez, C. C., & Gonzalez-Davies, M. (2015). Switching codes in the plurilingual

    classroom. *English Language Teaching Journal, 70*(1), 67-77.

    doi: 10.1093/elt/ccv056

Ma, J. (2014). Students' attitudes towards code-switching in the bilingual classroom of

    Accounting English. *Journal of Education and Practice, 5*(20), 177-188. Retrieved

    from http://www.iiste.org/Journals/index.php/JEP/article/view/14260

McArthur, T. (2003). English as an Asian language. *English Today, 19*(2), 19-22.

    doi:10.1017/S0266078403002049

Mehisto, P., Kambatyrova, A., & Nurseitova, K. (2014). Three in one? Trilingualism in

    education and practice. In A. Bridges (Ed.), *Educational reform and*

    internationalisation: The case of school reform in Kazakhstan (pp. 152-195). UK:

    Cambridge University Press.

Mishima, M. (2016). Searching for the best medium of instruction: Japanese university

    students' views on English-only instruction in EAP courses. Retrieved from

    https://rikkyo.repo.nii.ac.jp/

MESRK, (2010).State Program of Education Development in the Republic of Kazakhstan

    2011-20: RK Presidential decree as of December 7, 2010, Number 1118.

MESRK, (2012). Bologna Process and Academic Mobility Center.

MESRK, (2015). Roadmap for Trilingual Policy Development 2015-2020. Retrieved May

    20, 2017 from https://edu.gov.kz/ru/document/common

Ministry of national economy (2016). Committee on Statistics. Retrieved May 15, 2017

    from http://stat.gov.kz/faces

Moghadam, S. H., Samad, A. A., & Shahraki, E. R. (2012). Code – switching as a medium

    of instruction in an EFL classroom. *Theory and Practice in Language Studies,*

    2(10), 2219-2225. doi:10.4304/tpls.2.11.2219-2225

Mokhtar, M. M. (2015). Lecturers' and students' beliefs in code-switching: A Malaysian

    polytechnic context. *TEFLIN Journal – A Publication on the Teaching and*

    Learning of English, 26(1), 85-96. doi: 10.15639/teflinjournal.v26i1/85-96

Mokgwathi, T., & Webb, V. (2013). The educational effects of code-switching in the

    classroom – benefits and setbacks: A case of selected senior secondary schools in

    Botswana. *Language Matters, 44*(3), 108-125. doi:10.1080/10228195.2013.839734

Mufwene, S.S.(2010). Globalization, global English, and world English(es): Myths and

    Facts. In N. Coupland (Ed.), *The handbook of language and globalization* (pp. 31-

    54). UK: Wiley- Blackwell.

Murtaza, A. (2016). Students' perceptions of English language instruction (EMI) at a

    private university in Bangladesh: A survey. *Language in India, 16*(11), 1-11.

Retrieved from

http://www.languageinindia.com/nov2016/abidastudentperceptionbangladesh1.pdf

Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism.* UK: Wiley-

Blackwell.

Nadeem, M. (2012). Urlish: A code switching/code mixing pedagogical approach in

teacher education. *Journal of Research and Reflections in Education, 6*(2), 154-

162. Retrieved from http://ue.edu.pk/jrre/articles/62007.pdf

Nazarbayev, N. (2012). Address to the nation "Strategy Kazakhstan-2050": new political

course of the established state".

Nazarbayev, N. (2014). Address to the nation "Kazakhstan's way-2050: common aim,

common interests, common future".

Nazarbayev, N. (2017). Address to the nation "Third Modernization of Kazakhstan: Global

Competitiveness.

OECD, (2017). Reviews of national policies for education: higher education in Kazakhstan

2017. Retrieved April 24, 2017 from http://www.keepeek.com/Digital-Asset-

Management/oecd/education/higher-education-in-kazakhstan-

2017_9789264268531-en#.WTCw8OvyjIU

Pavlenko, A. (2008). Multilingualism in post-soviet countries: language revival, language

removal, and sociolinguistic theory. *International Journal of Bilingual Education

and Bilingualism, 11*(3-4), 275-314. doi: 10.2167/beb275.0

Paxton, M. I. J. (2009). "It's easy to learn when you using your home language but with

English you need to start learning language before you get to the concept":

bilingual concept development in an English medium university in South Africa.

Journal of Multilingual and Multicultural Development, 30(4), 345-359.

doi: 10.1080/01434630902780731

Phillipson, R. (2015). English as a threat or opportunity in European higher education. In

    S. Dimova, A. K. Hultgren, & C. Jensen (Eds.), *English-medium instruction in*

    European higher education (pp. 19-42). Boston: Walter de Gruyter Inc.

Pickens, J. (2005). Attitudes and Perceptions. Retrieved from

    http://healthadmin.jbpub.com/Borkowski/chapter3.pdf

Rasouli, A., & Simin, S. (2015). Teachers and students' perceptions of code switching in

    aviation language learning courses. *International Journal of Research Studies in*

    Language Learning, 5(3), 3-18. Retrieved from

    http://www.consortiacademia.org/index.php/ijrsll/article/viewFile/1259/546

Sampson, A. (2012). Learner code-switching versus English only. *English Language*

    Teaching Journal, 66(3), 293-303. doi:10.1093/elt/ccr067

Saviile-Troike, M. (2006*). Introducing second language acquisition.* New York:

    Cambridge University Press.

Seitzhanova, A., Plokhin, R., Baiburiev, R., & Tsaregorodtseva, A. (2015). English as the

    medium of instruction: Modern tendency of education in Kazakhstan.

    Internationalisation in Higher Education, 3(1), 74-77. Retrieved from

    https://academicpublishingplatforms.com

Smagulova, J. (2008). Language policies of Kazakhization and their influence on language

    attitudes and use. *International Journal of Bilingual Education and Bilingualism,*

    11(3), 440-475. doi:10.1080/13670050802148798

Smagulova, J. (2016). The re-acquisition of Kazakh in Kazakhstan: Achievements and

    challenges. In S. A.Elise. & J. Smagulova (Eds.), *Language change in Central Asia*

    (pp. 89-108). Boston: Walter de Gruyter Inc.

Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan.

    Procedia-Social and Behavioral Sciences, 93, 1860-1868.

doi:10.1016/j.sbspro.2013.10.131

Tabaku, E. (2014). Code-switching: Beliefs and attitudes of Albanian pre service English

teachers. *Journal of Educational and Social Research, 4*(2), 384-389.

doi:10.5901/jear.2014.v4n2p384

Taha, T. A. (2008). Language alternation in university classroom. *Journal of Instructional

Psychology, 35*(4), 336-346. Retrieved from

http://www.projectinnovation.biz/jip_2006.html

The Law of the Republic of Kazakhstan "On Education" No. 319-III d.d. July 27, 2007.

The Law of the Republic of Kazakhstan "On Languages" No. 151-I d.d. July 11, 1997.

Tian, L., & Hennebry, M. (2016). Chinese learners' perceptions towards teachers'

language use in lexical explanations: a comparison between Chinese-only and

English-only instructions. *System, 63*, 77-88. doi: 10.1016/j.system.2015.08.005

Tuan, Y.-F. (1990).*Topophilia: A Study of environmental perceptions, attitudes, and

values.* Columbia University Press. Retrieved from https://books.google.kz/books?

van der Walt, C. (2013). *Multilingual higher education: Beyond English medium

orientations.* Bristol, England: Multilingual Matters.

Wilkinson, R. (2013). English – medium instruction at a Dutch University: Challenges and

pitfalls. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English – medium

instruction at universities* (pp. 3-24). Bristol: Multilingual Matters.

Xu, Q. (2010). To switch or not to switch: Examine the code-switching practices of

teachers of non-English majors. *Canadian Social Science, 6*(4), 109-113. doi:

10.3968/j.css.1923669720100604.011

Yardakul, B. (2015). Perceptions of elementary school teachers concerning the concept of

curriculum. *Educational Sciences: Theory and Practice, 15*(1), 125-139. doi:

10.12738/estp.2015.1.2168

Younas, M., Arshad, S., Akram, K., Faisal, M., Akhtar, M., Sarfraz, K., & Umar, A.

    (2014). Code-switching and code-mixing: A case of EFL teachers affecting L2

    learners' learning. *Language in India: Strength for Today and Bright Hope for*

    Tomorrow, 14(6), 516-530. Retrieved from

    http://www.languageinindia.com/june2014/younascodemixing1.html

Zabrodskaja, A. (2007). Russian-Estonian code-switching in the university. *Arizona*

    Working Papers in SLA & Teaching, 14, 123-139. Retrieved from

    http://slat.arizona.edu/sites/default/files/page/awp14zabrodskaja.pdf

Appendix A: Advertisement letter

Subject: Looking for participants for an educational research study

LETTER OF INVITATION TO PARTICIPATE IN A RESEARCH STUDY

My name is Sholpan Ospanova and I am a graduate student at Nazarbayev University.

I am conducting a research on university students' perceptions of and experiences with code-switching, which is balancing between several languages, in subject classes taught in English. I would like to invite you to participate in this research.

You are receiving this email because you are a student of the Translations Studies department at L. Gumilyov Eurasian national university. I obtained your email address with permission of the head of the department.

If you agree to participate, you will be asked to give an interview scheduled at a time and place that are suitable for you. The interview will last for about 40 minutes. It will consist of questions related to the research purpose.

All the information will be kept private, and you will be assigned an anonymous name.

MAKE YOUR CONTRIBUTION!

If you are interested in the study or have any questions, please, do not hesitate to contact me via

email: sholpan.ospanova@nu.edu.kz

or

phone: +77055446097

Hoping to hear from you

Best regards,

Sholpan Ospanova

MA in Multilingual Education

Graduate School of Education

Nazarbayev University

Appendix B: Observation protocol

Setting: Classroom #
(Name of Subject)_____

Observer: Sholpan Ospanova

Role of Observer: Non-participant

Time:

Length of Observation:

Notes:

CS instances	Reasons
CS for translations	
CS for explanations	
CS for clarifications	

Additional Notes

Appendix C: Observation notes

Setting: Classroom # 322
(Name of Subject) General professional foreign language

Observer: Sholpan Ospanova

Role of Observer: Non-participant

Time: 12:20

Length of Observation: 45 minutes

Notes:

The teacher begins the lesson by asking them the recent news.

The teacher and the students speak in English.

Meanwhile, two students are interacting between each other in Kazakh. It seems that

they are discussing their homework.

12:37

They discuss what they did not understand from the news, in English.

Now they moved to exercises.

A student says to a groupmate in Russian: "It seems to me that we have already completed this task".

They proceeded to translating sentences from English into Kazakh.

Additional Notes:

The classroom is organized in a way that each student sits separately can hardly see others when they have discussion. The reason is this classroom is a language lab.

The teacher is walking around the classroom and is checking whether all the students found the right page.

Appendix D: Consent Forms

CONSENT FORM

University students' perceptions of and experiences with code-switching

DESCRIPTION: You are invited to participate in a research study on how university students perceive and experience code-switching that is how they are balancing between several languages during the lessons. You will be asked to give an interview which will consist of 15-20 questions related to the research purpose. If you agree, the interview will be audio recorded. If you object, I will take notes during the interview. In order to ensure anonymity and confidentiality, I will assign you a pseudonym and remove all potential identifiers at all steps of writing the thesis. Both interview and observation notes in hard-copy and electronic forms will be kept in a secure location under the key. If the interview is recorded, the sound files will be kept on my personal computer, which is on my sole use and is protected by the password. Observation notes and interview audio recordings and transcripts will be destroyed right after the thesis is defended.

TIME INVOLVEMENT: Your participation will take approximately 40 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. There might be questions you may not want to answer. If so, those questions can be omitted. Your teachers and the departments' staff will get no information related to your participation. The benefits which may reasonably be expected to result from this study are: you will have an opportunity to speak about your experiences with learning subjects instructed in the English language. You may learn about what it means to be a part of research and you will get the results of this study. In addition, considerations about ways of implementing English medium instruction at universities can be made based on the findings of this study, which may be a basis for future research on code-switching in the context of Kazakhstan. Your decision whether or not to participate in this study will not affect your grades at university.

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

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Sulushash Kerimkulova, skerimkulova@nu.edu.kz, +7 7172 706144.

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

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

- I have carefully read the information provided;

- I have been given full information regarding the purpose and procedures of the study;

- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;

- I understand that I am free to withdraw from the study at any time without giving a reason;

- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____   Date: _____

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

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Университет студенттер тілдер ауыстыруын қалай түсінеді және сабақта қалай қолданады

СИПАТТАМА: Сіз университет студенттерінің тілдер ауыстыруын қалай түсінетіндігін және сабақта қалай қолданатындығын зерттеуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге зерттеу жұмысының мақсатына байланысты 15-20 сұрақтардан тұратын сұхбатта қатысу ұсынылады. Сіз ризалық көрсетсеңіз, сұхбат диктофон арқылы жазылады. Сіз диктофон арқылы жазбаға қарсы болсаңыз, мен әңгімемізді конспектілеймін.Сіздің жеке бас мәліметтеріңізді жасыру мақсатында мен сіздің атыңызды диссертацияны жазу үдерісі бойы қолданылатын лақап атпен ауыстырамын және әр ықтимал ақпарат диссертациядан жойылатын болады. Мен сұхбаттан және қадағалаудан алынған ескертпе жазбалардың түпнұсқалары мен электрондық көшірмелерін құпия жерде сақтауға уәде беремін. Сұхбат диктофон арқылы жазылса, мен дыбыс жазбаларды тек менің қолжетімділігім бар және құпиясөзбен қорғалған дербес компьютерімде сақтаймын. Диссертация қорғалғаннан соң қадағалаудан және сұхбаттан алынған жазбалар, сұхбаттың дыбыс жазбалары жойылатын болады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 40 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫН АҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері өте аз. Сұхбатта Сіз жауап беруіңіз келмейтін сұрақтар болуы мүмкін. Олай болса, мен сондай сұрақтарды қалдырамын. Сіздің зерттеуге қатысуыңызға байланысты ақпарат оқытушыларға да, кафедрадағы басқа қызметкерлерге де қолжетімсіз. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: Сіздің ағылшын тілінде оқуыңызға байланысты тәжірибеңізбен бөлісу. Сіз зерттеуге қатысу дегенін білуіңіз мүмкін және зерттеудің нәтижелері Сізге қолжетімді болады. Одан басқа, осы зерттеудің нәтижелері бойынша ағылшын тілі арқылы үйренуді университет деңгейінде жүзеге асырудың тәсілдерін қарастыруға болады. Осы зерттеу жұмысы тілдер ауыстыруының Қазақстанда одан әрі зерттелуіне негізін салуы мүмкін. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің университеттегі бағаларыңызға еш әсерін тигізбейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз:Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің ғылыми жетекшісі Керимкулова Сулушаш Иксановнамен хабарласуыңызға болады**:** skerimkulova@nu.edu.kz, +7 7172 706144.

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңызбен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +77172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

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

- Мен берілген формамен мұқият таныстым;

- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;

- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;

- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;

- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____   Күні: _____

Зерттеу жұмысы келесемінің ақпараттық формасына қол және күні қойылған көшірмесі Сізде қалады.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Как студенты университета воспринимают и практикуют на занятиях переключение с

одного языка на другой

ОПИСАНИЕ: Вы приглашены принять участие в исследовании, направленном на изучение того, как студенты университета воспринимают и практикуют на занятиях переключение языковых кодов. Вам предлагается участие в интервью, которое будет состоять из 15-20 вопросов, касающихся цели исследования. С Вашего согласия интервью будет записано на диктофон. Если Вы не согласны на диктофонную запись, я буду конспектировать беседу. С целью обеспечения анонимности и конфиденциальности, я присвою Вам псевдоним и исключу потенциальную идентифицирующую Вас информацию на всех стадиях написания диссертации. Я буду хранить оригиналы и электронные версии записей интервью и наблюдений в секретном месте под замком. В случае если я буду записывать интервью на диктофон, я буду хранить эти звукозаписи на персональном компьютере, доступ к которому есть только у меня, и который находится под защитой паролем. После того, как я защищу диссертацию, я удалю записи наблюдений, а также расшифровки и звукозаписи интервью.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 40 минут.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием, минимальны. Возможно, что в интервью будут содержаться вопросы, на которые Вы не захотите отвечать. В таком случае я пропущу эти вопросы. Информация касательно Вашего участия в исследовании не будет доступна ни преподавателям, ни другим сотрудникам кафедры. В качестве ожидаемых преимуществ в результате исследования можно рассматривать возможность поговорить о Вашей практике обучения посредством английского языка. Вы можете узнать, что значит быть частью исследования, и Вам будут предоставлены результаты данной работы. Кроме того, на основании результатов данного исследования можно будет рассмотреть способы реализации обучения посредством английского языка в университетах. Также, данное исследование может послужить основой для дальнейшего изучения переключения языковых кодов в контексте Казахстана. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Ваши оценки в университете.

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

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с научным руководителем исследователя Керимкуловой Сулушаш Иксановной, используя следующие данные: skerimkulova@nu.edu.kz, +7 7172706144.

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

телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

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

- Я внимательно изучил представленную информацию;

- Мне предоставили полную информацию о целях и процедуре исследования;

- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;

- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;

- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____   Дата: _____

Копия подписанной и продатированной формы информированного согласия остается у Вас.

Appendix E: Interview Protocol

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

1. What is your first language of study: Kazakh or Russian?

2. What subjects do you study in English?

3. Do you think the subjects taught in English are beneficial for you? If yes, how? (If not, why?)

4. Do you think it is necessary to speak Russian/Kazakh in the classroom with English-medium instruction?

5. What does switching between the languages mean to you?

6. In your opinion, are there any advantages of switching between the languages during the lessons taught in English?

7. In your opinion, are there any disadvantages of switching between the languages during the lessons taught in English?

8. Are you allowed to use Kazakh or Russian (or any other languages) during the lessons taught in English? If yes, in your opinion, why does this (allowance/prohibition) happens?

9. Do your engage in code-switching at the lessons taught in English?

10. (If yes) On what occasions do you switch between the languages during the lessons?

11. Why do you think you switch (or do not switch) from English to your first language?

12. When you speak with code-switching, in your opinion, what the hearer's impressions are?

13. Why do you think your groupmates switch from English to their first languages?

14. When your groupmates code switch, what is your impression?

15. Do your instructors switch to your first language? If yes, in your opinion, why this happens?

16. Do you think you and your groupmates benefit from switching between the languages? Why?

17. Do you feel more confident in speaking English or your first language during the lessons taught in English?

Appendix F: Transcription of Interview 1 (in Russian)

1: Какой язык является первым языком Вашего обучения: Казахский или Русский?

Ответ: Казахский, так как мы изучаем перевод на казахский, с англ на каз и наоборот

2. Какие предметы Вы изучаете на английском?

Ответ: Предметы? Почти все предметы, которые ведутся с кафедры, то есть по специальности. История, теория перевода, ОПИЯ, ПОИЯ, в основном профильные предметы ведутся на английском.

3. Как Вы думаете, насколько эффективны ли для Вас предметы, которые Вы изучаете на английском? Если да, то как? (Если нет, почему?)

Ответ: Думаю, вообще эффективны. Во-первых, мы практикуем язык, и с помощью этих уроков мы улучаем английский, в первую очередь. Но, и так далее добавляем разные упражнения, например, перевод на свой язык, мы учимся переводить на казахский. Думаю, вполне эффективно.

4. Как Вы думаете, насколько важно использовать Русский/Казахский на уроках с английским языком обучения?

Ответ: Ну, в основном, так как у нас уроки связаны, взаимосвязаны, тесно связаны с переводом, думаю, без этого никак. То есть, задания даются, например, если текст на английском, то перевод – на казахский. Поэтому уже всегда вперемешку, параллельно идет.

5. Что для Вас значит переключение с одного языка на другой? Помимо перевода, потому что сам перевод подразумевает использование двух языков.

Ответ: Ну как, сейчас ведь идет трехъязычие, говорят, и мы используем все три языка, вперемешку. И, я думаю, это вполне как бы нормально для нас, на занятиях мы постоянно используем английский и казахский, либо английский и русский. Иногда для полной эффективности на уроках, когда что-нибудь объясняем, мы

можем работать с английскими материалами, видео материалами, даже то, что иногда на уроках объясняем, можем на русском сказать.

6. Как Вы считаете, какие преимущества от переключения языковых кодов во время уроков с английским языком обучения?

Ответ: Думаю… Конечно, преимущества есть, но иногда, допустим, мы когда говорим о переводах.. о непереводимых устойчивых выражениях, как реалии и так далее, приходится объяснять на русском или на казахском, так как, знаете, эти слова не имеют аналогов в другом языке. И вот, в таких случаях, темах, когда проходим такие темы, думаю, да, эффективно использовать, точнее, как Вы говорите, переключаться с одного языка на другой.

7. Хорошо, а какие недостатки от такой практики переключения языков?

Ответ: Недостатки….думаю, нет, так как мы пытаемся упростить свою задачу. Думаю, только положительные черты, в основном. Но, конечно, это не значит, что мы должны…Ну вот, что если урок проводится на английском, то мы должны говорить еще и на казахском, еще и на русском. Это не значит, что мы должны как бы «загрязнять» речь, но..поэтому все должно быть в меру. То есть, если требуется, чтобы урок проводился на английском, и теория дана на английском, мы в основном должны делать акцент на том языке, на котором он дан, то есть материал.

8. Хорошо. А Разрешают ли Вам использовать казахский или русский язык (или любой другой) во время уроков с английским языком обучения?

Ответ: Ну, если этот предмет мы проходим исключительно на английском, требуется желательно, в основном, английский. Если урок ведется на английском, и теория дана на английском…только в крайних случаях желательно использовать русский или казахский, так как это уже неправильно немножко.

Transcription of Interview 1 (translated from Russian)

R is the researcher, and I is the interviewee 1.

R: Okay, let's start the interview. What is the first language of your study: Kazakh or Russian?

I: Kazakh, since we study translation into Kazakh, from English into Kazakh and vice versa.

R: What subject do you learn in English?

I: Subjects? Almost all the subjects that are taught by our departments' teachers are instructed in English, I mean those related to our specialty. History of translation, Translation theory, General professional foreign language, Professionally-oriented foreign language – generally, field-specific subjects are taught in English.

R: What do you think, how beneficial are the subjects taught in English?

I: I think, in general, they are beneficial. Firstly, we practice English, and we improve our language with the help of those subjects. Well, and we add various tasks, for example, those related to translation to our language. We learn how to translate into Kazakh. I think it is quite effective.

R: What do you think, how important is it to use Russian or Kazakh during the lessons taught in English.

I: Since our subjects are interrelated with one another and are related to translation, I think we cannot manage without those languages. I mean, we are given tasks, for example, if a text is in English so we translate it into Kazakh. Therefore, all languages go hand in hand.

R: What does switching between the languages mean to you?

I: Well, people say there is a trilingual policy being implemented, and we use all the three languages. And I think that it is rather normal for us, we constantly use English and Kazakh or English and Russian, during the lessons. Sometimes, in order for our lessons to

be effective, we use English materials, video materials, use English when we explain something. Sometimes we can even say in Russian what we mean in English.

R: In your opinion, what are the advantages of switching between the languages during the lessons taught in English?

I: I think…Definitely, there are advantages. When we talk about translations, idioms, realia that cannot be translated neither into Kazakh nor into Russian since those languages cannot provide appropriate equivalents – on that occasions, with such topics, I think, it is good to use, I mean, as you call it, to switch from one language to another.

R: Okay, than, are there any disadvantages of switching between the languages during the lessons taught in English?

I: Disadvantages, I think, no, there are not. Since in that way we try to easy our tasks. I think there are only positive sides. For example, if a lesson is taught in English, we should use Kazakh and Russian as well. This does not mean that we should "spoil" our speech. For this reason everything should be rational. I mean, only if a subject is required to be taught in English, and materials are given in English, we should pay attention to the language in which those materials are initially given.

R: Okay. And Are you allowed to use Kazakh or Russian (or any other languages) during the lessons taught in English?

I: Well, if the subject is taught in English, then English is required. Russian and Kazakh are better used on exceptional cases, since this is not right.