

**Translanguaging in EFL Classrooms: Teachers' Beliefs and Purposes in Kazakhstan**

Sumeie Yakshi

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

May, 2022

Word count: 15003

# TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

## Author Agreement

### AUTHOR AGREEMENT

By signing and submitting this license, I Sumera Yaksni (the author or copyright owner) 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 confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm 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 confirm 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 CONFIRM 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 your submission.

I hereby accept the terms of the above Author Agreement.



Author's signature:


27.05.22

Date:

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND  
PURPOSES IN KAZAKHSTAN

**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: 27.05.22

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND  
PURPOSES IN KAZAKHSTAN

**Ethical Approval**



NAZARBAYEV  
UNIVERSITY  
Graduate School  
of Education

53 Kabanbay Batyr Ave.  
010000 Astana,  
Republic of Kazakhstan  
15<sup>th</sup> October 2021

Dear **Sumeie Yakshi**:

This letter now confirms that your research project titled: **Translanguaging in EFL Classrooms: Teachers' Attitudes and Purposes in Kazakhstan** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely,

Bridget A. Goodman

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

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

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND  
PURPOSES IN KAZAKHSTAN

**CITI Training Certificate**



Completion Date 08-Sep-2021  
Expiration Date 07-Sep-2024  
Record ID 42778150

This is to certify that:

**Sumeie Yakshi**

Has completed the following CITI Program course:

Not valid for renewal of certification  
through CME.

**Students conducting no more than minimal risk research**

(Curriculum Group)

**Students - Class projects**

(Course Learner Group)

**1 - Basic Course**

(Stage)

Under requirements set by:

**Nazarbayev University**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?w31eed6a6-83a9-44f5-b96b-233e4f029198-42778150](http://www.citiprogram.org/verify/?w31eed6a6-83a9-44f5-b96b-233e4f029198-42778150)

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

### **Acknowledgements**

I would like to express my immense gratitude to my research supervisor Dr. Bridget Goodman for her professional guidance and generous support through this journey. This endeavor would not have been possible without her invaluable feedback and help.

I am eternally grateful to my family members, especially my parents, my spouse, and daughters. Their moral support, prayers and belief in me kept me highly motivated during my study. I would also like to thank my group mates MA cohort, who were always willing to encourage and support me on my research journey.

Lastly, I am also grateful to the NUGSE for providing me with such a wonderful experience and possibilities during the whole journey.

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

### **Abstract**

According to previous research, monolingual assumptions remain popular among Kazakhstani educators, which contradicts translanguaging pedagogy. Although the majority of teachers strongly oppose the use of translanguaging in the classroom they still use it for various purposes. However, previous studies have not considered these purposes using theories on translanguaging, nor connected directly the relationship between beliefs and purposes. Therefore, this study aimed to explore EFL teachers' beliefs on translanguaging and the purposes of using it in the classroom. In order to achieve this goal, the two research questions were posed: 1) What are the teachers' beliefs about using translanguaging in the classroom? 2) What purposes do EFL teachers have for using translanguaging? The study used Macaro's (2001) theoretical framework for beliefs and Garcia et al. (2017) theory for translanguaging purposes to answer the research questions. The study collected data through qualitative semi-structured interviews and classroom observations for triangulation. Overall, four EFL teachers from Shymkent BIL school participated in interviews, and eight classroom observations were conducted with these teachers. The study revealed that three participants had the maximal position and occasionally resorted to learners' L1, while one participant showed a virtual position and preferred English-only instruction. Although teachers held different positions, they all used translanguaging for four specific purposes of Garcia et al. (2017). Firstly, translanguaging was used to support students' engagement and comprehension of the complex content and text. Secondly, with the help of translanguaging teachers provided opportunities to develop linguistic practices for academic contexts. Thirdly, teachers made spaces for students' multilingualism and ways of knowing. Fourthly, teachers supported students' socio-emotional development and well-being. Nevertheless, all participants

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

experienced guilt and regret for their translanguaging practices even though they acknowledged its benefits. Besides, despite their translanguaging practices, teachers used monolingual assessment, and the reasons for this practice could be another direction for future research.

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

### Аңдатпа

Алдыңғы зерттеулерге сәйкес, Қазақстандық педагогтер арасында көптілділік танымал болуда, дегенмен бұл транслингвизм педагогикасына қарама-қайшы келеді. Көптеген мұғалімдер сыныпта транслингвизмді қолдануға түбегейлі қарсылық білдірсе де, олар оны әр түрлі мақсаттарда қолданады. Алайда, алдыңғы зерттеулер бұл мақсаттарды басқа транслингвизм теорияларын қолдана отырып, сенімдер мен мақсаттар арасындағы байланысты тікелей байланыстырып қарастырмады. Осылайша, бұл зерттеудің мақсаты – ағылшын тілі шет тілі ретінде оқытушыларының транслингвизмге деген көзқарастарын және оны сыныпта қолдану мақсаттарын зерттеу болды. Осы мақсатқа жету үшін екі зерттеу сауалдары қойылды: 1) Оқытушылардың сыныпта транслингвизмді қолдануға деген көзқарастары қандай? 2) Ағылшын тілі шет тілі ретінде оқытушыларының транслингвизмді қолдану кезінде қандай мақсаттарды көздейді? Зерттеу сұрақтарына жауап беру үшін транслингвизм туралы Макароның (2001) көзқарас теориялық негізі мен Гарсияның ж.т.б. (2017) транслингвизм мақсаттары теориялары негізге алынды. Зерттеу барысында сапалы жартылай құрылымдалған сұхбаттар мен триангуляция үшін сыныпта бақылаулар жүргізу арқылы мәліметтер жиналды. Жалпы, сұхбатқа төрт ағылшын тілі оқытушысы қатысты және осы оқытушылармен сыныпта сегіз бақылау жұмыстары жүргізілді. Зерттеу көрсеткендей, үш қатысушы мақимсалды көзқарасқа ие болды және кейде студенттердің Ана тіліне жүгінді, ал бір қатысушы виртуалды көзқарасты көрсетті және тек ағылшын тілінде оқуды таңдады. Мұғалімдер әр түрлі көзқарасқа ие болғанымен, олардың барлығы Гарсияның ж.т.б. (2017) төрт нақты мақсатына қол жеткізу үшін транслингвизмді қолданды. Біріншіден, оқытушыларға транслингвизмді оқушылардың

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

қызығушылығын арттыруға және күрделі тақырыптарды жеңіл игеру үшін қолданды. Екіншіден, транслингвизм арқылы оқытушыларға академиялық зерттеу бағытында лингвистикалық практиканы дамыту үшін мүмкіндіктер берілді. Үшіншіден, оқытушылар транслингвизм арқылы көптілділік пен оқушыларды жақынырақ танудың тәсілдері үшін кеңістік жасады. Төртіншіден, оқытушылар оқушылардың әлеуметтік-эмоционалдық дамуы мен әл-ауқатына ұйытқы болды. Алайда, барлық қатысушылар транслингвизмнің артықшылықтарын мойындағанымен, тәжірибелерінің жетіспеушілігіне байланысты өздерін кінәлі сезініп, өкінді. Сонымен қатар, олардың транслингвизмге қатысты тәжірибелеріне қарамастан, мұғалімдер тек бір тілді бағалауды қолданды және бұл тәжірибе болашақ зерттеу жүргізуге тағы бір бағыт пен себеп болуы мүмкін.

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

### Аннотация

Согласно предыдущим исследованиям, одноязычие остается популярным среди Казахстанских педагогов, что противоречит транслингвальной педагогике. Хотя большинство учителей категорически против использования транслингвизма в классе, они все же используют его для различных целей. Однако предыдущие исследования не рассматривали эти цели с использованием теорий транслингвизма и не связывали напрямую отношения между убеждениями и целями. Таким образом, это исследование было направлено на изучение убеждений учителей английского языка в отношении транслингвизма и целей его использования в классе. Для достижения этой цели были поставлены два исследовательских вопроса: 1) Каковы убеждения учителей в отношении использования транслингвизма в классе? 2) С какой целью преподаватели английского языка используют транслингвизм? Чтобы ответить на вопросы исследования, использовались теоретическая основа Макаро (2001) для изучения убеждения, и теоретическая основа Гарсия и др. (2017) для изучения целей транслингвизма. Исследование собирало данные посредством качественных полуструктурированных интервью и наблюдений в классе для триангуляции. Всего в интервью приняли участие четыре учителя английского языка из Шымкентской школы ВП, и с этими учителями было проведено восемь наблюдений в классе. Исследование показало, что трое участников имели максимальное убеждение и время от времени прибегали к другим языкам студентов, в то время как один участник демонстрировал виртуальное убеждение и предпочитал обучение только на английском языке. Хотя учителя имели разные убеждения, все они использовали транслингвизм для четырех конкретных целей от Гарсия и др. (2017). Во-первых, транслингвизм использовался для

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

поддержки вовлеченности учащихся и понимания сложного содержания и текста. Во-вторых, с помощью транслингвизма преподаватели получили возможность развивать лингвистические практики для академических контекстов. В-третьих, учителя создавали пространство для практики транслингвизма студентов и способов познания учащихся. В-четвертых, учителя поддерживали социально-эмоциональное развитие и благополучие учащихся с помощью транслингвизма. Тем не менее, все участники испытывали чувство вины и сожаления по поводу своей практики транслингвизма, хотя и признавали ее пользу. Кроме того, несмотря на практику транслингвизма, учителя использовали одноязычное оценивание, и причины такой практики могут стать еще одним направлением будущих исследований.

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND  
PURPOSES IN KAZAKHSTAN

**Table of Contents**

Author Agreement .....	ii
Declaration.....	iii
Ethical Approval.....	iv
CITI Training Certificate.....	v
Acknowledgements .....	vi
Abstract.....	vii
List of Tables .....	xvi
Chapter 1: Introduction.....	1
Problem Statement .....	2
Statement of Purpose and Research Questions .....	3
Significance of the Study .....	3
Outline of the Study .....	4
Chapter 2: Literature Review .....	5
Translanguaging .....	5
Origin of Translanguaging .....	5
Conceptualization of Translanguaging .....	6
Translanguaging and Code-switching.....	7
Translanguaging in Pedagogy .....	9
Theoretical Frameworks.....	11
Translanguaging Beliefs.....	11
Translanguaging Purposes .....	13
International Studies about Teachers' Beliefs and Purposes on Translanguaging .....	16

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND  
PURPOSES IN KAZAKHSTAN

Previous Research on Translanguaging Beliefs and Purposes in the Context of Kazakhstan .....	18
Conclusion.....	21
Chapter 3: Methodology.....	22
Research Design .....	22
Research Site and Sample .....	23
Data Collection Instruments.....	24
Data Collection Procedures .....	25
Data Analysis Procedures.....	26
Ethical Considerations.....	27
Conclusion.....	28
Chapter 4: Findings .....	29
Introduction .....	29
Beliefs About Translanguaging.....	29
Virtual Position: Preference of English Only.....	30
Maximal Position: Translanguaging as a Last Resort.....	31
Translanguaging Purposes.....	32
Purpose 1: Supporting students as they engage with and comprehend complex content and text. ....	33
Purpose 2: Providing Opportunities to Develop Linguistic Practices for Academic Contexts.....	34
Purpose 3: Making Space for Students' Bilingualism.....	36
Purpose 4: Supporting Students' Socio-emotional Development .....	38
Beliefs as a Result of Purposes: Translanguaging with Guilt and Regret.....	40

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

Conclusion.....	40
Chapter 5: Discussion.....	42
Introduction .....	42
RQ1: What are the Teachers' Beliefs About Using Translanguaging in the Classroom? .	42
Finding 1 .....	42
RQ2: What Purposes do EFL Teachers Have for Using Translanguaging? .....	44
Finding 2. ....	44
Finding 3. ....	45
Finding 4. ....	46
Finding 5. ....	47
Finding 6. ....	48
Conclusion.....	49
Chapter 6: Conclusion .....	50
Main Conclusions of the BItudy .....	50
Limitations.....	52
Recommendations .....	53
References .....	55
Appendix A .....	62
Appendix B.....	65
Appendix C.....	68
Appendix D .....	74

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND  
PURPOSES IN KAZAKHSTAN

**List of Tables**

Table 1. Characteristics of Teacher Participants .....	24
--	----

# TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

## Chapter 1: Introduction

The role of other languages in foreign language teaching has been the topic of much discussion and controversy during the last few decades. The problem in foreign language teaching emerges from the notion of a monolingual approach, which isolates the languages and excludes the use of native languages in the classroom (Lasagabaster & García, 2014). Two widely held beliefs can drive teachers to exclude other languages: 1) the L1 use in the target language teaching may negatively influence the language learning process; and 2) more exposure to the target language will probably assist learners in attaining high competence in that language (Lasagabaster & García, 2014). However, students can experience feelings of insecurity and low self-esteem if they are not allowed to express themselves in their first language during classes with a foreign language medium of instruction (Storch & Wigglesworth, 2003). To challenge these monolingual beliefs and language separation, translanguaging promotes the dynamic and holistic use of learners' whole linguistic repertoire in an attempt to provide a space where teachers recognize it as a useful educational practice, and multiple languages of learners are naturally incorporated (Lasagabaster & García, 2014).

Recent studies from different contexts suggested that using the learners' L1 in the EFL classrooms enhances their target language proficiency (García & Wei, 2014; Lewis, Jones, & Baker, 2012; Nambisan, 2014). Notably, implementing a translanguaging pedagogy facilitates linguistic exchange, encourages interactive language learning and assists students in becoming more knowledgeable and aware of their overall linguistic repertoire and developing a better understanding of culture and language (García & Kleyn, 2016; Rajendram, 2019). At the same time, it is essential to emphasize the role of the teachers since they are often seen as the primary agents of any change in the process of classroom management. Therefore, teachers are the

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

primary decision-makers, and they determine whether or not to promote translanguaging. Most of the time, their decisions are driven by their beliefs and views (Blackledge & Creese, 2010). Thus, teachers should be aware that translanguaging pedagogy would help them learn how to use different characteristics of their learners' language repertoire for particular settings, purposes, and functions (García & Kleyn, 2016).

### **Problem Statement**

In Kazakhstani schools, the three languages Kazakh, Russian and English, are taught separately (Mehisto et al., 2014), but the importance of potential advantages of using the translanguaging to make a connection between them and enhance students' understanding may not be recognized. The recent studies on EFL teachers' beliefs on translanguaging (Amaniyazova, 2020; Klyshbekova, 2020; Kuandykov, 2021) revealed that Kazakhstani EFL school teachers share monoglossic view and limit students' use of their whole language repertoire, which totally contradicts translanguaging pedagogy. According to Kuandykov (2021, p. 40), the EFL teachers' monoglossic beliefs vary since some teachers may hold "firmer monoglossic belief" than others (Kuandykov, 2021, p. 40).

Despite the fact that local studies also investigated the translanguaging purposes of EFL teachers, there is only one study (Abdrakhmanova, 2017) which employed a theoretical framework of Wang (2019) (the article was published online in 2016) to study the purposes of using translanguaging in the classroom. According to the Abdrakhmanova (2017), the EFL teachers at BIL schools in the northern part of Kazakhstan do not support the use of L1 or L2 on the English lessons. However, despite the English-only policy and their negative perspectives of translanguaging, they still mentioned its necessity and used translanguaging practices for only pedagogical purposes such as checking comprehension, providing examples, informal

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

communication and explaining complex vocabularies and concepts (Wang, 2019). Thus, this study is going to use another theoretical framework of Garcia et al. (2017) about translanguaging purposes, which was not addressed in any local studies.

### **Statement of Purpose and Research Questions**

This research aims to discover teachers' beliefs regarding using translanguaging and purposes of using this pedagogy in EFL classes in southern Kazakhstan. Therefore, the purpose of this study is to explore beliefs of four EFL teachers working in Shymkent BIL school about translanguaging and reveal their purposes of translanguaging in the classrooms. To shed light on the problem, the study seeks to answer the following research questions:

1. What are the teachers' beliefs about using translanguaging in the classroom?
2. What purposes do EFL teachers have for using translanguaging?

### **Significance of the Study**

This kind of investigation may be useful and beneficial in different ways. First of all, the findings of this study may aid EFL teachers in exploring and reflecting on their attitudes regarding translanguaging approaches and enhancing their understanding of this pedagogical tool and its significance. In addition, teachers can acquire a more positive belief to implement a translanguaging approach to foreign language teaching if they know the advantages of translanguaging pedagogy. Hence, a deeper study of teachers' beliefs would offer essential insights into translanguaging opportunities in foreign language classrooms (García et al., 2017). Furthermore, the Ministry of Education and Science can consider this research useful in developing teacher training programs in translanguaging pedagogy in the context of Kazakhstan. In addition, this thesis may contribute to raise the awareness and understanding of the BIL school

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

administration about their teachers' attitudes and purposes of the use of languages other than English in their EFL classes. Namely, they may reconsider school's language policy and arrange professional training programs on translanguaging in multilingual classrooms. Finally, the findings of the current study may encourage local researchers and educational authorities and will attract their attention to the need for further study and research on this topic in the Kazakhstani context.

### **Outline of the Study**

The thesis work consists of six chapters, a list of references and appendices. The thesis started with the introduction chapter, which introduced the topic, provided background information, the statement of the problem, purpose of the study, research questions, as well as significance of the study. Second, the literature review chapter covers in depth literature related to the conceptualization of translanguaging, along with the review of the two theoretical frameworks used for this study, and other studies conducted in both international and local contexts. The third chapter presents information about the research methodology used for this study, which also includes research design, research site, sampling, data collection tools, data collection and analysis procedures, and ethical considerations. The fourth chapter discusses the results from the collected and analyzed data. The following discussion chapter provides the discussion of the findings in relation to the relevant literature. The final chapter will summarize and conclude the main findings, and provides limitations of the study and recommendations for some stakeholders.

## **Chapter 2: Literature Review**

This study aims to examine EFL teachers' beliefs about and purposes for using translanguaging as a pedagogical tool in EFL classroom. Therefore, the study seeks to address the following two research questions:

1. What are the teachers' beliefs about using translanguaging in the classroom?
2. What purposes do EFL teachers have for using translanguaging?

Hence, this chapter presents the review of the relevant literature on translanguaging pedagogy and EFL teachers' beliefs about translanguaging, as well as the purposes of using translanguaging in the classrooms.

The literature review chapter consists of five main sections. In the first section, the chapter focuses on the theory of translanguaging including its origin, conceptualization, and role in pedagogy. In addition, similarities and differences between translanguaging and code-switching are introduced. The second section presents the two theoretical frameworks that the current study is based on. Firstly, beliefs about translanguaging pedagogy are discussed. Secondly, it will be followed by an explanation of four translanguaging purposes. The third section provides a review of previous international studies about translanguaging beliefs and purposes. In the fourth section, the analysis of some empirical studies from the Kazakhstani context is presented. The final section will provide the summary and conclusion to the chapter.

### **Translanguaging**

#### ***Origin of Translanguaging***

The notion of translanguaging had a start under circumstances of bilingualism and bilingual education in Wales, where an educator Cen Williams developed the term in Welsh

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

(*trawsieithu*) to describe pedagogical practices during which two languages (Welsh and English) were utilized interchangeably for various activities and purposes (García & Wei, 2014; Vogel & García, 2017). Consequently, Colin Baker (2001) translated the term into English as "translanguaging". Although Williams argued that the translanguaging strategy was uncommon for bilingual learners in Wales, it benefited both students and instructors by maximizing the use of language resources to build problem-solving and knowledge capacities (Wei, 2018).

Initially, Williams' translanguaging approach referred to the process of developing the linguistic competency and understanding of learners by providing input in one language, and using another language for output (Baker, 2001; Lewis & Baker, 2012). In other words, the goal was to obtain knowledge in one language and use it in the other (Cenoz & Gorter, 2017). However, García and Kleyn (2016) state that translanguaging practice in Welsh classrooms was about more than enhancing understanding, rather it was about promoting and developing bilingualism. Moreover, García (2009) argues that translanguaging goes beyond these practices, and it can be used to describe how bilinguals flexibly employ all of their language resources to construct meaning and interact with one another. Hence, its definition has been broadened to cover the dynamic language practices that multilingual speakers use to make meaning across domains and discourses (García, 2009; Wei, 2011). Similarly, Baker (2011) also defined it as the process of meaning-making and gaining knowledge and experiences through the use of many languages simultaneously.

### ***Conceptualization of Translanguaging***

Translanguaging has been advanced as an argument against the monolingual principles of language and also language separation in a person's repertoire. According to Wei (2018), translanguaging theory defies traditional perceptions of dominant and minority languages, as

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

well as standard languages and language varieties. Moreover, other scholars (e.g., García & Kleyn, 2016; Otheguy et al., 2015, 2018) have viewed translanguaging as the development of a speaker's whole linguistic repertoire regardless of the social and political limitations imposed on the language. Thus, Wei (2011, p. 2) suggests a notion of "translanguaging space" where multilingual language users integrate their diverse backgrounds, perspectives, experiences, and ideologies with their cognitive and physical abilities to create a new social environment.

Furthermore, translanguaging is characterized by scholars as a process where multilingual people utilize their language repertoire whether they choose to use one language, multiple languages, or mixed language forms, in communication (Galante, 2020). It is considered an unconscious and intrinsic use of the multiple languages of people as well; therefore, it can be referred to as spontaneous translanguaging as claimed by Lewis et al. (2012).

From a theoretical perspective, translanguaging provides a different view of bi/multilingualism. Vogel and García (2017) propose that language users, regardless of common beliefs on having independent or separate languages, choose and develop specific features from their multiple linguistic repertoires for making sense and communication. This notion was also supported by Otheguy et al. (2018), who stated that translanguaging encourages the unitary view towards bi/multilingualism and does not consider dual and multiple language systems.

### ***Translanguaging and Code-switching***

The term translanguaging is frequently used by researchers in bilingual education which includes code-switching, although translanguaging suggests a distinct perspective. Cook (2001, p. 408) characterizes code-switching as a highly competent "bilingual mode" practice where both L1 and L2 are employed concurrently, incorporating intra-sentential and inter-sentential shifts, as opposed to a "monolingual mode" in which they are utilized separately. Moreover, code-

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

switching and translanguaging are closely related and considered to have a lot in common (Doiz & Lasagabaster, 2017; García, 2009; Goodman & Tastanbek, 2021; Lewis & Baker, 2012), where the former is a linguistic term that refers to the analysis of the bilinguals' speech, whereas the latter is primarily a sociolinguistic and contextual concept (Lewis & Baker, 2012). Some scholars (García, 2009; García & Sylvan, 2011; Lewis et al., 2012) state that translanguaging includes both code-switching and translation, but translanguaging "differs from both of these simple practices in that it refers to the process in which bilingual students make sense and perform bilingually in the myriad ways of classrooms—reading, writing, taking notes, discussing, signing, and so on" (García & Sylvan, 2011, p. 389).

On the other hand, Otheguy, García and Reid (2015) argue that "translanguaging is different from code-switching" (p. 281); these two phrases cannot be used interchangeably, as translanguaging is distinct from code-switching in terms of comprehending bilingualism and bilingual individuals (Otheguy et al., 2019). Similarly, García and Kleyn (2016) claim that these two terms are incompatible since code-switching maintains named linguistic categories distinct, whereas translanguaging demolishes this notion of separation. Goodman and Tastanbek (2021) agree, stating that translanguaging scholars' development of a holistic perspective of language use and acquisition is a key point in the shift from code-switching to translanguaging. On the other hand, the terms' overlapping characteristics are systematic and spontaneous use of languages outside and inside the classroom. In addition, educators' and learners' beliefs regarding these two terms can be another shared feature of the terms (Goodman & Tastanbek, 2021).

Overall, it is essential to define the differences and similarities of the two concepts since this study will employ the framework of Macaro (2001) to investigate the beliefs about translanguaging even though his study used code-switching as its central aspect. Therefore,

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

considering the specific points of overlap of these two terms, it can be suggested that Macaro's (2001) framework takes into account the degree to which teacher educators approve and support multilingual practices; consequently, it may be used to investigate both code-switching and translanguaging.

### *Translanguaging in Pedagogy*

In recent years, translanguaging research in education has gained in popularity, including studies exploring learners' active and diverse language practices in the classroom and inquiries into translanguaging as an approach in pedagogy (Canagarajah, 2011; García & Wei, 2014; Hornberger & Link, 2012; Otheguy et al., 2018). In this way, translanguaging may be considered not just a linguistic practice of multilinguals but also a pedagogical technique for promoting language and literacy development in students (Hornberger & Link, 2012). Hence, translanguaging can refer to a range of communicative and pedagogical practices; and thus can be interpreted in a variety of ways. According to Lewis et al. (2012), the initial meaning of translanguaging as a teaching method is that it alternates between practices for input and output within the classroom. Moreover, García (2009) refers to the multilingual communicative practices of bilinguals both in and out of the classroom. Furthermore, Cenoz and Gorter (2017) made a distinction between spontaneous and pedagogical translanguaging, where the former type is applied to flexible discursive activities that occur both in and out of the classroom, whereas the latter is used in the classroom where learners utilize their whole language repertoire for input and output activities that are designed by the teacher. Besides, García and Kleyn (2016) identified key elements of a translanguaging pedagogy: a translanguaging stance (perceptions of educators towards students' diverse language repertoires), a translanguaging design (strategic lesson plans), and a translanguaging shifts (instant changes to the lessons based on students' needs).

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

Although translanguaging was originally defined as the process of switching between input and output languages (Lewis et al., 2012), researchers now recognize other characteristics. For instance, García and Lin (2017) present the strong and weak forms of translanguaging. The strong form of translanguaging proposes that bilinguals strategically employ their whole repertoire of linguistic patterns selectively to meet the needs of communication and accomplish communicative goals in a particular setting. Whereas, the weak form of translanguaging recognizes boundaries between different languages while also advocating for their softening (García & Lin, 2017). Although the notion of translanguaging promotes the strong version, it is also important to consider the acknowledged language boundaries in order for language users to maintain cultural norms and expectations (García & Lin, 2017).

Moreover, translanguaging as a pedagogical approach in education challenges the long-established monolingual perspective in language education. Cummins (2007) claims that monolingual ideology in pedagogy emphasizes exclusive target language use, avoids translation, considers languages in one's repertoire as separate entities. Thus, he uses the expression "two solitudes" to refer to the fractional perspective regarding bilingualism/multilingualism. Regarding translanguaging as a pedagogy in relation to other methods of teaching for EFL, the concept of target language isolation is still commonly shared in EFL classrooms (Cenoz & Gorter, 2017; Lin & He, 2017; Wei, 2018), and translanguaging practices can be considered old because the L1 was widely employed in traditional second language teaching approaches as in grammar-translation. Nevertheless, translanguaging is significantly different from the grammar-translation method since it does not limit the target language's broad usage for academic and communicational reasons (Cenoz & Gorter, 2017). Thus, it is essential that teachers implement translanguaging pedagogy (García et al., 2017; García and Kleyn 2016) in their classrooms in

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

order to cultivate students' ability to communicate in many languages and translanguaging skills and produce standardized forms of other languages utilized in the classroom (García, 2015).

### **Theoretical Frameworks**

#### *Translanguaging Beliefs*

This research aims to discover teachers' beliefs regarding using translanguaging and the purposes of using this pedagogy in EFL classes. Hence, the study adopted two theoretical frameworks in order to answer the research questions. The first is the framework of Macaro (2001), which categorizes the teacher's beliefs about code-switching into three positions: virtual, maximal, and optimal. This framework was employed by researchers such as Doiz and Lasagabaster (2017) and Manan and Tul-Kubra (2020) to describe teachers' beliefs on translanguaging and the use of students' L1 during language teaching. Although researchers claim those distinctions between code-switching and translanguaging, there are some commonalities between these two concepts that are recognized in classroom studies. According to Goodman and Tastanbek (2021), teachers' beliefs regarding the use of code-switching and translanguaging practices can be considered as one of the key overlaps between those two concepts. Besides, in his thesis work, Tastanbek (2019) states that this framework focuses on understanding, accepting and promoting multilingual practices; thus, it can be applied to research translanguaging. Further, this chapter will present and explain the three positions from the framework of Macaro (2001).

Teachers who hold virtual position tend to support the notion of utilizing solely the target language in their classroom instruction since they believe that classroom settings should be identical to the setting where the taught language is used as the first language (Macaro, 2001). This viewpoint stems from long-held assumptions in foreign language teaching that using the

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

learners' L1 is detrimental to foreign language learning and that greater exposure to the foreign language enhances its development (Lasagabaster, 2013). In other words, teachers in this position will likely consider translanguaging to be an unfavourable practice that will impede the learning experience and reduce the amount of time students spend exposed to the target language (Doiz & Lasagabaster, 2017). Moreover, Manan and Tul-Kubra (2020) revealed that the teachers who demonstrate the virtual position believe that using languages other than English might confuse students, and they viewed L1 use as unfavourable.

The maximal position includes the teachers who think that using the target language exclusively in L2 lessons is not possible since the ideal circumstances do not prevail, and as a result, these teachers are open to using some L1, although with a feeling of guilt (Macaro, 2001). Generally, this sense of guilt is caused when the educators forcedly employ translanguaging in teaching due to a lack of sufficient circumstances for instruction completely in the target language (Doiz & Lasagabaster, 2017).

The educators in the optimal position believe that the usage of L1 can be beneficial for pedagogical purposes. The usage of the L1 may actually be useful in some aspects of learning since it facilitates communication. As a result, there should be a continuous examination of pedagogical concepts to determine if and in what circumstances the use of L1 is justified (Macaro, 2001). Moreover, Doiz and Lasagabaster (2017) state that it is only by employing students' whole language repertoire that translanguaging can be accomplished, and teachers who adopt optimal position will be more inclined to accept translanguaging. Macaro (2014), on the other hand, notes that generally few teachers take the optimal position and believe in the benefits of multilingual education.

*Translanguaging Purposes*

To identify the purposes of using translanguaging in EFL classrooms, the second framework this study will employ is the framework of García et al. (2017, p. 7), who focuses on four major purposes for translanguaging:

1. **Supporting students as they engage with and comprehend complex content and text.** According to Garcia et al. (2017), when the learners are provided with translanguaging space to manage and find their own way through complicated text and content, a variety of learning opportunities become available. First of all, they can develop their knowledge "interpersonally" (p. 7), which means that through interaction with their peers in a common language, they can enhance their understanding of complex texts. Secondly, when the learners use the new language concepts individually or within groups, their knowledge can be advanced "intrapersonally" (p. 7). Thus, this translanguaging purpose allows to teach complicated content more effectively, which in turn benefits students by providing an opportunity for them to participate in productive engagement with complex content and text. In other words, students may handle challenging issues and evaluate a complicated text in small groups, and they can communicate with one another using their own language practices to better comprehend the topic (García et al., 2017).

2. **Providing opportunities for students to develop linguistic practices for academic contexts.** The second translanguaging purpose goes beyond linguistic bias that follows the linguistic elements of Standard English and opens space for equitable educational and evaluation methods for bilingual learners. From a translanguaging perspective, students' use of language skills for academic purposes is simply integrating

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

an additional set of linguistic features and practices into their expanding language repertoire (García et al., 2017). Besides, García (2015) suggests that teachers should provide students with the chance to demonstrate what they know and are capable of doing by utilizing their whole language repertoire, notwithstanding the language features that are employed. Another advantage of this translanguaging purpose is that while learning a new language, it can assist the learners in forming comparisons and connections of the features (vocabulary, grammar and discourse) of different languages in their repertoire. It is crucial for teachers to recognize students' translanguaging as a valuable tool while also assisting them in choosing elements from their linguistic repertoire which are relevant for the context.

3. **Making space for students' bilingualism and ways of knowing.** By establishing translanguaging spaces, students are provided with the space where they can feel empowered, flexible, critical, and reflective of their own life experiences. These spaces also foster authentic learning opportunities by enabling students to have a bigger impact on their surroundings. García et al. (2017) claim that along with the former purposes, translanguaging also aims to develop a new form of a space that focuses on bilingual individuals and embraces bilingualism and bilingual perception towards languages. Moreover, the students can benefit from this translanguaging space by recognizing that linguistic practices are employed in many social situations for various purposes, as well as can develop their critical multilingual awareness. Garcia (2015) emphasizes the notion of critical multilingual awareness since it focuses on the capacity of language education to alter socially constructed language hierarchies, thus making a change and advancing social justice.

4. **Supporting students' socio-emotional development.** Translanguaging encourages bilingual children to build their identities as well as their socio-emotional development. Most importantly, translanguaging allows bilingual and multilingual learners to fully engage in the classroom activities on a regular basis; thus promotes socio-emotional development and well-being. Therefore, teachers' active involvement required for the construction of a more equitable world by providing students with the opportunity to express themselves in their own words and participate actively in academic dialogues and activities. Moreover, translanguaging encourages students to regard themselves, as well as their diverse language and cultural practices, as important and valuable rather than as deficient in some way.

In her work, García (2015) states that bilingual educators must realize that enhancing learners' abilities to communicate effectively in two or more standardized languages requires first empowering them through the use of their own genuine voices. Translanguaging of bilingual learners must first be acknowledged and used in order to empower them not only in expressing their personal experiences, as well as in their multilingual identities.

To sum up, this framework is closely related to Kazakhstani context since the majority of the people are bi/multilingual and practice translanguaging in the educational contexts and everyday life (Tastanbek, 2019). Beyond the translanguaging for scaffolding and instructional purposes, this research will try to define for what other reasons and purposes the local educators use translanguaging with the students in the classroom. With the help of this framework, other teachers can raise their awareness of this pedagogical practice and its advantages when used purposefully.

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

### *International Studies about Teachers' Beliefs and Purposes on Translanguaging*

Translanguaging studies are becoming an increasingly topical issue, particularly in circumstances where foreign-language education encourages the separation or exclusion of the L1 in English medium classrooms. Hence, numerous studies (Allard, 2017; Doiz and Lasagabaster, 2017; Escobar & Dillard- Paltrinieri, 2015; Manan & Tul-Kubra, 2020; Nambisan, 2014; Yuvayapan, 2019; Wang, 2019) were conducted to explore teachers' beliefs on translanguaging practices in the EMI classrooms where there is a general trend toward keeping the languages separate.

The findings of the two studies that use Macaro's framework to explore teachers' beliefs (Doiz and Lasagabaster, 2017; Manan & Tul-Kubra, 2020) showed that the majority of the participants advocated a virtual position. Thus, EFL teachers tried to eliminate the L1 from their daily teaching activities, and aimed to create an all-English setting to improve foreign language learning. Doiz and Lasagabaster (2016) conducted a study in Basque country that aimed to explore teachers' beliefs of translanguaging practices in the EMI context where there is a general trend toward keeping the languages separate. The study results of Doiz and Lasagabaster (2017) revealed that the majority of English teachers shared virtual position, and are more likely to eliminate L1 use from their daily teaching practices since they believed that it impedes foreign language learning. According to Doiz and Lasagabaster (2017), the teachers' virtual position is explained in three major themes. Firstly, the impact of English only immersion is emphasized. Furthermore, there seems to be an explicit awareness of the artificiality of nonnative speakers' use of the foreign language. Lastly, they believe that the L1 contradicts to goals of the EMI and, therefore should be avoided (Doiz & Lasagabaster, 2017). In another study, in Pakistani context, English teacher participants, who held virtual position provided another explanation which stated

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

that using languages other than English might confuse learners, and cause “mental chaos”, as a result students would not learn any of the languages (Manan & Tul-Kubra, 2020, p. 11).

However, there were instructors with maximal position, who believed that using the learners' L1 might aid with comprehension of the material. Nonetheless, they generally tend to undervalue it, and they feel ashamed of using other languages in the classroom. Moreover, during the classroom observations conducted in English language academies, the researchers found that teachers do not support the use of L1, the target language learning process is strictly based on monolingual principles, and there is punishment and penalty in case students use the local languages in the class. Thus, the student's background knowledge, as well as their whole cultural and language repertoires are oppressed and marginalized (Manan & Tul-Kubra, 2020). Escobar and Dillard- Paltrinieri (2015) state that teachers firmly follow EMI practice due to the widespread monolingual assumption and belief that total exposure to and usage of the target language increases learners' competence in that language.

Moreover, the study of Nambisan (2014) intended to investigate the teachers' emerging beliefs and practices of translanguaging, mainly L1 use in the English classrooms of Iowa state school. The current research was inspired and guided by the findings of McMillan and Rivers' (2011) study on translanguaging: the results of Japanese teachers' attitudes towards the use of learners' L1 in the EFL classrooms, as well as the reasons for their decision to employ or exclude Japanese in the EFL classroom, and the objectives for which it was allowed. Furthermore, the study Nambisan (2014) sought to define the reasons for their decision to employ or exclude other languages in the EFL classroom, and the objectives for which it was allowed. The study results discovered that despite their beliefs regarding the importance and advantages of translanguaging in teaching, most of them did not use this approach in their classrooms. One of the reasons is that

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

they faced some challenges in implementing this practice and low level of teachers' proficiency in the students' native language is one of those challenges.

Nevertheless, a number of other studies (Allard, 2017; Nambisan, 2014; Wang, 2019; Yuvayapan, 2019) have demonstrated that some EFL teachers are supportive of using other languages in the classroom. The study results of Yuvayapan (2019) in the Turkish context found that secondary school EFL teachers believe that translanguaging assists learners to better comprehend the content and manage language problems in the classroom. Moreover, most of the teachers' use of translanguaging depended primarily on classroom and student-oriented goals. The teacher participants also stated that students' use of L1 is helpful to allow students with lower proficiency to participate in the classroom, and translanguaging is mainly used to increase students' involvement (Nambisan, 2014; Yuvayapan, 2019), to instruct and manage the classroom (Wang, 2019), and explain the complex concepts and texts in English (Allard, 2017).

### *Previous Research on Translanguaging Beliefs and Purposes in the Context of Kazakhstan*

The recent local studies (Abdrakhmanova, 2017; Alzhanova, 2020; Amaniyazova, 2020; Kaipnazarova, 2020; Kuandykov, 2021; Klyshbekova, 2020) on translanguaging perceptions and beliefs were conducted with EFL and STEM teachers at different secondary schools of Kazakhstan. For instance, the academic research by Amaniyazova (2020) and Klyshbekova (2020) used the framework of Macaro (2001) to investigate the positions teachers hold towards the use of translanguaging during EFL classes. Hence, Amaniyazova (2020) found out that the vast majority of EFL teacher participants' responses suggested that they held the maximal position towards translanguaging. This indicates that, despite their desire for monoglossic language instruction, they frequently used some translanguaging with their students in their

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

classrooms. Similarly, the EFL teacher respondents of Klyshbekova's (2020) study shared virtual and maximal positions towards translanguaging. The language teachers believe that the target language is acquired through maximum exposure, and the use of L1 should not be allowed. In addition, some of them indicated hesitation and unwillingness to use languages other than the target language.

Other local studies also revealed that the majority of the teachers hold a monoglossic view and aspire to achieve target language-only settings, which is not compatible with translanguaging pedagogy. Despite that fact, teachers periodically resorted to translanguaging pedagogy in the classroom. According to the results of Abdrakhmanova (2017), although the respondents had English-only ideology and the opposing perspectives of translanguaging, they still mentioned its necessity and used translanguaging practices for only pedagogical purposes such as checking comprehension, providing examples, informal communication and explaining complex vocabularies and complex concepts (Wang, 2019). Furthermore, the EFL teacher respondents who have unfavorable beliefs regarding translanguaging regarded the use of L1 as a distraction and obstacle to language learning, and they adhered to an English-only ideology (Alzhanova, 2020; Kaipnazarova, 2020; Kuandykov, 2021). Nevertheless, they also used translanguaging to some extent since they admitted that translanguaging occurs naturally and spontaneously during teacher and student communication.

However, Alzhanova (2020) and Kuandykov (2021) found that EFL teachers' monoglossic opinions varied significantly in the context of Kazakhstan. According to Kuandykov (2021), this indicates that beliefs can exist on a continuum and that one teacher may have a stronger monolingual belief than another. Thus, their beliefs can range between the virtual and optimal positions (Macaro, 2001, as cited in Kuandykov, 2021). At one end of the

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

continuum, educators were opposed to translanguaging or using students' L1 due to their prior monolingual assumptions or beliefs that the target language should be taught solely through the target language (Amaniyazova, 2020). At the other end, some teachers showed a positive belief about translanguaging and therefore used it for various pedagogical purposes such as:

promoting a better understanding of the content; providing good opportunities for the engagement of students with insufficient English proficiency by allowing them to answer questions in their L1; increasing class participation generally; clarifying some points while presenting a new topic; reviewing a topic, and encouraging students to work in pair and groups by permitting them to hold discussions in their L1. (Alzhanova, 2020, p. 49).

Thus, these beliefs are compatible with what Macaro (2001) states as an optimal position where teachers acknowledge value of translanguaging and use it as a scaffolding approach.

To conclude, after discussing the results of previous studies, it can be stated that monolingual assumptions are still prevalent among Kazakhstani educators. However, teachers' viewpoints on translanguaging tended to differ, while the majority strongly resisted the use of translanguaging, whereas some of them showed support for the use of translanguaging in the classroom. These ranging beliefs can be explained with the theoretical framework of Macaro (2001) that the educators' perceptions varied among the different positions such as virtual, maximal, and optimal. Besides, regarding the purposes of using translanguaging, only one local study (Abdrakhmanova, 2017) used translanguaging framework of Wang (2019) to define the English language educators' purposes of using learners' other languages in the classroom. Hence, this study will be one of the first in the Kazakhstani context to use the framework of Garcia et al. (2017) about translanguaging purposes.

**Conclusion**

This chapter provides a review of the literature related to translanguaging. The literature review presented the historical background and conceptualization of this concept, as well as its role in the classroom. Moreover, the chapter elaborated on the theoretical frameworks that the study will draw on: Macaro's (2001) framework to define beliefs of the educators about translanguaging; and García et al.' (2017) framework on the purposes of using translanguaging in the classroom. According to the international and local studies, there are varying beliefs on this pedagogical tool and different purposes for using it in the classroom.

### **Chapter 3: Methodology**

This chapter presents and attempts to justify methodology used to investigate the beliefs of EFL teachers about translanguaging and their purposes of translanguaging in classes, and aims to answer the following two research questions:

1. What are the teachers' beliefs about using translanguaging in the classroom?
2. What purposes do EFL teachers have for using translanguaging?

The first section will discuss the research design used in this study. The following section will provide justification of the sample selection with the description of the research site and participants. Then, it will be followed by the sections about the data collection instruments, procedures, and analysis of the data collected. The last section will elaborate on the ethical considerations.

#### **Research Design**

A qualitative approach to the research was chosen as the most suitable for the study's aim of exploring Kazakhstani BIL EFL teachers' beliefs and purposes of translanguaging and answering the research questions. The reason for using a qualitative method is that “subjectivity and the authenticity of human experience is a strong feature of some qualitative research” (Silverman, 2013, p. 6). Notably, using a qualitative approach allows the researcher to analyse an issue and gain a deeper understanding of a key concept (Creswell, 2014). Moreover, the qualitative method allows for the investigation and interpretation of the findings based on their experiences of participants (Denzin & Lincoln, 2005). Another advantage of the qualitative technique is that when gathering data, the researcher learns from the respondents (Creswell, 2014). In the current study, the participants' responses are significant and valuable since they help the researcher comprehend how translanguaging is understood and implemented in a foreign

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

language classroom. In addition, in the qualitative method, data can be gathered using qualitative research instruments such as interviews, observations, audio-visual resources, and other instruments (Creswell, 2014). Hence, a combination of two qualitative research instruments, semi-structured in-depth interviews and classroom observations, were employed for the current study.

### **Research Site and Sample**

The research was carried out at one of the Bilim Innovation Lyceums (BIL), previously named Kazakh Turkish Lyceums (KTL), located in the southern part of the country. The BIL schools are managed directly by the Ministry of Education and Science and the International foundation "KATEV" (Mehisto et al., 2014). Most importantly, these schools are the first schools with an English as a medium instruction policy in the Kazakhstani context since they were established in 1992, long before trilingual education was launched in 2007 in the country. Thus, for nearly two decades, the teachers of BIL school have been teaching two foreign languages (English and Turkish) as separate subjects, and STEM subjects through only English. Other classes are conducted through the medium of Kazakh and Russian languages. Considering the purpose of the study, the four EFL teachers were recruited by means of purposeful homogenous sampling as they needed to be a part of a specific subgroup that share a set of defining characteristics (Creswell, 2014). Accordingly, the participants possess some defining features, mainly they needed to be EFL teachers working at BIL school, and they should have Kazakh ethnicity and self-reported proficiency of the Kazakh and Russian languages. Teachers' ethnicity and language background were chosen purposefully since students also share the same characteristics. Moreover, all teacher participants identified an additional language in their repertoire. Initially, more participants were intended to be selected for this study, but the

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

research site had only 4 out of 5 teachers who matched the study requirements. The characteristics and language backgrounds of participant teachers are listed in Table 1.

**Table 1**

*Characteristics of Teacher Participants*

<b>Participants' Pseudonyms</b>	<b>Subject</b>	<b>Ethnicity</b>	<b>Language background</b>
Marzhan	EFL teacher	Kazakh	Kazakh (L1), Russian (L2) English (FL1), Turkish (FL2), Polish (FL3), German (FL4)
Dinara	EFL teacher	Kazakh	Kazakh (L1), Russian (L2) English (FL1), Turkish (FL2)
Aidana	EFL teacher	Kazakh	Kazakh (L1), Russian (L2) English (FL1), Turkish (FL2)
Aisulu	EFL teacher	Kazakh	Kazakh (L1), Russian (L2) English (FL1), Turkish (FL2)

### **Data Collection Instruments**

Data were first collected through a semi-structured in-depth interview that combined prepared-in-advance questions and follow-up clarifying and elaborating probe questions based on the interviewees' viewpoints in order to get more information (Creswell, 2014). The interview protocol consisted of three sections. The interviews began with general inquiries about each teacher's background and were followed by specific questions on translanguaging beliefs and purposes in the classroom. Besides, to allow participants to choose their preferred language(s), the interview questions were translated in advance into three languages: Kazakh, Russian, and English (see Appendix A).

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

Moreover, classroom observations were employed to further investigate the practices of translanguaging and gather more original data in natural settings (Cohen et al., 2007; Merriam & Tisdell, 2016). For triangulation (Creswell, 2014), classroom observations were used to support the data collected during interviews. The observations namely documented the translanguaging events that occurred in the classroom during teacher and student interaction, off-task and group conversations (Cohen et al., 2007).

### **Data Collection Procedures**

After receiving the approval from NUGSE Research Committee to conduct the study, the researcher started to contact gatekeepers and requested information about participants. Then, participants were sent a message on the Whatsapp application with an invitation to take part in the study, and were supplied relevant recruitment information (see Appendix B).

Before starting data collection with actual participants, the interview questions were piloted with some NUGSE students. Further, the interview questions were modified in order to make them as clear as possible for respondents, since the participants may not be aware of some terms that are specific to translanguaging. Therefore, the term translanguaging was clarified as the use of first language (L1) and second language (L2) in teaching English, in particular the Kazakh and Russian languages in teaching the English language. This way, the study tried to avoid misunderstanding and ambiguity and provided simplified questions for respondents. In addition, the use of familiar words is preferable as it lowers the stress level of the participants during the interview (Lee, 1993, as cited in Cohen et al., 2007).

Overall, the one-on-one interviews (Creswell, 2014) were conducted with four EFL teachers in-person. Since the study was conducted during the late pandemic period, the researcher followed all COVID-19 protocols of the site and of NUGSE, namely wearing masks

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

and keeping physical distance. Before each interview, the respondents were told that they could respond to the questions in any of the three languages: Kazakh, Russian, or English. The interviews were conducted in accordance with a pre-planned interview protocol and each of them lasted around 15-25 minutes. The interviews were recorded using a voice recording program on the researcher's mobile phone for further transcription and analysis of the data.

Right after the interviews, the observations were held in the classroom settings and mainly focused on the translanguaging purposes of the educators. The participants of the classroom observations were four EFL teachers. The role of the observer was non-participant and “outsider” to make it more comfortable for the participants. The observer sat at the back of the classroom and recorded “descriptive fieldnotes” (Creswell, 2014, pp. 214-217). The fieldnotes include direct quotations of the participants and observer’s comments (Merriam & Tisdell, 2016). Overall, each teacher was observed twice, and there were in total eight classes observed since multiple observations help to better understand the setting and the people in it.

### Data Analysis Procedures

According to Creswell (2014), the qualitative data analysis consists of six steps. As a first step, all interviews recorded on mobile phones were transferred to the researcher's laptop and prepared for data analysis. As a second step, the participants' interviews were manually transcribed into a digital document with the lines of the interviewer and interviewees specifically identified to make coding easier (see Appendix C). Besides, participants names were replaced by pseudonyms to protect their identities and anonymity. This procedure was followed by the third step about exploratory data analysis and coding. The goal of this step is to get an overall understanding of the data. So, to gain an overall picture of the data collected, all interview transcripts were reviewed multiple times and coded afterwards. The codes were formed

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

beforehand based on the two theoretical frameworks employed in this study. The emerged codes were then categorized into three major themes that appeared according to the two main research questions of this study. In other words, the major themes that were developed after coding (See Appendix C) were used to answer the two research questions (Creswell, 2014). At the fifth stage, in relation to the research questions and previous literature, codes and themes were used to interpret the findings related to the teachers' beliefs on translanguaging and their purposes. In addition, to support the findings related to the translanguaging purposes of EFL teachers the collected observational fieldnotes were summarized and interpreted.

### **Ethical Considerations**

As a researcher, my ethical responsibilities were adhering to core standards that included respect for any regulations set at the research site (Bloomberg & Volpe, 2008). Approval by NUGSE Research Committee and school to conduct the study was obtained prior to approaching the site. Do no harm is a fundamental principle that refers to avoiding bodily and psychological harm. Thus, all participants were informed verbally and in writing about the study's voluntary nature. To avoid physical and psychological harm, each participant was informed that the study is voluntary, both verbally and through written consent forms (see Appendix D). In other words, participants had their rights to withdraw from study and any other concerns of them would be addressed accordingly.

Moreover, during the data collection and reporting, the participants' names were replaced with pseudonyms to maintain anonymity and protect their privacy. Besides, to ensure that the gathered data is stored safely, the voice-recordings of the interviews and summaries of observational data were saved in a computer, and online drive storage, all of which are password-protected and only accessed by the researcher. Despite the fact that the school's name

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

is mentioned, revealing the identities of the participants is difficult due to the fact that there are number of BIL schools in Shymkent city. In addition, instead of the school name the city is used.

### **Conclusion**

This chapter discussed the methodology used to conduct a study on the beliefs about translanguaging held by EFL teachers at Shymkent BIL school and their purposes. It comprises comprehensive explanations and justifications of the study design, research sites, and sampling techniques, as well as the data collection instruments, data collection and analysis procedures. To collect data, the study used a qualitative approach including semi-structured interviews and observations. Overall, four EFL teachers participated in interviews and 8 classroom observations were conducted with these teachers. In terms of ethical considerations, the approval was provided by NUGSE Research Committee, and the study also guaranteed the safety of the participants' rights and other ethical issues. The next chapter will discuss the findings revealed from this study.

## Chapter 4: Findings

### Introduction

The purpose of this qualitative study was to investigate the beliefs of EFL teachers about translanguaging in the classroom. Moreover, the study aimed to shed light on the teachers' purposes of using translanguaging in the classroom. This chapter presents the key findings from in-depth semi-structured interviews and classroom observations at the research site. The findings in this chapter are thematically classified using the key terms from the two theoretical frameworks around which the present study is based. Moreover, the findings are connected and directed by the two research questions:

RQ1: What are the teachers' beliefs about using translanguaging in the classroom?

RQ2: What purposes do EFL teachers have for using translanguaging?

Overall, the findings are organized around three major themes, with a total of six sub-themes. Firstly, the chapter will address EFL teachers' beliefs regarding translanguaging in the classroom. Secondly, it will elaborate on the purposes of teachers' translanguaging in the classroom. Thirdly, the final major theme will include teachers' beliefs of guilt and regret, which are emerged as a result of translanguaging for various purposes in the classroom.

### Beliefs About Translanguaging

The first major theme is categorized as "beliefs towards translanguaging" which is based on the first theoretical framework of Macaro (2001). According to the first theoretical framework of this study, teachers, in general, hold one of three positions and beliefs about translanguaging: 1) Virtual position: Preference of English only, 2) Maximal position: Translanguaging as a last resort, and 3) Optimal position: Translanguaging for scaffolding. Moreover, the reasons behind those positions will be explained as well. Overall, the study found that respondents share two types

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

of positions: Virtual and Maximal. However, no participants had an optimal position regarding translanguaging in the classroom.

### *Virtual Position: Preference of English Only*

The data analysis revealed that one participant of this study, Marzhan, firmly supported the Preference of English only in the EFL classrooms. Marzhan's position on avoiding translanguaging and teaching only in English was driven by several reasons. Firstly, Marzhan tends to believe that the best approach to teaching language is through the sole use of the target language since she relates it to a child's L1 acquisition. In other words, the more input in English, the better they learn English:

For example, it like child's L1 acquisition. Babies listen to their parents' from early years, and after 2-3 years, they quickly acquire the language and start to speak the same language. Similarly, although the students do not understand English at first, they learn quickly after listening to only English and begin to speak the language. (Marzhan)

Secondly, Marzhan feels that students' L1 should be avoided as much as possible since it may not only impede their target language learning but also negatively influence their motivation to learn English. Marzhan states:

No, I don't think it will help. Because the more you allow them to use another language, the less they want to learn. I think it should be restricted as much as possible and not allowed to use. (Marzhan)

Moreover, the school's language policy states that the students enrolled in this school should be taught English and other STEM subjects exclusively through English. Besides, language teachers are criticized by the school administrator and STEM teachers for using L1 in English classes. Marzhan said that:

According to the school's policy, lessons should be conducted only in English. For example, if children have poor language performance in STEM classes, they blame language teachers. That's why we try to use only English. (Marzhan)

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

### *Maximal Position: Translanguaging as a Last Resort*

On the other hand, the rest of the participants were grouped under the sub-theme "translanguaging as a last resort" since they stated that English should be used as much as possible, and translanguaging was something they viewed as the last option. Like Marzhan, the other three teachers supported the monolingual perspective as well. However, despite their reluctance, the teachers believed they had to translanguague to make the information more comprehensible and ensure the students' understanding with a lower level of English. For instance, Dinara shared her thoughts about the common features of English and Russian languages and primarily used those languages during her teaching:

Sometimes I have to use other languages when students don't understand it, even if they don't understand the definition in English. And there are times I often resort to the Russian language, since these 2 languages have a lot in common, and I explain by using it to the students with a lower level of English. (Dinara)

At the same time, Aidana also shares a maximal position with similar teaching perspective. Despite the school's English only policy, likewise Dinara teacher, Aidana also resorts to translanguaging to enhance the learners' understanding with a lower level. She claims:

Basically, according to the language policy of our school, no other language can be used in English lessons. We need to use more English. But it can be possible to use other languages while working with low-level students. I can use Kazakh only when students can't understand in English. Ideally, English should be taught through only English. (Aidana)

Similarly, Aisulu teacher admitted that she could not totally exclude other languages since translanguaging happens regardless of her attempts to establish English only regulation. Another reason to include other languages is to check their comprehension in both target and native languages. Thus, she thinks that it can facilitate their target language learning:

Basically, when you need to explain something to students, there is no way. Although I am for English only, they ask questions in their native language, Kazakh or Russian. And

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

I need to deliver them in those languages. For example, if they do not understand adjectives and nouns in their own language, they will not be able to learn another language and compose sentences. So sometimes, I want to know if the student has knowledge in his/her native language, what it means in his/her native language or in another language. (Aisulu)

However, like Marzhan, Aisulu also views translanguaging as a threat since she believes that it hinders learning and limits their exposure to the target language:

The problem with my students is that they often ask in Russian or Kazakh what they know, what they know in English, and even very simple things. Thus, they do not practice anything. They don't even want to push themselves, and they speak another language even though they know it. Therefore, English is often not used. So for several years now, I have been trying not to use other languages. Because, if the student does not speak only English but continues to speak his/her own language, it will be difficult for him/her to learn the language. (Aisulu)

### **Translanguaging Purposes**

The second major theme is categorized as “Translanguaging purposes” which is based on the second theoretical framework of García et al. (2017). According to the framework, there are four translanguaging purposes in the classroom, and each of them will be explained in the following sub-themes:

- Purpose 1: Supporting students as they engage with and comprehend complex content and text.
- Purpose 2: Providing opportunities to develop linguistic practices for academic contexts
- Purpose 3: Making space for students' bilingualism and ways of knowing
- Purpose 4: Supporting students' socio-emotional development

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

*Purpose 1: Supporting students as they engage with and comprehend complex content and text.*

Although the respondents hold different positions towards translanguaging, they all somehow use it for various purposes in the classroom. Hence, the study revealed that 3 teachers used translanguaging to ensure students' understanding of the complex content and text. Moreover, they mentioned that using translanguaging for this purpose significantly helps the learners to enhance their understanding of the target language. Dinara said that she usually uses student's L1 and L2 while explaining complex content and text and provided an example from her classroom teaching:

For example, we recently talked about camels and wildlife in our classroom, and students did not understand the features of the camel in English. Even in Kazakh, they don't know it. That is why I had to explain it in Kazakh first. And, I think it is useful. This is because apart from the language, their understanding expands. And if you speak only in English, some girls still do not understand it and feel shy to ask questions. And if you do not allow the use of the Kazakh language, then they will not ask questions at all. And it negatively affects their comprehension and engagement. (Dinara)

During one of the classroom observations, teacher Dinara used translanguaging to explain a complex text about obesity. Students were allowed to use any language to ask questions and the meanings of the words. It seemed that the learners' comprehension was more important.

On the other hand, teachers Aidana and Aisulu had a slightly different view on this. Although they used translanguaging for the same purpose and believed that it was helpful, they did it only in extreme cases. For instance, Aidana said:

I often try not to use it, but I use it when it is necessary for the student and if the lesson does not go on without it. And, yes, it is useful. But I try not to use other languages too much. Only when absolutely necessary. (Aidana)

During classroom observations, Aidana used other languages to give instructions, explain vocabulary and make clarifications. For instance, she clarified the reading task by explaining it in

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

Kazakh. Moreover, when students asked for the unknown vocabulary “fortnight”, teacher provided alternatives in Kazakh and then Russian: “Fortnight in Kazakh means екі апта, две недели”. In these examples, “екі апта” means two weeks in Kazakh, and “две недели” means two weeks in Russian.

Out of the 4 participants, Marzhan was the one who showed a negative perspective towards the use of translanguaging for this purpose. Instead, Marzhan said that she encourages peer-assisted learning, where students were allowed to use other languages with each other. Although she was the only participant with virtual position, she still allowed her students’ translanguaging among each other:

I try not to use, and when I have a student who doesn't understand, then I will sit her next to someone in the class who understands well, and ask this student to help and explain her. I think it is more useful. After all, they understand each other very well. But I try not to use other languages because if I explain the text in Kazakh, they will get used to it and won't pay attention to the English and keep asking questions in Kazakh. (Marzhan)

Although the class that I observed was listening and speaking class, she used this approach and showed consistency in her beliefs and practices. The students watched a video conversation during the class, and when one student didn't understand, Marzhan asked other students to help her.

### ***Purpose 2: Providing Opportunities to Develop Linguistic Practices for Academic Contexts***

According to the respondents, all of them purposefully use translanguaging to explain language features such as grammar and academic vocabulary by comparing and connecting it to learners' L1 and L2. Particularly, Dinara finds this translanguaging purpose useful and thinks that using the Russian language develops students' comprehension of grammatical concepts and academic vocabulary in English. She said that:

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

While explaining grammar, it will be helpful and easier for students to understand when you provide an alternative in Russian. It's easier to remember, and sometimes there are terms that are similar in both English and Russian. By this, it can be easier to memorize such terms. But sometimes, when they ask it in Kazakh, I use Kazakh to explain. (Dinara)

Besides, observations helped to better understand the statement of Dinara. She explained the grammar structure "used to" during her class by comparing it to Russian. Then she let the students incorporate examples of "used to" structure in Russian and Kazakh. It seemed that the teacher wanted to make sure that they understood the information. Also, the teacher explained some phrasal verbs "keen on, proud of, responsible for, good at, bad for, similar to" by providing examples from Russian and Kazakh languages.

Aidana also uses translanguaging for this purpose and switches to Kazakh or Russian to clarify complex vocabulary and grammar:

When they need, I can explain by comparing and connecting. For example, when explaining the structure "to be", there is no alternative in the Kazakh language. So, when a child doesn't know the structure in his/her own language, he or she may not understand at all, which is why we should resort to other languages. Sometimes I explain grammar in comparison with Russian, and I also provide translations in other languages in case they don't understand difficult words in complex texts. (Aidana)

The students had preparation classes for the IELTS writing part during one of the classroom observations. Aidana explained a complex grammar structure in English by connecting it to Russian language. During class, they were discussing subordinating conjunctions and how are they used in a complex sentence. When students asked the meaning of subordinating conjunctions, teacher tried to provide examples mostly in Russian and English. For instance, teacher used this example in English and then gave translation in Russian: "Nowadays, children often watch TV or play video games, rather than spending time with their friends. Орысша айтқанда, В настоящее время дети чаще смотрят телевизор или играют в видеоигры, чем проводят время со своими друзьями". In these examples, "Орысша айтқанда" means "in

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

Russian it will be” in Kazakh, and “В настоящее время дети чаще смотрят телевизор или играют в видеоигры, чем проводят время со своими друзьями” means “nowadays, children often watch TV or play video games, rather than spending time with their friends” in Russian.

Although Marzhan held a virtual position towards translanguaging, she occasionally used it while explaining grammar:

For example, I sometimes compare English with Kazakh and Russian to explain grammar. But I still try not to use it much. For example, when explaining Present continuous, I say: I am coming home. In the Kazakh language, it will be "Мен келе жатырмын". (Marzhan)

Moreover, in the classroom, Marzhan introduced the phrase "Do you mind if" by making a comparison with the Russian language and explained how it is used in a sentence with the help of examples in Russian: "In Russian, this phrase means "Ты не против". For example, Do you mind if I close the window? Ты не против, если я закрою окно?".

### ***Purpose 3: Making Space for Students' Bilingualism***

Only two teachers, Dinara and Aisulu, use translanguaging to provide opportunities for students to make use of their whole repertoire. Although they do not give students specific tasks to incorporate their L1 and L2, they both allow students to translanguage among their peers during group discussions. For example, Dinara said:

I don't give tasks in other languages. But I usually do not say no when they discuss the task or talk with each other in Kazakh or Russian. Yes, I allow them to use other languages. (Dinara)

Even though L1 and L2 are used for group discussions, the final output must be in the target language. Thereby, Dinara somehow limits her students' chance to fully utilize their L1:

However, I don't accept their answers in other languages. Even though they know the answer, I don't accept it unless they use only English to deliver the task. (Dinara)

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

Observations revealed that Dinara approved students' mixing languages during task discussion and off-topic conversations. However, she constantly warned students to use only English to present the answer to the task. Unfortunately, some students were discouraged and refused to speak at all.

Aisulu also doesn't include other languages in the tasks. However, she supports students' use of translanguaging with each other depending on the type of the task:

It mainly depends on the task. If there is a speaking task, they are not allowed to use another language, and they should try to speak English as much as possible. Regarding other group assignments, I give permission, and they are allowed to share their thoughts in other languages. (Aisulu)

Surprisingly, Aisulu described an unusual technique that minimized the use of other languages during basic conversations out of topic or task:

But, we also have our own rules in our classrooms. Students have a common moneybox for the class and put 5 tenge in it for each word spoken in a language other than English. They supported this idea as a motivation to use more English. I also put 10 tenge in this box if I speak another language. We need to pay for other languages used during off-topic conversations, but not topic or task-related talks. For example, when using other languages to ask to go out or any speaking task. (Aisulu)

During a classroom observation, students had a listening class and a quiz game after. The interview findings match observational data since the teacher followed her statement about using only English, but she was tolerant towards students' use of other languages. Moreover, students themselves warned each other to use only English and reminded about the moneybox.

On the other hand, the other 2 participants, Aidana and Marzhan, claimed that they push their students to speak the target language since they believe that teaching solely in English is the best alternative. In addition to requesting that students use English solely when giving tasks, these teachers monitor language use in the classroom to ensure that students adhere to the

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

guidelines, namely during group discussions. Aidana was not fond of learners' translanguaging and said:

During their conversations or discussion, I say "only in English". But they use it in-between anyway. But I keep warning and say "Only in English". Because I think that the use of native languages does not seem to support learning English, they have to push themselves a little bit to learn English. To do this, I say not to use other languages and speak more English. (Aidana)

While observing Aidana's class, it was noticed that she allowed students to incorporate L1 and L2 during the off-task conversations. However, during group tasks, Aidana constantly reminded the students to use only English among themselves. Moreover, they were required to deliver the task exclusively in English.

Likewise, Marzhan also adheres to a predominantly monolingual perspective:

The tasks I give are solely in English. But, sometimes, they use other languages with each other while completing the task. But, in case I notice it, I try to warn them to speak only in English both during their discussion and task delivery. (Marzhan)

However, in the classroom observations of Marzhan, students were free to choose any language to speak with each other.

### ***Purpose 4: Supporting Students' Socio-emotional Development***

Although generally, the study participants disapprove translanguaging, they sometimes use it to facilitate the learners' full engagement in order to support their socio-emotional well-being. Notably, they provide opportunities to students with a lower level to actively participate and express themselves in their own language. During her interview, Dinara said:

Yes, a little, sometimes, I allow them to use their native language for motivation, and I accept it. And I think that it is useful since learners with a lower level of English really struggle. (Dinara)

While retelling the story for homework, students were required to use only English, but some students were discouraged, and one of them said: "My English is not enough to explain it,

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

can I try in Kazakh". That student was allowed to use Kazakh, and Dinara also supported her and used other languages to check other students' comprehension. However, she didn't accept their answers for a mark. It means that students had to restate the answer in English to earn a point.

Marzhan believes that ideally, all students must use more English and that using translanguaging is not very useful. But, in some cases, she still supports translanguaging of learners with lower level:

Yes, if the student cannot say the word in English, I allow her to express herself in Kazakh. But not totally in Kazakh, only some words. Sometimes I also help them with it. But I don't think it can help them, because they will get used to it and translanguaging may cause laziness. (Marzhan)

In contrast, during classroom observation, Marzhan relied more on peer-assisted learning and asked high achieving students to help others.

Like Dinara, Aidana also permits learners with a lower level to demonstrate their knowledge in other languages, but she does not accept it as an answer and does not assess it. From her extract, it is seen that she is likely to have monolingual assessment beliefs:

Yes, I allow them, but I do not accept it. I don't assess it, I just let them tell me what they want to say, but I don't consider it as an answer and don't give a mark. (Aidana)

Out of all teachers, Aisulu was the one who viewed this translanguaging purpose as a helpful pedagogical tool:

Yes, there are times I allow them to use their own languages. Since there are students with different levels, I care about the progress of each individual student rather than the progress of the whole class. To do this, first of all, I make a differentiation, and in the beginning, I know what level the student has with the help of the exams. If she is doing above that level, it means good progress. She knows that I am not comparing her with others, and I say, "look at yourself and say in Kazakh, you say this, that, now you can try to do it in English". This way, she can see that she is making progress. (Aisulu)

From her words, it can be said that Aisulu allows her students' translanguaging in order to support their socio-emotional well-being.

**Beliefs as a Result of Purposes: Translanguaging with Guilt and Regret**

The final major theme is related to the additional beliefs of teachers revealed as a result of using translanguaging for different purposes. The senses of guilt and regret caused by translanguaging were mentioned during interviews. According to the interview data, all participants felt guilty about using other languages since they could not avoid it while working with students. Besides, the respondents expressed their concern about their unintentional use of students' L1 in the classroom. For instance, teacher Aidana said that:

To make it clear for students, I intentionally or unintentionally keep switching to Kazakh or Russian, and it feels like I am giving the wrong message to students, and I have to use English anyway. (Aidana)

Dinara teacher also shared her concern, and she often regrets and feels guilty when she resorts to other languages:

Yes, along with a feeling of guilt, I often have regrets. Basically, a person gets used to what you teach. For example, when students come to this school, they all know that the lessons are in English. So if I had told them not to use any other language than English from the very beginning, they would have learned faster. I think this is also my fault. (Dinara)

On the other hand, Aisulu acknowledges translanguaging as a normal practice but feels guilty only when she uses it for basic out of topic conversations or simple statements:

For example, when explaining a lesson to lower grades, I explain it to them in Kazakh and Russian to make it easier and clearer. But I try not to use it at all if I say everyday things, off-topic things. I only feel embarrassed when I use other languages outside of this task or topic, and I will stop myself then. (Aisulu)

**Conclusion**

This chapter presented the findings of both interview and observational data analysis on EFL teachers' beliefs on translanguaging and their purposes. Hence, six main conclusions may be drawn from the data presented:

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

1. The findings show that one teacher held a virtual position, the other three teachers had maximal positions towards translanguaging and unwillingly resorted to other languages. Although some respondents have preference of English only, all of them to some extent use translanguaging for various purposes.
2. The majority of the teachers preferred to use translanguaging with complex content and text, and they believe that it enhanced learners' comprehension. In contrast, only one teacher was against translanguaging for this purpose and instead she uses peer-assisted learning in her classroom for this purpose.
3. All of the study participants refer to translanguaging to explain English academic vocabulary and grammar by comparing and relating its features to other languages.
4. In terms of students' translanguaging, half of the participants allow their students to use other languages during group task discussions. However, they ask to use English only when students present answer to the task. The other half of the teachers think they need to push learners to use only English during all group conversations.
5. Teachers support the translanguaging of the learners with a lower level of English, and to thus facilitate all learners' active engagement in the classroom in order to support their socio-emotional well-being.
6. Overall, the employment of translanguaging was considered a last resort; therefore, its use caused a sense of guilt and regret among teachers. These findings will be discussed in relation to the literature in the next chapter.

## Chapter 5: Discussion

### Introduction

The previous chapter presented the findings that were based on the four semi-structured interviews and eight classroom observations. This chapter focuses on the detailed discussion of those findings in relation to the literature on this topic. Thus, this chapter aims to answer the two main research questions about EFL teachers' beliefs on translanguaging and their purposes. The discussion of the findings was guided by two research questions of this study: (1) What are the teachers' beliefs about using translanguaging in the classroom? (2) What purposes do EFL teachers have for using translanguaging? Moreover, discussion of the findings is aligned with the two theoretical frameworks of this study.

### **RQ1: What are the Teachers' Beliefs About Using Translanguaging in the Classroom?**

#### *Finding 1*

The results of this study indicate that the majority of participants considered *translanguaging a last resort* and used it in some cases, even though they supported monolingual teaching and believed that English should be used to maximum. Nevertheless, to deal with the learners of a lower level of English and ensure their comprehension, the participants reluctantly switched to other languages in the classroom. These findings are consistent with the framework of Macaro (2001), and this kind of beliefs of teachers on translanguaging can be characterized as *maximal position*. Similar to the description of maximal position (Macaro, 2001), the participants of this study thought that they couldn't completely eliminate other languages since translanguaging occurs despite of their attempts to teach entirely in English. These results are in line with Canagarajah's (2011) findings which demonstrated that translanguaging occurs naturally in teaching process and most teachers use it without deliberate pedagogical approaches.

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

Similarly, according to Escobar and Dillard-Paltrinieri (2015), although the majority of the participants preferred English only classroom, they still used translanguaging and viewed it as a natural practice. Moreover, these results are concurrent with the previous studies of Kazakhstani authors such as Tastanbek (2019), Amaniyaziva (2020), Klyshbekova (2020), and Kuandykov (2021). Their findings imply that teachers who share maximal position see no value in learners' L1, and that teachers would avoid incorporating other languages in case there was an opportunity to teach solely in target language. This type of belief about translanguaging was also revealed in the works of international authors, namely Doiz and Lasagabaster, (2017), Allard (2017), and Manan and Tul-Kubra (2020).

Another type of belief was the *preference of English only* which was held by one teacher, Marzhan, who aimed at providing greater exposure to the target language. This finding is consistent with the *virtual position* of Macaro (2001). There were several explanations of this belief revealed in this study. One of the main reasons was the importance of greater amount of input in target language since target language learning was related to child's L1 acquisition. According to Lasagabaster (2013), this kind of viewpoint in language teaching might be a consequence of the long-held monolingual belief that incorporating the learners' L1 may hinder target language learning, and increasing exposure to it could be helpful to its development. However, Dörnyei (2009, as cited in Amaniyazova, 2020) argues that exposure to target language input alone does not appear to lead to its development. Similarly, Lasagabaster (2013) claims that teachers cannot rely solely on learners' automatic acquisition of the target language as it was mentioned by the participant of this study; it is necessary to consider the function and incorporation of the L1.

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

In the current study, the choice of English only approach to teaching target language was influenced by the *school's language policy* which constrained the use of translanguaging and required monolingual teaching. The same findings were discovered from the studies of Allard (2017) and Manan and Tul-Kubra (2020), where schools' monolingual policies limited the practice of translanguaging in the classroom. However, Allard's (2017) classroom observations revealed that instructors continued to use translanguage for different purposes, despite the fact that they regarded it a last resort. On the other hand, Manan and Tul-Kubra's (2020) study participants have responded to their school language policies in varied ways: some teachers used their agentive responsibilities to oppose the monolingual policy of their schools, while others reported following the school requirements. The former instructors use their agency to develop a multilingual environment in which learners from various linguistic backgrounds are included and encouraged via an inclusive method of teaching and learning (Manan & Tul-Kubra, 2020). These findings also support earlier studies of Kumaravadivelu (2006, as cited in Manan & Tul-Kubra, 2020) showing teachers are not necessarily passive recipients of top-down policy. Instead, they have the power to reflect and transform even under difficult circumstances. In contrast, the latter teachers complied the language rules of their schools which stated to follow monolingual principles and to penalise both students and teachers who violated the established rules (Manan & Tul-Kubra, 2020).

### **RQ2: What Purposes do EFL Teachers Have for Using Translanguaging?**

#### ***Finding 2.***

Despite the school's language policy and some respondents' preference of teaching exclusively through English, all of them employ translanguaging to some extent for a variety of purposes. Similarly, previous research has also demonstrated that translanguaging continues to

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

be a widespread practice, even though school administrations and educational authorities encourage teachers to employ a monolingual teaching (Doiz & Lasagabaster, 2017).

According to the findings of this study, one of the common translanguaging purposes was to use it when *dealing with complex content and text* (Garcia et al., 2017), believing that it improved students' comprehension. This finding supports Garcia and Wei's (2014) claim that translanguaging is purposefully employed as a scaffolding strategy by teachers to guarantee that learners can interact with challenging content, comprehend complex texts, and develop new language patterns. Moreover, three of four study participants stated that it's advantageous to employ translanguaging for this purpose since it considerably enhances learners' understanding of the target language. Likewise, previous studies also show that learners better understand the complex content and text when their L1 is integrated in their lessons (Amaniyazova, 2020; Kaipnazarova, 2020; Manan & Tul-Kubra, 2020). Kern (1994, as cited in Macaro, 2001) stated that employing learners' L1 with complex texts can be advantageous in terms of minimizing memory problems, converting material into more comprehensible form, and avoiding misunderstanding.

### ***Finding 3.***

According to the study, another translanguaging purpose was to provide opportunities for students to develop linguistic practices for academic contexts by comparing and relating features of learners' native and second languages. Teachers view this practice useful and explain the complex grammar and vocabulary features by providing examples in Kazakh and Russian languages. According to Macaro (2001), teachers resort to learners' L1 while teaching grammar of target language by offering brief explanation and options in L1. Similar translanguaging practices were found in previous studies where teachers utilized translanguaging to clarify

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

complex grammatical structures, as well as to translate and define unfamiliar vocabulary (Abdrakhmanova, 2017, Amaniyazova, 2020; Kaipnazarova, 2020; Klyshbekova, 2020; Nambisan, 2014; Wang, 2019;). This also appears to support a research in which students acknowledged that using L1 assists them in acquiring explicit understanding of grammar and vocabulary (Rolin-Ianziti & Varshney, 2008, as cited in Escobar & Dillard- Paltrinieri, 2015; Lasagabaster, 2013). This all aligns with Cenoz et al.(2017) who state that using translanguaging ensures not only students' comprehension of content but also provides a resource, notably when there are similarities in vocabulary, grammar structure, and other features in learners' L1, it can enhance target language learning. Nambisan (2014) also agrees that it is beneficial for students to be able to rely on their existing linguistic resources, and the vocabulary and grammatical patterns of their L1 can serve as useful basic elements for learning these elements in the target language.

### ***Finding 4.***

The participants' beliefs are varied regarding *making spaces for learners' translanguaging*. Half of them let their students use their L1 during group assignment discussions, but request use of only English when they present the answer to the task. Similarly, studies of Cook (2001), Lin and He (2017), Tastanbek (2019), Alzhanova (2020), and Amaniyazova (2020) discovered that students frequently use their L1 during group discussions since it provides opportunities for learners to support each other, as well as increases their participation. Furthermore, Makalela's (2015) study found that the group of students who were allowed to utilize L1 performed better in terms of vocabulary and had a positive view towards translanguaging. Thus, as a result of creating a multilingual space in the classroom, the learners' can mix languages, demonstrate their creativity, and increase their comprehension (Makalela, 2015).

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

On the other hand, the other half of the teachers believe that they must push students to communicate exclusively in English throughout all group discussions. For instance, the current study revealed an unusual practice of Aisulu whose students paid money in case of using any word or sentence in other languages. The resembling practices were seen in Pakistani context where it is a common practice to charge both educators and learners who don't follow English only regulations, and students were required to keep silence unless they communicate in English (Manan & Tul-Kubra, 2020). Overall, limiting translanguaging space and adhering to monolingual classroom practices might hinder multilingual students' creative space, which is a critical requirement for their cognitive development (Makalela, 2015).

### ***Finding 5.***

Interestingly, while the study participants generally favor a monolingual approach in the classroom and oppose the idea of translanguaging, they occasionally use it to ensure learners' active engagement in classroom activities. More, precisely, they allow students with a lower level to actively engage and express themselves in their own language so that they don't feel excluded. Thus, by enabling students to participate fully in classroom activities on a consistent basis, translanguaging *promotes socio-emotional development* (Garcia et al., 2017). In other words, teachers allowed their learners' translanguaging in order to protect them from emotional stress while engaged in whole class activities and to support their well-being. This can be seen from Dinara's classroom observation, where she supported and allowed her students with lower level of English to express their thoughts in their native languages. One of the previous local studies found that students feel supported when their teachers consider their language level and allow them to incorporate their L1, and it promotes their success and emotional well-being (Abdrakhmanova, 2017). Moreover, the participants of other studies state that when students

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

with lower level use their L1 and actively participate, it would facilitate their target language learning, they would gain self-confidence and finally be able to communicate fluently in English (Doiz & Lasagabaster, 2017; Mcmillan & Rivers, 2011). Despite the fact that the teachers of the current study allow the learners' translanguaging for this purpose, Dinara and Aidana disapprove their use of it in assessment tasks since their final goal is to reduce or exclude the usage of other languages in the classroom. Doiz and Lasagabaster (2017) also revealed that translanguaging is not generally recognized in classroom discussions and assessment assignments, and teachers state that students should make an attempt to complete assessment-related assignments in English.

### ***Finding 6.***

According to Macaro (2001), teachers with maximal position tend to feel sense of guilt since they view translanguaging as a last option and switch between learners' L1 and target language. However, all of the study participants including the teacher with virtual position experienced a *feeling of guilt and regret* for inevitable and unintentional use of students' L1 in the classroom. This type of belief is also seen in the studies of Doiz and Lasagabaster (2017), Abdrakhmanova (2017), Tastanbek (2019), Amaniyaova (2020), Klyshbekova (2020), where the instructors felt guilty about translanguaging and lacked the understanding to properly employ it in their teaching. Due to the teachers' little awareness of the strategic use of translanguaging, teachers may employ students' language repertoire with reluctance, resulting in less effective language teaching (Escobar & Dillard- Paltrinieri, 2015). Despite the established monolingual teaching in the classrooms, teachers can be relieved of monoglossic responsibilities as a result of employing translanguaging in the classroom, and they will be enabled to use it without the sense of guilt (Makalela, 2015).

**Conclusion**

The discussion chapter provided further elaboration on the findings relating EFL teachers' beliefs on translanguaging and their purposes of using it in the classroom. The findings of this study were consistent with the findings of the previous literature on this topic. To begin with, the study revealed that three participants had the maximal position and resorted to learners' L1 occasionally, while one participant showed a virtual position towards translanguaging and preferred English as the only language of instruction. One of the reasons that influenced this teacher's belief of monolingual instruction was the school's language policy. Although teachers held different positions, they all used translanguaging for specific purposes. Firstly, teachers used translanguaging in order to ensure the learners' comprehension of the complex content and text. Secondly, they explained grammar structures and vocabulary by connecting and comparing learners' L1 and English language. Thirdly, multilingual spaces were created for learners' translanguaging by all teachers to varying degrees in order to increase their participation in the classroom discussions. Lastly, teachers allowed the use of L1 of the less competent learners in order to promote socio-emotional development of the learners, to support their well-being, and prevent any kind of discrimination. Nevertheless, all participants experienced guilt and regret for their translanguaging practices even though they acknowledge the benefits of it. Overall, according to literature, these translanguaging beliefs and purposes are common both in international and local contexts. The next chapter will explore the implications of the findings for policy, practice, and theory.

## **Chapter 6: Conclusion**

The purpose of the current study was to investigate the stance of EFL teachers towards translanguaging and their purposes of using it in the classroom. In order to reach the goal, qualitative semi-structured interviews and classroom observations were conducted. There were two main research questions that guided this study:

1. What are the teachers' beliefs about using translanguaging in the classroom?
2. What purposes do EFL teachers have for using translanguaging?

The present chapter will summarize the main conclusions of the study drawn from the findings, provide limitations and implications, and offer recommendations for some stakeholders.

### **Main Conclusions of the Study**

The current study found that Macaro's (2001) two of three positions towards translanguaging were present among participants. The participant who shared a virtual position supported the English only approach and believed that, ideally, translanguaging should not be employed in classroom teaching. Moreover, the teacher participant aspires to establish a monolingual classroom environment since she considers that a greater amount of exposure to the target language leads to better learning. Hence, the teacher also monitored the use of students' languages and demanded only English in the classroom. Moreover, the school's language policy also impacted the teacher's assumption of using the target language only in the classroom.

Although all participants admitted the school's English only policy, the predominant part of them held a maximal position and resorted to translanguaging in some instances. The participants with maximal position had conflicting beliefs about translanguaging. On the one hand, they favoured

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

the target language only teaching and tried to use it to the maximum. On the other hand, they relied on translanguaging as a scaffolding approach that helps to enhance learners' comprehension.

Moreover, the observational data showed that some teachers' interview responses did not match their real classroom practices. Despite the fact that the participants had different positions on using translanguaging, all of them, including the teacher with virtual position, still used it for four specific purposes found by Garcia et al. (2017). Firstly, the teachers with maximal position used translanguaging to enhance learners' comprehension of complex content and text and believed that students better understand when they incorporate learners' other languages while discussing the complex content and text. In contrast, the participant who held virtual position didn't use learners' L1 with complex content and texts, instead relied more on peer-assisted. Secondly, all study participants employed translanguaging mainly for the purpose to explain complex grammar structures and academic vocabulary by comparing with learners' other languages. Thirdly, regarding the students' translanguaging, half of the teachers stated that they facilitate spaces for them to use their whole repertoire during group discussions. Lastly, almost all of the participants supported the use of other languages when students had difficulties expressing themselves properly in only English. This way, teachers believed that the engagement of all students without any exclusion would be increased in the teaching process. Besides, participants with maximal position agreed that translanguaging might be helpful in some cases.

Overall, the participants of this study had mixed feelings about translanguaging: some considered other languages to be excluded totally, while others disliked the notion of using other languages in the classroom and still had to resort to it in certain cases. Nevertheless, they all felt guilty and regretted their translanguaging practices rather than acknowledging its advantages. It

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

might be linked to ineffective educational policies, lack of multilingual education courses in the curriculum, and teachers' lack of awareness and long-held monolingual assumptions.

### **Limitations**

The main limitations of this study are related to the small sample size and the accuracy of the findings. Firstly, since the study was conducted with only four EFL teachers, it would be hard to generalize the findings to other local and international contexts. Besides, all of the participants were from one school, and therefore their answers may not be consistent with the teachers of other schools. It implies that future research with a larger number of participants should be done to more broadly identify the beliefs of EFL teachers about translanguaging in the context of Kazakhstan. Hopefully, this study might guide future research on this topic. Besides, the findings of this study may aid future research to consider other directions of translanguaging pedagogy. For instance, the reason behind the beliefs of assessment of teachers is not clear in this study. Thus, the cause of monolingual assessment could be another direction for future research.

Secondly, the study was carried out with two research tools to investigate teachers' beliefs, and some of the semi-structured interview findings were consistent with the findings of the offline classroom observations which are used for triangulation. However, the participants' responses may be inaccurate since, during the study, the broad concept of translanguaging was narrowed and paraphrased to the use of L1 and L2, and it may have an impact on the findings' quality. Therefore, further research could be conducted with more thorough interviews and a greater emphasis on the topic of translanguaging and assessment. Besides, the duration and number of classroom observations could be increased.

**Recommendations**

There are several recommendations that could be proposed to stakeholders, namely policymakers, the BIL school administration, and teachers.

Policymakers should apply a bottom-up understanding while developing curriculum, implementing any educational policy or regulations, and consider the local multilingual context when preparing teacher training and professional programs for in-service teachers. These professional programs and training may raise teachers' awareness and understanding of translanguaging and its benefits. Moreover, policymakers can review the educational curriculum and develop it by adding courses that include peculiarities and features of multilingual education.

It is essential that school administration changes their language policy, and pays increased attention to the multilingual repertoires of their students, as well as removes any limitations that hinder teachers from incorporating and using a variety of languages in their lessons. To reach this purpose, schools should also encourage their teachers to participate in professional training programs that will introduce new trends such as translanguaging in multilingual education and raise their awareness. Notably, these training programs should emphasize the potential function and benefits of translanguaging in the classroom in order to free educators of any potential bias and the prevalent monolingual viewpoint.

Finally, after participating in this study, teachers could raise their awareness of translanguaging practice and could reflect on their teaching practices since the study demonstrated that the vast majority of educators held conflicting views regarding translanguaging. Thus, teaching teachers translanguaging practices might shift their beliefs. Most importantly, when teachers acknowledge the advantages of translanguaging and recognize it as a natural process, it would free them from feelings of guilt and regret. Furthermore, they should

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

regularly improve and update their professional competence and skills, which in turn suggests that they must incorporate lifelong learning into their professional paths.

### References

- Abdrakhmanova, M. (2017). *Teachers' and students' perceptions on the role of the first language in foreign language and science classes at Bilim Innovation Lyceum* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository.  
<http://nur.nu.edu.kz/handle/123456789/2564>.
- Allard, E. C. (2017). Re-examining teacher translanguaging: An ecological perspective. *Bilingual Research Journal*, 40(2), 116–130.  
<https://doi.org/10.1080/15235882.2017.1306597>
- Alzhanova, S. (2020). *EMI content teachers' perspectives on translanguaging in secondary education* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository.  
<https://nur.nu.edu.kz/handle/123456789/4913>
- Amaniyazova, A. (2020). *Kazakhstani teachers' beliefs on translanguaging: Evidence from a trilingual context* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. <http://nur.nu.edu.kz/handle/123456789/4853>
- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3th ed.). Sydney: Multilingual Matters.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters
- Bloomberg, L. D., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end*. Los Angeles: SAGE Publications, Inc.  
<http://dx.doi.org/10.4135/9781452226613.n4>.

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(1), 1–28.  
<https://doi.org/10.1515/9783110239331.1>.
- Cenoz J., & Gorter, D. (2017). Translanguaging as a pedagogical tool in multilingual education. In: J. Cenoz, D. Gorter, & S. May (Eds.), *Language awareness and multilingualism* [S. May, Series Ed., *Encyclopedia of Language and Education*, 3rd ed.] (pp. 309–321). Springer.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), pp. 402-423. <https://doi.org/10.3138/cmlr.57.3.402>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.).  
Routledge/Taylor & Francis Group
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *The Canadian Journal of Applied Linguistics*, 10(2), pp. 221-240
- Creswell, J. (2014). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research: International edition* (4th ed.). Electronic Package.
- Denzin, N. K & Lincoln, Y. S. (2005). Introduction. The discipline and practice of qualitative research. *Handbook of qualitative research* (3rd edition) (pp. 1-32). Sage.
- Doiz, A., & Lasagabaster, D. (2017). Teachers' beliefs about translanguaging practices. In C. Mazak, & Carroll, K. (Eds.), *Translanguaging in higher education: Beyond monolingual ideologies* (pp. 157-176). Bristol, UK: Multilingual Matters.
- Escobar, C., F., & Dillard-Paltrinieri, E. (2015). Professors' and students' conflicting beliefs about translanguaging in the EFL classroom: Dismantling the monolingual bias. *Revista de Lenguas Modernas*, 23, pp. 301-328

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

- Galante, A. (2020). Pedagogical translanguaging in a multilingual English program in Canada: Student and teacher perspectives of challenges. *System*, 92.  
<https://doi.org/10.1016/j.system.2020.102274>
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García O. (2015) Critical Multilingual Language Awareness and Teacher Education. In J. Cenoz, D. Gorter, S. May (Eds.), *Language Awareness and Multilingualism. Encyclopedia of Language and Education* (3rd ed. pp. 1-16). Springer.  
[https://doi.org/10.1007/978-3-319-02325-0\\_30-1](https://doi.org/10.1007/978-3-319-02325-0_30-1)
- García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95(3), 385-400.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- García, O., & Kleyn, T. (2016). Translanguaging theory in education. In O. García & T. Kleyn (Eds.), *Translanguaging with multilingual students. Learning from classroom moments*. (pp. 23-47). Routledge.
- García, O., Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon
- Goodman, B., & Tastanbek, S. (2021). Making the shift from a codeswitching to a translanguaging lens in English language teacher education. *TESOL Quarterly*, 55(1), 29-53.  
<https://doi.org/10.1002/tesq.571>
- Hornberger, N. H., & Link, H. (2012). Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice*, 51(4), 239–247. <https://doi.org/10.1080/00405841.2012.726051>.

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

- Kaipnazarova, B. (2020). *Beliefs of English language teachers about multilingual pedagogy and their teaching practices: A case of a school for gifted students* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository.  
<http://nur.nu.edu.kz/handle/123456789/4891>
- Klyshbekova, M. (2020). The Trilingual Education Policy in Kazakhstan: Language Choices for Teaching-Learning Purposes in the Classroom [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. <https://nur.nu.edu.kz/handle/123456789/4857>
- Kuandykov, A. (2021). *EFL Teachers' Translanguaging Pedagogy and the Development of Beliefs about Translanguaging* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. <https://nur.nu.edu.kz/handle/123456789/5608>
- Lasagabaster, D. (2013). The use of the L1 in CLIL classes: The teachers' perspective. *Latin American Journal of Content and Language Integrated Learning*, 6(2), 1-21.  
<https://doi.org/10.5294/3148>
- Lasagabaster, D., & García, O. (2014). Translanguaging: towards a dynamic model of bilingualism at school/Translanguaging: Hacia un modelo dinámico de bilingüismo en la escuela. *Cultura y educación*, 26(3), 557-572.  
<https://doi.org/10.1080/11356405.2014.973671>
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655-667.  
<https://doi.org/10.1080/13803611.2012.718490>
- Lin, A. M., & He, P. (2017). Translanguaging as dynamic activity flows in CLIL classrooms. *Journal of Language, Identity & Education*, 16(4), 228-244.  
<https://doi.org/10.1080/15348458.2017.1328283>

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

- Macaro, E. (2001). Analysing student teachers' codeswitching in foreign language classrooms: Theories and decision making. *Modern Language Journal*, 85(4), 531-548.  
<https://doi.org/10.1111/0026-7902.00124>
- Macaro, E. (2014). Overview: Where should we be going with classroom codeswitching research? In R. Barnard & J. McLellan (Eds.), *Codeswitching in university English-medium classes: Asian perspectives* (pp. 10–23). Bristol: Multilingual Matter
- Makalela, L. (2015). Moving out of linguistic boxes: the effects of translanguaging strategies for multilingual classrooms. *Language and Education*, 29(3), 200-217.  
<https://doi.org/10.1080/09500782.2014.994524>
- Manan, S. A., & Tul-Kubra, K. (2020). Beyond 'two-solitudes' assumption and monolingual idealism: generating spaces for multilingual turn in Pakistan. *International Journal of Multilingualism*, 1-22. <https://doi.org/10.1080/14790718.2020.1742722>
- McMillan, B. A., & Rivers, D. J. (2011). The practice of policy: Teacher attitudes toward "English only". *System*, 39(2), pp. 251-263. <https://doi.org/10.1016/j.system.2011.04.011>
- Mehisto, P., Kambatyrova, A., & Nurseitova, K. (2014). Three in one? Trilingualism in education and practice. In Bridges, D. *Education reform and internationalisation: The case of school reform in Kazakhstan* (pp. 152-176). Cambridge University Press.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Nambisan, K. (2014). *Teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa* [Doctoral dissertation, Iowa State University].  
<https://www.proquest.com/dissertations-theses/teachers-attitudes-towards-uses-translanguaging/docview/1659819713/se-2?accountid=134066>

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281–307. <https://doi.org/10.1515/applirev-2015-0014>.
- Otheguy, R., García, O., & Reid, W. (2018). A translanguaging view of the linguistic system of bilinguals. *Applied Linguistics Review*, 0(0). <https://doi.org/10.1515/applirev-2018-0020>.
- Otheguy, R., García, O., & Reid, W. (2019). A translanguaging view of the linguistic system of bilinguals. *Applied Linguistics Review*, 10(4), 625–651. <https://doi.org/10.1515/applirev-2018-0020>
- Silverman, D. (2013). *Doing qualitative research: A practical handbook* (4th ed.). SAGE Publications Limited.
- Tastanbek, S. (2019). *Kazakhstani pre-service teacher educators' beliefs on translanguaging* [Master's thesis, Nazarbayev University]. Nazarbayev University Repository. <http://nur.nu.edu.kz/handle/123456789/4328>
- Vogel, S., & García, O. (2017). Translanguaging. In G. Noblit & L. Moll (Eds), *Oxford research encyclopedia of education*. (pp. 1-25). Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.181>
- Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, 22(2), 138-149. <https://doi.org/10.1080/13670050.2016.1231773>
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9-30. <https://doi.org/10.1093/applin/amx039>

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

- Wei, L. (2011). Moment Analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235. <https://doi.org/10.1016/j.pragma.2010.07.035>.
- Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678-694. <https://doi.org/10.17263/jlls.586811>

## Appendix A

### Interview Questions

1. What is your language background?
2. What do you believe is the role of languages other than English in the EFL classroom?  
Probe: Do you think English should be taught through only English?
3. Do you ever use languages other than English? For what purposes? How do you feel when you do that? Probe: Do you feel guilty/ashamed when you use languages other than English while teaching English?
4. Do you use students' L1, L2 in the classroom to explain the complex content or reading? Do you think it is helpful?
5. Do you give tasks where students are asked to incorporate their L1 and L2?
6. Do you allow your students to use other languages than English with each other to discuss group tasks?
7. What is your opinion about your students' use their L1 and L2 during class??
8. What are your thoughts of students mixing their first language(s) with English while learning English? If yes, in what cases/on what occasions do you think your students can mix their L1 and L2 while learning English?
9. Do you think students' use of their first languages supports their target language learning? If yes, how so?
10. Do your students use languages other than English to show their knowledge of other languages?
11. Do you use students' first languages to explain or to compare it with the academic vocabulary, academic texts and grammar structures in English?
12. Do you let the students with lower level of English to express their thoughts in their L1 and L2? If yes, do you think it helps them to better understand the topic?
13. What is the language policy in your school? Is there a required policy for teaching English?

**Интервью Сұрақтары**

1. Өзіңіздің тілдік қорыңызда неше, қандай тілдер бар екенін айтып бере аласыз ба?
2. Ағылшын тілі сабағында, ағылшын тілінен басқа тілдердің рөлі қандай деп ойлайсыз? Сіздің ойыңызша, ағылшынды тек ағылшын тілі арқылы үйрету керек пе?
3. Сіз сабақта ағылшын тілінен басқа тілдерді қолданасыз ба? Қандай мақсатта? Сіз мұны істегенде қандай сезімде боласыз? Қосымша: Ағылшын тілін үйрету кезінде ағылшын тілінен басқа тілдерді қолданғанда өзіңізді кінәлі/ұялуды сезінесіз бе?
4. Күрделі тақырыпты немесе мәтінді түсіндіру үшін оқушылардың ана тілін немесе басқа да тілдерді қолданасыз ба? Бұл пайдалы деп ойлайсыз ба?
5. Сіз оқушыларға өз ана тілдерін де қолдана алатын тапсырмалар бересіз бе?
6. Сіз оқушылардың топтық тапсырмаларды талқылау үшін бір -бірімен ағылшын тілінен басқа тілдерді пайдалануына рұқсат бересіз бе?
7. Оқушылардың ана тілдерін немесе басқа да тілдерді сабақ уақытында қолдануы туралы сіздің пікіріңіз қандай?
8. Оқушылар ағылшын тілін үйрену кезінде өздерінің ана тілдерін немесе басқа тілдерді ағылшын тіліне араластыруы туралы сіздің ойыңыз қандай? Егер иә десеніз, сіздің ойыңызша, сіздің студенттеріңіз ағылшын тілін үйрену кезінде ана тілдерін немесе басқа тілдерді қандай жағдайларда араластыра қолдана алады?
9. Сіздің ойыңызша оқушылардың ана тілдерін немесе басқа тілдерді қолдануы олардың шет тіл үйренуіне қолдау көрсетеді ме? Егер иә болса, қалай?
10. Сіздің ойыңызша, Ағылшын тілі сабағында оқушылар басқа тілдерді қолдану арқылы өз білімдерін көрсеткісі келеді ма?
11. Сіз ағылшын тіліндегі академиялық сөздерді, мәтіндерді және грамматикалық құрылымдарды түсіндіру немесе салыстыру үшін оқушылардың ана тілдерін қолданасыз ба?
12. Ағылшын тілі деңгейі төмен оқушылардың өз ойларын ана тілдерін немесе басқа тілдерді қолдану арқылы айтуына мүмкіндік/рұқсат бересіз бе? Егер иә болса, бұл оларға тақырыпты жақсы түсінуге көмектеседі деп ойлайсыз ба?
13. Сіздің мектебіңіздегі тіл саясаты қандай? Ағылшын тілін оқытуда талап етілетін саясат бар ма?

**Вопросы для интервью**

1. Сколько и какие языки вы знаете?
2. Каково Ваше отношение к роли других языков, помимо английского, в обучении Английского языка? Считаете ли вы, что английский следует учить только на английском?
3. Используете ли вы в классе другие языки, кроме английского? Для каких целей? Что вы чувствуете, когда это делаете? Чувствуете ли вы вину или стыд, когда при обучении английскому языку используете не только английский язык?
4. Используете ли вы родной язык учащихся или другие языки для объяснения сложной темы или текста? Как вы думаете, это полезно?
5. Вы даете студентам задания, в которых они могут использовать свой родной язык?
6. Разрешаете ли вы учащимся между собой использовать другие языки, помимо английского, для обсуждения групповых заданий?
7. Что вы думаете об использовании учащимися своего родного языка или других языков во время уроков?
8. Каково Ваше отношение к ученикам, которые смешивают свой родной или другие языки с английским при изучении английского языка? Если да, то в каких ситуациях, по вашему мнению, ваши ученики могут использовать свой родной язык или смесь других языков при изучении английского языка?
9. Считаете ли вы, что использование учащимися родного или других языков способствует их изучению иностранного языка? Если да, то как?
10. Считаете ли вы, что студенты хотят продемонстрировать свои знания на уроках английского языка, используя другие языки?
11. Используете ли вы родной язык учащихся для объяснения или сравнения академических слов, текстов и грамматических структур на английском языке?
12. Разрешаете ли вы учащимся с низким уровнем английского языка выражать свои мысли на своем родном или других языках? Если да, то как вы думаете, это поможет им лучше понять предмет?
13. Какова языковая политика вашей школы? Требуется ли определенная политика для преподавания английского языка?

## Appendix B

### Recruitment Advertisement

Dear teachers of Shymkent BIL school,

My name is Sumeie Yakshi and I am a 2nd year graduate student at Nazarbayev University.

I am conducting a research on EFL teachers' attitudes towards the use of students' first or second languages (Kazakh or Russian) in English classes and their purposes to use those languages in the classroom. If you are English language teacher working at BIL school in city Shymkent, have Kazakh ethnicity, and have proficiency of Kazakh and Russian languages, you are invited to take part in this study.

If you accept to participate in this study, you will be invited to take part in an interview at a location and time that is convenient for you. The interview is expected to take around 30 minutes. It will include questions relating to the study's goal. Moreover, after the interviews, I would like to do 2 classroom observations during your English classes. Your participation in this study is completely anonymous and voluntary.

This research will benefit greatly from your expertise and experiences.

If you are interested in and need any further information about this study, please contact me via

email: [sumeie.yakshi@nu.edu.kz](mailto:sumeie.yakshi@nu.edu.kz)

phone: +77761023727

Thank you for your consideration, and please do not hesitate to contact me if you have any questions regarding this study.

Best regards,

Sumeie Yakshi

MA in Multilingual Education

Graduate School of Education

Nazarbayev University

**Қатысушыларға арналған шақыру ақпараты**

Құрметті Шымкент қаласы ВІЛ мектебінің мұғалімдері!

Менің атым Сумейе Якши, мен Назарбаев Университетінде екінші курс магистратура студентімін.

Менің зерттеу жұмысым - ана тілі немесе басқа тілдердің шет тілі сабағында қолданылуы туралы ағылшын тілі мұғалімдерінің көзқарасын және бұл тілдерді қолданудағы мақсаттарын анықтауға негізделген. Егер сіз Шымкент қаласындағы ВІЛ мектебінде жұмыс істейтін ағылшын тілі мұғалімі болсаңыз, ұлтыңыз қазақ болса, Қазақ және Орыс тілдерін меңгеретін болсаңыз, мен сізді осы зерттеуге қатысуға шақырамын.

Егер сіз осы зерттеуге қатысуға келіссеңіз, сізге ыңғайлы жер және уақыты таңдай отырып, сізді сұхбатқа қатысуға шақырамын. Сұхбат шамамен 30 минутқа созылады деп күтілуде. Онда зерттеудің мақсатына байланысты сұрақтар болады. Сонымен қатар, сұхбаттан кейін мен сіздің ағылшын тілі сабағыңызда 2 сыныптық бақылау жасағым келеді. Сіздің бұл зерттеуге қатысуыңыз толығымен анонимді және ерікті.

Сіздің біліміңіз бен тәжірибеңіз осы зерттеуге үлкен септігін тигізеді.

Егер сіз осы зерттеуге қызығушылық танытсаңыз және қосымша ақпарат алғыңыз келсе, маған хабарласыңыз

email: [sumeie.yakshi@nu.edu.kz](mailto:sumeie.yakshi@nu.edu.kz)

телефон: +77761023727

Назарыңыз үшін рахмет.

Құрметпен,

Сумейе Якши

MA in Multilingual Education

Жоғары білім мектебі

Назарбаев университеті

**Информация-приглашение для участников**

Уважаемые учителя школы БИЛ в городе Шымкент!

Меня зовут Сумейе Якши, я учусь на втором курсе магистратуры в Назарбаев Университете.

Я провожу исследование на тему отношения учителей английского языка к использованию первого или других языков студентов и цели их использования на уроках Английского. Если вы учитель английского языка, работающий в школе БИЛ в городе Шымкент, по национальности казах/казашка и владеете казахским и русским языками, приглашаю вас принять участие в этом исследовании.

Если вы согласитесь участвовать в этом исследовании, вас пригласят принять участие в интервью в удобном для вас месте и в удобное для вас время. Ожидается, что интервью продлится около 30 минут. Он будет включать вопросы, относящиеся к цели исследования. Кроме того, после собеседований я хотела бы сделать 2 классных наблюдения во время ваших уроков Английского языка. Ваше участие в этом исследовании полностью анонимно и добровольно.

Ваши знания и опыт внесут большой вклад в это исследование.

Если вас интересует это исследование и вам нужна дополнительная информация, свяжитесь со мной через

email: [sumeie.yakshi@nu.edu.kz](mailto:sumeie.yakshi@nu.edu.kz)

телефон: +77761023727

Благодарю вас за внимание.

С уважением,

Сумейе Якши

MA in Multilingual Education

Вышая Школа Образования

Nazarbayev University

Назарбаев Университет

## Appendix C

## Data Coding Sample

Teacher Dinara

## 1. Өзіңіздің тілдік қорыңызда неше және қандай тілдер бар екенін айтып бере аласыз ба?

- Ана тілім қазақ тілі. Одан бөлек орыс тілі, ағылшын тілі, және түрік тілдерін білемін.

## 2. Ағылшын тілі сабағында, ағылшын тілінен басқа тілдердің рөлі қандай деп ойлайсыз?

- Мен өзім негізі көп жағдайда орыс тілімен байланыстырамын. Себебі, екеуінің грамматикасы ұқсас. Мен қазақ тілімен оны ешқалай ұқсастыра алмаймын. Мысалы, ааа, суффикс префикс деген нәрселер приставка оның бәрі орыс тілінде бар және ағылшын тілінде де оған ұқсас нәрселер болғандықтан, мен түсіндіретін кезде қолданамын. Кейде енді оқушылар түсінбей жатқан жағдайда, definition-мен түсіндіргенде де түсінбесе, онда қолдануға мәжбүр боламын. Кей кездерде, көбіне орыс тіліне жүгінемін, өйткені бұл екі тілдің арасында өте көп ортақ ұқсастықтары бар. Деңгейі төмен болған оқушылармен қолданамын.

- Sometimes I have to use it when students don't understand it, even if they don't understand it's definition. And there are times I often resort to the Russian language, since these 2 languages have a lot in common, and I explain by using it to the students with a lower level of English.

*Сіздің ойыңызша, ағылшын тілін тек ағылшын тілі арқылы үйрету керек пе?*

- Ааа, Ағалшын тілі тек ағылшын тілінде үйрету, тек қана солай болатын болса ол тіл дамымайды. Себебі, мысалы, атмосфераның өзі солай болу керек. Мысалы, бізде БИЛ-да сондай. Мысалы, басқа да сабақтар тек ағылшын тілінде болғандықтан, қатты қиналады деп айта алмаймын ағылшын тілінде. Бірақ, басқа мектептермен салыстыратын болсақ, әрине ол жақта үйрену қиындау. Сондықтан, басқа мектептегі оқушалар қосымша курстарға барады. Себебі, жеткіліксіз да тек қана ағылшын тілінде үйрену.

## 3. Сіз сабақта ағылшын тілінен басқа тілдерді қолданасыз ба?

- Ия, қолданамын. Айтқандай ақ, көбіне Орыс тіліне жүгініп, байланыстырып түсіндіретін кездер болады.

- Yes, I use. As I mentioned, there are times I often resort to Russian language, and explain by using it.

hp  
Maximal Position

hp  
Maximal Position

*Қандай мақсатта?*

- Сол, грамматиканы түсіндіретін кезде, дәл осындай альтернативасы Орыс тілінде бар десең, қыздардың түсінуі жеңілрек болады. Еске де сақтау оңайырақ болады, және кейде бар ғой термин сөздер, ағылшын тілінде де орыс тілінде де ұқсайды. Сондай терминдерді де жаттау кезінде оңай болу үшін. Бірақ кейбір кезде Қазақ тілінде сұрап жатса, Қазақша айтамын.

*Сіз мұны істегенде қандай сезімде боласыз?*

- Түсіндіріп болғаннан кейін, артынша әй бекер қолдандым ау деп ойлаймын. Себебі, может, бірден Ағылшынша түсіндіріп үйретсем, қыздар уже үйреніп кетер ма еді деп ойлаймын. Бірақ, ол жерде мен автоматически жауап беріп кетемін. Негізінде, кейіннен ойланатын болсақ, может сол кезде ағылшынша да басқа бір жолдарын қарастыруға болар ма еді деп ойлаймын.

*Қосымша: Ағылшын тілін үйрету кезінде ағылшын тілінен басқа тілдерді қолданғанда өзіңізді кінәлі/ұялуды сезінесіз бе?*

- Ия, ұялу сезімі мен қатар скорее всего, өкініш сезімі де жиі болады. Негізі, адамды неге үйретсең соған үйреніп кетеді. Мысалы, қыздар 7ші класста бірден келеді, полный барлық сабақ ағылшынша болғандықтан, олар амал жоқтан үйренеді. Сол сияқты мен де басынан бастап ағылшын тілінен басқа тіл қолданбаңыздар десем, үйренер ма еді. Қателік менде де бар.
- Yes, along with a feeling of guilt, I often have regrets. Basically, a person gets used to what you teach. For example, when students come to this school, they all know that the lessons are in English. So if I had told them not to use any other language than English from the very beginning, they would have learned faster. I think this is also my fault.

**4. Күрделі тақырыпты немесе мәтінді түсіндіру үшін оқушылардың ана тілін немесе басқа да тілдерді қолданасыз ба?**

- Ия, қолданамын. Себебі, ағылшын тілінен бөлек кругозор бар ғой. Мысалға, кругозорлары кішкеше шектеулі болатын болса, онда қазақ тілінде түсіндіру керек болады. Мысалы, жақын арада жабайы жануарлар туралы өткен кезде түйе туралы өттік. Reading task болды. Ол жерде ағылшын тілінде түйенің ерекшеліктерін түсініп тұрған жоқ. Тіпті қазақшаның өзінде де оны білмейді. Яғни, білмейтін ақпарат болғандықтан оны амал жоқ Қазақша түсіндіруге тура келеді.

hp  
Translanguaging with regret

hp  
Translanguaging with guilt and regret

hp  
Purpose 1: Supporting students' comprehension and engagement with complex content and text

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

- For example, we recently talked about camels and wildlife in our classroom. It was a reading task. And students did not understand the features of the camel in English. Even in Kazakh, they don't know it. That is why I had to explain it in Kazakh first. And, I think it is useful.

### *Бұл пайдалы деп ойлайсыз ба?*

- Ия, пайдалы деп ойлаймын. Себебі, тілден бөлек кругозор кеңейеді. Ал тек қана ағылшын тілінде айтатын болсаң, оны бәрібір түсінбей, кейбір қыздар сұрауға қысылады. Ал қазақ тілін қолдануға рұқсат бермесең, кейін мүлдем сұрақ қоймай қояды. Бұл нәрсе олардың түсінігі мен сабаққа қатысуна кері әсерін беруі мүмкін.
- And, I think it is useful. This is because apart from the language, their understanding expands. And if you speak only in English, some girls still do not understand it and feel shy to ask questions. And if you do not allow the use of the Kazakh language, then they will not ask questions at all. And it negatively affects their comprehension and engagement."

### 5. Сіз оқушыларға өз ана тілдерін де қолдана алатын тапсырмалар бересіз бе?

- Жоқ, ондай тапсырмалар бермеймін.

### 6. Сіз оқушылардың топтық тапсырмаларды талқылау үшін бір-бірімен ағылшын тілінен басқа тілдерді пайдалануына рұқсат бересіз бе?

- Басқа тілдерде тапсырма бермеймін. Бірақ, көбіне өзара тарсырмаларды талқылайтын кезде Қазақ және Орыс тілдерін қолдануына рұқсат береміню Ия, оған рұқсат беремін.
- I don't give tasks in other languages. But I usually do not say no when they discuss the task or talk with each other in Kazakh or Russian. Yes, I allow them to use other languages.

### 7. Оқушылардың ана тілдерін немесе басқа да тілдерді сабақ уақытында қолдануы туралы сіздің пікіріңіз қандай?

- Негізі мен толықтай қарсымын. Бірақ болмайды дейін десем, өзімнің де кейде қазақша жауап беруіме тура келеді. Өзім істеген нәрсені оларға істеме деп айта алмаймын. Бірақ, енді барынша тырысамын, ағылшын тілінде сұраңыз немесе ағылшын тілінде жауап беріңіз деп. Кейде олар біліп тұрса да оны

hp  
Purpose 1: Supporting students' comprehension and engagement with complex content and text

hp  
Purpose 3: Making space for students' bilingualism

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

11. Сіз ағылшын тіліндегі академиялық сөздерді, мәтіндерді және грамматикалық құрылымдарды түсіндіру немесе салыстыру үшін оқушылардың ана тілдерін қолданасыз ба?

- Грамматиканы түсіндіретін кезде орыс тілін салыстыра отырып түсіндіру оқушылар үшін пайдалы әрі жеңілрек болады. Осылайша есте сақтауы да жеңілрек, кейде Ағылшын және Орыс тілі арасында ұқсас терминдер де

hp  
Purpose 2: Providing opportunities to develop linguistic practices for academic contexts

болады. Себебі, екі тілде ұқсастықтар өте жиі кездеседі. Осылай салыстыра отырып түсіндіргенге жеңілрек есте сақталынады сөздер. Бірақ кейде Қазақша сұраса, Қазақша түсіндіремін.

- While explaining grammar, it will be helpful and easier for students to understand when you provide an alternative in Russian. It's easier to remember, and sometimes there are terms that are similar in both English and Russian. By this, it can be easier to memorize such terms. But sometimes, when they ask it in Kazakh, I use Kazakh to explain.

12. Ағылшын тілі деңгейі төмен оқушылардың өз ойларын ана тілдерін немесе басқа тілдерді қолдану арқылы айтуына мүмкіндік/рұқсат бересіз бе?

- Ия, сәл, кейде, мотивация ретінде рұқсат беремін. Кешіріммен қараймын.
- Yes, a little, sometimes, I allow them to use their native language as a motivation, and I accept it.

hp  
Purpose 4: Supporting students' socio-emotional development

*Егер иә болса, бұл оларға тақырыпты жақсы түсінуге көмектеседі деп ойлайсыз ба?*

- Ия, толығымен келісемін. Өйткені шынымен де деңгейі төмен оқушылар болады, олар қиналғандықтан, олар үшін пайдалы болады деп ойлаймын.
- Yes, I totally agree. Because, I think that it is useful since learners with a lower level of English really struggle.

hp  
Purpose 4: Supporting students' socio-emotional development

13. Сіздің мектебіңіздегі тіл саясаты қандай? Ағылшын тілін оқытуда талап етілетін саясат бар ма?

- Ия, алдында айтқандай, біздің БИЛ мектептерінде тек ағылшын тілінде білім беру саясаты бар. Сабақтардың көбісі ағылшын тілінде өту керек деген талап бар.

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

Transcription Sample

**Researcher:** Firstly, I would like to know about your language background?

**Dinara:** My mother tongue is Kazakh language. Apart from that, I know Russian, English and Turkish languages.

**Researcher:** Good. So, what do you believe is the role of languages other than English in the EFL classroom?

**Dinara:** I mostly associate it with the Russian language. Because the grammar of the two is similar. I can't compare it with the Kazakh language. For example, suffix and prefix, there are a lot similar things in English and Russian, so I use it when explaining. Sometimes I have to use it when students don't understand it, even if they don't understand it's definition. And there are times I often resort to the Russian language, since these 2 languages have a lot in common, and I explain by using it to the students with a lower level of English.

**Researcher:** Interesting, So do you think English should be taught through only English?

**Dinara:** Aaa, teaching English only in English, if it is so, it will not improve their learning. Because, for example, the atmosphere itself should be like that. For example, we have BIL. For example, I can't say that other lessons are in English, so it's very difficult. But compared to other schools, of course, it is difficult to study there. Therefore, students from other schools take additional courses. Because it is not enough to learn only in English.

**Researcher:** Ok. And, do you ever use languages other than English?

**Dinara:** - Yes, I use. As I mentioned, there are times I often resort to Russian language, and explain by using it.

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

**Researcher:** And how do you feel when you do that?

**Dinara:** After explaining, I start to regret that I shouldn't have used it. Because maybe, if I explain it in English at the beginning, I wonder if the girls would get used to it. But, in those situations I automatically answer in other languages. Basically, if when I think about it later, I wonder if it would be possible to consider other ways to teach only in English.

**Researcher:** Do you feel guilty/ashamed when you use languages other than English while teaching English?

**Dinara:** Yes, along with a feeling of guilt, I often have regrets. Basically, a person gets used to what you teach. For example, when students come to this school, they all know that the lessons are in English. So if I had told them not to use any other language than English from the very beginning, they would have learned faster. I think this is also my fault.

**Researcher:** Do you use students' L1, L2 in the classroom to explain the complex content or reading? Do you think it is helpful?

**Dinara:** Yes, I use. Because apart from English language, they have an understanding and overview. For example, if their understanding in English is a little limited, then it is necessary to explain in Kazakh. For example, we recently talked about camels and wildlife in our classroom. It was a reading task. And students did not understand the features of the camel in English. Even in Kazakh, they don't know it. That is why I had to explain it in Kazakh first. And, I think it is useful.

**Researcher:** Do you give tasks where students are asked to incorporate their L1 and L2?

**Dinara:** No, I don't give them such tasks

# TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

## Appendix D

Consent Form in English, Kazakh and Russian

### INFORMED CONSENT FORM

#### **Translanguaging in EFL Classrooms: Teachers' Beliefs and Purposes in Kazakhstan**

**DESCRIPTION:** You are invited to participate in a research study on English language teachers' beliefs about using first language or other languages in English as a foreign language (EFL) classes. You will be asked to participate in the interview and answer the questions. You will have the option of selecting the most suitable time and location for the interviews, and you can also choose the appropriate language for the interview, which may be Kazakh, Russian, or English. The interviews will be audio/voice-recorded and will last about 30-35 minutes, and the answers will be analysed on a personal computer. After then, the captured voice recordings will be entirely erased, and no one will be able to access them. Furthermore, 2 classroom observations will be done after the interviews within another week. Participation in this study is totally voluntary, and there will be no negative consequences if you choose not to participate or withdraw from this research.

**TIME INVOLVEMENT:** Your participation in the interview will take approximately 30 minutes. The classroom observations will be 2 times 40 minutes each.

**RISKS AND BENEFITS:** The risks associated with this study are quite minimal. Your employer or co-workers will not see the replies you provide. To maintain confidentiality and anonymity, all of the names will be changed to pseudonyms. The interviews will be done in a secure location to respect and appreciate your psychological and physical condition, and sensitive questions will be avoided. All voice-recordings and notes will be stored on a researcher's computer, which will be password protected. During the observations, the researcher will take notes and not participate in any classroom activities. The benefits which may reasonably be expected to result from this study are your contribution to the field of foreign language learning research by examining your thoughts regarding the use of translanguaging in English lessons in Kazakhstani schools. Your decision whether or not to participate in this study will not affect your employment.

**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, Associate Professor Bridget A. Goodman, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(702) 181-02-64

TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES  
IN KAZAKHSTAN

***Independent Contact:*** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at [zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz). Please sign this consent form if you agree to participate in this study.

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**  
**Ағылшын Тілі Сабақтарындағы Транслингвальдық: Қазақстандағы Мұғалімдердің**  
**Көзқарасы мен Мақсаттары**

**СИПАТТАМА:** Сізді ана тілі немесе басқа тілдердің шет тілі (EFL) сабағында қолданылуы туралы ағылшын тілі мұғалімдерінің көзқарасы мен сенімін анықтауға негізделген зерттеуге қатысуға шақырамыз. Сізден сұхбатқа қатысу және сұрақтарға жауап беру сұралады. Сіз сұхбатқа қатысуға қолайлы уақыт пен орнын таңдау мүмкіндігіне ие боласыз, сонымен қатар сұхбатқа сәйкес тілді таңдай аласыз, ол қазақ, орыс немесе ағылшын тілдерінде болуы мүмкін. Сұхбат дыбыстық құрылғыға жазылады және шамамен 30 минутқа созылады, ал жауаптар дербес компьютерде талданады. Осыдан кейін жазылған дауыстық жазбалар толығымен жойылады және оларға ешкім кіре алмайды. Сонымен қатар, сұхбаттан кейінгі келесі апта ішінде сабақ кезінде 2 сынып бақылаулары жүргізіледі. Бұл зерттеуге қатысу ерікті болып табылады және егер сіз осы зерттеуге қатыспауды немесе одан бас тартуды таңдасаңыз, ешқандай жағымсыз салдар болмайды.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің сұхбатқа қатысуыңыз шамамен 30 минутты алады. Сынып бақылауларының әрқайсысы 2 рет 40 минуттан болады.

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН**

**АРТЫҚШЫЛЫҚТАРЫ:** Зерттеу жұмысына қатысудың қауіптері шектеулі. Сіздің жұмыс берушіңіз немесе әріптестеріңіз сіз берген жауаптарды көрмейді. Құпиялылық пен анонимділікті сақтау үшін сіздің аты-жөніңіз лақап атпен ауыстырылады. Сұхбат сіздің психикалық және физикалық әл-ауқатыңызды құрметтеу және бағалау үшін қауіпсіз жерде жүргізіледі, және сіз сезімтал сұрақтардан аулақ боласыз. Барлық дауыстық жазбалар парольмен қорғалған зерттеушінің компьютерінде сақталады. Сабақ барысындағы бақылау кезінде зерттеуші жазбаларды жазып, сыныптағы іс-шараларға қатыспайды. Бұл зерттеуден күтілетін артықшылықтар – Қазақстанның мектептеріндегі ағылшын тіліндегі сабақтарда басқа тілдерді қолдану туралы өз ойларыңызды зерттей отырып, шет тілін зерттеу саласына зор үлес қосасыз. Сіздің осы зерттеуге қатысудағы шешіміңіз жұмысыңызға әсер етпейді. Сіздің зерттеуге қатысуға немесе қатысудан бас тарту туралы шешіміңіз сіздің жұмысыңызға ешқандай әсер етпейді.

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

**БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтар:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

құралдары арқылы зерттеушімен хабарласуыңызға болады: Ассистент Профессор Бريدжит Гудман, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(7172) 69-49-50

***Дербес байланыс ақпараттары:*** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбау немесе сұрақтар бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта [zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@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;
- Мен жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_ Күні: \_\_\_\_\_

**ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ****Транслингвизм в Классах Английского Языка: Отношения и Цели Учителей в Казахстане**

**ОПИСАНИЕ:** Приглашаем вас принять участие в исследовании отношения и убеждений учителей английского языка об использовании первого или других языков на уроках английского как иностранного (EFL). Вам будет предложено принять участие в интервью и ответить на вопросы. У вас будет возможность выбрать наиболее подходящее время и место для интервью, а также вы можете выбрать подходящий язык для собеседования, который может быть Казахским, Русским или Английским. Интервью будут записаны на аудио устройство и продлятся около 30 минут, а ответы будут проанализированы на персональном компьютере. После этого записанные голосовые записи будут полностью удалены, и никто не сможет получить к ним доступ. Кроме того, в течение следующей недели после интервью будут проведены 2 классных наблюдения во время уроков. Участие в этом исследовании является полностью добровольным, и не будет никаких негативных последствий, если вы решите не участвовать или отказаться от этого исследования.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие в собеседовании займет около 30 минут. Классные наблюдения будут проводиться 2 раза по 40 минут каждое.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с этим исследованием, весьма минимальны. Ваш работодатель или коллеги не увидят предоставленные вами ответы. Для сохранения конфиденциальности и анонимности все имена будут изменены на псевдонимы. Интервью будут проводиться в безопасном месте, чтобы уважать и ценить ваше психологическое и физическое состояние, и деликатные вопросы не будут включены в интервью. Все голосовые записи и заметки будут храниться на компьютере исследователя, который будет защищен паролем. Во время наблюдений исследователь будет делать заметки и не будет участвовать ни в каких действиях в классе. Выгоды, которые можно ожидать в результате этого исследования, - это ваш вклад в сферу исследований в области изучения иностранных языков путем изучения ваших мыслей относительно использования других языков на уроках английского языка в казахстанских школах. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на вашу работу.

**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

## TRANSLANGUAGING IN EFL CLASSROOMS: TEACHERS' BELIEFS AND PURPOSES IN KAZAKHSTAN

руководителем магистерского тезиса исследователя, используя следующие данные:  
Ассоциированный Профессор Бриджит Гудман, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(702) 181-02-64

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