

**A Language Socialization Lens to Investigate Pre-Service Students' Kazakh and  
Russian Language Teacher Training in a Trilingual Context**

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Dear Bekzhan Serikkaliyev

This letter now confirms that your research project titled **The role of Kazakhstani students' emotions in foreign language learning in a trilingual context** has been approved by the Graduate School of Education, pending the minor changes as specified by the reviewer with final official approval to be given by the advisor.

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

Yours sincerely,

Michelle Bedeker

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## ABSTRACT

### **A Language Socialization Lens to Investigate Pre-Service Students' Kazakh and Russian Language Teacher Training in a Trilingual Context**

This study delves into the socialization process of pre-service Kazakh and Russian language teachers within the context of a pedagogical university in Kazakhstan. Drawing on the theoretical framework of language socialization, this research studies how these future teachers are socialized into their future roles, what implications their teacher training hold for their emotions, and how their views on language pedagogy shape their professional identity. The study employs a qualitative approach, utilizing semi-structured interviews to gather insights from a sample of 5 pre-service teachers.

The findings revealed that pre-service language teachers often rely on their professors' experiences and mimic their teaching approaches, reflecting a transmission teaching approach. This highlights the need for a more constructivist and student-centered pedagogical approach to bridge the gap between traditional teaching methods and contemporary language teaching theories. The study also uncovered a lack of integration between language and pedagogy courses, which results in a theory-practice gap. This gap hinders the integration of language proficiency with effective teaching strategies and limits the participants' ability to make pedagogical decisions based on language use in social contexts.

The findings of the study also revealed that pre-service language teachers undergo a range of emotions as they navigate their journey toward becoming language educators. While some participants expressed positive emotions such as enthusiasm, passion, and a sense of purpose, others reported experiencing negative emotions such as anxiety, and frustration. These emotional experiences are closely intertwined with their learning experiences, teaching practices, and the challenges they encounter throughout their training.

In conclusion, this study contributes to the understanding of how pre-service Kazakh and Russian language teachers are socialized into their future roles and how their views on language pedagogy shape their professional identity. The findings highlight the need for transformative changes in teacher education programs to address the challenges identified and better prepare future language teachers for their roles as language assessors and facilitators of language learning.

*Keywords:* language socialization, emotions, pre-service teachers.

### Аңдатпа

Бұл зерттеу Қазақстандағы педагогикалық университет контекстіндегі болашақ қазақ және орыс тілі мұғалімдерінің әлеуметтену үдерісін зерттейді. Тілдік әлеуметтенудің теориялық негізіне сүйене отырып, бұл зерттеу педагогикалық бағдарлама студенттерінің келешек рөлдеріне қалай әлеуметтенетінін, олардың мұғалімдік дайындығы өздерінің эмоцияларына қандай әсер ететінін және тіл педагогикасына деген көзқарастарының олардың кәсіби тұлғасын қалай қалыптастыратынын зерттейді. Зерттеуде болашақ мұғалімдерден ақпарат жинау үшін жартылай құрылымдық сұхбаттар пайдаланыла отырып, сапалық әдіс қолданылды.

Нәтижелер болашақ мұғалімдердің көбінесе өз профессорларының тәжірибесіне сүйенетінін және олардың оқыту тәсілдеріне еліктейтінін көрсетеді, бұл трансмиссиялық оқыту тәсілін көрсетеді. Бұл дәстүрлі оқыту әдістері мен қазіргі тілді оқыту теориялары арасындағы алшақтықты азайту үшін неғұрлым конструктивті және студентке бағытталған педагогикалық тәсілдің қажеттілігін көрсетеді. Зерттеу сонымен қатар тіл мен педагогика курстары арасындағы интеграцияның аздығын анықтады, соның салдарынан теория мен практикалық алшақтық туындайды. Бұл олқылық тілді меңгеру деңгейін тиімді оқыту стратегияларымен біріктіруге кедергі келтіреді және қатысушылардың әлеуметтік контексте тілді қолдану негізінде педагогикалық шешімдер қабылдау мүмкіндігін шектейді.

Зерттеу нәтижелері сонымен қатар болашақ тіл мұғалімдері өз жолында көптеген эмоцияларды бастан кешіретінін көрсетеді. Кейбір қатысушылар ынта, қызығушылық сезімі сияқты жағымды эмоцияларды білдірсе, басқалары алаңдаушылық және фрустрация сияқты жағымсыз эмоцияларды бастан кешіргенін хабарлады. Бұл эмоциялар олардың оқу тәжірибесімен, оқыту машығымен және білім алу барысында кездесетін қиындықтарымен тығыз байланысты.

Қорытындылай келе, бұл зерттеу қазақ және орыс тілдері мұғалімдерінің болашақ рөліне қалай әлеуметтенетінін және олардың тіл педагогикасына көзқарастары олардың кәсіби тұлғасын қалай қалыптастыратынын түсінуге ықпал етеді. Нәтижелер анықталған міндеттерді шешу және болашақ тіл мұғалімдері мен тіл үйренудің фасилитаторы ретіндегі рөлдеріне жақсырақ дайындау үшін мұғалімдердің білім беру бағдарламаларындағы трансформациялық өзгерістердің қажеттілігін көрсетеді.

*Түйінді сөздер:* тілдік әлеуметтену, эмоциялар, болашақ мұғалімдер.

### Аннотация

В данном исследовании рассматривается процесс социализации будущих учителей казахского и русского языков в условиях педагогического вуза в Казахстане.

Основываясь на теоретической основе языковой социализации, это исследование изучает, как студенты педагогической программы социализируются в свои будущие роли, как их обучение влияет на их эмоции и как их отношение к языковой педагогике формирует их профессиональную идентичность. В исследовании использовался качественный метод с использованием полуструктурированных интервью для сбора информации от будущих учителей.

Результаты показывают, что будущие учителя часто полагаются на опыт своих профессоров и подражают их методам обучения, что свидетельствует о трансмиссионном подходе к обучению. Это подчеркивает необходимость более конструктивного педагогического подхода, ориентированного на учащихся, для преодоления несоответствия между традиционными методами обучения и современными теориями изучения языка. Исследование также выявило отсутствие интеграции между языковыми и педагогическими курсами, что привело к расхождению между теорией и практикой. Этот пробел препятствует интеграции владения языком с эффективными стратегиями обучения и ограничивает способность участников принимать педагогические решения, основанные на использовании языка в социальных контекстах.

Результаты исследования также показывают, что будущие учителя языков испытывают множество эмоций на своем пути. В то время как некоторые участники выражали положительные эмоции, такие как энтузиазм и интерес, другие сообщали о негативных эмоциях, таких как тревога и разочарование. Эти эмоции тесно связаны с их опытом

обучения, практикой преподавания и трудностями, с которыми они сталкиваются во время обучения.

В заключение, это исследование способствует пониманию того, как учителя казахского и русского языков социализируются в свои будущие роли и как их отношение к языковой педагогике формирует их профессиональную идентичность. Полученные данные подчеркивают необходимость трансформационных изменений в программах обучения учителей для решения выявленных проблем и лучшей подготовки будущих учителей иностранных языков к преподавательской роли и фасилитаторов изучения языка.

*Ключевые слова:* языковая социализация, эмоции, будущие преподаватели.

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Figure 1. Language socialization

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## 1. Introduction

Scholars across various fields widely dispute Western dualistic thinking that divides mind from body, mental processes from social ones, and language learning from language usage (Watson-Gegeo, 2004). Such thinking has significant implications for language socialization and identity construction because the separation of language learning from usage implies that language is learned separately from its social and cultural context. However, language socialization theorists argue that language learning and usage are intertwined because when learning, individuals acquire and learn the language, values, and cultural norms of their community (Ochs & Schieffelin, 1986). Furthermore, the separation of mind from body and mental processes from social ones implies that individual identity is separate from the social and cultural context in which it is constructed. Separating the mind from the body can lead to essentializing and reifying identity while neglecting the role of language in identity and cultural construction, and arguing that identity is constructed through social interactions and language use (Norton, 2013). For this reason, language socialization research foregrounds that language learning is both social and mental; both are necessary and mutually dependent, which challenges us to broaden its scope to include mental functions like language knowledge, voluntary memory, or rational thought, but also lower-level functions like emotions as higher-level processes cannot work separately from them (Lantolf, 2000; Pavlenko, 2006; Watson-Gegeo, 2004).

The socialization power of education, schools and teachers often involves promoting a singular interpretation of identity through nationalistic discourse, which aims to create a sense of unity and commitment to the nation (Cazden et al., 1996; Norton, 2013). In the past, Kazakhstan was a part of the Soviet Union, and Russian was the dominant language. As a result, many Kazakh children grew up speaking Russian as their primary language, rather than Kazakh. For example, in the Soviet era, schools in Kazakhstan were conducted in

Russian, and most textbooks were also in Russian. This meant that Kazakh children learned to read, write, and speak primarily in Russian. Therefore, educational institutions can unintentionally transmit a particular ideology that can stifle reflection and limit alternative discursive constructions. Teachers' use of nationalistic discourse or particular language learning methods can symbolically anchor identity and cultural capital. If such socialization denies learners' linguistic or cultural identities, it can have a negative impact on how they feel about the target language (Block, 2007).

In the field of language learning, research has shown that students' emotions and feelings are critical in understanding language learning processes, student motivation, and interest (Méndez López & Aguilar Peña, 2013; Meyer & Turner, 2006; Pekrun et al., 2002). Therefore, students' emotions are connected to their exposure to particular language learning situations, such as previous language learning experiences, the social context, and teachers' pedagogies (Pekrun et al., 2002; Sansone & Thoman, 2005). This view is also supported by Stevick (1980), who pointed out that language acquisition or proficiency should go beyond a focus on the resources, language teaching methods, and the environment to also include what happens inside the students in the classroom. For this reason, research about the social and psychological factors in language learning is relevant to the trilingual education context in Kazakhstan, where Kazakh and Russian dominant students have to gain proficiency in these two as an additional language (L2). As a result, shedding light on the social environment and students' emotions during Kazakh and Russian language learning/instruction can shed light on how L2 pre-service teachers are socialized into their future teaching roles.

### **1.1. Background of the Field of Study**

Language acquisition is fluid and multifaceted, and it is influenced by a variety of social and psychological elements (Tavakoli & Jones, 2018). From social dimensions, factors such as the competence to interact in a variety of societal settings (Bachman, 1990; Canale & Swain,

1980; Hymes, 1974), interactional abilities related to the capability to maintain cultural relations (Kasper, 2006; Kramsch, 1986), transactional, intercultural and symbolic capital (Byram, 2020; Kramsch, 2006; Richards, 2008) has been shown to impact language acquisition or language learning and students' capacity to function in a multilingual environment. Consequently, language acquisition is a complex and dynamic process that involves the ability to interact in different social contexts, maintain cultural relationships, and develop intercultural understanding which are crucial for successful language learning. Therefore, we need research that not only focuses on the linguistic aspects but also on how the multifaceted nature of language learning in particular contexts contributes to respect for diversity and intercultural understanding. To do this, we need a dual focus on the social and psychological factors in language learning.

According to Dewaele (2013), contextual, psychological, cognitive and neurological, and ideological factors can influence the process of learning a second language (L2). Tavakoli and Jones (2018) identify four types of individual differences (IDs) that affect students' language behaviors and how they learn languages, namely, cognitive, affective, conational, and behavioral differences. These differences relate to how knowledge is contained and analyzed in the human brain, how students' goals and preferences impact their behavior, how students' sentiments and emotions affect their language learning and students' learned habits of how they learn languages. Therefore, it is crucial to consider students' unique characteristics or IDs when developing teaching strategies as they explain the differences amongst students and how these variations enhance or hinder L2 acquisition. However, the impact of language socialization on student emotions in relation to L2 teacher training and their future roles as language teachers in the Kazakhstani context still needs to be explored.

Language Socialization (LS) theory is an interactional theory that emphasizes that “socialization to use language and socialization through the usage of language” (p. 163) are

two interrelated processes because language teaching can transmit traditional cultural values at the same time that language learning occurs (Schieffelin & Ochs, 1986). Therefore, LS might be seen as ‘a process of assigning situational, i.e., indexical meanings...to particular forms’ (Ochs, 1996: 410-411); how language is used or taught affects how we perceive the world (Ochs, 1988). For example, it refers to situations in which language learners are instructed on what to say in a certain situation which can be either direct or indirect in lifelike settings (DuFon, 1994). For example, teachers’ beliefs about grammar teaching is an indirect socialization for pre-service teachers to teach in similar ways, which can cause the formation of a narrowly specialized language teaching base among students with implications for their future practice. As such, the LS theory advises instructors to be aware of the existing and potential future policy aims when they socialize learners into teaching foreign languages. My research addresses the question of how pre-service teachers are socialized during their language teacher training and the impact on their emotions and future visions as teachers.

According to the Law on the Language of the Republic of Kazakhstan (2019), students studying language specialties are tasked with revitalizing the Kazakh language while also opening avenues for using Russian and other foreign languages. The reinstatement of Kazakh education, the addition of Kazakh as a required subject in Russian-medium schools, the creation of curriculum materials and textbooks in Kazakh, as well as an increase in the number of teachers who instruct in the language, have all been policy-driven changes that have fundamentally endorsed the progress of the Kazakh language in the educational field (Smagulova, 2016, p.95). As a result, the number of students enrolled in schools where Kazakh was the primary language of instruction increased from 1991 to 2017, with nearly 90% of ethnic Kazakh children doing so by the end of 2017, compared to a decrease in enrollment in Russian (Altynbekova, 2011).

However, the existence of Kazakh-medium instruction did not lead to the total immersion of children into the Kazakh language, as they continued to speak Russian outside of school (Fierman, 2006). Those ethnic Kazakhs who have not learned the language may now face social tension from citizens and may be labeled as "shala Kazakh," indicating that they are not genuine citizens or have forgotten their origins, which could affect their motivation to continue learning the language. Similarly, Kazakhs who speak weakly in Russian may be called "mambet," and both groups may face various forms of language discrimination. Consequently, LS research in Kazakhstan about the nature of Kazakh and Russian language teacher training and how it socializes future language teachers is essential because their language ideologies about national identity and language teaching hold consequences for their students' emotions about Kazakh and Russian language learning.

## **1.2. Research Context: Implications of Language Change**

Following the collapse of the USSR, post-Soviet states established their own geographical territories and began to employ the use of national language (Fierman, 2009). Nevertheless, in Kazakhstan, Kyrgyzstan, and Ukraine, the language switch to the national language from Russian has been challenged because most of the titulars were under a high level of Russification influence (Pavlenko, 2008). As a result, Russian functioned as the lingua franca which led to the use of Kazakh and Russian for interaction (Zabrodskaia & Ehala, 2015).

Since its sovereignty in 1991, Kazakhstan has implemented several major educational reforms in the strive to increase its competitiveness on the international stage. One significant reform was the adoption of a trilingual education policy (MoES, 2007). This trilingual policy meant that Kazakhstan became the first country in Central Asia to implement three languages as a medium of instruction for schools from kindergarten to graduate level (Karabassova, 2020). Throughout the past ten years, there has been an increase in the emphasis placed on

the promotion of trilingual education in government documents, initiatives, and Presidential speeches. For example, the State Program of Education Development in the Republic of Kazakhstan (SPED, 2011-2020) declared that the number of trilingual schools would grow from 110 to 700 by 2020 in an effort to meet higher policy objectives. Higher education and universities in Kazakhstan have also been impacted by the trilingual education reform in their quest to become globally competitive in science and research.

According to Information-Analytic Center (2021), 620,081 students were enrolled in educational programs of higher and (or) postgraduate education, of which 105,983 students, or 17.1% studied in English. In 2021, 70 universities implemented training in three languages. Until 2022, the trilingual policy in the country's universities was carried out on the principle of 50:20:30. The number of disciplines of the educational program providing training in three languages had to correspond to the structure: 50% of disciplines in their native language, 20% in the second language (Kazakh or Russian), 30% of disciplines, starting from the 3rd year of study in English (MoES, 2018). Institutions of higher and postgraduate education that incorporate trilingual education programs make arrangements and schedule educational activities in three languages, including the language of instruction, a secondary language, and English. Now Organizations of higher professional education (OHPE) independently determine the percentage of disciplines taught in the language of instruction, the second and English languages (MoHES, 2022). Based on the statistics, it can be determined that considerable attention was given to the English language.

However, what is underexposed is how pedagogical university language teacher training for Russian and Kazakh pre-service teachers have changed under the law on the Language of the Republic of Kazakhstan (2019). Italmasova et al. (2022) mention that even if there is an official document on the implementation of the language policy in the country for 2020-2025, many still choose Russian as the language of interethnic communication.

Therefore, the nature of Kazakh and Russian teacher training can reveal how students are socialized and how (if) it plays a role in future teachers' language ideologies about language and cultural capital in Kazakhstan. In addition, Zhalgaspayev (2021) found that the explicit curriculum continues to reflect behaviourist teaching methods implying that teachers lack the methodological support and flexibility necessary for the transformation of education. With the same view on the educational process, Bakhytzhanova (2018) notes that not all teachers are ready or competent enough to conduct classes based on the language policy in the country. Respectively, it can be assumed that some teachers of the Russian language in Kazakh classes and Kazakh language in Russian classes might not have constructivist pedagogical competencies. As Medeshova and Bakhytzhanova (2017) note, the difference in language and social competencies is especially evident in rural areas of our country. Nevertheless, the question of language socialization of future teachers of Kazakh and Russian languages remains very important since these students will be the future teachers responsible for education and are also entrusted with the role of language socialization in our country.

Even though LS research in Kazakhstani teacher training is underexplored, there are studies concerning students' emotions in language-learning universities. However, in almost all cases, great emphasis was placed on English, as well as on feelings of language anxiety, and enjoyment within the language classroom (Akshalova, 2019; Myrzakulova, 2019; Rakhimzhanova, 2022). Only one study was directed to the Foreign Language Enjoyment and Foreign Language Classroom Anxiety of Kazakh learners of Turkish (Dewaele et al., 2022). However, studies on LS and how the Russian and Kazakh language teacher training could impact students' beliefs, emotions, and future language teaching approaches. Correspondingly, this study will address a gap by focusing on language pre-service teachers' socialization and their corresponding emotions when specializing in the Kazakh and Russian languages. The role of language socialization remains underestimated in the training of future

teachers and is often neglected in teaching, which might result in formal Russian and Kazakh grammatical language competencies and the practice of socialization in Russian in particular.

### **1.3. Problem Statement**

The Trilingual Education Policy provides for the teaching of three languages, and it is supported by arguments for strengthening the country and elevating Kazakh as a language of identity. Various research has shown how pupils' linguistic preferences and attitudes toward linguistic capital are influenced by family socialization, technology, and the economic prospects connected with competence in Russian (Akanova, 2017; Ayazbayeva, 2017; Smagulova, 2019). Interestingly, limited research explored how teacher trainers, their linguistic ideologies, and methods of teaching influence future language teachers' emotions and attitudes about Kazakh or Russian as an additional language (L2). This study explores this research gap because it investigates the nature of Kazakh and Russian pedagogical training and how (if) it can function as powerful socialization spaces that can raise or lower language status with unintended consequences for Trilingual Education and Kazakh language revitalization specifically.

Also, the curriculum for language as a subject has transformed to incorporate second language acquisition theories related to communicative language teaching and the socio-cultural aspects of language use, as stated by the Ministry of Education and Science (MoES, 2016). Consequently, this reformed field of second language (L2) teaching presents an opportunity to promote the national identity, status, and prestige of the Kazakh language when students use their L2 in authentic contexts and error-free environments. However, policy implementation can be influenced by teachers' values and approaches to language teaching, as noted by Cullinan (2016). Previously, the old system emphasized traditional language teaching theories, whereas now teachers act as facilitators of language learning, with an emphasis on students' understanding of language as a starting point (Graves &

Garton, 2017). Consequently, an LS lens can highlight language teacher trainers' ideologies about language learning theories that underpin Kazakh and Russian and the implications they hold for constructing students' future language teaching approaches.

#### **1.4. Purpose of the Study**

The ability of students to acquire foreign language learning competencies are influenced by a variety of factors. For instance, Tavakoli and Jones (2018) argue that the psychosocial or mental elements can have an impact on language learning in positive or negative ways. For this reason, considering Kazakh and Russian-dominant students' attitudes and emotions in language learning is crucial because it can influence their language learning and future teaching. Moreover, the role of social factors is also essential, not only in the language development of the student but also in pedagogics, as this is the determinant of their future vision of themselves as teachers in the context of society. As a result, LS associated with social factors, such as teacher trainers' language ideologies and pedagogical approaches, and psychosocial factors, such as students' emotions and feelings can reveal how future teachers conceptualize their future roles as language teachers. As a result, the purpose of this research is to understand how pre-service Kazakhstani language teachers experience their Kazakh and Russian language teacher training in one region in Kazakhstan, and how this experience affects their attitude, emotions, and future language teaching roles.

#### **1.5. Research Questions**

Main RQ. How are pre-service Kazakh and Russian language teachers socialized into their future roles at a pedagogical university in one region in Kazakhstan?

1.1. How do these pre-service L2 language teachers experience their language teaching courses?

1.2. What implications does their L2 teacher training hold for their emotions?

## **1.6. Significance of the Study**

The results of this study can inform the development of effective pedagogical strategies that promote language acquisition and socialization, enhance teacher students' understanding of the language socialization process, and inform language revitalization efforts by identifying effective strategies to preserve languages. This research is very important in revealing the experience of students in pedagogical programs and consistently studying the impact of their personal experiences on their future practices and emotions. The significance of emotions in language acquisition and language socialization of pre-service teachers in a trilingual context is underexplored in the Kazakhstani context. If the students' experience is limited only to negative emotions such as anxiety and fear, then this will directly affect their socialization as teachers. Consequently, the frequent practice of using language in various, especially pedagogical contexts, will help to reveal the capabilities of aspiring teachers and the importance of their feelings when studying in pedagogical specialties. Additionally, the role of LS in language teacher training programs has not received much attention. Meanwhile, with the situation of changing language discourse in the last 30 years in Kazakhstan, it is very important to study the perspectives of students towards learning Kazakh and Russian and analyze how these perspectives and emotions of students during the study of these languages affect their attitudes toward these languages and their future role as pedagogues.

## **1.7. Definition of Key Terms**

The following definitions were used in this study:

**L2** - For the Kazakhstani context, where for some people, L2 can be both Kazakh and Russian, and Russian is not considered a foreign language, I decided to use the term L2, which can be used to address both languages.

**Affective factors** in education refer to "the emotional and attitudinal dimensions that influence learning and performance in academic settings" (Pekrun et al., 2009, p. 137). These factors can include emotions such as anxiety, frustration, and boredom, as well as attitudes toward learning, self-efficacy beliefs, and motivation (Schunk & Pajares, 2005).

**Psychological factors** in education refer to the cognitive, emotional, and social factors that influence learning and performance in educational contexts, including motivation, self-regulation, learning strategies, self-efficacy, and attitudes toward learning (Woolfolk, 2018).

**Emotions in language learning** can be defined as "subjective experiences that reflect the individual's appraisal of the relevance of a situation to their well-being" (Dewaele, 2019, p. 2). Emotions in language learning can be classified into two main types: positive and negative emotions. Positive emotions include enjoyment, curiosity, and excitement, while negative emotions can include anxiety, frustration, and boredom (Pekrun, Elliot, & Maier, 2009).

**Social factors in language learning** refer to the social, cultural, and contextual elements that influence language acquisition and language use. These factors can include aspects such as social identity, cultural background, and the communicative environment in which language is used (Norton, 2013). In particular, social factors such as the cultural norms and values associated with language use can influence learners' perceptions of the language and their willingness to engage with it in authentic communicative contexts.

**Language socialization** can be defined as a mechanism of how human beings learn and acquire norms, values, and communicative practices within their culture (Ochs & Schieffelin, 1984). According to this perspective, language acquisition is not simply a matter

of acquiring linguistic structures and vocabulary but rather a process of socialization into a particular cultural and linguistic community.

**Pre-service teachers' language learning beliefs** can be described as their attitudes, beliefs, and values about language learning, which are shaped by their personal experiences and the cultural context in which they live (Rahman, 2013).

## **1.8. Summary**

This qualitative research will focus on how language socialization affects language learning processes, students' emotions, and views of their future language teaching roles at Kazakhstani universities' pedagogical programs. The present thesis includes six chapters. Chapter 1 introduced a background and context to the research problem and presented the purpose and the research questions guiding this study. The subsequent chapter 2 is devoted to a review of theories and relevant literature about language socialization during students' experiences of learning languages. Chapter 3 focuses on the research methodology and ethical considerations. In Chapter 4, the findings are presented and are followed by Chapter 5, which discusses the findings in relation to previous research. This thesis concludes with Chapter 6, which gives an overview of the findings, presents the implications and the study's limitations, and makes some recommendations for further research.

## 2. Literature Review

The previous chapter introduced the study background, purpose, and research questions. The purpose of this chapter is to review the existing literature on different factors affecting language learning, Language socialization theory in education, and language teaching and learning approaches to understand what pre-service teachers' language learning experiences are and how this experience affects their attitudes and emotions toward these languages, as well as their future pedagogical practices. The main research question of the study is: 1) How are pre-service Kazakh and Russian language teachers socialized into their future roles at a pedagogical university in one region in Kazakhstan? The sub-questions are: 1.1) How do pre-service L2 language teachers experience their language teaching courses? and 1.2) What implications does their L2 teacher training hold for their emotions? This literature review section has the following five subsections: (a) language socialization theory; (b) language socialization in education; (c) social factors in language learning; (d) affective factors in language learning; (e) analytical framework of the study based on language socialization theory.

The relationship between education and a nation's economy is often seen as significant, with different conceptualizations of curriculum depending on the context (Kazakhstan-2050, 2017). In Kazakhstan, the discourse surrounding economic markets and globalization has influenced educational policy, leading to the inclusion of ideologies that promote education for both nationhood and the global society. Two major educational reforms in the post-Soviet Kazakh context have been the adoption of the Trilingual Education Policy and a language instruction curriculum (Yakavets, 2014). These reforms prioritize language as a central component, as they aim to incorporate English, Russian, and Kazakh languages as subjects and mediums of instruction. Although these initiatives are laudable, policy implementation may be affected by issues such as inadequate teacher training,

potentially fragmented understandings of the policy, and the significant demands placed on educators (Zhetpisbayeva et al., 2016). Therefore, this study draws on LS theory to explore the experiences of the L2 teacher training program students.

### **2.1. Language Socialization Theory**

Language socialization theory (LST) is an interdisciplinary approach to understanding how language and culture are intertwined and how individuals learn to use language in social contexts (Ochs & Schieffelin, 1984; Duff, 2010; Kramsch, 2018). This means that LST can capture how social practices and the environment impact how children learn, replicate, and modify their language and communication skills to interact with others. LST has its roots in linguistic anthropology, sociology, and psychology and has been used to investigate a wide range of topics, from child language acquisition to multilingualism and language shift (Bucholtz & Hall, 2005). In this way, an LST frame allows me to draw on a developmental-psycholinguistic explanation of first and/or second language acquisition and socialization as well as theories of socialization from anthropology and sociology (Nodoushan, 2021).

According to LST, language is not just a system of communication but also a social practice that is shaped by cultural and societal norms, especially in the educational sphere (Ochs & Schieffelin, 2012; Watson-Gegeo, 1998). LS highlights the integral relationship between the structures of language and the social environment by showing how these structures reflect and evolve due to the social, ideological and cultural knowledge that is transmitted and "learned in and through language" (Duff & Talmy 2011, p. 95).

One fundamental tenet of LST is that language learning is a social process that occurs through interaction with others (Bucholtz & Lee, 2015). As such, LST emphasizes the importance of context in language learning and argues that individuals acquire language not just through exposure to linguistic forms but also through participation in social practices that

involve language use (Ochs & Schieffelin, 2012). For example, children learn to use language in specific ways through participation in everyday activities such as mealtime conversations, storytelling, and play. According to Woolard and Schieffelin (1994, p. 55), language ideologies are "the mediating link between social structures and forms of talk," that influences views and attitudes about both insiders and outsiders associated with the types of language they use. More broadly, all LS processes originate from language ideologies that are determined by cultural presumptions and sociopolitical beliefs about language forms and their usage and repeat those ideologies (Kroskrity 2004; Riley, 2011).

Another central idea in LST is that language use is closely tied to identity formation and socialization. LST argues that language and culture are interconnected and that language use reflects and reinforces social and cultural norms and values (Ochs & Schieffelin, 1986). Thus, language socialization involves not just learning linguistic forms but also learning how to use language in culturally appropriate ways that reflect one's social identity. Furthermore, as Lave and Wenger (1991) suggest, socialization is not limited to individual interactions but extends to participation in broader communities of practice. Lave and Wenger (1991) emphasize the importance of granting learners opportunities to engage in various roles within these communities, ranging from minor to major involvement. Recognizing the complex sociocultural and cognitive aspects of socialization within different learning environments, language socialization approaches embrace the concept of apprenticeship to better understand these processes. Certain social actors are positioned by LS as experts or knowledge holders, while others are positioned as beginners or learners. This arrangement has a significant impact on interpersonal relationships as well as larger cultural rights and obligations. Since socialization is a multidirectional process in which both experts and novices socialize with one another and social actors are continually impacted and influenced by the local settings in which they engage (Duff, 1995; Talmy, 2008), individuals undergoing socialization have the

agency to construct new ways of behaving, feeling, and thinking that do not just repeat the repertory of cultural, linguistic, and ideological practices to which they ascribe (Kulick & Schieffelin, 2004). For this reason, the apprenticeship of pre-service teachers of Kazakh and Russian languages and their language socialization during training in pedagogical programs are important factors to consider in this study. For example, social practices and processes impact their emotions and future professional identities. As a result, LST can reveal the socialization processes that impact pre-service teachers' identity formation and future professional identities.

Finally, in the field of LST, language is a powerful agent of socialization because it possesses both symbolic and performative capabilities that can shape human experiences (Ochs & Schieffelin, 2012). Thus, students' cultural background, gender, age, social identity and social environment have been recognized as playing a significant role in students' motivation, attitudes and perceptions of how the language is valued by others and the culture associated with it are an important determinant of success in language learning (Dörnyei, 2005; Norton, 2013). It is important to note that language socialization is not formally instructed, and it is not overt or explicit. Instead, individuals who are new to a community (such as children, FL/L2 learners, and low-proficiency immigrants) often absorb the implicit sociocultural and linguistic norms of the community subconsciously (Nodoushan, 2021).

## **2.2. Language Socialization in Education**

An interdisciplinary field of applied linguistics called language socialization (LS) studies how socialization influences language learning and how language usage in social settings influences socialization. It explains how youngsters and novices pick up, learn, replicate, and modify sociocultural and communication skills that enable them to interact with others and contribute effectively to their local communities. A developmental-psycholinguistic explanation of first and/or second language acquisition and socialization

now incorporates ideas of language acquisition from psychology as well as theories of socialization from anthropology and sociology. Language socialization is a process that occurs throughout an individual's life where they acquire, learn, and internalize linguistic and social skills and behaviors. In the context of education, language socialization can be defined as the process through which students learn to use language to participate in academic and non-academic contexts, acquire knowledge and skills, and develop their identity and social relations.

Research on language socialization in education has highlighted the importance of considering the sociocultural and linguistic diversity of students, as well as the role of teachers and peers in shaping students' linguistic and social practices (Orellana & Garcia, 2019). One area of research on language socialization in education has focused on the role of peers in shaping students' language practices and attitudes. In their study of peer interactions in a multilingual classroom, Creese and Blackledge (2010) found that peers played a significant role in shaping students' language practices and attitudes toward different languages. The study revealed the same outcome that students used a variety of linguistic strategies, such as translanguaging and code-switching, to negotiate meaning and create a sense of community among the diverse group of students. Therefore, peer interactions amongst Russian and Kazakh-dominant pre-service teachers can show how socialized into their future teaching roles.

One of the factors that influence language socialization in education is the linguistic and cultural diversity of the classroom. Wei and Hua (2021) highlight the importance of recognizing and valuing linguistic diversity and providing examples of how multilingualism can be a valuable resource for promoting social change and social justice. Students come from different linguistic and cultural backgrounds, and this can affect their learning and socialization experiences. For instance, in a study conducted by Orellana et al. (2003), it was

found that Latino immigrant children in the US faced challenges in adapting to the English language and culture of their new school environment. These children were not only learning a new language but were also required to adopt new cultural practices and norms. Even though this is not a recent study, in the Kazakh context, it is important to view how pre-service teachers are socialized into the culture of being Kazakh/Russian, especially the efforts to revitalize the Kazakh language (Artykbaeva & Kassenova, 2018; Tabyshalieva, 2019).

Another factor that influences language socialization in education is the role of teachers in facilitating language development. Spyrou argues that teachers have a significant role in shaping the way students perceive their national identity and that education can be used as a tool for promoting particular political agendas (Spyrou, 2014). By promoting critical thinking and presenting a balanced view of the nation's history and culture, teachers can help to create a classroom environment that encourages students to question their assumptions and develop a more complex understanding of their national identity. In a study conducted by de Oliveira and Lan (2014), it was found that teachers who were proficient in English and had experience teaching English Language Learners (ELLs) used various strategies such as scaffolded instruction, visual aids, and group work to support language development and communication among their students. In this way, they might foster positive emotions about learning English. Therefore, in Kazakhstani pedagogical universities it is important to shed light on the teaching strategies of language teacher trainers. If they follow behaviorist approaches then they would probably be socializing pre-service teachers into teaching methods that prioritize observable behaviors and reinforce positive outcomes. On the other hand, if they follow constructivist methodologies their students would be socialized into certain approaches that fit this methodology. Pre-service instructors could learn how to lead dialogues, inspire teamwork among students, and help them evaluate what they have learned (Piaget, 1972; Vygotsky & Cole, 1978). As a result, university professors play a

fundamental role in shaping the future professional identities of their students (Johnson, 2006; Kanno & Stuart, 2011).

Another area of research on language socialization in education has focused on the role of teachers in shaping students' language use and development. In their study of a bilingual kindergarten, Torres-Guzmán et al. (2006) found that teachers played a critical role in supporting students' language socialization by providing opportunities for them to use and develop their bilingualism. The teachers used various strategies, such as translanguaging and code-switching, to facilitate communication and create a supportive environment for bilingual students. For bilinguals, language socialization can be a complex and ongoing process, especially if they come from communities where multiple languages are spoken. While the educational context can provide opportunities for language socialization, it is not the only place where it can occur. In fact, studies have shown that language socialization for bilinguals often takes place outside of the classroom, in informal settings such as the home or community (Ochs & Schieffelin, 1984; Schieffelin & Ochs, 1986).

Finally, the curriculum and instructional practices in schools also influence language socialization. The curriculum is designed to facilitate the acquisition of knowledge and skills, including language development. However, the curriculum may not always be aligned with the linguistic and cultural backgrounds of students. In a study conducted by Lee et al. (2017), it was found that the Korean language curriculum in South Korean schools focused more on grammar and vocabulary acquisition than on developing communicative competence. This study highlights the need for curricular reforms that take into account the communicative needs of students in different contexts. Even though Kazakhstan has taken this into account in policy, in practice, Kazakh and Russian teacher trainers might have language ideologies that socialize pre-service in specific beliefs about their future language teaching.

### 2.3. Language Teaching Ideologies and Socialization

Language teaching ideologies refer to the beliefs and values shaping the ways language is taught and learned, often visible in classroom discourse and interaction (Kramsch, 2014). The orientations in language planning, as proposed by Ruiz (1984), involve three broad ideologies: assimilation, pluralism, and maintenance. These orientations are intertwined with language socialization, as the transmission of language and culture within a community is shaped by the dominant ideology in language planning. For example, in an assimilation-oriented society, individuals may face pressure to adopt the dominant language and culture, while in a maintenance-oriented society, there may be more support for the maintenance and promotion of minority languages and cultures. The assimilation orientation emphasizes the adoption of the dominant language and culture, while the pluralism orientation recognizes and values the linguistic and cultural diversity of society. For example, many monolingual educators see bilingualism as a liability rather than a strength in the classroom (Garcia & Wei, 2014). Garcia and Wei (2014) claim that monolingual teachers may not notice or value their pupils' cultural and linguistic variety, which can have a detrimental effect on students' self-esteem and desire to study. Studying with a professor who supports such an ideology, which is often found among professors of Kazakh and Russian languages, students may be unconsciously socialized monolingually (Khalilova, 2018; Zhanatbek & Mustafina, 2021).

Kazakhstan has undergone significant changes in its education system since gaining independence from the Soviet Union in 1991 (Kassymova & Salimbayeva, 2020). However, a Soviet legacy can implicitly inform professors' beliefs that can unintentionally impact their teaching preferences. For instance, in her research, Duff (1993, 1995) investigated the interaction that took place in foreign language classrooms in three experimental dual-language secondary schools in Hungary, focusing on the traditional *felelés* ("recitation")

genre of oral assessment. She discovered that changes in Hungarian politics and society following the collapse of communism were reflected in the transformation of classroom discourse patterns in the English-medium sections of these schools. Felelés, a socialization practice associated with the authoritarianism of the Soviet era, was replaced by new classroom interactional patterns that reflected democratic values. As a result, my study is timely because it illustrates how/if professors have adopted new approaches that resemble the educational reform of constructivist language approaches, such as communicative language teaching (CLT) or Task-based language learning (TBLT).

Cummins (2000) argues that a critical approach to language teaching should take into account students' cultural backgrounds and identities to enhance their language learning outcomes. In a similar vein, Kubota (2016) highlights the importance of recognizing students' diverse linguistic and cultural backgrounds in the design of language curricula and pedagogical practices. In contrast, proponents of a monolingual, standardized approach to language teaching argue that it is necessary to prioritize the teaching of the dominant language of a given society (Holliday, 2014). The tension between these different language teaching ideologies can be seen in the context of bilingual education. While some studies have shown the benefits of bilingual education for language development and academic achievement (García & Wei, 2014), others have argued that it undermines the dominant language and culture (Baker, 2011). Nevertheless, a growing body of research suggests that a critical, context-sensitive approach to language teaching that takes into account the social and cultural dimensions of language learning can promote both linguistic and cultural diversity (Canagarajah, 2013). An LST frame in the context of Russian and Kazakh language teacher training is thus important because such a frame can illustrate the extent that linguistic and cultural socialization impacts students' emotions and their perspectives of their future roles in shaping Kazakh and Russian teaching. Therefore, teaching approaches and classroom

discourse are key factors that can influence language socialization and play a crucial role in shaping students' identities, their emotions about a specific language, and the development of language proficiency.

### ***2.3.1. Behavioristic Teaching Approaches***

Despite the switch to communication for a real purpose in language teaching, a behaviorist teaching approach is widely used in many developing contexts, often resulting in a gap between new constructivist teaching methods like CLT in policies and teachers' practices (Seisembayeva & Aimagambetova, 2019). According to Wong and Nunan (2011), the behaviorist teaching approach emphasizes the importance of external stimuli in shaping behavior and learning. This approach focuses on observable behavior and the use of rewards and punishments to reinforce desired behavior. A study by Lee and Jang (2018) found that a behaviorist teaching approach promotes the development of specific language skills such as vocabulary and pronunciation. However, this approach has also been criticized for its overemphasis on rote learning and lack of emphasis on communicative competence (Skehan, 1998). Despite the criticisms, the behaviorist teaching approach remains a popular method in language teaching due to its ease in promoting the acquisition of specific language skills.

One way behaviorist teaching can socialize students' language is through modeling. Teachers who use behaviorist teaching approaches model correct language usage, pronunciation, and intonation for students to emulate. By observing and imitating their teacher's behavior, students learn how to use language in a socially acceptable way. Behaviorist teaching also places great emphasis on reinforcement. Teachers can use positive reinforcement techniques to reward students for using language correctly or appropriately in social situations. This can encourage students to repeat desirable language behaviors and discourage undesirable ones. For example, a teacher may praise a student for using a polite greeting or correct grammar during a class discussion. Another way behaviorist teaching can

socialize students' language is through practice. Behaviorists believe that language acquisition is a result of repeated practice and feedback based on grammar-based language learning. However, behavioristic socialization of pre-service language teachers has several negative consequences, including a focus on surface-level behaviors (Rogoff, 1990), a narrow view of teaching and learning (Ellis, 2009), a lack of autonomy and self-direction (Hagger & Chatzisarantis, 2011), and negative effects on motivation and attitudes towards teaching.

According to Larsen-Freeman (2018), grammar-based language learning can help learners understand the structure and rules of a language, which can facilitate their integration into a new linguistic and cultural environment. This is because grammar provides a systematic and structured way of understanding language, and it helps learners to make sense of the complexities of a new language. However, being socialized into grammar-based drills influence the affective factors in language learning and students' emotions in positive and negative ways. Zarezadeh (2013) and Ferrando et al. (2011) found that emotions affect students' ability to learn English as an L2 and that there is a strong association between academic achievement, flexibility, reading and speaking skills, emotions, and stress management. Students can be socialized to value grammar teaching by incorporating effective strategies into their learning experiences. For instance, teachers can use explicit instruction to emphasize the importance of grammar in effective communication, or they can provide ample opportunities for students to practice and apply grammar rules in context. However, affective factors such as motivation, attitudes, and beliefs can impact students' values and beliefs about their future roles as teachers. If students are not motivated to learn grammar or do not believe that it is relevant to their future careers as teachers, they may not place much value on grammar teaching.

### ***2.3.2. Cognitive Teaching Approaches***

Cognitive teaching approaches emphasize the importance of understanding the cognitive processes involved in learning and using this information to assist children in acquiring language, developing critical thinking and problem-solving abilities. One way in which the cognitive teaching approach can socialize students' language is by encouraging active participation in the learning process. This involves providing opportunities for students to engage in conversations and group activities that require them to use their language skills. For example, teachers can organize debates, discussions, and role-playing activities that challenge students to use language in meaningful ways. Another way in which the cognitive teaching approach can socialize students' language is by promoting metacognitive awareness. This refers to the ability to reflect on one's own thinking and learning processes. By encouraging students to reflect on their language use, teachers can help them become more conscious of the rules and structures of the language they are learning. This, in turn, can improve their ability to communicate effectively and appropriately in social contexts. Moreover, the cognitive teaching approach can socialize students' language by emphasizing the importance of context and culture. Language is not just a set of rules and structures, but also a product of the cultural context in which it is used. By helping students understand the cultural context in which the language they are learning is used, teachers can help them become more effective communicators in social settings.

### ***2.3.3. Social Constructivist Teaching Approaches***

The social constructivist teaching approaches emphasize collaborative learning, student-centered instruction, and the importance of social interaction in language development (Lantolf & Thorne, 2006). According to this approach, language is not simply a means of communication but is also a socially constructed phenomenon that is shaped by cultural, historical, and interpersonal factors (Vygotsky, 1978). One variant in which social

constructivist teaching can be used to socialize students' language is through the use of group activities and projects. These activities encourage students to engage in social interaction, which helps them to develop their language skills by exposing them to different perspectives, ideas, and communication styles. In addition, these activities allow students to practice using language in meaningful contexts, which can help them to internalize linguistic structures and vocabulary (Swain & Lapkin, 1998). Another variant in which social constructivist teaching can be used to socialize students' language is through the use of authentic materials and tasks. By using materials that reflect real-life situations, teachers can help students to develop their language skills in a way that is relevant and meaningful (Savignon, 2002). For example, using magazines, advertisements, and online resources can help students to develop their reading and writing skills, while using videos, podcasts, and interviews can help them to develop their listening and speaking skills. Zhang and Lundeberg (2009) argue that the social constructivist approach to teaching and learning originated in Western countries. The authors argue that social constructivism "has been shaped by the cultural and historical contexts in which it emerged" (p. 69) and that these contexts are different in Eastern countries. They suggest that "constructivist ideas need to be adapted to fit the cultural contexts in which they are being applied" (p. 80). Finally, two prominent socio-constructivism teaching approaches are CLT and TBLT.

#### ***2.3.4. Communicative Language Teaching (CLT) Approach***

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the use of authentic communication to develop learners' ability to communicate effectively in the target language. One of the main principles of CLT is the focus on using language in authentic communicative situations, which encourages learners to interact with other speakers of the target language and to negotiate meaning through the use of the language (Canale & Swain, 1980). This approach is believed to promote language

socialization, as it provides learners with opportunities to engage with the communicative norms and values of the target language community. Furthermore, CLT encourages learners to develop their communicative competence, which includes not only grammatical and lexical knowledge but also the ability to use language appropriately in social contexts (Hymes, 1972). This emphasis on communicative competence is in line with the goals of language socialization, which seeks to develop learners' ability to use language in culturally appropriate ways. Research has shown that CLT has had a positive impact on language socialization. For example, studies have found that learners who were taught using CLT methods showed greater proficiency in using the target language in authentic communication situations and demonstrated a greater understanding of the communicative norms and values of the target language community (Kramsch, 1993; Kumaravadivelu, 1994).

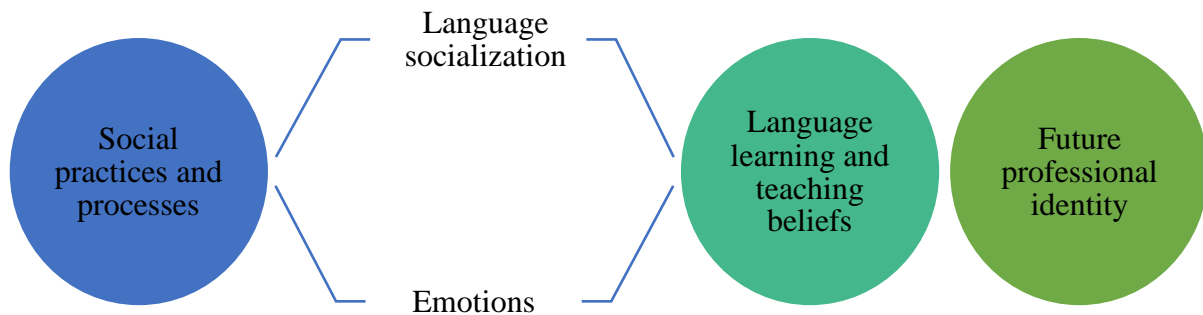
### ***2.3.5. Task-based Language Learning***

Task-based language learning (TBLL) is an approach to language learning that emphasizes the use of authentic tasks as the primary means of language acquisition (Willis & Willis, 2007). TBLL has been shown to have a positive impact on language acquisition, as it provides learners with opportunities to use the language in context and develop their language skills through real-life situations (Ellis, 2003). For example, one impact of TBLL on language socialization is that it encourages learners to interact with members of the target language community, which can lead to the development of more authentic language skills (Bygate, Skehan, & Swain, 2001). In TBLL, learners are often asked to complete tasks that require them to interact with native speakers of the target language, such as conducting interviews or participating in group discussions. Through these interactions, learners are exposed to the social norms and practices of the target language community and can develop a deeper understanding of how the language is used in different contexts. Additionally, TBLL can also promote the development of intercultural competence, which is an essential aspect of

language socialization (Byram, 1997). By engaging in tasks that require learners to interact with members of the target language community, learners can develop a greater awareness and appreciation of cultural differences, as well as the ability to navigate cross-cultural communication situations (Kramsch, 1993). This can lead to the development of more effective communication skills and a greater ability to participate in diverse cultural contexts.

#### **2.4. Analytical Frame**

The focus of this research is the socialization of future teachers of Kazakh and Russian languages. Accordingly, language socialization acts as an analytical framework in this study, as it includes social practices and processes that consist of experience, how students learn and how it affects their emotions (see Figure 1). Students' emerging learning experiences and the resulting emotions influence their beliefs in language education and their professional identity. This means that through such processes, they can be socialized into their future profession. As a result, the analytical framework of this study will take into account the experience and emotions of the pre-service of teachers of Kazakh and Russian languages.

**Figure 1***Language Socialization***2.5. Chapter Summary**

The objective of this chapter was to analyze the related research on various aspects impacting language acquisition, Language socialization theory in education, and language teaching and learning methodologies in order to understand what pre-service teachers' language learning experiences are and how these experiences affect their attitudes and feelings toward these languages, as well as their future pedagogical practices. Additionally, this chapter presented the analytical framework for the current research, which was explored during this study, based on the reviewed literature. The next chapter will present the research methodology that underpinned this study.

### **3. Methodology**

The purpose of this thesis is to understand how pre-service Kazakhstani language teachers experience their Kazakh and Russian language teacher training in one region in Kazakhstan, and how this experience affects their attitude, emotions, and future language teaching roles. The previous chapter focused on the literature about Language socialization, how the process of language socialization is carried through the prism of education, language teaching and learning approaches, and social and affective factors in education and their impact on attitudes in language learning. This chapter will explain the research design, sampling and research site, data collection instruments and analytical procedures, and the ethics that underpinned this study.

#### **3.1. Research Design**

The study's purpose is to explore how pre-service Kazakhstani language teachers feel throughout their preparation for teaching Kazakh and Russian in one region of the country and how this experience influences their outlook, feelings, and potential for teaching languages in the future. Therefore, I chose a qualitative research approach because it is multifaceted and uses a wide range of instruments and methods to gather data and conduct the analysis (Ridder & Hoon, 2009). Additionally, according to Stein and Mankowski (2004), a qualitative approach represents a guiding ethos that encourages a deeper awareness of human uniqueness while acknowledging the implications of social circumstances. Also, they stated that personal experiences are essential for qualitative research since they allow for the collection and documentation of first-hand knowledge. Moreover, they claimed that it allows for the investigation of human behavior in its authentic environments, resulting in a deeper comprehension of the contextual elements that may encourage or discourage the behaviors and activities of the sample group (Stein & Mankowski, 2004). Researchers using this strategy, in particular, benefit from examining complicated and varied problems (Creswell,

2013). Another advantage of this strategy was that it enabled me to address a range of research questions and generate more specific study issues based on the information acquired.

A case study design underlies this study since it provides the opportunity to learn more about the topic being studied "... a means of identifying key issues which merit further investigation..." (Bell, 2005, p.10). According to Woodside (2010), the primary goal of a case study design should be to understand participants' levels of feelings, behaviors, and interactions as they emerge in particular contexts making the choice of respondents an important component of a case study design since they become the source of primary data. In addition, I chose a case study design because it can be conducted on entire organizations or just one person, its flexible methodology means they do not restrict researchers to a particular group of people or circumstances (Villard, 2003). As a result, a case study design suited the purpose of this study which was to understand pre-service teachers' language learning experiences and how this experience affects their attitudes and emotions toward these languages, as well as their future pedagogical practices.

### **3.2. Research Site**

This research study was conducted at one university that offers pedagogical training to pre-service teachers which is located in the east part of Kazakhstan. This university offers pedagogical programs that prepare teachers of Kazakh, Russian and English languages. Therefore, students from these institutions offered unique insights into their L2 learning experiences about their language learning and pedagogical training practices, their professors' teaching styles and assessment, and finally, their experiences will highlight their emotions on Kazakh and Russian language learning.

### **3.3. Research Sample**

According to Vishnevsky and Beanlands (2004), qualitative investigations do not always need to focus on a number when determining the size of their sample groups because

“qualitative researchers are concerned with including only those participants with rich experiences in the phenomenon of concern” (p. 1). In a similar vein, Coleman et al., (2007) believed that a sample's collective contribution is just as pertinent and trustworthy as their first-hand experience with the topic under investigation. My research question was based on the nature of pre-service teachers’ experiences, and therefore, this study included five pre-service education students (see Table 1) from a pedagogical program to explore their perspectives about language socialization and emotions they experience during studies, and its impact on their vision of future role as teachers in Kazakh or Russian L2 learning.

**Table 1**

*Sociodemographic Characteristics of Participants*

Participant	Gender	Specialty
Respondent 1	Female	Kazakh language and literature
Respondent 2	Female	Kazakh language and literature
Respondent 3	Female	Russian language and literature in Kazakh classes
Respondent 4	Male	Kazakh language and literature
Respondent 5	Female	Russian language and literature

### 3.4. Data Collection Tools

I used two research tools which were an adapted version of the bilingualism and emotions questionnaire (Dewaele & Pavlenko, 2001) and semi-structured interviews with participants. In qualitative research, questionnaires can be a valuable tool for collecting data from participants. Creswell (2013) notes that surveys can be particularly useful for obtaining information on attitudes, beliefs, and behaviors, and for collecting demographic data. In my

research, a questionnaire is used as a complementary tool for gathering general data. For this reason, the purpose of the questionnaire was to reveal the language learning course emotions and attitudes of students who are enrolled in Kazakh or Russian as their second language (L2).

Additionally, according to Brinkmann and Kvale (2015), a semi-structured interview design facilitates the explanations of the interviewee's worldview in order to evaluate the significance of the phenomena described. In this way, the respondents could answer questions openly about their perspectives on their emotions and their language learning experiences without any restrictions (Dornyei, 2007). Given that the purpose of the interview was to shed light on the significance of students' emotions and the degree to which they might enhance or be detrimental to their Kazakh and Russian language learning, it was expected that the sort of interview chosen would enable a comprehensive understanding of the phenomenon based on the participants' views. In addition, this form of interviewing had tremendous knowledge-creating potential because the interviewer was able to rapidly modify inquiries based on the respondents' answers (Denzin & Lincoln, 2011). Additionally, an interview could reveal students' emotions associated with learning Kazakh, Russian and English languages. My interview schedule consisted of 10 to 12 probing questions in Kazakh, Russian, and English to gain a deeper understanding of students' perspectives on their emotions when learning Kazakh, Russian, and English languages.

### **3.5. Data Collection Procedures**

After receiving ethical approval from the NUGSE ethics committee, I started the data collection procedure in late October 2022. The first stage of the data collection involved the recruitment of respondents. At the beginning of November, official emails were sent to the universities' offices of the registrar, where I sought permission to conduct my research study. After receiving permission from these universities, I attached the recruitment letter that

included the informed consent details that described the objectives of the study, the risks and benefits associated with the research topic, as well as the option of withdrawing from participation at any time. In the email, I included a survey link using the Qualtrics system so that potential participants' identities would not be revealed. Interested students were asked to leave contact details, as a result of which five students from one educational institution were contacted to participate in an online interview via ZOOM. I contacted them to confirm their willingness and availability to participate in the interview. Once the interview participants had been confirmed, I sent emails to these participants, where I attached the informed consent form and asked them to sign and return it to me within 48 hours. Upon receiving their signed consent forms, I sent a schedule to select the preferred time and date that suits my respondents.

The semi-structured interviews proved to be relevant and consistent with the goals of the study since they provided a safe environment in which students could express their personal perspectives and opinions on a range of issues. Interviews were time and format acceptable, despite being brief in comparison to the long questionnaires employed by other methodologies. Two interviews were conducted as part of the data collection; the first interview took place during the data collection procedure in December, and to further explore and follow up on data that revealed unexpected patterns, a second interview was done.

### **3.6. Data Analysis**

Students were initially given questionnaires to complete in order to gather demographic data, learn about their emotions, and determine the context in which the languages they study will be used. The respondents then participated in the study's second component, an interview. All recorded interviews were transcribed into a text format for easy record-keeping. In the process of transcription, all possible mentions of names, personal data, as well as the names of the educational institute were renamed using pseudonyms. A special

online platform, "otter.ai" was used for interviews in English, and for transcribing interviews in Kazakh and Russian, additional work was carried out by typing and listening to audio recordings. Next, I inserted excerpts taken from interviews and described respondents' answers, which directly showed the emotions of students learning Kazakh, Russian and English languages. For the process of qualitative data analysis, I used in-vivo and descriptive types of coding (Saldana, 2011). The respondent's "strong" statements showed the answer's full depth. Codes were identified as in-vivo, and the descriptive method encoded complex sentences requiring disclosure (Saldana, 2011).

The analytical framework of my research is founded on the notion that language socialization is a process that encompasses social practices and experiences, including how people learn and how their emotions shape their ideas and identification. People might socialize into their future careers through this approach. To discover more about the learning experiences, attitudes, and feelings pre-service Kazakh and Russian language teachers had towards language instruction and their professional identities, I conducted semi-structured interviews with them. I was able to learn more about how they are being socialized for their future career by examining their replies and how their experiences and feelings affect their beliefs and sense of self as language instructors. It gave me the opportunity to concentrate on the social and emotional components of teaching and learning languages, which are crucial to the socialization process.

### **3.7. Ethical Issues**

#### ***3.7.1. Anonymity and Confidentiality Procedures***

Throughout the data collection procedures, the researcher made all attempts to adhere to ethical principles and standards. Prior to doing the study, in a letter for recruitment, I assured respondents that their participation entailed minimal risk and that I would ensure their anonymity and confidentiality. To ensure confidentiality during the interview process, I

reminded the participants about the aims and scope of the study. To avoid any misunderstandings, I went through their consent form again to remind them about the ethical requirements of keeping their information private, that their participation was voluntary, and that they could withdraw from answering questions at any time (Cresswell, 2013). I reassured the participants that all personal information and identifiers would be removed after the conversations had been recorded, transcribed, and coded. Hence pseudonyms were used, and the researcher was the only one who knew the participants' names. Finally, I reassured the interviewees that the laptop and google drive folders with the stored data were password protected which ensured the safety of their data.

### ***3.7.2. Risks of the Research***

Wendler and Miller (2008) state that researchers should consider the potential risks associated with the research before proceeding to data collection. Correspondingly, a number of risks might appear in the study. Firstly, during the recruitment process, I sent reminder emails to the registrar's office every third day about my request to conduct my survey to minimize the risk associated with my data collection time frame. Finally, I made many attempts to mitigate any potential risks during the interview process. For example, I reassured my interviewees about confidentiality and how I intended to preserve their anonymity through the use of pseudonyms, and password-protected computers. However, I prepared a number of approaches to mitigate any anxiety in case some interviewees experienced anxiety at the prospect of having their conversation video-recorded. For instance, at the beginning of the interview, I asked permission to turn on the video camera and offered my interviewees the option of using avatars or turning their cameras off. I sent a copy of the recording for them to listen or watch to the video so that they could inform me if they thought that any part of what they said did not accurately reflect their true sentiments (Oliver, 2010).

### **3.7.3. *Benefits of the Research***

There is little research on the role of language socialization and emotions in language learning and teaching. Language socialization in teaching has a great impact on education in the school system in the long term. The research can benefit in understanding how pre-service teachers acquire language learning and teaching skills and how their socialization process affects their language learning and emotions can help in developing effective language teaching practices.

The respondents' participation might not give any direct benefits to the respondents. However, it might be the first opportunity for the students to articulate their experiences and emotions while learning the target language. This research can also lead to the improvement of language learning and teaching process to always take into consideration students' feelings. For these reasons, the novelty of the study might be interesting to the respondents for personal reasons, but it can also be valuable in their future teaching careers.

### **3.8. Summary**

The purpose of this chapter was to describe methods used to conduct this study on the experiences of Kazakh and Russian teacher training program students related to their language learning in the trilingual context. The research design, site, sampling method, data collection instruments, and procedures were included in this chapter. In the next chapter, I present the findings of the study.

#### 4. Findings

The purpose of this thesis is to understand the experience of participants during language learning and teaching courses, and socialization processes, as well as factors that influence these experiences. The previous chapter focused on research methodology, revealing its design, site and sampling strategies, data collection instruments, and procedures undertaken to conduct this study. The findings chapter presents the results of a study that aimed to explore the nature of pre-service Kazakh and Russian language teachers' experience in an L2 teacher training program. This chapter starts by providing an overview of the research questions, objectives, and methodology used to collect data, as well as an analysis of the data collected through semi-structured interviews. This chapter provides an analysis of the results of the study, which aimed to examine the following research questions:

Main RQ. How are pre-service Kazakh and Russian language teachers socialized into their future roles at a pedagogical university in one region in Kazakhstan?

1. How do pre-service L2 language teachers experience their language teaching courses?

2. What implications does their L2 teacher training hold for their emotions?

The research data was analyzed through the qualitative methods approach, in which the sub-sections were revealed by the interview analysis' emerging themes. This chapter is organized in the following manner: 1) L2 pre-service Kazakh and Russian language training experiences, 2) Language teacher training and their emotions, and 3) Pre-service Kazakh and Russian language teachers' views of their future roles, where the research sub-questions begin the chapter, and the main research question ends it.

#### **4.1. L2 Pre-service Kazakh and Russian Language Training Experiences**

The results revealed several social practices associated with the participants' language teacher training that emerged from the themes in accordance with the analytical framework described in the second chapter. These social practices are 1) Lack of opportunities to practice the language; 2) Lack of pedagogical knowledge and practice; 3) Assessment in pedagogical practices.

##### ***4.1.1. Lack of Opportunities to Practice the Language***

Most of the study participants reported being unsatisfied by the lack of opportunities to practice the language in their language learning experience. Although the program includes the in-depth study of two or three different linguistic disciplines per semester, in practice, it appears to be challenging for students to apply what they learn in real-life situations. On this issue, Respondent 1 said,

Since this specialty trains teachers in this area, we have a program in which foreign languages are studied in depth, that is, we study two or three different linguistic disciplines during one semester. However, it is a little difficult in practice, which also has its own reasons: the low level of training of teachers, the low interest of students or different levels of language proficiency can also interfere with common discussions. In addition, there are cases of lack of interest of the student in lectures.

This view is also supported by other participants: "The less useful aspect, I think, is the lack of practice" (Respondent 1), "Less explanation and practice with lots of homework assignments led me to hate the language, which resulted in a kind of resistance to learning it" (Respondent 5).

Additionally, there is a lack of practice in language instruction, and being overloaded with grammar tasks and homework. On this issue, Respondent 3 commented,

Ever since I was in school, I think that retelling as a task in the educational program is a very useless thing. If language speech is not developed, then retelling turns into the

memorization of unfamiliar words. I do not argue that grammar is necessary, but when the emphasis is only on it, it is very difficult to start talking...I think thoughtless memorization is useless.

Respondent 4 also held similar views and explained,

Russian classes can be described as primary school all over again. They consist of memorizing rules and doing exercises. Those who do not catch up with fast-learning students are not given elaborate explanations and feel left out. Eventually, they end up neglecting the language...Russian classes, unfortunately, we're only about grammar. New topic... rules... exercises.

Homework seemed to be another social practice that the respondents felt was not contributing to their learning. Respondent 5 said: "I don't think too much homework is helpful. I wish the teachers would try to explain or teach something to the student sitting during the class.

Giving too much homework without explaining it is ineffective."

From the above, it seems that the emphasis on grammar and written exercises seems to have reduced the possibilities for learners to communicate meaningfully and develop their speaking skills. It also suggests that they would be socialized into valuing the behaviorist approach to teaching which would probably impact their pedagogy.

#### ***4.1.2. Lack of Pedagogical Knowledge and Practice***

The interviewees, future school teachers, expressed the belief that their professors are primarily focused on preparing them to explain grammar rules rather than providing specialized training on teaching various aspects of the language. Respondents expressed their concerns about feeling unprepared to teach certain aspects of language teaching and stated that they would benefit from additional training in these areas. Regarding this problem, Respondent 2 said,

In most cases, I am interested in the fact that the language is rich and colorful. However, training programs often focus on learning grammar and various rules.

Therefore, practice is less. I want to speak other languages and develop my communication skills in those languages. But there are not many such opportunities.

She comments about the disconnect between teaching languages and applying it for authentic purposes,

Since my profession is preparing future school teachers, it seems that the professors are preparing us to become teachers who will explain the rules in the future. It seems to them that having knowledge and spreading it further, is more important than applying that knowledge in real life. (Respondent 2)

Respondent 5 indicated the disconnect between language and pedagogy. She commented,

For the entire program, languages and pedagogy are taught as separate disciplines. Only one discipline teaches the pedagogy of language. Only in the larger case, the guideline goes to the compilation of a curriculum according to already existing documents and established norms, according to which the educational process is conducted. Some special in-depth training on how to teach this or that aspect of the language is not shown to us enough. In most cases, I think everyone relies on their early experience and repeats what they witnessed in the future.

Moreover, respondents reported on their experience and the potential implications of their current social practice for their future profession. For example, Respondent 3 indicated: "I would note the specifics of the languages themselves and the methods of teaching them. They may not be applicable to all languages. In addition, there are many exceptions that should always be taken into account." This point was also reiterated by Respondent 4, who commented,

In my context, I would say that everything depends on the purpose of the training. Which do not always coincide with teachers and students. For example, it is important for me to study the language itself and its teaching methods well. However, under the influence of the professors' result orientation, we can always prepare for some kind of knowledge test, be it a test or some kind of exam. If for me it is not an indicator of the

level of my knowledge at all, then for a teacher it is a real indicator of the success of his training.

Moreover, Respondent 1 answer seems to hold the same view about the awareness of the language environment. She shared her ideas about the situation in society regarding Kazakh and Russian languages and how she can be a change agent in that case. She said,

Perhaps due to the fact that we are exposed to two languages from an early age, it is difficult for me to single out something specific. It feels like everyone around is learning languages independently, in a naturalistic way. Although if you think about it, the prevalence of one of the two languages in society, if it is not yet titular, then leads to public resonance. It would probably be interesting to consider how I, as a future language teacher, could change the situation with the use of language.

A key social practice was the tendency to separate language learning from pedagogy. The extracts illustrate that language teaching is often seen as a skill that can be learned separately from the subject matter, rather than as a pedagogical practice that requires an understanding of how people learn languages. As noted by the participants, this separation results in a lack of pedagogical knowledge and practice in teaching languages, which holds implications for future pre-service KZ/Rus teachers' assessment literacy and language assessment practices.

#### ***4.1.3. Assessment in Pedagogical Practices***

Evaluation processes have the power to affect pre-service teachers' standards for student accomplishment as well as their values, beliefs, and attitudes about teaching and learning. According to studies (Bell & Cowie, 2001), pre-service teachers' assessment can have an impact on their pedagogical practices, relationships with students, and opinions about the teaching career. The formation of pre-service teachers' identities and feeling of belonging within the teaching profession can also be impacted by assessment (Korthagen et al., 2006). As a result, it is crucial that the evaluation procedures used in teacher training programs be created to encourage pre-service teachers' successful socialization. One of the main issues is

related to the assessment criteria used, which may not align with the intended learning outcomes or the teaching practices promoted in the teacher education programs. Additionally, the lack of consistency and reliability in the evaluation process can affect the accuracy of the assessments. For example, Respondent 5 reported: “In pedagogical practice, we are evaluated by the heads of practices. Every year the practice time becomes longer, respectively, and work and responsibility as well. Although, in most cases, this assessment does not coincide with reality.”

Respondent 2 commented on decontextualized tests and practices,

Everything is extremely simple here. Tests and practice. It probably rests more on the validity of these estimates. How realistic do these assessments reflect any competencies about a student's willingness to teach? It all depends on many factors. Even on the nature of the teacher and the relationship built with him or her...

Respondent 5 also explained the lack of feedback when they do their practicum,

Our progress is not always monitored, and some school teachers see us as an opportunity to overload their work, dumping it all saying that for our future experience and this is what we will face. And knowing that our assessment depends on these people, we not only pay attention to the main task, to work with students but also do other additional stuff.

The results indicate that there is a lack of clear assessment standards in language learning.

One of the concerns voiced by the participants is the “inconsistency in evaluation methods” used by language teachers. Many respondents reported that their language instructors do not use any criteria and standards to evaluate their language proficiency, which often led to confusion. Respondent 3 explained,

They want us to understand speech and texts, and be able to speak and write in the language, but rarely do practical tasks in these areas. Accordingly, it seems to me, that they do not always evaluate us correctly. Sometimes they even seem to take grades from nowhere...

Respondent 5 also commented: “Some teachers have very high standards, and you try to meet them. Similarly, one person may rate my education highly, while another may think it is at the C+ level.” The lack of clear and consistent assessment standards makes it difficult for students to understand their progress and to identify areas for improvement.

Lack of opportunity for language practice, a lack of pedagogical knowledge and experience, and insufficient assessment of their pedagogical methods may socialize pre-service teachers toward a variety of unfavorable results. As an example, they could feel unprepared and uncertain about their ability to teach, which could affect their sense of efficacy and confidence in the classroom. Additionally, they might not have had as much exposure to effective teaching techniques, which could hinder their capacity to develop engaging and significant learning opportunities for their students. Additionally, inappropriate assessment procedures can make future teachers feel frustrated and demoralized about their profession, which may make them second-guess their decision to become a teacher. Moreover, these detrimental socialization encounters may have an effect on the teachers' professional identities and sense of belonging to the teaching community. As a result, such socialization practice can impact these pre-service teachers' emotions, affect, and motivation.

## **4.2. Language Teacher Training and Their Emotions**

The results obtained during the study show that there are a number of factors that have an impact on their emotions and progress in learning languages. First of all, these are aspects that cause a sense of intrinsic motivation in students.

### ***4.2.1. Positive Affective Factors***

Based on the data collected, interviewees reported that intrinsic motivation plays a significant role in their language learning. For example, the participants found learning languages interesting because it allowed them to delve into not only the language but also the culture of the people who speak it. This sentiment was echoed by other pre-service language teachers as

well: I think the main reason for learning any language is to feel the culture of those who speak it (Respondent 1). All participants highlighted that one of the main reasons for individuals to pursue language learning is to gain a deeper understanding and appreciation of the emotions associated with those languages. The following quote from the Respondent 5 interview explains this point,

If there is no interest in the language, it will be difficult to learn it and do it quickly. If you don't have the feeling, even if your academic performance is good, you may not need this language later. Therefore, effort and feelings are important. I think that the more you try, the better your progress will be.

Also, another factor affecting the intrinsic motivation of students is the attitude and positive emotions toward the language itself, as demonstrated by the stated passion for the Kazakh language of one of the interviewees. For example, Respondent 2 indicated,

I love my native language. I especially admire the beauty and richness of the language when I see works, films in a purely Kazakh language, and especially documentary films. And the Kazakh language music and language wordplays... most often rap is very impressive.

The love for their native language, coupled with admiration for its beauty and richness, serves as a favorable motivating factor related to the positive emotional state of language learners. In particular, the appreciation of the language's aesthetics and the desire to consume content in its original form, such as documentaries and films, can foster a deeper connection to the language and provide the learner with the drive needed to master it. The individual's intrinsic motivation, as evidenced by their love for the Kazakh language, is an essential component of successful language learning.

Another factor that can enhance extrinsic motivation in language learning was mentioned by two interview respondents and it is the recognition of the opportunities that come with mastering a language, such as better career prospects or the ability to communicate with a

wider range of people. Illustrative comments focused on this perspective: “Perhaps there are opportunities that you can access through a language. Opportunities and achievements open up inspiration for me to master the language” (Respondent 2); “If a person does not see a goal in studying something, and does not feel interested, then this is a meaningless undertaking” (Respondent 3).

#### ***4.2.2. Negative Affective Factors***

The results also highlighted the social practices in this teacher training program contributed to negative emotions. For example, Respondent 3 explained she was required to learn the Kazakh language despite not having a genuine interest or need for it,

Since our school days, Kazakh language teachers have been talking a lot about how embarrassing it is not to know the language, but no one is trying to teach us how to speak. We endlessly wrote essays in the Kazakh language lessons (Respondent 3).

Moreover, the results indicated that the respondents had no choice in which language they are required to study. In relation to the Russian language, Respondent 5 said: “In case I didn’t like Russian as a second language in my program and wanted to change it, I wouldn’t be able to as there was no choice, at least I was told so...”

Negative emotions, including fear, can be a common experience for learners in language learning. A personal story from 2-3 years ago highlights the incomprehensible feelings associated with language learning. The participant’s “constant fear of making mistakes” and “not being able to speak” demonstrate the impact that negative emotions can have on language instruction (Respondent 1). Additionally, it was stated that “professors are always busy with some other university work” and “they are often told to puzzle out the topics themselves, which is frustrating” (Respondent 4). Participants reported that this kind of authoritative relationship between teacher and students can lead to feelings of sadness and frustration, and may even discourage students from continuing their language studies. For

example, their frustration about their relationship with professors: “They are angry, tired. We learn on our own” (Respondent 2); “Who evaluates? A teacher? They don’t “assess”. In some cases, our grades remain directly related to the mood of the teacher, and this makes me sad” (Respondent 2).

Future teachers may develop a spectrum of social behaviors after going through a range of positive and negative emotions while studying. Positive feelings like joy, excitement, and engagement, on one hand, might increase one's passion for teaching and dedication to the field. The pleasant recollections and associations they make with their pre-service education may serve to mold their future attitudes and views about teaching. Negative feelings, on the other hand, might have the reverse impact, resulting in lower motivation and a more disapproving attitude toward the profession. Unfavorable emotions can, however, also be transforming, fostering more forbearance, introspection, and development. Pre-service teachers may be socialized to develop better coping mechanisms and a more comprehensive grasp of the challenges of teaching if they are given help and direction to manage their emotions.

### **4.3. Pre-service Kazakh and Russian Language Teachers’ Views about Their Future Roles**

#### ***4.3.1. Future Professional Identity. Enthusiasm and Concerns***

Several experience-forming factors have been identified as critical for effective language teaching during the interviews. These factors include the teacher's proficiency in the language being taught, willingness to work in this field in the future, knowledge of teaching methodologies, and understanding of the role of emotions in language learning. Additionally, interview analysis has shown that the teacher's own language learning experiences can significantly impact their approach to teaching. Respondents were interviewed about their visions of future roles as language teachers. Many of the participants highlighted the

importance of their own language-learning experiences in shaping their views on future teaching practices. For the question “How do you see your future role as a teacher?”

Participant 2 responded: “I have a certain enthusiasm to teach further and carry the knowledge behind me and share it with my students.” A similar enthusiastic view was shown by Participant 5, who reported,

I just had a thought, what was the experience of my teachers and what led them to who they are now? I hope that the way I was taught languages will not affect me much, and I will build my own line.

Based on a sample of pre-service teachers' responses collected through interviews, it can be seen that these individuals have a range of views and expectations about their future careers as educators. Overall, the pre-service teachers expressed a strong desire to make a positive impact on their students and contribute to their academic and personal growth.

For example, Participant 4 shared that he wants his students' experience to be pragmatic and with a clear understanding of why they are learning one or the other language. He said,

I would like them to have a great experience. But it doesn't just depend on me. The whole environment, other languages, other subjects, family, and friends, all affect them, and their experience will be formed on the basis of many other factors. Perhaps we have not yet learned how to use the full potential of everything that surrounds us, besides there is not enough explanation why they might need it. I would like their experience to be accompanied by a clear understanding of uniform efforts from all sides, not only from mine but also theirs.

Respondent 2 was expressing her thoughts in a positive way, sharing that there is another important aspect of language learning as emotional attachment. She wants her students to be “connected” with the language that she is going to teach. This view can be seen in the following extract:

I would like them to be free in their choice when talking, writing, reading, and listening. And in this, I think it is very important to have some kind of connection with the language. This is not about knowledge of the language and its functionality, but rather, some kind of internal garter. I have always been interested in psychology and actualized the role of feelings in life. I want my future students to always feel the "life" in the language, so I will try to teach it as fully as possible. Of course, it will be difficult to balance the requirements and evaluation standards.

Another interviewee, Respondent 1, stated that she wants to “break the chain” of these outdated pedagogical approaches where there is no freedom given to the learner,

On the one hand, I want to give an interesting and vivid experience to my future students, and I would not like to repeat what my teachers show me here. On the other hand, probably, the fact that there was no other learning experience and a limited base at the beginning will be difficult and I will repeat the way I was taught. It even seems to me that all this was unnecessary, and you learn everything in practice, and you get better.

Nevertheless, she was also worried about the unconscious effect of her own learning experience on her teaching style, so she might repeat the methodologies that she has been taught.

There were also some concerns expressed by the pre-service teacher (Respondent 3), particularly regarding the challenges of adapting to different learning and forming their own teaching styles. Respondent 3 stated,

We have great teachers who are dedicated to their work and teach the language with great enthusiasm. Looking at them, I want to be able to do the same. But then a little realization comes that you are different people, with different baggage of experience and different audiences. It may be easier for them to work with students in their studies, and if they did not have early experience teaching at school, this complicates the situation. After all, they teach it through their own prism with little experience. And even more so, it seems that we are gaining experience teaching languages only by passing professional pedagogical practice in schools. Of course, there are some

trending, memorable methods or reforms that greatly affect the teaching style of professors, which subsequently affects us.

One of the interview participants, Respondent 2, showed a real interest in “transferring the knowledge” and a clear understanding of the scope of the specialty. However, she shared her concerns about mastering all the necessary skills to be a great pedagogue, by explaining,

It is important for me that I can continue to transfer this knowledge about the language. Only this understanding is not quite enough for me to master all the skills, since I feel very limited, and one-sided when being taught. I want something interesting.

She also expressed concerns about experiences,

But I have concerns that due to ignorance of something, or lack of experience, it will be difficult for me at the beginning, or I will completely abandon it, with a deliberately incorrectly constructed experience. Therefore, I don't know yet. (Respondent 2)

Similar concerns were raised by Participant 5,

Although, who knows? Everything looks pretty vague. I wouldn't say that everything is bad and hopeless. At least the school system has a general education standard and accountability to a single governing body, and I think my experience will be formed in the right direction. In addition, if something goes wrong, there are always some advanced training courses for teachers, it seems. The main thing is my attitude to this.

Overall, these interview results show that pre-service teachers have a complex and nuanced view of their future careers as educators, a mixture of excitement, passion, and apprehension. They emphasized the significance of being able to empathize with their students' struggles, having an understanding of the language acquisition process, and being able to model effective language use.

### ***4.3.2. Pre-Service Teachers' Views on Language Teaching Pedagogy***

Participants of the study were asked to share their opinions on what is important for them in their language teaching program. Participant 1 considered this question from a career perspective and stated that she wants to be out of this circle, reporting,

For me personally, it would be important to learn the language not only as a future teacher, honestly. Most likely, my understanding of this specialty is a little distorted, and I may not be engaged in language teaching in the future. And I study here because I like the language itself. And the most important thing is constant practice, which could be applicable in life, and not only in the pedagogical circle. I don't want my language knowledge to be formed only on rules and theoretical materials.

Another respondent (3) shared the same attitude toward his studying, thereby showing that it is important for him to concentrate more on the language, saying,

Since I have a language specialty, initially my interest was in a language, rather than in pedagogy, to be honest. And courses related to pedagogy and language pedagogy always focus on theoretical material, some outstanding scientists, and their views. And this is fixed by the fact that in most cases we simply memorize who they are and what they have brought to this sphere.

Respondent 4, shared his concerns and dilemmas about filtering the knowledge he is gaining. He said that he has some kind of inner conflict when learning a literary language in terms of using this knowledge at the time that we are living currently. He indicated,

It is important for me to be interested in learning a language while practicing everything in real life. But, to be honest, sometimes some aspects of language learning become of little use in life due to changing times, people's worldviews, and the frequent mixing of languages. For example, although the literary language is very beautiful, it sounds strange when you use it in speech. Most likely, we have greatly simplified everything, and our conversations do not have such colors as in the early days. And we can be taught such expressions in the language. Therefore, sometimes it seems that we are learning something unnecessary. Nevertheless, on the other hand, I am tormented by the thought that this may be my native language, or a rich language, and cutting myself off

from access to literature because of its little applicability in life would probably be unacceptable.

To sum up, from the analysis of the interviews it can be seen that there is a big concern among students about not being able to handle subconscious affection of their past experiences in their future teaching. Moreover, interview analysis revealed some problematic areas in the program curriculum that need to be improved in the future. Thus, from the given quotes, it is clearly seen that, primarily, respondents' desires to study at these programs are connected to the language itself as it interests them. Although they are studying in a pedagogical program, their understanding of their future career perspectives and their correlation with their desires is another issue to consider.

#### **4.4. Summary**

In conclusion, this chapter has presented the findings obtained from the data collected. The research questions were addressed through the analysis of the data, which provided insights into the research problem. The results of the analysis revealed several key findings, which have important implications for the research area. The findings of this study shed light on the experiences of pre-service Kazakh and Russian language teachers at a pedagogical university. The analysis of interviews revealed that Kazakh and Russian pre-service teachers faced similar challenges such as insufficient language proficiency, neglected needs by the authorities, and inadequate teaching practicum experiences. However, there were also differences in their experiences, particularly in their perceptions of language teaching methods and their awareness of the importance of knowing one or another language.

Lack of opportunity for language practice, a lack of pedagogical knowledge and experience, and insufficient assessment of their pedagogical methods may socialize pre-service teachers toward a variety of unfavorable results. As an example, they could feel unprepared and uncertain about their ability to teach, which could affect their sense of

efficacy and confidence in the classroom. Additionally, they might not have had as much exposure to effective teaching techniques, which could hinder their capacity to develop engaging and significant learning opportunities for their students. Additionally, inappropriate assessment procedures can make future teachers feel frustrated and demoralized about their profession, which may make them second-guess their decision to become a teacher.

Moreover, these detrimental socialization encounters may have an effect on the teachers' professional identities and sense of belonging to the teaching community. As a result, such socialization practice can impact these pre-service teachers' emotions, affect, and motivation.

Future teachers may develop a spectrum of social behaviors after going through a range of positive and negative emotions while studying. Positive feelings like joy, excitement, and engagement, on one hand, might increase one's passion for teaching and dedication to the field. The pleasant recollections and associations they make with their pre-service education may serve to mold their future attitudes and views about teaching. Negative feelings, on the other hand, might have the reverse impact, resulting in lower motivation and a more disapproving attitude toward the profession. Unfavorable emotions can, however, also be transforming, fostering more forbearance, introspection, and development. Pre-service teachers may be socialized to develop better coping mechanisms and a more comprehensive grasp of the challenges of teaching if they are given help and direction to manage their emotions.

Overall, these interview results show that pre-service teachers have a complex and nuanced view of their future careers as educators, a mixture of excitement, passion, and apprehension. They emphasized the significance of being able to empathize with their students' struggles, having an understanding of the language acquisition process, and being able to model effective language use.

To sum up, from the analysis of the interviews it can be seen that there is a big concern among students about not being able to handle subconscious affection of their past experiences in their future teaching. Moreover, interview analysis revealed some problematic areas in the program curriculum that need to be improved in the future. Thus, from the given quotes, it is clearly seen that, primarily, respondents' desires to study at these programs are connected to the language itself as it interests them. Although they are studying in a pedagogical program, their understanding of their future career perspectives and their correlation with their desires is another issue to consider.

## 5. Discussion

The purpose of this thesis is to understand how pre-service Kazakhstani language teachers experience their Kazakh and Russian language teacher training in one region in Kazakhstan, and how this experience affects their attitude, emotions, and future language teaching roles. The previous chapter presented the study results. The current chapter is aimed at explaining the results that were discussed in the previous chapter. The findings will be described through their connection with the literature on the topics of language socialization, emotions, and future professional identity of pre-service teachers, and seek to answer the main research question with two sub-questions:

Main RQ. How are pre-service Kazakh and Russian language teachers socialized into their future roles at a pedagogical university in one region in Kazakhstan?

1. How do Pre-Service L2 Language Teachers Experience Their Language Teaching Courses?

2. What Implications does Their L2 Teacher Training Hold for Their Emotions?

In this chapter, I will consider the analytical framework of language socialization theory and the extent that it is supported by the findings. This chapter is organized in the following way: 1) sub-question one about the experience of pre-service L2 language teachers on teacher training courses, 2) sub-question two that focused on implications on pre-service teachers' emotions and concludes with 3) pre-service Kazakh and Russian language teachers' socialization into their future roles.

### 5.1. How do Pre-Service L2 Language Teachers Experience Their Language Teaching Courses?

The results showed that study participants have encountered various difficulties while studying in their teaching training program; namely, lack of opportunities to practice the

language, lack of pedagogical knowledge and practice, and shared their experiences on the assessment in pedagogical practices that will be discussed in the coming sub-sections.

First, one of the key findings of this study was that pre-service Kazakh and Russian language teachers lack opportunities to practice the language. The lack of opportunities to practice the language was found to be a significant challenge for the pre-service language teachers in this study. This lack of exposure to use the language for real purposes is indicative of how language and culture are interconnected to reinforce social and cultural norms and values (Ochs & Schieffelin, 1986, 2012). In addition, the results showed that all of the participants reported feeling inadequate in their language skills and expressed frustration at their inability to practice the language in meaningful contexts. According to Woolard and Schieffelin (1994, p. 55), language ideologies are "the mediating link between social structures and forms of talk" influencing attitudes and views about both in-group and out-group members as well as the types of language that they are anticipated to use. For this reason, the results of this study indicated that pre-service education students' experiences would probably result in language ideologies shaped by their professors' cultural presumptions and sociopolitical beliefs about language forms and their usage and they could potentially repeat those ideologies in the teaching of Kazakh and Russian languages (Kroskrity 2004; Riley 2011). Consequently, these students experience language teacher training that consists of socialization processes that involve outdated behaviorist models of language use, and interactions, which counteract the constructivist approaches such as developing communicative competence and the use of language in authentic contexts visible in Kazakhstani educational reform (Seisembayeva & Aimagambetova, 2019).

Secondly, the findings of this study illustrated that professors are more concerned with getting students ready to explain grammatical principles than with offering specific instruction on how to teach different facets of the language. Respondents voiced their worries

about feeling underqualified to teach specific facets of language instruction and said they would profit from further training in these fields. Regarding this problem, Respondent 2 indicated that their training program often focuses on grammar and various rules, with less attention given to practicing their pedagogical skills and applying them in real-life cases. Therefore, there is limited focus on language as a semiotic resource and how to draw on it in their Kazakh/Russian language pedagogy. This reflects a transmissive approach where the focus is primarily on the transmission of knowledge from the instructor to the learners, with little emphasis on critical thinking, creativity, or active engagement (Nikitina, 2010; Suhendi, 2018). In such an approach, pre-service teachers are socialized to view their professors as the ultimate authority and replicate their teaching practices without much reflection or adaptation. They may rely heavily on memorization, rote learning, and following a prescribed set of procedures rather than developing their own teaching styles or strategies (Darling-Hammond, 2017). This lack of pedagogical knowledge and practice among pre-service Kazakh and Russian language teachers is consistent with the findings of previous studies that have highlighted the insufficient preparation of pre-service teachers in terms of linguistic pedagogical knowledge and skills (Sharpe, 2015). These studies argue that this lack of preparation can be attributed to the fact that the education system in Kazakhstan traditionally emphasizes the transmission of knowledge rather than developing critical thinking and pedagogical skills (Sharpe, 2015). Consequently, a transmission pedagogy and grammar-focused socialization can lead to negative emotions, and feelings of inadequacy, and may negatively impact pre-service teachers' beliefs about language teaching and their professional identity as language teachers (Liu & Xu, 2011).

Finally, the study found that assessment practices play a crucial role in preparing future teachers to evaluate their students' language proficiency and progress. The data illustrated that the respondents are socialized into traditional language assessment practices.

In this regard, most of the respondents indicated that there are issues with the validity and reliability of assessment practices. For example, Respondent 5 reported that their progress in pedagogy is not always monitored and moreover, they are assessed by heads of practices and tests. Additionally, Respondent 2 commented, “How realistic do these assessments reflect any competencies about a student's willingness to teach?” meaning that there are no clear assessment standards. This view was supported by Respondent 3 sharing that it seems to her that professors do not evaluate them correctly and “take grades from nowhere.” Therefore, the results of this study concur with previous studies showing that pre-service language teachers in Kazakhstan receive limited training in assessment practices and are often unfamiliar with the assessment standards in their field (Karataeva, 2018). This lack of preparation leads to a reliance on traditional testing methods that focus on grammar and vocabulary and may not adequately assess students' communicative competence (Karataeva, 2018). This situation is further compounded by the lack of clear assessment guidelines and standards, leading to inconsistencies in assessment practices across different educational institutions.

Overall, the present study has highlighted several language socialization indicators that pre-service Kazakh and Russian teachers face in their language training experiences. Specifically, pre-service teachers reported a lack of opportunities to practice the language, a lack of pedagogical knowledge and practice, and poor assessment of pedagogical practices. These indicators of the socialization of pre-service teachers into the teaching profession can significantly influence their beliefs and attitudes about language teaching and assessment (Bell & Cowie, 2001). Similarly, Fleischman and Hopstock (2015) suggest that the lack of pedagogical knowledge and practice can negatively impact the development of pre-service teachers' professional identities. Additionally, the lack of opportunities to practice the language can hinder their ability to create engaging and meaningful learning experiences for

their students, which can affect their overall efficacy and confidence in the classroom. These findings are consistent with previous research on language socialization (Kanno, 2003; Liu & Fisher, 2006), which emphasizes the importance of creating supportive learning environments that provide opportunities for language and pedagogical development.

## **5.2. What Implications do Their L2 Teacher Training Hold for Their Emotions?**

As emphasized by language socialization theory, individuals' emerging learning experiences and resulting emotions influence their beliefs in language education and their professional identity. Therefore, it is important to understand the implications of L2 teacher training on pre-service teachers' emotions, as this can have significant implications for their future teaching practices. The study found both positive and negative emotions associated with pre-service teachers' teacher training experiences and socialization in their future language teaching roles at schools.

First, language socialization theory emphasizes the importance of understanding the social and emotional processes involved in language learning and usage. This theory acknowledges that emotions are an integral part of the language-learning process and that learners' emotional experiences can have significant implications for their beliefs, attitudes, and practices. The findings of this study revealed that despite being socialized into behaviorist language teaching approaches, the participants reported that they love learning languages and are truly interested in developing their future professional skills, which were often associated with the sense of purpose and fulfillment that comes from the realization of a long-held dream of becoming a language teacher. The positive emotions also emerged as a sense of pride and accomplishment when they successfully design and deliver a lesson plan or when they receive positive feedback from their instructors. Therefore, the results support previous research illustrating that pre-service language teachers often experience positive emotions such as enthusiasm, motivation, and excitement during their training (Dewaele &

MacIntyre, 2014; Lamb, 2017). According to research conducted by Dewaele and MacIntyre (2014), positive emotions can enhance motivation, engagement, and persistence in language learning. In a similar vein, aspiring teachers who experience positive emotions during their training may be more inclined to approach their future teaching practices with eagerness and a sense of purpose, ultimately benefiting their students' learning experiences. These findings support the viewpoints expressed by Respondents 5 and 2, who emphasized the significance of effort and emotions in influencing their progress and goal-setting as language teaching professionals. Furthermore, the results indicated that positive emotions can also foster the development of a robust professional identity, as pre-service teachers begin to associate themselves with the values, beliefs, and practices of their future language teaching profession (Lamb, 2017).

Secondly, the results indicated several negative emotions associated with the respondents' socialization into their future language teaching roles. For example, anxiety was one of the dominant negative emotions experienced by pre-service language teachers. For example, Respondent 1 reported about having a fear of making mistakes, the pressure to perform well in front of peers and instructors, and the uncertainty of meeting high standards, so these can all contribute to anxiety (Dewaele, 2010). In the context of language teacher training programs, anxiety can lead to a lack of participation in class, a decrease in motivation to learn and may struggle with developing their teacher identity and may be less likely to experiment with new teaching approaches (Liu, 2019). Another consistent theme across the datasets was participants' negative emotions associated with frustration such as a lack of progress in language learning or difficulty in applying pedagogical theories to classroom practice, often resulting in a lack of engagement in class and a decrease in motivation to learn and improve (Liu, 2019). Respondents who experience frustration indicated struggling with developing their teaching skills and may be less likely to seek out

feedback from instructors (Liu, 2019) since their grades “depend on the teacher’s mood” who are “angry and tired” during the lessons (Respondent 2).

In addition to anxiety and frustration, the findings also foregrounded pre-service language teachers’ experience of feelings of embarrassment or shame about not meeting the expectations of their instructors or peers (Liu, 2019). For example, Respondent 3 commented, “Since our school days, Kazakh language teachers have been talking a lot about how embarrassing it is not to know the language, but no one is trying to teach us how to speak.” For this reason, the study concurs with Lui (2019) who found that feelings of embarrassment can lead to a lack of confidence and may cause pre-service teachers to avoid taking risks in their teaching practice, may struggle with developing their teacher identity and may be less likely to see themselves as competent language teachers (Liu, 2019).

To sum up, these findings highlight the need for language teacher education programs to address pre-service teachers' emotional experiences and provide supportive environments that foster positive emotions and address negative emotions. This can be achieved through increased opportunities for language practice in authentic contexts, more emphasis on pedagogical knowledge and skills, and more effective assessment strategies that promote learning and growth. As Lantolf and Thorne (2006) suggest, language socialization theory can provide a useful framework for understanding the complex interplay between emotions, language learning, and teaching, and help language teacher educators design effective training programs that take into account pre-service teachers' emotional experiences. By doing so, we can better prepare pre-service teachers to become confident, competent, and motivated language teachers who are equipped to meet the challenges of language education in Kazakhstan.

### **5.3. How are Pre-Service Kazakh and Russian Language Teachers Socialized into Their Future Roles at a Pedagogical University in One Region in Kazakhstan?**

The study found that the pre-service period plays a vital role in shaping the professional identity of future Kazakh and Russian language teachers in Kazakhstan. The study found several indicators of pre-service Kazakh and Russian teachers' socialization into their future roles.

First, their professors expose them to transmission teaching, meaning that it involves a teacher-centered classroom environment, where the teacher lectures, demonstrates, and provides explicit explanations of language concepts, while learners are expected to listen, absorb information, and reproduce what they have learned through controlled practice activities. Despite this socialization, the study found that they held positive views about their future language teaching roles. Interestingly, the data indicated the emergence of a hybrid professional language teaching identity. For example, as described in Chapter 4, the study participants expressed their enthusiasm to pass on their knowledge and share it with future generations because they would have "freedom of choice and connectedness" to the language they will teach "breaking the chain" with a clear understanding of why their future students are learning the language. Their views indicate that they would like to see a move away from outdated pedagogical approaches to a more learner-centered approach. Nonetheless, some expressed concerns about developing their own teaching style and unconsciously socializing their students into behaviorist teaching approaches by replicating their professors' teaching methods (Johnson, 2019). Therefore, the findings reflect similar results to the research conducted by Smith (2018), revealing that pre-service teachers often construct a hybrid professional identity, drawing from both local cultural practices and global teaching standards. The incorporation of Western teaching practices is one aspect of this hybridization.

This incorporation of Western teaching practices is reflected in the professional identities of pre-service teachers who view themselves as both traditional and modern educators.

Secondly, the results indicated that the Kazakhstani teacher trainers value behaviorist teaching approaches such as drill and practice, audiolingual, and grammar-translation methods. Such grammar drills and a focus on formal language rules can unintentionally socialize some pre-service teachers in Kazakhstan to believe that a grammar-translation approach is the most effective way to teach the Kazakh and Russian languages. For example, the participants could believe that teaching grammar rules and having students memorize vocabulary lists would be the best way for students to learn a new language, which is reminiscent of traditional Soviet-era approaches to language teaching that emphasized grammar memorization over communicative competence (Larsen-Freeman, 2018; Mukhametzhanova, 2020). Language socialization theory suggests that language learning experiences and emotions play a significant role in shaping beliefs and attitudes toward language and its instruction. As discussed in Chapter 4, some participants in the study had negative experiences while learning a new language, such as being subjected to rote memorization of vocabulary or excessive correction by their teachers. These negative encounters can lead to a pessimistic outlook on language learning and teaching, which may be passed on to their future students through socialization. For this reason, the results suggest that if pre-service teachers are socialized into behaviorist approaches, they may not be prepared to teach in a communicative and student-centered way. This would contradict the language teaching education reform about developing students' Russian and Kazakh language communicative competence (Tazhibayeva & Seydakhmetova, 2017; Yergaliyeva & Seysembayeva, 2020). It also holds consequences for the government's revitalization of the Kazakh language (Zhakipova & Orazbayeva, 2017). Consequently, socialization into

grammar rules and formal language strategies to teach the Kazakh language could result in negative emotions among their students learning the language (Dewaele, 2010; Liu, 2019).

Thirdly, the results illustrate a separation between language learning and pedagogical courses. Therefore, these pre-service teachers are socialized into what Bedeker (2023) calls binary views about content and pedagogy as if they "exist in a vacuum" (Powell, 2018, p. 252). Bedeker (2023) argues that one drawback is the risk of fragmented learning, as these pre-service language teachers may struggle to integrate their language proficiency with effective teaching strategies. Additionally, separating these courses may limit opportunities for prospective language teachers to understand the broader contexts of language learning. It also means that the lack of integration between these courses contributes to a theory and practice gap as the application of pedagogical theories, specifically within the language teaching context may be overlooked (Freeman, 2002; Harbon & Maloney, 2008). In this way, language teacher training in Kazakhstan separates the link between educators' pedagogical knowledge, content knowledge, and how they connect this with the curriculum, educational space, their learners and course objects which is called pedagogical and content knowledge (PCK) (Shulman, 1986; 1987). Consequently, the participants have been socialized with limited "skills in making pedagogical decisions" (Richards, 1998, p. xiv) about drawing on language in social contexts, which is essential for facilitating discussions on how meaning is constructed through specific grammar and word choices within particular contexts and for specific audiences (Harper & Rennie, 2009, p. 32).

Finally, the results indicate that the study participants were socialized into traditional language assessment practices, highlighting issues related to the validity and reliability of these practices. In the context of language assessment, pre-service teachers are socialized into understanding the importance of assessment, its purposes, and the role it plays in supporting students' language development. Nonetheless, the study findings suggest that the

socialization process may be inadequate, resulting in a gap between the theoretical understanding of assessment and its practical implementation. This gap can be attributed to the dominance of traditional assessment approaches during their training.

The outcome of pre-service language teachers' limited socialization into effective assessment practices can have significant implications for their future roles as language assessors and the overall quality of assessment practices. These outcomes encompass both the professional development of the teachers themselves and the impact on students' language learning experiences. The lack of adequate socialization in assessment practices may result in the perpetuation of ineffective and outdated assessment methods. Pre-service teachers who are not exposed to modern communicative assessment approaches during their training are more likely to rely on traditional testing methods that primarily focus on grammar and vocabulary. This narrow focus on discrete language elements may not accurately assess students' communicative competence or their ability to use the language in authentic contexts (Karataeva, 2018). As a result, assessment practices that do not align with current standards may hinder students' language learning progress and the development of their communicative skills.

Moreover, the limited socialization into assessment practices may lead to a lack of awareness and understanding of assessment standards and guidelines. This can result in inconsistencies in assessment practices across different educational institutions (Baltabayeva & Yessenova, 2016). Without clear assessment guidelines, teachers may struggle to evaluate students' language proficiency and progress consistently, which can undermine the reliability and fairness of the assessment. In turn, this may impact students' motivation, self-perception, and confidence in their language learning abilities (Shohamy, 2013).

#### **5.4. Conclusion**

This chapter focused on how pre-service Kazakh and Russian language teachers are socialized into their future roles. The discussion of the results revealed that pre-service Kazakh and Russian language teachers' views on language teaching pedagogy have a significant impact on their socialization into their future roles. If pre-service teachers are socialized into a traditional grammar-translation approach, they may not be prepared to teach in a communicative and student-centered way. However, if they are socialized into a communicative and student-centered approach, they may be better prepared to promote communicative competence in their future students. It is essential for teacher education programs to provide opportunities for pre-service teachers to develop their views on language teaching pedagogy through experiential learning and reflective practice, as this can lead to the development of a more effective and hybrid professional identity.

## **6. Conclusions**

The purpose of this thesis was to understand how pre-service Kazakhstani language teachers experience their Kazakh and Russian language teacher training in one region in Kazakhstan, and how this experience affects their attitude, emotions, and future language teaching roles. The previous chapter focused on the discussion of the main findings of this research which aimed at understanding how pre-service Kazakhstani language teachers experience their Kazakh and Russian language teacher training in one region in Kazakhstan, and how this experience affects their attitude, emotions and future language teaching roles. A qualitative research method was used for data collection from the respondents through online interviews. In the current chapter, I present the conclusion, a summary of results and explain its limitations and recommendations for further research.

### **6.1. Summary of the Major Findings**

The current study illustrated that there is a lack of opportunity for language practice, a lack of pedagogical knowledge and experience, and insufficient assessment of their pedagogical methods. It may socialize pre-service teachers toward a variety of unfavorable results. As an example, they could feel unprepared and uncertain about their ability to teach, which could affect their sense of efficacy and confidence in the classroom. Additionally, they might not have had as much exposure to effective teaching techniques, which could hinder their capacity to develop engaging and significant learning opportunities for their students. Additionally, inappropriate assessment procedures can make future teachers feel frustrated and demoralized about their profession, which may make them second-guess their decision to become a teacher. Moreover, these detrimental socialization encounters may have an effect on the teachers' professional identities and sense of belonging to the teaching community. As a result, such socialization practice can impact these pre-service teachers' emotions, affect, and motivation.

Future teachers may develop a spectrum of social behaviors after going through a range of positive and negative emotions while studying. Positive feelings like joy, excitement, and engagement, on the one hand, might increase one's passion for teaching and dedication to the field. The pleasant recollections and associations they make with their pre-service education may serve to mold their future attitudes and views about teaching. Negative feelings, on the other hand, might have the reverse impact, resulting in lower motivation and a more disapproving attitude toward the profession. Unfavorable emotions can, however, also be transforming, fostering more forbearance, introspection, and development. Pre-service teachers may be socialized to develop better-coping mechanisms and a more comprehensive grasp of the challenges of teaching if they are given help and direction to manage their emotions.

The study revealed a separation between language learning and pedagogical courses in pre-service language teacher training in Kazakhstan. This division leads to fragmented learning and limited integration of language proficiency with effective teaching strategies. It hinders the development of pedagogical and content knowledge (PCK), resulting in a lack of skills for making pedagogical decisions and understanding how language is used in social contexts.

Overall, the interview results showed that pre-service teachers have a complex and nuanced view of their future careers as educators, a mixture of excitement, passion, and apprehension. They emphasized the significance of being able to empathize with their students' struggles, having an understanding of the language acquisition process, and being able to model effective language use. To sum up, from the analysis of the interviews it can be seen that there is a big concern among students about not being able to handle subconscious affection of their past experiences in their future teaching. Moreover, interview analysis revealed some problematic areas in the program curriculum that need to be improved in the

future. Thus, from the given quotes, it is clearly seen that, primarily, respondents' desires to study at these programs are connected to the language itself as it interests them. Although they are studying in a pedagogical program, their understanding of their future career perspectives and their correlation with their desires is another issue to consider.

## **6.2. Limitations**

While this study provides valuable insights into the language socialization of pre-service Kazakh and Russian language teachers, it is important to acknowledge the limitations that may impact the generalizability and scope of the findings. I outline the limitations below.

**Sample Size and Generalizability.** The study involved a relatively small sample size of five respondents from one specific region in Kazakhstan. This limited sample size may affect the generalizability of the findings to a broader population of pre-service language teachers in different regions or contexts. Therefore, caution should be exercised when applying the findings to other settings. Moreover, this exact part of the country can have a unique regional context. The study focused on pre-service language teachers from one particular region in Kazakhstan, and their experiences may be influenced by specific cultural, linguistic, and educational factors that are unique to this region. Consequently, the findings may not fully represent the experiences and perspectives of pre-service teachers from other regions in Kazakhstan or other countries.

**Subjectivity factor.** The data collected through semi-structured interviews relied on the respondents' self-reported experiences and perceptions. It is important to acknowledge that self-reporting can introduce potential biases, such as social desirability bias or recall bias, which may impact the accuracy and reliability of the information provided by the respondents. Additionally, the interpretation and analysis of the data collected in this study are subject to the researcher's interpretation and potential biases. Although efforts were made

to minimize subjectivity and enhance the rigor of the analysis, the findings may still be influenced by the researcher's perspectives and experiences (Miller, 2020).

**Lack of Triangulation.** The study primarily relied on large-scale surveys and semi-structured interviews as the main data collection methods. While interviews offer valuable qualitative insights, the absence of other data sources, such as observations or document analysis, limits the depth and breadth of the study's findings. Unfortunately, the data gathered from the survey turned out to be not statistically significant ( $p > 0.05$ ). It indicates that the observed patterns or relationships between variables are likely due to chance rather than being a true reflection of the population being studied. This lack of statistical significance suggests that the findings may not be reliable or generalizable to a larger population (Muijs, 2011).

Despite these limitations, this study contributes valuable insights into the language socialization of pre-service Kazakh and Russian language teachers.

### **6.3. Implications**

The findings of this study have several implications for various stakeholders in the field of language education, including pre-service teachers, teacher educators, educational institutions, and policy-makers. These implications highlight the importance of addressing specific areas for improvement and the potential benefits of enhancing the language socialization experiences of pre-service Kazakh and Russian language teachers.

**Pre-service Teacher Training Programs.** The study reveals the need for comprehensive and well-designed pre-service teacher training programs that focus on language socialization. Teacher educators should incorporate pedagogical approaches that emphasize the social and cultural aspects of language learning and teaching. This can help

pre-service teachers develop a deeper understanding of the role of language in identity construction and cultural contexts.

**Integration of Theory and Practice.** The study highlights the importance of bridging the gap between theory and practice in language teacher education. Teacher education programs should provide opportunities for pre-service teachers to apply theoretical knowledge in practical classroom settings. This can be achieved through meaningful and supervised teaching practice, where pre-service teachers can engage with real learners and reflect on their experiences to develop their pedagogical skills.

**Professional Identity Development.** The study highlights the importance of supporting pre-service teachers in developing a positive and confident professional identity. Teacher education programs should provide opportunities for pre-service teachers to explore their beliefs, values, and attitudes toward language teaching. Reflective practices, mentoring, and collaborative learning environments can contribute to the development of a strong professional identity.

**Policy Considerations.** The study suggests the need for policy-makers to recognize and prioritize the language socialization experiences of pre-service teachers. Policies should focus on creating conducive environments for language teacher education, including adequate resources, support systems, and opportunities for professional development. Additionally, policies should aim to promote the value and status of language teaching as a profession, attracting high-quality candidates to the field.

Overall, this study emphasizes the importance of enhancing the language socialization experiences of pre-service Kazakh and Russian language teachers. By addressing the implications mentioned above, teacher education programs and policy-makers can contribute

to the professional growth and success of future language teachers, ultimately benefiting the quality of language education in Kazakhstan.

#### **6.4. Recommendations**

Based on the findings and implications of this study on the language socialization of pre-service Kazakh and Russian language teachers, the following recommendations are proposed to enhance language teacher education and promote the development of effective language teachers.

**Expand Experiential Learning Opportunities.** Teacher educators should prioritize experiential learning opportunities for pre-service teachers to engage in authentic language teaching contexts. This can be achieved through structured teaching practicum experiences, community-based language teaching projects, or partnerships with local schools and language learning centers.

**Foster Reflective Practice.** Encourage pre-service teachers to engage in reflective practices throughout their training. Teacher education programs should provide guidance and support for pre-service teachers to critically reflect on their experiences, beliefs, and teaching practices. This can be facilitated through regular reflective journals, peer discussions, and mentorship programs.

**Promote Multilingual and Multicultural Competence.** Teacher education programs should focus on developing pre-service teachers' multilingual and multicultural competencies. This can be achieved by providing opportunities for language learning beyond Kazakh and Russian, exposure to diverse cultural resources, and training on how to create inclusive and culturally responsive learning environments.

**Strengthen Collaboration and Networking.** Foster collaboration and networking opportunities among pre-service teachers, practicing teachers, and teacher educators.

Establish communities of practice or professional learning communities where pre-service teachers can engage in ongoing dialogue, share experiences, and receive feedback from experienced practitioners.

**Continuous Professional Development.** Encourage pre-service teachers to engage in continuous professional development throughout their careers. Promote the importance of attending conferences, workshops, and online courses to keep up with the latest research, methodologies, and technological advancements in language teaching.

**Advocate for Supportive Policies.** Advocate for policies that support language teacher education and address the specific needs of pre-service language teachers. This includes allocating sufficient resources for teacher training programs, providing financial incentives for language teachers, and establishing mentorship programs to support new language teachers during their early years of teaching.

Lastly, the separation of language and pedagogy courses may lead to a lack of coherence in teacher education programs, hindering the development of well-rounded language teachers. To address such socialization issues, it is important to consider integrating language instruction and pedagogical courses, fostering meaningful connections between language proficiency development and effective teaching practices. This integration can lead to a more comprehensive and integrated understanding of language teaching and learning for future language teachers.

## **6.5. Directions for Future Research**

Future research in the field of language socialization and pre-service language teacher education can explore several directions to further deepen our understanding and improve language teacher training:

1. For instance, conducting longitudinal studies to examine the long-term effects of language socialization experiences on pre-service language teachers' professional development. Investigate how these experiences shape their teaching practices, beliefs, and identities over time.
2. Additionally, it would be beneficial to conduct comparative Studies. Compare language socialization experiences and outcomes among pre-service language teachers from different regions, cultural backgrounds, or educational contexts. This can shed light on the influence of cultural factors on language teacher socialization and identify effective practices across diverse contexts.
3. It is important to consider teacher-educator perspectives. Explore the perspectives of teacher educators and mentors on language socialization in pre-service language teacher education. Investigate their beliefs, practices, and instructional strategies for facilitating effective socialization experiences for future language teachers.
4. Moreover, the impact of policy and curriculum is another topic to study. It is important to investigate the impact of policy and curriculum on language teacher socialization, and examine how national and institutional policies shape language teacher education programs, and explore the alignment between policy goals and the actual experiences of pre-service language teachers.

By pursuing research in these directions, scholars can contribute to the advancement of knowledge in language socialization and inform the development of effective pre-service language teacher education programs and policies. These future research endeavors will ultimately benefit the professional development and success of language teachers and enhance the quality of language education.

## 6.6. Personal Reflection

Undertaking this study on the experience of pre-service Kazakh and Russian language teachers has been a deeply rewarding and insightful journey for me. As a researcher passionate about language education and teacher development, this study has provided me with a valuable opportunity to delve into the experiences, perspectives, and challenges faced by pre-service language teachers in Kazakhstan. Throughout the research process, I had the privilege of conducting semi-structured interviews with five pre-service language teachers, gaining access to their personal narratives and unique insights. This allowed me to truly grasp the intricate nuances of their socialization experiences and the factors that shape their future professional roles.

One of the most remarkable aspects of this study was the realization that pre-service language teachers undergo a complex process of constructing a hybrid professional identity. Witnessing their navigation between cultural, linguistic, and pedagogical influences highlighted the dynamic nature of language socialization and its profound impact on their personal and professional lives.

Engaging with the data and analyzing the interviews provided me with a deeper appreciation for the social and cultural dimensions of language learning and teaching. It became evident that language socialization is not simply about acquiring language skills but also about embracing the cultural norms, values, and identities that are deeply intertwined with language use. This realization has sparked my curiosity to further explore the interplay between language, culture, and identity in language education. As I immersed myself in the findings, I became acutely aware of the challenges faced by pre-service language teachers in terms of limited opportunities for language practice, and pedagogical knowledge gaps. These findings have fueled my determination to contribute to the improvement of language teacher

education by advocating for comprehensive and inclusive training programs that address these critical areas.

Moreover, the study shed light on the powerful role of emotions in language socialization. Witnessing the positive and negative emotions experienced by pre-service language teachers during their training journey reinforced the importance of fostering a supportive and nurturing learning environment. It reinforced my belief in the significance of creating spaces where pre-service teachers can openly express their emotions, reflect on their experiences, and receive the guidance and mentorship they need to thrive. Undoubtedly, this study has its limitations, including the small sample size and the focus on one region in Kazakhstan. However, these limitations have served as valuable lessons and have inspired me to envision future research that encompasses a broader scope, larger sample sizes, and multiple regions to gain a more comprehensive understanding of language socialization in the country.

In conclusion, embarking on this study has been a transformative experience for me as a researcher and aspiring language educator. It has deepened my understanding of the complexities and nuances of pre-service language teacher socialization and has ignited a passion within me to contribute to the improvement of language teacher education and the empowerment of future language teachers.

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## Appendices

### Appendix A

#### Interview Protocol – English Language

Time of interview:

Date:

Place: Zoom platform

Interviewer: Bekzhan Serikkaliyev

Interviewee: \_\_\_\_ (name will be changed due to confidentiality reasons)

#### 1. Warm-up questions: (2-5 min).

How are you? How old are you? What is your specialty? What is your first language?

– collect general information about the interviewee

#### 2. Probing questions: (20-30 min).

1. Which language/s is a compulsory requirement of your degree program? How do you feel about this (these) language(s)?

2. Can you describe the content of your language program? What is interesting/not interesting about your foreign language class?

3. What is your professor like and how does he/she teach the language?

4. How are you assessed and what competencies did you develop – reading, writing or speaking?

5. What aspects of the course do you find useful or not useful – why?

6. How do the professors' teaching style and the assessment make you feel?

7. Do you think your feelings about learning the language has or are impacting your academic achievement in language classes?

8. How are your language pedagogy classes going? What are you focusing on?

9. What is important for you in learning a language and teaching someone?

10. What specific things could you note in the pedagogy of language?
11. How would you like to see the experience of your students learning languages?
12. How are your teaching competencies assessed?
13. How do you see your future role as a teacher?

**3. Conclusion:** (2-3 min).

14. Is there anything you want to add regarding our interview?

## Appendix B

### Ақпараттық келісім нысаны – Қазақ Тілінде

#### Қазақстандық болашақ мұғалімдердің қазақ және орыс тілдеріндегі оқытуға әлеуметтенуін үш тілде зерттеу

Сізді шет тілдерін үйренудегі қазақстандық студенттердің эмоцияларының рөлін үш тілді контексте зерттеуге қатысуға шақырамыз. Зерттеуді Назарбаев университеті Жоғары білім беру мектебінің магистранты Серікқалиев Бекжан жүргізеді.

Сізге тілдерді оқыту бойынша білім беру бағдарламасының студенті ретіндегі тәжірибеңізге қатысты сұрақтар қойылады. Сіздің рұқсатыңызбен, сұхбат диктофонға жазылады, себебі бұл алдағы уақыттағы талдау үшін қажет. Егер сұхбат барысының диктофонға жазылуын қаламасаңыз, онда мен сіздің жауаптарыңызды жазбаша түрде жазып аламын. Сіздің зерттеуге қатысуыңыз ерікті болып табылады және сіз кез-келген уақытта ешқандай салдарсыз қатысуды тоқтатуға құқығыңыз бар, бұл жағдайда, барлық жазбалар жойылады. Сіздің қатысуыңыз шамамен 20-30 минут уақыт алады.

Сұрақтар сезімтал тақырыптарды қозғамаса да, сіз кейбір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Зерттеуге қатысумен байланысты біршама қауіптер бар. Сізді қауіптерден қорғау үшін мен барлық қажетті шараларды қабылдауға ниеттімін. Мен сіздің нақты атыңыздың орнына және мекеменің атауының орнына транскрипттерде бүркеншік атты (псевдонимды) пайдаланамын және парольмен қорғалған компьютерде нақты атаулар мен псевдонимдерді анықтайтын файлды сақтаймын. Мақаланың жобасын жазғаннан кейін дауыс жазбасы жойылады. Сондай-ақ, мен сіздің жеке ақпаратыңыз жария болмауы үшін зерттеу аяқталғаннан кейін компьютерден құпия сөзбен қорғалған барлық файлдарды алып тастаймыз және мақалалар мен презентациялардан кез-келген сәйкестендіретін ақпаратты алып тастаймын. Сізге нақты өтемақы берілмейді. Сіз осы зерттеуге қатысудан тікелей пайда көре алмайсыз. Алайда сіздің жауаптарыңыз зерттеушіге Қазақстандағы шет тілдерін үйренудегі эмоциялардың рөлі туралы көбірек білуге көмектеседі. Бұл зерттеудің жанама артықшылығы-педагогикалық бағдарламаларда шет тілдерін үйрену кезінде эмоцияларға қатысты проблемалар мен мүмкін болатын артықшылықтарын талқылау мүмкіндігі.

Оқырманға ұсынылатын осы зерттеу туралы кез-келген есеп сіздің аты-жөніңізді немесе сәйкестендіретін жеке ақпаратты қамтымайды. Сұрақтарыңыз болса, немесе осы зерттеудің нәтижелерінің көшірмесін, немесе қорытындысын алғыңыз келсе, зерттеушіге төменде көрсетілген электрондық пошта мекенжайы арқылы немесе телефон нөміріне хабарласа аласыз. Зерттеудің нәтижелері магистрлік диссертация, ғылыми мақаланы жазу, конференциялардың презентациясын дайындау және басқа да жазбаша есептер үшін пайдаланылатын болады.

Байланыс мәліметтері:

Сұрақтарыңыз болса немесе осы зерттеудің нәтижелерін көргіңіз келсе, зерттеушіге хабарласа аласыз:

Зерттеуші: Серікқалиев Бекжан,

Магистрант

Жоғары білім беру мектебі,

Назарбаев Университеті

[bekzhan.serikkaliyev@nu.edu.kz](mailto:bekzhan.serikkaliyev@nu.edu.kz)

Тел: + 7-776-99-502-99

Тәуелсіз байланыс: Егер сіз осы зерттеуге қанағаттанбасаңыз немесе сұрақтарыңыз болса, Назарбаев Университетінің этикалық ғылыми-зерттеу комитетіне [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz) электрондық поштасы арқылы байланысуға болады.

Зерттеуге қатысуға келіссеңіз, осы қағазға қол қойыңыз.

- Берілген ақпараттарды мұқият зерттедім;
- Мен 18 жастамын, немесе 18ден үлкенмін;
- Зерттеудің мақсаты және тәртібі туралы толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатындығын және жеке ақпаратым туралы зерттеуші топтың ғана қол жететінін түсінемін;
- Мен осы зерттеуге қатысудан бас тартуға құқығым бар екенін түсінемін;
- Жоғарыда айтылғандар мәліметтер туралы толық хабардар болып мен өзімнің еркімен зерттеуге қатысуға келісемін.
- Сіз зерттеу барысында аудио немесе бейнежазылымды жүргізуге келісім бересіз бе?

Иә, келісемін

Жоқ, келіспеймін

Қол: \_\_\_\_\_

Күн: \_\_\_\_\_

Зерттеуші:

Қол: \_\_\_\_\_

Күн: \_\_\_\_\_

**Informed Consent Form – English Language**  
**Kazakhstani pre-service students' Kazakh and Russian language socialization for**  
**teaching in a trilingual context**

You are invited to take part in the study about Kazakhstani pre-service students' Kazakh and Russian language socialization for teaching in a trilingual context. The research is conducted by Serikkaliyev Bekzhan, a student of the Graduate School of Education of Nazarbayev University.

You will answer questions about your experience, role, and opportunities of emotions as a student of the pedagogical program in the field of learning languages and share visions of future roles as a teacher. With your permission, I will tape-record the responses, as they will be used in further analysis. In case you do not wish to be recorded, I can take notes instead while you are answering the questions.

It is completely voluntary for you to take part in this research. Despite the fact that questions are not meant to be sensitive in nature, you are always free to choose not to answer them. All of the material (tapes, notes), will be deleted if you decide to quit the project at any moment.

Your participation will require approximately 20-30 minutes.

Participation in the study has very minimal risks. I plan to take all necessary measures to safeguard your privacy in order to protect you from any potential threats. On the interview transcript, a codename will be used in place of your name and the name of the institution. The transcripts and the file that links the pseudonyms to real names will be stored on a password-protected device. The voice file will be removed upon completion of the study.

In order to prevent your personal information from being identifiable, I will also remove any personal details from the final versions of articles and reports. After the study is finished, I will also delete all password-protected files from the computer. There won't be any financial support given to you. Additionally, there are no immediate advantages to you by taking part in this study. Your responses, however, could aid the researcher in understanding more about the significance of emotions in Kazakhstani pedagogical program students' language socialization. An indirect benefit of this research is the opportunity to discuss the challenges and possible benefits regarding emotions in the study of foreign languages in pedagogical programs.

If you have questions or want a copy or summary of this study's results, you can contact me at the email address or telephone provided below. The results of the study will be used to write a master's thesis, and scholarly article, prepare a conference presentation, and other written reports.

**CONTACT INFORMATION:**

Bekzhan Serikkaliyev, Master program student

Graduate School of Education, Nazarbayev University, Nur-Sultan, Kazakhstan.

Email: [bekzhan.serikkaliyev@nu.edu.kz](mailto:bekzhan.serikkaliyev@nu.edu.kz)

Tel: +7-776-99-502-99

*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 Nazarbayev University Institutional Research Ethics Committee, at [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

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

- I have carefully read the information provided;
- I confirm that I am 18 or I am elder than 18;
- 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 researcher 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.
- Do you mind if I record the interview in audio format
  - Yes
  - No

Participant

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

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

Researcher

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

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

## **Форма информированного согласия – На русском языке**

### **Языковая социализация будущих учителей казахского и русского языков для преподавания в трехязычном контексте в Казахстане**

Вы приглашены принять участие в исследовании о языковой социализации будущих преподавателей казахского и русского языков в трехязычном контексте в Казахстане. Исследование проводит магистрант Высшей школы образования Назарбаев Университета Сериккалиев Бекжан.

Вы будете отвечать на вопросы, касающиеся вашего опыта в качестве студента педагогической программы в области изучения языков. С вашего позволения интервью будет записано, так как запись необходима для анализа. В случае, если вы не хотите, чтобы разговор был записан на диктофон, то мы можем законспектировать ваши ответы.

Ваше участие в данном исследовании является добровольным, и у Вас есть право отозвать свое согласие или прекратить участие в любое время без каких-либо последствий, в этом случае запись и заметки будут уничтожены. Хотя вопросы и не предполагают затрагивание каких-либо деликатных тем, Вы имеете право отказаться отвечать на определенные вопросы. Ваше участие займет приблизительно 20-30 минут

Существуют минимальные риски, связанные с участием в данном исследовании. Чтобы защитить вас от возможных рисков, я намерен предпринять все необходимые шаги для обеспечения вашей конфиденциальности. Я буду использовать псевдоним вместо вашего настоящего имени и вместо имени учреждения в транскриптах и буду хранить транскрипты и файл, связывающий псевдонимы с настоящими именами в компьютере, защищенном паролем. После написания черновой версии магистерской диссертации, файл с записью будет удален.

Так же планируется удалить любую идентифицирующую информацию из окончательной версии статей и отчетов, чтобы ваша личная информация не была идентифицирована, а также защищенные паролем файлы с компьютера после завершения исследования. Никакая материальная компенсация не будет предоставлена для вас. Вы также не получите прямой пользы от участия в этом исследовании. Однако ваши ответы могут помочь исследователю узнать больше о роли эмоций в обучении на педагогической программе в Казахстане а также социализации в будущую профессию преподавателя. Любой отчет об этом исследовании, который будет представлен общественности, не будет содержать ваше имя или любую другую индивидуальную информацию, с помощью которой вы можете быть идентифицированы.

Если у вас есть вопросы или вы хотите получить копию или резюме результатов этого исследования, вы можете связаться с главным исследователем по электронному адресу или телефону, указанному ниже. Результаты исследования будут использованы для написания магистерской диссертации, научной статьи, подготовки презентации на конференции и других письменных отчетов.

Контактные данные:

Если у вас есть вопросы или вы хотите ознакомиться с результатами этого исследования, вы можете связаться с исследователем по телефону или почте, указанным ниже:

Сериккалиев Бекжан, Магистрант Высшей школы образования Назарбаев университета

[bekzhan.serikkaliyev@nu.edu.kz](mailto:bekzhan.serikkaliyev@nu.edu.kz)

Tel: +7-776-99-502-99

*Независимый контакт:* Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо претензии, жалобы или вопросы, Вы можете связаться с Комитетом по этике исследований Назарбаев Университета по почте: [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

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

- Я внимательно изучил представленную информацию;
- Я подтверждаю, что мне 18 лет или более
- 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 исследовательская группа;
- 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.
- Согласны ли вы на запись аудио/видео в процессе интервью?
  - Да, согласен (-на)
  - Нет, не согласен (-на)

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

Исследователь

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

## Appendix C

### Interview Sample (Excerpt) – English Language

**Interviewer:** Can you describe the content of your language program? What is interesting/not interesting about your foreign language class?

**Respondent 3:** Ever since I was in school, I think that retelling as a task in the educational program is a very useless thing. If language speech is not developed, then retelling turns into memorization of unfamiliar words. For me very interesting tasks are where we simply learn to speak. I do not argue that grammar is necessary, but when the emphasis is only on it, it is very difficult to start talking.

**Interviewer:** What is your professor like and how does he/she teach the language?

**Respondent 3:** An English teacher at a university gives knowledge like a school teacher, routine tasks and grammar. Since our school days, Kazakh language teachers have been talking a lot about how embarrassing it is not to know the language, but no one is trying to teach us how to speak. We endlessly wrote essays in the Kazakh language lessons. I study Russian as a profile, Russian and literary professors give us the program we need

**Interviewer:** How are you assessed and what competencies did you develop- reading, writing, listening, or speaking?

**Respondent 3:** Our evaluation depends on many factors. During exams or assignments, I often notice inconsistencies that I previously noted. They want us to understand speech, texts, be able to speak and write in the language, but rarely do practical tasks in these areas. Accordingly, it seems for me, that they do not always evaluate us correctly. Sometimes they even seem to take grades from nowhere...

**Interviewer:** What aspects of the course do you find useful or not useful- why?

**Respondent 3:** Honestly, I'm not sure that the educational program helped in learning languages, I got most of the knowledge on my own: the Internet, friends, environment. I think thoughtless memorization is useless. And tasks for the development of pronunciation / speaking, and tasks that help to think in a foreign language / express thoughts are useful and interesting for me

**Interviewer:** How do the professors' teaching styles and the assessment make you feel?

**Respondent 3:** Teachers need to let go of the idea that grammar is the main thing in learning a language, the number of rules that I learned is not equal to my knowledge of the language.

## Appendix D

### Interview Coding Sample (NVivo application)

The screenshot displays the NVivo application interface. On the left is a sidebar with navigation options: NVIVO, Master's thes...erviews.nvp, Quick Access, IMPORT, Data (Files, File Classifications, Externals), ORGANIZE (Coding: Codes, Sentiment, Relationships, Relationship Types; Cases; Notes; Sets: Static Sets, Dynamic Sets), and EXPLORE (Queries, Visualizations, Reports).

The main workspace shows a document titled "Interview 03". The document content includes the following text:

**Respondent 1:** An English teacher at a university gives knowledge like a school teacher, routine tasks and grammar. Since our school days, Kazakh language teachers have been talking a lot about how embarrassing it is not to know the language, but no one is trying to teach us how to speak. We endlessly wrote essays in the Kazakh language lessons. I study Russian as a profile. Russian and literary professors give us the program we need

**Interviewer:** How are you assessed and what competencies did you develop- reading, writing, listening, or speaking?

**Respondent 1:** Our evaluation depends on many factors. During exams or assignments, I often notice inconsistencies that I previously noted. They want us to understand speech, texts, be able to speak and write in the language, but rarely do practical tasks in these areas. Accordingly, it seems for me, that they do not always evaluate us correctly. Sometimes they even seem to take grades from nowhere..

**Interviewer:** What aspects of the course do you find useful or not useful- why?

**Respondent 1:** Honestly, I'm not sure that the educational program helped in learning languages. I got most of the knowledge on my own: the Internet, friends, environment. I think thoughtless memorization is useless. And tasks for the development of pronunciation / speaking, and tasks that help to think in a foreign language / express thoughts are useful and interesting for me

**Interviewer:** How do the professors' teaching styles and the assessment make you feel?

**Respondent 1:** Teachers need to let go of the idea that grammar is the main thing in learning a language, the number of rules that I learned is not equal to my knowledge of the language

**Interviewer:** Do you think your feelings about learning the language have or are impacting your academic achievement in language classes?

**Respondent 1:** I think yes. If a person does not see a goal in studying something, does not feel interest, then this is a meaningless undertaking.

On the right, the CODE PANEL shows a list of codes and cases. The codes include:

- Intrinsic motivation of students
- You must know - Obligatory language teaching
- Lack of language teaching pedagogies
- Lack of practice in instruction
- Negative emotions towards language instruction
- Teachers as authorities
- Teaching and assessment gap

The cases listed are Interview 01, Interview 02, Interview 03, Interview 04, and Interview 05.

The bottom status bar shows: In Codes, Code to Enter code name (CTRL+Q), SBM 5 Items, Codes: 6 References: 8, Read-Only, Line: 1 Column: 0, and a zoom level of 110%.