



## Volume 8, Issue 2 2025

### Peer Reviewed Papers

**Kazakhstani Adolescent Preferences for US and UK Media:  
Implications for Cultural Identity and Education**

*Azhar Abzhanova*

**Exploring the Complexity of English Language Teacher-  
Tutor Identities in Rural Kazakhstan**

*Aruzhan Yeltayeva*

### Editorials

**To What Extent Should Translanguaging be Encouraged  
in English-Medium Instruction Classrooms**

*Virtue Ifeoma Ayozie*

**Latinization of Kazakh: Implications for Language Policy,  
National Identity and Education**

*Tamerlan Saidalin, Muzaffar Baimetov*

**Kazakhstan's Foreign University Branches: A Policy Analy-  
sis of Their Roles in Addressing Intellectual Migration**

*Maira Sagyntay*

## About NUGSE RiE

NUGSE Research in Education is a peer-reviewed journal designed for educational leaders, policy-makers, researchers, and students interested in empirical research, critical reviews, and analytical papers on a wide range of topics in education. The primary aim is to share experience and promote understanding of Kazakhstan's unique educational context. The journal is peer-reviewed by an editorial board.

## Editorial Review Board

Alper Calikogu  
 Bridget Goodman  
 Gulzhanat Gafu  
 Janet Helmer  
 Munya Hwami  
 Anita Jayachandran  
 Michael Jones  
 Sulushash Kerimkulova  
 Kairat Kurakbayev  
 Sourav Mukhopadhyay  
 Duishon Shamatov  
 Jerry Spring  
 Yelena Yemelyanova

## Special Thanks

Dr. Aida Sagintayeva, NUGSE Dean

## Production Team

### Chief Editor

Assel Shakuliyeva

### Faculty Adviser

Andrew G. Drybrough

Nazarbayev University

Graduate School of Education

*NUGSE Research in Education* is a free, open source publication. All work in this issue carries the [Creative Commons Copyright license BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/). Any future publication or reference to this work should include attribution to this publication.



ISSN: 2518 7619





## Volume 8, Issue 2 2025

### Table of Contents

<b>Welcome Message from the Chief Editor</b>	4
<b>Peer Review Papers</b>	
<b>Kazakhstani Adolescent Preferences for US and UK Media: Implications for Cultural Identity and Education</b>	5
<b>Azhar Abzhanova</b>	
<b>Exploring the Complexity of English Language Teacher-Tutor Identities in Rural Kazakhstan</b>	12
<b>Aruzhan Yeltayeva</b>	
	19
<b>Editorials</b>	
<b>To What Extent Should Translanguaging be Encouraged in English-Medium Instruction Classrooms</b>	22
<b>Virtue Ifeoma Ayozie</b>	
<b>Latinization of Kazakh: Implications for Language Policy, National Identity and Education</b>	25
<b>Tamerlan Saidalin, Muzaffar Baimetov</b>	
<b>Kazakhstan's Foreign University Branches: A Policy Analysis of Their Roles in Addressing Intellectual Migration</b>	
<b>Maira Sagyntay</b>	

Dear NUGSERiE community,

Welcome to Issue 8 Volume 2 of our Education Journal, a dedicated platform for supporting emerging scholars in Kazakhstan. This edition includes two research articles and three editorial reflections, each contributing a unique lens on contemporary educational questions in Kazakhstan.

The first article authored by Azhar Abzhanova explores Kazakhstani adolescents' preferences in one urban school for US, UK, and local media and the implications for cultural identity and education. While local content remains favored, the study finds that students perceive US and UK media as having more positive personal effects, underscoring the need for media literacy approaches that address both national identity and global cultural influence. The second article, authored by Aruzhan Yeltayeva, explores how six rural English teachers from the southern, central, and eastern regions in Kazakhstan navigate dual identities as classroom teachers and private tutors. The findings from her qualitative study reveal motivations, challenges, and role negotiations shaped by market demand, financial pressures, and the commercialization of education.

This issue features three editorial essays. The opening editorial authored by Virtue Ifeoma Ayozie addresses whether translanguaging should be encouraged in EMI classrooms, highlighting its potential to enhance communication, cultural identity, and collaborative learning. Acknowledging the challenges of implementation and English proficiency development, the author calls for intentional, well-planned strategies to ensure translanguaging becomes an asset rather than an obstacle in multilingual educational settings. The second editorial, authored by Tamerlan Saidalin and Muzaffar Baimetov, examines Kazakhstan's transition from Cyrillic to Latin script as a symbolic and strategic language policy shaping national identity and global alignment. While the reform aims to modernize communication and reinforce Kazakh linguistic sovereignty, the authors highlight significant challenges, including teacher preparedness, resource gaps, phonetic inconsistencies, and sociopolitical tensions, emphasizing the need for phased implementation, inclusive policymaking, and sustained public engagement. The third editorial authored by Maira Sagyntay examines Kazakhstan's policy of opening foreign university branches as a response to intellectual migration and capacity gaps in higher education. Highlighting both opportunities and uncertainties, the authors emphasize that long-term success will require strategic oversight, investment, and alignment with national development goals.

We hope the articles and editorial essays in this issue create a space for reflection, dialogue, and shared learning across our education community. The experiences, insights, and questions raised by our contributors speak to the realities of classrooms and policy settings in Kazakhstan, and we are grateful to each author for bringing their voice into this conversation.

As we look ahead, we warmly welcome emerging scholars to share your studies and insights with us. Your perspectives are vital to building a journal that reflects the diversity, creativity, and challenges of education in Kazakhstan.

Thank you to our contributors, reviewers, and readers for your support and engagement. We encourage you to read, discuss, and share this issue within your networks, and to consider submitting your work in the future. Together, let us continue learning from one another and strengthening our community through collaboration and exchange.

Assel Shakuliyeva  
Chief Editor