

**Language Teachers' Beliefs Towards the Updated Curriculum in Secondary Schools
of Kazakhstan**

Akerke Askargali

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010000 Astana,
Republic of Kazakhstan
15th October 2021

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This letter now confirms that your research project titled: **Language Teachers' Beliefs towards the Updated Curriculum in Secondary Schools of Kazakhstan** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely,

Bridget Goodman
Bridget A. Goodman

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

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

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Abstract

Language teachers' beliefs towards the updated curriculum in secondary schools of Kazakhstan

Six years ago, all the state schools of Kazakhstan experienced the update of a curriculum, which is moving away from a transmission of the knowledge paradigm, based on the criteria-based assessment, and views the student as a whole individual. The implementation of the updated curriculum was immediate, and many teachers found themselves having to adapt to the new circumstances. The beliefs and attitudes of language teachers towards the changes is under-researched and there is no data that informs to what extent their views have been taken into account before implementing the changes. This Master's research aims at fulfilling this gap by interviewing teachers of Kazakh, Russian, and English languages. Teachers shared their experience of the updated curriculum, what they do to adapt and what they need to further improve their teaching practices. To shed light on these views Borg's (2015) language teachers' cognition framework has been used. It looks at three main components in teachers' cognition: schooling, professional coursework, and classroom practice. The findings suggest that in the scope of the updated curriculum teachers' schooling affects their teaching practices in that some of them still use the methods they were taught and keep practicing them in the new teaching program. Their professional coursework has altered their beliefs and practices of the updated curriculum, though not completely. Their classroom practices have changed and now they are proactive contemporary teachers who use criteria-based assessment as the main driver of their instruction. However, the Kazakh teacher complain that the borrowed topics and some methods of teaching do not fully reflect the local national values. Moreover, the trainings for the updated curriculum were not consistent in the pre-service and in-service. Lastly, most significantly, resource provision for rural regions is still insufficient. It is

highly advisable that teachers' voices are heard in the making of the educational system, and they take active participation in the curriculum development, along with content of their subjects. Moreover, their trainings must be not only on the new program in general but address the specificities of their subjects.

Андатпа

Қазақстандағы жоғары мектептердегі тіл мұғалімдерінің жаңартылған оқу бағдарламасы жайлы сенімдері

Алты жыл бұрын Қазақстандағы бүкіл жалпы білім беру мектептері жаңартылған оқу бағдарламасына көшті. Бұл бағдарлама бұрынғысына қарағанда білім құрамының маңыздылығын бәсеңдетіп, критериалды білім беруге негізделіп және оқушыны оқу үрдісінен тыс көрінуіне бағытталған. Бағдарламаны іске асыру дереу болғандықтан көптеген мұғалімдерге оған шұғыл түрде бейімделуге тура келді. Бұл бағдарлама жайлы олардың сенімдері мен қатынасы қандай екендігі аз зерттелген және де бағдарламаны енгізуге дейін олардың ойлары қаншалықты есепке алынғаны туралы ақпарат белгісіз. Осы магистрлік диссертация айтылған сұрақтарға қазақ, орыс және ағылшын тілі мұғалімдерінен сұхбат алу арқылы жауап іздеуге бағытталған. Мұғалімдер жаңартылған оқу бағдарламасын қалай өткерді, бейімделу үшін не істеді және ары қарай жұмыстарының жақсаруы істеу үшін не қажет екендерімен бөлісті. Бұл мәселелерді тереңірек зерттеу үшін Борг (2015) ұсынған тіл мамандарының санасы түсінігі алынды. Бұл түсініктің үш негізгі құрамдасы бар: мектептегі күндер, кәсіби бағдар, сыныптағы оқыту барысы. Осының негізінде жасақталған негізгі түйіндер мынандай: мұғалімдер мектепте оқытылған тәсілдерді әлі де өз оқытуында пайдаланады; олардың кәсіби бағдардағы алған білімдері олардың ойын және сабақ беру үрдісін өзгерткен. Алайда, толығымен өзгертті деуге болмайды. Оған қоса, олардың сыныптағы оқыту жолдары өзгеріске ұшыраған және де олар критериалды бағалауды қолданатын заманауи белсенді оқытушыларға айналған. Дегенмен, қазақ тілі мұғалімі шет елден алынған тақырыптар мен білім беру тәсілдері сол күйінде, бейімделмей алынғандығына және ұлттық құндылықтарға сай келмейтініне шағым жасады. Басқа мұғалімдердің айтуы

бойынша, жоғары оқу орнында және жұмыс орнындағы жаңа бағдарламаға дайындық курстары біркелкі болмаған. Осы тұжырымдардың арасындағы ең өзектісі шет аймақтардағы мектептердің жабдықталуы әлі де нашар екендігі айқындалды. Осыған орай, жаңа білім беру жүйесін жасақтау барысында мұғалімдердің ойын ескеріп, оларға пәндерінің құрамын өзгерту және оқу бағдарламасын жасақтауға қатыстыру кеңесі беріледі. Оған қосымша, дайындық курстары жалпы білім берумен қатар, олардың пәндеріне жекелей бағытталуы қажет.

Аннотация

Убеждения учителей языковых предметов об обновленном содержании образования в старших школах Казахстана

Шесть лет назад все школы общего образования в стране перешли на обновленное содержание образования, которое отстывает от парадигмы знания, основывается на критериальном оценивании, и, рассматривает ученика в целом, не только с точки зрения его академических знаний. Внедрение обновленной программы было внезапным, и, учителям пришлось адаптироваться к новым обстоятельствам немедленно. Убеждения и отношение учителей языков относительно этих изменений остается малоизученной, так же нет данных о том, насколько их взгляды были взяты во внимание до внедрения изменений. Данная магистерская диссертация направлена на восполнение этих пробелов посредством интервью учителей казахского, русского и английского языков. Учителя поделились своим опытом того, как они пережили внедрение новой программы обучения, как они адаптировались и что им нужно, чтобы улучшить их практику в дальнейшем. В целях более подробного изучения этих вопросов была применена концепция Борга (2015) сознание учителей языковых предметов. Оно рассматривает три компонента, которые влияют на сознание: школьные годы, профессиональное развитие, преподавание в классе. Результаты исследования выявили, что школьные годы учителей повлияли на то, как они преподают. В своей практике, наряду с новыми, они до сих пор используют те методы преподавания, по которым обучались в школе. Далее, их профессиональное развитие поменяло их убеждения и практику, хотя нельзя сказать, что окончательно. Их преподавание в классе так же подверглось изменениям, и теперь, критериальное оценивание является основой их инструкции, и они сами стали активными современными преподавателями. Тем не менее, учитель

казахского языка сделала замечание, что заимствованные темы и методы преподавания не отражают местную систему национальных ценностей. К тому же, по словам других учителей их подготовка к новому содержанию образования как в высшем учебном заведении, так и на работе была неравномерной. И самое важное, было выявлено, что распределение ресурсов в дальних регионах так же остается недостаточной. В завершении, очень важно, чтобы при изменениях в системе образования голоса учителей были услышаны, и они были активными участниками как в становлении образовательных программ, так и содержание своих предметов. Обязательные тренинги, обязательные для посещения учителями, должны быть не только общего содержания, но и нацеленными на специфику их предмета.

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Chapter 1: Introduction

The educational institution of Kazakhstan, since gaining independence, has been eager to establish an effective local educational system. One of the first major steps after the first decade was taken by introducing the State Standards in 2002, followed by the update of the subject coursebooks by 2007. This period also signaled the proliferation of international cooperation in education – partnering with Organization for Economic Cooperation and Development (OECD), entering the Bologna process in higher education, along with school students being monitored by international studies (e.g., TIMSS, PIRLS, PISA). The second shift, or even leap, happened in the second decade of the millennium, which is delineated in the “State Programme of Education Development 2011-2020” and is hereafter called the updated curriculum. The definition of the curriculum that this study is considering is “official written programs of study published by ministries or departments of education, local authorities or boards of education, and commercial firms or teams of educational specialists working on specially funded projects” (Barrow & Milburn, 1990, p.84).

Compared to the former Soviet-influenced programmes, where the regulations still emphasized the content of education and contained the knowledge, skills and capacities the students must acquire, this document was different. It has been stated that the content of secondary education is outdated and needs more focus on development of a personality rather than solely their knowledge (McLaughlin et al., 2021). The main focus of the updated curriculum is on development of human capital and investment into the capital by means of improving the educational system at all levels, from preschool to tertiary education (NAE, 2018).

To achieve these goals, the following activities were fulfilled in accordance with international guidelines. Firstly, the network of Nazarbayev Intellectual Schools (NIS) was

established to undertake the updated curriculum and then transmit the mainstream school educational system (Tastanbekova, 2018; Yakavets & Dzhadrina, 2014); secondly, a new assessment model named the Criteria-Based Assessment (CBA) Model was developed in collaboration with international partners (Fimyar, 2014). Along with NIS, to implement and support the methodological base in education, the Ministry of Education and Science (MoES) has a statutory body, which is named the National Academy of Education (NAE) named after Ibiray Altynsarin. In state educational organizations teaching practices have to be aligned with the documents this organization enacts. As one of their documents “Standard of teaching in three languages” (*Yedinyi yazikovoi standart obuchenia trem yazikam*) (2017) states there must be a Communicative Language Teaching (CLT) approach in all three languages, based on the CEFR (Common European Framework Reference) objectives established for Kazakh, Russian and English languages. As was in the first period of renovation, new coursebooks were developed that reflected these changes. Therefore, Kazakhstani teachers currently must adapt to the updated curriculum by changing their assessment approach, to the new approach in language teaching, to the new coursebooks with new topics and genres that are stated in the official documents and coursebooks.

In order to prepare teachers for the updated curriculum, there was a professional training program developed by Cambridge experts and provided by the teacher training centers, the Center of Excellence (CoE) and “Orleu”, that train teachers in the whole country. The program offered three levels of development: the third level is dedicated for classroom subject teachers, next in the second level where there is the medium level management of school, and at the highest, the first level is the senior leadership team of a school (Wilson et al., 2013). The program has been called variously such as a “three-level program” (Tastanbekova, 2018, p.93, Wilson et al., 2013, p. 4), “three-stage programme” (Turner et al., 2014) and “level-training” [*urovnevye kursy*] - the local colloquial phrasing which is how it is

also referred to hereafter in this study. Upon the completion of the program, after applying for and gaining a trainer's certificate the trainees of the second level can become trainers for the third level applicants and the first level can guide the second level trainees. Due to this gradual fashion, it is, therefore, considered as a cascade model of training (Wilson et al., 2013). The details of the training program will be discussed in the next chapter.

Problem Statement

One of the criticisms of the updated curriculum is that its implementation has been “fast” or even “rapid” (Fimyar & Kurakbayev, 2016; Ruby & McLaughlin, 2014; Tastanbekova, 2018). However, on the other hand, another source suggests it was “more coordinated, comprehensive and radical” (McLaughlin et al., 2021, p. 70) compared to the previous reforms. The words like “fast”, “rapid” and “radical” help to envisage the pace with which the implementers of the changes, the teachers, who are expected to receive orders from top and change their established practices immediately and in a major way. For instance, the new approach to teaching languages is the CLT (NAE, 2017), which demands shifting paradigms such as a) the focus is on the communication competence; b) a beginning learner is not required to know the grammar, especially while learning languages that are not their L1 (NAE, 2017). The conflict here is that teachers, who have not been exposed to the new approaches of teaching before, further have to build their expertise in them. Moreover, these subject specifications are not addressed in the level-training program for the third level (CoE, 2012). For this reason, it is crucial that authorities take into account that “the environment influences classroom practice in ways that are shaped by teachers’ preexisting worldviews and practices” (Coburn, 2014, p. 214) and the educational changes must be built in communication with teachers (Datnow, 2020). This leads to teachers being encouraged to work harder, being motivated, creative in their teaching and inspired. Otherwise: “if instead

the change demands additional effort or more intense effort by teachers and learners the consequences are likely to be teacher burnout, overloaded academic calendars, and learner fatigue. And soon the impetus for improvement is dissipated and lost” (McLaughlin et al., 2021, p. 208).

Summing up, there are significant changes in assessment, grading, instruction, topics, genres, language teaching approach, which are not aligned with subject teaching specifications and professional background of teachers. It takes some effort to adapt to the changes and it is important to understand how teachers are dealing with issues in the updated curriculum. Also, it is necessary for policymakers to address those challenges in developing curriculum and professional development activities.

Purpose of the Study

Taking into account the issues presented previously, this qualitative study pursues discovering language teachers’ attitudes about the updated curriculum, how their schooling (years at school) is affecting their practices in classroom, their opinions about the new content, how CLT and CBA are affecting their instruction, was their training productive, and if they have significant methodological needs in this updated curriculum.

Research Questions

The following questions have been generated to fulfill the purposes mentioned above:

1. What are Kazakh, Russian, and English teachers’ attitudes towards the updated curriculum in the secondary schools of Kazakhstan?
 - a) How do they perceive changes in the content of their subjects?
 - b) How does their schooling affect the implementation of the communicative approach to language teaching?
 - c) What has the criteria-based assessment brought to their classroom practices?

- d) How do language teachers evaluate their training for the updated curriculum they had received in their professional coursework?
2. What are the methodological needs of Kazakh, Russian and English language teachers in the frame of teaching in the updated curriculum?

Significance of the Study

There are several important areas where this study makes an original contribution. Firstly, the policy makers will be aware of the issues Kazakh, Russian, and English teachers are facing in their daily classroom practices. The NAE could mediate the communication between teachers and interested parties such as the association of teachers. Furthermore, the school managers might get informed about the uncertainties their language teachers are having and request or assign appropriate professional development courses. Consequently, they can address the issue to the teacher training centers, such as CoE and Orleu, which will help in generating more elaborate professional development courses. What is mostly anticipated is that teachers' voices are heard and awareness about their challenges is raised. One more contribution of the research is that it can inform the authorities responsible for budget expenses that they need to reconsider certain provisions.

Teachers' comfortable teaching environment, where they understand and adhere to the updated curriculum with clear vision of what they do is a key to success in student learning and their future prosperity in academic and personal endeavors. If teacher trainers, coursebook writers, and other stakeholders are informed on the current state of language teachers' attitudes and concerns, they can address them more specifically. This will help them feel confident in their practice, which in turn may lead to an improvement in student performance and, eventually, to the successful implementation of the changes.

Outline of the Thesis

There are six chapters in this thesis. The first chapter was the introduction that provided some background information on the events in the education sector of Kazakhstan. Namely, there is an updated curriculum for schools and there has been a mass training for teachers for the updated curriculum. The second chapter provides an overview of literature based on the educational reform. There is also document analysis that aims at examining how teachers are viewed in the official documents of both international and local sources. This is important because regulations of the reform come from documents and this where the attitude towards teachers is established. Following, there is the literature which review curriculum change, language teachers' perception of educational reforms, the criteria-based assessment, communicative language teaching approach, the studies on the updated curriculum and teachers in Kazakhstan, and lastly, the last section looks at the conceptual framework for this study – language teachers' cognition. The third chapter, methodology, describes the research methodology and design chosen for the study, them being a qualitative study and phenomenological inquiry. Also, it provides a broad range of information about the study's site, sample and ethical considerations. Next, the fourth chapter is dedicated to findings from the interviews. There are stories of every teachers' experience of the updated curriculum and analysis of their cognition by Borg's (2015) framework. The fifth chapter discusses the findings and attempts to reveal some causes of the key findings in teachers' responses. Lastly, there is a conclusion chapter that sums up the research and provides some implications and further considerations.

Chapter 2: Literature Review

This chapter, firstly, attempts to define the concept of teacher cognition and its relevance in the study. The next section summarizes the scope of literature on the topic of curriculum and teachers' beliefs about and attitudes towards curriculum reform in countries around the world. Then, moving from global to the local, the chapter reviews official documents that define attitudes of authorities towards teachers. This will help to analyze how teachers, i.e., their opinion, freedom in teaching, expected behaviors are visualized in official documents. Further, it provides an overview of two major components of the context of education in Kazakhstan, the criteria-based assessment and communicative language teaching. The chapter then presents the conceptual framework chosen for the research. The conceptual framework will be used to determine language teachers' cognition, precisely what teachers believe, think, and do, by looking at three aspects in their cognition: schooling, professional coursework, and classroom practice. These intertwined concepts will uncover the situation from teachers' side.

Teacher's Cognition

Borg (2003) has proposed the term language teachers' cognition to combine the aspects of teachers' mental work about teaching and learning. According to the author, "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). Therefore, it is essentially important in times of reform to understand what is in their minds. Comprehending teachers' position will assist in observing the advantages and disadvantages of the reform, and when necessary, guide them in understanding of the changes. What they believe in will further govern their actions. For those actions to be fruitful the interested parties need to explore those beliefs. Therefore, the concept has been found relevant for this research.

Studies of teachers' cognition proliferate with various terms. All of them are aimed at one objective: discovering teachers' mental work. For instance, studies on teachers' beliefs (Buehl & Beck, 2015; Pajares, 1992; Richardson, 1996) found beliefs to be a guiding power of their behavior, however distinct from knowledge. It has been established that beliefs are what teachers believe as true. This truth is further employed to sort information they receive, solve a problem at work and involve in decision-making. Another significant notion is practical knowledge (Elbaz, 1981; Meijer et al., 2001) which refers to the knowledge that teachers have acquired in their teaching practice and reflections on those practices. This knowledge could be about teaching in general, about the subject they teach, or about students' learning and understanding. Further, this scope of information is applied in curriculum implementation, where teachers adopt, adapt, and develop materials to fulfill the objectives in the subject program. Besides, their practical knowledge is dynamic, impacted by the outer conditions and inner thoughts. The presence of all those notions demonstrates the intricacy of teachers' mental involvement and scholarly necessity to uncover them to inform stakeholders on what is happening in teachers' minds.

Language Teachers' Beliefs About Curriculum Reform

Teachers' conceptions of their work have been found crucial in curriculum change initiatives. A broad range of findings come from China, where teachers, as in Kazakhstan, have been introduced to the new EFL curriculum, which disrupted their traditional teaching foci. It used to be teacher-centered, grammar oriented, book-based, and with an emphasis on repetitive learning. On the contrary, the updated curriculum is highly westernized, learner-centered, task and communication oriented (Butler, 2011; Yan & He, 2012). Zheng (2015) indicated certain clashes in teachers' beliefs as some adapted to the novelty, whereas others were finding it ineffective. The main cause of disagreement seems to be that ultimate goal of

teachers is for their students to succeed in tests for university admissions. This impedes the full actualization of the updated teaching program. Moreover, Zhang and Liu (2014) also discovered that English teachers pertain to traditional views but are able to embed western-based approaches of language teaching within their traditional practices. Therefore, some teachers employ eclectic modes of teaching, which means the combination of old and new. This shows that teachers, following their personal values and views, can adapt their teaching to the context. It underpins the phenomenon that even when teachers receive a similar training and practice teaching in the same context, they still take individual stances on conventions introduced to them (Shi & Cumming, 1995).

On the other hand, not only personal conceptions are important in the study of curriculum reform, but also factors such as contextual conditions. For instance, the teachers in the Philippines mentioned students' proficiency level, large class sizes, insufficient supply of textbooks as factors impeding their commitment to the reform (Waters & Vilches, 2008). Collaboration in the school community is found to be another concern. In Hong Kong lack of support from senior leadership and weak collaboration among teachers, vague conceptions were the reason for task-based learning infringement (Adamson & Yin, 2008). These management failures are aggravated with educational policy inconsistencies. Since the nature of reforms are regularly top-down, hierarchal and tend to model behavior to teachers, there must be empathy from the side of policy makers (Yan & He, 2012). They should seek for ways of decreasing the gap between authorities and the implementers of the curriculum, teachers.

Summing up, the review of the existing international studies indicates that the curriculum reform should begin from recognition of teachers as leaders of the reform, then examining their perceptions, beliefs and conceptualizations of the new practices. Further, the concept of teacher cognition and existing international empirical studies considers

investments such as training, provisions, monitoring. Furthermore, there must be decent management in order to control the allocation of these resources. It can be concluded that apart from language teachers' personal conceptualizations there are numerous outside factors that affect curriculum reform. As teachers are no longer passive transmitters of knowledge, they cannot be seen as silent actors in policy implementation. The works reviewed in the next section will serve as a ground for exploring teachers' cognition in the context of the updated curriculum in Kazakhstan.

The Updated Curriculum and Teachers in Kazakhstan

Key Policy Documents on Teachers

The documents that will be reviewed in this section are both of local and external sources. The latter comes from the international organizations that have been attracted for restructuring the educational system and took the positions of consultants who will mediate in adoption of the international standards. For that reason, suggestions and recommendations they conducted in their reports will be discussed further. The organizations are The World Bank (TWB), the Organization for Economic Cooperation and Development (OECD), National Academy of Education (NAE), Nazarbayev Intellectual Schools (NIS), Center of Excellence (CoE), and a local analytics and strategy center Beles. The information concerning the education is abundant in the documents, however only the parts concerning the position of teachers are the topic in the following paragraphs.

The first document is a Country Report from Systems Approach for Better Education Results (SABER) published in 2013 by the World Bank. It states that “teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students” (The World Bank, 2013, p. 3). Thus, they established the SABER-Teachers component, which examines

teacher policies by eight goals and four categories – latent, emergent, established, advanced. The report demonstrates that the strongest of the policies in Kazakhstan in the “established” category are those “setting expectations for teachers”. Among these expectations set in policy are “matching the teachers’ skills with students’ needs”, “monitoring teaching and learning” and “supporting teachers to improve instruction”. These observations suggest to what extent teachers are controlled and governed by the authorities. Yet what the policies still need to consider is “attracting the best into teaching”, “preparing teachers with useful training and experience”, and lastly “motivating teachers to perform”. What the experts did not find in policies is to what extent the principals themselves monitor and lead the teachers (The World Bank, 2013, p. 1). As it can be observed, this report does not take into account teachers’ beliefs or satisfaction as their goals for exploring. The teachers are mostly seen as performers of teaching, who must be monitored, guided, supported in instruction and motivated. At the same time, it is a document that explicitly describes the need for recognition of the hard-working teachers with the statement “high-performing teachers do not receive monetary bonuses or recognition for their efforts” (The World Bank, 2013, p. 1).

These two incentives are essential for teachers’ motivation. However, addressing satisfaction with jobs or training teachers receive from the state could be another valuable application of such reports for understanding teachers’ beliefs and needs. Those issues have been dealt in a local study by the analytical center Beles, which is supported by the Soros Foundation. Increased workload, paperwork, low prestige have been found as main causes for young teachers to leave the profession (Beles, 2019). As for means of improvement the study provides multiple suggestions. Among them is “creating opportunities for career development, which would meet individual needs of every teacher and the educational system in general” (Beles, 2019, p. 7). This is the excerpt that may address teachers’ beliefs and attitudes in that it talks about individual needs, which are diverse, and considers thorough

communication with teachers to find out their needs. Moreover, there is an offer to “create mechanisms that help to involve teachers in forming the educational policy”, specifically involving them in reforms and innovations at the stage of the generating them. Such mechanism could be interviews such as in this study or other means of data collection.

The OECD has played the key role in the educational system of the country since the last decade. In the reviews of school resources (2015), they addressed accountability of teachers, namely the attestation process. It has been discovered that:

The accountability function often prevails when teachers are confronted with high-stakes consequences as they are less likely to reveal weak aspects of their practice. Moreover, the evaluation process is not clearly linked to professional development opportunities to improve teacher performance and, as a result, might be perceived as a meaningless exercise that encounters mistrust or apathy (OECD, 2015, p. 20).

Added to this is “the external school evaluation is predominantly an assessment of how legal requirements are met, or how stipulations in the education standards are being fulfilled” (p. 20). As in the SABER report from the World Bank, the OECD report suggest teachers are seen as performers who have to be kept accountable and be punished in cases of misconduct, causing them even more anxiety. Moreover, it is suggested that teachers’ individual needs are reflected along with setting for them the goals they should reach to be considered as valuable specialists. These recommendations are essential, and the current study might help to address that. Another recommendation, which states “there is a clear need for professional development to become a more regular practice among teachers in Kazakhstan” has been realized which will be visible in the findings chapter below as teachers attend more professional courses and perceive it as a common practice these days.

Though those documents mentioned above are efficient in policy making, what school teachers are mostly prone to follow and adhere to are the regulations from the local state

bodies. One of them is the NAE named after Ibiray Altynsarin, which provides instructional-methodologic letter, which includes recommendations and requirements for the educational sector including every year to all the range from pre-school to high school, and as it states, “is reviewed by the pedagogical expert’s community” (NAE, 2021, p. 3). Also, the number of hours per each lesson and expectations from teachers and school departments are presented there. Comparing the three “letters” from different years, it can be observed that more attention to teachers personally and their preferences emerged: “the interests and desires, professional abilities and skills of English teachers should be taken into account when planning a work with them” (NAE, 2018, p. 233). The document for 2021-2022 academic years is especially considerate for the COVID-19 restrictions and online mode of learning. And even more freedom is given in the “letter” for this academic year, which states English teachers should:

- 1) define the order of topics and learning objectives for term or unit;
- 2) change the tasks in accordance with special needs of learners and their level;
- 3) generate tasks that may combine several learning objectives (NAE, 2021, p. 58).

However, this level of freedom could not be traced in recommendations for teachers of Kazakh and Russian languages. The Russian instructors are given a full control in generating assessments: “pedagogue can generate any types of assessment tasks for monitoring progress of students” (NAE, 2021, p. 97). Kazakh teachers are suggested “to devise and adjust the time allocation for topics together in the department” or “can increase the time for teaching of hard topics if it is necessary” (NAE, 2021, p.87). This can be compared to the “letter” for 2013 where expectations from teachers are impersonal and summarized “in language learning goals” such as “developing language skills of learners”, “ensure emotional development of a learner by means of games, plays and using a foreign language” (NAE, 2013, chapter 1.1).

Review of this state documents can inform us that recognition of a teacher as a personality is growing.

Another organization that is occupied with the development of the updated curriculum itself, compared to its counterpart above that interprets the curriculum and provides guidelines, is the Autonomous Educational Organization “Nazarbayev Intellectual Schools”. In the guidelines for the CBA the assessment system is the center of narration and “teachers are given free will to define the form, content, frequency, and tools of formative assessments” (NIS, 2017, p.13). Further, the documents are full of methodological recommendations for all aspects of teaching in the CBA, therefore it also can be contributing to teachers’ beliefs and values and supports the conclusion above those statements in documents are becoming more considerate of the teachers’ point of view in teaching.

The second document from the organization is developed by its department of teacher development called Center of Excellence. Along with training, the center has written the programs of the level-training, where three hierarchal positions in schools are presented. The first level is for senior managers, the second is for middle level managers and the third is for subject teachers, so-called pedagogic staff. The first part of the program includes theoretical implications for teachers which begins with teachers’ views on teaching, proceeds with students learning differences, then explains different teaching practices, including critical thinking and ends with teaching practices such as planning, monitoring learning, conducting a lesson study, and developing sequence of learning. The second stage of training is devoted for the school-based practice. This is where teachers conduct sequence of lessons, carry out school-based tasks and generate an individual portfolio (NIS, 2012, pp. 93-94). The aim of the program is “supporting continuing professional development of Kazakhstani teachers in the constantly changing world” and “providing teachers with knowledge and practical skills to organize the process of education such that it helps pupils” (NIS, 2012, p. 87). As this

suggests the training equips teachers with knowledge they need in the new realia. However, they are not subject-specific. Therefore, to fulfill this gap and avoid the paradigm “one-size fits all”.

Studies on Teachers’ Perception of the Updated Curriculum in Kazakhstan

There is a growing body of research on the teacher’s perception of the updated curriculum in Kazakhstan. Multiple scholars (Azhmukhambetov, 2020; Baikenov, 2020; Suyudukova, 2019) explored the perceptions of various subject teachers, or alternatively, focused on English teachers only (Ivanova, 2018). Gimranova (2018) investigated primary school teachers’ perspectives on curriculum reform in urban and rural settings. From the responses the main conclusion can be drawn that the teachers have a positive attitude towards the updated curriculum. They realize how their practice has improved and they are benefiting from the learner-centered approach. What is more, they have trainings more often than they used to, hence they feel attention and support from the government. However, there are some adverse aspects of the change. Firstly, the transition to the new system occurred swiftly and the second complaint was in the increase of workload (Azhmukhambetov, 2020; Baikenov, 2020; Suyudukova, 2019).

Some researchers (Bondarenko, 2019; Turganalina, 2020) examined the perception of the new assessment system, the CBA. They have concluded that teachers sympathized the assessment’s fairness and reduced subjectivity. However, giving feedback was somewhat challenging because traditionally a mark from “2” to “5” was found sufficient in informing students on their progress. Now, they are expected to verbalize the students’ current proficiency level and clarify what they should do to achieve better results, which is taking additional efforts. In general, they are managing the system and adapting themselves newly.

In conclusion, the literature on the studies about the updated curriculum and teachers' attitude towards it suggest that the reform has been perceived as a positive change, which teachers welcomed, despite having minor misunderstandings in assessment and in the content. Though the studies provide a substantive amount of information, the scholars in the field of education have not conducted research on different language teachers in Kazakhstan. Because every subject has its distinct specifications in teaching, language teachers might experience the changes differently and their cognition needs special attention.

Next, the study aims to discover language teachers' cognition on the two major changes in the curriculum, the criteria-based assessment, specifically for language teaching, and the communicative language teaching. These two will be subjects of the following sections in the chapter.

Criteria-Based Assessment for Language Teaching

As noted in the introduction chapter, the CBA, or also referred to as CBAM with the word "model" in the end, has been made the central element in the curriculum reform of Kazakhstan. Moreover, it stands as a driver of all the classroom instructions. This approach has been designed with several key components in mind: criteria-based assessment, competence-based approach, the reverse design, socio-constructivist learning theory, formative assessment, summative assessment, taxonomy of learning objectives. All of these components must be considered in the stage of lesson planning for the tasks in lessons address them (NIS, 2017). Each of these are defined in the following paragraphs.

The term criteria-based assessment was coined by Robert Glaser (1963), who offered this notion and referred to it as "criterion-referenced measures". He believed that it is necessary to define the level of an individual's proficiency at a specific point in the continuum of knowledge, not the entire content of a subject. More importantly, it helps to

define an individual's capability without making a comparison with other students. The approach is believed to provide a unification of teaching, learning, and assessment in education (Boyle & Charles, 2010). It seeks to ensure a holistic approach to learner's performance, following the learning objectives, supplies different methods and forms of assessment and ensures that all of these comply with a curriculum. The next element of the model, the competence-based approach, seeks to prepare learners for real life by helping them acquire vital skills. Hence, the teacher is the one who indicates the level of competence to be acquired (Reis, 1993, as cited in NIS, 2020). The reverse design learning changes the classical "objectives-lesson-assessment" into "curriculum - assessment process - teaching and learning". Educators, while designing a teaching material, need to refer to the curriculum, then consider the means of assessment and only then generate teaching materials (NIS, 2020). The socio-constructivist learning theory proposes that knowledge is acquired through social interaction and collaboration as well as personal critical thinking processes (Powell & Kalina, 2009). As for the formative and summative assessments, Sadler (1989) describes the formative assessment as the judgment on students' work to improve his performance; in contrast, the summative assessment gives a final or summarized evaluation of a student's achievement. In general, any feedback a teacher gives are a formative assessment, as it shapes a students' knowledge. The summative assessments are generated by teachers and the number of times students have it is defined by the educational department of a city (NAE, 2021). The final component, the taxonomy of learning (Bloom & Kravol, 1956, as cited in NIS, 2020) consists of six levels of thinking skills: knowledge, understanding, application, analysis, synthesis, evaluation. Lessons are expected to follow this direction of development. These all make up the criteria-based assessment model form the basis of the contemporary educational system of Kazakhstan.

The source of criteria for assessment in all three languages in Kazakhstan are the objectives provided by the Common European Framework for References (CEFR). This framework supports the criterion-referenced measurement and “aims to provide a frame for development of language syllabi and curricula, planning and development of teaching materials, and a basis for language assessment” (Hudson, 2013, p. 8). The generators of the framework make it applicable to any language, including learning of second or foreign languages. Moreover, they do not interfere with local adaptations to education policy, assessment, and teaching (Little, 2007). In the Kazakhstani context there is a slight adaptation of the framework to the local languages. Namely, the levels that are A1, A2, B1, B2, C1 are all divided into three sub-sections: low, medium, high. There are A1 low, A1 medium, A1 high levels. Also, as English is a foreign language for students, the standards are lowered compared to the Kazakh and Russian languages (NAE, 2017). In contrast, in Japan the policy makers borrowed it as a national policy only for foreign language education policy, not the titular or local languages (Nishimura-Sahi, 2020). It is believed that CEFR provides a common ground for language learning and provides standardization, which is also the rationale behind the borrowing of the framework (NAE, 2017). In the Standard of teaching in three languages (NAE, 2013), it is stated that the essence of the CBA is about evaluating the students’ achievement against the criteria that are specific, defined in collaboration with both teachers and students or them separately, or indicated in the coursebook, comply with objectives and aims in the curriculum and are comprehensible by all members of the learning process. The teacher who uses the CBA must evaluate the work against criteria that students comprehend and are aware of and not against other students; sample works must be provided to improve understanding; the specific grading system is formed, by which a student can predict his grade; students are active assessors, who then are capable of self-evaluation; and the assessment is done strictly by the provided criteria. The teacher implements “clear and

measurable criteria for assessment that are understandable to each student and his parents” (NIS, 2020, p. 5). This is how teachers in Kazakhstan must assess students’ work.

Empirical Studies on Criteria-Based Assessment for Language Teaching

It has been stated that the CBA model is designed uniquely for each country, so the foreign references could be the cases when the components of the model such as the criteria-based assessment, formative assessment, CEFR were implemented or other similar concepts mentioned in the section above have been taking place in Asia for the last two decades, for example the criteria-based assessment in Australia, and school-based assessment in Hong-Kong and Malaysia.

An approach under the name criteria-based assessment was enacted in Queensland, Australia, in 1972 (Pitman & Dudley, 1998). It was similar with the Kazakhstani reform in language teaching: the four skills system (reading, writing, listening, speaking) was established (NAE, 2017), with a shift from grammar to functions; formative and summative assessments as well as external examinations appeared; teachers' role was made more prominent and their participation in curriculum formation increased. Most importantly, the assessment in this country pursued the same goal as criteria-based assessment in Kazakhstan - judging students' achievement in specific domains of knowledge. Looking at both assessment systems, which also form the curriculum orientations (Su, 2012) they are attempts to shift from curriculum as product to curriculum as process, where the latter supports more value-oriented views on students opposed to content/knowledge-oriented paradigm. This proposes similarity in the systems of the two countries.

There is a similar notion, under the name of a school-based assessment, which allows schools to generate and evaluate the formative, summative, and external assessments. In this system the grading is done against the assessment criteria, as in the local criteria-based assessment. Implementing this system in secondary schools of Malaysia in the beginning of

2000, the government had an aim of decentralizing school assessment and deliberating schools from exam-directedness (Fook & Sidhu, 2006). Moreover, in this country there is a school inspection that ensures compliance of a school with the regulations along with addressing the weaknesses and strengths the school might be encountering with an intent to help the organizations tackle their problems (Kinjawan, 2020). Implementation of the assessment in Hong Kong followed the same purpose (Davison, 2007). However, it is being critiqued for being borrowed from the UK but not completely adapted to Hong-Kong context, where admissions or other academically momentous events are made on the basis of high-stakes examinations (Yan & Brown, 2021). Comparing this with the Kazakhstani context, the same critique might be actual here as the admissions to universities is still happening based on the multiple-choice format Unified National Test (UNT) (Winter et al., 2014). This leads us to conclusion that both countries have applied a similar policy around assessment from the UK, however this might not be consistent with how it is implemented in the home country.

On the other hand, another significant contribution of the assessment is that it allows to reduce competition among schools and make schoolteachers evaluation central, though posing more workload on them. However, as it had been mentioned by the authors, the teachers were not fully ready for this responsibility, partially due to the cascade model of training, where one group has more extended training and then they perform the training on another group in a shorter period of time (Fook & Sidhu, 2006). From these conditions it can be concluded that the Malaysian school-based assessment has some similarities with the subject of this research, though has different aims and objectives, such as giving more autonomy to schools, whereas in the Kazakhstani context it is done more to modernize the outdated practices (McLaughlin et al., 2021).

Drawing conclusions from the interpretations and the empirical studies, the assessment invokes a paradigm shift in the way it allows assessing students in the knowledge

continuum rather than the overall proficiency. This liberates teachers and students from comparisons with other students and allows schools to decide on the level of students' proficiency, making them even more autonomous. In conclusion, the patterns of the presented assessments, the criteria-based assessment and school-based assessment, are close to each other, however they vary across countries. In this study these patterns will be described as a part of the curriculum that teachers are practicing currently.

Communicative Language Teaching

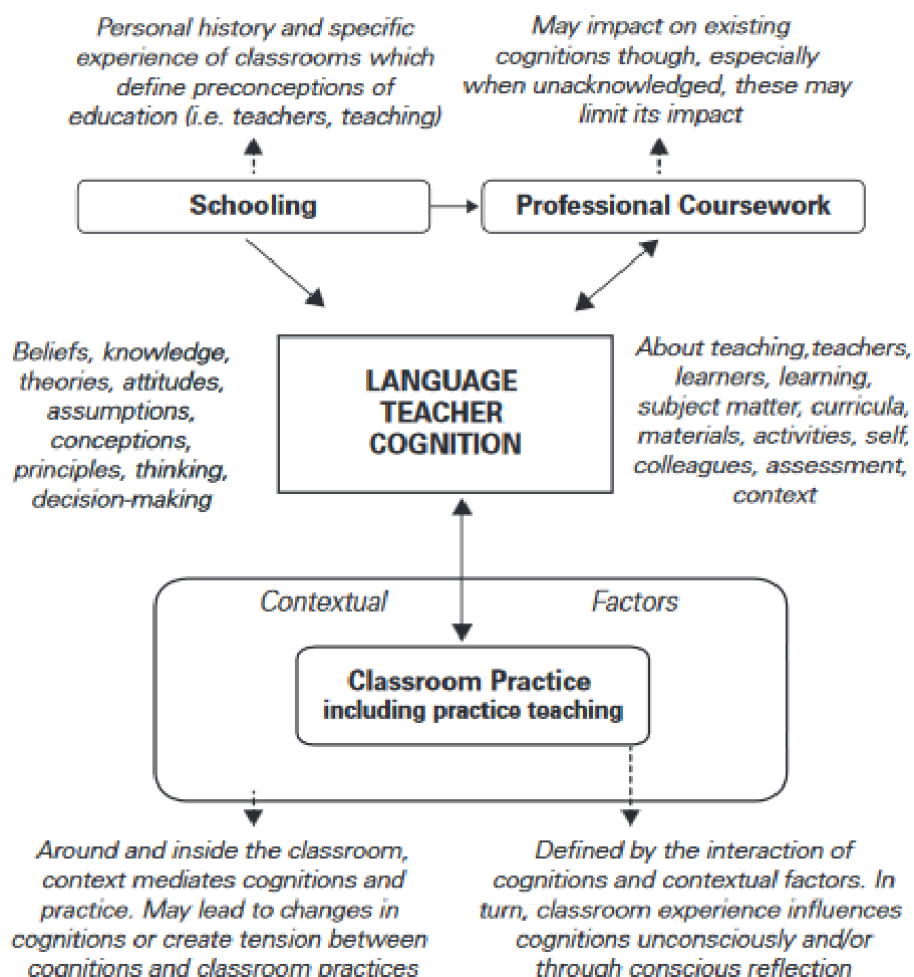
The CLT in Asia appeared as an attempt to move from learning English structures to communication. It emphasizes communication, functional literacy in language learning, pair and group work, diverse classroom arrangements, and the use of authentic target language (Graves & Garton, 2017). The function overrides the form, therefore grammar is made less prominent (Larsen-Freeman & Anderson, 2011). Moreover, in the approach students are the center of learning – they cooperate and acquire knowledge in collaboration. The approach has gained popularity in Asia as a means of strengthening participation in the global economy and international exchange (Butler, 2011; Graves & Garton, 2017). However, concerns with the CLT have been raised in these and other contexts. Large class sizes were one of the impediments in the CLT implementation in Asian countries (Butler, 2011). Cultural considerations such as inappropriateness of pair work or role plays, inhibited the spread of the approach in Senegal (Diallo, 2014). Similarly, such restrictions might be shared by Kazakhstani language teachers as well. There is a shift from individual work to group, pair work that is new in the local language teaching curriculum (NAE, 2017). As for class size, English and Kazakh language teachers teach classes divided by two, however in Russian language the whole class of around 30 or more pupils are in the classroom together. This study must help to discover teachers' concerns and challenges in implementing the CLT in different aspects of language teaching and classroom settings.

Conceptual framework

Borg's (2015) language teacher cognition is suitable as a conceptual framework for this research for several reasons. First, the term seeks to discover "a complex, practically-oriented, personalized and context-sensitive networks of knowledge, thoughts and beliefs that language teachers draw on in their work" (Borg, 2015, p. 321). Second, the framework (demonstrated below in Figure 1) consists of three major elements: schooling, professional coursework, and classroom practice. Schooling refers to teachers' background as a learner or some specific experience that has impacted on teachers' perception of education. The second element involves occurrences that formed teacher as a professional: teacher education, training, professional preparation. The third element is, as the name suggests, teachers' teaching, instructing and other activities that take place in classroom. In this framework Borg offers four data collection strategies: self-report instruments, observation, verbal commentaries, and reflective writing. For the present study, it is believed that interviews are the oral articulations of teachers' beliefs. However, sometimes those are ideal beliefs in teachers' minds and observation can show if those expression are underpinned in actions. Nonetheless, those discrepancies can demonstrate various perceptions of data rather than inconsistency. Using the framework, teachers' responses will show how those three aspects of their practice has transformed or may be deteriorated under the updated curriculum.

Figure 1

Elements and Processes in Language Teacher Cognition (Borg, 2015)



Conclusion

Through a review of studies conducted in foreign countries, it has been established that what language teachers think and believe is crucial and highly impactful in terms of implementing any changes in education. It could also be observed that participants of previous studies are predominantly English teachers. Other substantial body of literature has demonstrated that it is important to consider teachers' role in curriculum reform, as they are the "wheels" of any changes in education. A review of documents such as reports by the international consultants has demonstrated somewhat overlooking attitude to the teachers' opinions as it explored to what extent teachers are monitored, matched the required levels, guided, and observed in policies. On the other hand, however the local agency, in attempt to

find the reasons why novice teachers leave the profession, delivered important recommendations such as involving teachers in policy making and trying to meet their individual needs in workplaces. Nonetheless, the fact that documents are becoming less imperative on teachers could be observed in comparison of the guidelines for three distinct years. This might also suggest that the tendencies are changing, and it might soon lead to the desired outcome of the authorities being more attentive to teachers' beliefs.

The local scholars have attempted to uncover Kazakhstani teachers' perceptions and attitudes about the updated curriculum and the criteria-based assessment. The studies have demonstrated the positive attitude for the updated curriculum; however, little is known about language teachers coping with CBA, the CLT and new content. This study is specifically aimed at discovering language teachers' attitude towards the changes in assessment and their subjects. For this reason, a conceptual framework that discovers language teachers' cognition has been taken to uncover what Kazakh, Russian and English teachers believe, think, and do in the updated curriculum.

Chapter 3: Methodology

This chapter presents justification of the research methodology and design. The former is a qualitative study, the latter is a phenomenological enquiry. Also, it provides information about the site and then the intricate process of the sample selection. Some unavoidable issues in the sample selection will also be revealed. Further, the choice of data collection instruments, the semi-structured interview will be justified followed by the data analysis procedures. Lastly, before conclusion, some light will be shed on the ethical considerations.

Research Methodology

The study is qualitative because this method highlights the voice of participants, who describe and interpret the issue. It is important that there is an “insider meaning”, which means participants take an insider stance towards a phenomenon by providing their personal opinion, experience and emotions to the researcher (Dörnyei, 2007, p. 38). For the reason it allows “researchers to be involved in formulating meanings and interpretations” (Paltridge & Phakiti, 2015, p. 26) I would like teachers to provide their personal opinions to help me understand how they perceive the new program and see some perspectives from the inside.

Regarding the design of the study, the phenomenological inquiry has been found suitable for the study. The design focuses on a common meaning of a phenomenon in lives of several individuals (Creswell & Poth, 2018). It is believed in phenomenology that one person’s response is a subjective interpretation but when experience is common it can be interpreted as objective. Hence reliable data could be acquired when multiple respondents are involved in a study. The main questions for exploring a phenomenon are “what” and “how”. For this study “what” is the updated curriculum and “how” is teachers’ experiences.

Among the most effective tools for data collection in phenomenology, the interview is suggested; accordingly, the data has been collected using the semi-structured interview with the teachers of Kazakh, Russian, English languages (see Appendix A). This type of interview starts with a set of prepared, open-ended questions and prompts and the respondents are encouraged to give elaborate answers (Dörnyei, 2007). Summing up, the design is suitable for exploring language teachers' experiences of the updated curriculum because the approaches and instruments fulfill the aims and objectives of the study, as teachers share their personal experiences of the phenomenon of the curriculum update in an interview.

Research Sample and Site

Sample selection

In order to attain a considerable amount of data and be able to compare, I anticipated examining six language teachers – two Kazakh language teachers, two Russian language teachers, and two English language teachers. Therefore, the sampling was a mix of a purposeful (with certain criteria) and snowball sampling. There were additional criteria for the subjects. Firstly, all of them should be language teachers in the secondary schools (grades 7-12) because language teaching is more complicated (NAE, 2017), and students in their teenage years become capable of analyzing their work critically, thence teaching is more complicated and complex information is available. The second key criterion is they must be teaching the updated curriculum combined with the criteria-based assessment approach. As for the sampling, the snowball method has considered suitable. In this sampling the researcher requests the participants to recommend other individuals for the study (Creswell, 2012), therefore there is less subjectivity due to reduced relatability to the participants. I have contacted my acquaintances and asked them if they know any individuals who would be interested in an interview for master's thesis and, of course, match the criteria. Only after I

made sure they give their consent I contacted them personally on their WhatsApp applications. In sum, I have reached 12 participants. Two teachers turned out to be teaching a primary school, one has changed her specification, one teacher refused to take part in zoom, two teachers had very short experience of teaching (but I continued with one of them), one teacher have stated she did not fit my criteria, and the other two teachers have just stopped contacting me. After all these manipulations, only four teachers have remained. Nonetheless, this number of participants have been found suitable in the phenomenological sampling, which is from 3-4 to 10-15 (Creswell & Poth, 2018). The majority of the respondents were suspicious as it was a stranger contacting them and almost all of the teachers, I contacted asked for the interview questions in advance. My biggest outcome from this type of sampling is that contacting teachers from their acquaintances and not from the administration tends to complicate the task.

There was one additional thing that concerned me in sampling. In Borg's conceptual framework for language teachers' cognition (2015) the "language teachers" are the teachers of second or foreign language. I had to figure out who are language teachers in my study. The participants who showed up for the interview are teachers of English as a Foreign Language, however Kazakh and Russian teachers are predominantly the teachers as L1. Taking into account that the primary focus of the study is not their language instruction but their thoughts about the curriculum, they are still found suitable. Moreover, in the local context the L1 as language of instruction could be a choice of a students' parents rather than the real language proficiency of students (Smagulova, 2008). Moreover, according to the updated curriculum, teachers are expected to adapt their instruction to their learners (NAE, 2017; NIS, 2020). Therefore, the concept of pure first language instruction could be disrupted. That is why the participants (Russian and Kazakh teachers) of the study were not necessarily the L2 instructors but were mostly recruited as language teachers. There was not any issue with the

foreign language teachers because they were the local English as a Foreign Language (EFL) teachers.

The characteristics of the interviewees recruited for the study have been summarized in the Table 1 below.

Table 1

The Breakdown of Participants

Teachers	Language subject	Experience (years)	Type of school, city	Training for the updated curriculum program
Karlygash	Kazakh	4	Private, Almaty	at university
Dilara	Russian	20	Private, Almaty	At work
Irina	English	30	Mainstream, Semey	At work
Meruert	English	3 months	Private, Almaty	none

Site

The initial site of the research was Almaty, since I have worked there, and also, I have acquaintances and former colleagues in that city. Moreover, this is a megalopolis with the largest number of schools and educational institutions, along with several major teacher training centers, e.g., CoE or Orleu, in the country. This could be representative in terms of the training teachers had received in the scope of the curriculum update.

The main requirement for the school is to be applying the updated curriculum approved by the MoES. Currently, all schools have shifted to the new curriculum (Republic

of Kazakhstan, 2018). However, the private schools are allowed freedom in their instruction and management (MoES, 2018). Nevertheless, the respondents in the sample were using the updated curriculum in their schools and they must still follow the main requirements.

Therefore, both state and private school teachers have been considered viable for being questioned about the implementation of the updated curriculum. In sum, there are three schools from Almaty and, luckily, due to the snowball sampling, the site has been extended, which helped to attract an interviewee from a rural school in eastern Kazakhstan. This can help to see the situation beyond private schools in the biggest city of Kazakhstan.

Data Collection Methods

The data collection method chosen for this research is a semi-structured interview. The interview questions were in three languages and covered several areas: teachers' opinions about the updated curriculum, their adaptation to the new content and methods, how the CBA and CLT have changed their practice, how their training went, and lastly, their methodological needs. Unfortunately, due to COVID safety measures that recommend avoiding the risk for the school communities the lesson observation was not considered for this study. The interviews were conducted in December 2021 and January 2022 online in three languages: in Kazakh language with the teacher of Kazakh, in Russian with teachers of Russian and one English teachers, and lastly, with one English teacher it was in the language of her instruction in the classroom. The duration of the interviews ranged from 25 to around 50 minutes.

Data Analysis Procedures

Among the types of the phenomenological study, Creswell and Poth (2018) have identified a transcendental type of the design. In this design a researcher first identifies the phenomenon and further collects data from the several participants who have experienced the

phenomenon. Next, "the researcher then analyzes the data by reducing the information to significant statements or quotes and combines the statements into themes" (Creswell & Poth, p. 164). There is a textural description of the phenomenon (what) and a structural description that include a context or conditions of the experienced event (how). The responses are further made into transcript, coded, and interpreted. How it took place in this study is described in the next paragraph.

The first step after the interviews was transcription, which I completed manually in a Microsoft Word document (see Appendix B for a transcript sample). Further, on a separate Word document I created a table that I divided by the research questions in rows and teachers' responses in columns. All the documents are stored in my personal password secured laptop. Regarding the coding I used descriptive coding (Saldaña, 2015), which stands for summarizing a response into words or phrases. For the responses I developed codes such as the first question was teachers' attitude towards the curriculum change then there were three codes "positive", "neutral", "negative". Next to the codes I put the quotes from interviewees responses. Similarly, for other questions I tried to make a collective description for their responses such as "mixed approach", "adaptive approach". The table helped me to grasp general flow of responses so that I can put them into sections for every teacher (see Appendix C for coding sample). Further, I applied the framework (Borg, 2015) to look at the schooling, professional coursework and classroom practice.

Ethical Considerations

In order to be aligned with ethical regulations and to know how to treat participants as a researcher, I completed the CITI training before I started writing the thesis research. Further I have attained approval from the NUGSE Research ethics committee. As a teacher, I am aware how sensitive teachers are towards external interest to their work, and it was essential for me to avoid making them feel assessed. Therefore, the questions in the interview were

more about their attitude and feelings rather than their knowledge. Also, to help them feel at ease, turning on the video during the zoom session was optional. This moment was also indicated in the consent form (see Appendix D), which also stated that their identities will not be revealed, their real names will remain secret, the interview will not affect their professional lives and conversations in the messenger applications will be deleted after the data analysis. Every interview began with ensuring they have read and agreed with the content of the forms, and they could stop the interview anytime or not answer some questions if they find them inappropriate. I also kept in mind that their interview experience with a university student must be a positive experience so that they are not discouraged from taking part in educational studies in future. Again, I ensured confidentiality by using the password secured personal laptop. Regarding anonymity, pseudonyms have been assigned to replace teachers' names.

Chapter Summary

This chapter has presented methodology of the research, the qualitative study where the design is a phenomenological enquiry. The participants are one Kazakh, one Russian and two English teachers, who each participated in a semi-structured interview to share their experiences of teaching in the scope of the updated curriculum. Regarding the data analysis, the descriptive coding method has been applied to analyze responses. Lastly, the ethical considerations have been uncovered, emphasizing the importance of attaining approval from the university's research ethics committee and ensuring the principles of respect for persons, beneficence, and justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1978) in this research.

Chapter 4: Findings

The first part of the chapter will describe each teachers' experience concerning the updated curriculum and this will answer the research question 1. Next, I will present findings around the research questions that are aligned with three elements of the conceptual framework (Borg, 2015) of the research: schooling, professional coursework, and classroom practice to answer research questions 1 a, b, c, d and 2. The research questions have been formulated in the following way:

1. What are Kazakh, Russian, and English teachers' attitude towards the updated curriculum in the secondary schools of Kazakhstan?
 - a) How do they perceive changes in the content of their subjects?
 - b) How does their schooling affect the implementation of the communicative approach to language teaching?
 - c) What has the criteria-based assessment brought to their classroom practices?
 - d) How do language teachers evaluate their training for the updated curriculum they had received in their professional coursework?
2. What are the methodological needs of Kazakh, Russian and English language teachers in the frame of teaching in the updated curriculum?

Teachers' Experience

Kazakh Language Teacher

The first interviewee is a teacher of the titular language in Kazakhstan. Karlygash has more than five years of experience. She has taught in private schools and has experience of teaching primary students. At the time of the interview, she instructed secondary school learners. It seems she began her teaching in the updated curriculum immediately, having received training for it at the tertiary education. However, she reported not receiving a proper

guidance in the workplace. She follows the requirements of the program and school expectations yet relies on her instinct in managing her job.

The first thing she mentioned about the new teaching program is that it is fairer, and more accurate, both in terms of instruction and assessing. It is a “win-win” situation because the student knows what they need to focus on and why they achieve a mark, whereas teachers are precisely aware of students’ proficiency and stay objective because there are certain criteria that are discussed with students prior to doing the task. Moreover, she finds that the program fits the new “Generation Z”, which is tech-savvy, agile in the virtual world, and have predominantly globalized views, meaning they are tolerant and open to diversity. Therefore, the update is timely and perfectly fits needs and views of her learners:

... you can no longer simply give student a task and expect them to obey and listen to you. They will question the use of a task so you will have to justify. Consequently, they need to be taught differently and the updated curriculum responds to that, enabling you to employ different strategies of teaching. It makes you convert to professions other than teaching. You have to be a psychologist, an orchestra leader, an entertainer, a manager and so on...

Nonetheless, not everything in this program is perfect and flourishing. She mentioned low proficiency of students in terms of literacy in Kazakh language since she has been teaching about five years. As an experiment, she tried to bring back the writing genres such as retelling a story in a written form and dictation. The results were disappointing. Students made a lot of punctuation mistakes and did not fully understand the speech that she had dictated. In her opinion this failure is the result of absence in practice for them. For Karlygash, those retelling and dictation exercises give students substantive knowledge and language proficiency. Therefore, she thinks that programs must be reviewed, sorted, and negotiated by local experts and language teachers at first hand. The second concern of this

teacher was the quality of teaching materials in Kazakh language. The coursebooks seem to be containing irrelevant and too complicated topics. Even though the topics are contemporary, they still must reflect the national values, she says:

Some coursebooks are too complicated: the topics are for university students, not for school pupils. Therefore, I think we need to have the best from the old coursebooks, and take the best from the foreign materials, and make materials that are suitable for our context, the new generation.

To improve the situation, she asked if the interviewer, as a Masters' student, could communicate with the authors of the coursebook so that her concerns are addressed to them directly. Her last concern was about the extra-curricular materials. It seems when she wants students to work with authentic materials, she cannot find good quality podcasts, cartoons or even bloggers.

From this language instructor's response, we can observe that even though the program is beneficial for her as an instructor with improved assessment tools, the content is not completely suitable for her learners. Moreover, the topics and writing genres could be reviewed for supporting national values that we pass on to the next generation and some practices that were effective in the past for developing language skills should be returned.

Russian Language Teacher

Dilara has a profound experience of teaching which is more than 20 years. The latest reform was complicated for her at first because it was hard to understand the changes. Later, having had trainings and practicing the new program she experienced "rebirth" as a professional. Among the participants, she was the only person who had the training for the updated curriculum in the capital city under the supervision of the international trainers. She was the only person who referred to the main goal of the updated curriculum – developing students' functional literacy: "The updated curriculum, foremost, develops the functional

literacy of students. This is the key to students of any level – primary, middle or high school. They become competent in functioning within diverse social practices”. She operates with notions in the training program (scaffolding, learning objectives, spiral curriculum), showing adherence to the reform and being a teacher, the policy makers expect her to be:

Our writing is built around the learning objectives. There is an objective, for example, that states a learner must be to write an argumentative essay, we need to teach that genre first. We need to provide scaffolding for learners before they start an essay. It happens after we do some work with active vocabulary.

At the same time, she adapts her instruction to her students’ needs. For instance, although it is not specified in the curriculum, grammar teaching is important and is taught explicitly if she observes that students need support in certain topics. Currently, she seems in tune with the changes, probably due to her adaptive and curious personality she demonstrated during the interview. She said: “I am currently attending courses on teaching talented and gifted children and last year I took some courses on differentiation. I am being equipped with very good quality materials and knowledge from there”.

Among all teachers, Dilara seemed the most prominent supporter of the CBA. She liked the accuracy in assessment, especially that it provides observable, gradual, incremented development of learning for her students. In her context nothing seemed to impede her teaching, neither professionally nor materially because the school is providing all the means of maintenance and development. Her methodological need was the professional development courses on the topics that her students will have the external assessment. Apart from that nothing seems to bother her, and she assumes that success in teaching is tightly rooted to teachers’ constant self-development:

Actually, in order to succeed in this curriculum, teachers must be constantly making a thorough preparation to the lessons, understand the teaching materials, and feel

empathy to students. Even better for teachers is to reflect on their capability for a certain task.

English Teachers

Irina's Experience

Whereas three teachers were generally positive towards the reform, Irina was rather neutral. In her vast experience of 30 years, she has seen reforms in abundance. Within this time, she has developed obedient stance, “we do what we are told to do”, “we are required to adhere” she said, and then there was “we got used to it, so did the students”. Nevertheless, from her description it seems her instruction is prevailing with the old program because she considers grammar as the most important part of language teaching, hence showing her preference for the old program. Irina also reminisces about the old ways of teaching and even thinks the 5-scale grading should return, because the current 10 points for term is unachievable goal for her learners. Moreover, she is disposed to thinking that students' level is low in other subjects, which in turn is affecting English language as well. Nonetheless, she uses the criteria-based assessment in her lessons, and always attends development courses. She expressed this in the following way:

I have had so many trainings in last 5 years. Before the reform we did not use to attend that many. But information is updating very fast, and we must stay in tune. I guess I need to subscribe to more trainings soon.

This can inform us that she is doing what she knows best for her work because she expressed her commitment to her job. Undoubtedly, the updated curriculum has made some positive impact into her beliefs as she has started to realize that the information is updating very fast these days and she must keep up. Knowing and being able to implement all the latest

methodologies and approaches, along with the CLT, in language teaching would make a huge asset into her practice. It also could be connected to the frequent updates of the curriculum.

Meruert's Experience

Meruert is the least experienced teacher in this study. She has been teaching three months at the time of the interview and she is a fresh graduate of a university. The communicative language teaching approach was in the curriculum when she was a student in high school; therefore, it was not new in her teaching career. Comparing the new program to her experience as a learner she finds it “cool”. It is very modern, oriented to learners, and new topics such as fashion in Kazakhstan excite her. In general, though she welcomes the updated curriculum, she admitted not being able to understand it clearly. She has not received a solid training and she is learning everything she must know from her colleagues. Among the changes she would make is the assessment scheme. She believes there should be separate evaluation of participation and attendance, not only the product of examinations (summative assessments) as it is now.

Language Teacher's Cognition

Schooling

This section looks at the teachers' background in three areas: 1) learning, i.e., schooling; 2) training for the updated curriculum, i.e., professional coursework, and 3) their classroom practices. These three themes established by Borg (2015) will help to define language teachers' cognition in the updated curriculum. The summary of details on teachers based on the framework is provided in Table 2 below.

Table 2

Teachers in the Scope of the Conceptual Framework

Teachers	Framework		
	Schooling	Professional coursework	Classroom practice
Kazakh	Independent Kazakhstan	Pre-service training	Criteria-Based Assessment
Russian	Soviet	International experts	Criteria-Based Assessment
English	Soviet	Local experts	Criteria-Based Assessment
English	Independent Kazakhstan	None	Criteria-Based Assessment

Schooling***Karlygash***

Karlygash, who is the teacher of titular language, experienced her school and tertiary education in modern Kazakhstan during the 2010s. She believes that those practices of her school age, predominantly, some writing exercises such as dictation and retelling are still essential in language teaching. As her learning practice suggested, she has come to believe that retelling fosters memorization and cause-effect relation analysis better because a story that is read to them multiple times should be written in the correct sequence. The dictation on the other hand, would endorse literacy skills, namely, spelling and punctuation. She could also observe that some teachers in her school bring those activities to lessons as an experiment. She said:

I think dictation and retelling must be returned in the newly adapted form from the old curriculum. As experiment I have tried a dictation with them, and they made a lot of mistakes. They were mistakes in punctuation, I realized they did not understand some sentences. When I gave them a retelling task, they did not know what it was.

This suggests that Karlygash's schooling is affecting her perception that the new approaches in the curriculum must be developed in consultation with teachers because they know what might work for their students. At the same time, she is for the reconciliation of old and new. She compared her school days with current practice in the following way:

I remember at school if we had a group work, we did not group up physically. The teacher would write scores of our teams on the board and interaction in the classroom was not welcomed. I used to wonder if teachers would prefer to have 'static' lessons and why we would not study like in abroad [interactively].

In this expression she demonstrated seeing the CLT as a foreign teaching method, which makes her lessons lively allowing more communication and interaction, opposite to her experience in school, therefore she actively implements it.

Dilara

Dilara is one of two participants whose schooling dates to the Soviet period of Kazakhstan. She recalls that period positively and realizes from her learning experiences in that time the importance of grammar, however, as it is expected in the updated curriculum, it is not the core element of her teaching. The central focus in her practice is teachers' self-development and her classes, as she describes, are now student oriented. "Grammar is taught differently nowadays. A teacher's management of her lessons must be flexible", she thinks. This means that despite having the Soviet education, she has shifted from those priorities in her schooling and adjusted herself to the new era of education. Nowadays, she remains collectivist in her social interaction as she mentioned aligning her practices with her colleagues. "When there is

a task common for a cohort, we think about students' steps in making a task. This further affects how students write the summative assessment and then an external assessment".

Irina

Irina is an educator whose previous experience of language teaching is based on syntax, structure of sentences, and rules in a coursebook which have greatly influenced her current approach to language instruction and even remains dominant in her mind. She received Soviet education as Dilara, nonetheless, as her narration indicates, she remains obedient to the requirements from the officials, and yet also remains loyal to the priorities in her schooling: "all the aspects of teaching are important to me, not only communication. A student can not succeed in learning without grammar knowledge," she said. And therefore, she might not be exploiting the CLT as actively as expected. Generally, it seemed like her schooling and teaching background have a greater impact on her teaching than the reform and she might be struggling by not being able to say that openly.

Meruert

The youngest of the participants, Meruert, had a CLT approach in her English learning, and therefore the updated curriculum is close to her schooling years. "Actually, my personal experience is that I have been taught by the communicative approach since the secondary school. The grammar has never been a significant part of our instruction" she said. She seems indecisive what works best for her students and for her teaching: "For tasks I use the criteria developed by other experienced teachers". She is exploring this field and, therefore, needs time and experience to find her voice in career.

Professional Coursework

The participants have had different experience in training for the updated curriculum, from receiving no instruction to a training with the British experts who developed the program. The following section provides detailed description of teachers' professional development trainings.

Karlygash

In her tertiary education she had level-training courses, included in the bachelor's program to have them trained in the updated curriculum before they start teaching at a school. However, practice, as she says, is different from theory and she still needs more specific trainings. She thinks her training was not sufficient as there was a distance between what they studied and what they are expected to do in classroom. "The place that gave me substantial practice is the workplace" was her comment. It must be mentioned that her workplace is a private organization, and it allows more freedom in teaching than in the state schools. That is the reason she is able to experiment in her teaching. It would be enriching to be able to share her findings on the experiments and make some impact on Kazakh language instruction. She wants to practice agency in her professional coursework by attempting to adapt the teaching to their students and implementing her own beliefs into how teaching of Kazakh language should be.

Dilara

She demonstrated high quality knowledge of the new program and she mentioned having had training from the foreign experts who developed the program. In her training, as she describes, they had theory and practice together. They looked at the real examples from the program and conducted mock classroom lessons. Her evaluation of her training is high, and she is definitely thriving in the updated curriculum, partially, due to her training with the

experts: “we had a training from the English experts, and they thoroughly explained us all the details of the new program. It was very fruitful as we had a chance to try out the new approaches in practice”.

Irina

Unlike Dilara, Irina received training at the local state-funded organization. She did not express any excitement about the training and perceived it as a regular duty of her work. It was hard for her to adapt and adopt the knowledge in the courses immediately and for that reason learning them seems just a mechanic process in her career. However, when she started talking about the courses she takes in her spare time, as a part of her professional development, she seemed more interested in them: “for instance, recently there was a course on TKT (Teacher Knowledge Test) and then there were level-courses. So, I would take more in future”. It seems the level-training courses did not impact her views significantly: “Yes, we have been trained to handle this new program. Well, yes, what can I say about the training - they showed, explained us how to do, what to do” she said in a cold matter-of-fact tone of voice.

Meruert

Meruert’s training, as indicated in the Figure 2 above, is none. She is learning from her colleagues, and she considers she will improve even more if she takes training courses that grant her international certificates such as CELTA (Certificate in English Teaching to speaker of other languages), and IELTS (International English Language Testing System). She believes that courses in those disciplines will help her in teaching and make her an outstanding professional.

Classroom Practice

All four teachers are using CBA and CLT in their classroom. The criteria-based assessment has significantly changed the way teachers think and instruct. The approach, which has been described in the previous chapters, makes an emphasis on criteria for assignments, the curriculum, and supports the socio-constructivist learning theory, formative and summative assessments. As it is a standard in schools, all teachers generally implement the assessment in similar ways in their lessons. The CBA is not only about marking, but also models instruction for teachers. Therefore, their instruction had a similar approach. “When we have a new module, we learn the active vocabulary first, in the coursebooks we have phrase banks, only after we write an essay based on the topic” was a description of almost all the teachers.

Nevertheless, some personal observations on CBA by the teachers are worth noting. For instance, what Karlygash emphasized most was the fairness, reduced subjectivity because both learner and teacher are aware what must be done and what is graded. It seems that justification of assessment is expected from both sides, the instructor and the learner, because two of the teachers, Karlygash and Dilara, stated that if a student disagrees with the mark, they ask for clarification from the student, and she give the mark they have both agreed on based on the criteria discussed before. Dilara favors the social-constructivist approach, that is partially brought by the CLT, which allows learning in the social interaction via group and pair work, and which enables the knowledge to be acquired socially and the students stay in command of their learning: “Students communicate, exchange knowledge, and this is a constructive interaction. This enables acquiring knowledge from one another, provided that the tasks are designed to make it happen”. Dilara also praised the assessment for enabling gradual fashion to learn and making the increments in student’s progress visible. She can identify the learning objective the student needs improving in. On the contrary, the English

teacher Irina is skeptical that her students are flourishing under this approach. Her estimation is that she could teach the same content successfully in the old way. This is pinpointed by her next comment: “In an ordinary state school students do not know English for 10 points. The maximum point students get from me is 8. As a Soviet person I would return the 5-scale grading system”. Generally, what could be observed from responses is that the CBA has brought to classroom is precision, fairness, objectivity, and constructivism. The latter is practiced not only in variety of interaction as a pair or group work, but also when criteria for their tasks are created together with students. “Yes, there are criteria in the coursebook. We observe them and sometimes follow them, but sometimes we make our own because in the book they might be too general” was the practice of Irina. It seems the teachers, except Meruert, who uses the criteria provided by her experienced colleagues, co-construct them based on what was covered in the topic as the criteria suggested in the coursebooks may not always reflect the classroom practice. These examples could prove their constructivist stance.

Conclusion

In conclusion, it can be stated that the language educators think the curriculum reform was a timely change that reflects the needs of contemporary teaching. Three experienced teachers and the novice teacher found it hard to adapt at first, but eventually, they realize the advantages of the curriculum. It sets them closer to the students due to learner-centeredness of lessons and they want to be able to help them and guide them properly. Concluding this chapter, the findings suggest that language teachers take a critical stance by suggesting that the curriculum needs revision in terms of localizing the borrowed ideas and methods. They insist on building the new on the basis, in combination of old and new. The role of their schooling has its share on these views, and it is influencing on their current practices; nonetheless, they are open to the new ideas offered to them and they transform under the

updated curriculum. They are reflective as they state they experiment and observe their students' progress. They are proactive as professional courses have become a regular part of their practice, which also makes them adaptive practitioners as they are disrupting their former patterns of teaching.

Findings by the research questions can be listed in the following way:

1. Teachers are mostly positive about the updated curriculum.
2. Russian and English teachers support the new content, however the Kazakh teacher thinks it needs revising.
3. Teachers have disrupted the old ways of teaching and welcomed the CLT and CBA.
4. Teachers praise the CBA for precision, fairness, and their lessons are constructivist.
5. The level-training from local experts is perceived as less beneficial than receiving the training directly from foreign experts.
6. The teachers had different specifications for professional development based on their language subject.

Chapter 5: Discussion

This chapter aims to interpret the events discovered in the key findings from the previous chapter and identify possible causes of the events. The organization of the chapter follows the fashion of statement of a finding and further discussion of it. The findings, at the same time, have been aligned with the theoretical framework (Borg, 2015) and research questions, which were the following:

1. What are Kazakh, Russian, and English teachers' attitude towards the updated curriculum in the secondary schools of Kazakhstan?
 - a) How do they perceive changes in the content of their subjects?
 - b) How does their schooling affect the implementation of the communicative approach to language teaching?
 - c) What has the criteria-based assessment brought to their classroom practices?
 - d) How do language teachers evaluate their training for the updated curriculum they had received in their professional coursework?
2. What are the methodological needs of Kazakh, Russian and English language teachers in the frame of teaching in the updated curriculum?

RQ1

Teachers are Mostly Positive Towards the Updated Curriculum

This finding was pinpointed in the local studies mentioned earlier (Azhmukhambetov, 2020; Baikenov, 2020; Suyudukova, 2019) where teachers have demonstrated support towards the updated curriculum and found it beneficial to their practice. In this research study, language teachers showed support and adherence to the policies, and one did not openly dissent even if she considered the former curriculum was better. This diligent attitude might partly be caused by the cultural peculiarities. According to Hofstede et al. (2010)

model Kazakhstani culture bears “large power distance, collectivist and uncertainty avoidant characteristics” (McLaughlin et al., 2014, p. 246), which means that the people tend to conform to the authority, tend to support collective decisions and avoid being unconventional by following regulations, rules. This might be the reason why Irina did not express her support directly and remains in tune with collective. Moreover, policies in this country are regularly top-down (Goodman & Karabassova, 2018), hence teachers are expected to obey the regulations. It is partly due to the fact that power is highly centralized in this country and most often the communication bears a hierarchal fashion. Therefore, perception of schools as passive followers of the reform is prevailing by the authorities (Frost et al., 2014). There are district education departments who make a regular check of schools for complying with regulations that the authorities and MoES provide. The accountability of teachers has also been discussed in the key policy documents, where it has been established that there are enough policies to monitor teachers in schools (The World Bank, 2013).

RQ 1a

Russian and English Teachers support the New Content, however Kazakh Teacher Thinks It Needs Revising

As for the English teachers, the program of training is designed by the University of Cambridge, which alleviates their burden on teaching materials, and they do not have to make substantial efforts to change their practices. Dilara, the Russian language teacher, preferred and managed adapting and adjusting herself to the content and kept improving. Whereas Karlygash, the Kazakh teacher, demonstrated a critical approach to the content, mentioning some topics in the curriculum are derived directly from the western world without considering the local values. This concern is delineated in one of the current sources:

In contrast, the cases dealing with Kazakhstan's educational reforms suggests that there was some under-communication and that, while the overall imperative for the reforms echoed the economic and cultural identity issues expressed in the Singapore example, the messages were not as effectively crafted and did not immediately appeal to or evoke an interest in the nation's future and in the formation of a national identity (McLaughlin & Ruby, 2021, p. 196)

This concern was reflected in Kazakh teachers' response. Besides, she was trying to revive the old curriculum activities and bring the values she considers important into her instruction. Likewise, in the study by Zhang and Liu (2014) when the new CLT curriculum did not correspond with teachers' beliefs, they simply did not adhere.

Overall, this finding suggests that work still needs to be done in the reform and though the majority supports the reform, the reform is still a dynamic, non-linear construct and therefore needs constant revision, and most of all, interaction with the key implementers. Therefore, it can be suggested that, as in this study, the curriculum change might not be fully implemented as it was designed initially because changes are successful when they are co-constructed (Datnow, 2020).

RQ 1 b, c

Teachers Have Disrupted the Old Ways of Teaching and Welcomed the CLT, CBA

Teachers Praise the CBA for Precision, Fairness, and Their Lessons are Constructivist

The devastating position of education in Kazakhstan in early years has been described as having low provisions, shortage of staff, low school enrollment, high rates of students dropping out, poor quality of textbooks (Silova, 2005, Steiner-Khamsi et al., 2006). Teaching followed the legacy of outdated methods where "the conception of knowledge as finite, hierarchical and fixed in time" (Fimyar & Kurakbayev, 2016, p. 93). Nevertheless, during the

interviews it was obvious that those conditions are no longer present and teachers in general are not only well-provided but also do not completely consider knowledge is dynamic and ongoing. They are transforming and adapting into new paradigm of teaching, however, as in case with Irina, with certain degree of skepticism. This, as described in the findings, might be the effect of her Soviet schooling that formed perception of language teaching.

The CLT and constructivist approaches to teaching are closely connected in terms of learning paradigm, which advocates the view that knowledge is acquired socially during interaction in classroom, i.e., the interaction of teacher and students, and students among themselves. This is also visible in the description of their criteria development. It is constructed together with students, because what is written in the coursebook may not correlate with how they learned a topic. This shows their change, flexibility, and adoption of the new system, though not completely, but abandoning the old.

Another interesting discovery is in teachers' critical stance towards the old 5-scale marking. Formerly, students were given a mark out of 5 regularly in lessons and at the end of a term they would receive a mark out of 5 for the whole term. Now they are assessed by the three summative assessments, which in sum is a mark out of 10. Three teachers did not want the old grading system and only one, Irina, thinks it was more precise than a present scoring out of 10 per term. Meruert, on the other hand, supports the new scoring system although she believes that it still needs further modification such as assessing the participation and attendance. This is a demonstration of teachers' critical thinking. They judge the grading system by fairness, precision, negotiability, representativeness, and even have some modification ideas. Overall, the context of teaching has changed and so did the teachers and the updated curriculum might gradually displace the old one, since the new is being welcomed by the majority. Their instruction is mixed for now but is visibly different from the old ways.

RQ 1d

Cascade Training Is Less Beneficial than the Direct Model

Among the respondents there was a case of having a training for the updated curriculum directly from the foreign experts (Dilara), in tertiary education (Karlygash), local experts (Irina), and no preparation at all (Meruert). Whereas direct training from foreign experts has doubtlessly been prosperous in reaching its goals according to the participants, the question of the pre-service education remains open because the participant who took the course complained about the absence of practice in training. In the cascade model there are levels of the courses assigned and later the level one completers become coaches for level two and they, in their turn, become the coaches of level three. It is described in the way that “Cambridge trainers worked directly with 286 Kazakhstani trainers in Astana. Then the trainers were assessed and accredited before they were permitted to undertake training with other teachers” (Wilson et al., 2013, p. 5). At this point there is a disadvantage of the training that might come from what Fimyar (2014) warned - the initial meaning can be lost in translation, which is a frequent case in policy transfer, especially if they are not in the local language. Therefore, it is important to revise the content of those teacher training programs. One more suggestion come from Mclaughlin and Ruby (2021) who advocate the enforcement and facility to the regional stakeholders - local district education departments that play a key role in implementation of changes.

RQ 2

The Teachers had Different Specifications for Professional Development Based on Their Language Subject

The Kazakh teacher, Karlygash, it was mentioned earlier, wants the content to reflect the national values, and be suited to the students’ level. Dilara, the Russian teacher, is full of

empathy and therefore wants to be trained to teach writing in topics her students struggle with in the external summative assessments. Irina, the English teacher from the rural area, was concerned about her schools' equipment, as it was very poor, and she could not possibly use teaching materials she would want to simply because there is no internet and interactive board or projector in the classroom. Her colleague from urban school, Meruert, had no concerns with technologies, however mentioned wanting to take international courses such as CELTA, IELTS. Undoubtedly, the one-size-fit-all approach in teacher training needs reconsideration, which is shown by the participants' answers above. Irina's concern has been raised in a recent source as well:

The fifth major issue is that of how to move towards ensuring the quality of teaching for all students. There are the issues of rural and urban difference in outcomes which were raised in Section 4.4.6. The inequality related to provision of resources, including the quality of teacher preparation and development, internet access, equipment, furniture and physical infrastructure (McLaughlin & Ruby, 2021, p. 87)

Unfortunately, with these circumstances it is hard to speak about the implementation of the reform and success in education in general. This might also be the factor affecting the teachers' perception of the updated curriculum. It might be that therefore she thinks the old curriculum was better because it was not bound to the facilities as much, making the rural areas significantly disadvantaged. This brings to another the critique of the reform, apart from it being fast, it is elitist:

It was designed to be implemented in and for the purposes of the fully equipped school for gifted children, but intends to disseminate the practice to all secondary schools, 76.7% of which are rural schools where study 48% of all school children (Tastanbekova, 2018, p. 94).

The OECD (2014) report also pinpointed this issue and looking at the two sources from years 2018 and 2021, and the response of the participant, the problem seems to be not addressed in the manner it deserves.

Conclusion

Drawing conclusions from the discussion chapter, it stands clear that there are still areas for improvement in the updated curriculum. Teachers predominantly welcome the reform, the new program and content of their teaching, not only because it is improving their practice but, as it was stated, due to the cultural resistance to critiquing the curriculum. If lessons are methodologically thriving, there are still concerns about the values the content and methods purport.

Regarding teachers' training or preparation for the updated curriculum, the courses have been mostly effective in direct model, but become more mechanic in cascade model, which might be due to the course being translated from English. Moreover, there are no practical implications in the pre-service form of the trainings, and it seems there is no training for newly recruited teachers. The discussion of the second research question revealed teachers' diverse methodological and practical needs. Whereas teachers from urban schools need to develop in terms of their subjects by taking both local and international content, having been provided technically, the teacher from the rural region wants the improvement of equipment in the first hand. Since the updated curriculum has been tested and approved in the fully equipped contemporary schools, the implementation should maintain that level of provision in the recipient schools as well.

Chapter 6: Conclusion

This study aimed at discovering Kazakh, Russian and English teachers experience on the updated curriculum in secondary schools of Kazakhstan to inform various stakeholders on how the implementation of the updated curriculum is going after five years of enacting.

Language teachers' cognition, i.e., what they believe, think, and how they perceive the new language teaching program and what they need to improve their job has been examined by means of semi-structured interviews. The research questions have attempted to capture their stances on the updated curriculum, content, assessment, training, and methodological needs:

1. What are Kazakh, Russian, and English teachers' attitude towards the updated curriculum in the secondary schools of Kazakhstan?
 - a) How do they perceive changes in the content of their subjects?
 - b) How does their schooling affect the implementation of the communicative approach to language teaching?
 - c) What has the criteria-based assessment brought to their classroom practices?
 - d) How do language teachers evaluate their training for the updated curriculum they had received in their professional coursework?
2. What are the methodological needs of Kazakh, Russian and English language teachers in the frame of teaching in the updated curriculum?

Summary of the Major Findings

In general, it can be stated that the updated curriculum is welcomed by the teachers and welcomed by the teachers with some critical conditions. The language teachers are now more proactive, reflective, empathetic, critical thinkers. At the same time, this thinking is enabling the Kazakh teacher, Karlygash, to consider that the updated curriculum with some methods of teaching and content borrowed from the English-speaking country's education is

not responsive enough to the local values and the materials are not completely adapted to the local context and sometimes to students' age. Moreover, she and the English teacher Irina think that some of the teaching methods from the old curriculum worked perfectly in teaching their languages and therefore need to be returned. Under the new circumstances they are able to combine the old and new and even experiment on how certain methods of teaching from their schooling work on their students' improvements.

With regards to CBA, three of four teachers admitted becoming precise and fair with the new grading system, and among them one thinks this can further be modified to reflect more aspects of students' effort, whereas another thinks the old system was better. The training that teachers received was magnificent for the teacher who had a training directly from the foreign experts, but for the teacher who had pre-service education it was not practical enough, and for the teacher who received it from the local trainer it seemed rather mechanic. On the other hand, the novice teacher has not received a training on the updated curriculum yet. Regarding the methodological needs, the Kazakh and senior English teacher would like to take any courses available for their practice, the Russian teacher wants to take advanced courses on text analysis, and the novice English teacher is striving for receiving international certificates on EFL. There was one specific finding reported by the teacher from a rural region. She admitted her school did not have the means of technologies that are essential in her teaching. This suggests that the provisions for rural areas are still under-supported.

Recommendations and Implications

Based on the last finding above, the provision of equipment to all schools in the Republic must be the first in the list. There cannot be a successful implementation of the new contemporary curriculum if basic facilities and equipment in the classroom are not in place.

This will be the first recommendation directed to the local authorities responsible for budget expenses. The second recommendation is to review the content of Kazakh language books for content and methods. This, as the respondent suggested, could be reviewed by the professional association of teachers. Moreover, some communication of the teachers with the coursebook developers/authors would imbue more suitable content and teaching methods. The National Academy of Education could take a mediating stance for such occasions. I assume connecting the authors directly might be a disturbing practice as teachers are numerous and authors are few. Therefore, creating an intermediary committee would alleviate communication. Further, the information should be delivered to the school managers, who can address their teachers' needs.

The lion's share of recommendation belongs to the professional training developers, namely, Center of Excellence and Orleu, which should consider providing subject-specific training courses for every language and consider the subjects separately. Additionally, pre-service training must be revised for more connection with real teaching conditions. Eventually, the Ministry of Education's should seek for ways of reflecting on teachers' beliefs and attitudes and develop incentives that would promote them. Referring to the data above, it is essential that the changes are made in cooperation with the practitioners and implementers of the reform. So that the latter thrives in their places and invest in upbringing of the generation of knowledgeable, skilled, confident young people.

Limitations

There are several limitations of the study. Firstly, the sample size is limited to four respondents. A bigger size of participants could reveal more issues with methodological needs and reflections on the updated curriculum, especially in rural areas. Secondly, the methodology extended to questionnaire and leading to the mixed method research would

have shed more light on the tendencies of certain concerns and expand the sample size as well. One more limitation which was caused by the COVID-19 restrictions, is lesson observation. Unfortunately, at the time of interview restrictions on school visitors was still in place. The last limitation, which is common in our community is reluctance of teachers and school principals to interact with representatives of other educational institutions such as researchers or graduate students. This leads to advice for future researchers to approach schools through authorities in official ways or seek for gatekeepers.

Future Research Directions

Among the further directions for improving the studies on teachers and the curriculum changes, it can be offered to consider cultural aspects of the local community as suggested by McLaughlin et al. (2014). Knowing cultural differences will help researchers to find suitable approach to teachers and other members of society. As it was mentioned in OECD report (2015) workers of the educational field are “less likely to reveal aspects of their practice”, there might be a certain need to revising the ways to change those cultural perceptions to make the people in education more open to the researchers, policy makers or other interested parties. Another topic that would shed light on teachers and changes in curriculum is how policies are interpreted by teachers. As it has been mentioned, it is a common phenomenon when the policies are not only perceived wrongly, but they get lost in translation, especially if they are written in a foreign for the context language. This might be the case in Kazakhstan as well.

In general, I think the study has reached its purpose in discovering what teachers think, believe, and how they act in the new circumstances – the updated curriculum. Many important issues have been revealed, which need a consideration from the stakeholders

mentioned above. The best way of enacting changes is to make them in close collaboration with the objects of the alterations.

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Appendix A

Interview Questions

Warm-up questions

1. Hello! How are you feeling today?
2. Are you ready for today's conversation?
3. How did you feel about changes in the educational system?

1 Curriculum:

- 1.1 What is your experience with the updated curriculum? Did you teach in the old curriculum?
- 1.2 The updated curriculum emphasizes communicative language teaching. Is it a suitable approach to teaching the language you instruct?
- 1.3 What is your perception of changes in the content?
- 1.4 Also, it makes grammar in language teaching less important. How do you feel about it?

2 Assessment:

- 2.1 How did you learn to implement the criteria-based approach?
- 2.2 How do you feel about having prescribed number of summative assessments?
- 2.3 What do you think about the external summative assessments?
- 2.4 Do you think the 5-point scale assessment should return?

3 Methodological expertise and needs

- 3.1 Did you take any specific training that would help you carry out the formative and summative assessment?
- 3.2 Do you need any type of additional training?
- 3.3 What else could be done to improve your teaching practice?

Final questions

- 4 Is there anything I haven't asked about writing instruction that you think is important?
- 5 Do you have any question to me?

Вопросы интервью

Вступительные вопросы:

1. Здравствуйте! Как у вас дела?
2. Вы готовы к сегодняшнему интервью?
3. Как вы восприняли перемену в образовании?

1 Содержание образования:

1.1 Какой у вас опыт преподавания в обновленном содержании образования?

Преподавали ли вы в старой системе?

1.2 Обновленная программа делает упор на коммуникативный подход в преподавании языков. Как вы считаете, он подходит для вашего предмета?

1.3 Какого ваше отношение к новому содержанию вашего предмета?

1.4 Как вы относитесь к тому, что больше не нужно учить и оценивать грамматику как раньше?

1.5 Чем вы руководствуетесь, когда готовитесь к уроку по навыку письмо?

2 Оценивание

2.1 Как вы научились применять критериальное оценивание?

2.2 Как вы относитесь к тому, что у вас установленное количество суммативных работ?

2.3 Что вы думаете о внешнем суммативном оценивании?

2.4 Как считаете, стоит ли возвращать 5-бальную систему оценок?

3 Методологические способности и потребности

3.1 Проходили ли вы какую-либо специальную подготовку или обучение формативному и суммативному оцениванию?

3.2 Нужны ли вам дополнительные виды тренингов?

3.3 Что еще могло бы вам помочь в работе?

Заключительные вопросы

4 Есть ли что-либо важное, о чем я не спросила в этом интервью?

5 У вас есть вопросы ко мне?

Сұхбат сұрақтары

Кіріспе сұрақтар:

1. Сәлеметсіз бе! Қалыңыз қалай?
2. Сұхбатқа дайынсыз ба?
3. Біздің мемлекеттегі білім берудегі өзгерістерді қалай қабылдадыңыз?

1 Білім беру бағдарламасы

1.1 Жалпы айтқанда, жаңартылған білім беру бағдарламасы білім беру біліктілігіңізге қандай әсер тигізді? Ескі бағдарламада сабақ бердіңіз бе?

1.2 Жаңа бағдарламада коммуникативті білім беру алға қойылған. Ол қазақ тілін үйретуге келеді ме?

1.3 Бағдарламаның мазмұнындағы өзгерістерге қатынасыңыз қандай?

1.4 Оған қоса, бұл бағдарлама грамматикаға көңіл бөлуді бәсеңдетеді. Осыған қатынасыңыз қандай?

2 Бағалау

2.1 Критериалды білім беру жүйесін қолдануды қалай үйрендіңіз?

2.2 Суммативті бағалау санының белгіленіп берілуі туралы не ойлайсыз?

2.3 Сыртқы суммативті бағалау жайында не ойлайсыз?

2.4 5-дәрежелі бағалаудан қайтару қажет деп санайсыз ба?

3 Методологиялық кәсіптілік және қажеттіліктер

3.1 Формативті және суммативті бағалау жайлы арнайы дайындықтан өттіңіз бе?

3.2 Осы айтылған тақырыптар бойынша сізге әлдеқандай оқыту, тренинг, семинар қажет пе?

3.4 Жұмысыңызды жақсарту үшін тағы басқа не көмектесер еді?

4 Қорытынды сұрақтар

4 Мен сұрамаған, бірақ сұралуы керек нәрсе қалды ма?

5 Маған сұрағыңыз бар ма?

Appendix B

Interview Transcript Samples



Transcription – Kaz yaz 1

Жеке меншік мектеп

- Сәлеметсіз бе! Танысқанымызға қуаныштымын. Сұхбатқа келіскеніңізге рахмет.
- Сәлеметсіз бе! Иә.
- Тәжірибеніз жайлы тағы айтып жібересіз бе.
- Жоғары сыныптарға қазақ тілі және әдебиетінен сабақ беремін жаңа оқу бағдарламасмен беремін. Тәжірибем 4 жыл

- Жаңартылған оқу бағдарламасы қалай әсер етті? Жақсартты ма?

- Бағалауға келетін болсақ, дескриптор әділетті бағалауға көмектеседі. Жалпы бағдарламаға қарағанда, күнделікті оқыған білімді нақты, әділрек болуға көмектеседі. Бұл оқушыға да, мұғалімге де тиімді. Қатаң баға беруде баланың шығармашылығын бұғаттамау маңызды.

- Жаңа бағдарламада бұрын болмаған жанр, жазу стильдері пайда болды. Осы туралы не ойлайсыз?

- Олар бар. Әртүрлі жазылым дағдылары, шығармалар, эсселер, стильдер олар шетелдік бағдарламадан алынды, алайда, бұл менің жеке ойым, олар өз ұлтымызға бейімделмеген. Оларды тікелей аударып, тікелей енгізу оқушылардың психологиясына, қазақ оқушыларының менталитеті, қазақ тіліне сай жүйеден ауытқып кетеді. Және сол жана тәсілдерді қолдану кейде тәжірибелі мұғалімдерде түсініспеушілік тудырады. Оған қоса, олар оқушылардың сауаттылығын бұзып жатыр. Оқушылар бұрынғыдай жазбайды. Дәстүрлі білім берудегі диктант, мазмұндама тапсырмаларын бейімдеп қайта алып келу керек сияқты. Өзім тәжірибе ретінде бір диктант жазғызып көргенде, оқушыларда қателер өте көп болды. Тыныс белгілерінде қателер көп болды, сөйлемдерді түсінбейтінін байқадым. Біздің мектеп СОРда оқушының деңгейіне сай құруға рұқсат береді. Мен мазмұндама тапсырмасын бергенде олар оның не екенін білмеді. Түсіндергенде мен алдымен үш рет оқимын мәтінді, сендер кілт сөздерді жазып аласындар, содан кейін

Transcription: Kazakh language teacher

Private school

- *Hello! Nice to meet you. Thank you for agreeing to participate.*
- *Good day! Yes.*
- *Could you remind me of your experience?*
- *I teach Kazakh language and literature in the updated curriculum. I have 4 years of experience.*

How did the updated curriculum affect you? Has it made it better?

- Speaking of the assessment, the descriptors help to be fair. It does not assess the knowledge of the whole program. It helps to evaluate a student's everyday proficiency (specific knowledge) in a fair way. It is beneficial for the student and the teacher. It is important not to restrain learner's creativity.

In the updated curriculum there are new genres of writing. What do you think about it?

- Yes, they are there. There are different writing skills, compositions, essays, genres and they are borrowed from the foreign educational system, and it is my personal opinion that they are not adapted to our national values. It is out of the Kazakh system [of values], Kazakh students' mentality to translate and implement them directly. And teaching in those methods is complicated for some experienced teachers. Moreover, students' writing skills are being disrupted by them. They do not write as they used to. I think dictation and retelling must be returned in the newly adapted form from the old curriculum. As experiment I have tried a dictation with them, and they made a lot of mistakes. They were mistakes in punctuation, I realized they did not understand some sentences. Our school allows to adapt assessments to the level of students. When I gave them a retelling task, they did not know what it was. So, I explained them that I read the text three times, you write down the key words, then you write what you understood. It was very hard for them. It is either that they are urban students, or it is online learning that affected it, the retelling was very bad. I think we should stop borrowing the



Transcription Russian language teacher
Private school

- *Здравствуйте! Как у вас дела?*
- *Хорошо. Как у вас?*
- *Спасибо, хорошо. Вы готовы к сегодняшней беседе об обновленном содержании образования?*
- *Да, конечно*
- *Спасибо еще раз за согласие на участие в исследовании. Я надеюсь вместе мы сможем внести добрый вклад в развитие образования. Я надеюсь вы прочли форму согласия и согласны с тем, что там написано.*
- *Да, я прочитала.*
- *Так же, вы можете в любой момент отказаться или попросить перефразировать вопросы. Давайте начнем. Кк обновленное содержание образования повлияло на вашу преподавательскую практику?*
- *Приходилось заново рождаться. Было ощущение, что все, что было, это было не про нас. Скажу откровенно, что начало было очень сложным. Не потому, что тяжело было узнавать что-то новое, это интересно, а потому что тяжело было ломать себя. По той схеме, когда у нас были учебники, и когда мы понимали в чем заключается конечный результат обучения. Со временем, когда начались курсы, вот где мы все были активными участниками, уровневые тренинги, мы начали понимать в чем особенность новой программы, мы поняли, что это очень интересно. Это правильное решение и это можно даже сказать это более глубокое детальное понимание всех участников процесса обучения, и детей и нас. На сегодняшний день обучение по обновленной программе больше преимуществ в том, что дети*

Transcription: Russian language teacher
Private school

- *Hello! How are you feeling?*
- *Wonderful. And you?*
- *Thank you, I am fine. Are you ready for today's conversation about the updated curriculum?*
- *Yes, sure*
- *Ok. Thank you again for your participation in the study. I hope together we can impact education in a positive way. I hope you have read the consent form and you agree with what is written there.*
- *Yes, I have.*
- *Also, you are free to change your mind any time or ask me to rephrase questions. Also, camera is optional. So, let's begin. How the reform, the updated curriculum changed your practice?*
- *It felt like I had to reborn. I felt like what happened before did not happen with us. I tell you honestly, in the beginning it was hard. Not because we had to learn a lot, but because it was hard to restructure yourself. When we used to have coursebooks and we knew what the end result was of our student's proficiency it was fine. Then, when we started having those trainings, we started to realize the premise of the new curriculum. We think it was interesting. This was the right decision, and it can even be said that it provides even deeper understanding of all parties in learning, bot kids and us. These days the biggest advantage of the new program is that children get a chance to show themselves, their skills.*
- *What is your attitude towards the fact that now we have the communicative language teaching approach? Do you think it fits teaching for your subject?*

Transcription English teacher 2

Experience 3 months

Private school

- *Hello! Thank you for accepting the invitation to participate. How are you feeling today?*
- Great! Thank you.
- *I hope you have read the consent form and you agree with everything that is stated there.*
- Yes, I have.
- *I will remind you once more that this interview is voluntary and you can always change your mind or ask to paraphrase certain questions. Also, you are not risking anything – your career, position, your reputation. All the data is private and secured in personal devices under password. Moreover, all the conversations from the chats will be deleted after the data analysis. You may keep the video off, if you are not comfortable.*
- Yes, ok. I will keep my video off. Thank you.

- ***Ok. My first question is how the updated curriculum affected your practice?***
- I graduated from a lyceum, and we had coursebooks when we studied. Here as a teacher, we are writing the lesson plans ourselves and we don't rely on coursebooks. This is a bit challenging.
- ***Do you think the communicative approach is suitable for teaching English language?***
- Yes, of course. I find it to be the best. (I am nervous)
- ***How do you feel about not having to emphasize grammar in your teaching?***
- Actually, my personal experience is that I have been taught by the communicative approach since the secondary school. The grammar has never been a significant part of our instruction. In my primary school we had a coursebook in Russian and the grammar was prominent, but I can not say that was a good experience. I hated it. We studied tenses and all the rules, and I did not understand.
- ***How do you organize your writing classes?!***
- With grade 11 we are preparing for IELTS. We try to link the vocabulary and writing tasks. For example, we had a topic of "Crime and punishment". First, we gave them the new words to learn, they do a task on them, then we have a discussion about crime and punishment. As for the pre-writing task we revise IELTS writing structures, then we provide them samples of writings. Then

Appendix C

Coding sample

Coding table					
		Kazakh teacher	Russian teacher	English teachers	
				Teacher1	Teacher 2
RQ 1	Positive attitude	"it helps to assess more fairly, it is more precise. Students know what their aiming at in learning and teachers follow their own guidance"	"It was the right decision to update the curriculum. Students develop the functional literacy and other skills that are crucial for their time"	"I find it to be the best (CLT)"	"It recognizes student as a whole, not only a receiver of knowledge"
	Neutral	-	-	-	"We have gotten used to it"; I've seen a lot of reforms in my career"; "we do what we are told to do"
	Negative	-	-	-	-
	a schooling to the CLT	Mixed approach "We had a grammar-based approach", "Our lessons were very structured, and we were obedient. Unlike this Z generation. You can no longer order them to do a task something, you have to justify the assignment "I have experimented and had writing assignments such as composition and dictation with my students"	Adaptive approach When we had coursebooks, we knew the end result of learning", "students interact and learn from each other"; "we do have grammar explanation, if we see that it is needed for successful completion of a task and moreover, there is a learning objective for <u>grammar</u> and we teach it"; "we combine a lexical topic and a grammatical sometimes";	Mixed approach "all aspects learning is important for me"; "the student, who does not know his mother tongue, and is not trained in it, will find it hard to learn a foreign language as well"	
c CBA	Accuracy, objectivity, negotiable marks "CBA is better, fair" "It is more fair. more	Accuracy in assessment "Criteria help to improve gradually, define increments"	Constructive approach "when we have a new module, we learn the active vocabulary first. in		

Appendix D

INFORMED CONSENT FORM

Language teachers' beliefs towards the updated curriculum in secondary schools of Kazakhstan

DESCRIPTION: You are invited to participate in a research study on language teachers (Kazakh, Russian, English) adaptation and challenges in the updated curriculum. You will be asked to participate in the interview and answer my questions regarding how you feel and how you adapt to the new educational system. Also, you are welcome to provide a lesson plan. The recordings will be stored in a password secured Google Drive and conversation from the messengers will be deleted after the data is analyzed.

TIME INVOLVEMENT: Your participation will take approximately 40-50 minutes. If you would like to, you may keep the camera off.

RISKS AND BENEFITS: The risks associated with this study are you may perceive it as an assessment of your performance and that your personality will be disclosed. Please do not worry, because the researcher will keep the personal data private and secured. Moreover, the aim of the researcher is to find out the causes of an issue and offer solutions, not assessing someone's work. The benefits which may reasonably be expected to result from this study are that policy makers will be more informed about how language teachers are dealing with the new practices of teaching; teacher trainers may consider this in the development of their courses; school administration will be more aware of challenges that language teachers are experiencing. Your decision whether or not to participate in this study will not affect your employment, position in school.

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

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Professor Bridget Goodman, bridget.goodman@nu.edu.kz, +77021810264

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

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

Signature: _____

Date: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Қазақстандағы жоғары мектептердегі тіл мұғалімдерінің жаңартылған оқу бағдарламасы жайлы сенімдері

СИПАТТАМА: Сізге жаңартылған білім беру бағдарламасына бейімделуіңізді зерттеуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге сұхбат барысында сұрақ қойылады және ол бейнежазбаға Zoom немесе Microsoft teams қолданбасына жазылады. Қалауыңыз болса, сабақ жоспарын көрсетсеңіз болады. Сұхбат қағаздары, бейнежазба және басқа да материалдар кілтсөзбен қорғалған Google Drive платформасында сақаталады. Дерек өңделгеннен кейін хабарласу мәтіндері мессенджерлардан өшіріледі.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 40-50 минут уақытыңызды алады. Қаласаңыз бейнеңізді өшіруге болады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН

АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері: Сіз осы сұхбатты жұмысыңызды бағалау ретінде қарастыруыңыз мүмкін. Алайда, сіз жайлы деректер құпиясөз арқылы қорғалады және де зерттеушінің мақсаты жұмысыңызды бағалау емес, тек мәселенің себебін тауып, шешімін ұсыну. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: заң шығарушы тарап, мұғалімді жетілдіру мамандары және мектеп әкімшілігі тіл мұғалімдерінің жаңа бағдарламаға бейімделу үрдісін көріп, қиындықтарыңыздан хабардар бола алады. Зерттеу жұмысына қатысуға келісім

беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға, лауазымыңызға еш әсерін тигізбейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады. Профессор Бриджет Гудман, bridget.goodman@nu.edu.kz, +77021810264

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық пошта zumrad.kataeva@nu.edu.kz.

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

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Убеждения учителей языковых предметов к обновленному содержанию образования в старших классах Казахстана

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по определению убеждения учителей языковых предметов (Казахский, Русский, Английский) к обновленному содержанию образования. Вам будет предложено принять участие в интервью, записываемом в приложении Zoom или Microsoft teams. Так же, по вашему желанию, вы можете показать план урока. Все записи разговора будут храниться в личном Google Drive защищенный паролем, а все переговоры в мессенджерах будут стерты после обработки данных.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 40-50 минут. При желании вы можете оставить видео выключенным.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием: Вы можете воспринять это интервью как оценку качества вашей работы или раскрытия ваших данных. Заверяем вас, что такого не случится, так как ваши данные будут защищены паролем. Более того, цель исследователя выявить причину проблемы и предложить решения, и ни в коем случае не оценивать вашу работу. В качестве ожидаемых преимуществ в результате исследования можно рассматривать осведомленность директивных органов, тренеров учителей, а также администрации школ о том, как проходит адаптация учителей языковых предметов к обновленному содержанию образования. Ваше решение о

согласии либо отказе в участии никаким образом не повлияет на вашу работу, положение в школе.

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

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем магистерского тезиса исследователя: Профессор Бриджет Гудман
bridget.goodman@nu.edu.kz, +77021810264

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

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

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;

- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____