

**Impact of Language Barriers on Teaching Returnee Students: School Teachers'
Views and Strategies**

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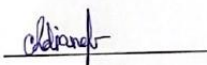
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Ethical Approval

53 Kabanbay Batyr Ave.
010000 Astana,
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15th October 2021

Dear Diana Abat,

This letter now confirms that your research project entitled:
Impact of Language Barriers on Teaching Returnee Students: School Teachers' Views and Strategies_
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.

Yours sincerely,

Sulushash Kerimkulova

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Abstract**Impact of Language Barriers on Teaching Returnee Students: School Teachers' Views and Strategies**

Over one million ethnic Kazakhs have returned to their homeland and received the status of “returnee” since 1991 (Ministry of Labour and Social Protection of Population, 2020). However, many of the returnees of school age face language barriers and differences in educational systems that bring discomfort to integrating into the Kazakhstani mainstream schools. This qualitative study uses the concept of funds of knowledge (Moll et al., 1992) to understand and explain the views about the language barriers teachers face while teaching returnee students and the impact of these language barriers on teaching practices through the following research questions: (1) What are mainstream schoolteachers’ views about the language barriers they face while educating returnee students?; (2) How do these language barriers as viewed by teachers impact their teaching practices?; and (3) What strategies do teachers use to cope with these language barriers? The participants of the study were ten mainstream secondary school teachers. The participants had various teaching experiences with returnee students, subjects being taught, and the country of origin of returnee students. The semi-structured interviews conducted among the participants consisted of 15 questions to elicit language barriers, their impact on teaching practices, and strategies to cope with them. The study results demonstrate that teachers view the barriers they face with returnee students lie in their language proficiencies. Furthermore, the impact of these barriers was twofold: some teachers viewed returnee students’ funds of knowledge as a positive stance and others negative one. Lastly, teachers’ strategies show how seriously teachers work to alleviate the language barriers. The study presented implications for teacher trainers, school administrators, and think tanks to support teachers while teaching returnee students.

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Аңдатпа

Тілдік Барьерлердің Репатриант Оқушыларды Оқытудағы Әсері: Мектеп

Мұғалімдерінің Көзқарастары мен Стратегиялары

1991 жылдан бері бір миллионнан астам этникалық қазақ атамекеніне оралып, “репатриант” мәртебесін алды (Қазақстан Республикасының Еңбек және Халықты Өлеуметтік Қорғау министрлігі, 2020). Алайда, көптеген мектеп жасындағы репатрианттардың қазақстандық жалпы білім беретін мектептеріне интеграциясы кезінде тілдік кедергілер мен білім беру жүйелеріндегі айырмашылықтар қолайсыздық тудырады. Бұл сапалық зерттеу мұғалімдердің репатриант оқушыларды оқыту кезінде орын алатын тілдік кедергілерге көзқарастары мен осы тілдік кедергілердің әсерін зерттеп түсіну үшін (Молл және т.б., 1992) білім қорлары/funds of knowledge тұжырымдамасын пайдалана отырып, келесі сұрақтарды алға қояды: (1) Репатриант оқушыларды оқыту кезінде кездесетін тілдік кедергілер туралы негізгі мектеп мұғалімдерінің көзқарастары қандай?; (2) Мұғалімдердің көзқарасы бойынша бұл тілдік кедергілер олардың оқыту тәжірибесіне қалай әсер етеді?; және (3) Мұғалімдер осы тілдік кедергілерді жену үшін қандай стратегияларды пайдаланады? Зерттеуге орта мектептің он мұғалімі қатысты. Қатысушылардың репатриант оқушыларға білім беру тәжірибиесі, оқытатын пәндері мен оралған студенттердің шыққан елі әртүрлі. Қатысушылар арасында жүргізілген жартылай құрылымдық сұхбаттар тілдік кедергілерді, олардың оқыту тәжірибесіне әсері мен тілдік кедергілермен күресу стратегияларын анықтауға арналған 15 сұрақтан тұрды. Зерттеу нәтижелері мұғалімдердің тілдік кедергілерге көзқарасы Қандас оқушылардың тіл деңгейімен байланысты деп санайтынын көрсетеді. Сонымен қатар, бұл кедергілердің әсері екі жақты болды: кейбір мұғалімдер Қандас оқушылардың білім ресурстарын оң

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көзқараспен қараса, басқалары қиын жақтарын байқады. Қорытындылай келе, мұғалімдердің қолданысындағы стратегиялар, олардың тілдік кедергілерді жеңілдету үшін қаншалықты байыпты жұмыс істейтінін көрсетеді. Зерттеу нәтижелерінің негізінде мұғалімдердің біліктілігін арттыру бағдарламалары, мектеп әкімшілігі, және ақпараттық талдау орталықтары Қандас оқушыларға сабақ беретін ұстаздарға тиісті қолдау көрсетуі қажет.

Аннотация**Влияние Языковых Барьеров при Обучении Учеников Репатриантов: Взгляды Школьных Учителей и их Стратегии**

С 1991 года более миллиона этнических казахов вернулись на родину и получили статус “репатрианта” (Министерство Труда и Социальной Защиты Населения Республики Казахстан, 2020). Однако многие репатрианты школьного возраста сталкиваются с языковыми барьерами и различиями в системах образования, что создает дискомфорт при интеграции в казахстанские общеобразовательные школы. В этом качественном исследовании используется концепция фондов знаний/ funds of knowledge (Moll et al., 1992), чтобы понять и объяснить взгляды на языковые барьеры, с которыми сталкиваются учителя при обучении учеников репатриантов, и влияние этих языковых барьеров на практику преподавания с помощью следующих исследовательских вопросов: (1) Каковы взгляды учителей общеобразовательных школ на языковые барьеры, с которыми они сталкиваются при обучении учеников репатриантов?; (2) Как эти языковые барьеры, по мнению учителей, влияют на их практику преподавания?; и (3) Какие стратегии используют учителя, чтобы справиться с этими языковыми барьерами? В исследовании приняли участие десять учителей общеобразовательных школ. У участников был различный опыт преподавания с учениками репатриантами, преподаваемые предметы, и страны происхождения репатриантов. Полуструктурированные интервью, проведенные среди участников, состояли из 15 вопросов, чтобы выявить языковые барьеры, их влияние на практику преподавания и стратегии преодоления этих барьеров. Результаты исследования показывают, что учителя видят барьеры, с которыми они сталкиваются при работе с вернувшимися учащимися, в их знании языка. Кроме того, влияние этих барьеров было двояким: одни

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учителя рассматривали ресурсы учащихся репатриантов как положительную позицию, а другие — как отрицательную. Наконец, стратегии учителей показывают, насколько серьезно учителя работают над устранением языковых барьеров. В исследовании представлены рекомендации для инструкторов по повышению квалификации учителей, школьных администраторов и аналитических центров в плане поддержки учителей при обучении учеников репатриантов.

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Chapter 1: Introduction

“War in Ukraine” as a separate section in the news digest on the BBC web page and “Ukraine: Migration statistics, policy and humanitarian responses” on highlights of the Migration Data Portal are just two examples of headings representing recent news about the wave of forced migrants arriving in different countries, while others voluntarily migrate to improve their quality of life. Such push and pull factors to migration vary from person to person and circumstance to circumstance. According to the United Nations [UN] (2021) news, more children than ever now live outside of their birth countries as migrants or refugees, creating both opportunities and challenges for school education systems in arriving countries.

According to the International Organization for Migration’s [IOM] (2022, para. 1) data and research, the total number of international migrants consists of 281 million people or 3.6% of the global population in 2020. Although the term migration is defined as “the movement of persons away from their place of residence, either across an international border or within a State” (IOM, 2019, p. 137), the concept of return migration refers to “the movement of emigrants back to their homelands to resettle” (Gmelch, 1980, p. 136). Therefore, returnees are different from immigrants, refugees, and transnationals (Schiller, 1995).

Specifically, in the Kazakhstani context, in 2021, 17540 ethnic Kazakhs returned to their ethnic homelands and received “Returnee” or in Kazakh language “Qandas” status; one third (28%) of them were of school age (Ministry of Labor and Social Protection of Population of the Republic of Kazakhstan [MoLSPoP], 2022, para. 4). They were settled in southern parts of Kazakhstan, such as Almaty (28.5%), the Turkestan region (13%), and Shymkent (10.5%) (MoLSPoP, 2022, para. 3). According to the Ministry of Education and Science [MoES] and National Academy of Education [NAE] (2016), students from migrant, returnee, and ethnic

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minorities families are eligible for inclusive education, along with children with disabilities, due to their social background. There are 11546 returnee students enrolled at Kazakhstani mainstream schools (4734 primary, 5306 secondary, and 1503 high school) (NAE, 2016). Most of these students reside in Almaty (3218) and Shymkent (1527) (NAE, 2016).

Previous studies on returnee students in Kazakhstan (Kaiser & Beimenbetov, 2020; Nurtaikyzy, 2020; Terlikbayeva, 2017; Valieva et al., 2019) found that returnee students face challenges with language barriers, cultural barriers, and the difference in educational systems upon their arrival to the host country. Among them, language barriers seem to be the most challenging, as it is vital to assess returnee students' abilities and knowledge to place them at the appropriate school level. Another important factor impacting migrant students' success in education is age. Previous research demonstrated that migrant students who attended school and kindergarten in their previous countries were more successful than those who had not attended educational institutions before arriving in the new country (Dovigo, 2018). However, returnee students' educational needs and potentials are highly related to their country of origin, family background, and other factors.

In Kazakhstan, all students are eligible for education regardless of their background. However, even if schools accept the enrolment of returnee students, they are often unable to provide specific support in fulfilling students' linguistic, educational, and psychological needs. The situation is also compounded by the lack of intercultural training for teachers, many of whom feel unprepared to work with students from such backgrounds (Sheh, 2011). This is an unsurprising outcome, considering the barriers faced by returnee students' with regard to settlement issues (MoES & NAE, 2016). Thus, returnee students' integration into classrooms

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should not be considered an obstacle but an opportunity for educational institutions to develop an inclusive approach.

Therefore, teachers play a central role in an educational institution to lessen the negative impacts of barriers faced by returnees and create inclusive classroom environments through considering returnee students' funds of knowledge as a resource, rather than as a problem. Indeed, Kirsch (2018) stated that "teachers' beliefs, experiences, existing pedagogical practices and the context" (p. 445) are considered as potential bridges in multilingual classrooms. Furthermore, teachers as agents of change can make transformations in the school domain (Manan et al., 2020).

Problem Statement

Considering the students' various backgrounds in Kazakhstani classrooms and that the number of migrants is increasing every year due to numerous reasons, language barriers are inevitable because students bring their home languages and cultures to schools (Spolsky, 1985). Previous research collected in Almaty and Nur-Sultan cities, where the Russian language has overt prestige, demonstrated that returnee students face language barriers related to their lack of Russian language competence (Nurtaikyzy, 2020; Terlikbayeva, 2017; Valieva et al., 2019). These findings are insufficient to draw conclusions about other regions of Kazakhstan; thus, the research site of this study is Shymkent, where the Kazakh language has overt prestige. Furthermore, previous research has repeatedly investigated the integration problems of Chinese Kazakhs, due to their mass numbers, with little or no focus on other minority returnees coming from Afghanistan, Iran, or other countries, which will be the focus of this study. Overall, previous studies have investigated the role of language in integration into society with no focus on the impact of language barriers on educators' teaching practices.

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Additionally, previous research has demonstrated teachers' psychological unpreparedness to work with students from migrant backgrounds (Dovigo, 2018; Sheh, 2011; Verbitskaya, 2003). If this problem is not addressed, teachers' psychological unpreparedness and poor emotional well-being will affect the classroom environment (Jennings & Greenberg, 2009; Valieva et al., 2019) and, in turn, will lead to returnee students' troublesome behaviour. In other words, returnee students might continue to demonstrate a "satisfactory" interest in school subjects (MoES & NAE, 2016); while their psychological portrait described as "low self-esteem, high anxiety, often aggressive, have problems with discipline, negative attitude towards other ethnic groups" (p. 32) will not be improved (MoES & NAE, 2016). Thus, it is significant to recognise the impact of language barriers on teachers' teaching practices, analyse their nature, and provide solutions to overcome them in the future. Moreover, these problems pose a potential threat to negatively impact returnee students' education levels, social status, and future careers due to language barriers.

Purpose of the Study

The purpose of the study is to reveal mainstream schoolteachers' views on the language barriers they face while educating returnee students and explore the impact of these barriers on their teaching practices. Additionally, the research seeks to discover the strategies teachers use to cope with these barriers.

Research Questions

The research questions are as follows:

1. What are mainstream schoolteachers' views about the language barriers they face while educating returnee students?
2. How do these language barriers as viewed by teachers impact their teaching practices?

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3. What strategies do teachers use to cope with these language barriers?

Significance of the Study

The study results may be beneficial for many stakeholders and contribute to the quality and equity of education in Kazakhstan. Firstly, the current research will expand the literature on the impact of language barriers on educating returnee students as viewed by mainstream schoolteachers and suggest directions for further research. Secondly, teachers' views about the impact of language barriers on their teaching practices will allow teacher trainers to prepare programs to reduce negative impacts and train teachers to work with students from returnee, migrant, and ethnic minority families within the Kazakhstani multilingual context. Thirdly, it might benefit teachers by allowing them to reflect on their experiences of teaching returnee students and possibly improve their awareness about culturally responsive teaching. Fourthly, teachers' strategies for coping with the barriers might be further researched for their effectiveness and results might be added to existing suggestions in the methodological recommendations developed by national scientific centers. Lastly, revealed strategies to lessen the impact of barriers on teaching are expected to positively influence the academic achievements of returnee children by successfully eliminating these barriers to their integration into the classroom. Overall, the results are expected to be useful both inside and outside of Kazakhstan by ensuring a more successful integration of returnee children into mainstream classrooms.

Outline of the Study

The thesis comprises six chapters, references, and appendices. The first chapter sheds light on the background studies and outlines the research purpose, research questions, and significance of the study. Following that, the second chapter analyses the wide range of literature

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relevant to the research topic. Specifically, key concepts such as returnees, language barriers, and communicative competencies are defined, then the impact of the language barriers on teaching and some strategies to cope with them are described, as well as the conceptual framework that was adopted in the current study. The third chapter presents the methodology applied to conduct this study and focuses on the research design, research site and sampling, data collection instrument, data collection procedures and ethical considerations. The fourth chapter, in turn, presents the major findings, while the fifth chapter is dedicated to discussing and analysing these findings. Lastly, the sixth chapter summarizes the study and provides some recommendations and implications for further research.

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Chapter 2: Literature Review

The aim of this chapter is to provide research from a variety of academic sources, which have contributed to key concepts of the current study. This study investigates schoolteachers' views about the impact of language barriers on teaching returnee students and strategies used by them to reduce these barriers. Therefore, it is pivotal to shed light on the theoretical background contributed by previous studies on the impact of language barriers on teaching migrant students. Thus, this chapter consists of five sections. The first two sections cover key concepts of return migration, and language barriers from major studies in the field. The following two sections critically review the findings from previous studies on the impact of language barriers on teaching migrant students and teachers' strategies to reduce these barriers. Before the concluding section, the conceptual framework adopted for the study will be introduced.

Return Migration

According to the International Organization for Migration's [IOM] (2019) glossary, return migration refers to "the movement of persons returning to their country of origin after having moved away from their place of habitual residence and crossed an international border" (p. 186). Furthermore, since 2004, IOM has considered migrants as returnees if they "return to their country of the origin after at least one year of living abroad" (IOM, 2019, p. 30).

Similar to the definition of the returnee, IOM (2019) demonstrates that the term repatriate has a close meaning to returnee and defines it as a "person that moved voluntarily to his or her ethnic homeland due to socioeconomic or personal reasons for permanent living" (p. 31). Thus, the terms returnee and repatriate will be used interchangeably in this paper since both definitions relate to a person returning to their ethnic homeland.

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This section contains definitions of Kazakhstani Returnees and Returnees from other countries.

Returnees in Kazakhstan

In Kazakhstan, “Returnee” or “Qandas” status is given to voluntarily relocated ethnic Kazakhs, including their family members of Kazakh nationality, who previously have not held the citizenship of the Republic of Kazakhstan (Egov, 2021). It is worth mentioning that returnees are officially named “Qandas” (meaning “man of the same blood”, in the Kazakh language, as of January 2021), whereas before, they were named “Oralman” (meaning “returnee” in Kazakh) (Egov, 2021). The initiative to alter the official name given to returnees was first announced on the Twitter page of Kassym-Jomart Tokayev, the President of Kazakhstan, on September 19, 2019, and this initiative went into effect as of January 1, 2021.

Initially, the term “Oralman” was coined to help ethnic Kazakhs who proved their Kazakh origin through genealogy or family history in order to provide them with legal status to receive special benefits and preferential treatments in Kazakhstan (Mukanova & Steenberg, 2021). However, problems associated with their integration and some cultural tensions in the 1990s created social alienation between local and returnee Kazakhs (Mukanova & Steenberg, 2021). For instance, Rasul Zhumaly, Kazakhstani political expert, stated that “Oralman” are viewed as second-class citizens by community members and the state because of their lack of Russian language proficiency and living conditions, where “Oralman” lacked basic infrastructure, such as running water and sewage, making them socially disadvantaged community members (Akuli, 2011). Therefore, the change of the term from “Oralman” to “Qandas” is believed to banish negative connotations associated with the previous term and erase the distinction between local Kazakhs and returnee Kazakhs (Mukanova & Steenberg, 2021).

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Moving on to the historical reasons for returnees' that left Kazakhstan, approximately 497021 – 7180021 ethnic Kazakhs escaped to China, Afghanistan, Turkey, and other southern countries due to harsh circumstances between 1916 and 1933, such as famine, drought, various infections, and the Soviet regime (Akhmetuly, 2018). The geographical areas where returnees could settle included Western Asia, the Middle East, and West European regions (UNDP, 2005). Beisekeev (2021), in his documentaries about Qandas living in Turkey and Iran, shows that the first two generations of ethnic Kazakhs are those who migrated in the 1930s with their families fluent in the Kazakh language. However, the following generations, which would be the focus group of this research, are likely to be less fluent in Kazakh because of their prolonged periods of living in a foreign land, where they did not receive education in Kazakh, and have limited domains to speak in Kazakh (Beisekeev, 2021).

Lastly, returnees are considered significant in the revival of the Kazakh language and culture and the development of Kazakhstan's economy. They are believed to preserve the Kazakh culture and language purer than locals in Kazakhstan (Bonenfant, 2012), while their enormous experience of living overseas makes them a significant resource in the labour market (Akorda, 2006). Besides, the IOM (2020) report claimed that returnees are an influential resource for developing the country's wellbeing and that finances spent on their integration into the ethnic societies they belong to are seen not as a waste of budget finances but as an investment to ameliorate local communities based on five Central Asian countries (p. 39). However, the UNDP (2005) report also identified repatriates as a "critical segment of the labour market" (p. 59) and clearly stated that returnees need "social protection through education" (p. 59) because most of them are youngsters or elderly members of the society.

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Returnees in the World

In addition to the term “Qandas” in Kazakh, there are other terms coined in other countries also named their returnees coming back to their fatherlands their way. For example, in the neighbouring country, Kyrgyzstan, returned ethnic Kyrgyz are called “Kairylman” (Building Migration Partnership [BMP], 2011), which is identical to the previous term given for returnee in Kazakhstan, “Oralman”. In another neighbouring country, China, the term is given to returned ethnic Chinese called “Guiguo Huaqiao” or “Guiqiao”, meaning “returned overseas Chinese” (Peterson, 1988). In contrast to Kazakh and Kyrgyz analogies, this term highlights those returnees as overseas Chinese. Lastly, in Japan, returnees are so-called “Kikokushijo”, which means “returnee children”, and “Kaigaishijo”, meaning “overseas children”. These two different names refer to returned Japanese children who studied outside Japan and children still living overseas, respectively (Ono, 2018). In contrast to the abovementioned examples, Japan is the only country with two different terms for Japanese living overseas and those who returned.

Summary on Return Migration

Overall, return migration refers to the migrants who returned to their ethnic homelands. From the Kazakhstani context, returnees are named “Qandas”, meaning man of the same blood, which is believed to demolish the distinctions between local and returnee Kazakhs. While, Kyrgyz and Japanese returnees are called “returnees”, as the previous term “Oralman”. However, the Chinese term for returnees consists of the word “overseas”, which stresses that they came back from overseas, just as the Japanese analogy for Japanese children still living overseas. This paper will use terms returnee and repatriate interchangeable.

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As previously mentioned from the Kazakhstani context, returnees face some language problems leading to their alienation; thus, the next section will be dedicated to broadening the understanding of language barriers.

Defining Language Barriers

Language barriers remain an obstacle to effective communication in various contexts, such as health care, aviation, business, maritime, and education (Abuarqoub, 2019). Abuarqoub (2019) defines language barriers as factors that “block or significantly distort effective communication” (p. 75). The definitions of language barriers are also often used in migration-related contexts. For instance, Berry et al. (1988) define language barriers as a source of the language or linguistic problems that people face, leading to discrimination from locals that become a stressor during their adjustment period. Furthermore, Levin and Shohamy (2011) and Spolsky (1986) use the term “language barrier” to migrant education as an immigrant student’s non-familiarity with a given language or variety to describe practices of exclusion. Indeed, the definitions show that language barriers might cause negative consequences to interlocutors during ineffective communication due to non-familiarity with the language and or language variety.

This section will discuss the nature of language barriers, types of language barriers in education, and language barriers faced by Kazakhstani repatriate students.

The Nature of Language Barriers

The nature of language barriers lay within four main components in constructing effective communication such as the process of communication itself, language proficiency, psychological issues, and the role of the environment.

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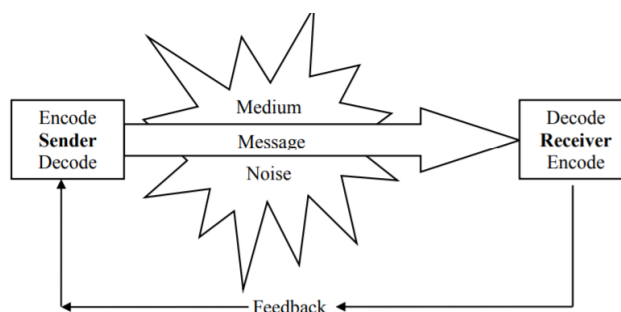
Communication Process. Communication is the process of transmitting and receiving a message from one person to another (Lunenberg, 2010). Two key elements involved in this process are the sender and receiver of an oral or spoken message. The process itself consists of four stages:

1. The sender encodes the message by selecting relevant forms of communication.
Wilkomm (2018) presents the broadest forms of communication, such as verbal, non-verbal, written, audio, and visual.
2. The selected form of the message is then through the medium, which is language and reaches a receiver. It could be a face-to-face conversation, video conferencing, e-mail, written report, or a phone call (Lunenberg, 2010).
3. A receiver decodes the message. However, noise such as “various perceptions, language barriers, interruptions, emotions, and attitudes” (Lunenburg, 2010, p. 2) could distort the original message while decoding.
4. Lastly, the receiver’s response to the message, feedback, shows the sender whether the message was understood right or wrong.

Figure 1 below depicts the communication process discussed above.

Figure 1.

The Communication Process by Cheney (2011)



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“Failure to make a first impression, flubbing the story, not listening, arguing with the intent to harm, criticism, hostility and contempt, ignoring body language and ignoring the cycle of communication” (Hogan & Stubbs, 2003, pp. 11-12) are considered as actions that hinder communication. Collins (1997), for example, found that communication barriers arise from psychological, practical, social, and emotional factors. By focusing mainly on students’ psychological portrait leading to the silent position in a classroom Collins’ (1997) revealed that ineffective communication and trust issues, differences in home and school’s preferred verbal and non-verbal communication styles potentially make a student anxious about talking at school.

Another barrier to communication involves errors in various communication elements: encoding, medium, decoding, receiver, and feedback barriers (Lunenburg, 2010). For instance, in their empirical study, Pal et al. (2016) revealed 189 secondary school teachers’ perspectives about barriers in classroom communication. They found that more experienced teachers faced fewer sender barriers than their colleagues with less experience. At the same time, students’ prior knowledge of the subject and attentiveness is essential to avoid receiver and feedback barriers. They concluded that effective communication depends on the cooperation between teachers and students.

Overall, both classifications cover all the elements of the communication process. However, Hogan and Stubb’s (2003) classification of barriers is seen as explicit examples representing Lunenburg’s (2010) classification. Furthermore, both studies highlight the importance of effective communication between teachers and students through their psychological portray and possible errors in communication stages.

Language Proficiency. Language proficiency is often reported as one of the main compositions of language barriers to adjustment into a new society (Terlikbayeva, 2017; Valieva

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et al., 2019). Canale (1983) defines language proficiency as a language learner's or user's communicative abilities, knowledge systems, and skills. Similarly, one of the commonly accepted definitions by the Council of Europe (2001) defines it as “what someone can do/knows in relation to the application of the subject in the real world” (p. 183) by adding the dimension of application of the knowledge and abilities about language in real life. Furthermore, there are various measurements of proficiency levels. For instance, CEFR, an international standard, divides proficiency levels into six distinct levels (A1, A2, B1, B2, C1, and C2) that use a communicative approach to demonstrate “can do” in real life. The benefit of CEFR measurement is demonstrating the language level of a particular learner and tracking the progress (Cambridge Assessment, n.d.).

On the other hand, Cummins (1979; 1981, as cited in Cummins, 2008) proposed another conceptualization of proficiency, which takes into account the timelines and challenges that second language learners face: Basic Interpersonal Communication Skills [BICS] and Communicative Academic Language Proficiency [CALP]. Both BICS and CALP start developing since birth through social interaction; however, CALP becomes distinct from BICS when early schooling starts and is associated with “school” or “academic” language (Cummins, 2008). In other words, academic language proficiency is “the extent to which an individual has access to and command of the oral and written academic registers of schooling” (Cummins, 2000, p. 67).

Some studies that involved second language learners demonstrate the importance of language proficiency in their schooling experiences showed its impact on power relations and opportunity for further education. For example, Wedin (2010) investigated two classes in

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primary schools, in Sweden, between 2005 and 2008 for a half and a year following ethnographic research, classroom observations and interviews with students and teachers. The schools selected by the researcher were from diverse and low-income backgrounds. Wedin (2010) revealed that teachers created a “safety zone” by offering low-demanding tasks to learners from such backgrounds. Consequently, teachers’ high control over students’ language proficiency restricted their opportunities to achieve high proficiency in subject. Wedin (2010) concluded by suggesting to lower teacher control and assess students based on their potential, not on the actual student’s language level. The same idea was in Cummins and Early’s (2010) book “Identity Texts”. One of the chapters named “I’m not just a colouring person” demonstrates a prerequisite to teachers’ control to give a migrant student just a colouring activity instead of a task her peers were accomplishing. This action hurt the learner, but the opportunity to show her abilities in the languages from her linguistic repertoire (Urdu/English) allowed her to show the whole range of her abilities. On the other hand, Cullinan (2016) shows the importance of standardized language tests, such as CEFR, since all national tertiary institutions use English as a Medium of Instruction and require a minimum of 5.5 (IELTS) score to access a bachelor’s program. This was interpreted as economic growth driven by education, which is the goal of UAE education policy to require high-stakes examinations to fit the marketplace.

Overall, language proficiency is the main source of language barriers and impacts power relations between teachers and students. Although Cummins’ ideas from a multilingual lens show the importance of minority languages and demonstrate them as a resource in his project, there are still monolingual perspectives toward the curriculum, as shown by Cullinan (2016) and Wedin (2010) reality.

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Psychological Barriers. The psychological characteristic of students and the psychological conditions in which the teaching and studying processes happen is vital in an educational domain because it is one of the sources of language barriers. The nature of psychological barriers in communication was investigated by various scholars (Freud, Jung, Adler, and Rogers). Littlewood (1984) claims that a psychological barrier to a certain level boosts language learning, whereas when this amount exceeds a certain level, it is considered an obstacle in language learning. For example, Freud believed that a person's mind creates a psychological barrier to protect itself from anxiety and considers it a defense mechanism. Indeed, most teachers find it challenging to conduct lessons in overcrowded classrooms with different language levels of students; for instance, most poorly performing students feel ashamed when they see their peers performing better in speaking (Pysarchyk & Yamshynska, 2015).

Many factors contribute to psychological barriers, such as personal traits, cognitive abilities, motivation, previous experience of learning a foreign language, and preferred learning style (Pysarchyk & Yamshynska, 2015). Bierwiazzonek and Waldzus (2016), for example, analysed the corpus of 217 articles in 90 journals, often based on Ward and colleagues' works about the adaptation of expatriates, international students, and migrants found that international students experience psychological distress such as frustration, humiliation, rejection, incompetence, or inferiority when they could not express themselves to the best knowledge they possess. Therefore, one of the challenges teachers faces is that students refuse to speak because of their spelling, pronunciation, grammar mistakes, and poor vocabulary; and in combination with psychological states such as a lack of confidence, negative self-concept, low self-efficacy they are afraid and avoid of speaking English.

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Overall, psychological barriers are one of the primary triggers for language barriers, and studies also show that students' psychological conditions directly impact their academic performance.

Environmental Barriers. Littlewood (1992) stated that three basic environmental conditions impact language learning: exposure to language, interaction with other people or written language, and the need to communicate. Hence, environmental barriers demonstrate the importance of being accepted by peers and the community. Kirsch (2018) stated that "teachers' beliefs, experiences, existing pedagogical practices and the context" (p. 445) are considered potential bridges in multilingual classrooms. Furthermore, teachers as agents of change can make transformations in the school domain (Manan et al., 2020).

Previous studies about teachers' beliefs in multilingual classrooms from the international context revealed the gradual shift to the development of multilingual approaches. For instance, Alisaari et al. (2019) conducted a quantitative study with 820 Finnish teachers to study their beliefs and practices about culturally and linguistically responsive pedagogy. The study results revealed a mainly positive attitude towards multilingualism in a classroom; however, they did not always consider students' home languages as a learning resource (*see* Ruiz, 1984). Also, this study indicated that teachers' experience with migrant students, teaching area, and training in linguistically responsive teaching and language awareness influenced their positive beliefs towards multilingualism and suggested promoting the shift from a monolingual approach in education through teacher training programs. Similarly, another case study by Cummins and Early (2010) demonstrated the significance of teachers' beliefs in classrooms. They found out that teachers' pedagogical choices are directly tied to teachers' beliefs, while the power of instruction expands students' learning opportunities. But the decision of the language of

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instruction is restricted by a politically imposed curriculum, assessment policies, funding, teacher availability and students' socio-cultural backgrounds.

Overall, both studies show the importance of teachers' beliefs and attitudes in creating classroom environment and highlight the need for quality teacher training programs.

Types of Language Barriers in Education by Spolsky (1985)

Spolsky (1985, 1986) proposed four potential language barriers to education in linguistically diverse classrooms in big cities that possibly aggravate immigrant students' opportunities to access equal quality education. Firstly, the difference in languages spoken at home and school are considered a language barrier to education. In other words, the mismatch between students' home languages with the "standard" or "correct" language (*see* Fishman, 1974) taught at school impacts education. Secondly, the barrier of dialect, which means the language of a home is a dialect of the standard language spoken at school called diglossia (Ferguson, 1959) leads to misunderstanding in communication in educational institutions (*see* Labov, 1966). Thirdly, students' preferred social class dialect might not match the one favoured at the school leading to misunderstanding. For instance, Bell (1984) states that people communicate in various domains and with various interlocutors differently in accordance with their converging and diverging values. Lastly, the gap between students' accepted non-verbal communication styles from that cultivated by the school contributes to language barriers to education (*see* Bernstein, 1971).

Language Barriers Faced by Kazakhstani Returnee Students

Considering the various backgrounds of returnee students in Kazakhstan, the presence of language barriers in classrooms is inevitable. Spolsky (1985) claims that "but until the existence of the language barriers to education have been recognized and their working carefully analyzed.

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There is no chance of successful steps to overcome the barriers and provide equal educational opportunities for all” (p. 12).

A wide range of studies has been conducted to identify the language barriers returnee students face in the Kazakhstani context. The findings show that returnee students’ lack of spoken and written competence in the Kazakh and Russian languages are seen as a significant obstacle in communication both in their schooling and daily lives (Nurtaikyzy, 2020; Terlikbayeva, 2017; Valieva et al., 2019). Furthermore, the difference in learning script of Kazakh language was learnt by using the Arabic script, which was the official one before the 1940s. Therefore, difficulties in reading and writing in the Cyrillic script (UNDP, 2005); and local varieties of spoken Kazakh differing significantly from the home dialect spoken by ethnic Kazakhs (WeProject, 2020) are just two examples of returnees’ language barriers. Surprisingly, Kalshabayeva et al. (2016) found that returnees from CIS countries are the most adapted category of immigrants, while returnees from non-CIS countries often faced an absence of knowledge of the Russian language which led to their adjustment. Indeed, the presence of language barriers in a classroom affects the classroom environment and leads to lowering the motivation of young returnees to study (Valieva et al., 2019). As a solution, the initiative to create special centres for returnees to learn the Kazakh and Russian languages and acquire some professional training was proposed by the former President Nursultan Nazarbayev (Akorda, 2006).

Summary on Language Barriers

Overall, this section discussed the definition of language barriers, its’ nature in communication itself, language proficiency, psychological, and environmental issues. Furthermore, language barriers to education presented by Spolsky (1985) and language barriers

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faced by Kazakhstani returnee students were presented. In the next section, the impact of language barriers on teaching will be discussed.

Impact of Language Barriers on Teaching Practices

The role of education is fundamental in the promotion of integration of students with an immigrant background in their host societies. It should help them to acquire the skills essential to participate in the economy, social and civic life of their communities. However, one of the main challenges related to their good integration lays in language barriers. In this section the impact of language barriers on teaching practices will be discussed.

Impact on Classroom Management

Teachers find it challenging to group migrant students with local students. For instance, Cassar and Tonna (2018) conducted their qualitative study in two Maltese secondary schools to understand the strategies used by both teachers and students to cope with language barriers. Both teachers and students revealed that Maltese migrant students were left out. Local, Maltese, students initially show the interest to migrant students, but then prefer their friends to work with in group peer activities, which was driven by stereotypical judgements about migrant students.

Impact on Classroom Communication

Language barriers had an impact on communication between teacher and students. Cassar and Tonna (2018) revealed that the classroom interaction was limited because local students were not fond of language switch during the lessons from Maltese to English.

Summary on the Impact of Language Barriers on Teaching

Overall, the language barriers and stereotypical claims about returnees made their integration into group activities challenging for teachers. Furthermore, classroom interaction was

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limited because of local students unwillingness to switch another language. The following section will shed light on the strategies used to cope with the language barriers.

Strategies to Alleviate Language Barriers

While the language barriers have different impacts on teaching practices, teachers use different strategies to cope with language barriers. These strategies include using multimodalities and dictionaries and building a positive relationship with students.

Using Multimodalities

According to the New London Group (1996), multiliteracies is a pedagogical approach that aims to use technologies and global changes to facilitate inclusive learning environments. Thus, multimodalities are the modes of delivering multiliteracies to learners (Lankshear, and Knobel, 2011). Mills et al. (2020) analysed empirical and peer-reviewed studies on teachers' strategies to prepare teachers for working in linguistically diverse classrooms between 2000 and 2018 and found that employing technologies is among the best strategies. For instance, Huges and Mahalingpappa (2018, as cited in Mills et al., 2020), based on a qualitative study, revealed that teachers improved their self-efficacy through interacting with their students using digital letters, online journal reflections, and electronic discussion. Migrant students also benefit from using multimodalities in classrooms. For example, Liu et al. (2017) revealed that teachers employ pictorial science dictionaries, pictures and cartoons, and TV programs with their migrant students as a scaffolding tool. The researchers also highlighted that visual and kinaesthetic resources would be efficient in science subjects.

Furthermore, Van Laere et al. (2015) investigated the effect of using a computer-based learning environment, E-validiv, in linguistically diverse classrooms in Belgium. E-validiv is a multimodal platform in which written materials could be listened to, paused, and played at any

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time, and most importantly, the materials are available in seven languages. Six fifth-grade migrant students were videotaped while using this platform and were interviewed. Van Laere et al. (2015) revealed that students switched from their home language to the language of instruction to translate specific words at a rate of 20% and 47%. However, the study revealed that migrant students were more proficient in the language of instruction to complete their academic assignments rather than in their home languages.

On the other hand, some studies show that using multimodalities might be challenging in some classrooms. For instance, Siefert et al. (2019) revealed that using technologies could be hindered by restrictive policies, time constraints, lack of resources, and lack of administrative support, while the beliefs that students usually use technologies for entertainment rather than study purposes were common. Also, Miller et al. (2010) found that some migrant students could read and write and are not aware of using office stationery.

Overall, these studies demonstrate that employing multimodalities is seen as a scaffolding tool and teaching resource to make classrooms more inclusive of linguistically diverse classrooms. However, the use of multimodalities could be limited due to study environments and students' preparedness to use them.

Using Dictionaries

Translation by using dictionaries is one of the most commonly used strategies by teachers to cope with language barriers is using dictionaries. For instance, Liu et al. (2017) conducted ten semi-structured interviews to reveal the best practices in multilingual classrooms as viewed by teachers. The researchers revealed that teachers recommended their students use bilingual dictionaries because sometimes Google Translate provided vague translations. Furthermore,

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teachers from science classes provided their students with subject glossaries translated into several languages that were printed out.

However, Miller's (2010) study that interviewed 30 teachers and collected written reflections from them in one culturally and linguistically diverse school in Melbourne found out that teachers do not have enough time prepare additional materials, such as glossaries, because their standard workload of 70 hours was very limited, and that teachers even failed to accomplish the basic stuff such as typing, printing, photocopying, and preparing the teaching sources.

Building a Positive Relationship with Students

Building a positive and caring relationship with migrant students was one of the best strategies to successfully integrate students from migrant backgrounds into the classrooms. Cassar and Tonna (2018), for example, suggested referring to migrant students similarly to other students, which is believed to erase the sense of alienation of migrant students. Another study by Umarji et al. (2021) investigated teachers caring attitudes towards middle school and high school students. As a part of the California Achievement Motivation Project (CAMP) project, the interview findings revealed that when students felt cared for, they were more motivated to study, which resulted in high academic performance. However, it is also important to consider cultural differences in care.

Summary on the Strategies to Alleviate Language Barriers

Overall, the strategies to reduce the language barriers consisted of using multimodalities and bilingual dictionaries and building positive relationships with returnee students. First two strategies involve the use of technologies which is in some cases impossible due to the lack of resources, and restrictions. The next section will present the conceptual framework for this study.

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Conceptual Framework

A conceptual framework “explains, either graphically or in narrative form, the main things to be studied—the key factors, concepts, or variables—and the presumed relationships among them” (Miles & Huberman, 1994, p. 18). American Educational Research Association [AERA] (2006) stresses the significance of applying a conceptual framework in shaping the quality and scope of research. Thus, Moll and his colleagues from Arizona University funds of knowledge theory (Moll et al., 1992) is presented as a conceptual framework for the current study. In this section, the researcher sheds light on the funds of knowledge theory, its contributions, and its limitations.

The funds of knowledge theory is based on Vygotsky’s (1978) sociocultural theory, which suggests that social interactions are the basis of psychological phenomena, such as ways of being and thinking (Moll, 2004). Moll and Greenberg (1990) extended Vygotsky’s theory by arguing that minority communities’ funds of knowledge are often overlooked. According to Moll & Greenberg (1990), Moll et al. (1992), and Oughton (2010), knowledge and skills gained by families and community members from diverse socioeconomic, ethnic, cultural, linguistic, or educational backgrounds are transmitted to younger children’s knowledge funds. Hogg (2011) indicates that funds of knowledge arise more from realia than schooling experiences.

In order to explain the funds of knowledge theory, Moll et al. (1992) observed working-class Latino communities’ households. They monitored younger generations’ learning from and with relatives and other families. Under meaningful and contextualised settings, children actively learnt daily skills. Researchers noted that when families themselves were in lack of knowledge and resources, they relied on their social networks, such as neighbours. However, Moll et al. (1992) found out that “teachers rarely draw on the resources of the ‘funds of knowledge’ of the

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child's world outside the context of the classroom" (p. 134). Thus, Moll et al. (1992) argue that funds received from outside the classroom environment would positively impact the learning process.

There are many contributions of this theory to minority and migrant education. Firstly, the image of minoritised children in a classroom shifted towards the more resourceful individuals (Moll, 2004; Moll et al., 1992; Moll & Greenberg, 1990). Additionally, the theory considers family and community outside of the school as resources for knowledge and learning (Moll et al., 1992). Furthermore, the funds of knowledge theory prepares practitioner teachers with the knowledge and skills to work with students from diverse backgrounds.

However, this theory has some limitations too. Oughton (2010) noted from the deficit perspective that some ethnic, cultural, linguistic, and economic groups prevail over knowledge funds compared to other groups of people. Secondly, the expansion of funds of knowledge beyond the home domain to alternative places where students are also members of a community is crucial to understanding how the learning happens in other dimensions with different interlocutors (Cooper, 2016). Lastly, teachers' perceptions about some household realia might be unrealistic, which negatively impacts the meaningful material development for students; therefore, it would be better to learn from the students themselves and provide them with an opportunity to share the aspects of their culture (Gonzalez et al., 1995).

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Chapter 3: Methodology

The purpose of this study is to investigate the language barriers faced by teachers while educating returnee students, explore the impact of these barriers on their teaching practices, and strategy use to cope with these barriers. The study aims to answer the following research questions:

1. What are mainstream schoolteachers' views about the language barriers they face while educating returnee students?
2. How do these language barriers as viewed by teachers impact their teaching practices?
3. What strategies do teachers use to cope with these language barriers?

In order to be able to answer abovementioned research questions, this chapter represents and justifies methodological approach to study the views of schoolteachers about the impact of language barriers on their teaching practices. Firstly, the researcher specifies the research design applied for this study. Following that, the research sites, sampling strategies, and data collection instrument are indicated and justified. Then, data collection procedures and data analysis procedures are delineated. Lastly, the researcher demonstrates ethical considerations taken into account to conduct this study.

Research Approach and Design

In accordance with the study's purpose to reveal mainstream schoolteachers' views and strategies in a few schools in Shymkent city on the language barriers they face while educating returnee students, a qualitative approach was selected as the most appropriate. Davis (1995) and Hancock (1998) suggested to apply qualitative approach to studies involving cultural and social factors because it would be challenging to quantify the findings. Most importantly, qualitative approach allows the researcher to understand the central phenomenon (Creswell, 2012), which is

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the impact of language barriers on the teaching practices for returnee students. Furthermore, qualitative research enables the exploration of teachers' experiences from a small number of participants (Creswell, 2012) to provide an in-depth and more detailed exploration of the main phenomenon (Anderson, 2010) based on their experiences (Denzin & Lincoln, 2005). In this case, the study reveals ten mainstream schoolteachers' views on the impact of language barriers they face on their teaching practices and strategies they use to cope with them in teaching returnee students. In sum, a qualitative approach allows to learn about the central phenomenon in-depth from the small amount of people relying on their experiences.

Based on a qualitative approach, the chosen research design was a multiple case study. Case study empowers the researcher to identify a specific case that will be described and analysed (Creswell & Poth, 2018). In addition, Creswell and Poth (2018) characterize case study researchers as the ones who investigate "real-life" (p. 201) and "in progress" (p. 201) cases to collect accurate data. This study concedes mainstream schoolteachers that have at least two years of experience at schools with returnee students coming from non-CIS countries as a case. However, depending on the intend of the case studies, this study enables multiple case study since the researcher plans to recruit participants from three schools and engage both language and subject teachers in order to demonstrate different perspectives on the issue (Creswell & Poth, 2018). In comparison to single case studies, multiple case studies allow the researcher to gain more extensive descriptions and explanations of the central phenomenon (Mills et al., 2010). This study elaborates the impact of language barriers on teaching practices with returnee students and demonstrates different schoolteachers from various sites views about the phenomenon and their strategies to cope with it. Furthermore, Merriam (1998) described case study as an ideal design for understanding educational problems and stated that "insights gleaned from case

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studies can directly influence policy, practice, and future research” (p. 19). Indeed, in-depth understanding of the views of mainstream schoolteachers about the impact of language barriers on their teaching practices would be beneficial to educational stakeholders to delineate the adverse effects on teaching.

Overall, this study will employ a qualitative approach and multiple case study design to conduct the study and answer the research question. The next section will describe research sites selected for this study and justify it.

Research Sites

The study was conducted at three mainstream schools in Shymkent, a city in the southern part of Kazakhstan. Previous studies on the role of language in the integration of returnee students mainly conducted in Almaty and Nur-Sultan cities suggested to conduct further studies in different regions of Kazakhstan to draw convincing conclusions about the role of language in integration. In other words, due to the large territory of the country, language choice and culture of regions differ from one another, which significantly impact the integration of returnees. Thus, considering that the majority of returnees live and study in Shymkent, this city is selected to be the research site of the current study. According to the Ministry of Labor and Social Protection of Population of Shymkent (2021, as cited in Ernur, 2021), as for July 1, 2021, 689 families, which is 942 returnees, received “Qandas” status from the beginning of 2021. This number considers 12% of returnees settled in Kazakhstan (MoLSPoP, 2021, para. 3). In six months, they are supposed to learn Kazakh and Russian languages, adapt to a new society, find a job, solve housing issues, and receive social support from “Adaptation and Integration Centers” (Ernur, 2021). MoES and NAE (2016) demonstrates that there were 11546 returnee students enrolled at Kazakhstani mainstream schools (4734 primary, 5306 secondary, 1503 high schools). Most of

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them are residing in Almaty (3218) and Shymkent (1527). UNDP (2005) report explains such choice of location by returnees due to a mild climate and the dominance of the Kazakh language in various domains.

The schools were selected from the following districts where most returnees reside within Shymkent, such as Asar, Kainar Bulak, and Saule districts. The site selection is justified with a dense population of returnees that present a good site for the current research. Such an assumption was based on news reports provided on the web portals and TV about returnees' settlement in Shymkent. For example, the initiative to create districts for returnee families was inspired by the Asar district, in which returnees built brick and cement factories and founded homes for themselves and other returnees (InformKaz, n.d.). All three selected schools are public and follow the regulations of the Ministry of Education and Science of the Republic of Kazakhstan. For relatively equal representation, three teachers were selected from two schools and four teachers from one.

Sampling

The participants were ten mainstream schoolteachers from Shymkent city who have teaching experience with returnee students. The participants were recruited purposefully to meet the study recruitment criteria and to share their teaching experiences (Creswell, 2012). As the role of the researcher is to “learn more from participants” (Creswell, 2012, p. 16), the current research employed purposeful homogeneous sampling to select the participants who have taught returnee students coming from non-CIS countries for at least two years. Also, homogeneous sampling allows the researcher to understand responses from the participants sharing the same characteristics in-depth (Elmusharaf, 2016). The *Table 1* below illustrates the study participants years of teaching at schools, subject being taught, and language of instruction.

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Table 1.*Demographic Characteristics of the Sample (N=10)*

Name	Years of experience	Subject being taught	Language of instruction	Origin of returnee student(s)
Respondent 1	~ 10	Geography	Kazakh and Russian	Afghanistan
Respondent 2	~ 10	Kazakh language and literature	Kazakh	Syria
Respondent 3	20 +	Algebra and geometry	Kazakh	Afghanistan
Respondent 4	< 5	Physics	Kazakh	Malaysia
Respondent 5	~ 10	History	Kazakh and Russian	Pakistan
Respondent 6	< 5	Algebra and geometry	Kazakh	Afghanistan
Respondent 7	< 5	Chemistry	Kazakh	Turkey
Respondent 8	~ 10	Kazakh language and literature	Kazakh	Turkey
Respondent 9	~ 10	Russian language and literature	Russian	Turkey
Respondent 10	< 5	Russian language and literature	Russian	Syria

The participants were recruited through an Instagram page and with the help of recruitment announcements placed at schools with the permission of the school principals. After receiving voluntary requests to participate in the study and ensuring that they meet the study criteria, snowball sampling was used to recruit more participants with teaching experiences of returnee students. Snowball sampling allowed the researcher to identify “cases of interest from people who know people who know what cases are information -rich” (Creswell & Poth, 2018, p. 287).

In order to recruit the participants, the researcher gained access to the research sites through gatekeepers. The researcher included her personal contact information (phone number and e-mail) on recruitment letters (See Appendix A) being posted at selected schools and on her

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personal Instagram page to minimize the risk of revealing their participation in the study and ensure their anonymity. Following that, informed consent forms (See Appendix B) were sent to participants who expressed willingness to participate in the study electronically via e-mail and message platform (WhatsApp or Telegram) to explain the purpose of the study, time involvement, risks and benefits, and their rights.

Data Collection Instrument

Individual face-to-face interviews were used to collect the data. The choice of the semi-structured interview, as a data collection instrument is justified by previous studies investigating the role of the language barriers in adjustment to the new society. Therefore, semi-structured interviews were conducted by asking pre-prepared core questions and probes to get rich data (Creswell, 2012), but were not limited to these questions (Appendix C). Probes were adaptable to the changing conditions of the interview; thus, some of the probes were not used, while some questions were added to clarify the context and manage the vibe of an interviewee (Anderson, 2010).

Before interviewing the participants, the interview questions were piloted with some in-service teachers studying at NUGSE to verify the timings, exclude bias, and most importantly to ensure accuracy of the interview questions. For instance, the researcher learnt to use “think-back” strategy to clarify personal experiences of teachers with unique examples from their practices. The interview process was participant centered and took about 30 to 50 minutes depending on the participants intent to share his or her experience. Some participants were more talkative in comparison to one another. The main aim of the interview was to reveal schoolteachers’ views about their language barriers in a classroom and their strategies to cope with them. Therefore, the interview questions were built to explore: 1) the language barriers

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faced by teachers while teaching returnee students in a classroom; 2) the impact of the barriers on their teaching practices; and 3) strategies used by teachers to overcome the challenges (See Appendix C).

Data Collection Procedures

After obtaining approval from the NUGSE Research Committee to conduct the study, the researcher started the data collection process. At first, “gatekeepers,” people who can help the researcher to approach the target (Cohen et al., 2011), were contacted by mid-November to discuss the purpose of the study and the rationale of the researcher to conduct the study in non-academic language. The researcher refers to the gatekeeper in the plural since three research sites require gatekeeper at each of these sites. After obtaining permission to visit the sites, in order to recruit participants, the researcher asked for permission to post recruitment letters (See Appendix A) at schools’ entrances and teachers’ rooms with the researcher’s contact information. Additionally, the researcher posted the recruitment letter to her Instagram page too. After receiving voluntary involvement from teachers that meet the study criteria to participate in the study, the researcher sent the informed consent forms (See Appendix B) via email and messenger (WhatsApp, Telegram) to ensure that the participants were aware of the aim of the project, the possible risks, the ways to minimize their risks, and their right to withdraw from the study at any point. Consent forms were provided in three languages (Kazakh, Russian, and English) to ensure that the study participants fully understand what is expected of them during the interview in convenient language to them. The interview questions were also shared with the participants beforehand in three languages to let them know what questions to expect from the interview and make their responses more meaningful (Creswell, 2012).

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The interview process was conducted face-to-face in a quiet public place of the participants' choices, except the school. Every interview took about 30-50 minutes. As the interviews were conducted only once, the researcher could benefit by receiving rich answers within a minimum of 30 minutes (DiCicco-Bloom & Crabtree, 2006).

On the agreed interview day with each of the participant, the researcher asked them to reread and sign two copies of the consent forms, one for the researcher and the other to be kept by the interviewee. In addition, the researcher orally introduced the consent form to ensure that the participants know about their rights not to answer questions if they find them sensitive and withdraw from the study at any stage without loss of benefits, also about the issues of confidentiality and anonymity. The interviews were conducted in one of the three languages (Kazakh, Russian or English) that the respondents were comfortable with, while code-switching was also welcomed. Overall, eight interviews were conducted in Kazakh, and two in Russian languages. The interviews were recorded with the permission of the participants, transcribed, and analyzed further. During the interview, some notes were taken to highlight important issues. Snowball sampling was also used to involve more teachers with experience of teaching returnee students. Thus, the researcher asked the participants to pass along photocopy of the recruitment letter with the researchers' contact information to potential candidates for participation in the study at the end of the interview to prevent invasion of privacy and breach in confidentiality. The data collection process started by the beginning of December and finished by mid-December.

Data Analysis Procedures

Once the data were collected, the researcher followed six steps of analyzing and interpreting the data (Creswell, 2012). Before transcription, the recorded data was stored in researcher's personal laptop protected with a strong password and touch ID. Firstly, the audio-

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taped interviews were transcribed manually, afterwards the audios were immediately deleted from researcher's laptop. The transcripts appeared to be 56 pages long. After the transcription process, the researcher read transcripts for several times to highlighted key ideas (See Appendix D) and take some notes, because then the transcripts were organized in a table with codes and quotes, as it was described "read the transcripts in their entirety several times. Immerse yourself in the details, trying to get a sense of the interview as a whole before breaking it into parts" (Agar, 1980, p. 103, as cited in Creswell, 2012). As a result, the researcher produced a total of 70 codes, which are codes in participants' own words (Creswell, 2012), that helped to arrange descriptions and themes. These codes were synthesised and the researcher identified three main themes that corresponds with the research questions. For example, language barriers of the teachers were identified, as well as their effect on their teaching practices and coping strategies were provided. Meanwhile, 11 subthemes derived from initial codes were subthemes that were supporting major themes. For instance, the coping strategies with language barriers, which is the main theme was revealed from three subthemes: using dictionaries, offering additional classes, and building positive relationships with returnee students and their family members.

A transcribed data then was stored in a strong password-protected folder in Google Drive so that no one except the researcher will have access to the data. The researcher uses Google Drive because a personal computer (PC) might be attacked by hackers or broken. Thus, data in the laptop would be inaccessible, while Google Drive might be accessed from any device with an Internet connection and could be reached only by the user's password. In addition, the Google Doc's name in Google Drive was named indirectly (e.g., party, cuisine, etc.).

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Ethical Considerations

Following ethical consideration while conducting the research on site with the study participants is essential “Researchers must undertake to keep all information confidential and secure, and to inform participants where and how it will be stored, who will have access to it and how it will be used” (Roberts & Priest, 2010, p. 116). In order to follow ethical considerations, the researcher got CITI training, and an approval from Nazarbayev University Graduate School of Education’s Research Committee to conduct the study on research site. Thus, all possible measures to ensure the participants’ anonymity and confidentiality, as well as possible risks were considered from the recruitment process to the thesis submission.

In order to protect the anonymity and confidentiality of the participants, their identifiers were removed, and they could reach the researcher directly. Firstly, the participants had an opportunity to contact the researcher directly, because she included her personal contact information (phone number and e-mail) on the recruitment letters (See Appendix B) posted at schools and on the Instagram page of the researcher. This minimized revealing their participation in the study and ensured anonymity and confidentiality. Following that, informed consent letters (See Appendix A) in three languages (Kazakh, Russian, and English) were sent to participants electronically via e-mail and another messenger platform to demonstrate description of the study including their rights and additional information, while on the interview day, the researcher asked the participants to reread and sign the hard copy of the informed consent form to ensure that they know their rights. Furthermore, the participants’ names and other confidential information were also concealed by substituting them with pseudonyms to guarantee anonymity and confidentiality (Kuzhabekova, n.d.). In other words, identifiers, such as specific schools or

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names, were replaced with site X, Y, Z, respectively, while the participants' names were Respondent 1, Respondent 2, etc.

There were no more than minimal risks posed to the participants. However, to avoid possible risks of being recognized by colleagues and possible breach of confidentiality some steps were undertaken. Participants had an opportunity to choose a quiet public place, except the school to avoid accidentally recognition by their colleagues. Regarding a possible breach of confidentiality, since the study covers the teachers' experience with returnee students, "some illegal activities related to immigrant statuses that might have serious legal consequences" (Arwood & Panicker, 2019, para. 10) interview questions were based only on the language barriers and these impacts on the teaching practices and strategies. In addition, the interview questions were proofread and piloted with in-service teachers studying at NUGSE to identify and prevent sensitive questions that might bring some psychological discomfort to the interviewees since they were revealing their views about the language barriers.

Conclusion

This chapter provided information about the methodology applied to the current study about schoolteachers' views and strategies about the impact of language barriers on their teaching practices of returnee students. A qualitative case study approach conducting semi-structuring interviews to collect data was adopted for this study. Research site was three schools from Shymkent. Following that, purposeful and snowball sampling was adopted to recruit ten schoolteachers. Data collection and data analysis procedures were conducted considering all possible ethical considerations to protect the participants and explicitly described. In the following chapter the findings from the study will be presented.

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Chapter 4: Findings

The purpose of this study was to explore secondary schoolteachers' views on the language barriers that they face while educating returnee students and to reveal the impact of these language barriers on their teaching practices. Also, this study aims to investigate the strategies teachers use to reduce these barriers. To achieve its purpose, this study used a qualitative approach to collect the data through the following research questions:

1. What are mainstream schoolteachers' views about the language barriers they face while educating returnee students?
2. How do these language barriers as viewed by teachers impact their teaching practices?
3. What strategies do teachers use to cope with these language barriers?

The chapter will present the findings based on ten semi-structured interviews in the same order formatted on the abovementioned research questions. Three major themes emerged from these interviews starting with the responses regarding the language barriers that mainstream schoolteachers face while educating returnee students, continuing with the impact of these language barriers on their teaching practices, and ending with their strategies to alleviate these barriers.

Language Barriers that Mainstream School Teachers Face while Educating Returnee Students

Language is a primary vehicle for communication in a classroom since it is through language that study materials are taught and learnt. However, in multilingually diverse classrooms, language barriers inevitably occur during the educational process. Low Kazakh language proficiency of returnee students, lack of Russian language proficiency of returnee

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students, and the absence of the previous knowledge in the language of instruction by returnees were revealed as language barriers faced by schoolteachers from the collected data.

Low Kazakh Language Proficiency of Returnee Students

Eight of the ten teachers, whose language of instruction is in Kazakh, noted returnee students' low Kazakh language proficiency. As one interviewee said, "they [returnee students] do not understand the Kazakh language fully" (Respondent 1). Likewise, another interviewee stated, "he [returnee student] does not know the Kazakh language, as his classmates do [by referring to returnee students' Kazakh language proficiency in comparison to his non-returnee classmates]" (Respondent 4). The study participants pointed out that the low proficiency in Kazakh language is seen as a barrier because returnee students have difficulties with listening to instructions and oral tasks, are challenged with reading as fast as their peers, and make mistakes in speaking.

Teachers characterised the possible reasons for returnee students' Kazakh language constraints and low proficiency in a number of ways. Talking about the returnee students' inability to follow teachers' instructions and to successfully complete oral tasks, one interviewee explained that such difficulties take place in a classroom due to the returnee students' fresh arrival to Kazakhstan.

He [returnee student] came to Kazakhstan only this academic year... He does not respond to instructions at all. He might notice that other students are writing down notes from the board, so he does the same thing. It does not matter to him, he needs it to be written down at that moment, or not. He does not care even though I [teacher] tell him to write it or not. (Respondent 6)

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Another interviewee stated that when returnee students are bothered with the noise from other children who respond to oral questions all at once, they cannot clearly hear the question. For instance, “when all students raise their hands, and answer oral questions, he [returnee student] often remains silent, because he cannot hear the question [due to classroom noise]. When he finally hears, others do not give an opportunity for him to respond” (Respondent 4). This quote shows that noisy classroom conditions make teachers oral message challenging to comprehend for the returnee student.

Study participants also indicated a major challenge with reading and writing skills, where returnee students whom they teach read slower than their non-returnee peers. For example, Respondent 4 stated that “when we play Kahoot [game-based learning platform] with the whole class, he [returnee student] is not able to read long questions quickly [because questions appear for certain seconds or minutes]” and added that the returnee student “can read and speak in Kazakh, but a bit slower rate in comparison to his language proficiency in English”.

Regarding speaking constraints in the Kazakh language, the study participants’ responses varied from “refusion to speak” (Respondent 1) to “speak without paying attention to mistakes” (Respondent 8). On the one hand, Respondent 1 said, “we [teacher and returnee] communicate with each other by gestures” and added that “he [returnee] refuses to speak at all”. On the other hand, findings revealed that some returnees speak without paying enough attention to their word choice and word formation, which is illustrated in the quotes below:

They [returnee students] speak without paying attention to mistakes, such as endings, word choice, which makes their message difficult to understand. (Respondent 1)

And

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She [returnee student] usually replaces endings from Turkish verbs with Kazakh ones and continues talking by thinking they have the same meaning, but not all Turkish words have the same meaning in Kazakh; this leads to wrong meaning-making, which puts the wrong meaning on her words. (Respondent 8)

Moreover, the data revealed why returnees' Kazakh language proficiency might be low. The first reason is associated with rich figures of speech in the Kazakh language, as can be seen in the following example "the Kazakh language was difficult for him [returnee students] since in the Kazakh language there are so many language norms, and literary words" (Respondent 2). Another reason hindering returnees to achieve higher proficiency in Kazakh is closely connected to returnees' sociocultural environments. For instance, "they [returnee student and his family] speak in Afghan at home. Afghan became their mother tongue. They speak in their language among each other" (Respondent 1), and "language barriers are inevitable with returnees, who came recently in one or two years. Because they lived in another environment, and they did not study Kazakh at their previous schools [mainstream school in Afghanistan]" (Respondent 3).

Indeed, the interviewees alluded that timeframe and the environment have a key role in returnee students' success in achieving higher proficiency in Kazakh language. Returnees living in Kazakhstan for more than a year achieved a higher Kazakh language proficiency. For instance, in Respondent 1's classroom, a returnee that came earlier from Afghanistan plays the role of "mediator" and "translator" in communication with new Afghan returnees. While Respondent 3 mentioned that a former returnee, now a resident of Kazakhstan, who has been living in the country for about six years now is "the winner of school subject Olympiads" and "contender for the golden medal [for graduates with outstanding academic achievements]".

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Lack of Russian Language Proficiency of Returnee Students

When educators who teach in the Russian language were asked to share their views of language barriers they face among returnees, a returnee student's lack of Russian language proficiency was only mentioned by one participant. At the same time, the other two interviewees did not mention concerns about proficiency in Russian of their returnee students. Respondent 9 said, "she [returnee student] does not know Russian at all" because

In Turkey, she [returnee] used to speak in the Turkish language at home, at school, with friends, and sometimes speak in Kazakh at home with her grandparents. Her [returnee] first experience of the Russian language was when they moved to Kazakhstan.

(Respondent 9)

Furthermore, the same teacher shared that the returnee student is "ashamed of her [returnee] accent in Russian to speak in front of her peers" (Respondent 9). These quotes demonstrate that returnee students' lack of ability in communicating causing psychological issues returnee students; endure in the Russian language is closely connected with her country of origin, and family background leading to a speaking barrier.

On the contrary, the data revealed that Respondent 5's and Respondent 10's returnee students studied in Russian medium schools before coming to Kazakhstan, thus these students are enrolled in Russian medium classes. Respondent 10 describes, "she [returnee student] studied in a Russian school previously there [Syria], but her knowledge of Russian is not enough to accomplish tasks [referring to culture-specific tasks] presented in our [Kazakhstani] textbooks". Respondent 5 added, "she [returnee student] is a leader and socially active student". The data revealed that the returnee students, who previously studied in Russian medium schools, face difficulties only with understanding concepts closely related to the Kazakhstani content.

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Absence of the Previous Knowledge in Subjects Taught to Returnee Students

Most interviewees related that a lack of language proficiency in either Kazakh and Russian languages reveals an absence of previous knowledge which is also encountered as a language barrier. According to the interviewees, returnee students might not know the meaning of the words for things they have never heard or seen before. For instance, “they [returnees] read, as an example, about gulls. They do not actually understand what it is, where it lives, what it eats. They just continue reading about them and do not get the full understanding” (Respondent 1). Likewise, returnee students suffer with understanding homonyms and its semantics also because they were not exposed to such words in their previous environments. For example,

She [returnee] studied in Russian, so she has a clear understanding of what she reads. But sometimes she does not understand new words, especially homonyms. For example, in our last lesson we were discussing Saka burials. She could not understand that “Shelek” is a location [in the reading extract “Shelek” means town in the Almaty region, another meaning of this word is a bucket] and thought that it is a bucket. (Respondent 5)

Summary on Language Barriers Faced by School Teachers while Teaching Returnee Students

Overall, language barriers faced by mainstream schoolteachers are closely connected with low levels of abilities of the returnee students in Kazakh and Russian languages whom they teach, as well their absence of previous knowledge in subjects being taught to returnee students. The lack of proficiency in Kazakh was associated with a lack of being exposed to a Kazakh language environment, which was a similar case for returnees’ lack of Russian language proficiency. The findings revealed that the more students are immersed into the language environment the more proficient they get in it. Additionally, the role of previous language

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knowledge affects returnee students' understanding of semantics. The following section will present impacts of the abovementioned barriers on teachers' teaching practices.

Impact of Language Barriers on Teaching Practices

Data from the interviews reveals the impact of the low Kazakh language proficiency, lack of Russian language proficiency, as well as the lack of the previous knowledge in the subject being taught on secondary school educators' teaching practices. Teachers' responses are divided into positive and negative impacts based on their teaching experiences. Only one of the interviewees could see exclusively new positive momentum to see students' language abilities as resource, while almost half of them believed that language deficits might cause inconvenience into their classroom environments. Besides, roughly one third of the teachers had both positive and negative views. This section begins with the positive impacts, and then moves towards the negative impacts as seen by the study interviewees.

Positive Impact of Language Barriers

Despite the fact that negative impacts of language barriers on teaching are greater than the positive impacts, it is worth to mention how some teachers began to improve their study materials to be inclusive of returnee students' language needs.

Advancing Teaching Materials to Improve Inclusion. Respondent 4 showed with her enthusiasm that this inconvenience might be a huge benefit not only for this particular returnee, but to the whole class and herself. The respondent demonstrated the use of resources in multiple languages. For instance,

My lessons are in Kazakh, because I teach in Kazakh class. But we solve many problems [physics' problems] from Russian and English books. We usually use Zambak [book publisher] and Cambridge [book publisher] with high school students, because they want

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to apply to overseas universities, or Nazarbayev University, while I use textbooks from Russian publishers to prepare students for physics subject Olympiad. (Respondent 4)

In the case of a Malaysian returnee student, this teacher could use students' resources, because previously she was translating the materials from English to Kazakh, but now she leaves them in an original form. Also, non-returnee students were eager to learn English, and this particular returnee was practicing English speaking with his classmates during the class and during breaks.

Respondent 4 said:

My subject is not closely related to language, so we do not face serious language barriers. Of course, sometimes he [returnee student] cannot understand the meaning of given tasks. I found such student who knows English language in a classroom as benefit. Because other students also like learning through international publishers' books. Now we watch videos not only from BilimLand [educational e-platform in Kazakh] but also from KhanAcademy [educational e-platform in English]. His role in the classroom is a "catalyst".

Moreover, Respondent 5, history teacher, demonstrated that the materials and assessment could be creative by offering their students to work in small groups and make video accomplishments of the tasks. For example, "students make video or live acting in their group projects based on Kazakh history."

Overall, the positive impact of language barriers was through improving teaching materials towards inclusion. These included using returnee students' funds of knowledge as a resource, effective scaffolding by using variety of multimodalities, and using creative tasks for students' assessment.

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Negative Impact of Language Barriers

Unfortunately, the number of negative impacts of language barriers prevail among the teachers' views. The absence of dialogue between teacher and student, lowering of the academic rating of teachers' class, problems with classroom management, and problems with time management were found to be a negative impact of the language barriers.

The Absence of Dialogue between Teacher and Student. Many interviewees said that returnee students are unable to express themselves clearly in the language of instruction, which leads to the loss of contact between teacher and students. Another finding reflecting challenges with communication between teacher and returnee student shows that “absence of dialog” as viewed by teachers because they do not get feedback from returnees, they do not know whether returnees understand their instructions and guidelines. Furthermore, some returnee students hardly understand their teachers' guidelines and follow-up questions during the lessons. For instance,

The most challenging thing is the absence of a dialog between me and them (returnee students). I do not know whether they understand study materials, or not. From others I could see how much they understood by asking questions. (Respondent 1)

As reported by the majority of the study participants their returnee students feel shy to talk which leads to their reduced talking time. As expressed by teachers, returnee students are “shy, in comparison to his peers” (Respondent 1), “very shy, and not talkative” (Respondent 4), “ashamed of her accent to speak in front of her peers” (Respondent 9).

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Time Consuming Activities. A bunch of things were mentioned by teachers regarding their time management. The teachers reported that they work with returnee students for extra hours and spend extra hours to search for new teaching materials.

Teachers spend their time before or sometimes after the classes depending on their schedules to work with their returnee students. For instance, Respondent 3 stated that “offering additional classes depends on teachers’ desire”. Some other teachers shared about the importance of taking extra classes to “improve proficiency in Kazakh language” (Respondent 2; Respondent 8), “teach basics of Kazakh language” (Respondent 6), and “teach subject material in-depth” (Respondent 7). Obviously, some teachers simply started with teaching basic alphabet to their students because they were lacking Kazakh language.

Another example of time-consuming activities with returnee students were Kahoot, game-based platform, as stated one of the study participants. One of the participants explained that returnee students cannot read the questions as fast as his peers and get lower grades on oral formative assessments. For example,

Oral tasks are challenging for him [returnee student]. Sometimes we play Kahoot about laws in physics, he cannot answer questions quickly. But when I print the questions for summative assessment, he answers open questions, and solves given problems.

(Respondent 4)

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Impact on Academic Rating of the Teacher. Many teachers expressed that they do not want to teach returnee students because it is challenging for them, and they are afraid of such experience because the school administration is demanding from them high quality results from students whom they teach. For example, “They [school administration] bring returnee students to classrooms and ask from us [teacher] high knowledge quality” (Respondent 1), “We [teachers] are responsible for our academic rating” (Respondent 2). As data revealed some new coming returnees cannot even speak in Kazakh or Russian, and they often graded satisfactory in the beginning of their study, which lowers the teachers’ quality indicator. For instance, “I [teacher] cannot say she is performing at excellent level, usually her performance at a satisfactory level, because she does not know Russian” (Respondent 10). Teachers rating usually falls, because of the low academic achievements of the returnee students.

Furthermore, the classroom noise, background noise does not give always to shy students to speak up, or they just cannot prove that they deserve a high mark.

Impact on Classroom Management. One of the problems to consider for a teacher in a classroom with a returnee student relates to some classroom management strategies. Returnee students are very attached to their close peers and are usually not talkative with other peers. They become very dependent on their peers, as could be seen from Respondent 1 “he [returnee student] would not react to anything when his peer is missing the class”. Furthermore, all ten respondents highlighted that returnee students rely on their peers because returnee students lack in the language of instruction. For example,

He [returnee student] does not respond to instructions at all. He might notice that other students are writing down notes from the board, so does he. It does not matter to him, he

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needs it to be written down at that moment, or not. He does not care even though I tell him to write or not. (Respondent 6)

The study findings also revealed that returnee students tend to work in groups they find themselves comfortable with. Despite “our class is very friendly, they never exclude returnee students, instead they help them” (Respondent 1), and “she is a leader in group works, that is a representer of her group, and distributes tasks among group members” (Respondent 5), still returnee students find more comfortable to work in the same group only with their close peers to whom they can talk freely. More than half of the teachers shared about impossibility of complete random grouping because of returnee students’ language barriers.

He [returnee student] is talkative and active among his close friends. But when he randomly assigned to conduct an experiment with other peers than his close friends, he accomplishes his part of the task. For instance, when they work on electric circuits, but he is not talkative with others. He just says what is correct, what to change, or notices wrong things. (Respondent 4)

Overall, the study findings show that language barriers greatly impact on classroom management. It was found that returnee students are passive during the lessons, teachers are challenged with adapting the study materials, and that returnee students do not allow for complete random division to the groups.

Summary on the Impact of these Language Barriers on Teaching Practices

The findings revealed some positive and negative impact of language barriers on teachers’ teaching practices. Using various teaching materials with an idea of inclusive education is among the positive impact, while problems with communication between teacher and returnee

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students, issues with time management, reduced academic rating of teacher, and problems associated with classroom management were negative impacts of these language constraints.

Strategies to Alleviate these Language Barriers

This section is devoted to present findings related to strategies used by teachers who have at least one returnee student in a classroom to tackle language barriers that occur in a classroom. Teachers mainly focused on using dictionaries, offering additional classes, building positive relationship with a returnee student and its family, and using multimodalities as a scaffolding tool.

Using Dictionaries

Using glossaries and bilingual dictionaries were indicated among the majority of the teachers who teach returnee students. Teachers believed that using such kind of dictionaries are helpful in a classroom to convey the meaning of an unknown and new words in both science and language classes. For instance,

During additional lessons we worked with bilingual dictionary from Russian to Kazakh language. I tell the word in Kazakh first, then explain it in Russian. However, when I tell the word in Russian first and then we translate into Kazakh, he understands it more.

(Respondent 2)

And

Working with glossaries are very helpful. I usually use Zambak [book publisher] books in my lessons. So, we [me and students] translate many terminologies and words. When students solve the problem, it is essential to understand what the task is asking for, so the knowledge of words could be achieved through dictionaries. (Respondent 3)

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Offering Additional Classes

All teachers revealed that they are having additional classes before and after the lessons with their returnee students and even tell that their students are attending classes out of the school. One of the teachers showed that additional classes is optional for schoolteachers, as could be seen, "...Thus, offering additional lessons depends on the teacher itself, because we are responsible for the quality of education of our taught classes" (Respondent 3). The aim of suggesting additional classes for returnee students is twofold: firstly, to improve returnee students; language proficiency; and secondly, to assist returnee student in subject being taught. For instance,

His academic achievement is good from my subject. But I tell his parents that there is a need for more additional classes to develop Kazakh language proficiency. In the same time his parents are interested in his Kazakh language progress. (Respondent 4)

And

...In order to remove language barriers, I always ask my students whether they need an additional support. Results from the formative assessment show me what my students did not understand well. Based on their frequently made mistakes I offer them additional literature. However, I do not know whether they are reading them, or not. At least I offer what I could. (Respondent 5)

Building Positive Relationships with Returnee Students and Their Family Members

Another most important strategies pointed out by all the interviewees was to actually build healthy and positive relationship with returnee students and their parents. All the respondents explained that they meet with parents face to face during school meetings, where they discuss academic achievements of their students and use social networks to track the

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progress, such as doing assigned home tasks, upcoming events and so on. For example, Respondent 8 stated “I chat with her [returnee student] parents every day in Kazakh language to discuss home assignments”, and Respondent 6 “in the end of the school term parents come to school meetings to discuss students’ academic achievements and I give them suggestions on language and subject improvement”.

One interviewee also had a chance to meet with a family member out of school and created “strong bond” with the returnee children and her family, which resulted positively in her school performance. According to Respondent 2, teacher provided returnee student with additional support and care when returnee student needed it. It could be seen from the following extract:

Her [returnee student] name is Zehra, she is from Turkey. Since I studied in Turkish university I was chatting with this student in Turkish language. She loved me so much, I was assisting her with home assignments too. But when I was ill and was during my medical leave, she left the school... Since then, I could not find and contact her.

Therefore, I am pretty sure that it is important for every returnee child to have a teacher whom he is comfortable, attached and inspire. (Respondent 2)

Summary on the Strategies to Alleviate Language Barriers

Overall, teachers used three main strategies to cope with the language barriers such as using dictionaries, offering additional classes, and building a positive bond between teacher and returnee student. Firstly, teachers advantaged from using subject glossaries and bilingual dictionaries to eliminate language barriers. Following that, teachers suggested returnee students to attend additional courses out of school to improve their language skills and subject

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knowledge, and also organized additional classes before and after the class at school. Lastly, teachers keep in touch with returnee students' families and provided caring support.

Conclusion

This section presented the main findings based on three research questions posed for this study. Three major themes arose in the analysis of the data, with eleven subthemes. Firstly, the themes show that teachers view the barriers they face with returnee students mainly lie in their language abilities. Secondly, there appeared to be some tension in how teachers managed the effects of having returnee students in their classrooms, with some taking a positive stance and others a negative one. Lastly, teachers' attempts to apply strategies demonstrated how seriously teachers are working towards reducing the language barriers. The following section will discuss these findings through the prism of the theoretical framework and previous studies.

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Chapter 5: Discussion

The purpose of the study was to investigate schoolteachers' views and strategies about the impact of language barriers on teaching returnee students. The research questions that guided the study were the following:

1. What are mainstream schoolteachers' views about the language barriers they face while educating returnee students?
2. How do these language barriers as viewed by teachers impact their teaching practices?
3. What strategies do teachers use to cope with these language barriers?

The data were collected by means of individual semi-structured interviews. Employing aspects of funds of knowledge as conceptual framework, this chapter will analyze the data by using the thematic analysis method. This chapter will interpret the findings reported in the previous chapter and discuss how the findings provide answers for the research questions.

RQ1: What language barriers do mainstream school teachers face while educating returnee students?

The first research question that sought to identify the language barriers faced by teachers while teaching returnee students revealed that returnee students are deficient in academic language proficiency both in Kazakh and Russian languages, although, they lack in the previous knowledge of the content. This finding seems to be consistent with the previous studies on migrant education (Allen, 2002) stating that immigrant students might be competent in spoken language but could not achieve a mastery in academic language. According to Cummins (1981), the development of CALP takes five or more years, in contrast to BICS that develop instantly.

Many factors hinder returnee students to overcome these language barriers, such as environmental barriers, barriers in communication, and psychological barriers.

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Firstly, the studies on Kazakhstani returnee students, as well as documentaries demonstrated that returnees while they were living abroad could not have an opportunity to attend KMI schools due to its absence and practiced the language only with the older generation at home. Furthermore, this study also revealed that some returnee students' home languages are those the country of origin of the returnee student, like Afghan or Turkish language.

Following that, this study revealed that returnee students face communication barriers at different stages of classroom communication. For instance, returnee students have difficulties with understanding teachers' instruction, and classroom noise is also considered to be a barrier, because returnees cannot hear well the teacher due to other students speaking loudly.

Lastly, as many previous studies demonstrated, returnee students are shy and not talkative. They afraid to make mistakes, shy about their accent, and many students from refugee background have some problems related to their well-being and relocation.

Moreover, the findings revealed that the lack of the previous knowledge and practice hindered returnee students' linguistic abilities to understand and talk about such new phenomena. This finding is consistent with previous studies that showed that immigrants develop a new culture specific vocabulary upon their arrival to the new country.

Overall, these findings that demonstrated the nature of language barriers might be useful to develop language coursebooks for returnee students. Also, curriculum developers might benefit from these findings and alter the curriculum orientations including some language support for returnee students.

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RQ2: How do those language barriers as viewed by teachers impact their teaching practices?

The second research question aimed to explore the impact of these language barriers as viewed by teachers on their educational practices. Language barriers faced by returnee students significantly impact on teachers' instructional practices, classroom management, timing, and psychological well-being.

The lack or absence of communication between teacher and returnee student due to language constraints impact teachers' instructional practices because teachers do not receive feedback from returnee students. Consequently, as seen from the previous studies (Cummins, 2001; Wedin, 2010) some teachers prefer to assign easy tasks for such students, which might limit immigrant students' abilities and funds of knowledge.

Moreover, the study findings revealed that some students are not eager to work with students from migrant background as was seen in the previous literature. Such exclusion happened, because students believed that migrant students' previous knowledge is not sufficient to complete group project and would affect total grade. However, this study showed that none of the local students unwanted returnee students in their group tasks. This might be because of the mentality and upbringing of the Kazakhstani students, so they didn't reject returnee students, instead welcomed them in their teams.

Also, teachers face some concerns with time. Teacher spends more time on explaining how to accomplish the task for returnee students, although, teachers conduct additional extracurricular classes for returnee students in order to scaffold them and offer some assistance in their studies. Miller et al. (2010) also demonstrated that working with migrant students and

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preparing additional resources for them is very time-consuming, and that school administration should provide assistance to teachers.

Lastly, as it was seen from the previous research, some teachers are not ready to work with students from migrant backgrounds, because they do not have enough experience and guidance to handle the difficulties that might occur in such linguistically and culturally diverse classrooms. As this study demonstrated, some respondents are also showed unwillingness and unpreparedness to work with returnee students, because it could reduce their performance rating.

Overall, understanding of how language barriers impact teaching practices would be helpful to teacher trainers prepare new strategies to overcome negative impacts of linguistic deficits in their further teacher training sessions. Also, various stakeholders reading this thesis will understand the importance of the existing problem in Kazakhstani classrooms and would try to offer new solutions.

RQ3: What strategies do teachers use to cope with the barriers?

The third research question was devoted to finding out the strategies used by teachers to reduce language barriers. It is worth to mention that the strategies to cope with linguistic barriers are diverse, but they are culture specific. Among the Kazakhstani teachers' strategies were offering additional classes, using multimodalities, and building positive relationship between returnee student and returnee students' family.

One of the most common strategies revealed was conducting additional classes to returnee students, in order to support and improve their academic achievements. International practice shows that employing teacher assistant would provide additional support for both teachers and returnee students. Teacher assistants usually help learners to understand the task and scaffold when learners need help and considering that from the study there are only one or two

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returnees per class, course teacher would not be distracted by repeating instructions for several time, when it can be handled by teacher assistant. However, in Kazakhstan, local teachers offer additional classes, where they teach basics of Kazakh language and their subject to returnee students to whom they teach.

Following that, using multimodalities seemed to be one of the best solutions offered by Kazakhstani teachers. Teachers tried to use pictures, videos, digital learning tools to make their teaching effective. The reason for this is twofold: firstly, such diverse teaching materials would be beneficial to fulfill different learning styles of the student; and secondly, add the context for returnee students lacking in the previous content specific knowledge. The previous literature (Miller et al., 2010) also revealed that using multimodalities in a foreign language require teacher to ensure that all the students can understand the content being presented, Otherwise this strategy will lead to failure.

Lastly, building good and supportive relationship with returnee student and her/his family is also indicated among the strategies to overcome language barriers. Indeed, in consistency with the previous research (Cassar & Tonna, 2018; Umarji et al., 2021), when teacher and migrant students have emotionally positive bond between each other, it positively impacts their integration into mainstream schools.

Overall, knowing the strategies would help returnee students and teachers the ways to overcome their language problems and come to the equity and quality education.

Conclusion

To sum up, this section discussed the study findings in relation to the previous literature and theoretical framework. The next section will summarize main conclusions, provide implications and limitation of the study, as well as provide suggestions for further research.

Chapter 6: Conclusion

This study aimed to explore the views and strategies of mainstream secondary schoolteachers regarding the impact of the language barriers on their teaching practices while teaching returnee students. The study conducted 10 semi-structured personal interviews with secondary school teachers from Shymkent city. The data collected from the interviews were analysed to reveal the view of the teachers about the language barriers they face while educating returnee students, the impact of these barriers on their teaching practices, and the strategies used by teachers to lessen these language barriers. Due to the unique research site and the study participants, the findings from the study diverged from the existing literature on the role of language in integrating returnee students into mainstream schools.

This chapter concludes the study by summarising the main research findings related to the research questions that guided the study. It also states the limitations and implications of the study and suggests recommendations for stakeholders.

Main Findings and Conclusions of the Study

Firstly, in seeking to understand the views of secondary schoolteachers' about language barriers faced while teaching returnee students, they revealed that language barriers mainly lay in returnee students' low levels of language proficiency in the medium of instruction, such as Kazakh and Russian languages. Additionally, teachers noted the absence of previous knowledge in subjects taught to the returnee students in understanding some culture-specific words. These findings collected in Shymkent city, where the Kazakh language has an overt prestige, did not highlight the absence of Russian language proficiency as previous studies demonstrated (Nurtaikyzy, 2020; Terlikbayeva, 2017; Valieva et al., 2019). Furthermore, findings revealed that

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returnee students' low Kazakh language proficiency is mainly related to CALP development, which requires additional time.

Regarding the second research question aimed at finding out the impact of these language barriers on educators' teaching practices, the language barriers were seen as both push and pull factors for teachers. For instance, teachers' time management, classroom communication, and classroom management were at risk from the adverse scenario. In contrast, some teachers found these barriers, students' funds of knowledge, helpful to master their teaching approach and advance their teaching materials to become useful in linguistically diverse classrooms.

Lastly, the third research question aimed to investigate the strategies used by teachers to alleviate these language barriers. The data revealed using possible multimodalities that would be understandable for the returnee students, offering additional classes to scaffold the learning process for returnee students, and lastly, building a positive relationship with returnee students and its family.

Overall, the study answered all three research questions. The first research question extended the literature related to language barriers and returnee students by providing data from Shymkent city and including teachers' views on these issues. Following two research questions filled the gap in the Kazakhstani literature by showing how language barriers impact educators teaching practices and the strategies to cope with these barriers. The next section will focus on the limitations of the study.

Limitations of the Study and Recommendations for Further Research

The study's limitations are related to the study participants and research instruments.

Firstly, this study involved teachers of different subjects as a multiple case study.

However, such an approach would be more suitable with larger sample size, so there would be a

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sufficient and balanced number of participants representing different subject teachers' concerns regarding the language barriers. Therefore, the researcher suggests conducting single case studies with small-scale studies and multiple case studies with larger samples.

Secondly, the research instrument used for this study was a semi-structured interview. More research instruments, such as observations or narrative writings, should be adapted to ensure the reliability of the research. For instance, during the class observations, the researcher can notice how teachers may be responding to their returnee students in ways they are not aware of. Furthermore, the researcher suggests applying a survey before conducting the interviews to identify teachers who face different effects of language barriers, such as experiencing a high level of language barriers, a moderate amount of language barriers, and fewer language barriers. In such way, the study participants from each level would be selected to identify their experiences.

Overall, this study's limitations were sample size and research instruments. The next section will demonstrate the recommendations for stakeholders.

Recommendations for Stakeholders

The study results may be helpful for many stakeholders and contribute to the quality and equity of education in Kazakhstan.

Firstly, researchers and practitioners from think tanks could expand this idea to large-scale research across Kazakhstan. This would lead to comparing and contrasting the study results, which might bring new strategies to cope with language barriers. Some edtech projects might be inspired by the need to create multiliteracies to improve the study materials' inclusivity for culturally and linguistically diverse students.

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Furthermore, the schoolteachers and school administration might organize more training and share their experiences with other school teachers. Reflecting on the impact of language barriers while talking to other teachers or videotaping and self-reflecting on oneself may positively reduce these barriers in the future.

Overall, the results are expected to be useful both inside and outside of Kazakhstan by ensuring more successful integration of returnee children into mainstream classrooms.

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пользу термина “қандас”. Жеті атасын білетін халыққа “қандас” деген ұғым жарасады. [As I said before, we have to abolish the term “oralman” in relation to Kazakhs who relocated to their historical homeland and use the term “qandas”. “Qandas” would be suitable to the nation who knows their ancestors.] [Tweet]. Twitter.

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Appendix A

Recruitment Letter



DEAR TEACHERS,

There is a great opportunity for you to make a valuable contribution to the knowledge and understanding of the impact of language barriers on teaching practices with returnee students.

IF YOU HAVE TEACHING EXPERIENCE AT SCHOOLS
WITH RETURNEE STUDENTS ... :



... FOR AT LEAST 2 YEARS

... COMING FROM NON-CIS COUNTRIES

THEN,

You are invited to participate in a study on "Impact of Language Barriers on Teaching Returnee Students: School Teachers' Views and Strategies", which is conducted by a second-year graduate student at Nazarbayev University Graduate School of Education.

PURPOSE OF THE STUDY

The purpose of this study is to reveal mainstream school teachers' views on the language barriers they face while educating returnee students and explore their impact on teaching practices. Additionally, the research seeks to find out the strategies teachers use to cope with these barriers.

TIME INVOLVEMENT

Participation in this study requires you to participate in an interview lasting for 30 to 50 minutes. The day, time, and venue of the interview will be negotiated. Further details regarding the study, participants' rights, and confidentiality will be provided to those who reflect their wish to participate in the study.

CONFIDENTIALITY AND ANONYMITY ENSURED!
YOU CAN STOP PARTICIPATING AT ANY TIME!
THIS IS A VOLUNTARY, FREE, AND EXCITING
OPPORTUNITY TO MAKE YOUR EXPERIENCES HEARD!

STILL HAVE QUESTIONS?
DO NOT HESITATE TO CONTACT ME DIRECTLY!

Diana Abat | diana.abat@nu.edu.kz | +7 (705) 785-68-17

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Appendix B

Informed Consent Forms

INFORMED CONSENT FORM

Impact of Language Barriers on Teaching Returnee Students: School Teachers' Views and Strategies.

DESCRIPTION: You are invited to participate in a research study that focuses on schoolteachers' views and strategies on the impact of language barriers on teaching returnee students. In particular, the researcher is interested in 1) revealing language barriers that teachers face while educating returnee children; 2) understanding the impact of language barriers on teaching practices; and 3) finding out the strategies that teachers employ to cope with those challenges. By participating in this research, you will expand the literature on the impact of language barriers on teaching returnee children and contribute to developing and improving future teacher training programs aimed at working with returnee students. The researcher will record your responses with your consent on an audio recorder for further analysis. After transcribing the data, all the recorded audio materials will be deleted from the device. Participation in this research is completely voluntary, and there will be no loss of benefits if you choose not to participate or withdraw from this study at any stage of the interview.

TIME INVOLVEMENT: Your participation will take approximately 30 to 50 minutes.

RISKS AND BENEFITS: This study exposes you to no more than minimal risks. To ensure anonymity and confidentiality your name and the name of the school will be replaced with pseudonyms. If you feel that questions are sensitive, you have the right not to answer or withdraw from the study at any interview stage. Your participation in this study is valuable since your contribution will expand the literature on the language barriers teachers face. Your experiences and strategies with returnee students are also highly valuable for teacher training programs to prepare teachers to integrate returnee children into the classrooms successfully. As a token of gratitude, the researcher can share with you study results as well as recommendations and strategies to cope with language barriers from other educational contexts both inside of Kazakhstan and outside.

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

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Associate Professor Sulushash Kerimkulova, skerimkulova@nu.edu.kz, +7 775 999 9167

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

- 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

Тілдік Барьерлердің Репатриант Оқушыларға Білім Берудегі Әсері: Мектеп Мұғалімдерінің Пікірлері мен Стратегиялары.

СИПАТТАМА: Сіз репатриант оқушыларға білім беру кезіндегі тілдік барьерлердің әсері жайлы мектеп мұғалімдерінің пікірлері мен стратегияларын анықтауға бағытталған зерттеу жұмысына қатысуға шақырыласыз. Атап айтқанда, зерттеуші 1) мұғалімдердің репатриант оқушыларды оқытуда орын алатын тілдік барьерлерді; 2) анықталған тілдік барьерлердің оқыту тәжірибиесіне әсерін; және 3) тілдік барьерлердің кері әсерін жоятын стратегияларды анықтауға мүдделі. Сіз осы зерттеу жұмысына қатыса отырып, репатриант балаларға білім беру үдерісінде туындайтын тілдік барьерлер туралы әдебиеттердің санын толықтырасыз, және мұғалімдерді дайындық бағдарламаларына репатриант отбысыларынан шыққан балалардың мектептердегі сәтті интеграциясын қосуға құнды үлесіңізді қоса аласыз. Деректерді жинау мақсатында зерттеуші қатысушының рұқсатымен сұхбатты диктафонға жазып алып, ары қарай талдау жұмыстарын жүргізеді. Деректерді транскрипциялағаннан соң, жазып алынған аудио материалдар диктафоннан өшіріледі. Сіздің зерттеуге қатысуыңыз толығымен ерікті болып табылады және зерттеудің кез келген кезеңінде зерттеуге қатыспауды немесе одан бас тартуды таңдай аласыз.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Қатысу уақыты шамамен 30-50 минут.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН

АРТЫҚШЫЛЫҚТАРЫ: Сіздің бұл зерттеу жұмысына қатысудың қауіптері шектеулі. Зерттеуші сіздің анонимділігіңіз бен құпиялығыңызды қамтамасыз ету үшін сізді айқындаушы идентификаторларды Мектеп Х-тен Респондент 1 деп ауыстырады. Егер сұхбат барысында кейбір сұрақтарға жауап беруге өзіңізді жайсыз сезінсеңіз сұраққа жауап бермеуге немесе сұхбаттың кез келген кезеңінде зерттеуде қатысудан бас тартуға құқығыңыз бар. Алайда, сіздің бұл зерттеуге қатысуыңыз өте маңызды, себебі сіздің зерттеуге қатысуыңыз мұғалімдердің тілдік барьерлері туралы түсінік беретін әдебиеттер санын толықтыруға үлес қосады. Сондай-ақ, сіздің репатриант оқушылармен жұмыс тәжірибиеңіз бен стратегияларыңыз мұғалімдерді даярлау бағдарламаларына репатриант оқушыларды сыныптарға сәтті интеграциялау үшін маңызды. Зерттеуші сіздің қатысуыңызға алғыс ретінде сізбен зерттеудің нәтижелерімен бөлісе алады, оған қоса, тілдің барьерлерді жоюға арналған Қазақстандық контекстен де тыс өзге ұсыныстар мен стратегиялармен бөліседі.

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

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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, Қауымдастырылған Профессор Сулушаш Керимкулова, skerimkulova@nu.edu.kz, +7 775 999 9167

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 поштамен (gse_researchcommittee@nu.edu.kz) немесе байланыс нөмерімен +7 7172 709359.

- 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

Влияние Языковых Барьеров на Обучение Учеников Репатриантов: Взгляды Школьных Учителей и их Стратегии.

ОПИСАНИЕ: Вы приглашены принять участие в исследовании на тему о взглядах и стратегиях школьных учителей о влиянии языковых барьеров на обучение учеников репатриантов. В частности, исследователь будет заинтересован в следующем: 1) определении языковых барьеров, которые испытывают преподаватели при обучении детей репатриантов; 2) понимании того, как языковые барьеры влияют на преподавание; и 3) выявлении стратегий, которые используют преподаватели, чтобы справиться с этими проблемами. Ваше участие в данном исследовании внесет ценный вклад в развитие литературы по исследованию влияния языковых барьеров для преподавание детям репатриантам, а также для программ педагогической подготовки учителей для лучшей интеграции детей репатриантов в школах. Для анализа информации исследователь запишет ваши ответы на диктофон во время интервью с вашего согласия. После транскрипции аудиоматериалов записанные файлы будут полностью удалены. Ваше участие является полностью добровольным, и у вас будет полное право отказаться от участия в исследовании в любой момент.

ВРЕМЯ УЧАСТИЯ: Ваше участие займет от 30 до 50 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с этим исследованием, минимальные. Для обеспечения вашей конфиденциальности и анонимности, исследователь заменит ваши персональные идентификаторы на такие псевдонимы как Респондент 1 со Школы X. Если вы посчитаете вопросы интервью деликатными вы можете не отвечать на них или же отказаться от участия в исследовании на любом этапе интервью. Однако ваше участие в данном исследовании очень ценное, так как вы внесете вклад в расширение литературы о языковых барьерах, с которыми сталкиваются учителя. К тому же Ваш опыт преподавания детям репатриантам и ваши стратегии важны программам по подготовке учителей для удачной интеграции репатриантов в школьных классах. В знак благодарности исследователь может поделиться с вами с результатами исследования, а так же различными рекомендациями и стратегиями для устранения языковых барьеров которые используют учителя не только в контексте Казахстана, но и за границей.

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:

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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, используя следующие данные: Ассоциированный Профессор Сулушаш Керимкулова, skerimkulova@nu.edu.kz, +7 775 999 9167

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 (gse_researchcommittee@nu.edu.kz) или по номеру телефона +7 7172 709359.

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: _____

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Appendix C

Interview Protocol

Study: Impact of Language Barriers on Teaching Returnee Students: School Teachers' Views and Strategies.

Objective: This study aims to a) reveal mainstream schoolteachers' views on the language barriers they face while educating returnee students; b) explore their impact on teaching practices; and c) find out the strategies teachers use to cope with these barriers.

Time of Interview: Approximately 30 to 50 minutes.

Date: Beginning of December

Place: To be negotiated

Interviewer: Diana Abat

Interviewees: Respondent 1, Respondent 2, Respondent 3 ... Respondent 10.

Categories	Interview questions
Demographic questions	<p>a. Can you please briefly introduce yourself, for example, including your years of teaching experience at mainstream schools, which subject you teach and in which language you are teaching?</p> <p>b. Could you describe your class environments, are there are any returnee students?</p> <p>c. How many years do you have experience with teaching returnee students?</p> <p>d. Which language or languages do you feel comfortable communicating with returnee students in a classroom the most?</p> <p>e. Overall, how do you find your teaching experience with returnees?</p> <p>Probes: Do you experience any kind of language barriers in a classroom with them?</p>
Language barriers faced by teachers while educating returnee students as viewed by teachers	<p>1. What is your home language(s)? How is your home language(s) and the language in which you teach at school while educating returnee students differs?</p> <p>2. Have you ever misunderstood what returnee students have said due to regional or ethnic dialect, just like saying “СЫМ” instead of “trousers”?</p> <p>Probes:</p> <p>a) Could you give an example(s)?</p> <p>b) Are there any region-specific dialects that you get used to?</p> <p>3. Do you sometimes confuse with what your returnee children are</p>

intended to say in their responses to you, for instance, saying “питер” instead of “петропавл”?

4. Could you have a chance to observe returnee students’ culturally determined preferences for verbal and non-verbal communication, such as using different gestures to count in Chinese.

Probes: If any can you elaborate on them?

The impact of the language barriers on teaching practices

5. What do you find the most challenging due to the presence of language barriers in your classroom?

Probes: Could you please categorise these challenges, such as academic, classroom management and so on.

6. Have you noticed that returnee students to whom you teach have difficulties with understanding the lesson content?

Probes: What do you do in such cases?

7. What about the engagement of returnee student in classroom, for instance in the classroom’s group activities?

Probes:

- a) Do returnee students active or passive during the lessons?
- b) How this influence on their academic achievements?

8. How often do you meet with the parents of returnee students to discuss their progress at school?

Probes:

- a) Does the school arrange scheduled meetings with parents?
- b) Do the parents of returnee students attend such events?
- c) What type of feedback you usually give them?

9. During the formative and summative assessments at school, which tasks in Listening, Reading, Writing, and Speaking are the most challenging to conduct with returnee students? Could you give an example?

Probes: Do you think it has an impact on returnee students’ motivation to study?

10. Could you notice a difference between teaching returnee students and non-returnee/local students?

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**Teachers' strategies
to cope with these
challenges**

11. What have you done to minimize language barriers?
12. Do you receive aid from your institution to overcome these barriers?
13. What strategies do you find the most effective to cope with language barriers in a classroom with returnee students? Could you elaborate on a real-life story?

Probes: Which strategies failed to be successful while teaching returnee students in a classroom? Are they culture-specific from where returnee students came from?

14. Could you name some of the most useful strategies that you would suggest to other educators?

Probes: Would you find it necessary to include teaching strategies with returnee children into the teacher training program in Kazakhstan? Why?

15. Is there anything about your experiences with teaching returnee children that you want to share which I haven't asked?
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Appendix D

Transcription Sample of an Interview with Respondent 1 with Codes

Codes	Transcription of an Interview with Respondent 1	Notes
<p>Teaches for 15 years but only 8 years at school; Geography teacher at KMI school;</p> <p>2 returnee students from Afghanistan</p> <p>More active student came earlier to Kazakhstan and was exposed to Kazakh language</p> <p>Returnees are kinder and more motivated</p> <p>No dialog between S and T;</p> <p>Gestures; Don't know how much being learnt</p> <p>Peer help in their mother tongue in Afghan L</p>	<p>Өзіңіз мектепте қанша жыл жасап жүрсіз? Менің жалпы стажым он бес жыл, бірақ мектепте жұмыс жасап жүргеніме сегіз жыл. Толық сегіз жыл болды міне биыл. Жаратылыстанудан сабақ беремін. Сабақтарыңыз қазақ тілінде өтеді ме? Ия. Біздің мектеп таза қазақ тілінде. Сыныбыңызда қандай оқушылар бар, арасында қандас оқушылар бар ма? Ауғанстаннан келген оқушыларым бар. Біреуі бірінші сыныптан бері қарай оқиды биыл бесінші сынып. Екіншісі биыл бесінші сыныптан келді. Жалпы оралман оқушылармен қанша жыл жұмыс жасап жүрсіз? Төрт жыл болды. Оған дейінгі де потоғымда болған, Ауғанстаннан үш балам болған, бірақ олар өте ерте келген сондықтан өте активный еді. Қандас оқушылармен тілдесу үшін қай тіл сіз ыңғайлы? Таза қазақ тілінде және ишара арқылы. Сыныпта олармен тілдік кедергілер орын алады ма? Әрине тілдік барьер болады, өйткені олар таза қазақша түсінбейді әлі толық, мысалы жаңағы бірінші тоқсанда келген балам әлі толық түсінбейді, ал бірінші сыныптан бастап келе жатқан Ауған қызым екеуміздің арамызда переводчик. Бірбірімен ауған тілінде сөйлеседі. Переводчик болмай қалған жағдайда, мысалы сабаққа келмей қалған жағдайларда не істейсіз? Переводчик келмей қалған күндері ол ешнәрсеге қозғалмайды. Біреу бірнәрсе жазып жатыр ма соны көреді де жаза береді. Ол қажет пе қажет емес пе дәптердің ішіне ол қазір бізге жазылу қажет пе оған ол қызық емес. Ол көрді болды жаза береді. Мен оған жаз десем де жазба десем де оған разница жоқ. Олардың қазақ тілінде бір диалект бар ма? Ерекше оған ғана тән бірақ сізге түсініксізі? Олар үйлерінде ауғанша сөйлеседі ғой. Ауған өздерінің ана тілдері ретінде болып кеткен. Сондықтан олар өздерінің тілдерінде сөйлеседі. Ал бізге келген кезде кері байланыс жасамайды. Диалог болмайды екеуміздің арамызда. Олардың вербалды немес вербалды емес қарым</p>	<p>Teacher description</p> <p>Returnee students' description</p> <p>Language Barrier</p> <p>Student' management</p> <p>The use of</p>

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<p>Non-understandable to T, because it is in Afghan L</p> <p>Different script</p> <p>No dialog;</p> <p>S understands T but do not reply;</p> <p>S does not understand the study material;</p> <p>S doesn't know Kazakh;</p> <p>Showing pictures;</p> <p>Showing short videos;</p> <p>Warm-up activities</p> <p>Not active, as they can't explain in Kazakh</p>	<p>қатынастарын көргенсіз бе?</p> <p>Ия, олардың санау жүйесі бөлек болады, әріптердің жазылуы басқаша болады оларда. Олардықы бәрібір бізден бөлек. Олар біздің қазақтың балдарына қарағанда ұяң, мейірімді. Талпыныстары жоғары, білгісі келеді, зерттегісі келеді, ұстап көргісі келеді. Қысылмайды олар. Ағылшынға да, орыс тілге де бәріне барады да содан әйтеуір бір нәтиже шығарғысы келіп талпынады.</p> <p>Мысал келтіре аласыз ба?</p> <p>Мен оны түсінбеймін ғой. Өз тілінде өз алдына сөйлеп жатады да есепті айтып жатқанда бір біріне ол андай деген бір сан деп жатады. Мен оны түсінбеймін. Олар мені түсінгенімен, мен оларды түсінбеймін.</p> <p>Тілдік барьердің кесірінен сіз үшін ең қиыны не?</p> <p>Ең қиыны оқушы екеуміздің арамызда диалогтың болмауы. Мен үшін ең қиыны осы. Ол бала материалды түсініп жатыр ма, түсініп жатқан жоқ па белгісіз. Басқа балаларға сұрақ қою арқылы түсініп немесе түсінбегенін көрсем, олар менің сұрағыма жауап бере алмайды.</p> <p>Олардың оқу материалдарын түсінуде қиындықтары бола ма?</p> <p>Көбінесе диктант жазып жатқанда олар түсінбейді. Сөздің мәйегін, мағынасын. Диктант жазып жатқан соң адам түсініп жазуы керек қой. Мысалы шағала туралы жазып жатса. Не құс екені, ол қайда тіршілік ететіні туралы жазып жатады. А ол шағаланың не екенін білмейді. Просто жаза береді болды.</p> <p>Бұл оқушының белсенділігіне әсер етеді ме?</p> <p>Әрине әсер етеді, оның не екенін білмегендіктен әйтеуір әріп пе әріп құрастырып. Шағала көлге қонда дегенді бірге қосып жаза салады. Мына бөлек сөз, мына басқа мағына береді деген жоқ, жалпы жаза салады, өйткені оның не екенін біліп тұрған жоқ қой. Әйтеуір жазылу керек пе, жазылу керек. Олардың бастауыштағы мақсаты әріп тану және оқу болғандықтан.</p> <p>Материал жайлы алдын ала түсіндіру жасалады ма?</p> <p>Әрине, алдын ала түсіндіру жұмысын жасаймын. Ол туралы айтылады, оның не екені туралы, оның суретін көрсетемін, ол туралы кішкене ғана видеоролик көрсетемін, сол туралы оған түсінік беремін. Не нәрсе екенін, оның қайда тіршілік ететіні, немен қоректенетіні туралы. Кез келген диктант жазғанда соның тақырыбы туралы мағлұмат беріп кетемін.</p>	<p>verbal and non-verbal communication between returnee students</p> <p>Major dif. Due to LB</p> <p>Strategy</p>
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