

**Teachers' and Students' Perceptions on the Role of the First Language in Foreign
Language and Science Classes at Bilim Innovation Lyceum**

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Sincerely,

NUGSE Research Committee

Abstract

Teachers' and students' perceptions on the role of L1 in foreign language and science classes at Bilim Innovation Lyceum

One major theoretical issue that has dominated the field of education for many years concerns the role of the mother tongue in teaching foreign languages. Existing theories on the use of L1 in foreign language classes hold opposing views regarding the use of the first language. Taking into consideration recent trend of teaching science subjects in the foreign language, this debate concerns schools in Kazakhstan that are launched for Trilingual Policy, especially Bilim Innovation Lyceum. The purpose of the study is to examine the role of the students' native language in a foreign language class and scientific class that is taught in a foreign language through exploring what teachers and students think about using the native language in the class and what kind of practices they use. A qualitative case study design is implemented in this study. Semi-structured Interviews were conducted with 4 teachers and 10 students of 7th-9th grade at Bilim Innovation Lyceum in the Northern region of the Kazakhstan Republic. English, Turkish and Math classes were observed. The findings of the study indicate that although teachers prefer monolingual policy in teaching languages but not the scientific content, they still use L1 for pedagogical purposes that serve to make meaning of the content, to manage the classroom and for informal communication. As for the role of the languages in the classrooms, the Russian language seem to be more superior than Kazakh language, although many multilingual students' native language is Kazakh. The study shows a need for the use of L1 in foreign language and science classes in BIL classrooms as it used for pedagogical purposes.

Аннотация

Восприятие учителями и учащимися роли первого языка в изучении иностранного языка и точных наук в Лицее «Білім-инновация»

Один из основных теоретических вопросов, которые в течение многих лет доминируют в области образования, касается роли родного языка в преподавании иностранных языков. Существующие теории использования функционально первого (основного) языка при изучении иностранного языка придерживаются противоположных взглядов относительно использования первого языка. Принимая во внимание недавнюю тенденцию преподавания научных дисциплин на иностранном языке, этот вопрос касается школ, обучаемых в рамках Трёхязычного Образования, в том числе Лицея «Білім-инновация». Целью исследования является изучение роли первого языка учащихся при изучении иностранного языка и точных наук на иностранном языке, путем исследования того, что учителя и ученики думают об использовании родного языка в классе, и какие практики они используют. В этом исследовании применен качественный анализ ситуации. Проводились полуструктурированные интервью с 4 преподавателями и 10 студентами 7-9 классов Лицея «Білім-инновация» в Северном регионе Республики Казахстан. А также проводились наблюдения английского, турецкого языков и математики. Результаты исследования показывают, что, несмотря на то, что учителя предпочитают монолингвальную политику в преподавании языков не научного контента, они по-прежнему используют первый (родной/основной) язык учащихся для педагогических целей, которые служат для передачи смысла содержания, управления классом и неформального общения. Что касается роли языков в классах, то русский язык, судя по всему, превосходит казахский, который является

родным языком многих мультилингвальных учащихся. Исследование показало необходимость использования первого языка при изучении иностранных языков и точных наук в Лицее «Білім- інновація», поскольку он используется в педагогических целях.

Аңдатпа**«Білім-инновация лицейінде» оқушылар мен оқытушылардың шет тілі және жаратылыстану бағытындағы сабақтарды оқытудағы бірінші тілдің маңызы туралы түсінігі (ҚТЛ)**

Білім беру саласында жылдар бойы үстемдік еткен негізгі теориялық сұрақтардың бірі шет тілін үйретудегі ана тілінің маңызы турасында. Қолданыстағы бірінші тілді пайдалану және ана тіліндегі оқыту теориялар қисыны, сайып келгенде, бір-біріне қарама-қарсы келеді. Жаңадан пайда болған жаратылыстану бағытындағы пәндерді шет тілінде үйрету үрдісін ескере отырып, бұл сұрақ үш тілді білім беру бағдарламасы аясында ашылған мектептерге, әсіресе, «Білім-инновация лицейіне» байланысты екендігін түсінеміз. Зерттеуіміздің мақсаты-«Білім-инновация лицейіндегі» оқушылар мен оқытушылардың шет тілі және жаратылыстану бағытындағы сабақтарда ана тілінің қолданылуы жайындағы түсінігі мен сыныптағы тіл қолданысын зерттеу арқылы оның рөлін анықтау. Осы зерттеу жұмысында ахуалға сапалық талдау қолданылды. Қазақстан Республикасының Солтүстік өңіріндегі «Білім-инновация лицейінде» 4 оқытушы мен 7-9 сыныптардың 10 оқушысымен сұхбат жүргізілді. Сонымен қатар, ағылшын, түрік тілдері және математика сабақтары бақыланды. Зерттеу нәтижелеріне келетін болсақ, мұғалімдер шет тілін оқытуда монолингвалды саясатты таңдағанымен, олар бірінші ана (негізгі) тілін мағынаны ұғындыру, сыныпты жетелеу және бейресми қарым-қатынас жасау секілді педагогикалық мақсаттарда қолданады. Сыныптағы тілдердің рөліне келетін болсақ, мультилингвалды оқушылардың дені қазақ тілді болғанына қарамастан, орыс тілі басым болып келетінін байқадық. Зерттеу шет тілін және ғылыми контентті

шет тілінде оқытуда бірінші қолданыстағы тілдің педагогикалық маңыздылығын сақтай отырып, оның «Білім-инновация лицейінде» пайдаланылу қажеттілігін көрсетеді.

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Chapter 1. Introduction

Background

One major theoretical and practical issue that has dominated the field of education for many years concerns the role of mother tongue in teaching foreign languages. Taking into consideration recent trends of teaching science in the foreign language, the issue extends to the schools that provide education in foreign language. For instance, Trilingual Policy in Kazakhstan aims dividing languages according to the subjects. The piloting schools have already been launched in Kazakhstan since 90s, even before the idea about trilingual policy. Bilim-Innovtaion Lyceum has been teaching several foreign languages and science in the foreign language for about twenty years.

There is a growing body of literature that recognizes the importance of including students' first language in classes that teach foreign languages or that teach in foreign languages to enhance the learning process. According to previous studies conducted in this field, students should be allowed to use their L1 in the classroom as it contributes to learning by providing additional cognitive support (Brookes-Lewis, 2009; Storch and Wigglesworth, 2003). Other scholars advocate against the use of L1 due to the claims that L1 does not contribute to students' cognitive abilities while learning the target language by leading to inappropriate language habits (Littlewood & Yu, 2011). Schweers (1999) and Afzal (2013) seem to have a consensual views highlighting the importance of the input and output amount given in the first language and the approach of the language use in the classroom depending on students' language level, duration of the class and the purpose of L1 use (as cited in Debreli & Oyman, 2015).

The Problem

The problem that arises in teaching a foreign language and in bilingual education programs is related to the assumption of monolingual teaching approach, which separates the existing languages in the classrooms and restricts the use of the home languages (Lasagabaster & Garcia, 2014). This means that during one class, teachers and students should speak only target language. Cummins (2008) refers to this assumption as ‘two solitudes’ and invites us to reassess the principle of teaching only in target language due to the lack of the empirical evidence that proves the efficiency of monolingual teaching (in Creese & Blackledge, 2010). Moreover, he suggests considering the benefits of using students’ first language in bilingual education. Similarly, Blackledge & Creese (2010) discuss the ‘separate bilingualism’ which advocates for the use of the target language with a small space for the use of the first language. Separate bilingualism is supported by the idea that “the best way to learn a language is to use it” (Blackledge & Creese, 2010, p. 110; Lasagabaster & Garcia, 2015). To be precise, the more L2 is used, the better it is learned.

There is a major concern that students are being disadvantaged in learning an additional language and the content in the foreign language if their first language is neglected in the learning process. That is to say, forbidding students to express their thoughts in their L1 during classes with a foreign language medium of instruction may cause the feeling of insecurity and self-esteem issues (Storch and Wigglesworth, 2003). Consequently, students may have problems with participating in class activities and language learning. The problem gets even more complex considering multilingualism in Kazakhstan. Students with different linguistic and cultural backgrounds are usually gathered in an ordinary classroom. Therefore, there is a need to explore what teachers and students experience in multilingual classrooms.

Statement of Purpose and Research Questions

Investigating teachers' and students' beliefs about using L1 in a foreign language and science classes will help us find out whether L1 contributes to students' language and content learning. Therefore, the proposed study is designed to gain an in-depth understanding of the role of L1 through exploring what are teachers' and students' perceptions on using the first language in foreign language and science classes at Bilim Innovation Lyceum.

To shed light on the problem, 2 research questions were posed:

- 1) What are teachers' and students' perceptions on the role of L1 in foreign language and science classes at BIL?
- 2) Why do teachers and students' use the first language in foreign language and science classes BIL?

Research Design/Approach Overview

Since the research is designed to explore teachers' and students' perspectives about using their first language (Russian, Kazakh or other) while conducting lessons in foreign language, a qualitative study design is chosen due to its characteristics that suit the study. In order to answer the research questions, the following procedures include face-to-face interviews with teachers, face-to-face interviews with students and classroom observation during foreign language and science classes, and follow-up interviews with both teachers and students, if possible.

Rationale and significance

This study aims to contribute to the growing area of research in bilingual education by exploring both teachers' and students' perspectives to get a fuller picture of the issue. This investigation will shed light on our understanding of what the main stakeholders involved in

education process experience in multilingual classrooms. This study makes a contribution to research in foreign language and content teaching by revealing how teachers and students interact in the classroom by using one or more languages in Kazakhstan. Indeed, the inquiry will show whether perceptions are used to enhance the teaching and learning process in a linguistically diverse classroom. With this understanding, school administrators and teachers can make effort to improve the language teaching methods and foster students' language learning process.

Definitions of Key Terms

In this study, the role of the first language use in the classroom is explored through the prism of the several concepts which are extended to the framework of this study.

Throughout this work, the term translanguageing is used to refer to deliberate switch of languages for communicative purposes and pedagogical practice (Hornberger & Link, 2012; Velasco & Garcia, 2014).

The term code-switching can be defined as the use of two or more languages in one conversation (De Jong, 2011).

Outline

This thesis work consists of 6 chapters. The first chapter Introduction will give insight into the the study by introducing the problem, on which the study is based on as well as its purpose and significance. The second chapter Literature Review discusses the existing theoretical knowledge on translanguageing as well as recent studies conducted to investigate the translanguageing. In the next chapter, Methodology, the design of this study is explained, participants that were recruited for the study, instruments that were employed in the inquiry are discussed. Also, this chapter elaborates on ethical considerations, which is one of the key

elements of any study. Additionally, reflections of the researcher are discussed. The following chapter, Findings, discusses the results derived from the data collected and analyzed. The fifth chapter Discusses, links back those findings to related literature. The last but not least chapter Conclusion summarizes the the findings, suggests implications and recommendations for the further study as well as acknowledging about the limitations of the study.

Chapter 2. Literature Review

The aim of this chapter is to discuss the existing literature about translanguaging in order to gain a deeper understanding of the role of the first language in classrooms with foreign language of instruction. The chapter consists of seven sections organized in the following way: The first section will briefly discuss the benefits of incorporating in the first language. In the next section, the term “translanguaging” is explained. Then, the framework of the study is and its relation of the concept to the current study is discussed. The following 2 sections look into the recent studies conducted in two major fields which are learning languages and learning science.

The use of L1

There is a growing body of literature that recognizes the importance of using L1 in foreign language classrooms. Scholars that advocate for the appropriate use of students’ home language in class suggest that L1 has a supportive nature. Learning another language is shaped by the model of students’ learning experience in L1, it is helpful in completing meaning-focused tasks as well as in communicative activities by initiating verbal interactions (Storch & Wigglesworth, 2003), it also reduces the level of anxiety (Brookes-Lewis, 2009) and allows learners to bring their life’ experiences to the language practice in the classroom (Auerbach, 1993). Also, studies show that using L1 help learners build vocabulary by understanding words accurately (Debreli & Oyman, 2015; Liu, 2008). Another benefit of using L1 is to introduce complex grammar structures that students find difficult to understand (Debreli & Oyman, 2015). In other words, studies on use of foreign language teaching evaluated the role of L1 as its pedagogical, psychological and cognitive functions (Storch & Wigglesworth, 2003) contributes to the learning process. Therefore, language teaching approaches

which exclude the possibility of using students' home language should be reexamined (Auerbach, 1993).

Translanguaging

Monolingual approach in teaching languages has been criticised due to its impracticality and inadequacy (Cook, 2011) in multilingual contexts. Excluding students' first language was accused of being undesirable, unrealistic and untenable (Levine, 2011; as cited in Wang, 2016); indeed, its use in multilingual classrooms is unavoidable (Brooks-Lewis, 2009). The criticism of the target-language-only policy was pivotal in a paradigmatic shift (Garcia, 2011) from linguistic purism to pluralism since separating languages dates back to 20th century. New concepts emerged as continua of biliteracy (Hornberger, 2003 in Wang 2016), plurilingualism (Canagarajah 2011b), metrolingualism (Otsuji & Pennycook, 2010), code-meshing (Canagarajah, 2011a), and translanguaging (Garcia & Li, 2014 in Wang, 2016). The common idea behind these terms is the general idea that all the languages that an individual owns are not viewed as separate operating system but rather interconnected (De Jong, 2011).

Although the paradigm has shifted towards accepting and using native languages in the classrooms, the monolingual and multilingual teaching approaches are "contradictory yet co-existing" (Blacledge & Creese, 2010, p. 19). Among the overlapping concepts, translanguaging was chosen as a lens to investigate the role of L1 in this study because of being a central concept and a pedagogical phenomena in teaching languages in multilingual context (Wang, 2016).

The term was coined by Cen Williams and Daffyd Whittall in the 1980s to use Welsh and English languages in a planned and structured manner in the same lesson. The current

term derived from the Welsh word “trawsiethu” and originally was called “translinguifying” in English (Baker, 2011). The term translanguageing refers to a flexible instructional strategies and the process of using students’ full linguistic repertoire for different purposes (Li, 2011) in bilingual classrooms (Williams, 1996 in Wang, 2016). Blackledge & Creese (2010) refer to the term as ‘flexible bilingualism’ whereas Bailey (2007) defines it as ‘heteroglossia’ (Blackledge & Creese, 2010). Although translanguageing advocates for using languages together without separation, still there the languages could be isolated in the micro level. For instance, one of the vivid examples of translanguageing could be doing listening and reading tasks during the lesson in one language, and doing different tasks in other languages (Blackledge & Creese, 2010). Likewise, Hornberger & Link (2012) define translanguageing as “alternation of languages in spoken and written, receptive and productive modes” (Hornberger & Link, 2012, p. 262).

Therefore, the definitions given by different scholars are ambiguous (Baker, 2011) as well as its relationship with other concepts such as code-switching. In this study, the code-switching is viewed as a major element of translanguageing alongside with code-meshing, code-mixing and translation.

Baker (2011) discusses positive outcomes that could be reached by employing translanguageing such as understanding the material better, increasing proficiency of a weaker language, promoting co-operation between home and school, and accommodating speakers of the foreign language speakers and foreign language learners (Lewis, Jones & Baker, 2012).

Framework of the study

Translanguageing is extended to be a conceptual framework of this study by representing the hybridity and creativity of language use and multilingual reality (Wang,

2016) by creating dynamic translanguaging space (Garcia & Li, 2014 in Wang, 2016) in a linguistically and culturally diverse classroom (Wang, 2016) where students can use their home languages as a resource (Hornberger & Link, 2012a).

Lewis, Jones & Baker (2012) and Garcia (2007), in Blackledge & Creese, 2010) argue that the concept of translanguaging should be differentiated from other concepts as code-switching and translation due to its different functions. Translanguaging could be called ‘a strong version of bilingual education that stresses the bilingual processes in learning rather than just bilingual outcomes’ (p.667). In other words, it is not using languages separately in the classroom, but bringing them together and being able to unite students’ linguistic backgrounds to learn the target language. However, De Jong (2011) views translanguaging as a dynamic use of code-switching practices for meaning-making. Hornberger & Link (2012) state that “the notion of translanguaging can be seen as a new approach to understanding long-studied languaging practices of multilinguals, such as code-switching in which speakers draw on two different grammatical systems in their utterances” (p. 263).

Similarly, Hornberger & Link (2012a) strongly argue for the use of translanguaging as a part of multilingual education because excluding students’ L1 limits their biliteracy development at the expense of their first language. In contrast, the classroom with translanguaging practice enables students learn about their own language and culture in addition to L2.

Wang (2016) believes that there is a need for teachers’ reconstitution of knowledge about language teaching by incorporating the translanguaging in foreign language education. Moreover, there is a need to investigate guidelines and techniques so that teachers could use the translanguaging efficiently. Even though teacher does not speak all the languages spoken

in a multilingual classroom, it is the teacher's responsibility to create a classroom atmosphere where all the voices are heard and valued (Lewis, Jones & Baker, 2012).

Translanguaging in language learning

Several empirical studies investigated the use of translanguaging in teaching foreign language and its efficiency, techniques and activities that were used in a bilingual/multilingual language classes as well as teachers' and students' attitudes towards a particular way of teaching.

Cook (2001) and Lewis, Jones, and Baker (2012) define two types of translanguaging strategies used in a language teaching classroom. The first one is directed by the teacher and used for different purposes such as managing and organizing the classroom, making clarifications in conveying the meaning, raising questions and initiating the communication. The second strategy is directed by the students in order to participate in the classroom activities by using their full linguistic repertoire, asking questions, interacting with each other and with a teacher. This is similar to what was found by Wang (2016), who found three main purposes of translanguaging, which are: (1) explanatory, (2) managerial, (3) interpersonal. She explored what students and teachers think and do about translanguaging practices in beginners' classes in China's universities. The findings from the study reveal that teachers and students believed that translanguaging improved the classroom communication and even strengthened teacher-student relationships by employing the translanguaging strategies in a multilingual classroom.

Makalela (2015) conducted an experiment in South Africa, in which he compared two groups learning Sepedi as an additional language course for one year. The first group had to learn the language by a monolingual approach which restricts the usage of any language other

than Sepedi, whereas the experimental group experienced multilingual tasks to learn the target language. The results of the study show that translanguaging strategies used for experimental group reinforced students' sense of self, made them analyze the cultural similarities between the target language and their home languages, fostered creative language use, helped in understanding ideas and concepts and idiomatic expressions in L2. The strategies include contrastive elaboration, preparation in L1 before presenting in L2, reading in L1 for retelling in L2.

Likewise, Velasco & Garcia (2014) examined how translanguaging is used in bilinguals' writing process. In their study, they thoroughly explored 5 writings where translanguaging was used in different writing stages such as planning, drafting, and even in the production. Translanguaging in writing is used for scaffolding the word retrieval in other language and for constructing the text; it was also used for effective rhetoric devices to draw reader's attention on the writing. Overall, the study shows that translanguaging can be used as a strategy to help writers overcome different writing issues during the process. Moreover, not only does translanguaging help in writing process, but it also develops students' metacognitive skills and critical thinking. They suggest teachers to open space for students' languages to be used in writing. However, the factors that prevent bilingual students from using translanguaging in writing are not clear as only 5 works out of 24 contained elements of another other language at different stages of writing.

Translanguaging in Science

Recent studies on the efficacy of translanguaging have shown that not only translanguaging could be employed in language classrooms, but it also may be found in teaching the content in another language. Moreover, it could be noticed that translanguaging

could be used within different language teaching ideologies or attitudes towards languages. For instance, Esquinca, Araujo & de la Piedra (2014) examined how translanguaging is used in a two-way dual-language (TWDL) program on the U.S.-Mexico border. Two-way dual-language program is a program which provides content learning in 2 languages, usually with a balanced distribution of English speakers and speakers of other languages as well (Henderson & Palmer, 2015 in Esquinca, Araujo & de la Piedra, 2014). Their study illustrates how teacher used students' full linguistic repertoire while teaching science in L2 with the help of different activities involving both English and Spanish languages. The teacher mostly used translanguaging as a strategy to foster interaction in the classroom and for making the content more understandable. Although language-separation is a key element in TWDL classrooms (Krashen & Terrell, 1983 in Esquinca, Araujo & de la Piedra, 2014), translanguaging is still important for meaning-making since use of several languages in TWDL classroom makes the science easier to learn. The main reason why teacher use translanguaging was that she was an immigrant herself and could teach children through her own experience. It may be concluded that raising teachers' awareness about the importance of uniting different languages in one class is essential in multilingual classrooms.

Similarly, Mazak & Herbas-Donoso (2015) studied translanguaging practices in teaching science through an ethnographic case study which showed how English and Spanish are valued and used together to make meaning. The findings suggest that translanguaging was also used to keep balance between gaining access to 'global scientific community' by using L2 and respecting students' home language.

However, the study conducted by Probyn (2015) revealed that although teachers allowed the use of another language, their attitudes towards translanguaging was not positive

enough, but rather they stated it as a necessity for transmitting knowledge, managing the classroom and interpersonal relations. The study investigated whether teachers used bilingual students' linguistic resources with English as an official language and isiXhosa as a home language in South African science classes. The findings of the study show that teachers tend to switch to isiXhosa when they find that students struggle with the content in English due to the lack of proficiency in L2.

These studies highlight the need for translanguaging practice in multilingual classrooms regardless teaching ideologies and language attitudes.

Chapter 3. Methodology

The aim of this chapter is to explain and justify the research design and instruments utilized in the current qualitative study. The purpose of the study was to discover the role of the first language in foreign language and science classes through teachers' and students' perspectives by answering the following research questions:

- 1) What are teachers' and students' perceptions on the role of L1 in foreign language and science classes at BIL?
- 2) Why do teachers and students' use the first language in foreign language and science classes BIL?

The chapter is also going to describe important features of the study in 7 sections. In the first section, I am going to rationalize the chosen research design for this study. The following section will give details about sample selection as well as the description of participants and the research site. The third section elaborates on the methods of data collection applied for this study. The next section explains how data was collected and analyzed. The fifth section talks about ethical considerations. In the last section, I am going to reflect on the data collection process and the analysis.

Research Design

To answer the research questions and to build a deeper understanding about teachers' and students' perceptions on the role of the first language through the lens of translanguaging, the study was conducted in the frame of qualitative study design. The rationale behind choosing qualitative approach is that "subjectivity and the authenticity of human experience is a strong feature of some qualitative research" (Silverman, 2013, p.6). Thus, when examining

issues related to experiences and perceptions, using qualitative approach is more preferable than quantitative design.

Indeed, the qualitative research design was chosen due its characteristics that fit to the frame of my study. The qualitative features were agreed by experts in the field of inquiry such as Creswell (2014), Hatch (2002), Marshall and Rossman (2011):

In qualitative study, the researcher collects data in the natural setting, where participants go through a certain issue which is the focus of the study. In contrast, in some quantitative designs, artificial laboratories are set intentionally to examine certain phenomenon. As for the current study, there was a need to go the school where participants might have been experiencing translanguaging.

Also, one of the main features of this kind of approach is that researchers collect the data by themselves. During the interviews and observations, the researcher needs to take part to get the full picture of the issue that is being examined. By the same token, in my study, I needed to go the research site and observe the participants and to interview them to gather the data for getting a clear understanding of translanguaging. However, in quantitative research I could have distributed questionnaires or send them online without being present at the research site.

In qualitative design, researcher can gather data with a help of several research tools such as interviews, observations and audiovisual materials as well as other instruments. For instance, in my study, to get richer and more rigorous data I used two research instruments: observations and interviews. The reason for using more than one tool is that data from different sources is going to be triangulated.

One more characteristic of the qualitative study is flexibility in conducting it, which means that during the study, some procedures may change and deviate from the initial plan. When collecting data, the researcher may come up with new questions to the participants driven by the emerging themes or concerns. For instance, in the beginning of the study, the focus of the research was language-oriented and considered only EFL classes. However, during the interviews participants gave valuable information about learning Turkish as a foreign language and about learning science in English. Therefore, it was decided to broaden the focus of the study and to include learning another foreign language and science.

Research Site

The study was conducted in Bilim Innovation Lyceum formerly known as Kazakh Turkish Lyceum (KTL) in the Northern region of the country. There are 33 schools in Kazakhstan within a KTL system, which are directed by the International Fund “KATEV”. The schools are usually gender-segregated, however some of them are not gender separate.

The school offers learning four languages including English, Turkish, Russian and the native language (Yanik, 2004), in this case, native language is the Kazakh language. Students attend not only English as a second language classes; indeed, they study scientific subjects as Algebra, Geometry, Physics, Chemistry and Biology in English. As for the Turkish language, students learn it as L3. However, often there are students of Turkish ethnicity for whom it is L1.

During their first year at school (7th grade), students have to learn English and Turkish. More attention is paid to learning of the English language devoting 15-20 hours a week (Balci, 2003). The main reason for such intensity is that starting from the second year, students have scientific subjects in English, the rest is taught in the native language. These

subjects are: the Kazakh language, the Kazakh literature, Geography, History of Kazakhstan, World History and Fundamentals of Law. They are limited with Russian as they have only 2 classes which are the Russian language and the Russian literature. In some cases, the learning of Arabic was indicated (Balci, 2003).

Participants

Considering the intent of the study which is exploring teachers' and students' perceptions, target participants are teachers of English and Turkish languages as well as teachers of STEM subjects and students from grades 7 and 9, who study at BIL. The sampling strategy applied for the study is purposeful: 5 students from 7th and 5 students from the 9th grade were chosen voluntarily. The rationale behind choosing students of 7th and 9th grade is that 7th grade students are beginners in English and Turkish. Moreover, some of them come without any knowledge of the foreign language. As for the 9th grades, although they gain knowledge in English and Turkish to some extent by that time, still it is their 2nd year learning science in English.

As for the teacher participants, they were chosen purposefully but upon convenience since not many teachers expressed their willingness to participate in the study. There were approximately 5-6 EFL teachers at school. However, only 2 English teachers decided to take part in the study. Also, teacher of Turkish language and teacher of Math were interviewed to get additional information about how students deal with foreign languages in relation to L1 during the classes. However, because the focus of the study has broadened, the data taken from the Turkish teachers' and the Math teacher' became valuable.

Overall there were 14 participants including students and teachers.

Table 1

Characteristics of teacher participants

Participant	Subject	Language of Instruction	Knowledge of languages	Ethnicity
Teacher 1	Math	Mixed: English, Russian	Kazakh, Turkish, Russian, English	Kazakh
Teacher 2	English	Mixed: English, Russian	Kazakh, Turkish, Russian, English	Kazakh
Teacher 3	Turkish	Turkish, a little bit of Russian and kazakh	Turkish, some Russian and Kazakh	Turkish
Teacher 4	English	Mixed: English, Russian, sometimes Kazakh	Kazakh, Turkish, Russian, English	Kazakh

Research Methods

In this study, a combination of observations and one-to-one interviews were employed.

Observations. During the first round of data collection, all the teachers and participants were observed during the lessons. There were 6 hours of observations, which allowed collecting data and see how participants use languages during the classes. 2 teachers of English were observed two hours (4 in total). The teacher of Turkish and the teacher of Math were observed 1 hour per teacher. To be precise, observations gave valuable information on why do teachers and students switch to their first language from time to time. In other

words, examples of translanguaging were traced. Therefore, during the observations additional questions were designed for the next stage of data collection.

Interviews. After observations, one of the core forms of qualitative interview, the one-on-one semi-structured interviews with open-ended questions were conducted. Each participant was interviewed once in a private room. Using semi-structured interview were helpful to keep the data collection flexible. Sudman and Bradburn (1982) advice to ask participants open questions rather than closed-ended questions as it allows them to give fuller answers described in their “own words” (as cited in Cohen, Manion, Morrison, 2003, p.176). Also, using familiar words is preferable as it decreases participants’ stress levels during the interview (Lee, 1993 as cited in Cohen, Manion, Morrison, 2003). This is why during the interview sessions terms such as “translanguaging” and “code-switching” were not used directly. Instead, they were depicted with simple and familiar words.

The questions for the teachers and students were similar; both teachers and students were asked for their opinion and perceptions on the use of L1 in learning foreign language and science in foreign language. However, teachers were asked additionally about their pedagogical experience and methodology for teaching foreign languages.

Data Analysis Approach

The analysis of the gathered data consisted of several stages. As Saldana (2013) says, analyzing qualitative data is not linear, it is done in cycles. “The reverberative nature of coding – comparing data to data, data to code, code to code, code to category, category to category, category back to data” (p.58). This is why, during the analysis, interview codes and field note codes were compared as well with switching back and forth between codes and the data.

The coding methods were not pre-determined, instead they were data driven. After the data was collected, the decision to apply “Descriptive coding” was made. It is also called “topical coding” (Saldana, 2013). Main reason for choosing this method is that “description is the foundation for qualitative inquiry” since it allows the researcher to express what was seen and heard. Moreover, descriptive coding is especially appropriate for beginner researcher in qualitative design. Descriptive design answers the question “What is going on here?” which is the general question of my study (Saldana, 2013).

During the initial stage, the interview transcripts and the observation notes were transcribed manually. The interviews were transferred from spoken form to written text in English, Russian and Turkish languages.

As soon as data was prepared and organized, the transcripts and field notes were revised and analysed for the most important, interesting or unexpected components. Certain words and phrases which were mentioned as important or restated in several interviews were marked to generate ‘codes’. In other words, names were attached to the pieces of text. It is also called “coding”, “indexing” and “labelling”.

The next stage was to analyse the codes by highlighting the most relevant ones. Also, this stage included merging the similar codes with commonalities, patterns and structure into bigger categories. During this stage, the match with codes from the literature review was identified.

After defining the categories, the connection between them was examined.

Ethical Considerations

In this section, I am going to discuss several ethical issues in qualitative study and measures taken to minimize the risks.

Regardless the research approach, any study should be of an ethical research design. Especially, ethical issues could be encountered at any stage of qualitative design due to its flexibility (Bloomberg & Volpe, 2012). This is why throughout the whole procedures of the study, the researcher employed ethical practices, which go beyond adhering to established ethical guidelines.

My ethical responsibilities as a researcher contained fundamental codes respecting any rules established in the research site, teachers, school administration and students' and their parents (Bloomberg & Volpe, 2012). In order to do so, the permission to conduct the study at the school was gained before entering the site. Gaining access through the gatekeeper minimized the site disturbance (Bloomberg & Volpe, 2012). Essential principle of do no harm refers to avoid physical and psychological harm. Thus, all the participants were informed verbally and in consent form that participation in the study is voluntary (Punch, 2006; Berg, 2009). As I also work with underage students, there was a need to wait for their parents' permission to take part in the study as well as their consent form.

The confidentiality of individuals involved in the study is of an extreme importance. Therefore, active attempts are taken to remove any kind of information revealing participants' identity from the research records (Berg, 2009). All data is treated in a way to protect confidentiality of participants that are involved in the study and it is stored securely for the appropriate period of time according the requirements of Nazarbayev University Graduate School of Education Research Committee. Although the school is named, it is difficult to reveal the participants' identities since there are 33 schools with the same name and the same schooling system. Also, the city is not named; instead, the Norther region was mentioned.

There are more than 5 cities in the Northern Kazakhstan. Each city may have KTL 2-3 schools.

Reflections on My Research Process

Unlike in other research designs, in qualitative studies the researcher is allowed to describe their own position taken in the study as well as commenting on the research overall (Creswell, 2014). In this section, I would like to reflect on my positionality in the study.

To begin with, let me explain how I am connected to this research site. I am the graduate of KTL. Glesne & Pleshkin (1992) define such connection as a “backyard” research (as cited in Creswell, 2014), which means collecting data in your own workplace, or gathering data from people that you know. Main limitation of the “backyard” study is that although information could be too easy to gather, participants may give inaccurate answers. This could be explained in the following way: if participants know the researcher, they might give the answers that the researcher expects to hear. However, in my study, students were freshmen whom I did not know. Also, the school system requires teachers to change their location once in two-three years. As far as I graduated from KTL 6 years ago, it was just the same building with a same schooling system but with new people whom I did not know. This is why, the risk of getting inaccurate data is not that high.

Also, I would like to express my surprise when the vast majority of participants were not concerned with hiding their anonymity. Some of them even told me that their name could be used instead of a pseudonyme. It could be explained by the culture of the school, where people are not afraid to express their opinion and they can be really straightforward. Nevertheless, I decided to keep the pseudonymes.

Conclusion

The purpose of this chapter was to shed light on the methodological process of my study. The process included choosing the qualitative research design, observing participants during foreign language and science classes, interviewing them by applying semi-structured interviews with open-ended questions. Also, this chapter aimed to give explicit descriptions about the research site and participants. The next chapter will discuss findings that emerged from the data collection and data analysis.

Chapter 4. Findings

The goal of the present case study was to investigate the role of the first language in EFL, TFL and Science classes by studying teachers' and students' perceptions. This chapter presents the main findings obtained from in-depth semi-structured interviews and the observations at the research site. These questions are:

1. What are teachers' and students' perceptions about the use of L1 during foreign language and science classes?
2. Why do teachers and students use L1 during foreign language and science classes?

Themes in the chapter are organized according to the following way: first, the chapter is going to discuss students' perceptions about the use of L1 in the classroom. The following part will reveal in which situations students use their mother tongue during the foreign language class. The next section is going to discuss teachers' perceptions' on using students' mother tongue. The final section will elaborate on the reasons of teachers' switching to Russian or Kazakh languages.

Students' perceptions

When exploring student perceptions about the role of the first language in learning in classes with foreign language of instruction, participants of this study provided a very comprehensive insight into this issue. While some of them viewed the use of the native language positively, some of them believed that exposure to the first language in an EFL class should not be encouraged after reaching a certain language level. As for the science classes, students shared their desire to receive input in their mother tongue as well as in foreign language.

Apprehensive perceptions about the use of L1. One of the most frequent themes in this study regarding the use of the native language in EFL and Science classes has been its usefulness in the learning process. This positive perception of the L1 in FL classes could be explained as “I think that while learning a foreign language, using the native language is very useful” (Student 3). This view has been reiterated a number of times.

The need to use L1 and its helpfulness at the beginner stage was emphasized by the participants. As one of the students explains:

If the person does not understand the language, for example, English, it will be difficult to explain... It's easier to explain it in his/her mother tongue and gradually add English words... When we hear it, listen to it, we start to understand more... I think it has advantages. (Student 10)

As interviews show, almost all the students think that (9 out of 10), generally, using Russian or Kazakh is useful. However, while it may be useful in classes, students mostly believed that there should be some limitations when it comes to the overall share of L1 during the lessons. As Student 1 comments: “I think that while learning in a foreign language, using the native language is very useful. Not that much, just to digest the material. I think it is important enough”. Similarly, Student 9 says: “I want the teacher to speak English only. When I do not understand a word, he will translate it... “. In other words, the vast majority of the students reported that they think their mother tongue should not be used a lot in the classroom. Instead, it would be more useful, if teachers would switch to Russian or Kazakh only when there is an urgent need.

As for science subjects, studying only in English may have negative impacts on students' performance during state examinations. As reported by Student 10:

The state examinations are going to be in Russian or in Kazakh, it is going to be strange, because we learned terms in English. In Russian, these terms are different words”. Similarly, S8 reports: “I will not understand if somebody explains me Geometry or Algebra in Russian with Russian terms, but if it is in English, it is much easier (to understand).

These quotes above show that there is a need to provide a bilingual education for children as they are going to have examinations in their mother tongue. However, learning scientific content only in the English language may reduce their chances to get higher scores as they are not familiar with terms in Russian and Kazakh languages.

Moreover, the monolingual approach may cause extra burden for students as they may experience stress. Several participants (4/10) among students reported that they faced anxiety, especially at the beginning of the 7th grade, when they were introduced to subjects in English for the first time and had approximately 17 hours of the English language class in a week. For instance, Student 10 reports that she even wanted to transfer to another school because it was difficult for her. However, she changed her mind because her mother convinced her to stay. At that time, students come from different schools with different levels of English, some students may not even have English classes before.

Unlikely, students said that when teacher switches from English to Russian or Kazakh, they feel that teacher understands how difficult it is to study only in English. Participants think that teachers support students as they adapt to students’ language levels. Thus, providing the content in foreign and native languages has benefits for students’ state test achievements and their emotional well-being.

Students' language practice (L1)

Despite students' desire for less L1 use, in most cases, communication in Russian was initiated by students. The major share of the language switch belonged to dialogues between students not related to the class. In other cases, even when teachers replied in English to students' questions or comments in Russian, students kept continuing the dialogue in Russian

T: What did you do on the weekend? Did you prepare for the test?

S: Sleep and готовились' (Rus. we slept and prepared)

S: Make а шпаргалки (Rus. we made a cheat sheets)

As can be seen, students keep adding words in Russian. Their consistent use of Russian words could be explained by their lack of knowledge of the vocabulary since one of the most popular reasons for switching to Russian or Kazakh language during English class is encountering an unknown word or not knowing the English equivalent of a word in Russian. During interviews, students referred to this problem as lack of knowledge. Student 1 commented about this issue:

Teachers understands us, we are the 7th grade... We cannot tell that we know the language well as teachers, not even as 9th grades, but we try to speak, we try to use this language (Eng). However, we remember about our own language to know the meanings.

In this example, 'we remember about our language to know the meanings' could depict students' awareness about learning a language on the basis of their existing knowledge in their foreign language.

Below are several examples of the dialogues in the class:

S: Как это будет послезавтра? (Rus. What is the word for poslezavtra?)

T: The day after tomorrow

S: Тичер, как переводится нарушать? (Rus. Teacher, how narushat' is translated?)

T: Нарушать правила? Break the rules (Rus. Breaking the rules?)

S: Teacher, van this is фургон?

T: Yes, используется в американских семьях

The excerpts above show that when students do not know a meaning of the word, they ask for a translation or explanation in Russian or a confirmation in mixed language.

Students can also switch to Russian when they want to share an idea with classmates. as reported during the interview by Student 8: "If we cannot express our thoughts we are allowed to speak the language that we are comfortable with". However, during observation, what was seen is that students immediately start expressing their thoughts in Russian. In general, students switch to Russian sometimes without trying to speak English because they are used to it.

Teachers' perceptions

When the teachers were asked about their perceptions on using students' mother tongue in the classroom, all of the teachers (4 out of 4) reported that they have a negative attitude towards switching to another language during the classes.

It is difficult for them when they are not explained in their language. This is why I think that it is better to explain in Russian or Kazakh but we do not support the idea that they speak Kazakh or Russian during the lesson because switching will become a habit... I am for using only English (Teacher 4 English)

However this point considers only language classes. As reported by Teacher 1 when it comes to science, the language is not the main issue.

The language should be learned without mixing languages. The English language should be learned in English, Turkish in Turkish...Using Russian during English class is not good... In science, you can mix languages because the most important thing is to understand the meaning. It does not matter in which language students understand the material. In the 9th and 10th grades comes a period when students do not distinguish the difference between languages. Languages seem to be same.

As can be seen from the quote above, Teacher 1 believes that approach to learning languages should be monolingual, whereas subjects as Math could be taught in several mixed languages due to the difficulty of the topics within the course.

Although all the teachers do not praise speaking Russian or Kazakh during classes, interviews reveal that teachers have different reasons for switching. One common reason is students' lack of knowledge in the foreign language. 3 out of 4 teachers (Teacher 1, Teacher 2, Teacher 4) report that they switch to Russian or Kazakh when students do not understand the topic or to allow students to express their thoughts in the native or mixed language because they do not know many words; especially 7th grades as they are beginners in Turkish and English. Moreover, the students are newcomers who are not used to having science subjects in English.

The only reason Teacher 3, the Turkish teacher, does not switch to students mother tongue when they struggle is simply because she has a limited vocabulary in Russian and Kazakh. Indeed, the teacher is able to use the limited number of Russian and Kazakh words to foster the learning process in the classroom. To be precise, the teacher does not use those words for translation, but she uses it for different purposes. For instance, one of the examples of such a strategy which was documented during the observation of the Turkish class is when

students had to retell a series of stories which were assigned as a homework. When the teacher asked about one of the stories, there was silence in the classroom. It seemed unclear to me whether students could not remember the story or they did not understand what the teacher was saying. Then the teacher said a word in Russian, and after that children raised their hands to retell it in Turkish. When I asked the teacher after the class about it, she explained:

Children could not remember the story, but when I said *уксус* (Rus. vinegar), they remembered the whole story from the beginning. I mean I said one word and they remembered everything. If I did not say it, they would not remember it. Actually they know it, but they think that they do not know. This is why sometimes we need to use words in their mother tongue. (Teacher 3)

Another reason for using students' mother tongue during the classes is difficulty of the topics as reported by three teachers (Teacher 1, Teacher 2, Teacher 4). When it comes to explaining difficult topics, teachers prefer to switch from English. Similarly, as it was stated before, the difficulty of the topic is a trigger for a language switch in scientific subjects. As Teacher 4 said:

Now they are going to have БТС and other examinations (Kaz. Білім Тексеру СЫНАҒЫ, Examination for Checking Knowledge) and there are important topics that students may not understand immediately, and it does not matter how many times you explain it in English. For instance, Present Perfect. If you explain it in Russian or in Kazakh just a bit, they will understand more.

It seems that grammar is seen as difficult to explain in English, as students just have started to learn the language. Moreover, studying in Russian or Kazakh before an important

test such as BTC, which has an impact on students' grade appears to accelerate studying new topics. In contrast, Teacher 3 has different view on this issue:

First of all, I try to explain the meaning that it (grammar structure) gives to the sentence and when we need to use it (in Turkish). As they understand even the tiniest part, I write it on the board, and then we practice it... You can draw pictures, you can use pictures, you can explain by gestures and mimics. When all of them do not work, maybe you will translate.

Teacher 3 also defines switching to another language as "choosing the easiest way". She also mentioned that explaining grammar in Turkish is not a big issue since students understand it very well. This may be explained by the similarity of Kazakh and Turkish languages as they belong to the Turkic language family. Even the grammar is not difficult as the teacher reports, still sometimes it takes time to explain the grammar structures. When students do not understand the grammar after a long explanation, she allows someone in the classroom to explain it in their first language.

Only one of the 2 EFL teachers (Teacher 2) switched to students' native language in order to support her students even though she prefers English-only policy. As she explains, she speaks Russian or Kazakh to help her students since she views switching as a scaffolding: "sometimes when we don't support them, they just feel miserable, they don't understand anything, and that's why it can be demotivating for them". As seen from the quote, teacher sees the relationship between students' affective factors (self-esteem and motivation) and their academic success. This means that the teacher uses students' native language with two goals: (1) to make meaning of what is being explained and consequently, (2) to protect students from emotional burden.

All the teachers highlighted the lack of practice of the foreign languages. On one side, teachers and students mostly communicate in the native language during the classes due to the students' lack of knowledge in foreign language. On the other hand, students' regular switch to the Russian or the Kazakh languages because of having low language level constraints them from having more room for practicing foreign languages. This issue appears to be a vicious circle.

Teacher 3 thinks that the condition of Turkish language is worse than English because there is nobody to practice the language with. Students can speak Turkish only to the teacher and to the tutors at school. Moreover, she believes that English language is spoken better by students because they have more subjects in English. Even the 7th, 8th and 9th grades can speak English. However, the 2 English teachers and the science teacher, who conduct lessons in English, report that students struggle with English language as well. It may be concluded that although students have more subjects in English, still there is not enough practice because of the opportunity to use their mother tongue during the classes.

Teachers' language practice (L1)

When teachers were observed for their translanguaging practices in the classroom, the following purposes were found:

1. Explaining and making clarification
2. Checking comprehension
3. Informal communication
4. Giving examples
5. Giving instructions

Each of these will be elaborated on in the sections below.

Clarification and checking comprehension. As mentioned earlier, the most popular reason for switching to another language is students' having difficulty in understanding of what the teacher was explaining. For instance, during Math class, Teacher 1 started the lesson by speaking in English. Even when students asked different questions and made comments in Russian, teacher still replied in English. However, the situation changed when the teacher started to explain the new "butterfly method" applied to polynomials (mathematical term/topic that they were introduced before) to students. For instance, the teacher said, "Умножение этого и этого дает нам это" (Rus. Multiplication of this and this, gives us this.) (points to the board)

Moreover, Teacher 1 often/frequently switched to Russian not only to explain the topic in Russian, but also to check whether students understood it or not. Sometimes the teacher asked the same questions in both, English and Russian languages. Some of the examples are given below:

"Did you get it? Точно?" (Rus. Sure?)

"Какая здесь комбинация? Another combination?"

"How can we check? Как мы проверяем?"

"Понятно? Кто запутался?" (Rus. Is it clear? Who is confused?)

А почему там $1x$ а там $3x$? (Rus. Why do we have $3x$ here?)

Здесь почему $1x$? (Why $1x$ is here?)

When asked about the use of L1 during interviews, the teacher stressed that when she uses Russian to discuss the topic, students become more attentive. Also, she mentioned that when she asks questions in English, students keep silence. Thus, to make students speak and show signs of understanding, she uses Russian.

The similar situation was observed during the language classes. In these classes, grammar is found out to be a difficult topic as both student and teacher participants report. In this case, Teacher 2 tried to speak English even when students communicated with the teacher in Russian as she tried to explain the difference between “will” and “going to” several times in English even when the students asked for the clarification. However, when the teacher saw that only a few students understood the topic, she switched to Russian:

“I am going to go мы используем, когда знаем, когда пойдем. А will, то неизвестно еще когда пойду” (Rus. We use I am going to go when we (I) know when we will go. As for will, it is unclear when we will go).

To check students’ comprehension, the teacher said:

Кому сейчас непонятно? Давайте еще! (Who did not understand? Let me explain one more time. in Russian)

Informal communication. Another important reason for using students’ mother tongue in the class is communicating with a purpose of classroom management. Informal communication refers to making comments not related to the topic of the lesson and joking. For instance, Teacher 2 said to one of her students “Какая серьезная!” (Rus. You are so serious!). This comment was made to cheer up a student who had a very serious face because she seemed that she is not understanding what the teacher was saying. In another case, Teacher 2 said “О, умница!” (Rus. You are so smart!) in order to praise a student for a right answer to her question. Also, when one of the students was not listening to the teacher, she asked “Кто там спать хочет?!” (Rus. Who wants to sleep out there?!). The tone of the teacher was strict and she switched to Russian to grab the student’s attention.

Also, one of the forms of informal communication is joking in the class. Only Teacher 2 mentioned that she uses jokes in the classroom without mentioning the language of the joke:

I try to use the scaffolding strategies more in our lesson, also as I've said before, with helping talking native language or sometimes also joking with them, playing with them, hugging. I also try to cherish and when they feel the love from the teacher, when they feel the care from the teacher, they can really use themselves much better.

However, during the observations, jokes were not detected. Instead, the jokes were found on the lessons of Teacher 4, who did not mention about the jokes on the interview. For example, when a student repeated words in a sentence, the teacher said “Just like потому что, потому что” (Rus. because of the cause). In the classroom this comment was perceived as funny since it is a famous phrase said by Kazakhstani politician. When the politician was asked “Why?” during the interview, he answered потому что потому что because he did not know the answer or because he did not want to tell the cause. The translation of this phrase does not make a sense, it is rather a contextual joke as Kazakhstani people are familiar to the phrase and think it is hilarious. The word ‘cherish’ refers to a positive jokes without meaning of mocking.

During another class, the teacher tried to cheer up the students by saying “Если никто не попадет с нашего класса не попадет в список, мақ-мақ болады” (Rus+Kz. If no one from our class will be on the list, you will get мақ-мақ). The teacher was commenting on the BTS examination which was mentioned earlier. Among KTLs, best students all over the Kazakhstan with a highest score from the test, get on the list. Мақ-мақ is a Kazakh babytalk word that describes punishing little children for not being obedient. To be precise, мақ-мақ is slightly spanking infants' bottom just to symbolize punishment. So, the teacher joked that they

will be punished as infants in a symbolic way, if they will not have the highest score. I assume that teacher tried to motivate students to have test good scores.

Giving examples. Teachers also started speaking Russian or Kazakh when they wanted to support the new topics introduced in the classroom with examples. For example, Teacher 4 while explaining grammar, the Present Perfect, made comparisons between Kazakh and English grammar: “Auxiliary verb, қыздар, это көмекші етістік. Бізде қазақшада қандай бар? (Kaz. Girls, auxiliary verb is a helping verb. What is the equivalent of auxiliary verb in the Kazakh language?) In this example, Teacher 4 used her question to remind that there is an equivalent for auxiliary in the Kazakh language. As students could not understand the meaning of the word ‘yet’ the teacher switched to mixed Kazakh and Russian to make it clearer for students.

“Yet используется как еще нет, әлі емес. Уже сағат 9 болған екен, папа еще не пришел” (Rus+Kz. Yet is used as ‘not yet’. It’s already been 9 pm, the father has not come yet).

Teacher [number] mixed Russian and Kazakh to explain the difference between already and yet when they are used in Present Perfect. In the beginning, teacher explains yet by giving both Russian (еще нет) and Kazakh (әлі емес) equivalents.

Giving instructions. Observations revealed that teachers switch to Russian to give instructions for different purposes.

“You will learn by heart the word list. Мы закончили quiz на странице 115 (Rus. We have completed the quiz on the page 115). Обязательно выучите слова, завтра проверю! (Rus. Be sure to learn the words, I’ll check tomorrow). Получается, страница 115-118. Все повторите! (Rus. So, the pages 115-118. Review everything!)”

In this example, Teacher 2 was giving instructions for homework at the end of the class. As can be seen, the teacher started with a sentence in English, then continues in Russian. In general, teachers were not only switching to another language, but they also were mixing languages to give instructions. For instance, Teacher 4 said:

“Sit down. Қыздар, sit down, дедім!” (Kaz. Sit down. Girls, I said sit down!)

This example shows that teacher mixes English and Kazakh languages in the beginning of the lesson to give instructions to sit down. After the break, students were talking loudly. When the second lesson started and the teacher entered the class, students stood up to greet the teacher, but still were talking to each other. This is why they did not hear the teacher saying sit down. After that, the teacher had to repeat it and add Kazakh to calm down the students.

Conclusion

This chapter illustrated students’ and teachers’ perceptions about the use of the mother tongue in foreign language and science classes. The major findings of the study are following:

- 1) Students perceive the use of the L1 positively, emphasizing its benefits at the initial stages of learning a language and learning in a foreign language. However, they would like to minimize the use of L1 due to the lack of practice in L2.
- 2) The communication in L1 in the class is mostly initiated by the students either to ask for explanation/clarification/translation, for discussing topics related and not related to the topic or for general communication with other classmates and the teacher.
- 3) Teachers do not support the use of L1 in teaching languages, however, it could be used in learning science. However, they use students’ L1 for mostly pedagogical purposes

such as checking comprehension, giving examples, informal communication and elaborating on difficult words, concepts and topics.

- 4) L1 can be used even if the teachers is a monolingual in the L2.
- 5) Russian is used more than Kazakh language as L1.

The next chapter is going to discuss the findings in relation to the existing body of knowledge.

Chapter 5: Discussion

The previous chapter focused on presenting findings derived from the data collection. This chapter will discuss some important aspects of those findings related to the existing body of knowledge as well as answering the research questions posed in the beginning of the study to investigate the role of students' mother tongue in foreign language and STEM (Math) subjects at BIL. There are 2 research questions that guided the present study: (1) What are teachers' and students' perceptions about the use of L1 during foreign language and science classes? (2) Why do teachers and students use L1 during foreign language and science classes? In order to answer the research questions, semi-structured interviews and observations were conducted.

The chapter is organized according to the following categories: The first section will talk about Students' Perceptions and Language Practices during classes. After that, Teachers' Perceptions and Practices is going to be presented. The last section will discuss the distribution of the students' L1s in the classroom.

Students' Perceptions & Practice

The majority of the students reported that the use of L1 is useful in terms of learning vocabulary especially at the beginner stages. Also, students highlighted the importance of using the mother tongue when encountering new words. As Liu (2008) and Debreli & Oyman (2015) explain, the use of L1 helps to build vocabulary as students understand better the meaning of the words. During the observations, Russian and Kazakh languages were constantly being used for asking for the translation of the word or for clarifying whether they understood the word accurately. Teachers also switched to the native language for elaborating on the unknown vocabulary.

This is similar to what Makalela (2015) found with a help of an experimental group. The translanguaging group learned vocabulary faster than a monolingual group in his study. However, this data should be interpreted with caution because what Makalela found was investigated with a help of pre- and post-achievement tests. However, in the present study, the finding is based on the students' self-report and their past experience.

Likewise, Mazak & Herbas Donoso (2015) found out that translanguaging helps students build positive self-image as they can use the languages they know as a resource. As interviews indicate, the students in the current study are aware that they can refer to their mother tongue when they need an additional vocabulary support in order to express their thoughts in L2. Moreover, students report that teachers are aware of students' lack of knowledge in the target language. Thus, they let the students express their thoughts as it was mentioned in the findings section. Students also reported that they can switch the native language when they cannot find suitable words in the target language or when they struggle with sentence structure. However, as observations showed, generally, students immediately start communicating in L1 or mix L1 and L2.

The initiation of the communication by students in L1 is classified by Wang (2016) as interpersonal strategy. Wang defines it as peer-interaction for discussing the content of the lesson in different languages. It should be highlighted that in the present study, students did not interact in Russian or Kazakh only with peers; they started the communication with the teacher to the same extent immediately in L1 for asking questions, asking for explanation, discussing topics related and not related to the topic of the lesson. This could be explained by the fact that the teachers (T1, T2 and T4) share the same native languages with students. As

for Teacher 3, students tried to communicate in Turkish with Teacher 3 as the teacher is not fluent neither in Russian nor in Kazakh.

Teachers' Perceptions & Practice

Although all teacher participants were not advocating for the use of L1 on the language lessons, they still mentioned its necessity and used translanguaging practices. Indeed, translanguaging may have occurred naturally without teachers' awareness about planning and using it as a strategy (Wang, 2016) as it was noticed in the observations. In general, teachers switched to Russian or Kazakh languages by students' request (Tarnopolsky & Goodman, 2014). However, teachers did not switch to Russian or Kazakh only when students asked for it, they have also shifted their linguistic code when they decided that there is a need for it. For instance, when T1 started the lesson in English, and then gradually added Russian to introduce a "butterfly method" and to check students' comprehension. As the teacher explained, for scientific subjects, the main thing is to convey the meaning of the content and therefore, the languages could be mixed. Lewis, Jones & Baker (2012) clarify this idea by suggesting that when more than one languages are used, deeper learning takes place. Deeper learning could mean 'language development, cognitive development and content understanding' (p.667). This resonates to Makalela's (2015) statement about deeper understanding that multilingual students gain by creating multilingual space in the classroom. Being able to mix languages show that one has a 'complex reasoning process that involves matching vocabulary, imagination and synthesis' (p.212).

The general results of the study considering teachers' translanguaging practices are in accord with a recent study conducted by Wang (2016) who classifies teachers' purposes for switching to L1 in two categories. The first category is explanatory strategy which is used for

‘providing cognitive and meta-linguistic scaffolding’. The strategy includes reasons for switching to L1 found in the present study. Those reasons are explaining difficult grammar structures, translating unknown words and clarifying their meaning. The only element of the explanatory strategy that was not found in this study was interpreting cultural meaning which was found in Tarnopolsky & Goodman’s (2014) and Wang’s (2016) studies. This could be due to the limitation of observation hours and the topics of the lessons observed. It is possible that the missing element can be encountered in other classes or other topics which were not observed.

Probyn (2015) found that teachers switched to isiXhosa to ‘elaborate a concept’ in the native language and to give translations of the words from English to isiXhosa, which is similar to what happened in the Math class I observed. During the lessons, teachers switched to Russian or Kazakh, whenever students asked to elaborate on the topic or the meaning of the word. In turn, teachers provided an equivalent in Russian/ Kazakh of the unknown word or they explained the meaning and the use of the concepts/topics in the students’ native language. Although Probyn’s (2015) study was conducted in relation to the science classroom, some parallels also could be drawn with the foreign language class as well as science class. For instance, the concepts that were explained in the science classes, were encountered in a language class, since the language class also has a content in the form of different thematic units. For instance, one of the classes I observed had a topic of travelling which contained a vocabulary about the types of the transportation. On one hand, it seems that students learn only words, on the other hand, vocabulary on transportation could be viewed as a technical terminology. The words from the list could be viewed as concepts as well, because every type

of the transport belonged to the category (earth, air, sea) and they had different functions. Some of the transports students did not know, so the teacher had to explain the words.

Nevertheless, the Turkish teacher's case was different as she could not switch to the student's native language. Instead, she would use different strategies as she reported. When students cannot understand something, she can use pictures and gestures or at least she allows students to explain it in their mother tongue. She states that students can forget the translation, but they will never forget the image or a show that teacher creates. Nevertheless, it also could be considered as a translanguaging as Mazak & Herbas-Donoso (2015) state that 'translanguaging activates all the multi-modal meaning-making resources'. In their study, the teacher integrated English, Spanish and the graph to convey a scientific content to his students without translating every word because he relied on his students' ability to interpret visual information. This strategy belongs to the translanguaging, in the frame of this study.

Another set of reasons for switching to L1 found by Wang (2016) were traced in this study. The set is classified as managerial strategies, which are used for using the native language to manage the class. This strategy includes giving different types of instruction, checking students' comprehension, commenting on their behavior and discussing tasks and assignments.

Similarly, Ferguson (2009) stated that classroom management is one of the main reasons for switching to the native language (p.231-232). It is worth mentioning that in the present study, only 3 teachers out of 4 could use students' native language for the classroom management purpose since the only foreign teacher T3-Tur had a limited proficiency neither in Russian nor in Kazakh languages. However, the interview indicated that not switching to students' mother tongue is one of her main principles regardless her fluency level in Russian

or Kazakh. As she explained, switching to students' mother tongue is choosing the easiest way (mentioned in the findings) and it is the very last strategy when no other strategies work and help. This is rather connected to meaning-making or 'constructing and transmitting knowledge' (Ferguson, 2009).

One more category that was found by Wang (2016) is interpersonal translinguaging strategies. In her study, this strategy was mainly used by the students. However, in the present study, as it can be seen from the findings on the informal communication, teachers switch to the mother tongue as well as students to make jokes, comments. This finding is consistent with the results of the Ferguson (2009) who defined interpersonal relations and 'humanizing classroom climate' as one of the main reason for teachers switch to the mother tongue (p.232). However, in Ferguson's (2009) study, the switch to the native language is considered only as code-switching. Nevertheless, the functions of the switch that he found suits the present study as it views code-switching as a part of the translinguaging. Indeed, Probyn (2015) in her study, referred to the Ferguson's (2009) code-switching functions to study the translinguaging practices in the classroom.

The use of the Kazakh language in the class

As for the use of the Kazakh language in the classes, it is similar to the result of the study by Tarnolpolsky & Goodman (2014) conducted in Ukraine. In their study, the use of Ukrainian was much less than Russian in EFL and EMI classes. Similarly, in my study, the use of Russian language was prevailing over Kazakh.

Conclusion

This chapter illustrated the students' and teachers' translinguaging practices and their perceptions in relation to the literature. Teachers and students have various reasons to switch

to the mother tongue that is consistent with results of other studies conducted on translanguaging.

Chapter 6: Conclusion

The purpose of the current study was to explore the role of L1 in foreign language and science classes at BIL through investigating teachers' and students' perspectives and their translanguaging practices. The research questions that guided the study are the following:

1) What are teachers' and students' perceptions about the use of L1 during foreign language and science classes?

2) Why do teachers and students use L1 during foreign language and science classes?

The chapter will present the summary of findings with conclusions derived from the results, limitations of the study, significance of the study and recommendations for policy, practice and for the further research.

The study has identified that the major share of students find the use of L1 helpful as it helps to understand the material better, to express thoughts and to reduce stress, especially in the beginning of the language or content learning process at BIL. Nevertheless, they expressed a willingness to be maximally exposed to the foreign language during the classes because of their lack of practice in foreign language communication. Students also mentioned that they would like to refer to L1 only when there is an urgent need. However, the practice shows that the use of L1 during the lessons was mostly used initiated by students and teachers switched to L1 because of students' request. A conclusion to be drawn from this finding is that students should not expect the teacher to use only monolingual policy, if they initiate the use of the native language and request it. It does not mean that students should stop asking for explanations in their native language. In other words, students need to realize that the use of L1 is inevitable, and minimizing its use at the beginner-intermediate stages may have a

negative impact on understanding the content material and prevent deeper learning (Lewis, Jones & Baker, 2012).

Another major finding is that teachers use L1 for different pedagogical purposes such as meaning-making, classroom management and informal communication although they support monolingual-policy when it comes to language teaching. Teachers believe that in the foreign language teaching, languages should not be mixed. As for the content teaching, the use of the language was found out to be more flexible. The conclusion that can be drawn from this finding is that teachers might need to reassess their views on the monolingual policy as it might impact their and students' use of L1 in the classroom. As the study shows that there is a need for the use of L1 at BIL, teachers might need to raise their awareness of the benefits of the translanguaging by being introduced to more translanguaging practices in the similar contexts. Moreover, clear guidelines might be needed for teachers to improve the use of students' linguistic repertoire more efficiently.

Overall, the results of the investigation show that the role of L1 seem to be important for both students and teachers as it has reasons to be used even though students would like to minimize its use and teachers do not support its use still admitting its contribution and need for it. As for the distribution of L1s in the classroom, the use of the Russian language seems to outweigh the use of the Kazakh language. Therefore, significant findings to emerge from the study is that the role of Russian is more important compared to Kazakh as L1 at Bilim-Innovation Lyceum in the Northern region of the Kazakhstan Republic.

Limitations

The first limitation that should be mentioned in this small-scale study is a time constraint for conducting the study. To collect more rigorous data, there is a need to conduct

more observations and interviews so as to identify patterns of teachers' and students' language practices more clearly.

One additional limitation considers small number of teacher participants. The interviews were conducted only with 2 English teachers, 1 Turkish teacher, and 1 Math teacher. Not all the teachers at the site were willing to participate in the study. Therefore, it may be said that the focus of the study was more oriented on the language classes. Thus, other science classes than Algebra such as Geometry, Physics, Biology and Chemistry is suggested to be observed. On top of that, science teachers of the subjects mentioned above should be interviewed as interviewing more science teachers could give more insight understanding the role of students' L1 during different classes.

Another limitation lies in the fact that not much information could be taken from the student participants. Students at 7th grade may not be aware of the role of the languages in the classroom due to their age and interests in the languages. Therefore, it was challenging to interpret the data collected from the interviews with students. The data on students' language practice is mostly taken through observations.

Significance

Notwithstanding the limitations, the study has reached its aim to answering the research questions that were posed in the beginning of the study. It is suggested that the role of L1 is important in classrooms with multilingual students learning foreign languages and science at Bilim Innovation Lyceum. This research extends our knowledge of the importance of the native language in classes with foreign language of instruction. Therefore, the results could be taken into consideration by schools that provide education in foreign languages. School administrations might use the data from the study to improve the schooling system and

raise teachers' awareness of the benefits that translanguaging offers. As for the teachers, the findings of this thesis could be used to help pre- and in-service teachers reassess their views on the monolingual teaching and be aware of translanguaging practices and its advantages to enhance the learning process. In addition, the results may raise students' awareness of the role of their native languages and therefore it may encourage them to learn languages or science in an additional language independently with a help of their mother tongue.

Implications

As it was concluded that teachers may need clear guidelines to use translanguaging strategies, a special course for pre-service teachers could be designed by the Ministry of Education and Science. In other words, it should be included in the curriculum. Teachers need to know how to work in multilingual classrooms in Kazakhstan and to manage native languages that exist in the classroom for efficient teaching. An alternative for in-service teachers could be workshops with the same content.

Recommendations for further research

There are several recommendations for further studies that can cover different aspects of translanguaging and the use of the native language in BIL in general that were out of the focus in the current study. More research need to be conducted in Kazakhstan to gain a deeper understanding of how to manage native languages in multilingual classrooms and make use of students' linguistic repertoires.

There are myriad of studies proving the efficacy of translanguaging for learning additional languages and the content. It would be interesting to research to what extent translanguaging contributes to the learning and teaching process with a help of the experiment by involving experimental and control groups. Although, the results of this study show that

students perceive translanguaging practices in a positive way, it is recommended to check quantitatively the impact of involving L1 in learning process in Kazakhstan as the findings of the study were mostly based on students' and teachers' perspectives and observations.

Another recommendation for further study is comparing experiences of other BIL across Kazakhstan to see how the role of the languages vary according to the context. Moreover, it would be interesting to know the factors that establish the role of the native language in classes with foreign medium of instruction on an individual and contextual level.

What students think about languages could be constructed by their language practices at home. Therefore, students' language practices at home could be explored as well. As for the teachers, it is recommended to find out what shape their ideologies for or against the monolingual and multilingual languages policies in teaching.

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Appendices

Appendix A: Letter to Teacher Participants**INFORMED CONSENT FORM****Teachers' and students' perceptions on the role of the first language in foreign language and scientific classes at Bilim Innovation Lyceum**

DESCRIPTION: You are invited to participate in a research study on teachers' and students' beliefs about using L1 (Russian, Kazakh or other) during the foreign language and science classes. The purpose of the study is to gain an in-depth understanding about the role of using L1 in Bilim Innovation Lyceum classrooms through exploring what are teachers and students' perceptions on using the first language. You will be asked to answer the interview questions and to participate in the observation during classes. Upon your approval, your name will be substituted with a pseudonym to keep the anonymity. Collected data will be recorded via video/audio/photo devices only with your permission. All the recordings will be destroyed after the presentation of the data.

TIME INVOLVEMENT: Your participation in the interview will take approximately 15-30 minutes. Your participation in the observation will take approximately 1 hour.

RISKS AND BENEFITS: The risks associated with this study are minimal. The benefits which may reasonably be expected to result from this study is the possibility that teachers' and students' voice will be heard. However, there is no guarantee that participants will personally experience benefits from participating in this study. Your decision whether or not to participate in this study will not affect your employment.

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

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Dr. Bridget A. Goodman via +7(7172) 69-49-50 and bridget.goodman@nu.edu.kz

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

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

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

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan, an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Восприятие учителями и учащимися роли первого языка в изучении иностранного языка и научных занятий в Билим-Инновация лицее

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению того, как учителя и учащиеся воспринимают использование родного языка (русский, казахский или другие) во время занятий по иностранному языку и на уроках, относящимся к точным наукам. Целью данного исследования является определение роли функционального первого языка на уроках иностранного языка и на уроках, относящимся к точным наукам посредством изучения представления учителей и студентов о данной проблеме. В рамках проведения данного исследования, Вам будет предложено принять участие в наблюдении во время занятий и интервью в удобное для вас время. В докладе результатов исследования Ваше имя будет заменено с псевдонимом, чтобы сохранить анонимность. С вашего разрешения собранные данные будут записаны на видео / аудио / фото устройства. Более того, эти материалы будут уничтожены после презентации данных.

ВРЕМЯ УЧАСТИЯ: Ваше участие в интервью потребует около 15-30 минут. Участие в наблюдении займет примерно 1 час.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с исследованием минимальны. В качестве ожидаемых преимуществ в результате исследования можно рассматривать возможность учителей услышать мнения студентов о проведении английского языка и об их сложностях. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Вашу работу.

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

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Бриджет Гудман.

Телефон: +7(7172) 69-49-50

Email: bridget.goodman@nu.edu.kz

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 по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

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

Я внимательно изучил представленную информацию;
Мне предоставили полную информацию о целях и процедуре исследования;
Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Дополнительная копия этой подписанной формы согласия предоставляется вам для хранения.

В соответствии с законодательством Республики Казахстан, физическое лицо в возрасте до 18 лет считается ребенком. Участникам входящим в эту категорию следует предоставить Форму родительского согласия для получения подписи родителей, по крайней мере, один из его / ее родителя (ей) или опекуна (ов).

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Оқушылар мен оқытушылардың білім-инновация лицейінде шет тілі жіне ғылым сабақтарындағы ана тілінің қолданылуының маңызы туралы түсінігі

СИПАТТАМА: Сіз ағылшын тілі сабақтарында ана тілінің қолданылуының маңызын анықтауға бағытталғын зерттеу жұмысына қатысуға шақырылып отырсыз. Берілген тақырыптың мақсаты оқытушылар мен оқушылардың түсінігі арқылы ана тілдің ағылшын тілі сабақтарындағы рөлін анықтау. Осы зерттеу мақсатында, Сізге интервью мен сабақта бақылауға қатысу ұсынылады. Зерттеу нәтижелерінің баяндамасында сіздің есіміңіз өзгертіліп көрсетіледі. Сіздің рұқсатыңызбен керекті мәлімет бейне/фото/аудио құралдарына жазылады. Диссертация жазылып біткеннен соң жиналған ақпарат жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 15-30 минут уақытыңызды алады. Бақылау шамамен 1 сағат өтеді.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері аз. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: мұғалімдер оқушыларының ағылшын тіл сабағының өткізу туралы ойын және олардың қиындықтарын біле алады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға еш әсерін тигізбейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің жетекшісімен хабарласуыңызға болады.

Бриджет Гудман.

Телефон: +7(7172) 69-49-50

Email: bridget.goodman@nu.edu.kz

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: +7 7172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

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

Мен берілген формамен мұқият таныстым;

Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;

Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;

Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;

Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

Қол қойылған келісімнің қосымша көшірмесі сізге сақтау үшін ұсынылған.

Қазақстан Республикасының заңнамасына сәйкес, 18 жасқа толмаған азамат бала болып саналады. Кәмелетке толмаған балаларға кем дегенде бір ата-анасының немесе қамқоршысының қолы қойылуы үшін келісім ақпараттық формасы ұсынылуы тиіс.

Appendix B: Letter to Parents**PARENTAL INFORMED CONSENT FORM FOR RESEARCH INVOLVING CHILDREN****Teachers' and students' perceptions on the role of L1 in foreign language and scientific classes at Bilim Innovation Lyceum**

DESCRIPTION: Your child is invited to participate in a research study on teachers' and students' beliefs about using L1 (Russian, Kazakh or other) during the foreign language and science classes. The purpose of the study is to gain an in-depth understanding about the role of using L1 in Bilim Innovation Lyceum classrooms through exploring what are teachers and students' perceptions on using the first language. Your child will be asked to participate in the observation during epy classes and might be asked to answer the interview questions. Upon your approval, your child's name will be substituted with a pseudonym to keep the anonymity. Collected data will be recorded via video/audio/photo devices only with your permission. All the recordings will be destroyed after the presentation of the data.

TIME INVOLVEMENT: Your child's participation in this study will take approximately 15-30 minutes for the interview and approximately 1 hour for observation.

RISKS AND BENEFITS: The risks associated with this study are minimal. The benefits which may reasonably be expected to result from this study is the possibility that teachers' and students' voice will be heard. However, there is no guarantee that participants will personally experience benefits from participating in this study. Your decision whether or not to allow your child to participate in this study will not affect your child's grades or participation in school.

SUBJECT'S RIGHTS: If you have read this form and have decided to allow your child/student to participate in this study, please understand your child's participation is voluntary and your child has the right to withdraw his/her consent or discontinue participation at any time without penalty or loss of benefits to which he/she is otherwise entitled. Your child has the right to refuse to answer particular questions. Your child's individual privacy will be maintained in all published and written data resulting from the study.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you should ask the Master's thesis Supervisor, Dr. Bridget A. Goodman via +7(7172) 69-49-50 and bridget.goodman@nu.edu.kz

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 (we) have read the information above and hereby consent to have my (our) child participate in this study by signing below.

Signature(s) of Parent(s) or Guardian

Date

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan, an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ РОДИТЕЛЕЙ ДЛЯ ПРИВЛЕЧЕНИЯ ДЕТЕЙ К ИССЛЕДОВАНИЮ

Восприятие учителями и учащимися роли первого языка в изучении иностранного языка и научных занятий в билим-инновация лицее

ОПИСАНИЕ: Ваш ребенок приглашен принять участие в исследовании по изучению того, как учителя и учащиеся воспринимают использование родного языка (русский, казахский или другие) во время занятий по иностранному языку и точных наук, преподаваемых на иностранном языке. Целью данного исследования является определение роли функционального первого языка на уроках английского языка посредством изучения представления учителей и студентов о данной проблеме. В рамках проведения данного исследования. Вашему ребенку будет предложено принять участие в наблюдении во время занятий и возможно участие в интервью. В докладе результатов исследования имя Вашего ребенка будет заменено псевдонимом, чтобы сохранить анонимность. С вашего разрешения собранные данные будут записаны на видео / аудио / фото устройства. Более того, эти материалы будут уничтожены после презентации данных.

ВРЕМЯ УЧАСТИЯ: Участие Вашего ребенка в интервью потребует около 15-30 минут. Участие в наблюдении займет примерно 1 час.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с исследованием минимальны. В качестве ожидаемых преимуществ в результате исследования можно рассматривать возможность учителей услышать мнения студентов о проведении английского языка и об их сложностях. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Вашу работу.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что участие Вашего ребенка 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 Ваш ребенок имеет право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем исследователя, Бриджет Гудман по телефону: +7(7172) 69-49-50 или по электронной почте: bridget.goodman@nu.edu.kz

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 по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

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

Я внимательно изучил представленную информацию;
Мне предоставили полную информацию о целях и процедуре исследования;
Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Дополнительная копия этой подписанной формы согласия предоставляется вам для хранения.

В соответствии с законодательством Республики Казахстан, физическое лицо в возрасте до 18 лет считается ребенком. Участникам входящим в эту категорию следует предоставить Форму родительского согласия для получения подписи родителей, по крайней мере, один из его / ее родителя (ей) или опекуна (ов).

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АТА-АНАҒА/ ҚАМҚОРШЫҒА**АРНАЛҒАН АҚПАРАТТЫҚ ФОРМАСЫ**

Оқушылар мен оқытушылардың білім-инновация лицейінде шет тілі және ғылым сабақтарындағы ана тілінің қолданылуының маңызы туралы түсінігі

СИПАТТАМА: Сіздің балаңыз шет тілі және дәлдік ғылым сабақтарында ана тілінің қолданылуының маңызын анықтауға бағытталғын зерттеу жұмысына қатысуға шақырылып отыр. Берілген тақырыптың мақсаты оқытушылар мен оқушылардың түсінігі арқылы ана тілдің шет тілі және дәлдік ғылым сабақтарындағы рөлін анықтау. Осы зерттеу мақсатында, Сіздің балаңызға сабақтарда бақылауға қатысу ұсынылады. Сонымен қатар, балаңызға сұхбатқа қатысу ұсынылуы мүмкін. Зерттеу нәтижелерінің баяндамасында балаңыздың есімі өзгертіліп көрсетіледі. Сіздің рұқсатыңызбен керекті мәліметтер бейне/фото/аудио құралдарына жазылады. Диссертация жазылып біткеннен соң жиналған ақпарат жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің балаңыздың сұхбатқа қатысуы шамамен 15-30 минут созылады. Бақылау шамамен 1сағат өтеді.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері аз. Зерттеу жұмысына қатысудың артықшылықтары келесідей болуы мүмкін: мұғалімдер оқушыларының ағылшын тіл сабағының өткізу туралы ойын және олардың қиындықтарын біле алады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз балаңыздың сабақтары мен бағаларына еш әсерін тигізбейді.

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

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесінің қауіптері мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің жетекшісімен хабарласуыңызға болады.

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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: +7 7172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

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

Мен берілген формамен мұқият таныстым;

Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;

Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;

Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;

Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

Қол қойылған келісімнің қосымша көшірмесі сізге сақтау үшін ұсынылған.

Қазақстан Республикасының заңнамасына сәйкес, 18 жасқа толмаған азамат бала болып саналады. Кәмелетке толмаған балаларға кем дегенде бір ата-анасының немесе қамқоршысының қолы қойылуы үшін келісім ақпараттық формасы ұсынылуы тиіс.

EBEVEYN BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU**Öğretmenlerin ve Öğrencilerin ana dilini Yabancı Dil ve Fen Bilimleri Derslerinde kullanılmasının önemi hakkındaki algıları**

PROJE ÖZETİ: Sizin çocuğunuz öğretmenlerin ve öğrencilerin ana dilinin yabancı dil ve fen bilimleri derslerinde kullanmasının önemi hakkındaki araştırmaya katılmaya davet ediliyor. Bu araştırmanın amacı öğretmenlerin ve öğrencilerin algılarını öğrenerek yabancı dil ve fen bilimleri eğitimindeki ana dilinin rolü hakkında derin anlayış kazanmaktır. Çocuğunuza derlerde yapılacak gözleme katılmaya ve mülakat sorularına cevap vermeye sorulacaktır. Araştırma raporunda çocuğunuzun verdiği bilgilerin gizli kalması için, raporda adı değiştirilecektir. Sizin izinizle bilgiler foto-video-ses kaydetme araçlarına kaydedilecektir. Çocuğunuz Toplanan bilgilerin sunumundan sonra, bilgiler silinecektir.

SÜRE: Çocuğunuzun katılımı görüşme için yaklaşık 15-30 dakika ve gözlem için yaklaşık 1 saat sürer.

RİSKLER VE FAYDALAR: Bu çalışmaya katılmak veya katılmadan vazgeçmek çocuğunuzun okuldaki katılımını ve derslerini etkilemez.

KATILIMCI HAKLARI: Çocuğunuzun araştırma çalışmalarının katılımını kabul etmeniz bu araştırmadaki katılımın gönüllü olduğunu bilmelisiniz. Bu araştırmadan herhangi bir zamanda ceza olmadan açıklama yapmadan vazgeçmek mümkünlüğü vardır

İLETİŞİM BİLGİLERİ:

Sorular: Eğer bu araştırmaya ilgili riskler ve yararlar hakkında sorularınız ya da şikayetleriniz varsa, lütfen aşağıda gösterilen yollarla araştırmacının öğretmenine haber verin.

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KİŞİSEL İLETİŞİM BİLGİLERİ: Eğer araştırma çalışmalarına bağlı sorularınız ve şikayetleriniz varsa, lütfen Nazarbayev Üniversitesi Eğitim Yüksek Lisansı Okulunun Araştırma Komitesine haber verin: 7 7172 70 93 59, e-posta gse_researchcommittee@nu.edu.kz~~dobj.

Çocuğunuzun araştırmaya katılma devetini kabul etmeniz, lütfen bu formu imzalayın.

Bu formu dikkatle okudum;

Bana çalışma ve prosedürün amacı hakkında bilgi verildi;

Birikmiş bilgilerin sadece araştırmacı tarafından kullanılmasını ve başka insanlar için gizli olduğunu anlıyorum;

Ben çocuğum istediği zaman hiçbir açıklama yapmadan araştırmaya katılmasından vazgeçebildiğini anlıyorum;

Ben yukarıda verşlen bilgilere göre çocuğumun araştırmaya katılmasına için izin veriyorum.

İmza: _____

Tarih: _____

İmzalı ve tarihli onay formunun kopyası size verilmelidir.

Kazakistan Cumhuriyeti yasalarına göre 18 yaş altındaki bir birey çocuk olarak kabul edilir. Bu kategori içine düşen herhangi katılımcıya Ebeveyn Onam Formu onun ebeveyn(leri) veya vasisi(leri) tarafından imzalanması için verilmelidir.

Appendix C: Interview Transcript Sample

M: Okey, first of all, I want to ask which languages you speak when you teach English?

T1: Okay, exactly, I prefer to teach in English because it's to matter in the class and in order to save the atmosphere we have to use the language that our students are learning now. And, of course, English language is more important because that time the children only can really understand how this language is so important for them. I also want they (them) just feel this language more native for them. And they understand that we can use (it) in each atmosphere that we are now. For example, in the street, in the café, in the malls and something like this, not only on the lessons. That's why I prefer to use English only in the lessons. Also, sometimes of course, according to the levels of the students, I have to use my bear (?), my native language or the native language of our students. For example, English or just Russian or Kazakh. Just in order they understand this much better because sometimes they even just cannot understand one word or it can be difficult for them because there is a just different rate of their levels in English. That's why sometimes even if I don't like this so much using my native languages, but I have to use just in order to help them, support them, and to use just as I said before the scaffolding strategy for them because sometimes when we can't don't support them they just feel themselves miserable, they don't understand anything, and that's why it can be demotivating for them. So, unfortunately, nowadays we have to use I think but only sometimes. It's really too difficult for them to understand. For example, it can be grammar, because grammar is really just too annoying for students, or for example maybe sometimes video clips when they really cannot understand because you know how native English people

are talking, yeah they just really cannot pronounce, their pronunciation is not so clear, that's why sometimes I help them.

M: Okay, so, which languages are mostly used in your classroom except English?

T1: Ah, except English? Just it's also according to the class. For example, some classes are more closer to Russian, some classes are closer to Kazakh. So, that's why I use according to the satisfaction of this class.

M1: Okay, are there any classes where there are representatives of other nationalities, for example, Turkish students or something?

T1: Yes, for example in my class, there are many really students. They can be also Uzbeks yes, and Turkish yes, for example in my own class, the class teacher of 7th grade, there are 2 Turkish girls, one of them can speak only in Russian, one of them can speak only in Kazakh, sometimes I really have to use Turkish also, it's very lucky that I know this language.

M: What about this Uzbek student?

T1: They are more closer to Russian, so I can use Russian language, or even then when they cannot understand, also try to explain them in Kazakh. Okay, just, according... again how they used to talk in which language.

M: Okay, can you tell me about your strategy, the scaffolding, when you switch to student first language?

T1: Mhm, just how I use... (inaudible)... them? Okay. Mmm, exactly, I try to use the scaffolding strategies more in our lesson aaa maybe sometimes just, also how I said before, with helping talking native language or sometimes also aaa joking with them, playing with them, hugging aaa just... I also try to cherish and when they feel the love from the teacher, when they feel the care from the teacher, they can really use themselves much better, and also

sometimes... there are of course scaffolding strategies I also think sometimes we are having activities, easy activities, it can be... this activities can be just may be not closer to the topic, but anyway it helps them just to understand the language more, and, for example, just... I... In my experience, I have seen that students really can be motivated when they really see that when they really notice that they know English a little bit. And this activities can help them to notice.

M: Okay, when you explain them something in Russian or in Kazakh when they don't understand, it is like scaffolding right?

T1: Yes, it is scaffolding I think

M: How can it help them to learn this language better?

T1: Ha, okay, yes, of course for practice it's not so good, using native language but... also the grammar we cannot just throw away the grammar for example when student cannot just compare the present simple from the past simple that's why sometimes for the students who really in the rate of zero in English, I try to use these native languages. That's why I try to use. And for example, also idioms. Just... I try to, of course, show them firstly using my physical responsibilities, just... open close everything and that's why I try to explain but sometimes it's really difficult for them because there are many idioms that are really difficult. So, in this time, I try... just... I translate this...aaa in the native language. So, they can learn by heart these words.

M: Okay, I remember you also said that you do not use this Russian language all the classes, just you use it with the 7th grades, right?

T1: Yes, for the 7th grades yes, it's also obviously, because I try to use more yes of course native language, aaa... Russian or Kazakh for the 7th grades because just I'm a teacher of a

7th and 9th grade, with 9th grade I don't use the native languages, but in the 7th grade yes because sometime there are problems that they even haven't got any lesson of English in their previous school. That's why they cannot understand anything and I have to use the native language, so they can understand this, so, because sometimes really students... aaa... are so demotivated that they don't want to study anymore. So, in the 7th grade also for example it's just like the base of their English, if in the 7th grade their base will be good, I think, just... aaa... in the next years they like it and maybe they will know just reason to use native language.

M: Okay, so you... if I understood you correctly you said that using their language sometimes helps them to be motivated, yes?

T1: Yes, just because... sometimes for example there are shy girls, there are introvert girls, so... and sometimes girls for example in my experience girls want everything will be soon perfect ideal and for example when they cannot understand one word it's just, it's collapse for them everything is ruined and so that's why they even don't want to understand this. For example, sometimes they are reading the topic, they cannot understand one word, so it's just really collapse okay, they just don't want to read this topic don't want to understand, however this word is not so matter, and in that time I used... I use this language.

M: Okay, so except motivation, how can this, using their native language can help them?

T1: Okay, except motivation, okay, sometimes maybe just... sometimes our girls just study only for marks, unfortunately, that time... aaa... when just for example they cannot understand something they are crying that they will have bad mark and it means it's a problem with them and with their parents that's why sometimes I use native languages, so that they can understand to have just so that they will be much satisfied with the mark. Okay, and except the

motivation I think just... aaa... just maybe it's sometimes easy for them to understand this language and for example also from my experience, there was a one girl who really, didn't want to talk with one teacher because she just said they... this teacher always talks in English and I'm afraid of her, and if I come just...it just... it was like a just I will feel myself bad, there will be some mistakes, aaa... shame on me, something like this and that's why she doesn't want to talk with this teacher.