

# **Attitudes towards Trilingual Education in Kazakhstan: A Case Study**

**Rauza Aubakirova**

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Approval of the Institute of Graduate Studies and Research

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Prof. Dr. Mustafa Tümer  
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

---

Assoc. Prof. Dr. Javanshir Shibliyev  
Chair, Department of Foreign Language Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

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Assoc. Prof. Dr. Javanshir Shibliyev  
Supervisor

---

Examining Committee

1. Prof. Dr. Ülker Vancı Osam

2. Assoc. Prof. Dr. Javanshir Shibliyev

3. Asst. Prof. Dr. Fatoş Erozan

## **ABSTRACT**

The research focused on teacher and student attitudes towards trilingual education and its implementation in Kazakhstan. In addition, the purpose of the study was to investigate attitudes towards multilingual situation in Kazakhstan. The present study was conducted in Nazarbayev Intellectual School that practices trilingual education by teaching subjects within three languages: Kazakh, Russian, and English. It also attempted to investigate if there is correlation between teachers' and students' attitudes. Finally, the study aimed to find out whether gender affects the students' attitudes.

In the study, qualitative and quantitative methods were implemented. The participants involved 110 students from 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades and 10 teachers of science subjects. All of the participants were non-native English speakers. The study employed triangulation: questionnaire, teacher interviews, and classroom observations.

The results revealed that participants have positive or at least, neutral attitudes towards trilingual education and multilingual situation in Kazakhstan. Generally, students demonstrated more positive attitudes than their teachers. However, no statistically significant differences were found between teachers' and students' attitudes. Moreover, gender did not have a considerable effect on attitudes towards trilingual education as well as multilingual education.

**Keywords:** student attitude, teacher attitude, trilingual education, trilingualism, multilingualism, English medium of instruction.

## ÖZ

Bu araştırma öğretmen ve öğrencilerin üç dilli eğitime karşı tutumunu ve üç dilli eğitimin Kazakistan'da uygulanmasına odaklanmıştır. Ek olarak, bu çalışmanın amacı Kazakistan'daki çok dillilik durumuna olan tutumu incelemektir. Bu çalışma üç dilde (Kazakça, Rusça ve İngilizce) eğitim veren bir okul olan Nazarbayev Intellectual School'da yapılmıştır. Ayrıca, bu çalışma öğretmenler ve öğrencilerin tutumların farklılıkları incelemeyi amaçlamıştır. Son olarak, bu çalışma öğrencilerin cinsiyet farkının üç dilliliğe olan tutumları üzerinde bir etkisi olup olmadığını incelemeyi hedeflemiştir.

Bu çalışmada nitel ve nicel araştırma yöntemleri uygulanmıştır. Katılımcılar 9., 10. ve 11. sınıflardaki öğrencilerden oluşan 110 kişi ve 10 fen öğretmeninden oluşmaktadır. Bütün katılımcılar için İngilizce ana dil değildir. Çalışmada anket, öğretmen mülakatları ve sınıf gözlemleri yoluyla üçgenleme metodu kullanılmıştır.

Bu çalışmanın sonuçları, katılımcıların üç dilliliğe ve Kazakistan'daki çok dillilik durumuna karşı pozitif veya en azından, tarafsız tutumu olduğunu ortaya koymuştur. Genel olarak, sonuçlar öğrencilerin tutumlarının öğretmenlere göre daha pozitif olduğunu göstermiştir. Ancak, öğrenci ve öğretmen tutumları arasında istatistiksel olarak önemli bir farklılık bulunmamıştır. Ayrıca, cinsiyet farkının üç dilli eğitime karşı tutumlar üzerinde de önemli bir etkisi olmadığı görülmüştür.

**Anahtar kelimeler:** Öğrenci tutumu, öğretmen tutumu, üç dilli eğitim, üç dillilik, çok dillilik, İngilizce eğitim düzeyi.

*To my beloved family*

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## **LIST OF ABBREVIATIONS**

CLIL	Content and Language Integrated Learning
EFL	English as a Foreign Language
L1	First Language
L2	Second Language
L3	Third Language
MoES	Ministry of Education and Science (of Kazakhstan)
MOI	Medium of Instruction
NIS	Nazarbayev Intellectual School
SLA	Second Language Acquisition

# Chapter 1

## INTRODUCTION

This chapter outlines the background of the study by providing a brief overview of trilingual education and multilingualism in Kazakhstan. It mainly focuses on the role of English as a language of globalization and its widespread usage as the medium of instruction all over the world. Additionally, the chapter provides some insights on the statement of problem in the study as well as its purpose. Next section is devoted to the research questions on which the whole study is based. Furthermore, it lists several significant contributions to the field and covers definitions of the terms that appear in the present study.

### 1.1 Background of the Study

Today multilingualism has become a norm rather than an exception. The trend of using English as the international and even global language has led to the widely spread of it. In the literature, the term of multilingualism is usually accepted as the general term, which indicates different situations where two or more linguistic varieties are used. Cenoz and Genesee (1998) define multilingualism as “the process of acquiring several non-native languages and the final result of this process” (p.2). Generally, educators consider the concept of trilingualism under the umbrella of multilingualism. Moreover, results of studies towards bilingualism are likely to be related to the results of multilingual studies. Yet, the researcher Barron-Hauwaert (2000) argued that: “trilingualism is generally treated in the relevant literature as another type of bilingualism, and theories and findings from studies of bilinguals are



often assumed to be applicable to trilinguals by extension” (p. 1). This means that there is no difference between third and second language acquisition (SLA). However, trilingualism is less likely to be balanced as bilingualism. Having conducted research within the children from European countries mostly, Barron-Hauwaert (2000) arrived at a conclusion that three languages cannot be acquired or learned as easily as two, and age of learners is the crucial factor for language learning.

The global spread of the English language and its diversification led to the development of a new direction of linguistic thought, called as “World Englishes Paradigm” (Kachru, 1985). Categorization of varieties of English presented several models (McArthur, 1998; Prodromou, 2008), the most famous one is the theory of “Three Circles Model” proposed by Kachru in 1985. The model represents three main countries or group of countries that belong to the: (1) ‘inner circle’ where English is the native/first and official language and used within different aspects of a country (e.g. the UK, Ireland, Australia); (2) ‘outer circle’ where English functions as the second and official language of the state with limited range of functions (e.g. India, Jamaica, and Pakistan); (3) ‘expanding circle’ where the spread of the English language is not related to historical and political reasons and occasionally, used for intercultural communication (e.g. China, Egypt, and non-English speaking countries) (Kachru, 1985, pp. 211-216).

In some countries, English has contact with its national and official languages and this, on the other hand, causes multilingual situation to exist. Moreover, in many European countries where English is not used as the native language, English is used

as a medium of instruction (MOI) and tends to be the first popular foreign language, before German and French (Ammon, 1996; Hufeisen, 2000, Lewis et al., 2016). Spolsky (1998) argues that “monolingual communities are rare and monolingual countries are even rarer” (p. 51). For instance, third language acquisition of English in Basque Country, Catalonia and Friesland (Dutch provision, North Netherlands) and other bilingual communities are seem to be common. In multilingual communities of Asia and Africa where English is acquired as the third language or used as the additional language in relation to the language of community, English became the medium of instruction and is adopted at the international level as well as at the national in school context (Dutcher, 1998; Rubagumya, 1994; Tickoo; 1996). Moreover, Jessner (2006) mentioned that English language “can be seen as a factor in the creation of multilingualism today” (p. 2).

As a multilingual country, Kazakhstan includes over 130 ethnic groups, mostly from post-Soviet countries within the diversity in terms of history, culture and language. Therefore, in addition to the native language (L1) of the state, which is Kazakh, Russian is also used as an official and at the same time as the second language (L2). Also, in some rural parts of the country ethnic languages, for instance, Uzbek, Tajik, and Uyghur languages are used as the means of instruction. English, as a part of trilingual education, is taught as a foreign language (EFL) and planned to be used in order to provide a quantum leap in the development of the country.

Furthermore, English is considered as one of the necessary languages both in general education and among young children in Kazakhstan. Asanova (2007) points out that the former Minister of Education and Science of the Republic of Kazakhstan

proposed a programme that would require teaching in three languages (i.e. Kazakh, Russian, and English). That is, all three languages are planned to be used as the medium of instruction for particular subjects. The programme was planned with the enrolment of students starting from age 12.

Trilingual education in Kazakhstan has been piloted since 2011 and the aim of the Ministry of Education and Science (MoES) is to adopt a new curriculum with three languages as the medium of instructions. In 2010, the government of Kazakhstan has established Nazarbayev Intellectual Schools (NIS), that have 20 branches in several cities of Kazakhstan and Nazarbayev University (NU) located in Astana, which aim at monitoring, research, analysis, and application of modern models of educational programmes. NIS and NU have partnership with several international institutions such as University of Cambridge, Cambridge ESOL, and University of Pennsylvania.

Starting in September 2012, new curricula was implemented in NISs to pilot trilingual education in 9<sup>th</sup>-11<sup>th</sup> and for the 12<sup>th</sup> (starting from 2014) grades. At the end of the school, students are expected to be able to speak three languages fluently and have more opportunities to enter international universities. Subjects such as science (biology, chemistry, and physics), mathematics and English are taught in the English language, while the rest of the subjects are taught in Kazakh and Russian languages (Cambridge International Examination, 2012).

Trilingual education declared by N. Nazarbayev and the Ministry of Education and Science was approved in 2015. Additionally, the Road Map of the trilingual education development emerged within the same year. As Bekturova (2013)

mentioned in her article, “the medium-term aim is for 15% of the population of nearly 17 million to achieve this goal by 2020” (p. 8). The language policy has impact on the education itself and on the socio-political life of Kazakhstani people. The aim of knowing three languages (Kazakh, Russian and English) is to help citizens of Kazakhstan develop relations with the most competitive countries working on common projects and researches, develop world information space and creating world-class education.

To sum up, all these actions towards establishment of new institutions and notions in education system such as trilingual education are the first steps of educational reform in Kazakhstan.

## **1.2 Statement of the Problem**

Attention to the trilingual education and the attitudes of teachers and students towards it has been paid since 1990s (Cenoz & Genesee, 1998; Cenoz & Jessner; 2000; Edwards, 1994). Occasionally, studies of trilingualism and trilingual education were linked to bilingual education and bilingualism, thus, there are few researches that considered trilingualism itself as the separate field of multilingualism. Moreover, the limited number of researches were conducted in the school context (Cenoz et al, 2001). As the scholars also state the results of third language acquisition are related to the outcomes of second language acquisition (Harron-Bauweart, 2011; Hoffmann, 2011a; Hoffmann, 2011b). Moreover, findings of bilingualism can also be applied to the studies on trilingualism (Cenoz et al., 2001).

Traditionally, within the school context, second language acquisition is considered as the subject of L2, while bilingualism is occasionally indicated as the use of two

languages of MOI. Met (1998) suggests that this difference could not be assigned as the dichotomy, because bilingual education usually takes place in second language classrooms. Therefore, it seems to be taken as a continuum rather than a dichotomy.

The existence of the difference between third language acquisition and trilingual education could be shown in the following example: L3 is used as the subject (i.e. language subject) or three languages are implemented as the medium of instruction. However, it is fairly to underline the fact that the continuum may have the same purpose as the use of two languages in double immersion programmes and L3 as the language subject, or the use of three languages as the MOI.

As it was reported by Kazinform (2016), “the trilingual education in Kazakhstan was piloted within 33 secondary schools in 2011, but now this number increased to 117 secondary schools, which include 63,000 students” (p. 1). In November 2015, Kazakhstan adopted Road Map of the trilingual education in 2015-2020, where English is positioned as a tool for successful integration into the world community. To the best knowledge of the researcher, the use of three languages as the mediums of instruction needs more attention. This has inspired the researcher to conduct study on trilingual education in Kazakhstan. Therefore, there was need to investigate teachers’ and students’ attitudes.

Nevertheless, the government underlines the fact that Kazakh language, as the national language, should not lose its position. In order to improve the teaching of state language, levelled textbooks and educational-methodical books in Kazakh for the students of 1-12 grades were prepared for the schools with Russian as the

medium of instruction. In secondary education system, in the framework of the trilingual education, English was introduced to the students of elementary level in the 2013-2014 academic year.

### **1.3 Purpose of the Study**

Bridges et al. (2014) point out that even if trilingual policy was piloted in 2011, there is need for a more careful strategy of introduction and implementation of it. There is a lack of qualified teachers who can provide instruction in English. Therefore, the main purpose of this study is to investigate attitudes of instructors and students towards trilingual education in NIS.

Some people in Kazakhstan think that Kazakh as one of the three languages used as the medium of instruction may lose its state language position. In this regard, one of the purposes of this study is to investigate students' and teachers' attitudes towards Kazakh language. Additionally, the study aims to investigate teachers' and students' attitudes towards borrowings in Kazakh from Russian language.

The current alphabet used in Kazakhstan is Cyrillic. Recently, the government of Kazakhstan decided to use Latin alphabet starting from 2017 and Cyrillic alphabet is expected to be replaced by the end of 2025. In this respect, the researcher attempts to explore the attitudes of teachers as well as students regarding to alphabetical change in Kazakhstan.

The rationale for this study is a belief that knowing two or more languages influences cognitive development positively. It is a common consensus in the literature of trilingualism and trilingual education that bilinguals outperform monolinguals in

learning a third language (L3) and thereby gaining a cognitive advantage over them (Cenoz & Jessner, 2000; Clyne, et al., 2004; Hoffmann & Ytsma, 2004). Researches conducted by Cenoz and Valencia (1994) and Cenoz (2003) demonstrate that students who are bilingual in Spanish and Basque tend to achieve higher levels of proficiency in English than students who were started to learn from a monolingual base.

#### **1.4 Research Questions**

The study aims at investigating attitudes of teacher and students as regards trilingual education and multilingual situation in Kazakhstan. The research questions thus, are as follows:

1. What are the students' attitudes towards trilingual education?
2. What are the teachers' attitudes towards trilingual education?
3. Are there any differences between student and teacher attitudes towards trilingual education?
4. Do the attitudes change between male and female students?

#### **1.5 Significance of the Study**

The study may contribute to the field some significant implications. First of all, as sociologist scholars note, there are relatively few studies, especially qualitative, that focus on either trilingualism or trilingual education. This fact underlines the necessity for further studies on trilingualism. Therefore, this study attempts to fulfil this gap. Specifically, there are limited researches about students' and teachers' attitudes towards multilingual education, according to NCES (National Center for Education Statistics) (2011). Learning the target language within trilingual education environment has uncommon characteristics and some challenges for teachers and their students. Hence, the present research might be considered as a potentially

significant study within Kazakhstan and other multilingual countries. Moreover, the present study provides the overview about third language acquisition compared to the acquisition of the second language. Finally, the research captured both teacher and student attitudes by using qualitative and quantitative research methods, which could also be considered as a good contribution to the field of sociolinguistics.

## 1.6 Definition of Terms

- **Attitude:** Azjen (1988) defined attitude as “disposition to respond favourably or unfavourably to an object, person, institution or event” (p. 4). In this study, attitude is related to language(s), trilingual education, and multilingualism in Kazakhstan.
- **Bilingualism:** Mackey (1962) defined bilingualism as “the ability to use more than one language” (p. 52).
- **Multilingualism:** Cenoz and Genesee (1988) defined multilingualism as “the process of acquiring several non-native languages and the final result of this process” (p. 2).
- **Content and Language Integrated Learning (CLIL):** Marsh (2002) defined CLIL as “situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language” (p. 2). In Kazakhstan, English, as a foreign language, is used as the medium of instruction for some disciplines.
- **First Language (L1):** First or native language of the learners. In this study, it refers to Kazakh language which is the state language of Republic of Kazakhstan.



- **Second Language (L2):** Second or foreign language of the learners. In this study, it refers to the Russian language which is considered as the official and international language of the Republic of Kazakhstan.
- **Third Language (L3):** Third or foreign language of the learners. In this study, it refers to the English language which is used as one of the mediums of instruction in the Republic of Kazakhstan.
- **Trilingual Education:** Education programme which implies three languages as the medium of instruction for different subjects (Bangma et al, 2011). The present study covers three languages: Kazakh, Russian, and English as the medium of instructions.

## **Chapter 2**

### **LITERATURE REVIEW**

This chapter provides an overview of multilingualism with the emphasis on the trilingualism and trilingual education. First, it covers the language situation in Kazakhstan referring to pre-Soviet as well as Soviet interims. Further, the chapter goes through the language situation and language policy within Independence period. Additionally, the chapter attempts to identify the role of indigenous language along with the role of non-indigenous languages of the state. Moreover, trilingual education is discussed in this chapter and overview of education system in Kazakhstan is provided for the better understanding of the context. Multilingualism as the concept is described briefly; research into the third language acquisition and trilingualism are based on the studies of bilingualism. Finally, the chapter provides some information about multilingual education and its importance.

#### **2.1 Language Situation in Kazakhstan**

After the dissolution of the USSR (Union of Soviet Socialist Republics), Kazakhstan became an independent state of Kazakh people along with different ethnic groups. The main problem that occurred after the USSR was an issue of nation building in a multinational country (Doğanaksoy, 2008; Kuzhabekova, 2003). On the other hand, another problem was language planning under the circumstances like diglossia and multilingualism.

Overall, before discussing language situation in contemporary Kazakhstan, it is better to start with the historical development of it. In this regard, for a better understanding and evaluating language situation researchers used to consider language situation of Kazakhstan within three interims: pre-Soviet, Soviet, and post-Soviet.

As mentioned above, the formation of language situation in Kazakhstan has passed through different periods of time and different systems of education. Despite the fact that political, economic, and cultural issues had impact on linguistic situation, it is worth to note that changes in ethnic structure of the population might influence the process of formation of language situation.

### **2.1.1 Pre-Soviet Language Situation in Kazakhstan**

As all other languages spoken in Central Asia, Kazakh language belongs to the Turkic language group. In pre-Soviet era, namely in 8<sup>th</sup> and 10<sup>th</sup> centuries Turkic people union spoke the same language which is known as Old Turkic language. Scholars seem to define ‘Orkhon’ and ‘Göktürk’ scripts as the first literacy of the Old Turkic language (‘The Great Soviet Encyclopaedia’, 1979). However, arrival of Islamic view influenced Turkic language and its dialects. Therefore, the first alphabet of Kazakh language was written in Arabic script (Dickens, 1989).

Islamic influence brought some changes in education of Kazakhstan. For instance, there were established Muslim schools called ‘madrassah’ and ‘mekteb’ teaching in Arabic language. Interestingly, women had limited access to education or even more were not allowed to attend schools. Additionally, less wealthy people could not

afford education. Therefore, the number of educated people was less than those of non-educated.

Occasionally political issues do affect language situation of a country. This has happened to Kazakhstan after the impact of Islam and Islamic education, when new suffering period in history of nomadic Kazakh people was occurred. Tsarist Empire beginning from the end of 15<sup>th</sup> century has occupied particular territories of Central Asia and started to implement their own rules. As Landau and Kellner-Heinkele (2001) mentions “around the end of the fifteenth century, the Kazakhs emerged as a distinct people with their own land, however, they had to cope with the external pressures too” (p. 21).

However, the formation of the language situation in Kazakhstan is directly affected by the processes that accompanied the accession of Kazakhstan to Russia (1731-1865) along with public-political system of pre-Soviet, Soviet, and post-Soviet periods; radical transformation of society and the economy of independent Kazakhstan and republics of Central Asia. When discussing effect of changes in the ethnic structure of the population on the language situation, Suleimenova (2009, p. 23) deals with the most significant issues that took place within pre-Soviet period: a) agrarian reform of Stolypin, when peasants from different parts of Russia and Ukraine were exiled to Kazakhstan comprising its population in more than 30 percent. As a result, large Slavic ethnic groups dominated in north and east parts of the state; b) demographic catastrophe of 1929-1933, when according to Kydyralina (2013), ethnic Kazakh population of the state was reduced by 2.4 times, i.e. about 1.5

million Kazakhs (one third of the population) and as a result, Kazakh people became ethnic minority until 1966.

Despite the fact that Kazakhstan is a multi-ethnic state, the language spoken in pre-Soviet and pre-independent Kazakhstan was used mostly by Kazakh people, because Russian language was penetrated into the territory of modern Kazakhstan in the late 18<sup>th</sup> and 19<sup>th</sup> centuries when the Kazakh ‘zhuzes’ or ‘hordes’ (division of tribal and territorial groups) one after another joined the Russian Empire.

### **2.1.2 Language Situation in the Soviet Period**

The long period of time Kazakhstan was the part of the Russian Empire and then the part of the Soviet Empire. Hence, the changes in ethnic structure and as a result, changes in linguistic situation took place within these two eras.

Hailed by the leadership of the Union of Soviet Socialist Republics to build a state policy under the proclaimed rights, equality, and the sovereignty of peoples has led to indigenization campaign in the 1920-1930s. For example, paperwork in the country was being translated into the Kazakh language, party and farm workers were being taught Kazakh language, also, the government promoted raising awareness of Kazakh language (Koltso, 2000). Additionally, Kazakh alphabet was changed to Latin, and then again to Cyrillic graphics. As Suleimenova (2011) states, effective management and control over the entire population of a huge multilingual country can be carried out in a state of one people, one language, and one graphics.

However, political issues under the leadership of Soviet government raised the role of Russian language: people mobility, ethnic deportation and evacuation of the

population during the war (2<sup>nd</sup> World War) and post-war period along with development of virgin and unused lands, in which the Russian population increased by 21 percent. On the contrary, Kazakh migrated to the neighbouring countries (Suleimenova, 2011). As a result, Kazakh language was losing its position as Kazakhs became ethnic minority in their historic homeland.

However, this underwent significant changes after 1960s. As can be seen in Table 2.1, the change in the ethnic structure of Kazakhstan is seen obviously i.e. by 2009, the number of Kazakh ethnic groups became 63.1%. Hence, number of Russian population, as well as the population of other Slavic nations (Ukrainian and Belarusian) along with German people, though, was decreasing slowly between 1959-2009. Disintegration of the USSR and consequently, the Independence of Kazakhstan has led to the increase of Kazakhs in number.

Table 2.1: Change in ethnic structure of Kazakhstan between 1959-2009

	<b>1959</b>	<b>1970</b>	<b>1979</b>	<b>1989</b>	<b>1999</b>	<b>2009</b>
<b>Kazakh</b>	30.0%	32.6%	36.0	40.1%	53.4%	63.1%
<b>Russian</b>	42.7%	42.4%	40.8%	37.4%	29.9%	23.7%
<b>Ukrainian</b>	8.2%	7.2%	6.1%	5.4%	3.7%	2%
<b>German</b>	7.1%	6.6%	6.1%	5.8%	2.4%	1.1%
<b>Belorussian</b>	1.2%	1.5%	1.2%	1.1%	0.8%	0.4%
<b>Tatar</b>	2.1%	2.2%	2.1%	2.0%	1.7%	1.3%
<b>Uzbek</b>	1.5%	1.7%	1.8%	2.0%	2.5%	2.9%
<b>Uyghur</b>	0.6%	0.9%	1.0%	1.1%	1.4%	1.4%
<b>Korean</b>	0.8%	0.6%	0.6%	0.6%	0.7%	0.6%

Source: Statistical Agency of the Republic of Kazakhstan

Although the Kazakhs started to outnumber some other ethnic populations, the number of Turkic nations slightly rose. For instance, Uzbek ethnic group increased in fifty years to almost 1.5%, whereas population of Uyghurs became 1.4%.

#### **2.1.2.1 Soviet Language Policy: Russification**

According to Suleimenova (2011), Soviet education system became the main tool for ‘russification’ along with the spread and promotion of Russian language as the ‘second mother tongue’ (p. 59). As a result, starting from the distant 60s of the 20<sup>th</sup> century, education was being provided almost entirely in Russian language and it became the main language used in universities and science (Fierman, 2006). Thus, people of Soviet Empire had to speak in Russian which was counted as the ‘second native language’. Moreover, there was reduction in the number of schools with the Kazakh as the medium for instruction. Next decade (1970-1980), Russian language further spread among peoples of Kazakh SSR (Soviet Socialist Republic). For instance, as Kydyralina (2013) reports, 95 per cent of books were in Russian as well as TV programmes were in Russian language.

In a broad sense, Russian language became a kind of ‘ticket’ to a better life in terms of educational and social mobility (Fierman, 2006), and as Matuszkiewicz (2010) points out, it was a “guarantor of social mobility and professional career” (p. 214). As mentioned before, ‘prestigious’ Russian language was used as the medium of instruction in almost all higher education of Soviet Kazakhstan. The same situation could be observed within a considerable part of primary and secondary education. Vasil’ yev and Sledzevsskiy (1998) pointed out the implementation of Russian further accelerated in 1938 when Russian was made obligatory study of the Russian language in schools of the national republics and regions. Moreover, Russian became

compulsory in pre-school institutions (Suleimenova, 2010). Meanwhile, teaching of the Kazakh language took place in institutions. However, as Filin (2010) notes “although in the times of USSR course of Kazakh language was taught, it was just formally” (p. 1).

Yet, in the years of severe deprivation older generation managed to maintain their mother tongue and passed it to the next generation. However, that generation had grown up in a Russian-speaking environment. Therefore, historically, bilingualism started in post-war period and accordingly, the majority of Kazakhstani people were the users of two languages: Kazakh and Russian. There were those who treated bilingualism as a competitive advantage in the past, which strengthens multilingualism today.

### **2.1.3 Language Policy of Post-Soviet Kazakhstan**

Before Kazakh became the state language, there was uncertainty concerning national interests while discussing status of two widely used languages in Kazakhstan: Kazakh and Russian languages. Nazarkulova (2009) states that while discussing, the most important issue raised among society was the legal status of Kazakh language. On one hand, during the Soviet period, there was much pressure on Kazakh language along with promotion of Russian. On the other hand, as language plays a crucial role in national identity, for many, Kazakh language needed its speakers. As mentioned above, Kazakhs Russian was a native language rather than the language of their homeland. Therefore, the first step towards Independence was status planning of languages. Citizens of Kazakhstan could not forget the language in which they were taught. Moreover, it was difficult for the government to come to the decision about



status of languages used in Kazakhstan. Because it was very important to make decision on languages taking into consideration the multi ethnicity of the country.

Yet, revitalization processes of the Kazakh language has started close to dissolution of the USSR. As like in other countries, in Kazakhstan language conflicts under the conditions of totalitarian regime have been debated since the 1985 when interethnic conflicts accumulated with language contradictions has arisen. Obviously, the main factor of interethnic conflicts was the inequality of languages and their speakers. In this regard, the researcher mentioned that:

... quite rightly recognize the professional unsuitability of monolingual people who work in fields that require communication with the people from different backgrounds... In our multinational society, knowing of two languages is the least thing for educated, cultured people as we want to see our fellow citizens (Neroznak, 1989, p. 7).

Since bilingualism “must be” mandatory and symmetric within national spheres among managers and employees of the administration, Gak (as cited in Neroznak, 1989), on the contrary, argues that:

Ordinary Moscow resident does not have to know the Lithuanian language as well as an ordinary citizen of Lithuania does not have to use Russian language in everyday life. Yet, any person working in the public sphere, i.e. starting from Chairperson of the Supreme Council of the Republic ending with post officer must speak two languages in the required level in order to interpret with any inhabitant of the region (pp. 81-82).

In this regard, the polemic around language use and policy was about status planning. Some of the community members wished Kazakh to be the state language, whereas some of them expected both Kazakh and Russian to be state languages. However, in

1989, these two languages were given statuses of state language and language of interethnic communication respectively.

## **2.2 The Role of the Indigenous Language of Kazakhstan**

The Law ‘On Languages in the Kazakh SSR’ that was adopted on the 22<sup>nd</sup> of September 1989, introduced the concept of ‘national language’ and the Kazakh language was given the status of state language whereas the Russian language has been juridically titled as the ‘language of interethnic communication’ (The Law of Kazakh Soviet Socialist Republic from 22 September 1989). Later, it was assigned as an “official language applied on a par with the state language” (Issabayeva, 2009, p. 1).

### **2.2.1 Kazakhization**

As it has already been mentioned, during the days of the Tsarist Empire, immigrants from Russia living in an occupied Kazakhstan enjoyed a number of privileges. There was no obligation for them to know the language of the indigenous people. Moreover, the Kazakhs in their own land with a mother tongue could get a job, apply for government agencies, and so on. This policy bore fruit, and many young Kazakhs shifted to Russian.

In the history of Kazakh nation-building, the Kazakh language plays a very important role. After political issues took place in Kazakhstan, the national language was planned to maintain the identity of Kazakh people. Furthermore, steps regarding revival of history, culture and identity were made with the emphasis on the Kazakh language. After all, language is both a sign system for the transmission of thoughts through communication, and the crucial component of ethnic culture, element of ethnic, as well as differentiating ethnicity within ethnic relations. Briefly, Ozayeva

(2008) stated that “language is a mandatory condition for the occurrence of an ethnic community, a symbol and protection of ethnic unity, as well as ethno cultural maintenance” (p. 7). Therefore, as Nazarkulova (2009) pointed out, for many members of the indigenous nation, national-traditionalist group (ethnic interests are of paramount importance, requiring a policy of protection of national culture as long as its survival is not fully guaranteed) that mainly consider the status of Kazakh as the state language, not Kazakh-Russian or Russian-Kazakh bilingualism. Further, a well-known Soviet scientist Sartayev (as cited in Nazarkulova, 2009 p. 36) defined the role and place of the Kazakh language in the society stating that “the scope of use, the authority and role of the Kazakh language is now so significant that there was an objective need for its protection at the state level”.

The process of Kazakh language and Kazakh identity revival was called “kazakhization” among scholars. In this regard, “kazakhization” was determined as an informal term used to name the national policy of Kazakhstan, aimed at reviving the "national, cultural and linguistic values" (Karin & Chebotarev, 2002, p. 73) along with strengthening the role of the Kazakh language and the impact of Kazakh speaking staff within the public administration (Cummings, 2002).

First attempt of the Kazakhization was the proclaiming of Kazakh as the state language. Later, in 1991, campaign of renaming populated settlements that were in Kazakh before, from Russian into the state language. Furthermore, one of the main instruments of national policy was established in 1995, the Assembly of People of Kazakhstan (*Ассамблея народа Казахстана*). Korshunov and Chebotarev (2007) while pointing out the role of Assembly, report that "...in our country the Assembly

is the only one leading authority in the field of regulation and development of interethnic relations, although, it has the status of a consultative organ under the President" (p. 1).

However, taking into consideration different language policies, ethnic composition of Kazakhstan in pre- and during Soviet periods, it is not difficult to predict that Kazakh language was almost losing its position in the community and that there was fear of having both Kazakh and Russian as the state languages. Therefore, the government of Kazakhstan attempted to maintain and even more, to create interest towards language and among non-native speakers of Kazakh.

About ten years ago, Smagulova (2008) conducted a research about the use of Kazakh language in different workplace contexts consisting of banks, educational institutions and business companies. She interviewed people in order to get their attitudes about the Kazakh language revival policy. The author mentions that one of the first attempts of Kazakh language promotion was transferring paperwork into Kazakh language within the governmental level as well as within work places (Smagulova, 2008; Suleimenova, 2011). As it was pointed by Smagulova (2008), the rule of transferring paperwork into state languages applied to the different organizations, that is, not only government agencies, "... but also to privately owned businesses that should submit financial, taxation, statistic and technical documents in Kazakh and Russian" (p. 451).

The process of transferring was not gone smooth because of the lack of language skills in Kazakh. During the relatively longitudinal (two years) Smagulova's survey

with other researchers, less than 50 per cent of the participants demonstrated proficiency in writing in Kazakh language (p. 452). Moreover, her interviews with 35 bank employees revealed that only one respondent had proficiency in Kazakh language, taking into consideration all language skills.

Huge step was made towards use of Kazakh language in education. As Suleimenova (2005) indicated widespread use of the Kazakh language: system modernization and expansion of the educational infrastructure in the Kazakh language (including all levels of education: from primary to higher) in accordance with regulation of hours for teaching of the Kazakh language in all institutions and all levels of education. Additionally, Kazakh language teaching materials were improved quality.

According to Smagulova (2008), the next move in regard to maintenance of Kazakh language was a campaign under the slogan that said “2007 is the year of the Kazakh language” (“2007 жыл – Қазақ тілі жылы”). The campaign led by Language Committee of the Ministry of Culture and Information (*Мәдениет және ақпарат министрлігінің Тіл Комитеті*) served to improve the quality of clerical work in Kazakh language and increase its use in service sphere. Furthermore, employees of different positions were supposed to pass the test of Kazakh proficiency. According to Kuzekova et al. (2007), the test was first piloted in 2006-2007.

Generally, about ten years ago, in some parts of Kazakhstan, citizens did not seem to be ready to use the state language in main domains like work places, governmental services and translated paperwork needed corrections. It might be because, the most of them were translated from Russian rather than prepared in Kazakh. In addition, the

government provided both versions. Taking into account multi ethnicity of the country, the President Nazarbayev, asked Kazakhstani people to be tolerant to each other, and respect culture of each ethnic group as well as their language. Therefore, for those people, who cannot speak state language, Russian language is used instead. To prove it, there were slogans mostly in 2007, written on billboards that promoted the state language: “Kazakh, speak Kazakh with a Kazakh!” (“Қазақ қазақпен қазақша сөйлессін!”).

Later, the further attention paid to the standardization of Kazakh language and its terminology. There were still gap in corpus planning because of the lack of specialists in Kazakh language. Yet, there were those who still stayed enthusiastic about kazakhization (writers, intellectuals, poets, and so on). Most of them were not trained in Kazakh, however, they contributed to the development of the language (Smagulova, 2008).

In common, particular steps towards the kazakhization process needed some modification and implementation of different moves in order to improve the position of Kazakh language in a society. However, users of Kazakh language arose in number. The research conducted in 2009 by Suleimenova, illustrated use of state language by Kazakhs as well as by other ethnic groups. She attempted to compare data of the National composition of Kazakhstan in 1999 (Smailov, 2000) in accordance with the data collected in 2009. The Table 2.2 illustrates language use of major ethnic groups living in Kazakhstan.

Table 2.2: Language use of major ethnic groups in Kazakhstan (1999 & 2009)

Language	Ethnic		Kazakh		Russian	
	2000	2009	2000	2009	2000	2009
Korean	25.8%	25%	28.8%	55%	97.7%	99.8%
German	21.8%	-	15.4%	50%	99.3%	100%
Ukrainian	16.1%	20.8%	12.6%	30.7%	99.5%	100%
Belarusian	13.5%	18.7%	9.9%	32%	99.4%	100%
Tatar	37.1%	35%	63.6%	85%	96.9%	99.2%
Uzbek	97%	89.2%	80%	86.7%	59.2%	66.7%
Uyghur	81.3%	79.7%	80.5%	86.7%	86.1%	73.9%

Source: Based on Suleimenova (2009, p. 11)

According to the table above, the popularity of language use within 10 years is obvious. For instance, all of the ethnic groups given in the table were keen to use state and official language of the country rather than their native languages. The proficiency in Kazakh as well as in Russian increased according to the data of 1999. Moreover, the table shows popularity of Kazakh language among Turkic ethnicities (Tatar, Uzbek, and Uyghur), it might be because of the relativeness of Kazakh language to their ethnic language.

However, the whole picture changes when it comes to the Kazakh respondents. In the Figure 2.1, the language proficiency (speaking, reading, and writing) of Kazakhs is given in percentage (Suleimenova, 2009, p. 28). The results indicated that Kazakhs have high proficiency (89.8% in total) in the language in comparison with previous years.

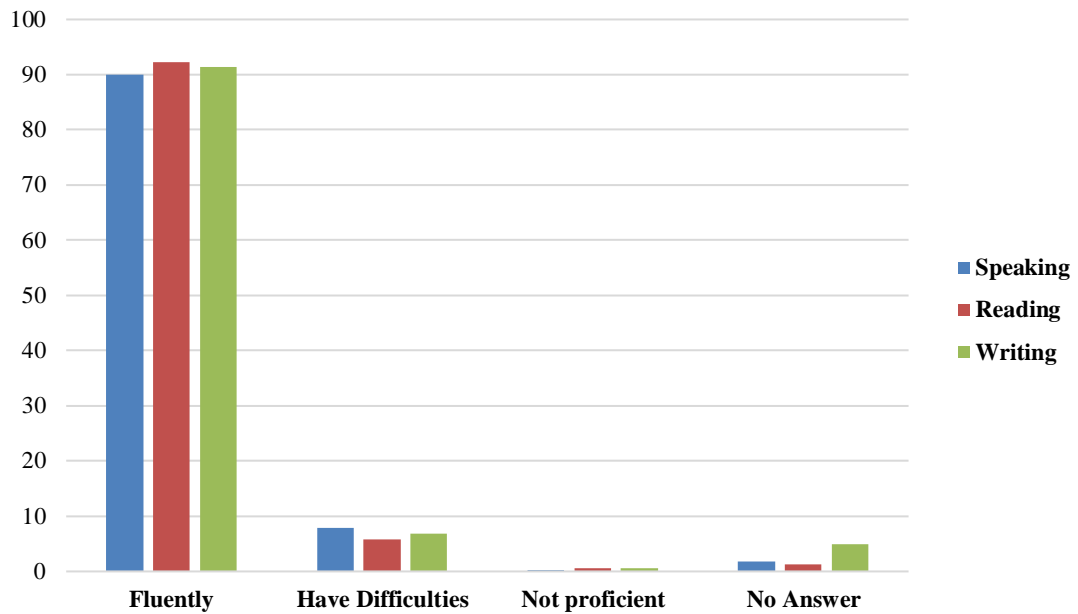


Figure 2.1 Kazakh language proficiency of Kazakh respondents in 2009  
 Source: Based on Suleimenova (2009, p. 28).

However, it seems like Kazakh language is not very popular among Russian people in Kazakhstan. In the same study conducted in 2009 by Suleimenova, only 20.4 per cent of the participants indicated that they are proficient in three language skills. While 55.4% of participants responded that they have some difficulties in Kazakh along with 16 per cent of those who do indicated themselves as “not proficient”.

In broad sense, the government of Kazakhstan has made many “appropriate” and balanced moves with rational actions as well as “inappropriate” ones. As the result of inappropriate moves, in the country, there is still a lack of proficiency in the Kazakh language and its uneven functioning in regulated areas of communications.

Most recently, the government made decision regarding to alphabetical change. The idea to change the Kazakh scripts from Cyrillic alphabet to the Latin alphabet is relatively new: for the past years, the issue is discussed within almost high



significance. In December 2012, the President of state underlined the fact that alphabetical change will be completed by 2025. As he explained: "It will serve not only to the development of the Kazakh language, but also turn it into a modern language of information" (Nazarbayev, 2015). It is assumed that if the country transfers to the Latin alphabet, it will facilitate and accelerate the development of the Kazakh language among the local population as well as among foreigners. After all, if the Kazakh alphabet in the Cyrillic script included 42 letters, the letters in the new version will not be more than 33 (Atoyants-Larina, 2015). And as some linguists assume, Latin alphabet transmits the phonetic specificity better than Cyrillic one.

### **2.3 The Role of the Non-Indigenous Languages of Kazakhstan**

For a long time, Russian language was used in Kazakhstan and other ex-Soviet countries as the interethnic language. However, this status of Russian language was not supported by relevant documents. It seems like russification process was applied implicitly (Suleimenova, 2011). As mentioned above, Russian language was used within many domains and was considered as the most prestigious one.

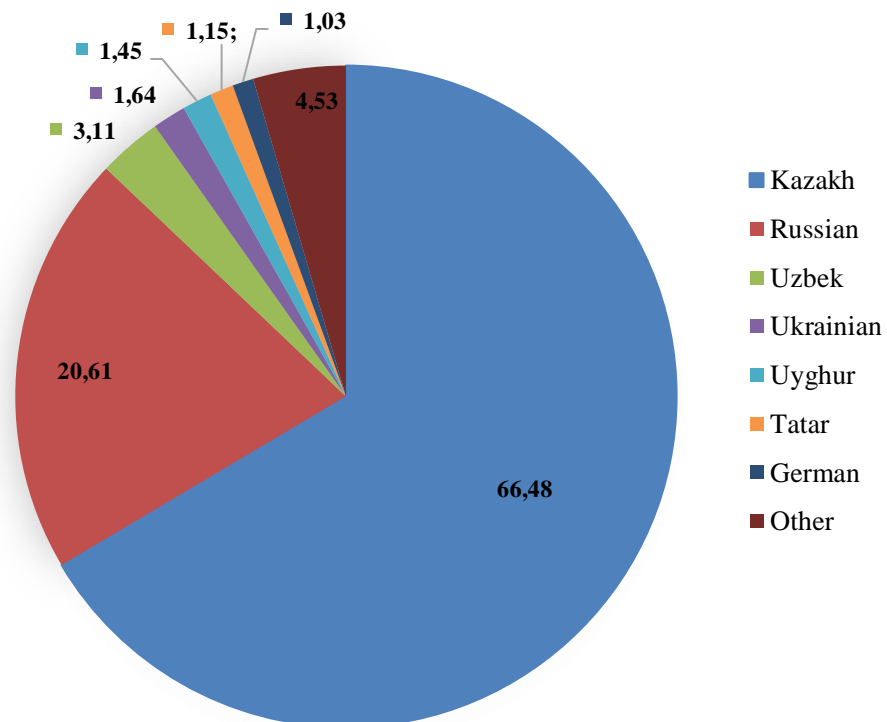
Nowadays, Russian has not lost its position among Kazakhstani society. In the Constitution of Kazakhstan from 1995, Article 7, Russian language is given a specific position: "In public institutions and local authorities on an equal basis with Kazakh Russian language is used officially". Kazakh language in the basic language policy documents took higher status that carried out from the standpoint of the new state of legal regulation. It found support among society: the co-functioning of Russian and Kazakh languages was assessed as conflictual and competitive, as well as prosperous, stable and harmonious.

Therefore, Kazakhstan continues to be perceived as a country, whose inhabitants speak Russian well. Starting from the second half of the twentieth century Russian language became the interethnic language in Kazakhstan and currently continues to remain so for all the peoples living in the country. Russian language retains the entire scope of functions: it is still used as a means of accumulation and acquisition of a variety of information, ideological influence, means and object of education and a powerful communicative tool in everyday oral and written formal / informal communication, in science, in the Internet.

As a multilingual country, Kazakhstan includes over 130 ethnic groups, mostly from post-Soviet countries. The Figure 2.2 illustrates the citizens of Kazakhstan according to their ethnic belonging and contains of the major ethnic groups. Naturally, Kazakhs outnumber all other ethnicities with 66.48% (more than 10 million), while Russians take the second place with value of 20.61%. However, nowadays Russian population decreased in number compared to 1959 (see Table 2.1). Next major group is consisted of Uzbek, Ukrainian, Uyghur, Tatar and German ethnics. Their number is varying from five hundred to one hundred. Also, there are other residents that belong to the Turkic ethnic groups: Azerbaijani – 0.61%, Turkish – 0.61%, Dungan – 0.37%, Tajik – 0.25%, and so on. As it can be seen, the ethnic composition of Kazakhstan is contrastive. And most of them use Russian language in their speech specifically, those who are originally from one of the ex-Soviet country.

However, Smailov (2000) in his study on the role of languages in Kazakhstan came to the conclusion that inhabitants of west and especially the south part of the country are more likely to use Kazakh rather than Russian. Even more, the author found that

young people are less interested in speaking Russian and as the result, do not seem to learn it themselves. As for the north, east, and central parts of Kazakhstan, people prefer to use Russian language in their speech (Smailov, 2000). He also states that Russian is mostly used by non-Russian ethnics.



Source: Statistic Committee of the Ministry of National Economy of the Republic of Kazakhstan (2016).

As to other languages spoken by ethnic groups in Kazakhstan, data provided in the Table 2.2 about language use within some major ethnic groups (apart from Kazakh and Russian) shows contradiction in results. For instance, it seems like German people prefer to speak in both Russian and Kazakh languages, rather than in their own language. Ukrainians and Belarusians, on the contrary, use their ethnic language more compared to ten years ago (the research compared language use in 2000 and

2009). The table 2.2 shows the popularity of the official and state languages regarding language use among major ethnic groups.

Despite the fact that, education in the ethnic languages of the peoples in Kazakhstan is guaranteed by the Constitution of the Republic of Kazakhstan, only 14 ethnic languages are taught in schools. Some schools practice teaching in 7 ethnic languages as well as several universities train specialists in German, Uyghur, Polish, Turkish, Korean, Azerbaijani and other languages. Moreover, there are public contract packs, tax exemption, and right to place government advertising in newspapers and magazines published in ethnic languages. In total, the government has being partially fund 14 newspapers in 8 ethnic languages, e.g. "Deutsche Allgemeine Zeitung" (*German General Gazette*), "Koryo Ilbo" (*Korean Daily Log*), "Uygur Avazi" (*Voice of Uyghur*), "Ukrainski Novini" (*Ukranian News*) and others (Suleimenova, 2009).

## **2.4 Trilingual Education Policy**

Knowledge of state and possession of several languages becomes a factor in the competitiveness of individual citizens. Government has been generating some installation by saying that every citizen of Kazakhstan should master at least three languages: Kazakh, Russian, and English. They believe that this will open up enormous opportunities for self-realization, help them to be more open-minded. The whole picture of the global ethno-linguistic situation shows that English comes after Chinese and Spanish, in terms of popularity among those, who use it as their first language (Lewis et al., 2016).

Trilingualism and multilingualism, in many cases have positive effects on speakers. While talking about multilingualism, Kazakhstani researchers describe the advantages of multilingualism as: "... an essential factor in the formation of globalist mentality" (Gubanov & Gubanov, 2011, p. 55). It is also believed that "This ability is not only about speaking several languages, it is also a special type of thinking, that absorbs the cultural values of several civilizations, otherwise, thinking that open to dialogue" (Aryngaziyeva, 2009, p. 73).

In today's multilingual and multicultural world, one of the actual problems is the interrelation of languages and as well as the search for effective and sustainable programs in the field of languages in order to unite society. One of the most important aspects occurring in the Kazakh society, economic and social modernization advocates language policy. In recent years, English was considered as one of the necessary language both in general education and among young children in Kazakhstan. Asanova (2007) points out that Bekturganov, the former Minister of Education and Science of the Republic of Kazakhstan, in 2001 proposed a programme that would require teaching in three languages (Kazakh, Russian, and English). That is, all three languages would be used as the medium of instructions for particular subjects (e.g. physics in English, geography in Kazakh, and the world history in Russian). The programme was planned with the enrolment of students starting from age 12.

Additionally, President Nazarbayev has repeatedly talked about the importance and significance of the development of multilingualism in multi-ethnic Kazakh society in his speeches and appeals. The idea of the "trinity of languages" (use of three

languages: Kazakh, Russian, and English) in Kazakhstan for the first time were announced in 2004 by President (Zhetpisbayeva & Arinova, 2012). So, in October 2006 at the XII session of the Assembly of People of Kazakhstan the Head of State reiterated that the knowledge of at least three languages is important:

Kazakhstan should be perceived worldwide as a highly educated country the population of which can use three languages. They are: Kazakh language is the state language, Russian language is the language of interethnic communication, and English is the language of successful integration into the global economy (p. 20).

Later on, the President of the Republic of Kazakhstan spoke for the first time on the need to develop a trilingual education in Kazakhstan on December 14, 2012. The Head of State pointed out that possession of the people of Kazakhstan the English language will provide a qualitative leap in the development of the country, as well as the Russian language is a historical advantage of the Kazakh nation:

In addition to the official language, we will continue to continue to create the best conditions for the development of languages, cultures and traditions of all peoples and ethnic groups living in Kazakhstan (Nazarbayev, 2012).

It is supposed that students will enrol in the trilingual education gradually. Some institutions started applying this education strategy in 2016, as written in the State Program of Education and Science Development for 2016-2019 of the Republic of Kazakhstan (Ministry of Education and Science, 2016) that were approved this year. In schools and even kindergartens the Ministry of Education and Science established a basis for the introduction of the trilingual education. According to the document, starting from 2016-2017 academic year trilingual education has been implemented within particular institutions: the proportion of schools that fall into the updated

content of education from the experience of Nazarbayev Intellectual Schools – 1<sup>st</sup> grades in 2016. Nevertheless, primary class students of the schools mentioned above do not study all subject matters in three languages, rather, they are taught language subjects (Kazakh, Russian, and English).

If the project is successful, the programme will be transferred to the new second-graders, fifth-graders, seventh graders and maybe ninth-graders (Ministry of Education and Science, 2016, p. 43). Starting from the 2013-2014 academic year students have been learning English from the 1<sup>st</sup> grade. Hence, in the 2017-2018 academic year, students who started learning English from 1<sup>st</sup> grade will be at grade 5. Therefore, as the MoES states, students of 5<sup>th</sup> grades will begin preparing for the transition to English medium of instruction in high school (Akulova & Moldin, 2016).

In this regard, each subject will be taught simultaneously in the Kazakh, Russian and English languages, yet, according to the programme, only in the 10<sup>th</sup> and 11<sup>th</sup> grades, and only starting from September 2019 it will be obligatory for the students of the mentioned grades. Sagadiyev, the current minister of Education and Science in his interview on national TV programme related to the trilingual education programme, noted that two of four elective subjects are planned to be taught in English: computer science, physics, chemistry, and biology within the 2019-2020 academic year. Additionally, it was emphasized by the minister that subjects such as mathematics, Kazakh language, Kazakh literature, history of Kazakhstan, and geography will be carried out in Kazakh, while Russian language and literature, world history will be taught in Russian, regardless of the language of instruction.

The MoES reported that starting from 2015, engineering and science programmes began implementing trilingual education in 42 universities. Also, 816 teachers were retrained within the "Bolashak" international programme (Akulova and Moldin, 2016). In addition, up to 2020, more than 2400 teachers and professors are supposed to be trained by attending language courses. In addition, English language will be used as the medium of instruction in fifteen basic high schools that train teaching staff in four teaching professions of science and mathematics. Moreover, educational programs along with textbooks and teaching materials in English are expected to develop within higher education institutions.

As it was mentioned by the President of the Republic Kazakhstan, trilingual policy is aiming at increasing compatibility of the young people as well as the whole country. However, it seems that the trilingual policy needs some improvements. For instance, Bridges et al. (2014) point out that even if trilingual policy was piloted three years ago (in 2011), there is need for a more careful strategy of introduction and implementation of it.

The first and foremost problem is teachers who can teach subject matters in English language. It is obvious that the profession of a school teacher may not be counted as the most prestigious, and sometimes schools are experiencing the shortage of personnel on various subject teachers. Radionov (2015) notes that education reformers refer to the fact that the trilingual policy works in the "Nazarbayev Intellectual Schools". Nevertheless, there are only 20 NISs and the question is where to find the English-speaking teachers for schools of small towns and villages, when the problem occurs in big cities of the country.



However, teacher training programmes provide English courses for teachers who used to teach in Kazakh and Russian languages. Higher education institutions of Kazakhstan train less proficient teachers, while ones that are more proficient attend language courses inside as well as outside of the country. Additionally, trilingual education is a new concept for some teachers, which requires raising awareness as well as adapting appropriate teaching methods and strategies. It seems like there is insufficient moves that attempts to increase awareness of trilingual education among teachers and students. For instance, one of the case study respondent explained the course related to trilingual education that lasted for one week only and that the respondent found it too short, even though, the course was interesting (Mehisto et al., 2014).

Sometimes success of students depends on their teachers. Learning a language may not be a difficult job, however, appropriate use of grammar might be challenging. Radionov (2015), while discussing implementation of trilingual education in Kazakhstan, he drew attention to the possible consequences that trilingual education might bring by saying that if the government force the learning in three languages, they are risking to have unqualified teachers. The author also added that:

As a result, students will encounter conflict situation: in the lesson of the English language they will hear the appropriate use of English language, whilst in the lesson of science subjects a combination of their native language with incorrectly spoken foreign terms (p. 1).

In addition, the fact that learning of some science subjects might be difficult for students makes it more difficult when it comes to English language as medium of instruction. Therefore, need for a qualified English-speaking teacher is justified.

The lack of appropriate teaching and learning materials also requires attention. Schools adopt textbooks of NIS (Saripzhanov and Ruby, 2014) and it may not be reliable for all students of the state. Because, the level of proficiency may differ between NIS students and students of other public schools did not enrol into trilingual education before. Additionally, NIS is implementing polylingual education from the 7<sup>th</sup> grade (NIS, 2013), whereas some other public schools started to implement trilingual education.

The first and the main concern that Kazakhstani people care about is the role of Kazakh language in trilingual education policy. As the professor Khasanuly (2013) stated, Kazakh children learn two languages (Russian and English) in kindergartens which may have negative influence on the formation of the nation. Additionally, he proposed that at schools, Kazakh culture, lifestyle, traditions, and other things should be completely covered and it should be offered in the Kazakh language. However, the author admits the importance of learning foreign languages, what he cares about is the implementation of trilingual education and the role of Kazakh language within it.

Currently, according to the data provided by MoES in 2016, trilingual strategy was successfully implemented in 117 comprehensive schools in education system: 33 special schools of “Daryn” network, 20 Nazarbayev Intellectual Schools, 30 Kazakh-Turkish Lyceums, and within some private sections: “Miras”, NurOrda”, “Haileybury”, and so on. “Daryn” network was launched in 2007, while project of NIS was launched in 2008. The first Kazakh-Turkish Lyceums were opened in 1992 in different parts of Kazakhstan. All of the mentioned schools apply trilingual

education starting from grade 7 and were established for gifted and talented students (Mehisto et al., 2014). Overall, 1200 teachers are using English as the medium of instruction.

As it was mentioned above, trilingual education aims to help citizens of Kazakhstan develop relations with the most competitive countries working on common projects and researches, develop knowledge and creating world-class education. Additionally, all these actions towards establishment of new institutions and notions in education system such as trilingual education are first steps for the sake of educational reform in Kazakhstan.

The relevance of a language is one of the necessary conditions that enhance its functioning. Many experts stress the importance of the formation of high-grade and attractive cultural environment and framework, stimulating interest in the Kazakh language among titular nation as well as all ethnic groups of the country (Kydyralina, 2013). In this regard, a political scientist Chebotarev (2012) mentioned that "The language should be relevant among people because of its attractiveness, wealth and opportunities. First of all, people of all nationalities need to learn to think positively as possible, have their own dignity" (p. 1). Therefore, the language should be studied naturally, non-violently, for the benefit of the development of mutual understanding between nations.

## **2.5 Education System in Kazakhstan**

Since 1999, according to the Law on Education, a new system of education adopted corresponding to the International Standard Classification of Education and recommended by UNESCO. To comply with the principle of the continuity and

succession of the four levels of training have been introduced: pre-school, secondary education, higher education, and post-graduate education/training.

In Kazakhstan, as well as in many countries, pre-school education is considered as the good preparation for primary school that is, it is believed that those, who attend pre-school institutions are mostly successful in education. According to the data collected in 2013, children who attended kindergartens have reached 75 per cent of all children in Kazakhstan (Bridges & Sagintayeva, 2014). The education in pre-school institutions is provided in both Kazakh and Russian. Most recently, children have started learning in English language (see section 2.4).

Almost all governmental schools provide primary and secondary education. General secondary education is mandatory for citizens. Education in public schools is free. Moreover, there is no education policy that obligates to separate schools or classrooms by gender, therefore, at least, all the governmental schools are mixed in gender. At the moment, the school system in Kazakhstan includes 11 grades and is divided into 3 stages: primary (grades 1-4), secondary (5-9), and high (10-11/12). There are 7432 comprehensive schools with about 2.6 million schoolchildren (Statistic Agency, 2016). Private sector composes 1.5 per cent of the whole schools. Moreover, primary and secondary professional education is acquired in vocational schools, high schools and colleges, and combined with a general secondary education. There are 184 professional schools (lyceums) (Statistic Agency, 2016). Initial vocational training includes training, further training, and retraining of workers, professionals as well as the unemployed population of Kazakhstan.

Higher education starts after high school. The following types of institutions of higher education occur in the Republic of Kazakhstan: university, academy, institute and equivalents (conservatory, graduate school, higher school). Undergraduate education lasts for four years, after graduation, student is assigned a bachelor's degree. Higher academic education (Master programme) depending on the programme, lasts for one or two years, and after the graduation, students receive a master's degree. Meanwhile, in doctoral programme, learning process takes at least three years and a candidate is awarded doctoral degree. According to Statistic Agency (2016), higher education of the republic includes 127 institutions and most of them are private. However, students of Kazakhstan do prefer to study in public higher institutions.

The education in all educational institutions is provided mostly in two languages: Kazakh and Russian. However, due to the latest educational reform that concerns learning within three languages, English became medium of instruction in particular educational sectors. Since Kazakhstan belongs to the expanding circle according to the categorization of countries with respect to the status and the use of English by Kachru (1985), English is a foreign language in Kazakhstan. The functions of English in Kazakhstan are restricted to a few specific domains and does not have official status. It is used in English as a foreign language (EFL) classes in accordance to English medium classes. Moreover, English is popular among young people. They consider English as a language of developed Western countries. European and American style of living and culture are promoted by mass media and contribute to the esteem to English language among young people in Kazakhstan (Akynova et al., 2014). Another factor that influences the popularity of English in Kazakhstan is that

some employers require knowledge of English. Thus, the English language gives an opportunity to get a well-paid prestigious job.

The popularity of English in Kazakhstan is growing. Consequentially, English language teaching has also gained importance. In 2004, English language started to be taught from the second grade in 32 schools all over the state. In 2012, there were 165 schools with English classes starting from the second grade. From the 2013-2014 academic year, English has been taught from the first grade 3 hours a week. In 2010, there were 7 English-medium schools (Akynova, Aimoldina, & Agmanova, 2014).

Additionally, as mentioned above, seven ethnic languages are used in rural areas of the country. Nevertheless, Kazakh is still the major language among all to date, 1.8 million students learning in Kazakh, while 800 thousands use Russian language as the medium of instruction, and the rest of about 100 thousand students learn within different minority languages.

## **2.6 Multilingualism**

In the literature, the term of multilingualism is usually accepted as the general term that indicates different situations where two or more linguistic varieties are used. Cenoz and Genesee (1998) define multilingualism as “*the process of acquiring several non-native languages and the final result of this process*” (p. 2). Multilingualism, in a broad sense, is studied in anthropological linguistics and applied linguistics. Moreover, educators are more likely to consider the concept of trilingualism under the umbrella of multilingualism and especially bilingualism. Results of studies on trilingualism has been related to results of bilingualism, even

though many qualitative differences between two concepts were indicated (Herdina & Jessner, 2000; Hoffmann, 2011a, 2011b).

### **2.6.1 Research into Third Language Acquisition**

Some researchers (Cenoz & Genesee, 1998; Cenoz & Jessner, 2000; Edwards, 1994; Hufeisen & Lindemann, 1998) argue that there is a little attention paid to trilingual education compared to literature on first/second language acquisition and monolingual/bilingual education. Moreover, research outcomes related to bilingualism and second language acquisition might be applied to studies of trilingual education and trilingualism in general. Barron-Hauwaert (2000) conducted research with the children from European countries mostly, and found that three languages cannot be acquired or learned as easily as two, and age of learners is the crucial factor for language learning. Moreover, the researcher points that, occasionally very young children prefer their mother's first language; 3-to 4-years old children are more likely to practice their father's first language; and older children tend to use the local language.

However, Hoffman (2001, p. 12) notes that bilingual children have choice to speak in three languages: language *A*, language *B*, and *A+B* languages, i.e. combining both of them. However, children, who grow up in a multilingual family or community have seven alternatives of languages. For instance, they may speak *A*, *B*, *C*; mix two of them, or even, three of them. In the study, conducted by Chevalier (2015) within 33 multilingual families in Switzerland, especially the author describes language use of children in two families who live in Switzerland where the language of community is Swiss German. Interestingly, children of both families use different languages when

they speak to their parents. This study shows that children use different languages and there are many reasons for them to do so.

Fields such as sociolinguistics and pragmatics provide clear explanations to language use among people. As Thomas (1995) states, both fields are ‘centrally concerned with the effect of context on language’ (p. 187). Therefore, languages have different varieties or codes that may be used within different situations. Sociolinguistics calculates factors that may influence language use as follows: participants, setting, and topic (Fishman, 1971). In 1971, he proposed sociolinguistic perspective that indicates people use certain code in the certain context, because human beings try to fit to the context by choosing appropriate domain, i.e. humans care how other people accept us while using a particular code or variety.

### **2.6.2 Multilingual Competence and Metalingual Awareness**

As it mentioned above (see section 1.3), the rationale for this study is the belief that bilinguals usually outperform those of monolinguals regarding to language learning (Cummins, 1993; Lasagabaster, 1998; Pinto et al., 1999).

The issue related to impact of knowing two languages on various aspects of the intellectual development of the individual, as well as on the acquisition of a language, has always curiosity of researchers. In 1935, Vygotsky put forward the thesis that the influence of multilingualism on the thinking and the level of human development can only be positive (as cited in Emelyanova, 2010). Significant findings of the study of the effect of bilingualism on the development of the individuals belongs to Canadian researchers Lambert and Peal, who conducted a large-scale observation and research of a large group of students in Montreal



(Vereschagin, 1965). They stated that bilingual children have a large number mental abilities that are independent from each other, that gives them an advantage over monolinguals in the diversity and flexibility of approaches to address the challenges posed in tests. Some years later, Cook (1995) argued that people with multilingual competence “have a different state of mind” (p. 94). He also supported the idea that multilingual ability is related to knowledge and mind itself.

Studies show that bilinguals have certain advantages in terms of the language of common ownership (general language proficiency), so it is somehow easier for them to learn a third language (Cummins, 1979; Hoffman, 2001; Valencia & Cenoz, 1992). However, Cummins (1976) and Schwartz et al. (2007) explain that in many cases, balanced bilinguals, i.e. those, who are competent in two languages could benefit from bilingualism in learning a third language. In this regard, Baker (1996) defined “metalinguistic ability” as “the ability to think about and reflect upon the nature and functions of language” (p. 122). Bialystok (1991) stated that metalinguistic awareness involves awareness of the form of a language, that is, sounds, grammatical rules and structure of a language.

Moreover Hoffmann (1999) adds that multicompetence includes linguistic aspects of three (or more) languages as well as the ability to adjust this competence. For instance, the trilingual competence helps their users to choose an appropriate language or to code-switch. In this regard, Cenoz and Genesee (1998) proposed the term “individual multilingualism” defining that “multilingual competence in individuals can be understood as the capacity to use several languages appropriately and effectively in communication in oral or written language” (p. 17).

### **2.6.3 Multilingual Education**

Modern research shows that the spread of multilingualism in the world is a natural process due to fundamental changes in the economy, politics, culture and education (Lanson, 2002). Systematic understanding of the phenomenon of multilingual education is relatively recent, with the exception of the search for effective methods of language teaching. Indeed, the efforts of researchers have so far been concentrated mainly on the issues of bilingual education (mother tongue and a foreign) as the most common form of multilingual education (Ball, 2010; Hoff, 2001). The processes associated with the development of a third language and an even greater number of languages, are less studied yet, nowadays it became an objective of study. Moreover, Nurpeisova and Azimbayeva (2015) stated that this is connected with the European Commission's plans to legalize trilingual education.

According to UNESCO (2003), the term "multilingual education" involves the use of at least three languages in education: native, regional or national, and international language. The use of these languages is "an important factor of inclusion and quality of education" (p. 38).

Language policy and multilingualism have become priority issues when creating the European Union. In 1995, the European Commission published an official report on the issues of education, in which the goal of trilingual education of all European citizens has been set. The Commission stressed the importance of multilingual communication skills under the conditions of the single market in the age of information technology (The European Union, 1995).

Moreover, multilingualism might be seen as a beneficial instrument that helps to combine two or more languages used in a country. For instance, as Cenoz (2000) explain, in order to popularize a minority language, some countries use it as the medium of instruction. As a result, people start to use it within different domains. On the contrary, speakers of a non-indigenous (minority) language become the users of the state language. Thus, in order to learn a language, government applies multilingual education within multinational context.

Multilingual education is popular among non-English speaking countries. It seems like the English language plays an important role in multilingual education and multilingualism in general. For instance, third language acquisition of English in Basque Country, Catalonia and Friesland (Dutch provision, North Netherlands) and other bilingual communities is very common. In multilingual communities of Asia and Africa where English is acquired as the third language or used as the additional language in relation to the language of community, became the medium of instruction and is adopted at the international level as well as at the national level in school context (Dutcher, 1998; Rubagumya, 1994; Tickoo, 1996).

## **2.7 Summary**

Overall, the chapter provides some insights on language situation and language policy of Kazakhstan in relation to three interims: pre-, Soviet, and post-Soviet. Pre-Soviet and Soviet periods were not easy for Kazakh people who suffered from Tsarist Empire, and then Soviet Empire. Literature review demonstrates that Kazakh history of the Soviet and post-Soviet periods can be characterized as the periods of russification and Kazakh language revival. Latest educational reforms affirm the fact that the state made a great leap in the field of education.

Some of the governmental officials as well as some people of Kazakhstan care about the role of Kazakh language in trilingual education policy and seem afraid that Kazakh may lose its popularity among young people. Thereby, the study implicitly focusing on the investigation of attitudes towards Kazakh language as well as towards English language which has significant role in trilingual education.

Some educators suggest that before implementing a new educational reform such as trilingual education, it is necessary to raise awareness amongst teachers and students along with their parents, and the last but not least, provide proficient English-speaking teachers. Review of trilingual education in Kazakhstan shows that there is need for a more careful strategy of introduction and implementation of trilingual education. Therefore, the present study aims to investigate students' and teachers' attitudes towards implementation of trilingual education in Kazakhstan.

It is also worth to note that there are few studies conducted on trilingualism and trilingual education. In this regard, the last part of this chapter provides information about research on multilingualism as well as on third language acquisition. Additionally, the chapter summarises some advantages of learning more than one language by focusing on multilingual awareness. Finally, the study put forward the term “metalingual awareness” that helps in learning third or more languages.

## **Chapter 3**

### **METHOD**

This chapter aims at providing the methodology used in the study. By describing the research design, the author considers some benefits of using mixed research methods. Furthermore, the context is given in details. After that, the researcher lists research questions that are fundamental for this study. In order to find answers for the research questions the qualitative and quantitative instruments were used. The chapter also summarises the background information about the participants. Finally, the data collection part covers the summary of how the procedures of data collection were realized and the techniques that were used to analyse it.

#### **3.1 Overall Research Design**

In the present study, both qualitative and quantitative research methods were implemented. Dörnyei (2007) defines qualitative method as the data collection which provides non-numeric and basically, open-ended evidence. Quantitative method, on the other hand, aims to gather numeric data. Undoubtedly, these two methods provide different insights; yet, Dörnyei (2007) and Creswell (2009) specify that qualitative and quantitative methods are two distinctive edges of a continuum, rather than two different methods. It means that a particular research study could be more qualitative or on the contrary, more quantitative. Therefore, Dörnyei (2007) and Creswell (2009) proposed another kind of research method, which is mixed, and hence, involves both qualitative and quantitative types of method.

Furthermore, Creswell (2009) notes that mixed type of method attempts to obtain more sophisticated and complete results, thus making it superior to quantitative or qualitative method. Additionally, it may help researchers to obtain more valid and reliable results. Hence, this research study is proceeding within mixed type of method and is based on triangulation, which is likely to improve the validity and reliability of the study.

Cohen and Manion (1994) were the scholars who suggested triangulation as a useful method. They determined the term of triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint” (p. 233).

Mostly, triangulation is employed within qualitative studies (Guion, 2002). As Seale (1990) notes, the term of triangulation was used by quantitative methodologists first (Campbell & Fiske, 1959; Webb et al., 1966), and the first scholar who used and improved triangulation within qualitative research is Norman K. Denzin. It is believed that triangulation is a useful method in terms of research validity and obtaining comprehensive results. Seale (1999) suggests triangulation in order to sustain statements and improve the research quality.

However, according to Patton (2002), some researchers see triangulation as the coherence of several data or approaches and that this is the only purpose of it. In reality, this should be considered as the benefit rather than weakness. Yet, Nøkleby (2011) believes that “the quality lies, however, partly in the eyes of the beholder” (p. 141).

Denzin (1979) underlined the fact that among all other types of triangulation, methodological triangulation is more popular amongst researchers. Additionally, Denzin described two types of methodological triangulation: within-method and between-method triangulation (1979, p. 301). The present research implements between-method triangulation, which includes several approaches, for instance, data was collected through student and teacher questionnaire (see Appendix A), semi-structured interviews for teachers (see Appendix B), and classroom observations.

Overall, the present case study aims to investigate students' and teachers' attitudes towards trilingual education and in order to collect data, both qualitative and quantitative research methods in combination with triangulation approach were implemented. As mentioned above, students were asked to provide their opinions to see if they think using three languages for instruction is useful and whether or not it is important to implement it to the learning process. The questionnaires were modified in English, and were also translated and transcribed into Kazakh and Russian languages.

Semi-structured interviews, as the part of this study, aim to explore attitudes of teachers of Nazarbayev International School located in Astana city. Semi-structured interviews were prepared for teachers of science subjects (for instance, biology, chemistry, and physics). All of the participants, i.e. teachers and their students, have different ethnicities and different native languages; however, the majority of the respondents have Kazakh identity. Yet, Russian and Kazakh languages are used as the medium of instruction in their school.

### **3.2 Nazarbayev Intellectual School Context**

The present study was conducted at Nazarbayev Intellectual School for gifted and talented students. The given school was chosen because it is one of the institutions that provide education in three languages for Kazakh- and Russian-speaking students.

According to the school's website, a group of 20 Nazarbayev Intellectual Schools were established in 2010 with different emphasis on some subjects such as chemistry and biology, physics and mathematics in all almost all parts of the Republic of Kazakhstan. In the capital of Kazakhstan there are two NISs; one of them is the School of Physics and Mathematics. However, the school where the given research was conducted, applies Diploma Programme (for the students aged between 16 and 19) of International Baccalaureate (IB) Organization. It is worth to note that the present school is the only one amongst other Nazarbayev Intellectual schools which is working within Diploma Programme.

Teaching staff is consisted of local as well as of foreign teachers for whom English is the second language. The school administration implies 'team teaching' which means that in some classes, some topics are taught in cooperation with the local and foreign teachers. It is believed that it helps students to learn English better. Additionally, the number of students in a classroom is relatively small (between 10-15 students).

The main purpose of the Nazarbayev Intellectual Schools is preparing intelligent students who will be able to compete internationally, without losing their national and language identity. Therefore, according to the school web resource; "the main



purpose of the International Baccalaureate is to develop students' international awareness through the formation of national identity and patriotism”.

Starting from the grade 9, a certain number of subjects (e.g. Kazakh history, geography, and law basics) are taught in Kazakh language, whereas science subjects in English language. 11<sup>th</sup> and 12<sup>th</sup> grades students are taught entirely in English. So, when they graduates from high school they are expected to speak these three languages frequently.

### **3.3 Research Questions**

The present case study aims at investigating attitudes towards trilingual education of the teachers and students at the Nazarbayev Intellectual School in the city of Astana in Kazakhstan, through the use of triangulation of methods (questionnaire, semi-structured interview, and observation).

The research questions thus, are the following:

1. What are the students' attitudes towards trilingual education?
2. What are the teachers' attitudes towards trilingual education?
3. Are there any differences between student and teacher attitudes towards trilingual education?
4. Do the attitudes change between male and female students?

### **3.4 Participants**

All of the participants are students and teachers of Nazarbayev Intellectual School of Astana. There are 10 science subjects' teachers and 110 students from from 9<sup>th</sup>-12<sup>th</sup> grades. First, the permission was taken from the school administration, and then the instructors of science subjects who teach in English language were provided the consent form and brief information about the purpose of the present study. 109

students were aged less than 18; therefore, the consent forms containing brief information about the researcher and the study were distributed to their parents. After that, students participated in the research.

### 3.4.1 Teachers

This study was implemented with 10 non-native English speaking teachers: 6 females and 4 males. However, for 3 of them, English is the second language and they live in Kazakhstan for more than 3 years. Seven teachers are from Kazakhstan. All of the teachers can speak more than one language (Table 3.1) and they teach to the students of 7<sup>th</sup>-12<sup>th</sup> grades in the English languages.

Table 3.1: Summary of teachers' knowledge of languages

Language	Number of teachers	Percentage
<b>Kazakh</b>	3	20%
<b>Russian</b>	5	50%
<b>English</b>	10	100%
<b>Other</b> (Turkish and French)	3	30%

The age range of the teachers is between 24 and 43 (M=33.5). The majority of the teachers (8 teachers: 4 males and 4 females) have an MA degree in Science, while two of them have BA degree in Science. One of them is currently studying in doctoral programme. All of the instructors' teaching experience varies from 2 years to 14 years (M=8).

Furthermore, in order to investigate the roles of three languages along with the second and foreign languages, the question that asking participants in which

language do they feel most comfortable was placed. Interestingly, the results were very close to each other. For instance, three teachers chose Kazakh language, four teachers preferred Russian language, while the rest three teachers chose English language.

Table 3.2: Teachers' language use within two different domains

Context	Language			
	Kazakh	Russian	English	Other
<b>At home</b>	40%	30%	20%	10%
<b>With friends</b>	30%	40%	20%	10%

Continually, the next question was related to the context in which the target language was learnt. For example, Kazakh language was learnt at home (n=5), at school (n=2), and themselves (n=3). As for English language, many of the teachers have learnt it at school (n=6), while 2 of them at home, and the rest within private institution. Also, teachers were asked to provide information about language use within different domains. While the topic of the research is directly related to sociolinguistics and specifically multilingualism, it is obvious that searching for language use of study participants is needed.

### 3.4.2 Students

The present study involved 110 male and female students of the Nazarbayev Intellectual School located in Astana, the capital of Kazakhstan. All of the participants are the students of high school (grades 9-12) and are enrolled in trilingual education.

Table 3.3: The summary about students of Nazarbayev Intellectual School

Grades	Number of students
9 <sup>th</sup>	39
10 <sup>th</sup>	39
11 <sup>th</sup> and 12 <sup>th</sup>	32

The number of participants consists of 52 (47.3%) males and 58 (52.7%) females.

The students' age ranged between 13-18 (M=15.5).

Table 3.4: Students' background information

Grade	Gender	Age			No. of SS	Percentage
		Under 15	15-17	18-24	110	100
9 <sup>th</sup>	Male	4	12	0	16	41
	Female	10	13	0	23	59
10 <sup>th</sup>	Male	1	14	0	15	39.5
	Female	0	23	0	23	60.5
11 <sup>th</sup> -12 <sup>th</sup>	Male	0	21	1	21	63.6
	Female	0	11	0	12	36.4

Note: (No. of SS) = Number of students

The majority of the students share the same background and identity which is Kazakh (n=104; 94.5%), while Russians constituted five (4.5%) students, and the only one (0.9%) participant identified itself as Korean. Most of the students' first language is Kazakh (n=90, 81.8%) which is the national language of the state. The rest of the students (n=20, 18.2%) indicated that their native language is Russian, which has status of official language.

It is worth to note that, questions numbered 5, 9, and 10 in the first part of the survey, have multiple responses, therefore, in the table below the total number of the students may exceed 110 and percentage of the students may be affected.

Table 3.5: Summary of students' knowledge of languages

<b>Language</b>	<b>Number of responses</b>	<b>Percentage</b>
<b>Kazakh</b>	17	7.8%
<b>Russian</b>	86	39.6%
<b>English</b>	94	43.3%
<b>Other</b> (Turkish, German, French, and Korean)	20	9.21%

Logically, the majority of the students speak English (n=94, 43.6%), due to the fact that their international school which specializes in trilingual education programme, i.e. teaching in English language in combination with Kazakh and Russian languages. Additionally, there are Russian language speakers (n=86, 39.6%), number of which is almost equal to the number of English speakers. Moreover, there are some students who in addition to three languages (Kazakh, Russian, and English), have knowledge of other foreign languages like French (n=7, 3.2%), German (n=6, 2.8%), Turkish (n=4, 1.8%), and Korean (n=3, 1.4).

As shown in Table 3.5, the students who speak English outnumbered those, who speak Russian and Kazakh. However, there were students who speak both languages: Kazakh and English – 9 (8.18%) students, whilst 72 (65.45%) are speakers of Russian and English as the second and foreign language respectively.

Table 3.6: Language preference of the students

<b>Language</b>	<b>Number of responses</b>	<b>Percentage</b>
<b>Kazakh</b>	29	26.4%
<b>Russian</b>	79	71.8%
<b>English</b>	2	1.8%

Sixth question (QA6) asking about “In What Language Do you Feel Most Comfortable?” aimed to gain further insight into the participants’ backgrounds. According to this question, 79 students responded that they feel most comfortable in Russian language, while 31 of them chose Kazakh and English languages. This show that Russian language is still popular among Russian as well as Kazakh speakers. However, the majority of the participants identified Kazakh to be their native language.

Table 3.7: Students’ language use within two different domains

<b>Context</b>	<b>Language</b>		
	<b>Kazakh</b>	<b>Russian</b>	<b>English</b>
<b>At home</b>	35.5%	77.3%	1.8%
<b>With friends</b>	8.2%	98.2%	6.4%

The questions about language use (QA9 & QA10) served to gain a better understanding of the student’s default language, as well as their language habits depending on particular contexts: at home and with friends. As shown in Table 3.7,

students indicated Russian as the language that mostly used at home and with friends.

### **3.5 Data Collection Instruments**

The present case study aims to investigate students' and their instructors' attitudes towards trilingual education. In order to collect data, both qualitative and quantitative research methods were implemented. As mentioned above, students and teachers were asked to provide their attitudes towards use of three languages as the medium of instruction and to state if it is useful, and whether there is need for trilingual education. Moreover, data collection instruments aim to find out participants' attitudes about multilingual situation in Kazakhstan.

To obtain reliability, data sources were triangulated. In other words, (i) classroom observations, (ii) student and teacher questionnaires (Appendix A), and (iii) semi-structured interviews for teachers (Appendix D) were employed. Consent form (Appendix B) for teachers as well as parental consent form for students (Appendix C) and for the institution's principal were also provided. The participants of this research will be observed and reported while their sessions in English instruction and then, instructors were audio-recorded while interview section indeed, with their permission, in order to know how the trilingual education works in the classroom, how and which language do students use while participating in discussions or asking questions; and if the instructor able to provide appropriate instructions in English language.

#### **3.5.1 Semi-structured Interviews**

There are many definitions that identify qualitative interviews and one of them state that "interviews deal with thinking and talk that are later transformed into texts"

Nunkoosing (2005, p. 699). Additionally, McDonough and McDonough (2014) emphasized the importance of interview and underline the fact that “it [interview] has a potential for openness and allows control of what is revealed to remain more or less with the respondent, giving room for individual expression and broaching of new topics” (p. 172).

Moreover, it is believed that interviews can provide unique data of interviewees’ attitudes within short time. Sherman and Webb (1988) suggested that:

Qualitative researchers want those who are studied to speak for themselves, to provide their perspectives in words and other actions. Therefore, qualitative research is an interactive process in which the persons studied teach the researcher about their lives (as cited in Ely et al., 1991).

Berg (1998, p. 58) defined three types of interview namely structured, semi-structured, and unstructured (informal). The semi-structured is the type of interview, which is likely to be used by most of the researchers. The main reason for that is the opportunity to create follow-up questions or discussions so researchers do not limit themselves with the main interview questions. In this regard, DiCicco-Bloom and Crabtree (2006) stated that semi-structured interviews “are generally organised around a set of predetermined open-ended questions, with other questions emerging from the dialogue between interviewer and interviewee/s” (p. 315).

In this research, semi-structured interview was used to identify teachers’ attitudes towards trilingual education in general and to become more aware of trilingual education realization at their school. Moreover, questions aimed to gain insights about strategies that used by teachers in the English-medium classes. Ten



respondents volunteered to answer five main questions (see Appendix D). All of the respondents who were observed during their teaching sections were interviewed after the classroom observations.

### **3.5.2 Observations**

Another instrument that was used in the present study is the classroom observation. Generally, classroom observations help researchers to gain insights on teaching and learning that take place in the classroom. Accordingly Gaies (1991), noted that “what we see, when we observe teachers and learners in action, is not the mechanical application of methods and techniques, but rather a reflection of how teachers have interpreted these things” (p. 14). For instance, in this study, classroom observations aim to get insight into realization of trilingual education. In this point, two classes were decided to be observed: biology and physics lessons that are taught in English language. Both classes were held in the morning session when children were more active. In the physics lesson, both local and foreign teachers were giving instructions; however, biology lesson was taught mostly by local teacher. Narrative recording form was used in order to document the classroom observations (Appendix E). The goal of observations was to be aware of realization of trilingual education in NIS. According to Farran and Bilbrey (2006), narrative record form “is an open-ended format for recording narrative data notes about the activities occurring in the classroom” (p. 2). It has advantages such as describing events, as opposed to one incident that take place during a lesson; it is not limited to behaviour of one student but rather, it focuses on behaviours of all or at least, the majority of students.

### **3.5.3 Questionnaire**

The quantitative instrument for this study was the survey based on the 5-point Likert Scale Questionnaire ranging from Strongly Agree (SA 5-point) to Strongly Disagree

(SD 1-point). The questions that ask about language preference and preferred language(s) used within different contexts was developed from Gerena (2010) and were used in her research of students' attitudes towards biliteracy in Spanish and English. Additionally, questions about language background were adopted from Lefebvre's (2012) survey of elementary school French children in order to investigate their attitudes towards multilingual education. Some of the statements in the second part of the questionnaire were taken from Shibliyev's (2005) study on the relationship between language policy and socio-political developments in Azerbaijani language. The survey consists of two parts. The first part namely A (QA1-QA10) ask students' and teachers' background information such as age, gender, and nationality in relation with the questions about native and foreign languages as well as preferred language(s), and the use of a languages in different contexts (at home and with friends).

The second part namely B (QB1-16) aims to investigate students' and teachers' attitudes towards the realization of trilingual education in NIS. Some of the statements are related to the multilingualism in Kazakhstan and attempt to identify the role of Kazakh language and foreign languages in the society. Statements related to language use of borrowings (QB5-QB15) aim to identify attitudes towards Kazakh language and what participants think about loan words that were appeared because of language contact between state and official languages.

The last question attempts to investigate attitudes towards alphabetical change from Cyrillic to Latin. The questionnaires were originally written in English and were also translated and transcribed into Kazakh and Russian languages, even though, the

students were supposed to have no difficulties with English language. The researcher with cooperation of translator whose L1 is Kazakh translated the questionnaires into Kazakh. The same with the questionnaires in Russian. In order to ensure whether the translations were accurate, two different teachers of Kazakh and Russian languages whose L1 is Kazakh and Russian and who do not know English language checked the questionnaires and suggested some corrections.

### **3.6 Data Collection Procedures**

The first step of data collection procedure was to get the permission from the school administration. Fortunately, the school authorities after some discussions gave the permission to conduct a research at the school and provided enough time for that. Because the age range of students was between 13-18 the consent forms were provided for their parents. Occasionally it take some time to get them back, thus, it was logical to start with distributing parent consent forms first.

#### **3.6.1 Classroom Observations**

The next step after getting the permission from parents was to conduct classroom observations. In this study, two classes were observed. One during the biology lesson while the second one during the physics lesson. All the participants were informed about the observation and the purpose of the study. Both classes lasted for 50 minutes each (100 minutes in total). According to the teachers' and students' requests, the sessions were neither audio- nor video-recorded. Instead, as mentioned above, narrative record form was used to record the summary of the lesson.

##### **3.6.1.1 Biology Lesson**

This session was held in the morning time. In the biology lesson, there were 12 students and one teacher. Generally, in Nazarbayev Intellectual School teaching process goes with two teachers, for instance, one local and one foreign. However,

some lessons are taught by one teacher so in this class only local teacher was giving instructions. Occasionally, this female teacher used to teach with another teacher.

At the beginning the teacher distributed to students their exam papers that she already checked. Teacher and the participants started to discuss some issues related to the examination. Although, English is determined as the medium of instruction for this lesson, the students asked some question by using Kazakh or Russian languages. The students were code-switching from one language to another approximately ten minutes during the class time that is, when the student asked in Kazakh or Russian, the teacher answered in English.

On the other hand, when the students still do not understand the term or some other issues, the teacher tried to describe that term by using English. At the end, if the student failed to understand it after different attempts of the teacher, she explained the terms in Kazakh language. However, most of the time students were able to understand the content properly that was explained in English. Whenever learners had problems with understanding the teacher clarified words and their meanings.

Also, the teacher used different kinds of technology in order to teach biology. For instance, smartboard and projector were used to present slides. Therefore, the lesson was supported with visual aids. Despite the fact that in NIS, all learning materials for English-medium classes are in English, students seemed have no difficulties with learning in the target language.

Although, the other team teacher was not supposed to teach biology lesson to the observed class, he entered the class at the end of the biology session. Yet, this did not

influence the lesson and on the contrary, the students were happy to see him and listen to him. The teacher that just joined the lesson was listening from the back of the classroom and added some comments with the permission of the teacher that held the lesson from the very beginning. Hence, the students had to ask and response in English because of the foreign teacher. Additionally, during the lesson students were very active and each of them tried to say or ask something related to old as well as to new topics. Moreover, the students and teachers did not seem disturbed by the observer; all of the participants in the classroom were behaving as if there were no any observer.

### **3.6.1.2 Physics Lesson**

This lesson also took place in the morning about eight o'clock but next day. The class consisted of 11 students. As usual, the session was held by both foreign teacher and the local one. It seemed that foreign teacher took the inactive place while teaching, and the second teacher was more active during this lesson. As they explained later, sometimes teachers do take turns and one of them behaving active while the other one just supporting the 'main' teacher.

The lesson started with the brief discussion of exam papers. That is, teachers distributed papers to the students and started to check the physics tasks all together. While discussing them, students asked some questions in English as well as in Kazakh and Russian languages. The teacher did not refuse to answer in the target language which is English. So the teacher attempted to engage students to participate in the classroom discussions.

As for the foreign teacher, he was supportive all along the lesson. He asked some subject-related questions to students and tried to help with explanations and clarifications of some aspects of the lesson when needed. Both teachers were working in collaboration and tried to fit each other in order not to get students confused.

Furthermore, the session was followed with different audio and visual aids, which from the researcher's point of view, helped to understand the new topic. Generally, students were keen to participate in the class and were active in asking questions. Also, students were practicing their English language, but most of the time they tried to speak in their native or second language. However, teachers attempted to encourage them to speak in English and to be honest, they could manage it.

To sum up, the researcher kept silence all along the session and it seems like neither students nor teachers were disturbed. All the participants were behaving in natural way and it seemed that the participants and the lesson were not disturbed by the researcher's appearance.

### **3.6.2 Semi-structured Interviews**

In the present study, the semi-structured interviews were employed for ten teachers of the classes where the researcher distributed the student questionnaires. As mentioned, semi-structured interviews were used to investigate teachers' attitudes towards trilingual education and realization of trilingual education in their school. Each teacher was kindly asked to be interviewed and each interview session was audio-recorded with the teachers' permission. The whole questions were translated into Kazakh and Russian languages, so the teachers had the opportunity to use the

language in which they feel more comfortable. Although, there were five questions in total, during the interviews follow-up questions arose in order to keep the conversation and create discussions.

### **3.6.3 Questionnaire**

After the classroom observations, the students as well as their teachers were kindly asked to fill in the questionnaire. The classes that was not observed, were provided the survey 5-10 minutes before the lesson started, in their break time. All teachers and their students from different classes were given brief information about the purpose of the study and the instructions related to the questionnaire were explained orally in order to prevent problems. All participants filled the questionnaire within approximately five-seven minutes without asking any questions, so it shows that they did not have any problems with understanding the questions as well as the statements. The survey, as mentioned above, was prepared in English, as well as translated and transcribed into Kazakh and Russian languages; however, most of the students wished to answer the questions in English.

## **3.7 Data Analysis**

The data was analysed quantitatively as well as qualitatively. The quantitative data collected through questionnaire was analysed via Statistical Package for Social Sciences (SPSS) software programme, version 22.0. The qualitative data collected through semi-structured interviews and classroom observations was analysed by transcribing and coding.

### **3.7.1 Semi-structured Interviews**

Regarding the teachers' interviews, all the data collected by audio- recording device and note-taking, were fully transcribed and categorized accordingly for each question

and for each teacher. During the interview sessions some of the follow-up questions were also asked to the respondents in order to obtain more sophisticated answers.

All transcriptions involved approximately six thousand words and the whole interviews took from three to sixteen minutes. Moreover, seven teachers responded in Kazakh and Russian languages, whereas the other three teachers were interviewed in English according to their wishes. Thus, non-English interviews were translated and transcribed into English language. Further, the interviews were cross-checked by Kazakh-English and Russian-English translators who studied and worked in the field of translation and interpretation.

### **3.7.2 Classroom Observations**

With regard to classroom observations, the analysis of the all data collected during the classroom observations were analysed by narrative record forms. The main focus was the realization of trilingual education that is, the use of English as the medium of instruction and if students were able to participate to discussions using English language. Moreover, during the classroom observation the researcher focused on the students' behaviour in the classroom and attempted to note some questions and responses of the students as well as the teachers. Teaching and learning materials were also observed.

### **3.7.3 Questionnaire**

The first part of the questionnaire that includes demographic data of the teachers and their students was analysed descriptively and as a result, tables were achieved. In relation to the second part of the questionnaire, which contains data about the attitudes of teachers and students towards trilingual education and multilingualism, and whether there are any differences between them; the results were calculated



through the SPSS software program. Tables provided by this program illustrate the frequencies, percentages, means and standard deviations for each response in the survey. Moreover, the t-test was implemented in order to see the differences of attitudes between male and female students.

### **3.8 Summary**

In this chapter, the study's methodological part was summarized. The chapter consisted of background information of all the participants, provided information about the school context, and the instruments that were implemented in order to conduct the research. As mentioned above, the research was carried out by triangulating methods: questionnaire, interviews, and classroom observations. Furthermore, the procedures of the data collection were also given in detail. Finally, the chapter provided information of how the data was analysed.

## **Chapter 4**

### **RESULTS**

The chapter provides results of the study based on the data collected throughout the study. The first aim of the study was to investigate students' and teachers' attitudes towards trilingual education in Kazakhstan by teacher and student questionnaires, classroom observations, and teacher interviews. On the other hand, both students' and teachers' attitudes were compared and contrasted in order to investigate if there are any similarities and differences between them. Thirdly, the research attempted to find whether attitudes change between male and female students. The findings of the study are demonstrated on the basis of the research questions.

#### **4.1 Research Question 1: What are the students' attitudes towards trilingual education?**

In the present study, 110 students of NIS in Kazakhstan who volunteered to participate were given survey in order for better understanding about their attitudes towards trilingual education and its implementation within their school context. The students were chosen to be equal in number of males and females in order to investigate if gender influences attitudes towards multilingual education.

Additionally, some of the survey statements were related to multilingual situation in Kazakhstan. Both students and teachers were given the same survey of 10 questions (QA1-QA10) which helped to gather their background information along with 16

statements (QB1-QB16). The questionnaire is designed in a form of a 5-Likert scale from “Strongly Disagree” (1-point) to “Strongly Agree” (5-points).

#### **4.1.1 Analysis of the Student Questionnaire**

For all of the statements in the second part (QB1-QB16), responses seem to be relatively positive. The highest rate (M=4.71) of the all answers is related to the QB2 where 95.5% of the students *strongly* believed that knowing English language will help them to compete internationally. It means that they have instrumental motivation to learn English and none of the participants selected disagree. Results of the QB3-QB5 also indicate the positive attitude towards realization of trilingual education within their school. For example, as given in QB3, where the researcher aimed to obtain information if students are satisfied about teachers’ proficiency in English or not, 83.3% of the all respondents stated that they are satisfied and the total mean is 4.15. On the other hand, students’ attitudes towards the use of English language as the medium of instruction (QB4) and exposure to English (QB5) in their school were also positive (84.5%; and 83.5% respectively).

Hence, results of the QB1 did not indicate agreement of all students in terms of enrolment to the trilingual education which starts from 12 years. The total mean was 3.45 that is located somewhere between *neutral* and *agree*. However, if we look at the details of the report, 51.9% of the respondents agreed, 20% of the respondents disagreed and those who did not decide were 28.2%.

Furthermore, students showed their positive attitude towards language use and language contact. For QB8, students (M=4.01; 76%) *agreed* they do not think much about the language that they use while speaking. This shows that participants do

code-switch or shift languages while orally communicating with others. Specifically, as for statement QB13 students demonstrated their positive attitude ( $M=4.21$ ; 80%) toward Kazakh language. Even though most of them speak fluently in Russian and English, they still think that Kazakh language is generally rich and also rich in terms of art and science (QB15). They also believed that Kazakh language meets needs (QB10) of Kazakhstani people and that is Kazakh language is able to produce new words on its own (QB12). Moreover, students do believe that Kazakh language has opportunity to be spread and used by people all over the world.

Yet, for the QB11 statement, where mean is 2.98 and it's placed between *disagree* and *neutral* points, participants admit the fact that Kazakh language cannot be used without any of loan words. This claim is valid for almost all languages worldwide. However, number of responses for each of the points (*disagree*, *neutral*, and *agree*) is close to each other (D= 33.7%; N= 34.5%; A=31.8%). Overall, 51.9% of the students were keen to use borrowings from Russian language while speaking in Kazakh language (QB6). Moreover, 65.5% of students did approve the fact that sometimes loan words help in order to produce the exact meaning (QB7).

More interestingly, investigation of the findings related to the last statement (QB16) of the questionnaire shows that students are not likely and still not ready to pass from current Cyrillic alphabet to the Latin one. The mean for QB16 was 2.73 which indicated that some students disagreed and some of them neither disagreed nor agreed. However, students seemed to *disagree* (SD= 21.8%; D=20.9%) more rather than agree.

Table 4.1: Results of the student questionnaire in % (QB1-QB16)

QUESTIONS	SD	D	N	A	SA	M	sd
1. Enrolling in trilingual education at the age of 12 is fair.	3,6	16,4	28,2	35,5	16,4	3.45	1.06
2. Knowing English language will help me to compete internationally.	0	0	4,5	20	75,5	4.71	0.54
3. Teachers of my school are proficient enough to teach English.	0	3,6	17,3	40	39,1	4.15	0.83
4. The way English is used as medium of instruction at my school is satisfactory.	0	0	15,5	40,9	43,6	4.28	0.71
5. In trilingual education model there is enough exposure to the English language (considering you institution).	0	7,3	8,2	42,7	41,8	4.19	0.87
6. Loan words should be used in written or oral production.	0	4,5	43,6	35,5	16,4	3.64	0.81
7. Using loan words helps in producing the exact meaning.	0	1,8	32,7	45,5	20	3.84	0.76
8. When speaking we do not think much about the language that we use.	0	11,8	11,8	40	36,4	4.01	0.98
9. When writing we do not think much about the language that we use.	5,5	32,7	20,9	28,2	12,7	3.10	1.15
10. Kazakh language meets the needs of citizens of Kazakhstan.	1,8	19,1	30	30,9	18,2	3.45	1.05
11. It is possible not to use loan words in Kazakh language.	7,3	26,4	34,5	24,5	7,3	2.98	1.04
12. Kazakh language can produce the words that people may need on its own.	1,8	10	32,7	40,9	14,5	3.56	0.92
13. Kazakh language is rich.	1,8	7,3	10,9	28,2	51,8	4.21	1.02
14. Kazakh language may spread in future.	6,4	18,2	26,4	30,9	18,2	3.36	1.16
15. Kazakh language is rich, in terms of art and science.	3,6	16,4	35,5	22,7	21,8	3.43	1.11
16. There is need to change from Cyrillic alphabet to the Latin.	21,8	20,9	30,9	15,5	10,9	2.73	1.27
<b>TOTAL</b>						<b>3.70</b>	<b>0.40</b>

Note: **SD** = Strongly Disagree      **D** = Disagree      **N** = Neutral      **A** = Agree  
**SA** = Strongly Agree      **M** = Mean      **sd** = Standard Deviation

## **4.2 Research Question 2: What are the teachers' attitudes towards trilingual education?**

In this study, 10 non-native English speaking subject teachers participated to share their attitudes towards trilingual education and multilingual situation in Kazakhstan. In order to obtain data of teachers' attitudes, the same survey that was employed to students, was also administered with the teachers. Furthermore, semi-structured interviews were conducted with teachers to get more valuable insights.

### **4.2.1 Analysis of the Teacher Questionnaire**

The teachers' responses for each statement in the questionnaire were analysed by using frequency analysis in SPSS. The table below (Table 4.2) illustrates attitudes of the teachers in detail followed by the mean of the teachers' responses. Overall, teachers' attitudes towards trilingual education seems to be positive (M=3.41) rather than negative. For instance, in statement QB2 which stands for 'Knowing English language will help me to compete internationally' teachers agreed (M=4.0).

Participants believed that English is a kind of instrument that will help them to achieve some goals and get their position in the international arena. Thus, they did believe that in order to compete internationally they do need to know English language.

As for the QB7 statement, 70% of the teachers believed that "Using loan words helps in producing the exact meaning" so they do use borrowings and that they sometimes help to produce the exact meaning. Specifically, the reflections of teachers show that they feel the necessity of using words or phrases from different language(s) in order to communicate with each other.

Table 4.2: Results of the teacher questionnaire in % (QB1-QB16)

QUESTIONS	SD	D	N	A	SA	M	sd
1. Enrolling in trilingual education at the age of 12 is fair.	20	0	10	40	30	3.60	1.50
2. Knowing English language will help me to compete internationally.	10	10	10	10	60	4.20	1.13
3. Teachers of my school are proficient enough to teach English.	0	10	20	10	60	4.20	1.13
4. The way English is used as medium of instruction at my school is satisfactory.	10	10	10	20	50	3.90	1.45
5. In trilingual education model there is enough exposure to the English language (considering you institution).	10	10	10	30	40	3.80	1.40
6. Loan words should be used in written or oral production.	0	10	30	30	30	3.80	.81
7. Using loan words helps in producing the exact meaning.	0	20	10	20	50	4.0	1.03
8. When speaking we do not think much about the language that we use.	10	20	20	20	30	3.40	1.43
9. When writing we do not think much about the language that we use.	30	30	10	10	20	2.60	1.58
10. Kazakh language meets the needs of citizens of Kazakhstan.	20	30	30	10	10	2.60	1.27
11. It is possible not to use loan words in Kazakh language.	0	30	40	10	20	2.50	1.43
12. Kazakh language can produce the words that people may need on its own.	20	10	10	10	50	3.20	1.14
13. Kazakh language is rich.	20	0	20	20	40	3.60	1.71
14. Kazakh language may spread in future.	10	20	30	10	30	3.60	1.58
15. Kazakh language is rich, in terms of art and science.	10	20	30	10	30	3.30	1.41
16. There is need to change from Cyrillic alphabet to the Latin.	30	10	30	0	30	2.90	1.67
<b>TOTAL</b>						<b>3.41</b>	<b>0.86</b>

Note: **SD** = Strongly Disagree; **D** = Disagree; **N** = Neutral; **A** = Agree; **SA** = Strongly Agree; **M** = Mean; **sd** = Standard Deviation

Moreover, participants did not think that it is possible not to use loan words in Kazakh language (QB11). The mean for this item is 2.50 which in the middle point

of *disagree* and *neutral*. However, teachers believe that Kazakh language might produce new words on its own (QB12). They do believe that it is rich and has bright future. Because teachers agreed that one day Kazakh language may even spread (QB13-QB15).

However, regarding the last statement about change from Cyrillic to Latin alphabet, participants were less positive about it. The attitudes towards this issue seem to be contradictory. For example, teachers' responses were *strongly disagree* and *disagree* (30 % and 10% respectively), the rest of the teachers' responses were *neutral* (30%) and *strongly agree* (30%). The mean for the statement is 2.90. The total mean of the teachers' responses is 3.41, which stand somewhere between *neutral* and *agree*.

#### **4.2.2 Analysis of Teacher Interviews**

Semi-structure interviews were conducted with 10 non-native English speaking teachers of science subjects. All of the teachers were audio-recorded with their permission. The interviews included 5 open-ended questions. Also, during the interview session some follow-up questions arose accordingly, depending on the answers of the teachers. Overall, each interview lasted for 3-16 minutes.

##### **4.2.2.1 Interview Question 1: What do you think about trilingual education in Kazakhstan?**

The first question of the interview is "What Do You Think about Trilingual Education in Kazakhstan?" and accordingly, there were different responses of interviewees, therefore, in order to understand the main thoughts of the respondents, the answers for each question were summarized and categorized in tables. The main answers for the first question of the interview are summarized in Table 4.3.



Table 4.3: Interview question 1: What do you think about trilingual education in Kazakhstan?

Main answers	Number of respondents
1) Trilingual education is a good and important strategy.	(R2), (R4), (R7), (R8).
2) Students will be able to speak three languages (fluently) / It is good to know three languages.	(R1), (R2).
3) It will help them to internationalize and be competent.	(R6), (R7), (R8).
4) We need trilingual education because all (many) international schools apply it.	(R10).
5) It's not effective in case of science learning	(R3).
6) It is not easy to try and learn so many subjects in three languages.	(R5), (R3).
7) I believe that it is difficult for elementary school students.	(R9).
8) Trilingual education will help students to learn English.	(R2), (R6), (R8), (R10).

Note: Each number in brackets represents a particular respondent.

Table 4.3 above contains main answers of the ten respondents. Obviously, trilingual education was welcomed among teachers who think that it will help students to internationalize and be compatible within a world arena:

*For me, trilingual education in Kazakhstan is a great programme for students, because hmm... first, it will give students opportunity to explore other language than their original language and it's also opportunity for them to...hmm... somehow, like, to be competent and to be global citizens. They know how to communicate through other languages like English and Russian (R6).*

Even though the trilingual education means learning by using three languages, the respondents emphasized the role of English specifically. For example:

*And if we want to achieve some success in the development of science, of course, knowledge of the English language is very significant. And [we should not] not forget our native Kazakh language, it is necessary, to develop [it]... because language is the maintenance of our national identity (R2).*

However, there were those who seemed to have different opinion about the realization of trilingual education. The third interviewee mentioned that it does not work with science subjects:

*...For the first time in my life I heard about trilingual education. Frankly speaking, I was a little bit excited at the beginning. It's good, you know, Kazakhstan government is giving importance toward languages: to the native language and as well as the foreign language which is English, you know. It's a good thing. So ... I think the plan and the project was good. But frankly speaking, being a science a teacher, I can recommend it on art and all that. But in science what happens it does not work because of this policy immediately rely on their native language and science needs thinking. They [students] immediately ask the teacher [the translation of unfamiliar word or term] and many times continuously this happens in the class... It's not effective in case of science learning.... For me, I find it a little bit difficult (R3).*

Additionally, nearly the same opinion was shared by another teacher who said that it is not easy to try and learn so many subjects in three languages:

*...We know our students very well, who struggle with English. We know how to teach students whose first language is not English. Yes, it's not easy. It is very difficult (R5).*

Generally, all of the teachers found the idea of trilingual education very good. Some of teachers mentioned using a language as the medium of instruction is interesting and at the same time, it might be effective while learning a language. They believed that knowing three languages and particularly English will help learners in future.

**4.2.2.2 Interview Question 2: What do you think about opportunities that your institution provides as regards trilingual education?**

For this question, all the respondents gave positive answers. All of the teachers shared almost the same responses.

Table 4.4: Interview question 2: What do you think about opportunities that your institution provides as regards trilingual education?

<b>Main answers</b>	<b>Number of respondents</b>
1) NIS applies Content and Language Integrated Learning.	(R2), (R4), (R8),
2) School administration pays great attention to professional development of teachers (workshops, seminars).	(R1), (R2), (R3), (R6), (R7), (R9), (R10).
3) Subscription to online resources (websites).	(R1).
4) Inter-school facilities (library, laboratory, teaching/learning materials, hard/software).	(R1), (R6), (R7), (R8), (R9),
5) Team teaching (local and foreign teachers).	(R4), (R3), (R5).

Note: Each number in brackets represents a particular respondent

Teachers reported that their school provides many opportunities as regards trilingual education: teacher training programmes, workshops, teaching and learning materials. For instance, seven out of ten teachers mentioned teacher training programmes that are held for their professional development. According to interviewees, the school runs workshops within and out of the school systematically:

*In general, if we talk about educational materials I think that it [NIS] is very rich. Our library has subscription to online resources that help teachers in getting additional information for our lessons for upper class*

*students...Firstly, sometimes school seminars are held by more experienced teachers.... In addition, the school used to hold a seminar within an outside speaker... The third type is that teachers are sent abroad. Sometimes they are sent abroad up to one week or either two, or three days in order to participate in seminars (R1).*

*Yes... For this programme [trilingual education], my institution has provided really good things. ...the guy who is responsible for the language policy in this school, he runs some workshops like once a month or something. And yes, we have teachers who are local, so, there is everything. There are teaching training, there are actual teachers as resources (R3).*

Also, the given excerpt summarizes the facilities that take place within the school were shared by most of the teachers:

*...For example, we have a large library there are books in English, there are books of Cambridge and Oxford [publish houses]. We have very large laboratories which contain a lot of equipment for a variety of studies and experiments to carry out... probably, even in some universities, there is no such equipment as we have in the school (R10).*

Some of them listed opportunities that institution provides for teaching staff. For example, the fifth respondent number 5 below notes the role of foreign teachers in teacher education programs:

*... And hence, the local teachers are learning from these experienced teachers. Some of them are really experienced like 20 years of experience. I have been*

*teaching for past 14-15 years... We are just like mentors. So, I think in terms of training, they are having an excellent training which they, probably, would not get even in teacher training institute. So, I think our school is really doing well. For example, when I look at my team teachers when I started with them 2013 and I look at them now and they are just totally different. They are doing things in a different way they used to do when I first met them (R5).*

However, there are some respondents who mentioned opportunities for students:

*...a greater attention is paid to English. Yet, the school also provides an opportunity for students to take courses in Russian and Kazakh language, because they have subject as the History of Kazakhstan, which is taught in Kazakh language only (R9).*

Meanwhile, another teacher mentioned that studying in International Baccalaureate programme is a good opportunity for students:

*Our school provides many opportunities for students. First of all, after the end of grade 12 of Diploma Programme, of course...hmm...if the student receives good scores, he or she gets a diploma, and with that diploma, they can apply for the best universities abroad and I think it is one of the good opportunities...And starting from 7<sup>th</sup>-8<sup>th</sup> grades they are...necessarily have a team teacher, I mean a local and a foreign teacher (R4).*

Obviously, these teachers are satisfied with the opportunities that their institution provides for teachers as well as for students. The respondents referred to teacher training programmes that occur systematically within a month and seminars held

abroad. Additionally, teachers indicated that content and language integrated learning (CLIL) as the main opportunity for students along with the international diploma given at the end of the school.

#### **4.2.2.3 Interview Question 3: Are you satisfied with the way trilingual education is being carried out in your school?**

For this question, teachers fell into two camps where one side was satisfied with the realization of trilingual education in their institutions as opposed to those, who believed trilingual education needs improvements. In the Table 4.5, there are nine teachers who are satisfied with the way trilingual education is being carried out in their school. Only one teacher said that he is not satisfied. The table below provides some reasons of teachers' satisfaction as well as dissatisfaction towards realization of trilingual education in NIS.

Table 4.5 Interview Question 3: Are you satisfied with the way trilingual education is being carried out in your school?

<b>Main answers</b>	<b>Number of respondents</b>
1) I am satisfied with the way trilingual education is being carried out.	(R1), (R2), (R3), (R4), (R6), (R8), (R9), (R10).
2) I am not satisfied with the way trilingual education is being carried out.	(R5).
3) Students could speak three languages fluently.	(R2), (R8).
4) There is equal attention upon three languages.	(R6), (R9).
5) There is lack of (science) teachers.	(R4).
6) Students have difficulties with English.	(R1), (R5), (R7).

Note: Each number in brackets represents a particular respondent

Starting from the positive responses, it is worth to note that teachers repeatedly mentioned the notion of learning a language simply by using it to study a particular subject:

*...there is certain time in Russian [language] and certain in English [language] and certain time in Kazakh [language]. In grade eleven, it's totally English, because they already accumulated the languages...hmm... in previous years (R6).*

*...The results show that children can freely express their thoughts in all three languages. Basically... as the result, our students have entered universities in our country and abroad, it show that they have high level of knowledge in English (R8).*

*Yes, because... well, students gradually begin to learn a third language so it is very effective...it seems to (R10).*

Nevertheless, there were those who were unlikely to perceive the realization of trilingual education as the effective one, at least, within NIS context. For instance:

*The plan is good, in what sense? That they are actually thinking of English language I loved it. It means that they think that we cannot stay away from the English, so they are basically accepting English. But at the same time, when it comes to science education, especially science education, it's not working (R3).*

*I am not. Because I think when you do... one of the subjects of two languages is going to suffer. For example, my observation is probably, Kazakh is suffering and English is being promoted from... may be, the top officials. Russian is okay, but with the young generation. I'm seeing them struggling to cope with a*

*developing the three languages at the same pace. So I'm not satisfied, I know one of the languages, if not two, will suffer. Students are developing more interest in English than their own languages Kazakh and Russian...it might be okay. Eventually, it might be target as well (R5).*

In addition, some of the respondents provided some advice that might help in order to improve implementation of trilingual education. They shared their own teaching experience and most of them found that there is a lack of instructors that are able to teach particular required subjects in English language:

*Generally speaking, I am satisfied, but a lot of things still need improvement, for example, there is insufficient number of science teachers (chemistry, physics, biology) who know English and can teach in English... we need to pay more attention to teachers and their professional development so their English will improve (R4).*

*...But in some points it is not enough, because there is small number of teachers who can speak English. Therefore, we work with so-called "team teachers". Foreign colleagues explain in English, but in the case of unclear situation when students don't understand, a local teacher can help (R7).*

One of the respondents suggested that learning materials could be more adapted in terms of language. Because as he states, it is not easy to cope with students of different levels of English proficiency:

*Upper class students usually have difficulties with understanding materials in English...When we make clarification or translate some words using Kazakh*



*or Russian... they [students] have different proficiency level [in English], some of them have high level...and it is difficult for low level students (R1).*

Generally, teachers expressed positive attitudes towards the realization of trilingual education either implicitly or explicitly. They mentioned that it is a good idea to learn a language by using it as the medium of instruction. Certainly, there were those teachers, who seemed to have more negative attitudes towards the realization of trilingual education in their school. Additionally, some teachers shared their thoughts for the improvement of the implementation of trilingual education in NIS.

#### **4.2.2.4 Interview Question 4: What do you think about using English as the medium of instruction for your subject?**

This question aimed to investigate attitudes of teachers towards the use of English language as the mean of instruction. Since all of the respondents teach science subjects, it was interesting to investigate what they think about it.

Table 4.6: Interview Question 4: What do you think about using English as the medium of instruction for your subject?

<b>Main answers</b>	<b>Number of respondents</b>
1) English has to be the instructional language since it is a global language.	(R1), (R2), (R3).
2) It is better to teach science subjects in English.	(R1), (R2), (R7), (R10).
3) It is better not to teach science subjects in English.	(R3).
4) It depends on the programme/subject/purpose.	(R3), (R5), (R6), (R8), (R9).
5) Teacher/student is not limited to the materials on either Kazakh or Russian languages.	(R1), (R2), (R8).
6) Our learners have opportunity to compete with students from other countries.	(R2).
7) It will help students to apply for universities abroad.	(R1), (R4).

Note: Each number in brackets represents a particular respondent.

The half of the teachers agreed that language which is used as the medium of instruction is usually chosen regarding to the subject. One of the respondents stated that before deciding a particular language as the medium of instruction, it is important to meet students' needs:

*...And it also depends on the target marked: what exactly the students want to do? For example, if students want to go and work abroad, then, obviously they have to choose the language appropriately. But at the end of the day, my answer is it just depends on the subject and also the purpose (R5).*

During the interviews, two teachers mentioned International Baccalaureate programme, which is implemented in their school as the main reason for using English language as the medium of instruction. They explained that learning in English is one of the important parts of this programme. One of them mentioned that:

*It's depends on the programme... So, the students at the end of the year will take the boarding examination in English, therefore...hmm... the students must use English and teachers also must use English as an instruction during the classes (R6).*

The other teacher said that:

*...it's not about the language, it's about the programme (R8).*

Moreover, some teachers believed that science subjects should be taught in English, whereas, only one respondent disagreed with it. For instance, one of the teachers proposed that it is even easy to study a science subject in English:

*It seems to me, science [subjects] such as biology, physics, and chemistry, are better learnt in English, because science itself is written in Latin, and even*

*when children ask me what is chloroplast, the [word] chloroplast is pronounced similar in three languages. And you may not worry about translation and they already understand the material (R7).*

Naturally, while talking about English medium instruction, teachers mentioned the globalization of English language. The respondent below emphasized the role of English in education:

*I think, you know, hmm.... see, in the end everything goes to the English, I mean you cannot learn absolutely higher education in your native language. I know China does it. But in the end, you know English is a global language. So, my opinion is that English has to be the instructional language at least, I against for science and biology. That's what I think (R3).*

Some of the teachers expressed their thoughts that language which is used as the medium of instruction should be appropriate to the subject. In addition, they stated that students' needs and the purpose of using English in studying particular subjects along with the school context does matter.

#### **4.2.2.5 Interview Question 5: What strategies do you implement in your teaching by using English?**

The following question was asked in order to gain insights into the strategies that are used in teaching through foreign language. In the case of NIS, English language is used for teaching science subjects and mathematics. This question aimed at exploring whether teachers implement special strategies or not.

According to the results, respondent 1 as well as another instructors is used to provide keywords or glossary before or at the beginning of the lesson for 5-10 minutes.

*I spend five minutes in each lesson, if there is a new topic. So, we study new words for five-ten minutes. For example, some students mispronounce or misspell words. Sometimes they ask the meaning of the words then, I provide the example and try to explain it [in English]. Sometimes, they ask the meaning of a particular word... (R1).*

Table 4.7: Interview Question 5: What strategies do you implement in your teaching by using English?

<b>Main answers</b>	<b>Number of respondents</b>
1) I use keywords/glossary at the beginning of the lesson / I discuss and explain (describe) new words/terms.	(R1), (R2), (R4), (R6).
2) I use Kazakh / Russian for clarification (sometimes).	(R1), (R2), (R5), (R8),
3) I use audio and video aids.	(R4), (R5).
4) I use the strategy of critical reading.	(R4), (R9).
5) We share professional experience with colleagues.	(R7).
6) We have so-called “correctional classes’ where a student may improve English with a teacher.	(R8).
7) I make pair/group tasks in order to create discussions.	(R7), (R9),
8) I do not use any strategy. I focus on science	(R3).

Note: Each number in brackets represents a particular respondent.

The half of the teachers shared that they attempt to describe or explain the word or phrase, so students may guess it:

*...If, for example, the English term is not clear, we explain it using the description, or other terms, but in English (R2).*

*...instead of explaining it in their own language, sometimes we explain it in the way they understand... So, for example, they do not understand a word and it's to be explained using different language (R6).*

However, some teachers did not deny the fact that they sometimes do shift languages while explaining new topic. According to them, it is helpful to use indigenous or non-indigenous language(s) of the country. Moreover, teachers indicated that they try to clarify a word by describing or explaining it in English first, and then if it is still not clear, teachers seemed to have no choice, therefore, Kazakh or Russian languages are used. For example:

*I explain keywords and sometimes use other students.... to say, for example, we say temperature, and I know the student doesn't know temperature, I ask the others what temperature in Russian is. That can help as well, if it is a key concept in the lesson, because I don't want my students to come out of...mmm... this lesson without remembering the key concept, they may not remember other things (R5).*

*Well, if the students do not have the base in the English language....well, additionally, we explain in Kazakh or Russian [languages] (R8).*

Generally, teachers are likely to use various strategies. As it is illustrated in the Table 4.7, video and audio aids, CLIL strategies (critical thinking, critical reading), group or pair work some other strategies and techniques in order to teach as well as entertain students. Respondent number 5 shared his beliefs about strategies as the following:

*I normally use visionary teaching; I use a lot of pictures and diagrams...hmm...to make sure that the students can see. And the next thing I do is when I speak I am trying to be slow, yeah, I adjust the way I speak...mmm...to them. I make sure that my slides do not have a lot of information...They don't even attempt [to understand]... they think this is too much English and I don't understand it (R5).*

Additionally, he thinks that it is very important to cooperate with the English teacher of students, to make sure if they have some problems with language or not:

*I also find out from their English teacher: what strategies are they using? Does their English teacher really know that these students are struggling with English? If she knows what is she doing to help? What does she think I can do also to help? She knows better than I do, because she is an English teacher. So...mmm... and also the teacher must know, why these students are not doing well in biology? Is it because he/she doesn't like biology or is it because he/she is just weak in the biology or is it because just he/she is weak in English as a subject; we have to get to the bottom of it and understand the main cause of the problem (R5).*

As one of the respondents stated, she uses CLIL strategies, mostly and she thinks that there is need for group activities that encourage the use of the target language:

*Moreover, we engage the children that are more successful in the subject; they support those, who are less successful in learning...so, we give these students an opportunity to conduct a lesson, and they can explain any topic in English*

*to other students...they feel more confident, because in the classroom there are familiar faces (R9).*

Overall, teachers shared the strategies implemented within the classroom. Some of them used CLIL strategies that might be used for other linguistic subjects as well. Apart from the interviewee numbered 3, all of the respondents implemented “asking for clarification” strategy in order to get students to understand when explaining in English language does not help.

### **4.3 Research Question 3: Are there any differences between student and teacher attitudes towards trilingual education?**

This research question aimed to investigate whether differences exist between attitudes of teachers and those of students. In order to compare means of both samples, Paired Samples T-Test was applied to identify if the differences are statistically significant. Table 4.8 serves to compare means for each of the statements that students and teachers reflected on.

As it seen in the Table 4.8, the total mean of student questionnaire is 3.70, whilst those of teachers is 3.41, and this means students’ attitudes are slightly more positive than their teachers’ attitudes.

For instance, in the statements QB2, QB4, QB5, QB8-QB13, and QB15, students responded more positively than their teachers. Moreover, attitudes differed when it comes to Kazakh language: teachers did not agree that Kazakh language meets the needs of citizens of Kazakhstan (QB10) where the value is  $M=3.45$  and  $M=2.6$  for students and teachers, respectively.

Table 4.8: Differences between attitudes of teachers and students towards trilingual education and multilingualism in Kazakhstan

Questions	Mean	
	Teachers	Students
<b>1. Enrolling in trilingual education at the age of 12 is fair.</b>	3.60	3.45
<b>2. Knowing English language will help me to compete internationally.</b>	4.20	4.71
<b>3. Teachers of my school/university are proficient enough to teach English.</b>	4.20	4.15
<b>4. The way English is used as medium of instruction at my school/university is satisfactory.</b>	3.90	4.28
<b>5. In trilingual education model there is enough exposure to the English language (considering your institution).</b>	3.80	4.19
<b>6. Loan words should be used in written or oral production.</b>	3.80	3.64
<b>7. Using loan words helps in producing the exact meaning.</b>	4.0	3.84
<b>8. When speaking we do not think much about the language that we use.</b>	3.40	4.01
<b>9. When writing we do not think much about the language that we use.</b>	2.60	3.10
<b>10. Kazakh language meets the needs of citizens of Kazakhstan.</b>	2.60	3.45
<b>11. It is possible not to use loan words in Kazakh language.</b>	2.50	2.98
<b>12. Kazakh language can produce the words that people may need on its own.</b>	3.20	3.56
<b>13. Kazakh language is rich.</b>	3.60	4.21
<b>14. Kazakh language may spread in future.</b>	3.60	3.36
<b>15. Kazakh language is rich, in terms of art and science.</b>	3.30	3.43
<b>16. There is need to change from Cyrillic alphabet to the Latin.</b>	2.90	2.73
<b>OVERALL TOTAL</b>	<b>3.41</b>	<b>3.70</b>

Note: Mean: 1 = Strongly Disagree    2 = Disagree    3 = Neutral    4 = Agree  
5 = Strongly Agree

Moreover, students' attitudes are somewhere between *neutral* and *agree*, whereas teachers preferred to disagree rather than agree. Additionally, students considered Kazakh language as rich (M=4.21); however, teachers were more likely to stay neutral (M=3.6).



In total, the Table 4.8 illustrates that there are some similarities in attitudes of teachers and students towards trilingual education and multilingualism in Kazakhstan. Nevertheless, there is need to employ Paired Samples T-Test in order to measure whether the differences are statistically significant. Thus, Table 4.9 provides insights on this issue.

Table 4.9: Paired Samples T-Test (Differences between teachers' and students' attitudes)

	Paired Differences				
	M	sd	t	df	p
<b>TOTAL (Students) - TOTAL (Teachers)</b>	<b>8,400</b>	<b>13,285</b>	<b>1,999</b>	<b>9</b>	<b>0,077</b>

Note: **M** = Mean      **sd** = Standard Deviation      **p** = Significance (2-tailed)

Overall, the Paired Samples T-Test determined that there is no statistically significant differences between teachers' and students' attitudes since  $p=0.077$  value is greater than 0.05.

#### **4.4 Research Question 4: Do the attitudes change between male and female students?**

In order to investigate differences between male and female students, the means of both groups were compared (see Table 4.10). On the other hand, in order to find out if the gender difference is statistically significant, Independent T-Test was carried out (see Table 4.11). Table 4.10 below shows that most of the responses are between *neutral* and *agree*.

Generally, male ( $M=3.70$ ) students' attitudes seem to be more positive than those of female ( $M=3.68$ ). Yet, in statement QB5, where the researcher asks if exposure to the

English language is enough in their school, both male and female students agreed (M=4.19). This is the only similarity among attitudes of male and female participants that could be found within the second part of the survey (QB1-QB16).

As mentioned above, most of the male students were positive about their attitudes (QB1-QB4, QB7, QB10, QB13, and QB16). However, the results show that attitudes of female students are more positive than those of male students (QB6, QB8-9, QB11-12, and QB14-15).

In order to identify if the differences between attitudes of male and female students are statistically significant Independent T-Test was still needed. The findings of the t-test are given below in detail.

According to the results in Table 4.11, differences between male and female students' attitudes cannot be counted as statistically significant. While comparing means of both groups the results revealed that the overall total of  $p$  value is equal to 0.78 and it is greater than 0.05. Therefore, there is no statistically significant difference between attitudes of male and female students.

However, in QB10, the  $p$  value for equal variances assumed is 0.049 which is less than 0.05, therefore, the difference between male and female students' attitude towards this statement was accounted as statistically significant. In that statement, for instance, male students (M=3.62) replied in a more positive way than those of female students (M=3.26). Moreover, male participants' responses are close to *agree*, on the

other hand, responses of female participants are considered as *neutral* which is neither disagree nor agree.

Table 4.10: Students' attitudes based on gender

Questions	Gender	N	Mean	SD
QB1	Male	52	3.65	0.92
	Female	58	3.26	1.14
QB2	Male	52	4.73	0.49
	Female	58	4.69	0.59
QB3	Male	52	4.21	0.80
	Female	58	4.09	0.86
QB4	Male	52	4.29	0.75
	Female	58	4.28	0.69
QB5	Male	52	4.19	0.86
	Female	58	4.19	0.88
QB6	Male	52	3.58	0.84
	Female	58	3.69	0.77
QB7	Male	52	3.88	0.67
	Female	58	3.79	0.83
QB8	Male	52	3.98	0.93
	Female	58	4.03	1.02
QB9	Male	52	3.06	1.17
	Female	58	3.14	1.14
QB10	Male	52	3.65	1.02
	Female	58	3.26	1.05
QB11	Male	52	2.90	1.10
	Female	58	3.05	0.99
QB12	Male	52	3.44	0.97
	Female	58	3.67	0.86
QB13	Male	52	4.37	0.81
	Female	58	4.07	1.16
QB14	Male	52	3.21	1.10
	Female	58	3.50	1.20
QB15	Male	52	3.35	1.08
	Female	58	3.50	1.14
QB16	Male	52	2.75	1.34
	Female	58	2.71	1.21
<b>TOTAL</b>	<b>Male</b>	<b>52</b>	<b>3.70</b>	<b>0.38</b>
<b>QB1-QB16</b>	<b>Female</b>	<b>58</b>	<b>3.68</b>	<b>0.41</b>

Note: Mean: 1 = Strongly Disagree 2 = Disagree 3 = Neutral  
4 = Agree 5 = Strongly Agree

Table 4.11: Results of independent t-test for students' attitudes based on gender

Questions	Levene's Test		t-test for Equality of Means			
	F	Sig.	T	df	p	MD
QB1 Equal variances assumed	2.61	0.109	1.97	108	0.051	0.39
			1.99	106.86	0.049	0.39
QB2 Equal variances assumed	1.17	0.280	0.39	108	0.696	0.04
			0.39	107.14	0.693	0.04
QB3 Equal variances assumed	0.003	0.954	0.78	108	0.433	0.12
			0.79	107.87	0.432	0.12
QB4 Equal variances assumed	0.75	0.387	0.09	108	0.927	0.01
			0.09	104.43	0.928	0.01
QB5 Equal variances assumed	0.19	0.660	0.01	108	0.987	0.003
			0.01	107.25	0.987	0.003
QB6 Equal variances assumed	0.22	0.635	-0.72	108	0.469	-0.11
			-0.72	103.95	0.471	-0.11
QB7 Equal variances assumed	4.95	0.028	0.62	108	0.531	0.09
			0.63	106.99	0.527	0.09
QB8 Equal variances assumed	1.50	0.222	-0.28	108	0.776	-0.05
			-0.28	107.94	0.775	-0.05
QB9 Equal variances assumed	0.001	0.982	-0.36	108	0.718	-0.08
			-0.36	105.98	0.719	-0.08
QB10 Equal variances assumed	0.003	0.957	1.98	108	0.049	0.39
			1.99	107.21	0.049	0.39
QB11 Equal variances assumed	1.13	0.290	-0.73	108	0.463	-0.14
			-0.73	103.33	0.466	-0.14

not assumed							
<b>QB12</b>	Equal variances assumed	1.72	0.193	-1.30	108	0.194	-.23
	Equal variances not assumed			-1.30	102.55	0.197	-.23
<b>QB13</b>	Equal variances assumed	4.87	0.029	1.52	108	0.130	0.29
	Equal variances not assumed			1.55	102.19	0.123	0.29
<b>QB14</b>	Equal variances assumed	0.58	0.448	-1.30	108	0.195	-.28
	Equal variances not assumed			-1.30	107.91	0.193	-.28
<b>QB15</b>	Equal variances assumed	0.56	0.453	-.72	108	0.472	-.15
	Equal variances not assumed			-.72	107.66	0.470	-.15
<b>QB16</b>	Equal variances assumed	1.20	0.274	0.17	108	0.860	0.04
	Equal variances not assumed			0.17	103.48	0.861	0.04
<b>TOTAL (QB1-QB16)</b>							
	<b>Equal variances assumed</b>	<b>0.36</b>	<b>0.54</b>	<b>0.27</b>	<b>108</b>	<b>0.78</b>	<b>0.33</b>
	<b>Equal variances not assumed</b>			<b>0.27</b>	<b>107.95</b>	<b>0.78</b>	<b>0.33</b>

Note:  $p$  = Significance (2-tailed)      **MD** = Mean Difference

Nevertheless, while searching for differences in attitudes between male and female students and whether these differences are statistically significant or not, the total results should be taken into account. Therefore, it can be concluded that male and female students did not have statistically significant different attitudes towards trilingual education and multilingualism in Kazakhstan. Moreover, this means that gender variable does not seem to be a significant factor in defining the students' attitudes regarding this issue. At least, within the context of Nazarbayev Intellectual school in Kazakhstan.

## **4.5 Summary**

This chapter summarizes the results of the current study followed by research questions. The attitudes of both students and teachers towards trilingual education and attitudes towards Kazakh language were analysed and then compared. Insights gained through researching students' and teachers' attitudes towards trilingual education seem to be valuable and to some extent contribute to the field. The researcher believes that these results may help in improving trilingual education programme in Kazakhstan.

First of all, students' attitudes were discussed and reported that no statistically significant difference between male and female students was found. Second of all, teachers' attitudes were discussed with the contribution of the teacher interviews'. Lastly, no statistically significant differences were found while comparing attitudes of teachers and students towards trilingual education and multilingual situation in Kazakhstan.

## **Chapter 5**

### **DISCUSSION OF RESULTS AND CONCLUSION**

The chapter aims to discuss the results followed by the research questions of the study by considering the findings of the previous studies. It should be admitted that research studies on trilingual education in Kazakhstan as well as in other contexts, are not many, and the existing ones have been made mostly within the last decade. Therefore, the study introduces some pedagogical implications as well as recommendations to contribute to the field.

#### **5.1 Discussion of Results**

##### **5.1.1 Students' Attitudes**

Results of the student questionnaire (see Table 4.1) illustrated that students were positive about trilingual education and multilingual situation in Kazakhstan. A reason for this might be the promotion of English by the government of the Republic of Kazakhstan and the belief that it may help students to globalize and increase their chances to enter universities abroad. Additionally, the results of the students' attitudes are considered in relation to Lefebvre's study (2012) that researched attitudes of young learners toward multilingual education in the USA along with the language use of monolingual and bilingual students. In her study, the majority of the children for whom English is L1 seemed to be aware of importance of learning in French. However, according to the interview responses, they had passive resistance to French used as the medium of instruction and to multilingual education in general.

The first part of the questionnaire aimed to gain insights into the students' linguistic background. The results of linguistic background along with the language use in particular domains and language preference will be discussed in connection with some researches (Gerena, 2010; Lefebvre, 2012; Smagulova, 2008; Suleimenova, 2009).

According to the language preference of the students, concerning the multilingual context of Kazakhstan, the majority expressed that they feel comfortable while speaking in Russian (n=79, 71.8%). To remind, the participants was composed of 104 (94.5%) Kazakhs, and only 5 Russians, as they identified themselves. The same responses were found in Lefebvre's (2012) study which surveyed primary school students of the French-English immersion programme in America; students there defined French as preferable; however, most of the participants spoke English language. On the other hand, the results of the current study opposed to findings obtained by Gerena's (2010) survey where students of English-Spanish Immersion programme chose English as the language in which they feel most comfortable.

Additionally, Kazakh language was identified as the less used both at home and with friends – 35.5% and 8.2% respectively. In Suleimenova's (2009) study, only 36.1% of the participants reported that they use Kazakh within informal domains such as at home, with friends, with neighbours, and so on. On the contrary, in Smagulova's (2008) study, about 65% of the respondents stated that they speak Kazakh with their friends.



As for language use and attitudes towards state language, students demonstrated more positive attitudes while using borrowings in their language skills unlike those of Shibliyev's (2005) study where participants had a high degree of psychological resistance towards the use of borrowings.

Furthermore, while observing classes of science subjects conducted in English language, it was noticed that both the students and their teachers were code-switching. However, neither students nor teachers were found to be bothered by that fact. Literally, code-switching took a little part of the lesson. That is, the students asked for clarification or translation mostly and teachers did not refuse to help students in Kazakh or Russian languages. Although, when students asked for clarification in Kazakh or Russian languages, teachers were attempting to explain in English first. In this regard, positive attitudes of students in NIS towards teacher code-switching is linked to other studies (Butzkamm, 1998; Ma, 2014; Rukh et al, 2012). Butzkamm (1998) argued that use of L1 in the classroom may be helpful for beginners as well as for advanced level students. The results of students' surveys revealed that use of L1 may be beneficial and it may have positive effect on English learning (Ma, 2014; Rukh et al., 2012). Additionally, they believed that use of L1 may help them to become more interested in learning English language (Ma, 2014).

Moreover, Liebschner and Dialely-O'Cain (2005) stated that code-switching seems to be beneficial within bilingual settings, and moreover, it can be even "worthy and appropriate" (p. 235). Therefore, code-switching of both students and teachers might not have a negative effect on the target language development.

As for differences in attitudes of male and female students, findings related to borrowings in state language are linked to Shibliyev's (2005) study. For instance, one of the similarities is related to the finding that female students had more positive attitudes towards borrowings in their state language. However, for the statement that states "Using loan words helps in producing the exact meaning", female students participated in the present study responded in a rather negative way.

Moreover, male participants were found to have more positive attitudes towards Kazakh language as opposed to Shibliyev's (2005) findings where female students had stronger attitudes towards their native language.

Furthermore, in Shibliyev's (2005) study, female students that considered state language as rich in terms of art and science outnumbered their male counterparts. The same finding was gained in the present study where mean for male students is 3.35, while for females is 3.50.

### **5.1.2 Teachers' Attitudes**

A total of 10 teachers' views were collected through a questionnaire and interviews in order to explore their attitudes towards multilingualism. As mentioned earlier, classroom observations were employed in order to triangulate the data collection procedures. According to the findings of the current study, in general teachers strongly believed that multilingual education is absolutely necessary, and eventually inevitable in the context of Kazakhstan. Additionally, there is a consensus among the teachers that within the influence of the globalization, learning English will have a great advantage for the students.

Moreover, Chee (2014) reported that introducing English to the students in early ages will help their success in the future, which is opposed to the beliefs of a teacher who has a child. During the interview, she argued that:

*...I myself have a first grader child. It is difficult to immediately recognize the letters of mother tongue and foreign language characters as well. Therefore, the child is confused, but I have a second child in the 3<sup>rd</sup> grade, and she for example, has a better understanding of the differences between the three languages. Now she learns Kazakh, Russian, and English languages. Now she understands better, but in the first and second grades, they [the children] were confused (R9).*

Also, the findings of this study seem to be opposed to the study of Sobrepena (2010). The author indicated that introducing the subject matter in the first language will foster students' learning better than introducing subject matter in English. Nevertheless, all of the teachers apart from one suggested that subjects of sciences should be studied in the English language. However, some teacher particularly agreed with this idea. In fact, he believed that English should not be used as a medium of instruction at least for subjects of science.

The findings of the qualitative data retrieved from the interviews, and also approved by the classroom observations, indicate that teachers use L1 and L2 to clarify unknown words or concepts related to the subject matter courses. This major finding of the study is in line with some studies in the literature (Clyne, 1997; Dewaele, 1998; Williams & Hammarberg, 1998) that according to Cenoz et al. (2001), "highlight the role of the second/foreign language as a 'default supplier' (p. 2).

### **5.1.3 Differences between Students' and Teachers' Attitudes**

In this regard, Zharkynbekova et al. (2013) and Kuzembayeva (2015) provided some insights on trilingual education in relation to multilingual situation in Kazakhstan and the value of the Kazakh language in society.

In Zharkynbekova et al.'s (2013) study, participants (31.7%) reflected their attitudes by saying that teaching of English should be implemented starting from grade 5, whereas the majority agreed that it could start even early, i.e. from the 1<sup>st</sup> grade. However, the participants of the present study were more positive about enrolment in to trilingual education starting from age 12, i.e. grade 6. Additionally, the attitudes towards globalization and the significance of knowing English language are related to the Kuzembayeva's (2015) findings.

Statistically, the results of the quantitative data revealed that students' attitudes towards trilingual education are slightly more positive when compared to teachers' attitude. In other words, while the total means score of the students' questionnaire is 3.70, the teachers' questionnaire total mean is 3.41 (Table 4.8). So, there is a consensus among the teachers and students that trilingual education is necessary in Kazakhstan.

Additionally, both teachers and students preferred to use L1 or L2 for clarification of words or concepts. The findings of some studies in the literature suggest that optimal use of L1 in the classroom foster language learning process (Hashemi & Sabet, 2013; Taşkın, 2011). In Taşkın's (2011) study, it is revealed that teachers do not favour the use of L1 in the classroom; however they admit that sometimes L1 can be a

facilitator for the students. Similarly, in Hashemi and Sabet's (2013) study use of L1 are disfavoured by teachers, unless students can benefit of it.

Another major finding of the study revealed that teachers tend to use Kazakh and Russian in their daily lives. On the other hand, students' results showed that 67.5% of them uses Russian and 31.5% of them use Kazakh language at home and with their friends. These results are in line with Lee's (2004) study. He investigated the language use of two ethnic groups and find out that one of the ethnic groups uses their second language as a means of communication particularly at home and with their close friends.

## **5.2 Conclusion**

Generally, findings of the study showed that students and teachers have positive attitudes towards trilingual education and multilingual situation in Kazakhstan. They believe that English will help them to globalize and develop in terms of language and science. Both teachers and students agreed that teachers of the school are proficient enough to teach English. Moreover, students reflected that there is enough exposure to English language.

Moreover, the survey results illustrate their positive attitudes to Kazakh language as well as borrowings from Russian language. In this regard, participants were implicitly asked if they pay attention to borrowings while speaking and writing. The majority of the participants could not deny the fact that no language is pure; therefore, it is not possible to speak Kazakh without utilizing loan words. And interestingly, they do not pay attention to the language they use, that is; they may code-switch and even, switch languages.

As for attitudes towards Kazakh language, there is consensus between attitudes of students and those of teachers, who think that Kazakh language does not meet needs of its speakers fully. Nevertheless, majority of the students strongly agree that Kazakh language is rich, whereas most of the teachers reported neutrality in the question of the richness of Kazakh in terms of arts and science. Further, the results of the questionnaire identified positive beliefs of students as well as teachers related to the spread of Kazakh language in future.

However, both teachers and students perceive the alphabetical change, which will take place in Kazakhstan within few years, in a rather negative way. This finding shows that the young generation as well as adults are not ready yet to encounter this kind of reform.

Further, teachers were asked to participate in interviews prepared in order to gain reliable insights about the realizations of trilingual education in their school. Teachers shared their thoughts relying on teaching experience and the results of interview analysis revealed contradictory in teacher attitudes. There were those teachers, who thought that trilingual education needs improvements and there is necessity for reconsideration of studying science subjects in English.

## **5.3 Implications of the Study**

### **5.3.1 Pedagogical Implications**

Based on the findings of this study, several implications can be communicated for classroom practices. First of all, according to classroom observations and teacher interviews, it might be recommended to minimize use of L1 and L2 in the English medium classes or at least, to adjust the use of non-target languages, relying on the

previous studies which suggest that moderate use of L1 and L2 can foster learning and teaching (Miles, 2004; Pan & Pan, 2010; Tang, 2002;). The use of L1 and L2 in the classroom can be observed by teacher moderators in order to make teachers and students aware of their use of three languages.

Some of the participants think that there is not enough exposure to English language. This issue might be considered by curriculum developers. However, in upper classes (9-12 grades) the exposure to English language is around 7-8 hours, and it is still more than exposure to Kazakh and Russian languages. Therefore, equal amount of time should be allocated to the three languages.

### **5.3.2 Limitations of the Study**

This study has limitations that can be taken into account in future studies. First of all, in order to compare teacher and student attitudes, both interviews and questionnaires should be employed to all participants. Furthermore, socioeconomic background of students' families may be taken into consideration.

Thirdly, in order to get statistically significant and comprehensive results of teacher and student attitudes, some other variables such as attitudes towards three languages used as the medium of instructions can be addressed in further researches. In addition, proficiency level of students in three languages or English only, can be considered for better understanding of participants' linguistic background.

Even though in the survey there are some questions asking about the use of language in different contexts (at home and with friends), some other domains may be added (e.g. at school, with grandparents or other relatives).

Finally, this study was limited to the governmental school yet, private sector could also be a good resource.

### **5.3.3 Suggestions for Further Research**

The present study has some suggestions that might be considered in further studies. Firstly, the attention towards trilingual education is growing, which requires interest in the literature. Based on this assumption, more comprehensive studies should be conducted concerning the issue of trilingual education.

Secondly, the practical implication of the trilingual education has yet to be emphasized and attention should be paid on successful realization of it. In doing so, teacher training programmes should take this issue into account. Along with this assumption, pre-service and in-service teacher training programs might consider creating a course aimed at raising awareness about trilingual education that also discusses challenges of teaching some subjects in English language in EFL context. At least, inclusion of this mainstream facts into their program or at least inclusion of this mainstream fact into the sociolinguistic courses.

Thirdly, as the scope of this study was narrowed down to the attitudes of the teachers' and students' toward the trilingual education model, the attitudes of the parents could also be investigated to triangulate the data collection sources. Furthermore, parents might be asked about their purpose for their child's or children's enrolment to the trilingual education programme starting from 12 years.

Last but not least, further research studies, especially in the context of Kazakhstan, should be focused on the classroom-based research such as teachers' role in the



classroom, the role of three languages, material development, and course book design in order to have great insight into realization of trilingual education and make steps.

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## **APPENDICES**

## **Appendix A: Student and Teacher Questionnaire**

Dear students,

As a part of my MA studies, I am currently doing my thesis on the trilingualism in Kazakhstan. This questionnaire aims to see your attitudes towards trilingual education model in your institution and multilingual situation (in general) in Kazakhstan. Please express your opinion sincerely when responding to the questionnaire. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Thank you for your cooperation.

Rauza Aubakirova

MA student

Faculty of Education

English Language Teaching Department

[r\\_aubakirova@hotmail.com](mailto:r_aubakirova@hotmail.com)

**A. Background Information**

1. **Gender:**       male             female
  
2. **Age:**  
 under 15     15-17         18-24         25-34         35+
  
3. **Nationality:**  
 Kazakh       Russian       English       Other:\_\_\_\_\_
  
4. **What is your native language?**  
 Kazakh       Russian       English       Other:\_\_\_\_\_
  
5. **What language(s) other than your native language do you speak?**  
 Kazakh       Russian       English       Other language(s):\_\_\_\_\_
  
6. **In what language do you feel most comfortable?**  
 Kazakh       Russian       English       Other language(s):\_\_\_\_\_
  
7. **Where did you learn Kazakh?**  
 At home       At school       Private institution       Other:\_\_\_\_\_
  
8. **Where did you learn English?**  
 At home       At school       Private institution       Other:\_\_\_\_\_
  
9. **Which language(s) do you use most at home?**  
 Kazakh       Russian       English       Other language(s):\_\_\_\_\_
  
10. **What language(s) do you use most with your friends?**  
 Kazakh       Russian       English       Other language(s):\_\_\_\_\_

**B. The following questions are about your attitudes towards trilingual education system and multilingual situation in Kazakhstan.**

**Instruction:** *Please tick one response for each of the following ten statements.*

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Enrolling in trilingual education at the age of 12 is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Knowing English language will help me to compete internationally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teachers of my school/university are proficient enough to teach English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The way English is used as medium of instruction at my school/university is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In trilingual education model there is enough exposure to the English language (considering your institution).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Loan words should be used in written or oral production.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Using loan words helps in producing the exact meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When speaking we do not think much about the language that we use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. When writing we do not think much about the language that we use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Kazakh language meets the needs of citizens of Kazakhstan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. It is possible not to use loan words in Kazakh language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Kazakh language can produce the words that people may need on its own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Kazakh language is rich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Kazakh language may spread in future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Kazakh language is rich, in terms of art and science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. There is need to change from Cyrillic alphabet to the Latin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix B: Consent Form for Teachers

Attitudes towards Trilingual Education in Kazakshatn: A Case Study.

Rauza Aubakirova, MA candidate.

Eastern Mediterranean University, North Cyprus.

**Please initial the box**

1. I confirm that I have read the and understand the information and sheet for the above and have had the opportunity to ask questions.
  
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
  
3. I agree to take part in the above study.
  
4. I agree to the interview.
  
5. I agree to the consultation being audio recorded.
  
6. I agree to use of anonymized quotes in publications.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

## Appendix C: Parental Consent Form

You are being asked to allow your child to participate in a research study titled *Attitudes towards Trilingual Education*. Please read the information below and ask any questions you might have before deciding whether or not to take part.

The aim of this study is to investigate attitudes towards trilingual education in Kazakhstan.

- your child will be asked to fill the questionnaire about trilingual education programme in NIS and multilingual situation in Kazakhstan (5-10mins.);
- your child's identity and individual responses will be kept confidential and will be used only for research purposes;

Your participation is entirely voluntary and you can refuse to participate without any penalty or loss of benefits of your child. If you decide to let your child to participate, you are free to withdraw your participation at any time during the study without giving reason.

Name of child \_\_\_\_\_ Grade \_\_\_\_\_

Parent signature \_\_\_\_\_ Research signature \_\_\_\_\_

Thank you for your cooperation!

Rauza Aubakirova

+7 701 680 77 97

r\_aubakirova@hotmail.com



## **Appendix D: Questions for Teacher Interviews**

1. What do you think about trilingual education in Kazakhstan?
2. What do you think about opportunities that your institution provide as regards trilingual education?
3. Are you satisfied with the way trilingual education is being carried out in your school?
4. What do you think about using English as the medium of instruction for your subject?
5. What strategies do you implement in your teaching?

## Appendix E: Narrative Record Form

Instructor of class: \_\_\_\_\_ Semester and year: \_\_\_\_\_

Grade: \_\_\_\_\_ Time: \_\_\_\_\_

Observed by: \_\_\_\_\_

Goal: to become more aware of realization of trilingual education

Videotaped or in-class (circle one)

Other aspects of agreement or conversation:

Post-observation conversation:

Considerations: The classroom is principally a place for oral communication including listening, speaking, reading, writing, and culture in the target language.

The class should be conducted according to ACTFL guidelines.

Narrative: (provide below your narrative of the observed class)