

ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ Л.Н.ГУМИЛЕВА



Филологический факультет
Кафедра иностранных языков



СБОРНИК МАТЕРИАЛОВ
международного семинара
**«STRENGTHENING FOREIGN LANGUAGES
TEACHING: CHALLENGES,
APPROACHES AND TECHNOLOGIES»**

27-29 марта 2018 года

Астана, Республика Казахстан

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Сборник содержит статьи участников международного семинара «Strengthening Foreign Languages Teaching: Challenges, Approaches and Technologies». В сборнике рассмотрены актуальные вопросы касательно основных тенденций и особенностей развития современной методики преподавания иностранных языков в средней и высшей школе в условиях полиязычия, проанализирован опыт по реализации инновационных технологий в языковом образовании, рассмотрены вопросы преподавания предметов на иностранном языке, представлены исследования результатов независимого и интегрированного подходов с особым упором на креативность и критическое мышление, необходимых для академического письма в учебной деятельности магистрантов.

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<p>condensed, we won't pursue out targets in class. If the vision of happened events is given not fully, the children do not need to learn deep roots, reasons and effects of what we are going to state in class for them. In this case the balance between teaching History and English can be broken in favour of English.</p>	<p>forms of work if we talk about historical events and at any speed. Children can memorize the volume of information as many times as possible in the Russian language as they think only about logic and contradictions of historical events.</p>
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THE IMPLEMENTATION OF MULTILINGUAL EDUCATION IN SECONDARY SCHOOLS IN KAZAKHSTAN

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The implementation of multilingual education has got many faces today. The Government, policy makers and different stakeholders are experiencing huge changes in their specific field connected to globalization, internationalization and informatization of education. It is obvious that post-Soviet education has always been the distinguished foundation of our bilingual education (Smagulova, 2008). However, modern life demands new strategies and challenges to be faced in the way to multilingual education wise delivery to the population of Kazakhstan (Smagulova, 2006; Pavlenko, 2008). We would like to dwell on the issue of secondary schools in state programs as well as future development strategies which might be useful to determine for better accountability and progress. As the secondary education is the basis for further education in person's life, it is important to consider the raised questions and solve them as earlier as it is possible for smooth development.

Firstly, present results are important to see how trilingual education policy was introduced in the secondary schools and how they operate in the country today, advantages and disadvantages of the reform change (Baudinova, 2016; Kanafina, 2013; Lee, 2013). It is important to dwell on the current conditions of secondary schools and teaching staff, to know their improvements and needs these days. The

NIS experience and international teaching practice outcomes are also a challenge for public schools of Kazakhstan as students' performance changes in regard to the introduction of new curriculum (Pons, 2015; NIS, 2016).

Secondly, lack of the competent staff and adequate provisions for the language instructions, the educational authorities themselves criticized the quality of Kazakh language textbooks (Matuszkiewicz, 2010, p.225). Lack of teachers who can teach through English; there is a lack of high-quality language learning materials, in particular teaching Kazakh and English, and for teaching through English. (Bridges, 2014, p.173). The Road map report (2013) highlights that the low salaries of education workers as a major why schools lack well-qualified staff. The issues of schools with KMC and RMC, their pure and mixed variants, urban and rural areas are also crucial (Fierman, 2006). The Roadmap plans "the adaptation of foreign textbooks and UMK in English in 4 subjects (informatics, physics, chemistry, biology) for high secondary school in 2016-2020" (MoES, 2015, p.6).

Summing up, according to Mehisto et al., who have researched the issues of trilingualism in Kazakhstan, it is difficult "to attain high degrees of trilingualism within a society. Further investment appears to be required into the leadership and management of trilingual education" (Mehisto et al., 2014, p.173). "Success in school reform efforts is much more likely when problems are treated as natural" (Fullan & Miles, 1992). It means that trilingual education regulations will have to be developed with new practices and investment in the future. So every young person will be able to speak his native language and foreign languages to compete with professionals from foresee countries. (MoES, 2011; 2016; OECD, 2014).

Trilingual policy has been actively discussed by authorities, policy makers, educator, and population since Kazakhstan got its independence. This year we are celebrating 25 anniversary of the independence. The President of Kazakhstan, Nursultan Nazarbayev said "It is the fact that the new generation of Kazakhstan should be trilingual, fluent in Kazakh, Russian and English" in the opening session of the Parliament on the third convocation (The Parliament of RK, 2004). It was the President's initial step to give an idea to the population.

The President made several orders about education in three languages. He proclaimed that the knowledge of three languages is important for children's future on XII session of Assembly of Nations of Kazakhstan in 2006. His Messages to the people of Kazakhstan in 2007, 2011, 2012, and 2014 suggested gradual realization of the project "Trinity of languages" and foreign school teachers' involvement; 20% of population should speak English by 2020, school graduates have to know Kazakh, Russian and English. In 79th step of "100 concrete steps" in 2015 the President mentioned "Stage-by-stage transition to English language education in the educational system – in high school and higher educational institutions" (IAC, 2016). These documents are very important as they claim the Presidents' voice in terms of education in three languages and his long-term views of the well-being of the country.

Modern life demands new strategies and challenges to be faced in the way to multilingual education wise delivery to the population of Kazakhstan (Smagulova,

2006; 2008; Pavlenko, 2008). For instance, the majority of people in the world speak English and 55.7% of information in the internet is in English (IAC, 2016). This proves that our Presidents' actions for the future were taken in time and necessary policy documents were adopted for the country to step in a leg over time.

Doganaksoy's (2008) observations are as follows "The President of Nazarbayev, realized the fact that to keep his country's sovereignty and legitimacy relies on the basis of keeping the discourse of being attached to the global world. With the motivation of being a multi-ethnic global and democratic nation-state, the Kazakh government changed its stance clearly." (p.98). The author believes that Kazakh language is being considered as symbolic language of national identity while the majority of population and even Russified ("*mankurt*") Kazakhs speak Russian as mean of communication in society. However, there is another opinion which might be used as the solution of the issue raised by Doganaksoy.

O'Callaghan (2004) speculates that "once language laws have been made and a language policy has been begun, they must be followed through diligently and rigorously" (p. 212). That is why educational policy should not be contradictory in order not to have languages suffered from the change. "Kazakh should be maintained in its traditional strongholds in the south of Kazakhstan, but these areas should be simultaneously developed economically and socially; if they are not, they may become "fishbowls" from which Kazakh people wish to escape" (p.213). These are very strong words with which I can agree with because everything we do should improve Kazakhstani social-economic stability in the future.

Many countries, like Japan and China, consider learning English on the early stage of education to be the guarantee of successful development of the country. This is because strong globalization of English which plays decision-making part in Asian countries development. That is why, for example, children study English from the second and higher grades in China and children of big cities study from the age of five (IAC, 2016).

Stakeholders of the multilingual education are the Government, policy makers, educators, scholars, parents, students. If to talk about those who would gain most of the benefits from the implementation, we could mainly say that they are children, i.e. growing generation. As much we invest in their education so much they will be successful. If they learn foreign languages in their early ages, they will probably have less intercultural conflicts within one community; they will support each other even if some of them are from minority language community. AsLjubljana recommendations speculate, all countries which try to implement multilingual education should respect all minority groups and their learning own language. This depends on the conditions, especially in the regions where these minority communities live in traditional or a major amount (Stoyanova et al., 2016). Thus countries should work out the complex and multilingual system of education in all levels of education. So everybody should be able to get equal education with no respect to belonging to minority or majority of the population.

It means that trilingual education regulations will have to be developed with new practices and investment in the future. So every young person will be able to

speak his native language and foreign languages to compete with professionals from foresee countries. (MoES, 2011; MoES, 2016; OECD, 2014).

As for teachers, they would have many opportunities to improve their teaching skills and abilities to develop as a multilingual professional. However, there are also disadvantages which will be discussed in the implementation part later.

Trilingual policy was implemented in secondary schools gradually. According to OSCE HCNM (Stoyanova at al., 2016; Kanafina, 2013), designing and realization of multilingual programs, firstly, depends on the system of support of teachers' professional development in multilingual education. For instance, school administration awareness of the designing and implementation of multilingual program; teachers' awareness about multilingual education; teachers' skills in using CLIL and their experience in teaching with this method. Secondly, funding of education is one of the problematic issues, which has different criteria depending on peculiarities of multilingual education; mechanisms and volumes of funding; sufficiency and stability of funding. Thirdly, coordination of the realization of multilingual education embraces the systems of coordination - regional centers, experts of multilingual education, mechanism and participation (p.67). These criteria are well-developed to justify the implementation of the policy. It is connected with SWOT analysis as well because it necessary to know where strengths and opportunities meet; and also prevent weaknesses to develop into threats.

For that reason we will dwell on the State program 2011-2020 which analyzed the condition of educational establishments in 2010 and proposed future objectives and opportunities. This State program doesn't concern trilingual policy issues totally. In the part of secondary school it mentions number of school built under the "NIS" project countrywide (MoES, 2010, p.35). For the moment we have 20 NIS schools in Kazakhstan. NIS schools are the flagman for Kazakhstani future schools in which modern school education is oriented to the students' personal decision-making and independent conscious thinking. The Program also indicates the ranking of students from public schools in international comparative surveys PISA, TIMSS, PIRLS which is also important challenge for students to be aware of the competitiveness of the world and get ready for it. To be precise, it was challenged for 2015 like this: PISA – 50th-55th, TIMSS – 10th-15th. So TIMSS our students resulted 9th this year (IAC, 2016).

The State Program for education and science development 2016-2019, the part about secondary education mostly highlights low proportion of teachers in math and science subjects teaching in English and insufficient quality of teacher training (MoES, 2016, p.10).

The State program of the development and functioning of language in Kazakhstan for 2011-2020 is meant to solve the problem of improvement multilingual education in Kazakhstan. It is aimed to make language policy harmonized which will lead to the wide-scale functioning of state language as the most important factor of strengthening of national unity saving the languages of all ethnics living in Kazakhstan (MoES, 2011). This State program was supported by the Articles 7 and 93 in the Constitution of RK; the "Law about languages in RK" issued

in 11 July 1997; Strategic Plan on development of RK by 2020 decreed by the President's Order on 1 February 2010; the Doctrine of national unity and the Concept of widening the field of state language functioning and its competitiveness in 2007-2011. This purposeful organization of language policy is directed to improve and systematize Kazakh language, functioning of Russian language in communicative field, learning English and other foreign languages in the country.

One more important document for implementation of trilingual policy is the Road map for trilingual education development in Kazakhstan for 2015-2020. This was created by three Ministries and it constitutes the measures which should be taken to have better implementation of the program. Secondary education is taken less here. It mainly discusses normative and basic documents, preparation of the schedule of transfer to the trilingual education in level of education.

The experts discuss implementation of trilingual education system in schools of Astana and their opinions can be totally controversial to each other (Lee, 2016; Pavlenko, 2008). Some of them seem to believe that children will benefit from such program as they will have "a wider scope of available information and technologies". However, the Director of KIMEP University's language center Z. Smagulova believes that teaching subjects in English demands proper individual set of skills: "I have seen many children who first studied in Kazakh and then studied Russian, then they travelled abroad to learn a foreign language. As a result, these children can't speak any of these languages properly". Thus, she proposes to analyze advantages and disadvantages of all interested stakeholders and create effective methodology, but scientific analysis should be based on specific research, not personal experience.

The impact of the implementation of trilingual education reform in secondary schools in Kazakhstan could be described from different perspectives as it touches upon many stakeholders, low and high secondary schools, and international events connected with this implementation of multilingual education.

The important issues nowadays are current conditions of secondary schools and teaching staff, the government tries to improve and reflect their needs these days. The NIS experience and international teaching practice outcomes are being a challenge for public schools of Kazakhstan. Students' performance started to change in regard to the introduction of new curriculum (Pons, 2015; Expanding borders of change, 2016).

The results of SAT Math rises students' performance, cognitive and social skills every year as they learn foreign language (1st year – 7 points, 2nd year – 54, 5th year – 126), students who learn foreign language 1.5 hours a week in one term, show better results in Math, even though they have less 1.5 hours in Math (IAC, 2016). This example shows us that learning foreign language is good for child's cognitive development. Students higher education learning foreign language have chance to graduate in comparison with those who didn't. Last 50 years more than 150 large-scaled scientific research have been done (IAC, 2016, p.5). What researchers agree about is that children who learn two or more languages in their primary schools, they

understand the language deeply, communicate effectively and they are usually more flexible to changes and independent.

The issues of schools with Kazakh-medium classes (KMC) and Russian-medium classes (RMC), their pure and mixed variants, urban and rural areas are also crucial (Fierman, 2006). Professor Fierman postulates that parents' from urban areas tend to give their children to RMC if they see that KMC is not providing better education than RMC. He proposes to take measures like segregate KMC and RMC. However, the situation has changed in 10 years.

The part of Kazakh language in education is increasing, as IAC (2016) shows, share of pupils in secondary schools with Kazakh medium instruction in 1999 – 51%, in 2007 - 59%, in 2015 – 64%. Share of pupils in secondary schools with Russian medium instruction decreases: in 1999 – 46%, in 2007 - 37%, in 2015 – 30%. English Proficiency Index (EPI) is 54 this year in comparison with developed countries like Japan and China whose EPIs' are 35 and 39 (IAC, 2016, p.8). These figures make us understand that trilingual policy is being implemented in gradual and stable way and if it continues like that our country will be one of the most competitive countries in Central Asia.

Trilingual education necessarily urge teachers' of different subjects be literate, and to be specific, functionally literate in foreign language. It doesn't matter what medium of school, Kazakh or Russian, in fact all teachers are expected to speak and teach in English. The quality of conducting and explaining the topic or structure in Biology, for instance, should not be understood as teaching English for specific purposes. Teachers have to be able to explain different biological notions and make students to represent their understanding back.

Lack of teachers who can teach through English; there is a lack of high-quality language learning materials, in particular teaching Kazakh and English, and for teaching through English (Mehisto et al., 2014). That is why Ministry of Education and Science intentionally started to prepare teachers from different regions of Kazakhstan.

Z. Zhontayeva, Director of the department for preschool and secondary education of MoES RK, reported that there are 36000 teachers who teach subjects like Biology, Science, Math, etc. To implement the educational program of EMI in subjects there is a need in 15537 teachers for 2019-2020 academic years. NIS and NU GSE prepared about 1710 subject teachers in the frame 9 months professional development course. 7500 teachers are being taught at school now (IAC, 2016). We can see that teacher training is under strict consideration at the moment. Hopefully, the State program objectives will be realized somehow, even if Math and Science are hard subjects to be taught in English.

Baudinova (2016) asserts that many teachers are not ready to conduct classes in English. She pays attention to teachers from rural areas who are discouraged by implementing trilingual policy because they are fairly literate even in the state language. Mostly they are middle-aged teachers, who graduated from Russian medium instruction universities. The majority of them do not have time to attend training sessions after long working day as long as they have their own families and

low teachers' wages is one of the discouraging factors as well. However, some teachers from far away villages have privilege to work for satisfying salary because there is a shortage of teachers and sometimes one teacher might conduct several absolutely diverse subjects in high secondary school.

The Road map report (2013) highlights that the low salaries of education workers as a major why schools lack well-qualified staff.

Matuszkiewicz (2010) sees the problem of the competent staff and adequate provisions for the language instructions, the educational authorities themselves criticized the quality of Kazakh language textbooks. Many times we can hear from parents and students that they do not understand the content and tasks of the textbooks, especially in Math. We can imagine how parents would have to struggle if Math is taught in English. They would have to hire a private tutor for a child. But not all parents can allow hiring private tutors because of family income. This way students' performance will be in trouble if trilingual education does not embrace such issues.

The Roadmap plans "the adaptation of foreign textbooks and UMK in English in 4 objects (informatics, physics, chemistry, biology) for high secondary school in 2016-2020" (MoES, 2015, p.6). Hopefully it will be helpful for students to study with them subjects which are in the framework of trilingual education.

We have chosen this topic statement because we are really interested in the changes happening in education system nowadays. The implementation of multilingual education will influence to the whole system of education in the country. It is not an easy thing to create and implement something new in the country and to change people's ideology which have been built through many years and has its particular history. The Government tries to make this adaptation to the new system smooth and advantageous for Kazakhstani population.

We can observe that Kazakhstani population started to change its opinion about trilingual education. For instance, the statistic shows that 81% of parents answered that they are for the development of trilingual policy in Kazakhstan in 2016 (Over 80% of parents, 2016, August 12, para.1), whereas the same issue was supported only by 38.6% of population in 2011 (Kazakhstani citizens, 2011, para.1). It means that population gradually understands and supports their children in trilingual education. We consider it be a good start when population does not reject the implementation of a new educational system, but analyze and make reasonable assumptions and tries to support their children, educators. Thus, it will be natural progress without any pressure as it seems for many teachers from rural places who are not proficient even in their mother tongue.

One more additional recommendation from World Bank report (2013) is to develop and control the participation of school councils in school governance which has latent level of development in comparison with other policy goals like autonomy in budget planning and personnel management, accountability of stakeholders and so on. If parents are involved in school system properly, being able to vote in reasonable cases like evaluating teachers, they would feel more responsible for children's education and organization at school, not just controlling children's achievements at

the end of the term. Teacher-parent-child collaboration would help to organize parents' support in better implementing trilingual policy (Veguilla, 2004). So we believe that students will perform better in three languages if what they are taught at school is highly appreciated in the family.

In terms of textbooks adapted for Kazakhstani context, we should say that better interaction in the multiethnic community of Kazakhstan can be ensured by the creation of textbooks which include not only Kazakhstani names, places, traditions, but also multicultural context.

One more crucial issue of trilingual policy is that English language should be socialized within the country. For instance, the government of Israel urged graduates who studied for state scholarship to teach English twice a week in social places like café or restaurant to anyone who comes. So graduates could pay back to government for free education and popularize English language in the country. (from the session with Anar Uteshova, the Director of Financial Department of MoF RK at NUGSE). We believe it is good idea to attract people to learn language because there are people who ignore learning English and we can assume how they influence to their children's opinion about English, consequently studying in the frame of trilingual policy.

As for our own teaching experience in education, English as a second language, we should say students from rural places experience difficulties in studying English language course programs in higher educational institutions because they were poorly prepared in English at secondary school. Most of them struggle hard to study intermediate level of English in their first year of education in HEI. In a similar vein, MA students struggle with making research because they have not got enough functional literacy skills in their BA. That is why many scholars in the conference discuss teaching not only subjects at school, but also developing students' functional literacy in subjects which will be useful in further study and real life.

It is better to cite Fullan & Miles (1992) here who describe implementation of reforms as a natural phenomenon not something artificial and fantastic "Success in school reform efforts is much more likely when problems are treated as natural" (p.750). To be philosophical, there is no start without difficulties or discrepancies. People are born to struggle every time they want to change for better or even if they are forced to modernize by current conditions in the world. Everybody should understand the importance of personal impact to the implementation of the trilingual policy. In order not to feel being marginalized after all and criticize everything negatively.

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