

**Leaders' interview analysis on teacher learning
and support in Kazakhstani HEI's multilingual
education program**



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**May, 27-28, 2021
Hungary**

Educational policy development

... the actions taken by the governments which are connected with the practices in the field of education as well as the attitude of the government to the delivery and production of the policy in a definite system.
(Viennet and Pont, 2017)

Outcomes of innovations

- 1) **The educational method** (different implementation, continuation);
- 2) **Project resources** (do not predict outcome);
- 3) **Project scope** (challenge teachers and kindle their interest instead of demanding);
- 4) **Active commitment of district leadership** (support of leaders for successful implementation);
- 5) **Implementation strategies** (adaptation)

Effective strategies:

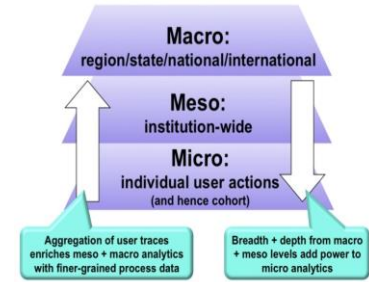
- a) concrete, teacher-specific and extended training;
- b) Classroom assistance from local staff;
- c) Teacher observation of similar projects in different districts and schools;
- d) Regular project meetings focused on practical issues;
- e) Teacher participation;
- f) Local project development materials;
- g) Principals' participation in training.

McLaughlin (1990)

The Rand Change Agent Study

- Interaction among states, civil society, private sector;
- Processes of their interaction;
- the role of federal agents and local actors;
- the important role of implementers (teachers)

- 1) The significance of teachers' initial motivation to participate in a project to predict outcomes;
- 2) The role of external consultants;
- 3) The structures available to provide resources and support for teachers' professional growth.



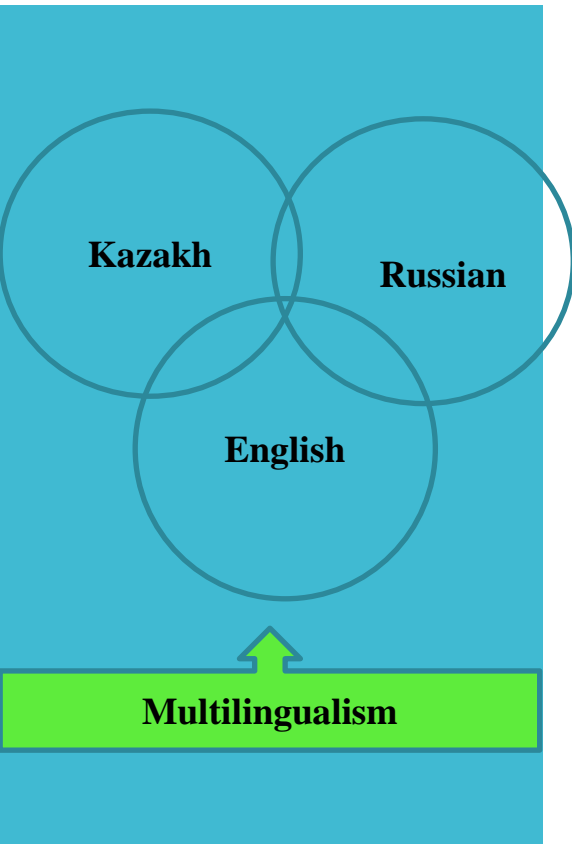
Teachers

- Network of teachers;
- Encouragement of implementators;
- Support change effort;
- Teachers' role



McLaughlin (1990)

State policy on multilingualism in **KAZAKHSTAN**



- In 2007, “Trinity of languages” project was suggested;
- State program of language development and functioning for 2011-2020 by 2020 95% Kazakhstanis should be proficient in Kazakh; 90%-Russian; 25% - English (decree of the President of the Republic of Kazakhstan №110);
- In 2014, school graduates must know Kazakh, Russian and English;
- In 2015, the President pointed out that Literature, History and Culture of Kazakhstan in Kazakh, Science subjects in English and Russian should be learned as a language subject;

Multilingual education at universities



**18 006 Students
in multilingual
education:**

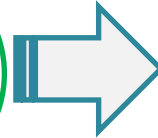
- BA= 16 121
- MA=1662
- PhD= 223



Research methods and research tools and ethical consideration

Qualitative method

The 3rd phase of a complex research



- In-depth, semi-structured interviews with (n=6) Faculty and department leaders;
- Analyzed by Atlas.ti software;
- Ethical concerns:
 - Anonymous, confidential, voluntary,



Research Ethics Guidelines of ELTE

Frequency of codes in Text segments and Primary documents (PDs=6)

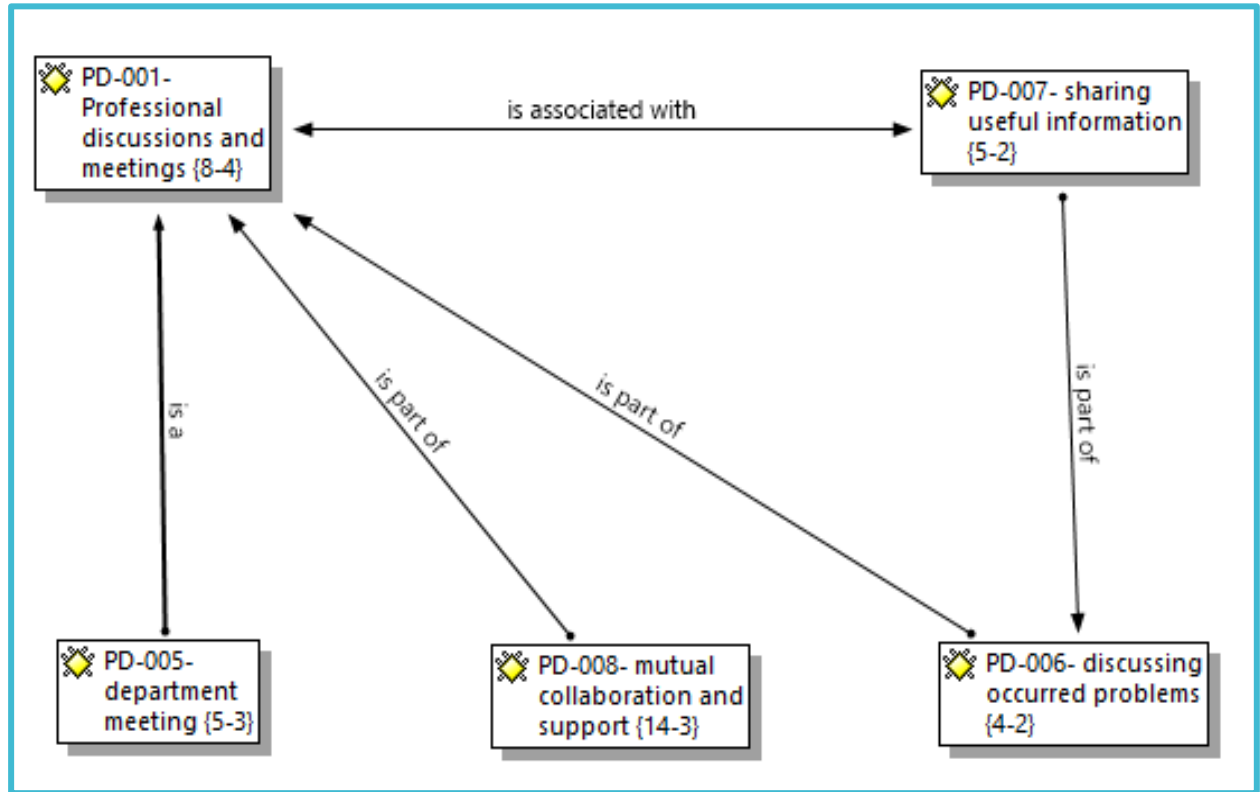
Code	Segments of the Text Associated with Code	Total Number of Primary Documents Containing Content Related to Code	% of Primary Documents (Faculty members) That Demonstrated Attainment of Code
PD-008- <i>mutual collaboration and support</i>	14	6	100
PD-010- <i>close network and collaboration (links)</i>	9	5	83.3
PD-004- <i>organization and participation in the seminars</i>	8	4	24
PD-013- <i>participation in English language courses</i>	8	5	83.3
PD-001- <i>Professional discussions and meetings</i>	8	3	50
PD-007- <i>sharing useful information</i>	5	2	12
PD-017- <i>extra payment and bonus</i>	5	3	50
PD-015- <i>mutual appraisal of work</i>	5	3	50
PD-005- <i>department meeting</i>	5	3	50
PD-006- <i>discussing occurred problems</i>	4	4	24
PD-003- <i>motivation to involving into different learning opportunities</i>	4	3	50
PD-016- <i>mentoring</i>	3	3	50
PD-014- <i>Bolashak program</i>	3	2	12

Source: Own compilation based on Atlas.ti analysis

Leaders' analysis

- Sub-topic 1: Motivation in terms of financial support
- Sub-topic 2: Provision of language courses
- Sub-topic 3: Organization and involvement in conferences and workshops
- Sub-topic 4: Mentoring and collaboration

Graphical code family network linkage



Source: Own compilation based on Atlas.ti analysis

Leaders' perspectives on multilingual education program 1.

Financial support

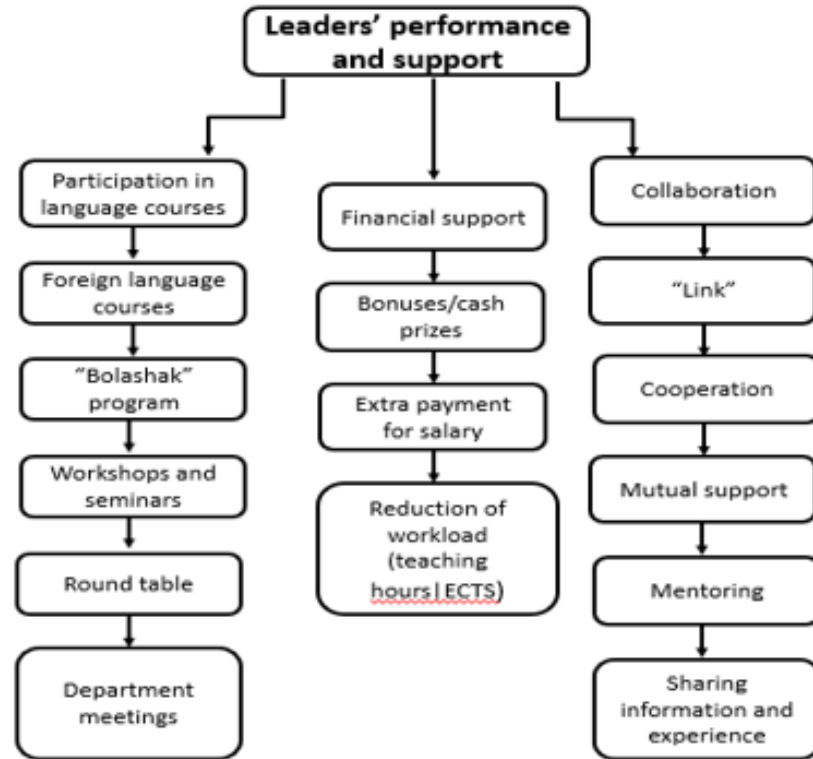
- *"Teachers who teach foreign languages will be paid extra as a bonus, which means they have extra pay. So, we tell them that extra pay will be given if you teach them in English. Then, at the end of the year with something called KPI (key indicators of activities), we attach our documents to it through a point system on our year-round work. The best ones get a reward. Cost of teaching English is high, as many teachers cannot afford" (Leader 1).*
- *"Teachers understand that they themselves also have to work on themselves, and such teachers have less workload. For example, teachers who teach in main groups, if they have 700 hours, then those who teach in multilingual groups have 500 hours. Their wages are the same. They just have more time to prepare. "Motivation by decreasing hours. Teachers of multilingual groups have less workload than main teachers. We encourage awards for the holidays and the administration in the form of cash prizes and certificates gives" (Leader 2).*

Leaders' perspectives on multilingual education program 1.

Mentoring and Collaboration

- *"Every day. Every hour. Even after work because they talk and there is a good practice in the English department, they call it links. For example, if we have three groups of first year students of the same specialty, all these three teachers make one link. So, they discuss what resources to use, what books to read, methods, textbooks and usually there is one leader (a more experienced teacher who shares her knowledge who supervises younger ones) among them in this link" (Leader 4).*
- *"And I give an example that the more experienced lecturer and the less experienced assist them. Let's say young people attend classes of more experienced teachers to see the teaching methodology, and our experienced ones go to young ones to see what is called an informal mutual visit. We also have informal mentoring, we have two or three teachers who are mentors, and they have young teachers, but we have it purely at the initial stage" (Leader 6).*

LEADERS' SUPPORT



Source: Own compilation

Concluding remarks

Strengths	Weaknesses	Opportunities
Rewards	Lack of teaching resources	Integration of faculty development programs
Sharing knowledge and experience	Teachers' overload	
Collaboration	Discrepancy in teaching in English	Total provision of all necessary teaching resources for teachers

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