

Functional ranking of English in multilingual education in Kazakhstan (on the example of high school students)

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ABSTRACT

The implementation of multilingualism in present Kazakhstan is described by the diversification of English together with the knowledge of the native Kazakh and Russian languages. The policy of Trilingualism endorses the reputation of the English language. The purpose of this study is to find the functional ranking and status of the English language in Kazakhstan's trilingualism condition in senior school students. Empirical methods of research, such as monitoring and questionnaire were used. Monitoring was conducted in grades 10-11. High school students show an increased rate of English language comprehension in their linguistic-communicative environment - 62.15%. The degree of language expertise ranges from A2 to C2 based on the CEFR scale, the dominant level which is B2. The linguistic policy of trilingualism is supported by the majority of respondents - 83.6%. Language policy in Kazakhstan is validated by the pupil getting to know English language and classically having level B1. continuous diversification of the English language inside and outside the study environment is estimated. In day-to-day verbal exchange, English is not considered as the yet lingua franca as a result of its status in Kazakhstan: English does not acquire the position of traditionally spoken language in Kazakhstan. Respondents understood the significance of learning English as a factor of personal and future professional growth.

Keywords: Language policy, Language situation, Multilingual education, Trilingualism, High school student, English

Introduction

The present Kazastan community has indulged in the new globalization and internationalization, this is further described by a real consolidation of the position of the local language (Kazakh) together with pointing out the relevance of Russian and English languages. Enhancing English may hugely impact the formal policy, one of societal trilingualism (Kazakh-Russian-English). The 'three language policy' gave necessary attention to the

importance of English language in transactions across borders, communication, interdisciplinary research, and building future. Language expertise has a positive influence on job creations possibilities in the job market [1]. By 2020, it is expected that 20 percent of the Kazakhstani population will represent the number of English speakers [2]. In Kazakhstan, English language is considered as the language that successfully integrated in to the international economy as means of transnational interactions. Moreover, it functions as a means of developing general skills for future career [3], consist of greater Meta subject potential [4]. The way the English language is developing in various scientific disciplines in globalization and determining the role of 2 interactive strong languages (Kazakh and Russian) perspective has stipulated to the present-day language standing [5]. Multilingualism can be defined as a practice of more than two languages, be it a single or a group of speakers, where each is selected with respect to a specific interaction across different cultures [6].

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Under the functional ranking of the English language in our study, we understand the degree of the functional relevance of the English language in everyday communication, including for high school students for educational purposes. In other words, the functional ranking is designed to determine 1) the level of English proficiency, 2) communicative functions of the English language in a tiny society, 3) the position and function of the English language in the top-down hierarchy of complementary languages of communicants.

Analysis of the problems has shown that the implementation of multilingualism and its influence in respect to the distribution and functioning of a specific language (in our case, English) is a longitudinal, multifaceted, personalized procedure (in accordance with the knowledge of know how of other nations), that requires in-depth study.

Review and reference analysis

To show the language standing in Kazakhstan, the idiosyncrasies of English in the conditions of Kazakhstani multilingualism, we have evaluated the job done by Kazakh scientists on its role in a particular ethnolinguistic environment [7]. Thus, according to the perspective of socio-cultural capabilities, education of 3 languages, comprising English, must be according to the teachings of co-learning of language together with culture [8]. Similarly, it is imperative to consider the verbal along with moral features of instructing international; languages in Kazakhstani trilingualism settings [9-14].

Several international authors have taken narratives concerning bilingual, multilingual, multicultural education from various perspectives and viewpoints. The theoretical belief of multilingual teaching is appropriately established by D. Coyle [15]. In the defense of our work in the ground of multilingual education was acquired by the job done by international researchers, defining the basis of bilingualism, multilingualism, and translanguaging in the twenty first century approaches relating to bilingual teaching, showing the notions of language and cultural awareness [16-19].

The areas of great concern in the context of our research are the works on the personification of multicultural linguistic education in Russia, including multi-paradigmatic, reflexive, strategic, spiritual and moral, learner-oriented along with subjective components [20]; multilingualism in the academic setting and bilingual teaching as an example of cross-cultural knowledge in German-speaking nations [21, 22]; the experience of multilingual and bilingual education in the grounds of linguistic conditions in Kyrgyzstan [23]; the position of understanding the technological academic content of taught (Technological Pedagogical Content Knowledge – TPACK) of foreign language teachers at primary school in Taiwan [24], etc.

Materials and Methods

The study supervised the diversification of the English language in the academic environment and ways relating to the gathering,

processing, analyzing the reliability of data, statistical analysis, questionnaire, percentages together with rankings. Supervision was conducted in grades 10-11.

Results and Discussion

In Section 1 ‘Motivations of learning English’ students were asked the following questions as to whether they liked learning English or not; their preparation for English classes and what purposes they have for learning it; if they studied English additionally or they have to learn it in order to use it in the future. For gathering correct statistical data, the major question were made with a variety of choices from positive, neutral or negative responses including the opportunity to give their answers.

The findings of the study on the Section ‘Motivations of learning English’ increased rates of curiosity among students to learn English, which has a direct association with their knowledge regarding the significance of English language, for individual growth and anticipated career.

Statistical data analysis on Section 2 ‘Level of the English language expertise reveal that students evaluated their English status based on the Common European Framework of Reference (CEFR). Considering this, these data were gathered;

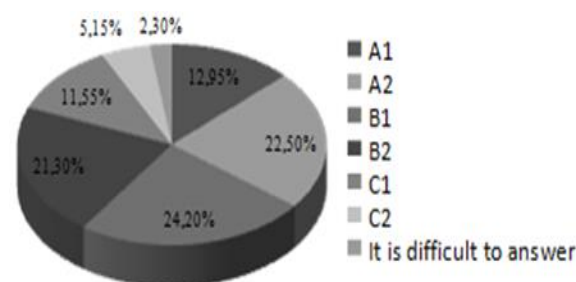


Figure 1. The respondents' levels of English proficiency (%)

The internship demonstrates an increased rate of expertise. A large group (27.7%) of students can speak English at B1 and the other group at B2 (25.2%). 19, 4% of them are at beginners level (A2 level); 13, 85% - absolute beginners. 7,5% of students speak high skilled level English and only 1,15%. of them were fluent in English. The index of those who were not able to know their level of expertise based on the designated level structure was high which accounts for 15%. This is because students are not completely accustomed to the Common European Framework of Reference, a method involved in improving the levels of language exams in various areas. Meanwhile, it can be noted that above half of them (61.55% demonstrated B1 level) completed the study. Among major goals of international language education is to confirm -proficient level of language proficiency (a speaker be able to comprehend leading facts of the normal input on well-acquainted matters frequently met in workplace, study environment, free time, etc.; be able to tackle conditions likely to arise on the course of traveling to regions where the language is spoken; be able to develop simple interconnect text on familiar topics or of personal interest; be able to narrate

events, dreams, hopes and ambitions and summarize descriptions for ideas and intents [25].

the greatest frequency are described by students of advanced schools, namely regional specialized N. Nurmakov boarding school for gifted children, Karaganda; Gymnasium № 93, Karaganda; School-Lyceum №20, Temirtau; NazarbayevIntellectual school of physics and mathematics, Semey; Gymnasium № 37, Semey.

The students in the study were expected to define their language skills. Thus, a plan was set to determine the status of English language expertise, shown in indicators via the attainment of applied abilities, also to determine the rate of English language usage in the original interaction. due to this, we obtained the below info (Figure 2):

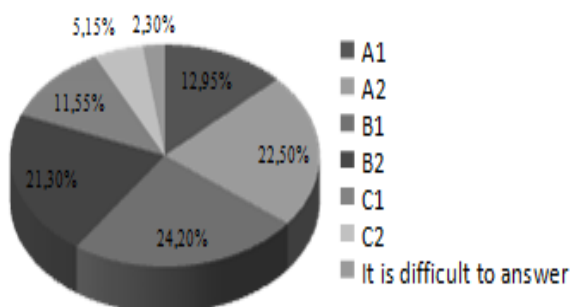


Figure 2. The students' level of English expertise is determined according to descriptors (%)

Even though the majority of the study acquired a satisfactory level of English proficiency, a substantial amount indicated that they want to improve their skills (Figure 3).



Figure 3. The students' opinion on the need to improve their English language proficiency (%)

The figure presents a mere amount of students that don't want to enhance their language expertise, 2,3% of students faced difficulty in answering. Perhaps the students' in these categories English status may relate to C1 (Advanced English) and C2 (Proficiency English), or students that do not intend to acquire the language skills due to negative correlation with their future. The final inquiry in relation to Section 2. The students showed the way they acquired English language skills out of the study environment. Similarly, they have been provided with some

ready-made answers, and also a chance to enter their result in the line "other". The results on this issue are shown in the diagram below (Figure 4).

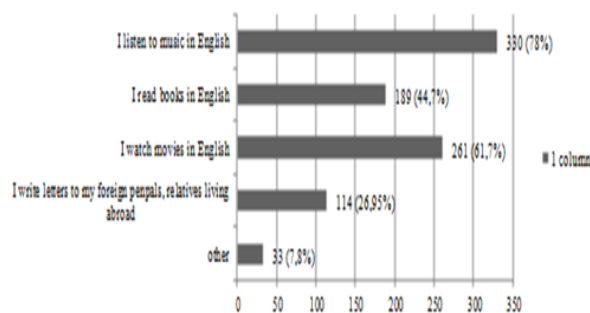


Figure 4. The students' use of English in everyday life

Writing and speaking which are an essential part of speech play a vital role in the enhancement and improvement of language skills. The acquisition of these types of language skills shows gives good results. Only thirty-three students provided answers of the question. They emphasize on position played by video games in the enhancement of their expertise in language; participating fellow of the English-speaking groups, societies through the Internet in various social language societies; involvement in global seminars; participating in English summer sessions, plus abroad; translating various dissertations, improving grammar, etc. Some learners creatively develop their abilities. E.g., among the female students from Temirtau one has developed her blog on Youtube, other students of a similar region write stories in English and publish the stories on blog she made on the Internet. In summary of the finding in the study in Section 2, the conclusion can be that students of Kazakhstan schools described a great degree of English proficiency and can make use of the abilities and applied settings.

The analysis on Section 3 'The viewpoints of the 3 language policy development' shows how students approach the national policy of trilingualism. The participants were directed to show their approach to the ten declarations formulated. Students were able to show their attitude on a scale which were "strongly agree", "somewhat agree", "uncertain" to "somewhat disagree" and "strongly disagree". The evaluation of the feedback received, reveals that the 69.1% of the them completely apprehended the significance of learning English; believe that English language expertise can play a vital role in the enhancement of general vision and intellect; 22.3% among the participants slightly believe in the keenness of the specialist on the labor market (64,0% and 27.1%).

The study revealed that most people support the rule of improving English in Kazakhstan and confirm that the residents together with the Kazakh and Russian languages should know English. 54, 9% of students completely approve, 28,7% slightly agree, in sum, it deems for 83,6% of all respondents. a similar number of students (83.6%) showed their approval for the policy of trilingualism in the nation, expressing their concern in improving their skill in 3 languages, in order to be multilingual specialists (62.7% completely agree, 20.9% somewhat agree),

which conversely participate in the status and the development of self-confidence in an individual (53.7% and 28.2%).

Generally, the findings of this study reveal that the students tend to be in approval of trilingualism policy, which explains the significance of the language in an academic setting. We also embarked to discover which language they speak, the way their opinions appeared in respect to the language policy. The research revealed a variety of languages that the senior students speak. Firstly, most common – Kazakh and Russian; among foreign languages, they are English, German, French, Spanish, Polish, Chinese, Korean, Japanese, Arabic, Turkish, Hebrew; languages of traditional people staying in Kazakhstan – German, Korean, Turkish, Chechen, Uzbek. So also it describes the amount of students who speak 2 or above languages. It is an interesting fact that many students speaking the Russian language represent monolingualism. The Russian monolingualism is distinctive because it's part of the Russian ethnic group, comprising the titular ethnic group of the Republic – Kazakhs.

About half of the participants (43.3%) that participated in the study are trilingual. Trilingualism is signified by some students speaking Kazakh, Russian and English languages in variations with the first Kazakh or Russian languages, according to the nationality of the students. Moreover, other language variations exist.

The study reveals that only a limited number of students were able to speak more than 2 languages. The Most frequent groupings of languages the participants speak Russian – Kazakh–English– German; Kazakh – Russian – English – Korean; Russian – Kazakh –English –French, etc. Just a mere number (2,1%) of students speak above 4 languages and presents a peculiar diversity of languages like Russian – Kazakh – English – Chinese – Arabic, Russian – Kazakh – Japanese - English– Hebrew, Russian – Kazakh – English– Korean (Figure 5).

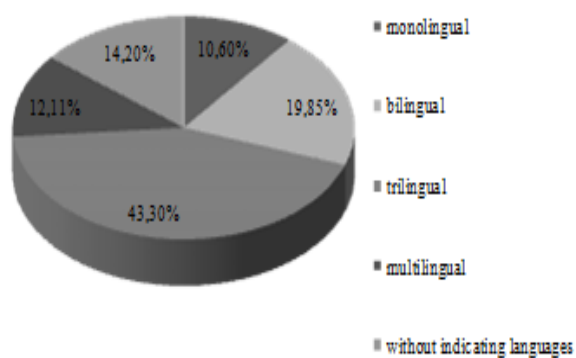


Figure 5. Language proficiency (%)

The next designed questions were set to present students' attitudes towards polyglots who use several languages in their speech at the same time. The findings of the study are illustrated here (Figure 6).

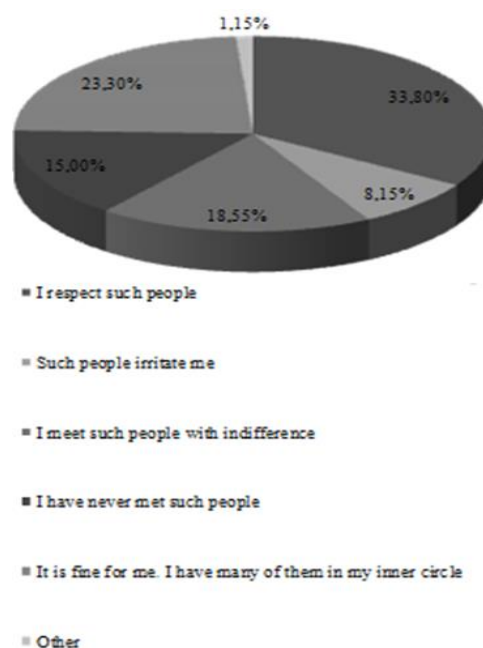


Figure 6. Students' attitude towards a multilingual personality (%)

It can be seen in the figure that a large amount (33,8%) of students presented respects for polyglots; 23.3% of them also felt fine to deal with polyglots because many of such people are brilliant with languages shared amongst themselves. 18,55% of them show indifference to the polylingual traits; a small number (15,0%) of participants have never had contact with the people. 8,15% of the students feel anger.

Generally, the finding of the study on Section 3, can be summarized that senior students exclusively approve the 3 language policy which set goal to promote various languages achievement and application through the addition of wide palette of other languages into the most common ones, involving the languages of ethnic groups of Kazakhstan (Figure 7).

Section 4 "Information about the respondents" comprised inquiries made regarding place of living of the students, their senior school, marks, and country of origin.

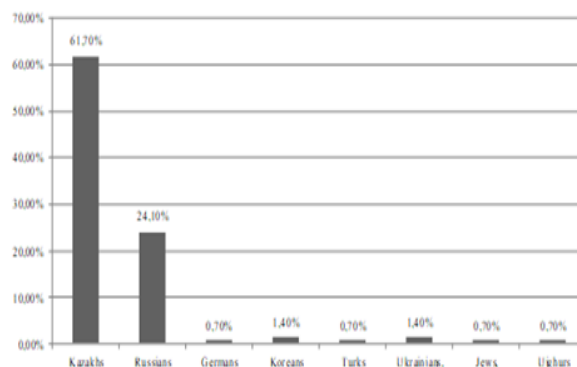


Figure 7. Ethnic composition of senior high schools (%)

Thus, we can sum that the ethnolinguistic student's setting has been developed and it is characterized by the employment of the variety of different language cyphers.

Conclusion

The study revealed an increased status English language expertise of the participants; their attitude against the national 3 language policy together with the positive attitude towards the English language; the level of language expertise corresponds to B1 level on the CEFR scale; the role of languages in a minor social group, as well as the social characteristics of the respondents. Upon evaluating the linguistic conditions in Kazakhstan, we considered the sociolinguistic modules, like ethno-demographic limitations of the social base of languages, the drive of the language, and the social conditions of its operation. Similar literature was first conducted in the situation of Kazakhstani 3 language policy. Thus, we can make the subsequent conclusions:

- the national language policy concerning the standings of the English language and methods the language is educated in the nation is considered important, it attained support between most high senior students. The policy has principally mediated the development and the English language spread in Kazakhstan;
- English language has diversified into the communicative-linguistic settings of senior students of high schools. It is extensively been employed for a practical purpose: to develop association in day-to-day livelihood and as the key to learning other information to serve learning requirements. Students persistently graduate with satisfactory language expertise and embark on a higher institution-level study, ranges from A2 to C2, the dominant B1 level. We might foresee higher attainment of the language for both educational /vocational purposes, and day to day usage;
- in the hierarchy of communicative languages in day to day livelihood interactions of senior high school students in general educational institutions, English gained profound strength considering it as a language with a lesser number of speakers in day-to-day use and is largely regarded as a worldwide *lingua franca*. Due to the linguistic condition in Kazakhstan that is considered by co-functioning of the Kazakh and Russian languages in a given interactive setting, in the targeted minor cultural society. Nevertheless English language is yet come close to the 2 predominant languages;
- very large number of students in a given minor community understand the significance of acquiring English, and also regard it as an essential segment in relation to their future career development, which further point out the major role of English language in educational setting.
- the language policy pursued at the state level, in particular, the policy of multilingualism, which is principally applied in the education system, comprises its positive results. Analysis of the language condition on high school senior students shows that;
- in approval of the views of the majority of professionals in multilingualism regarding the difficulty and heterogeneity of the procedure, we also apprehended the distinctiveness

involve in applying multilingual education in Kazakhstan (the three language policy), considering the historical, social, and political features of the nation.

The findings of the study permitted us to understand the scientific significance of research, which confirmed with the analysis of the dynamics of the contemporary linguistic condition in Kazakhstan on the course implementing the national language education at senior high schools at the state level; monitoring the local sociolinguistic situation under the priorities and guidelines of language policy. Summing, our sociolinguistic monitoring has a certain practical value. The results of the study further can be used both for educational and vocational purposes such as to make suggestion on developing the language policy in the country about a global language, English; on developing tolerance in enhancing interethnic friendship, designing general ideas on this issue. The toolkit of the designed questionnaire helps determine the functional ranking of the English language in the context of various small-social groups of the Kazakhstani community.

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