

AN INSTRUCTIONAL DESIGNER INVESTIGATION OF EFL LEARNING CHALLENGES
AMONGST A GROUP OF YOUNG PROFESSIONALS AND HIGHER EDUCATION
STUDENTS IN KAZAKHSTAN

Maria A. Agee

Submitted to the faculty of the School of Education
in partial fulfillment of the requirements
for the degree
Doctor of Education
in the Department of Instructional Systems Technology,
Indiana University
August 2022

Accepted by the School of Education Faculty, Indiana University, in partial fulfillment of the requirements for the degree of Doctor of Education.

Doctoral Committee

Curtis J. Bonk, Ph.D.

Faridah Pawan, Ph.D.

Amy Pickard, Ph.D.

Date of Dissertation Defense: May 20th, 2022

© 2022
Maria Aleksandrovna Agee
ALL RIGHTS RESERVED

To my family

Acknowledgements

It has been a marvelous and exciting journey, and I am very fortunate to have an amazing team that accompanied me through this whole journey!

It is with great relief and satisfaction that I recognize their immense and valuable contributions to this research study. I extend a sincere thank you to all who shared their experiences and insights through the interviews and survey. Without those inputs I would have had scarce data, but instead you gave me rich data and deep insights. Particularly, I would like personally thank Mr. Arafat Mamyrbekov, Mrs. Maria Paz Westbrook, and Ms. Moldir Orazbayeva for their help recruiting participants for this study.

I would like to express my deepest appreciation to my dissertation committee. Dr. Pickard and Dr. Pawan with Dr. Bonk as my Advisor and Committee Chair guided me to a wonderful conclusion of all my doctoral courses with a research study that provides a meaningful path forward for those in the country of my birth. Dr. Bonk's continuous support, helpful guidance, and prompt replies to my various questions helped me successfully carry this dissertation research to its final stage. I would also like to thank Dr. Pawan and Dr. Pickard for their thoughtful comments and suggestions that enhanced my critical thinking and prompted me to produce a high quality research study.

I am extremely grateful to my parents, Yelena and Alexandr, who are far away in Kazakhstan, but they continue to give me their unreserved support, encouragement, and empowerment while knowing my strengths and weaknesses and just what will motivate me in the best direction. I am very blessed to have my parents, and I appreciate their unconditional love that they have surrounded me with since I was born.

I am deeply indebted to my husband, James, and my precious one-year old daughter, Elizabeth, for their patience with the countless hours of work, and countless hours of rambling on about theoretical stuff involved with learning English that probably only made sense to them about half the time, and for their editing and babbling, and being able to propel me and share our family energy to get this all done!

I would also like to express my sincere gratitude to the whole IST department, to all the course instructors, and to my classmates. This IST doctoral program helped me grow personally and professionally. In addition, I would like to offer my special thanks to Vicky Lewis who coordinated me through the administrative steps of this program.

Overall, I am blown away by all the encouragement and support that I received from those named and unnamed people whom I encountered during this journey and who ignited me to successfully complete this research study!

Maria A. Agee

AN INSTRUCTIONAL DESIGNER INVESTIGATION OF EFL LEARNING
CHALLENGES AMONGST A GROUP OF YOUNG PROFESSIONALS AND HIGHER
EDUCATION STUDENTS IN KAZAKHSTAN

Despite that the English language has been actively introduced into different fields, there are various challenges that are associated with the successful implementation of English in Kazakhstan. The purpose of this study was to examine what challenges higher education students and professional adults experienced in their process of learning English as a foreign language, so I could propose guidelines for a conceptual instructional design framework that can be used by English language educators in Kazakhstan. Following my methodology design, I conducted semi-structured interviews and document analyses that served as a basis for my online survey questions.

After I collected and analyzed all the data, I triangulated the findings and defined several of the most dominant English language learning challenges. These challenges referred to: (1) insufficient opportunities to practice or use English language; (2) lack of contact with native English language speakers to master speaking skills; (3) an overwhelming emphasis on grammar in language courses and programs, and (4) high cost of English language courses and programs. The study results offered me insights to create general English language learner profiles for Kazakhstani higher education student and professional adult groups and provided recommendations for a potential English language learning program that would be specifically designed for Kazakhstani English language learners.

After I synthesized and integrated the study results, I developed three guidelines for an instructional design framework to teach English language in Kazakhstan. These guidelines were:

(1) create an equal balance between the grammatical component and other language components within each lesson; (2) design instruction that has observable tangible learning objectives and is relevant to learners' personal and professional lives, and (3) provide frequent opportunities for learners to practice their speaking skills. To enrich each guideline, methods and strategies are offered that are supported by the scholarly literature.

Curtis J. Bonk, Ph.D.

Faridah Pawan, Ph.D.

Amy Pickard, Ph.D.

Table of Contents

Chapter One: Context and Problem Statement..... 1

Context of the Study 1

Current State and Status of English Language in Kazakhstan..... 2

Problem 3

Research Purpose and Questions 6

Significance of the Study 7

Definition of Relevant Terms 7

Chapter Two: Literature Review and Theoretical Framework..... 9

Foreign Language Anxiety..... 9

 Anxiety Theories 10

 Definition of Foreign Language Anxiety 11

 Factors and Strategies that Impact Foreign Language Anxiety 11

Foreign Language Learning Challenges 14

English Language Learning Challenges in the Implementation of English as a Medium of
Instruction (EMI) in Higher Education..... 17

Instructional Design in English Language Teaching..... 21

Instructional Design Frameworks in Teaching EFL/ESL..... 22

 Framework 1: An Instructional Design Model on FBCL..... 22

 Framework 2: A Five-Stage Framework for Integrating Pronunciation into Curriculum..... 23

Framework 3: A Robot-Assisted Language Learning (RALL)	24
Framework 4: Project-Based Learning (PBL) Instruction for EFL Learners with A WebQuest Approach.....	25
Framework 5: Learner-Driven EFL Curriculum Development.....	26
Framework 6: A Framework for EFL/ESL Methodology Course Design	27
Analysis of the Instructional Design Frameworks.....	28
Theoretical Framework of the Research Study	32
Target Situation Analysis (TSA)	38
Learning Situation Analysis (LSA)	38
Present Situation Analysis (PSA)	39
Means Analysis (MA).....	39
Technical Issues	40
Perceived Organizational Support (POS)	41
Chapter Three: Methods.....	43
Study Design	43
General Overview of Participants for the Whole Study Study Participants	44
Sample Sizes	45
Qualitative Data Sources	46
Semi-Structured Interviews.....	46
Procedures for Semi-Structured Interviews	48

Participants for Semi-Structured Interviews	50
Professional Adults	51
Higher Education Students	54
Data Analysis of Semi-Structured Interviews	57
Document Analysis.....	63
Procedures of Document Analysis.....	67
Data Analysis of Documents	69
Quantitative Data Source.....	70
Online Survey	70
Survey Participant Recruitment	71
Procedures of the Survey	72
Participants of Online Survey	73
Data Analysis of the Survey	77
Chapter Four: Results	79
Results of Semi-Structured Interviews	79
Profile of an English Language Learner in Kazakhstan.....	80
An English Language Learner as a Professional Young Adult	81
An English Language Learner as a Higher Education Student	88
English Language Learning Challenges	96
Theme 1: No Opportunity to Use or Practice the English Language	97

Theme 2: Internal Challenges	100
Theme 3: High Cost of English Language Courses.....	103
Theme 4: Lack of Native English Language Speakers.....	106
Theme 5: Too Much Grammar	108
Theme 6: Family Circumstances	109
Theme 7: Pronunciation Problems.....	110
Government, Family, and Organizational Support in Learning the English Language	113
Theme 1: Government Support.....	113
Theme 2: Family Support	116
Theme 3: Percieved Organizational Support (POS).....	117
Conceptual Design framework: English Language Program Recommendations.....	118
Theme 1: Creation of an English Speaking Environment	117
Theme 2: Inclusion of Native English Speakers.....	121
Theme 3: Analysis of People’s Needs, Goals, and Characteristics	122
Theme 4: Affordable Cost	125
Theme 5: Connecting Learning to Real-Life Situations.....	126
Theme 6: Separation of Kazakh and Russian Speaking Learners	127
Results of Document Analysis.....	130
Student Body Increase in Higher Education.....	131
State Grants for Higher Education.....	131

Technology Use and Internet Access.....	132
Use of the English Language at Work and at School	133
The Cost of English Language Courses and Programs	135
Results of Online Survey	140
Profile of an English Language Learner in Kazakhstan	140
English Language Learning Challenges	149
Conceptual Design Framework: English Language Program Recommendations	156
Open-Ended Question at the End of The Survey.....	161
English Language Speaking Environment.....	161
English Teaching Methodology.....	162
Cost of English Language Courses	163
Chapter Five: Discussion and a Concept of Instructional Design Framework for Teaching	
English Language	164
Semi-Structured Interviews	164
Document Analysis.....	169
Online Survey	172
A Concept of Instructional Design Framework for Teaching English Language	178
A Balance Between the Grammatical Component and Other Language Components	183
Observable Tangible Learning Objectives and Relevance to Learners’ Personal and	
Professional Lives.....	186

Opportunities for Learners to Practice their Speaking Skills	189
Conclusion	193
Limitations of the Study	197
Future Research.....	198
References.....	200
Curriculum Vitae.....	

List of Tables

Table 1 Categorization of Instructional Design Frameworks	28
Table 2 Theoretical Framework: Categorization of a Needs Analysis in English Language Programs	35
Table 3 Theoretical Framework Continued: Technical Issues and Support Types	37
Table 4 Interview Schedule with Professional Adults.....	47
Table 5 Interview Schedule with Higher Education Students	48
Table 6 Document Types Used for Document Analysis	65
Table 7 English Language Learning Challenge: There are no Native English Language Speakers with whom I Can Communicate	151
Table 8 English Language Learning Challenge: I Feel that There is a Bigger Emphasis on Learning Grammar than on Developing Other Language Aspects.....	151
Table 9 English Language Learning Challenge: I do not Have Opportunities to Practice.....	152
Table 10 English Language Learning Challenge: I am Afraid of People’s Judgement Regarding my Language Skills.....	153
Table 11 English Language Learning Challenge: English Language Courses are Expensive for Me	153
Table 12 English Language Learning Challenge: I Experience Pronunciation Problems.....	154
Table 13 English Language Learning Challenge: I Do not Have Enough Motivation to Learn	154
Table 14 English Language Learning Challenge: Married Life Makes It More Challenging for Me to Learn.....	155

List of Tables (Continued)

Table 15 English Language Learning Program Recommendation: The Program Content Should Have Real-Life Connections and Be Built on Tangible Observable Learning Objectives.....	157
Table 16 English Language Learning Program Recommendation: The Cost of the Program Should Be Affordable to the Majority of Kazakhstani People	157
Table 17 English Language Learning Program Recommendation: It is Important to Create an English Speaking Environment in the Program.....	158
Table 18 English Language Learning Program Recommendation: It is Vital to Include Native English Speakers in the Program	159
Table 19 English Language Learning Program Recommendation: It is necessary to assess people’s learning needs, goals, and characteristics.....	159
Table 20 English Language Learning Program Recommendation: It might be beneficial to develop two separate programs for Kazakh and Russian speaking people because of the specifics of both languages	160

List of Figures

Figure 1 Indexing of an Interview in English.....	59
Figure 2 Indexing of an Interview in Russian.....	60
Figure 3 Brainstorming for Common Themes across the Interviews	62
Figure 4 Gender of Survey Participants.....	74
Figure 5 Age of Survey Participants.....	75
Figure 6 Highest Completed Education of Survey Participants	76
Figure 7 Survey Language Preferences	77
Figure 8 Professions of Professional Adults.....	81
Figure 9 Duration of Learning English among Professional Adults	82
Figure 10 Purposes of Learning English among Professional Adults	83
Figure 11 Use of English among Professional Adults	84
Figure 12 English Learning Strategies of Professional Adults.....	85
Figure 13 English Learning Resources Used by Professional Adults	86
Figure 14 Preferred Teaching Styles by Professional Adults.....	87
Figure 15 A Collective English Language Learner Profile of a Professional Young Adult	88
Figure 16 Fields of Study of Higher Education Students	89
Figure 17 Duration of Learning English among Higher Education Students.....	90
Figure 18 Purposes of Learning English among Higher Education Students.....	91
Figure 19 Use of English among Higher Education Students	92

List of Figures (Continued)

Figure 20 English Learning Strategies of Higher Education Students	93
Figure 21 English Learning Resources Used by Higher Education Students	94
Figure 22 Preferred Teaching Styles by Higher Education Students	95
Figure 23 A Collective English Language Learner Profile of a Higher Education Student.....	96
Figure 24 English Language Level among Two Groups	141
Figure 25 Duration of Studying English among Two Groups.....	142
Figure 26 Purpose of Learning English among Two Groups	143
Figure 27 Use of English among Two Groups	144
Figure 28 Preferred Teaching Styles by Two Groups	145
Figure 29 English Learning Strategies of Two Groups	146
Figure 30 English Learning Resources Used by Two Groups	147
Figure 31 Technical Issues among Two Groups	148
Figure 32 Communication with English Speaking People among Two Groups	149
Figure 33 Interconnection between English Language Learning Challenges and English Language Program Recommendations in the Interview Results	168
Figure 34 Interconnection and Relation between English Language Learning Challenges and English Language Program Recommendations in the Survey Results.....	177
Figure 35 A Concept of an English Language Instructional Design Framework for Kazakhstani People.....	180

List of Appendices

Appendix A: Semi-Structured Interview Protocol.....	224
Appendix B: Semi-Structured Interview Protocol (Kazakh Version)	225
Appendix C: Semi-Structured Interview Protocol (Russian Version)	226
Appendix D: Interview Recruitment Email	227
Appendix E: Interview Recruitment Email (Kazakh Version).....	228
Appendix F: Interview Recruitment Email (Russian Version)	229
Appendix G: Original Quoted about English Language Learning Challenges in Russian.....	230
Appendix H: Original Quotes about State, Organizational, and Personal Support in Russian ..	233
Appendix I: Original Quotes about Potential English Language Learning Program Recommendations in Russian	234
Appendix J: Survey Recruitment Email	237
Appendix K: Survey Recruitment Message for Social Media in Three Languages	238
Appendix L: Online Survey Questions	240
Appendix M: Online Survey Questions (Kazakh Version)	245
Appendix N: Online Survey Questions (Russian Version)	250
Appendix O: Custom Frequency Table of English Language Learning Challenges.....	255
Appendix P: Custom Frequency Table of English Language Learning Program Recommendations.....	256
Appendix Q: Acronym List	257

Chapter One: Context and Problem Statement

Context of the Study

Kazakhstan or Republic of Kazakhstan is a country which is located in Central Asia. It borders with Russia on the north and northwest, with China on the east, with Uzbekistan, Turkmenistan, Kyrgyzstan, and the Aral Sea on the south, and with the Caspian Sea on the southwest. Kazakhstan is considered the largest country in all of Central Asia, and it is the ninth largest country in the world (Allworth et al., 2020).

During the Soviet Union period, Kazakhstan was not officially one of the Central Asian countries, despite that it geographically and culturally resembles other Central Asian countries. Kazakhstan announced its independence from the Soviet Union government on December 16, 1991. The current capital of Kazakhstan is Nursultan city which is located in the north central area of the country (Allworth et al., 2020).

Kazakh is the state language, while Russian is an official language which is the most common communication language among Kazakhstani people. The population of Kazakhstan consists of 19,091,949 people as estimated in June 2020 (Central Intelligence Agency, 2020). Kazakhstan has diverse ethnic groups, comprised of Kazakhs (68%), Russians (19.3%), Uzbeks (3.2%), Ukrainians (1.5%), Uighurs (1.5%), Tatars (1.1%), Germans (1%), and others (4.4%). The population of Kazakhstan is relatively young. Approximately half of the population is under 30, and one-fourth of the population is under 15 (Allworth et al., 2020).

The educational system of Kazakhstan includes pre-primary education for children who are zero to six years old and primary education for children who are six or seven years old until they are about 10 or 11 years old. Next, there is lower secondary education which lasts for five

years, while upper secondary education lasts for two years and might be substituted with technical or vocational education. This may be followed by post-secondary education that refers to higher education universities, colleges, and academies (OECD, 2015).

Overall, Kazakhstan is a multi-faced young country that has huge potential and strives for success in various industries. It is very important for Kazakhstan at this moment to find its own path to economic, educational, and political stability so that Kazakhstan can have a stronger place in the international arena.

Current State and Status of English Language in Kazakhstan

One of the strategies for Kazakhstan to earn a stronger place in the international arena is to promote the proficiency of English language because it is one of the main communication languages in the world.

One of the latest government documents called “One Hundred Steps in Implementing Five Institutional Reforms” highlighted several changes in the educational system in Kazakhstan, and one of them was an inclusion of English language in K-12 education and higher education (as cited in Rustem, 2015). In upper secondary education, school subjects, such as biology, chemistry, physics, and IT will be fully taught in English starting already in 2019. To implement these changes successfully, it is necessary to re-train or hire about 15,773 teachers (Nurseitova, 2017). In the higher education system of Kazakhstan, English is in the process of becoming “the medium of instruction” (EMI). In fact, during the last decade there have been 42 universities that offer special programs in English (Seitzhanova et al., 2015). These universities believe that offering programs in English attracts a diverse range of students and makes students more competitive in the international job market. At same time, they also provide more opportunities

for students to participate in international academic exchange programs. To successfully promote English as the MI, universities invite various native English language instructors and professionals, develop study programs in which students can receive both a Kazakhstani diploma and a diploma from another country, require English proficiency tests, such as Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS), and encourage students and faculty to publish in English (Agbo & Pak, 2017).

Ajmolina (2013) conducted a study in Kazakhstan business organizations and found that for many international and national Kazakhstani companies having a certificate of English Language Proficiency can be considered one of the determining factors during the hiring process. Also, the study results showed that almost all study participants wanted to enhance their proficiency level of English, while others indicated that they had a hard time to understand specific terms or slang words in English (as cited in Zharkynbekova, 2017). Since there was a boost in the development of international relationships in Kazakhstan, many business corporations have a great need of employees who can speak English fluently. As evidence, 90% of job postings on popular Kazakhstani job search websites showed that knowledge of English language is one of the main job requirements (Zharkynbekova, 2017).

Looking at the above-mentioned points, it is possible to see the vital role that English language plays in the educational and economic fields in Kazakhstan. Clearly, there is the necessity of English language proficiency development at various levels: K-12 education, higher education, and the workplace.

Problem

Despite that English is actively introduced into various fields, at the moment there are many challenges that interfere with the successful implementation of English in Kazakhstan. One of the challenges is associated with poor knowledge and comprehension of English. Agbo and Pak (2017) conducted a case study with 15 postgraduate students in science programs in Kazakhstan. In addition to the 15 students, there were five local and foreign instructors and five administrators in one large university in Kazakhstan which partners with Western universities for student academic exchange programs. The data was collected using the authors' notes from participant and non-participant observations and from semi-structured interviews. After the authors analyzed the collected data through identification of common themes and patterns and conducted member-checking with the study participants, two of the study findings were that about 50% of students did not understand courses that were taught in English, and that only 10 to 50% of administrators could understand and speak English.

This challenge was also mentioned as one of the main factors that contributed to English language anxiety in Suleimenova's (2013) study with elementary school students in Kazakhstan. Elementary school students felt stressed or nervous in class because of their low proficiency in English.

Seitzhanova et al. (2015) continued with further exploration of the challenge and added that it is difficult to understand whether instructors who teach subjects in English should help students learn English or whether they just need to concentrate on their subjects in which they are considered experts. The authors mentioned other challenges with implementation of English as a Medium of Instruction (EMI) in higher education. These challenges included lack of English language resources for some courses and lack of professional training for instructors who are not native English speakers but teach in English.

In Zhetpisbayeva et al.'s (2017) study with elementary school teachers in Kazakhstan, the results echoed similar challenges. The authors used interviews and questionnaires to collect their data. The data results showed that elementary school teachers thought there was a scarcity of appropriate resources for teaching English at an early age, and there was no pre-service or professional training that was offered to them about English language or methodology.

However, despite these challenges, Seitzhanova et al. (2015) stated some positive aspects of English being the main language of instruction in study programs, such as helping people improve English, opportunities for communication with international organizations, attracting foreign students, increasing universities' national or international ratings, and opportunities for developing training programs for non-native English instructors who teach their subjects in English.

The attempt to identify problems and concerns associated with learning English language among adults who are not enrolled in formal educational institutions was difficult because there were very few publications about adult education in Kazakhstan. Kaliyeva (2013) in her article mentioned that adult education in Kazakhstan is an emerging field that needs a detailed analysis of adult education problems and clear guidelines of how to solve these problems. Taking into consideration the limited number of resources, it could be interesting to examine how this current research might shed some light on the issues of English language proficiency among adults in Kazakhstan and on the whole adult education in Kazakhstan.

Based on the studies reviewed above, there are various challenges that might prevent successful implementation of English at different levels in Kazakhstan. In addition to these discussed challenges, I think that there are other significant challenges which may interfere with Kazakhstani people's intention to learn English, and which are not well introduced in literature.

As a person who herself learned the English language from the beginner level to advanced level in Kazakhstan, I am familiar with potential challenges that surround Kazakhstani people in their attempts to learn English. My personal experience along with the literature findings drove my academic curiosity to explore challenges that Kazakhstani people experience in their process of learning English. The understanding and examination of these challenges helped me reorganize and outline possible actions that could be taken about the creation of an English learning framework that would be exclusively designed for Kazakhstani people, in particular, for their culture and their mindsets.

Research Purpose and Questions

The purpose of this study was to examine what challenges Kazakhstani people experience in their processes of learning English as a foreign language (EFL) through a needs analysis in order to design and develop guidelines for a potential instructional design framework that might help these people successfully learn the English language.

This study attempted, but was not limited to, the gathering of the study participants' perceptions about challenges that related to their experiences of studying the English language. These challenges included how the study participants perceived instructional methods and strategies that were used in their English courses or programs that they attended and how they perceived learning activities that were used in these language programs. These challenges were also associated with how the study participants assessed their own ways of English language study if they were not in a formal course or program. In addition, the study examined the participants' perceptions about technology challenges, such as how they felt about using technology tools that could assist them in learning English. Individual challenges, such as lack of

time, motivation, financial support, and social and cultural challenges were also considered. Thus, the main research question of this study was the following:

What challenges do the study participants experience in learning EFL in Kazakhstan?

Significance of the Study

In terms of significance, this study has two key applications. First, the results of this study may contribute to the understanding of the English language learning challenges and processes in Kazakhstan. These insights can be useful for instructors in higher education in Kazakhstan who are interested in how they can efficiently learn English, so they will be able to more effectively teach students with differing English needs and backgrounds. The findings can also potentially play a role in curriculum design and development for different language learning organizations. Business organizations that want to attract international partners to Kazakhstan might gain an understanding of English language learning challenges that exist among professional adults. Private English language schools, English language speaking clubs, and similar organizations can also obtain valuable information from this study. Second, considering the limited information that is currently available about English learning challenges amongst higher education students, this study can serve as a reference for curriculum designers, instructional designers, content developers, and educators who plan to design English language learning programs in Kazakhstan. Researchers, designers, developers, and educators can use this study as a starting point and examine it further within their specific contexts and parameters.

Definition of Relevant Terms

English as a Foreign Language (EFL) is defined as English that is taught in educational institutions in a country, but it does not have an established status in this country, where there are

no historical roots of British or North American influence, and where it is not used for communication (Nayar, 1997). In this study, I used EFL to emphasize the above mentioned characteristics and the idea that the English language for the majority of Kazakhstani people is considered a foreign language.

Instructional Design (ID) is a systematic process that focusses on designing educational and training programs (Gustafson & Branch, 2002). The important instructional design components are formulating an instructional problem, analyzing instructional tasks, learner characteristics, learning contexts, developing learning objectives, choosing instructional strategies and methods to accomplish these learning objectives, and designing learning materials and evaluation procedures (Morrison et al., 2007).

Chapter Two: Literature Review

In the literature review, I explored foreign language anxiety as one of the English language learning challenges that was frequently mentioned by Kazakhstani scholars in their works. This includes anxiety theories, a definition of foreign language anxiety, and factors and strategies that impact foreign language anxiety. The literature review examined other English language learning challenges that EFL learners might experience, such as negative target language transfer, different English accents, difficulty in pronunciation, and others. The literature review also described English language learning challenges in the context of the implementation of English as a Medium of Instruction (EMI) programs that are currently gaining popularity in higher education in Kazakhstan. The choice of selecting the above mentioned constructs for my literature review was tied to my research question. My research question related to a specific context – Kazakhstan. Referring to my Problem section, I explored the literature that investigates English language learning challenges among Kazakhstani people. The literature review emphasized the challenges that related to FL anxiety and the challenges that occurred during the implementation of EMI in Kazakhstan. Thus, the reasoning to include FL anxiety and English language learning challenges in EMI universities or universities that offer some EMI programs was based on the scholarly literature that was reviewed in the context of my research. The literature review section continues with instructional design in English language teaching programs. It reviews and analyzes six instructional design frameworks that aim to help EFL instructors and learners effectively teach and learn English. The literature review concludes with the theoretical framework which I selected for this study and with the explanation of its main components.

Foreign Language Anxiety

Anxiety Theories

Before providing a definition of foreign language anxiety, it is important to understand how foreign language anxiety fits within anxiety theories. Pappamihel (2002) differentiates between two broad groups of anxiety theories. The first group of anxiety theories incorporates broader and well-established anxiety theories. These theories focus on people's anxiety reactions and self-efficacy levels in situations that involve different types of appraisals. Pappamihel (2002) refers these theories to Pekrun's (1992) Expectancy-Value Theory of Anxiety (EVTA) and to Bandura's (1991) theory of self-efficacy. Pekrun's (1992) theory rests on concepts about assessing a situation on whether it is threatening or not and about assessing one's ability to create and implement an effective solution for this situation (as cited in Pappamihel, 2002). Bandura's (1991) theory of self-efficacy is based on the idea that when a situation occurs that appears to be threatening, the degree to which a person will experience anxiety will depend on this person's perception about her ability to deal with anxiety. Importantly, Bandura (1991) stated that self-esteem can reduce anxiety in threatening situations (as cited in Pappamihel, 2002).

The second group of anxiety theories refers to anxiety theories that are situation- or context-based. Pappamihel (2002) contrasts trait and state anxiety. By trait anxiety Pappamihel (2002) implies that based on their past experiences in which they felt high levels of anxiety individuals will start to perceive future situations as threatening. In this case their anxiety turns into a trait. The author defines state anxiety as anxiety that can be caused under specific circumstances and conditions. For example, a person starts to feel anxious if asked to recite a poem in public, but this person's anxiety level diminishes or disappears when the event is not in public. Within this group of anxiety, Pappamihel (2002) distinguishes the separate concept of

situation-specific anxiety among learners who learn foreign languages which also relates to foreign language anxiety.

Definition of Foreign Language Anxiety

After the position of foreign language anxiety is explained within the groups of anxiety theories, it is necessary to examine the concept of foreign language anxiety. Horwitz et al. (1986) defined foreign language anxiety as “a distinctive complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128). Foreign language anxiety is not state anxiety because it is considered as its own type of anxiety, but it can produce physiological signs similar to state anxiety, such as sweat, dry mouth, muscle tensions, and others, and it also causes students to be absent from classes, not to complete homework, and promote disruptive behaviors in the classroom, e.g. talking to other students (Bailey et al., 1999). Young (1991) added that students who experience foreign language anxiety have difficulty to pronouncing words, imitating intonation, remembering words, and speaking when asked by an instructor. Based on all these points, foreign language anxiety can be considered a combination of previously described types of anxiety and consists of “communication apprehension,” “fear of negative evaluation,” and “test anxiety” (Aydin, 2008, p. 423; Horwitz et al. 1986, p. 127; Lian & Budin, 2014, p. 70).

Factors and Strategies that Impact Foreign Language Anxiety

After understanding foreign language anxiety, it is vital to examine what factors influence foreign language anxiety and what strategies can be utilized to cope with foreign language anxiety. Marwan (2007) conducted a survey design study with 76 university students in Malaysia to examine what factors influenced students’ foreign language anxiety and what

strategies students used to deal with it. The three main factors associated with foreign language anxiety were: (1) insufficient preparation; (2) low level of confidence; and (3) fear of not completing the course. Among these three factors, many students came to the consensus that insufficient preparation was the most influential factor. Another interesting point was that students who had a lower level of English language felt less confident about their learning in comparison to students who had higher levels of English language; however, students who had higher levels of English language were more anxious in terms of not completing the course relative to students who had a lower level of English. The study results also revealed four strategies that students used to deal with foreign language anxiety: (1) academic preparation; (2) relaxation that referred to decreasing anxiety levels; (3) refocusing on more positive thoughts; and (4) attempts to find comfort around other students who also experience language anxiety (Marwan, 2007).

Awan et al. (2010) conducted a study with 149 undergraduate students in Pakistan to investigate situations that promoted language anxiety during learning English as a foreign language. This particular study also examined the relationship between language anxiety and student achievement. Awan et al. (2010) used a questionnaire that was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) that is intended to help assess student foreign language anxiety. The study results showed that there was a negative relationship between English language anxiety and student achievement. Students who felt more anxious about learning English language performed academically more poorly in comparison to students who felt less anxious. The author also noted that undergraduate female students experienced less language anxiety in relation to undergraduate male students who had higher levels of language anxiety. The study results also demonstrated that factors that promoted

English language anxiety were fears, such as speaking in front of the class, not being able to speak spontaneously in a foreign language, making grammatical mistakes, mispronouncing words, not being understood, talking to other students, and comparing one's English language abilities with others.

Effiong (2016) conducted a qualitative study based on class observations and interviews with 24 students and four teachers in four universities in Japan to examine how factors – teachers' appearance and peer and learning environment characteristics – influenced foreign language anxiety among students. The study findings showed that the factors that contributed to higher levels of foreign language anxiety among students were teachers' age, teachers' dress code, teachers' communication tone, teachers' friendliness, and self-representation. In this study, the older teachers were, the more students felt anxious about their English language abilities. In classes where teachers dressed formally and talked formally students also experienced higher levels of foreign language anxiety. Regarding the study results about peer and learning environment characteristics, peer gender, familiarity, competition, and collaboration, quiet classes, and humor in the class – all of these factors impacted student language anxiety.

A recent quasi-experimental study conducted by Fujii (2019) aimed to identify the most effective strategies to decrease language anxiety among learners, to examine what areas of language anxiety were diminished because of these strategies, and how students perceived these strategies. The study was conducted in Japan with two groups of students from several universities: the experimental group with 50 students, and the control group with 32 students. The authors also used the Foreign Language Classroom Anxiety Scale by Horwitz et al. (1986), but implemented it as pre- and post-tests. The anxiety reducing strategies that were employed in the experimental group included working in pairs rather than individually, preparation for

presentations, presenting in pairs rather than individually, teacher support, and individual recommendations for each student. The control group did not receive any of these strategies. The study results showed that the strategies helped students in the experimental group among three areas of language anxiety: namely, (1) test anxiety; (2) fear of social evaluation; and (3) communication apprehension – to decrease their anxiety in communication apprehension. The students' responses also showed that students perceived the anxiety reducing strategies positively.

Considering the reviewed studies, most study results revealed factors that were associated with the above three areas of foreign language anxiety. Still, there was one study that indicated that other factors, such as teacher and peer characteristics contributed to higher levels of foreign language anxiety among students. The studies that highlighted the strategies used to decrease foreign language anxiety showed a variety of strategies and that the effectiveness of the strategies depended on the learning context.

Foreign Language Learning Challenges

There are several challenges that are associated with learning EFL. Mohammed (2018) described nine challenges:

1. Negative target language transfer refers to the situation in which some English language learners do not develop correct structures that are unique to English language and then experience difficulty communicating in English.
2. Differences in culture refer to a situation when English learners are not familiar with cultural aspects of English language and might not grasp some words' meanings.

3. English accents differ in types, such as British accent, American accent, and Australian accent, and such a variety of accents might confuse English language learners.
4. The English language consists of a diverse range of colloquialism words and slang, and English learners might experience difficulty learning all of these expressions and words.
5. English is an arbitrary language, and for English language learners that can create one more problem.
6. Learner attitudes impact the way learners think about English and the way they will further learn it. If learners become nervous when they speak English, then learners might have negative attitudes toward learning English.
7. The learning environment, which refers to the classroom environment, cultural thinking, and geographic space in which English is learned and taught should be safe and should use appropriate instructional methods and materials.
8. To learn grammar and vocabulary in the English language can be challenging for non-native English speakers.
9. Learners can also experience problems with pronunciation of English words since some sounds do not exist in other languages.

In effect, the above nine EFL challenges are negative language transfer, specific cultural differences of the English language, different English accents, colloquialism and slang, arbitrary nature of the English language, learner attitudes, learning environment, difficult English grammar, vocabulary, and pronunciation.

Madkur (2018) in his qualitative study with 10 non-English major lecturers in one university in Indonesia also identified similar English language learning challenges. These 10 non-English major lecturers participated in twice weekly discussions that were held in English.

The research data were collected through detailed interviews with the lecturers and observations of the discussions. The study findings revealed that Indonesian non-English major lecturers experienced difficulties with using appropriate vocabulary in English which in turn led them to use some words in Indonesian language when they spoke in English. Also, the lecturers indicated in the interviews that they did not have opportunities to practice English, lacked confidence to speak English, and were afraid of making mistakes when they spoke English.

Another interesting study was conducted by Wu et al. (2014) which was focused on challenges that adult ESL learners experienced when they learned English language. The study involved 50 Chinese adult ESL learners. It used a survey design involving a questionnaire with closed and open-ended questions. The majority (94%) of the study participants mentioned that they experienced difficulty obtaining a native-like accent which correlates with Mohammed's (2018) third challenge about English accents. About 76% of the study participants indicated that they felt stressed when they could not clearly and correctly express themselves in English. This challenge can also relate to foreign language anxiety that was previously described in the literature review and to Mohammed's (2018) challenge about learner attitudes. More than 80% of the study participants mentioned the interference of their native language with their learning of the English language which is similar to the challenge that Indonesian non-English major lecturers experienced in Madkur's (2018) study. In addition, 80% percent of the study participants disclosed that family responsibilities, such as lack of time and cost of English language learning courses, negatively influenced their process of learning English.

The reviewed works in this section demonstrated similar patterns that are associated with English language learning challenges. Madkur's (2018) and Wu et al. (2014) studies were

focused on adult English language learners and provided the researcher with insights since the researcher's intention is to examine adult English language learners in Kazakhstan.

English Language Learning Challenges in the Implementation of English as a Medium of Instruction (EMI) in Higher Education

In Kazakhstan, English as a Medium of Instruction (EMI) is actively introduced in higher education. As stated earlier, EMI introduces many opportunities for Kazakhstan in terms of developing partnerships with universities from other countries, attracting international students, and providing professional growth opportunities for Kazakhstani higher education students and faculty. Since one of the two groups that I examined was higher education students, it was essential to review literature that investigated challenges that were associated with the integration and implementation of EMI in higher education.

According to Macaro et al. (2018), EMI refers to the situation when the course content is taught in English rather than in the students' native language. The authors indicated that in North America this term refers to terms, such as "immersion," or "content-based learning," or "content-based language learning," or "content-based language education," while in Europe and not only there, EMI can be named "content and language integrated learning," (CLIL) or "integrating content and language in higher education" or "English-taught programmes" (p. 37). The authors also stated that EMI does not necessarily only refer to higher education, but is usually associated with it. Macaro et al. (2018) provided the following reasons why EMI is a popular concept in higher education: (1) it makes the university more prestigious through internationalization; (2) it attracts international students; (3) it increases the university's competitiveness; and (4) it increases the status of English language as the language of scholarly research publications.

Despite these opportunities, there are various challenges associated with the implementation of EMI in higher education in different countries. For example, Barrios et al. (2016) identified several challenges with the integration of EMI in some courses of the Bachelor in Primary Education in the University of Málaga in Spain. From a student perspective, the English level of the instructors who participated in Barrios et al.'s study was not sufficient enough to effectively teach in English. In addition, students' proficiency in English language had not significantly increased just because they took the program courses that used EMI. From an instructor perspective, instructors experienced difficulty teaching in English because students had different English language proficiency levels. Instructors also stated that limited English language proficiency interfered with student participation in discussions and oral activities that required more complex thinking. At the same time, these instructors admitted that they realized that they needed to improve their English language proficiency.

He and Chiang (2016) analyzed international students' reports and offered student perspectives on EMI in a large university in China. The two main challenges were language and instructional problems. The language problem worked two ways. First, international students had a hard time understanding Chinese teachers when they taught in English. Second, Chinese teachers experienced difficulty to understand different English accents which international students spoke. The instructional problem mostly related to teaching styles that Chinese teachers practiced and their inability to clearly present the course content in English. Based on international students' views, Chinese teachers acted as instructors who only provided the information and did not interact with students about whether students understood this information or not.

Al Zumor (2019) conducted a study with 264 students studying Computer Science, Engineering, and Medicine in King Khalid University in Saudi Arabia to investigate student perceptions about their comprehension levels of lectures, their communication with teachers, and instruction and assessment in the courses with EMI. The authors used an online survey with a four-point Likert scale and one open-ended question to gather students' perspectives regarding the challenges that they experienced in the courses with EMI. The study results demonstrated that students did not have enough proficiency in the English language to effectively learn in the EMI environment and considered their poor performances in assessment tasks due to the fact that these tasks were presented in English. Students also experienced anxiety, embarrassment, and tension when instruction was delivered in English. Additionally, they lacked appropriate communication and interaction with the instructor. Also, students spent significant time translating lecture notes and had scant time to reflect on the actual content.

Aizawa and Rose (2019) examined how the policy regarding EMI implementation worked in both meso and micro levels in one large university in Japan. The meso level reflected university guidelines and documents about EMI policies, whereas the micro level related to the implementation of EMI in the classroom. For the data collection methods, the authors reviewed the university's documentation, conducted semi-structured interviews with faculty and students, and employed a questionnaire with 108 students. The study results showed that there were differences in the implementation of EMI between two levels. First, the university required faculty to teach only in English, while faculty used mixed-language instruction in the classroom. Second, the university determined that students who had an IELTS score of 6.5 would be successfully prepared for the courses with EMI. However, students who scored above this score and below this score – all experienced linguistic problems. Third, the university required faculty

to teach in English, while faculty experienced linguistic problems regardless of their proficiency in English language. Fourth, the university expected students to improve their English language proficiency during the preparation stage for the course with EMI, while students indicated that they needed support throughout the whole process.

Two more studies about the challenges associated with the implementation of EMI in higher education were conducted by Murtazina et al. (2019) and by Belyaeva and Kuznetsova (2018) in Russia. The first study was conducted with 30 faculty members in Kazan Federal University in the Institute of Management, Economics, and Finance. The data collection methods employed questionnaires and interviews. The study results showed that the main challenges of the implementation of EMI related to faculty's low levels of English language proficiency, their lack of confidence when they lectured in English. In addition, this study also found a challenge from the lack of innovative instructional methodologies associated with this type of instruction, and problems with creating a syllabus that would satisfy the international requirements. The second study was a case study which involved 72 faculty members from St Petersburg State University (SPbU). The main data collection tool was an online survey. The study findings indicated that faculty were concerned about whether their students understood lectures and instructional materials in English and whether different instructional methods should be employed when teaching occurs in English. Faculty members also expressed the need for professional training and support to develop course syllabi and materials. A few additional challenges referred to faculty's lack of specific terminology and correct grammar.

The reviewed studies demonstrated that the two main English language learning challenges with the implementation of EMI in countries where English is a foreign language were insufficient English language proficiency levels among instructors and students and lack of

appropriate training and resources for faculty. So far, these challenges correlate with the previously discussed challenges in Seitzhanova et al.'s (2015) article.

Instructional Design in English Language Teaching

The instructional design in language teaching is referred to as method design which represents a framework where teachers plan learning and teaching actions for their lessons (Richards & Rodgers, 2001). In method design, teachers should consider the following factors: (a) the instructional objectives; (b) the organization and the sequence of the language content; (c) types of learning activities and tasks; (d) the learner role; (e) the teacher role; and (f) the role of instructional resources. Instructional design in English language teaching also depends on the purpose for which English is taught. Moughamian et al. (2009) listed three broad groups of instructional models: (1) English-only models; (2) bilingual models; and (3) bilingual models with transitional support. In language programs that use English-only models, English language learners are exposed to instruction which is fully in English; however, some instructional help can be provided in the native language of the learners if these learners have a low level of English proficiency.

These programs are also often called EFL or English language development (ELD) programs. In language programs that follow bilingual models students are taught in English and another language. The main purpose of these programs is to help learners develop proficiency in both languages concurrently. In the USA, these programs have many names, such as “bilingual immersion, two-way bilingual, two-way immersion, and dual immersion programs” (p. 7). In language programs with bilingual models with transitional support, learners are taught in their native language in order to develop English language skills. The instruction in the native language fades as learners become more proficient in English language. Also, instructional

design in language teaching was referred to method design in Richards and Rodgers's (2001) book, but as the search showed, it was not implemented in any other scholarly work.

Instructional Design Frameworks in Teaching EFL/ESL

Given my research topic which was aimed at the development of a conceptual design framework, I needed to gain a perception about instructional design in language teaching and learning. Following that reasoning, I reviewed and analyzed several instructional design frameworks that were developed to teach different English language aspects. The reasoning for selecting these frameworks and models was based on the detailed and rich descriptions of their instructional design processes and steps. As a researcher, I wanted to gain a deeper understanding of instructional design in English language learning and teaching. Also, I wanted to offer these instructional design frameworks in the form of examples that the readers might use in their instructional design process.

Framework 1: An Instructional Design Model in Facebook Based Collaborative Learning (FBCL). For the first framework, Lihn and Suppasetsee (2016) conducted a study to design an instructional design model that was intended to help higher education EFL students in Thailand improve their English writing skills through collaborative learning using *Facebook* groups. Their research methodology consisted of two phases. In the first phase, the authors analyzed theories of collaborative learning, writing, *Facebook* groups, instructional design, and five popular instructional design models. They also adapted the seven steps model developed by Brahmawong and Vate-U-Lan (2009) to design their own instructional design model on Facebook based collaborative learning (FBCL). In the second stage, the authors sent their instructional design model to three experts in Instructional Design and English Language Teaching for their evaluation which was implemented using an evaluation form with Likert's

scale questions and one open-ended question that was developed by one of the authors. The experts evaluated the instructional design model based on how well all the elements were interconnected, on whether this instructional model promoted interaction between students, and whether it was capable of improving EFL students' writing skills.

Considering the experts' suggestions, the FBCL model was revised. The experts found the FBCL model appropriate and suitable for helping EFL students improve their writing skills. The revised FBCL model includes 6 main steps and 15 sub-steps. The six main steps reflect (1) the need to analyze settings; (2) to develop instructional goals; (3) to design instruction; (4) to develop instructional materials; (5) to implement teaching and learning activities; and (6) to conduct evaluation and revision of the instruction. There are several sub-steps for each main step, except for the step of implementation of teaching and learning activities. The sub-steps focus on analyzing the instructional and learning contexts, on developing teaching and learning objectives, on designing the actual content for teaching writing, including writing activities, strategies, and assessments, on developing a prototype and integrating media into the instruction, and on conducting formative and summative evaluations.

Framework 2: A Five-Stage Framework for Integrating Pronunciation into Curriculum. In another study, McGregor and Reed (2018) introduced a five-stage curriculum-planning framework that incorporates theory and research and guides teachers in their efforts to incorporate pronunciation in language teaching curriculum. The authors also stated that the effectiveness of this framework was evaluated for more than 10 years based on the results of pre- and post- tests in the classroom, and language learners significantly enhanced their pronunciation in English language. In this study, they demonstrated the application of this framework in an English for Specific Purposes (ESP) course for international teaching assistants.

The instructional design framework has five stages that reflect the main components that are necessary for the successful integration of pronunciation into a language curriculum. In Stages 1 and 2 the teacher should consider the factors that are important in the planning stage of an instruction for teaching pronunciation. In Stage 1, the teacher reviews instructional materials and goals and analyzes how these components impact the choice of instructional methods, strategies, and tools. In Stage 2, the teacher determines learners' needs, their personal and professional goals of learning English language, learners' attitudes and beliefs toward their pronunciation, and learners' pronunciation difficulties. In Stage 3, the teacher assesses learners' pronunciation, and, based on the results of this assessment, develops a plan that addresses the specific needs of learners. In Stage 4, the teacher provides explicit instruction with constructive meaningful feedback, while in Stage 5, the teacher analyzes what components can help promote the development of pronunciation skills and a learning environment that supports learner autonomy.

This five-stage framework in the ESP course helped the authors recognize the textbook's weak sides. It also helped realize the need for additional instructional materials, the importance of addressing students' learning needs, increasing students' self-awareness of their pronunciation with the teacher's support and scaffolding techniques, and understanding explicit instruction and feedback.

Framework 3: A Robot-Assisted Language Learning (RALL) Framework. Using a technology-enhanced approach, Hong et al. (2016) conducted a study with 52 elementary students in Taiwan to examine how robot-assisted language learning materials impacted student learning outcomes and motivation. The authors described the RALL framework as an approach that includes a humanoid robot that can be programmed to deliver instructional content,

instructional materials, and a display system for instructional materials. The humanoid robot that was used in this study is a toolkit, Bioloid, which consists of a controller and a few motor, sensor, and wireless communication components. The instructional materials were integrated with the robot using the visual editor and the XML-scripting language.

The students in the study were divided into two groups: (1) the experimental group that had 25 students; and (2) the control group that consisted of 27 students. The instructional content was the same in both groups, while it was presented in different ways. The instructional content incorporated the instructional activities, such as storytelling, reading, listening, acting, and questioning. In the experimental group, the instructional content was presented with the help of a humanoid robot. In contrast, in the control group, the content was mostly delivered by the same teacher. The post-test on four language skills: listening, writing, reading, and speaking and on motivation that was implemented by the authors demonstrated that robot-assisted classes helped learners decrease language anxiety and increase their confidence and motivation. In addition, the post-test showed that students in the experimental group had higher scores in reading and listening tests in comparison to students in the control group.

Framework 4:Project-Based Learning (PBL) Instruction for EFL Learners With a Webquest Approach. In another technology-enhanced method, Cheng and Chen (2019) proposed a constructivist project-based learning (PBL) instructional approach with the design of a *WebQuest* module for teaching EFL learners. The design of a *WebQuest* module incorporated the principles that highlighted the importance of: (a) a meaningful introduction that states the goal of the project; (b) the project to be problem-oriented; (c) carefully organized and selected learning materials; (d) explicit instruction; (e) interaction and collaboration of students in project-based activities to promote student autonomy; (f) support and guidance of how students

should present their projects; and (g) a summary that helps students assess their projects and reflect on their learning outcomes. The authors gave an example of how EFL teachers using the above-mentioned principles can create a *WebQuest* module using a PBL approach. They also listed several technology applications, such as *Wix*, *WordPress*, and *Google Sites* that can be helpful for EFL teachers to design a *WebQuest* module, and *Inspiration* software that can be beneficial for EFL learners to visually organize the information for their projects.

Framework 5: Learner-Driven EFL Curriculum Development. In another interesting method, Shaver et al. (2009) conducted a qualitative study using a grounded theory approach with 10 EFL teachers in order to examine how learner-directed factors impacted how these teachers developed their language curriculum. The teachers in this study were purposefully selected and divided into three groups: (1) “curriculum-transmitters” (two instructors); (2) “curriculum-developers” (five instructors); and (3) “curriculum-makers” (three instructors) (p. 127). Curriculum-transmitters were described as teachers who strictly adhere to the textbook and do not introduce any new information or make any changes in the curriculum. Curriculum-developers used the textbook, but they made significant changes in how they adapted the textbook content, and they also introduced new information. Curriculum-makers were the teachers who developed their own instructions without referring to the textbook. Learner-directed factors included “content and learning styles,” “textbook needs,” “language needs,” “pragmatic needs,” “schematic needs,” and “affective needs” (p. 129).

The data was collected through individual interviews, group interviews, and classroom observations. Individual interviews consisted of general and pre- and post-lesson observation interviews. General interviews were conducted to gather information about teachers’ teaching and curriculum design approaches. Pre- and post-lesson observation interviews were used to

collect information about teachers' decision-making actions regarding planning and implementation of each lesson and to clarify the authors' questions that occurred during classroom observations. Group interviews were conducted with students to compare their perceptions about the curriculum with teachers' interview responses, and classroom observations were used to observe teachers in their natural teaching environment.

The study results showed that learner-directed factors: (a) learners' approaches to study the course content; (b) learning styles; (c) learners' professional or academic needs; and (d) learners' motivation and interests impacted how curriculum-developers and curriculum-makers designed and delivered their curriculum, while curriculum-transmitters did not consider the above-mentioned learner-directed factors in the design and delivery of their curriculum.

Framework 6: A Framework for EFL/ESL Methodology Course Design. Finally, Pang (2019) offered a framework for EFL/ESL methodology course design based on an extensive literature review. The framework consists of three levels:

- Level 1 – “Five Subject Practices (SPs)” (pp. 264-265)
- Level 2 – “Learning Tasks (LTs) and Instructional Activities (IAs)” (pp. 265-268)
- Level 3 – “Discursive Moves (DMs)” (pp. 268-269)

In the framework, the five subject practices represent (1) input of various language models; (2) explicit instruction; (3) support that includes possibilities for practicing specific language skills; (4) learner output that is considered mastery of language skills; and (5) feedback on learner language use. LTs and IAs incorporate practices that underline the significance of using different instructional methods in different language lessons, of understanding the complexity of EFL/ESL teaching, and of having practices that are based on research. DMs can be described as moves which teachers use to activate LTs and IAs. DMs include teacher

informed conversations with students, teacher conversations about the use of language, explanations of tasks, analysis of students' responses, and correction and explanation of errors. To sum up, this framework represents SPs that are important for teaching a specific area in language, and then these SPs can be further integrated in more detailed LTs and IAs that will be activated through DMs by teachers.

Analysis of the Instructional Design Frameworks. This literature review examined the six instructional design frameworks reviewed in the previous section, and to efficiently analyze these frameworks and to have quick access to the main points, the researcher grouped all the reviewed frameworks in Table 1.

Table 1

Categorization of Instructional Design Frameworks

	Purpose	Steps/Stages	Learning Theories/Strategies	Country	Empirical Support	Technology Tools
1. FBCL Model	To improve writing skills of EFL learners	Six main steps and 15 sub-steps	Constructivism Collaboration	Thailand	Expert Review	Facebook Groups
2. Framework of Integrating Pronunciation into Curriculum	To enhance pronunciation of EFL learners	Five stages	Scaffolding, explicit feedback, assessment of learner needs, instructor feedback	USA	Examples of ESP courses for international TAs	Video- or sound recording devices
3. RALL Framework	To increase student learning performance and motivation	N/A	Motivation Keller's (1987) ARCS Model	Taiwan	The control and experimental groups of 52 elementary students	Robot Toolkit Display System

4. PBL Framework with a WebQuest Approach	To improve problem-solving skills and to promote motivation and language use for real-life situations	Dodge's (1997) seven principles	Constructivism Project-based learning	Australia	No A theoretical example of a lesson	WebQuest Wix, WordPress, Google Sites, Inspiration
5. Learner-Driven EFL Curriculum Design	To examine how learner-driven factors influence curriculum design	N/A	Social constructivism	USA	A qualitative study with 10 EFL teachers	N/A
6. Framework for EFL/ESL Methodology Course Design	To propose curriculum design based on SPs, LTs, IAs, and DMs.	Three stages	"The modular theory of complexity" (Pang, 2019, p. 261)	USA	No Literature Review	N/A

Considering the purpose of the reviewed instructional design frameworks, four frameworks in Table 1: (1) the FBCL model, (2) the model of Integrating Pronunciation into Curriculum, (3) the RALL framework, and (4) the PBL framework with a WebQuest Approach aim to improve English language skills among EFL learners. In contrast, the two other instructional design frameworks in Table 1, (5) the model of Learner-Driven EFL Curriculum Design and (6) the framework for EFL/ESL Methodology Course Design, examined the actual curriculum design process and what factors could impact this process. Also, three of the six instructional design frameworks in Table 1, the FBCL model, the PBL framework with a WebQuest Approach, and the model of Learner-Driven EFL Curriculum Design, had constructivism as the central learning theory that guided the instructional design process in these frameworks. Four of the six instructional design frameworks consisted of several steps or stages that should be taken in order to design an EFL instruction. This might indicate that instructional

design in teaching EFL/ESL can be viewed from a hierarchical perspective in which each step or stage is equally important and should be fully implemented by EFL/ESL teachers to design and deliver an EFL/ESL instruction.

Considering the effectiveness of the reviewed instructional design frameworks, only two out of the six frameworks: the model of Integrating Pronunciation into Curriculum and the RALL framework were empirically tested with EFL students. While the authors of the RALL framework actually conducted a research study, the authors of the model of Integrating Pronunciation into Curriculum only stated that this framework had been tested for over 10 years and provided examples from an ESP course from international TAs. The authors of the RALL framework found that learning activities that were assisted by a robot, such as storytelling, reciting words, questioning, and others significantly improved elementary students' listening and reading skills. Two frameworks: the PBL framework with a *WebQuest* Approach and the framework for EFL/ESL Methodology Course Design were not empirically tested in the articles and were developed based on the literature review. While the authors of the FBCL model and the model of Learner-Driven EFL Curriculum Design conducted studies, their studies did not include empirical data about how these frameworks were implemented in the actual classroom with EFL students. They also did not address what language skills were enhanced as a result of using these frameworks. Despite the different study directions, the FBCL framework incorporated effective instructional design aspects, such as interconnection between the framework elements, opportunities for student-student interaction, and the capability to successfully design EFL lessons. The study of the model of Learner-Driven EFL Curriculum Design indicated that learner-directed factors impacted how the instructors designed their

curriculum, and in this case learner-directed factors might be an effective element of instructional design for EFL/ESL curriculum.

Considering the technology tools used in the reviewed instructional design frameworks, in three out of the six frameworks: the FBCL model, the RALL framework, and the PBL framework with a WebQuest Approach, the technology tools, such as Facebook groups, a programmable robot, and WebQuest modules were embedded in the names of these frameworks. The effectiveness of one of these technology tools was empirically tested in the study of the RALL framework. In the PBL framework with a WebQuest Approach and in the model of Integrating Pronunciation into Curriculum, technology tools, such as video and sound recording devices, and Wix, WordPress, Google Sites, Inspiration were discussed in terms of technology tools that teachers or learners can use to enhance their teaching or learning, while in the two remaining frameworks, the use of technology tools was not articulated. These technology tools referred to different categories: social media, website creation platforms, voice recording devices, educational technology, and visual graphic organizers.

There are also a few more important details about the search and analysis of these ID frameworks. During the extensive search of ID frameworks, I discovered that there was a limited number of scholarly resources that offered ID frameworks in language teaching. When I limited my search by the year of publication, the search results were even more scarce. Considering this, I think that ID might be not well introduced in English language teaching, or it might be introduced under a different name. For example, ID might refer to method design that was earlier described by Richards and Rodgers (2001); however, it was not mentioned in any other scholarly works that the researcher reviewed. Even though I did not locate a direct connection between ID and English language teaching, I noted that the majority of the above reviewed frameworks

included a needs analysis in their design processes. Despite that Nuñez (2022) pointed that there was a difference between instructional design and curricular design in ESL/EFL where the former focuses on how students learn while the curricular design concentrates on what should be learned, a needs analysis can be performed using both of these designs in language teaching. This needs analysis related to learners' language needs, settings where the instruction took place, and learners' personal and professional learning goals. In effect, this indicates that even if ID might not be comprehensively or holistically used in English language teaching, some or many ID elements are implemented and studied.

Theoretical Framework: A Needs Analysis of Kazakhstani English Language Learners

The purpose of this study was to examine what challenges Kazakhstani people experience in their processes of learning English as a foreign language (EFL) through a needs analysis in order to design and develop a generic instructional design framework that might help these people successfully learn the English language. The theoretical framework for this research lies in a needs analysis which is essential and vital in English language programs (Belcher et al., 2011; Benesch 1999; 2001; Chohan et al., 2018; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Kim et al., 2016; Kurtessis et al., 2017; Mahdi, 2013; Munby, 1978; Sobkowiak, 2008).

According to Brown (1995), a needs analysis plays an important role in the design of a curriculum that is developed from grassroots for an entirely new program. The author defines a needs analysis as a systematic data collection process of objective and subjective information in order to identify instructional goals that will comply with student language learning requirements within the environment of a certain university that impacts the teaching and learning process.

The results of a needs analysis should provide professionals with instructional goals that will help them design instructional materials, learning activities, and assessment methods.

Chen et al. (2016) stated that a needs analysis in the context of learning English for specific purposes (ESP), such as employment requirements and everyday communication, help students understand what they can learn or do and what they need to learn or do. The authors also mentioned that a needs analysis provides individuals who conduct this needs analysis with information about student learning needs, particularly what students will need to do with the foreign language in a specific situation and how they can improve the foreign language within the duration of the course or training program.

Cunningham (2015) emphasized that in order to develop a comprehensive and clear curriculum, it is vital that the data collection for a needs analysis is also gathered through a comprehensive and clear manner. He also claimed that the best way to defend a curriculum is to make sure that the design of a curriculum is based on data that was carefully examined and analyzed during the process of a needs analysis. There is a variety of data collection methods that can be utilized in a needs analysis, such as questionnaires, observations, interviews, and review of existing information (Umam, 2016). The author emphasized that questionnaires are considered as one of the most efficient ways of collecting data, while interviews can be useful during the questionnaire design phase because they can help the individual develop possible items for the questionnaire. Observations provide the individual with an opportunity to observe how people perform in specific situations, while reviews of existing information is usually conducted in the beginning of a needs analysis. Some or all of these data collection methods can be combined in order to create triangulation. According to Brown (1995) triangulation helps

boost the credibility, validity, and quality of the needs analysis results and understand learner needs and curriculum design.

Considering what was stated above, I decided to select a needs analysis in language teaching as my theoretical framework because the implementation of a needs analysis significantly impacts the design of a new language learning program. Since my research purpose was to propose guidelines for a conceptual instructional design framework for teaching English language, then incorporating a needs analysis assisted me in accomplishing this purpose. Also, a needs analysis in language teaching helped me explore language learning challenges and develop collective English language learner profiles for both studied groups through the investigation of the needs categories that are presented below.

The reviewed literature demonstrated that a needs analysis in language programs can be divided into four categories as shown in Table 1. Each category has a set of questions that should be answered in order to analyze various needs. The section “Questions” was adopted from Romanowski’s (2017) paper on pages 155-157. These questions are aimed to help teachers or course designers to analyze a teaching context before they develop an instruction. The questions in the Interview Questions section were designed by me to conduct semi-structured interviews with the study participants (see Appendix A). Taking into consideration the purpose, the scope, and the timeline for this research study, I selected only some questions from Romanowski’s (2017) framework and adopted them for the semi-structured interviews.

Table 2*Theoretical Framework: Categorization of a Needs Analysis in English Language Programs*

Category	Questions	Interview Questions	Support from the Literature
Target situation analysis (TSA)	<p>Why is the language needed?</p> <p>How will the language be used?</p> <p>What will the content area be?</p> <p>Where will the language be used?</p> <p>When will the language be used?</p>	<p>What is your purpose for learning English language?</p> <p>How and where do you use (will you plan to use) English language?</p>	<p>Belcher et al., 2011; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Munby, 1978; Romanowski, 2017</p>
Learning situation analysis (LSA)	<p>Why are the learners taking the course?</p> <p>What do the learners think they will achieve?</p> <p>What is the learners' attitude towards the ESP course? [or What is the learners' attitude towards any English language course or activity regardless of whether it is a formal course or an informal course?]</p> <p>How do the learners learn?</p> <p>Who are the learners?</p> <p>What do they already know about English?</p> <p>What subject knowledge do they have?</p> <p>What are their interests?</p>	<p>What is your occupation?</p> <p>Did you have any previous knowledge of English language before you started to study it?</p> <p>What types of teaching styles do you prefer? What types do you not prefer?</p>	<p>Belcher et al., 2011; Benesch 1999; 2001; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Munby, 1978; Romanowski, 2017</p>

	<p>What is their socio-cultural background?</p> <p>What teaching styles are they used to?</p> <p>What is their attitude to English or to the cultures of the English-speaking world?</p>		
<p>Present situation analysis (PSA)</p>	<p>How long have they been learning English?</p> <p>What is their language level?</p> <p>What is their level of education?</p> <p>Which skills in English have been well-developed?</p> <p>Which skills have to be worked on?</p> <p>What is their knowledge of structures and lexis?</p> <p>What are their preferences regarding the time of studying?</p> <p>What strategies do they use?</p> <p>Do they require strategy training?</p>	<p>How long have you been studying English language?</p> <p>What learning strategies or techniques do you use (did you use) to study English language?</p> <p>How do you feel about your current level of English language?</p>	<p>Belcher et al., 2011; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987;; Munby, 1978; Romanowski, 2017; Sobkowiak, 2008</p>
<p>Means analysis (MA)</p>	<p>What facilities are available?</p> <p>What equipment is available?</p> <p>How much time is available to design the course and prepare materials?</p> <p>How much time is available for training?</p>	<p>How much time do you spend studying English language?</p> <p>What equipment do you use to study English language?</p>	<p>Belcher et al., 2011; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Munby, 1978; Romanowski, 2017</p>

	What is the availability of suitable materials?
	What time of the day will learners be available?

While these categories of a needs analysis were the most frequently seen during the literature review, I also added two more categories that allowed me to comprehensively look at the problem being researched. For these three categories, I developed my own questions in the Question section, so that they would align with the main research question.

Table 3

Theoretical Framework Continued: Technical Issues and Support Types

Category	Questions	Interview Questions	Support from the Literature
Technical issues	<p>Do the learners have access to online English learning resources?</p> <p>Do the learners know how to access and use online English learning resources?</p> <p>Do the learners know where to look for good online English learning resources?</p>	<p>Do you (did you) have access to online English language learning materials? If yes, what English language learning materials do you (did you) access (e.g. websites, videos, learning platforms, and others)?</p>	<p>Chohan et al., 2018; Hazaea, Bin-Hady, & Toujan, 2021; Ja’ashan, 2020; Mahdi, 2013; Tanveer, 2011</p>
Perceived organizational support (POS)	<p>How does the organization (i.e., where the learners study, work, or are affiliated) provide any support for the learners’ goal to learn English?</p>	<p>What type of support (i.e., personal, organizational, and national), if any, do you receive in your process of</p>	<p>Eisenberger et al., 1986 Eisenberger & Stinglhamber, 2011; Kim et al., 2016; Kurtessis et al., 2017; Levinson, 1965</p>

What support does the manager or advisor provide to the learners?	learning English language?
---	----------------------------

What support do colleagues or group mates provide to the learners?
--

Target Situation Analysis (TSA)

Target situation analysis asks about the purpose of learning a language, how this language will be used, in what area this language will be used, and in what context and how soon this language will be used (Romanowski, 2017). TSA can be considered one of the earliest and most primary needs analyses that has been performed starting in the 1960s (Belcher et al., 2011). TSA has mainly been focused on the analysis of specific linguistic, rhetorical, and other domains within discourses (Belcher et al., 2011). Hutchinson and Waters (1987) defined TSA as what learners should do in the target situation and classified this analysis in terms of necessities, lacks, and wants. By necessities, Hutchinson and Waters (1987) meant what learners have to know in order to effectively perform in the target situation, such as structural, functional, or lexical constructions. Hutchinson and Waters (1987) referred to lacks as gaps that exist between what learners already know and what they should know. The last aspect, wants, Hutchinson and Waters (1987) related to what learners themselves think or feel they should learn that refers to “learner involvement” (p. 58). Dudley-Evans and St. John (1998) defined a target situation analysis as a combination of “objective, perceived, and product-oriented needs” (p. 124). They classified objective and perceived needs as needs that emerge from outsiders and are based on facts, while product-oriented needs emerge from the goal or the specific situation.

Learning Situation Analysis (LSA)

Learning situation analysis includes questions about learner characteristics, learning attitudes, and objectives (Romanowski, 2017). Dudley-Evans and St. John (1998) referred to LSA as mix of “subjective, felt, and process-oriented needs” (p. 124). They defined subjective and felt needs as needs that come from insiders and include cognitive and affective factors, while process-oriented needs occur from the learning situation. Hutchinson and Waters (1987) differentiated LSA from TSA in terms how learners learn (LSA) instead of what learners should learn (TSA). They compared these two types of analyses with a journey and argued that it would be too simple to assume that a journey has only the start and end points (TSA) without taking into consideration possible difficulties during the journey (LSA). Benesch (1999, 2001) as one who has been an opponent of critical pedagogies indicated that it is important to include an analysis of students’ needs (LSA) rather than just an analysis of specific structural domains of the language (TSA). Benesch (1999, 2001) mentioned that if students’ thoughts and rights are not included in the needs analysis process, then students would act as passive recipients in the overall learning process.

Present Situation Analysis (PSA)

Present situation analysis aims to analyze the current situation of learning progress by asking about learners’ language proficiency levels, and what knowledge and skills they have learned so far (Romanowski, 2017). Dudley-Evans and St. John (1998) mentioned PSA as “strengths and weaknesses” in learners’ language skills (p.124). Notably, Hutchinson and Waters (1987) previously indicated that if TSA is the end of the journey, and LSA is a set of possible constraints that surround this journey, then PSA can be considered the start point of the journey that attempts to assess learners’ current knowledge and skills (Sobkowiak, 2008).

Means Analysis (MA)

Means analysis addresses questions regarding facilities and resources that will be necessary for the implementation of a language program (Romanowski, 2017). Dudley-Evans and St. John (1998) defined means analysis as the environment in which a course or program will be implemented, and the important factors are “the classroom culture” and “the management infrastructure and culture” (p. 124). Dudley-Evans and St. John (1998) indicated that these two factors should be viewed from a positive perspective which should look for the best solutions in a certain situation rather than from a negative perspective which would find restrictions to implement a course or a program. They also emphasized that means analysis is situation-based, thereby signaling that what would work in one situation may not work in another situation.

Technical Issues

Chohan et al. (2018), in their descriptive study found that English language teachers in Pakistan did not use computers in their classroom due to a lack of technical knowledge. This issue could relate to the teachers’ answers about financial difficulties to buy computers, so they could practice on them at home, and lack of time. Other technical issues in this study related to electricity shortage, lack of internet, inability of teachers to install language software programs, and lack of technical support in the university. Mahdi (2013) highlighted several issues that were associated with the integration of Computer-Assisted Language Learning (CALL) in EFL contexts in Saudi Arabia. These issues echoed other works (Chohan et al., 2018; Hazaea, Bin-Hady, & Toujan, 2021; Ja’ashan, 2020; Tanveer, 2011) and related to lack of time, Internet connectivity, lack of technical support and training, lack of information and computer technology (ICT) knowledge, and lack of knowledge using language software programs. Mahdi (2013) also discussed technical issues in terms of rare use of high technology labs for language learning and teaching. For example, he addressed the separation issue of labs with computers and actual

language classes which could create potential obstacles for learning the English language. He also pointed at insufficient number of computers that are available in these labs and quality issues of computer software.

Perceived Organizational Support (POS)

Organizational support theory can be explained in terms of favorable or unfavorable views that employees have toward their organization which encourage employees to personalize the organization (Eisenberger et al., 1986; Eisenberger & Stinglhamber, 2011). Levinson (1965) extended this view by indicating that since the organization establishes various norms, policies, and rules meaning that it impacts its employees, employees tend to view the organization as a humanlike being. Such a personalization of the organization by employees leads to perceived organization support (POS) which aims to satisfy socio-emotional needs and affective organizational commitment (AC). Kim et al. (2016) conducted three studies with employees from South Korea and the United States and found that POS could drive AC, but it is contingent on how employees assess organizational competence. Organizations that are highly proficient might better satisfy employees' socio-emotional needs, such as the provision of feedback that increases self-esteem, the creation of environment that is welcoming and secure, and the offer of support. Kurtessis et al. (2017) reviewed 558 studies and found that POS is an element that connects different kinds of treatment that is performed by the organization and employees' positive attitudes toward the organization, moral well-being, and professional performance. Kurtessis et al. (2017) indicated that there were different ways an organization could demonstrate positive treatment toward their employees, such as supportive leadership, favorable working conditions, fair procedures, and HR practices.

Since I intended to examine people from the whole country and not just from individual organizations, I decided to extend the concept of support and examine support from the national, organizational, and personal levels. I did not want to limit my study participants' responses in terms of only organizational support that they received during their processes of learning English language. Such approach allowed me to investigate the concept of support through the lens of the study participants and to examine what they referred to support.

The modification of the questions from Romanowski's (2017) framework was necessary because the questions in his framework were designed to for a teacher or course developer who designs an instruction for a specific course. In my situation, I did not intend to design a specific course rather I wanted to examine English language challenges using a needs analysis framework and provide guidelines for a conceptual instructional design framework for teaching English that can be applicable to a diverse learning contexts and situations. The current modified framework helped me (1) obtain personal information about the study participants and about their reasons and goals for learning English, and about strategies and resources they used to learn English; (2) examine the situations in which English language were taught and learned in Kazakhstan and what language learning challenges the study participants experienced, and (3) examine how the participants imagined an English language program that would be specifically designed for Kazakhstani people. The added components helped me investigate: (1) what technical issues (if any) the participants experience or experienced during their process of learning the English language, and (2) what organizational support (if any) they received that supported them in their desire to learn English.

Chapter Three: Methods

Study Design

The study design selected for this research was “an exploratory sequential mixed methods research (MMR) design” (Berman, 2017, p. 5). According to Berman (2017) in exploratory research, qualitative data was gathered first in order to develop themes that would promote the development of quantitative data collection instruments that assisted in further exploration of the research problem. Berman (2017) also proposed three phases of analyses that were implemented: the first phase referred to the collection of primary qualitative data, then the second phase referred to the collection of secondary quantitative data, and the last phase was “the integration phase” that united the two phases of the data (p. 6). This research study utilized the same three phases and types of data.

First, I conducted semi-structured interviews with 10 Kazakhstani higher education students and 10 professional adults. Second, after I analyzed the interviews and developed themes, I implemented a document analysis to examine similarities or discrepancies that existed between my interview data and the content of the analyzed documents. Semi-structured interviews and document analysis were my qualitative data collection methods. Third, after I analyzed the themes from the interviews and document analysis, I developed questions for my quantitative data collection instrument, an online survey. Without including the 20 interview participants, I recruited 165 people to take the online survey. Last, I integrated all three data collection sources: semi-structured interviews, document analysis, and online survey and proposed a conceptual instructional design framework for teaching English in Kazakhstan.

Each data source is described in detail in the subsequent sections. Semi-structured interviews and the online survey **each** have **Participants, Procedures, and Data Analysis** sections. Document analysis has **Procedures** and **Data Analysis** sections.

MMR design is a structured research design that implements two or more research methods to examine the same research problem (Morse & Niehaus, 2016). It can incorporate two or more quantitative or qualitative data collection methods, or it can use both types of these data collection methods (Morse & Niehaus, 2016). I used both types of data collection methods in this study: qualitative methods – semi-structured interviews and document analysis, and quantitative methods – surveys. Semi-structured interviews helped me collect rich information about the study participants' perceptions and attitudes regarding the research problem, while document analysis added more information and assisted me in the creation of a solid foundation which along with the interview information led to the development of the surveys for a larger number of study participants.

General Overview of Participants for the Whole Study

The participants for this study were: (1) young professionals who work in different state and private sectors; and (2) higher education students. The age of higher education students in Kazakhstan is usually between 18 and 30 years old, so the study participants from the higher education group were in this age group. The reasoning for selecting these two groups of participants was based on the point that youth in Kazakhstan play an important and active role in the economic, educational, social, and political development of Kazakhstan. Also, as the reviewed studies demonstrated, there is rapid integration and application of the English language in business and higher educational organizations where these young people work and study. The main criteria for selecting the study participants were the following: (a) people who are in the

process of learning English, and (b) people who have learned English. The study participants were recruited based on the researcher's connections and networks.

I had different study participants for my semi-structured interviews and the online survey, and I described the participants in detail in the Participants section for each data collection source. As is stated at the end of this dissertation, due to various limitations and constraints on sample size and access to participants and informative documents, this investigation should be considered a preliminary, though hopefully highly informative and potentially widely read and used, study into English language learning in Kazakhstan. That is my hope.

Sample Sizes

Mason (2010) stated that the sample size for interviews will depend on the concept of saturation that can be defined as the point in research when the collected data does not offer any new or relevant information. Dworkin (2012) indicates that saturation can be impacted by many factors: selection criteria, timeline, budget, and others, and the author suggests that the scholarly literature recommends that qualitative research interviews from 5 to 50 participants. Since I did not conduct a solely qualitative research, I interviewed 10 participants from each of the two groups, so the total number of participants who were interviewed was 20. Castro et al. (2010) mentioned that the researchers should balance between small sample sizes that are used in qualitative research approaches with larger sample sizes that are implemented in quantitative research approaches by looking at the sample size from "a broader integrative perspective" (p. 2). The authors stated that if a qualitative sample is between 20 to 40, then the quantitative sample should be between 40 to 200, and in this study I planned to survey from 40 to 50 people in each group. The total number of participants who were surveyed was 137.

Qualitative Data Sources

Following the guidelines for “an exploratory sequential mixed methods research (MMR) design” (Berman, 2017, p. 5), first I collected my qualitative data. My qualitative data collection methods consisted of 20 semi-structured interviews and a document analysis of official government reports, language school and job search websites, and news publications.

Semi-Structured Interviews

Semi-structured interviews were one of the qualitative data collection methods for this study. These interviews included 14 questions, plus additional spontaneous questions that I asked during each individual interview. In general, these interview questions asked interviewees about what challenges they experienced in learning English as a foreign language, what their perceptions were about their English language proficiency levels, what recommendations they could offer in order to improve current English language programs in Kazakhstan, and others. The inclusion of open-ended questions in interviews fits Glaser’s (1999) point about asking the interviewees broad open-ended questions and allowing them to speak about their experiences, feelings, and attitudes.

The participants were asked upfront about their preferred language (Kazakh, Russian, or English) to communicate during the interviews. A pseudonym was given to each participant to ensure the confidentiality and privacy of the information that the participants provided in this study. Eleven interviews were conducted in English, and nine interviews were conducted in Russian. All the interviews lasted from 30 minutes to one hour and a half and were recorded. Seventeen interviews were conducted in October 2021, and three interviews were conducted in

the beginning of November 2021. The detailed schedule is presented below in Table 4 and Table 5.

Table 4

Interview Schedule with Professional Adults

Person	Date and Time of Interview	Profession	Duration
Zhanna	October 17 th , 11pm (EST)	UX/UI Designer	50 minutes
Ainura	October 19 th , 1 pm (EST)	Training Engineer	1 hour
Mira	October 21 st , 11 am (EST)	Fashion Designer	50 minutes
Kairat	October 26 th , 8 am (EST)	High School Physics Teacher	1 hour 25 minutes
Gulnaz	October 26 th , 12 pm (EST)	University English Language Instructor	55 minutes
Ruslan	October 27 th , 11 am	Financial Consultant	55 minutes
Aigul	October 28 th , 12 pm (EST)	University Instructor of Psychology	30 minutes
Gulmira	October 28th, 11 am(EST)	Professor of Translation and Foreign Language Studies	31 minutes
Madina	October 29 th , 10 am (EST)	University Medical English Instructor	43 minutes
Zaure	November 2 nd , 11am (EST)	Kazakh Language Teacher	51 minutes

Table 5*Interview Schedule with Higher Education Students*

Person	Date and Time of Interview	Type of Student	Duration
Nurbek	October 16 th , 12 pm (EST)	Master's Student	59 minutes
Karim	October 18 th , 11:30 am (EST)	PhD Student	56 minutes
Saule	October 19 th , 11 am (EST)	PhD Student	1 hour 3 minutes
Zarina	October 22 nd , 10 am (EST)	Master's Student	50 minutes
Aigerim	October 23 rd , 9 am (EST)	Bachelor's Student	1 hour 6 minutes
Ali	October 23 rd , 12 pm (EST)	Bachelor's Student	40 minutes
Inkar	October 24 th , 10 am (EST) – Part 1 (Internet Connectivity Issues) October 27 th , 10 am (EST) – Part 2	Master's Student	1 hour 3 minutes
Nazgul	October 30 th , 1 pm (EST)	Master's Student	41 minutes
Madiyar	November 1 st , 10 am (EST)	Bachelor's Student	55 minutes
Aset	November 1 st , 11 am (EST)	Bachelor's Student	51 minutes

Procedures for Semi-Structured Interviews

The recruitment process began by contacting three key people whom I knew personally and professionally. These three people shared with me the contact information of people who might be interested to participate in the study. My preliminary contact with these people was via a short email or *WhatsApp* message to ask whether they were interested to participate in the study.

After I received positive responses to my interview requests, an official email was sent. The email included information about the purpose of the study, the duration and process of the interview, and information about the interviewees' data privacy and confidentiality (see Appendix D). The email script was shared with the selected people in three languages: English, Kazakh, and Russian (see Appendices E and F). The interviews were conducted online via Zoom. In the beginning of each interview, I briefly repeated the information from the recruitment email and obtained permission to record interviews. During the interviews, I used the interview question protocol (see Appendix A) to ensure that I asked the same questions to all of my interviewees. After I acquainted myself with the data, I analyzed and coded my data and developed common themes.

Originally, I wanted to implement member checking in order to improve the credibility, validity, and accuracy of the interviewees' responses (Harper & Cole, 2012). However, there were two reasons that impacted my decision to abandon this idea. First, I did not transcribe each interview word-to-word. I developed a transcription of each interview with main ideas and time codes (see Figures 1 and 2), and transcribed word-to-word quotes that I selected to include in the study (see Appendices G and H). Second, after I examined the scholarly literature (Guba & Lincoln, 1981; Hammersley, 1992; Morse, 1998; Morse et al., 2002) which indicated that sending back the results to the original study participants for their verification – “it is actually not a verification strategy” (Morse et al., 2002, p. 7), instead “it is actually more often a threat to validity” (Morse et al., 2002, p. 7). Morse (2002) continues and states:

Investigators who want to be responsive to the particular concerns of their participants may be forced to restrain their results to a more descriptive level in order to address participants' individual concerns. Therefore, member checks may actually invalidate the

work of the researcher and keep the level of analysis inappropriately close to the data (pp.7-8).

Given the explanations of the above-mentioned reasons, I decided not to conduct member checking with my interview study participants. However, this did not mean that I did not use any strategies during actual interviews to verify data with the interview participants. For example, I used paraphrasing and evaluating as two of the main active listening strategies (Louw, Todd, & Jimarkon, 2011) to examine whether the interview participants confirmed or corrected or rejected what they had apparently said.

Participants of Semi-Structured Interviews

The total number of participants that were interviewed using a semi-structured protocol (see Appendices A, B, and C) was 20. All of these 20 people were in the process of studying the English language, or they have already mastered it. Among these 20 people, 10 people were professional young adults, and the other 10 people were full-time higher education students. The professional young adult group included a diverse population of people working in different areas, such as K-12 schools, universities, oil companies, financial companies, and the fashion industry. The higher education group consisted of four bachelor's students, four master's students, and two PhD students. The higher education students were earning degrees in various majors, such as foreign languages, multilingual education, public administration, global communication, and international relations. Also, there were a few students who were receiving their degrees in Switzerland and Poland. There were 14 females and 6 males. The participants were from different Kazakhstani cities: Semey, Nur Sultan, Almaty, Taldykorgan, Taraz, and Atyrau.

Professional Adults. Below are short descriptions of the professional adults who were interviewed for this study.

Zhanna. She is a UX/UI Designer at a Kazakhstani IT company. Zhanna has been working there for three years. She also works on her doctorate program in Preschool Education. She has been studying the English language since the fifth grade. Her main purpose of studying English is to move and live abroad. She primarily uses English at work in order to communicate with her team and international business partners and clients. Zhanna also uses English to read articles for her dissertation.

Ainura. She is a Training Engineer in the Human Resources department at an oil and gas company in Atyrau. Ainura has been working there for four years. She has been studying the English language since she was in the sixth grade, but she started to study it in-depth when she was in tenth grade. Her main purpose of studying the English language is to move and work in an English speaking country. Ainura does not use English at her work, but she is always looking for opportunities to use English outside of her work.

Mira. She is a Clothes Designer in Almaty, and she has been working in this industry for two years. Mira has been studying the English language since the fifth grade. Her main purpose of studying English is not to forget the language since she rarely communicates in English in her daily life or at work. Currently, Mira uses the English language to watch movies and TV shows, but she also plans to use English when she moves and works abroad.

Kairat. He is a Physics Teacher and a Head of Pedagogical Department at a K-12 school which uses the EMI approach in Semey city. Kairat has been working as a teacher for ten years and as a department head for four years. He has been studying English since the fifth grade, but

he started to develop his advanced English language skills when he began to work at a K-12 school. His main purpose of studying the English language is to complete his doctoral degree in Finland which is fully instructed in English, and his other purpose is to improve his knowledge in Physics by reading professional and academic journals in English. Kairat uses English at his work because he teaches Physics in English, and he also uses the English language when he travels and presents at international conferences and forums.

Gulnaz. She is an English Language Instructor at a university, and she has been working there for six years in Almaty city. Gulnaz originally started her career in translation, but then she smoothly transitioned to teaching. Gulnaz has been studying English since she was 12 years old. Her main purpose of studying the English language is to feel confident and feel different. Gulnaz referred this to a theory about how speaking different languages makes us be different people. Her additional purposes are to increase her professional competence and to communicate with other people. Gulnaz uses English daily in her workplace, and she plans to pursue her doctoral degree in English.

Ruslan. He is a Software Consultant at a company that mainly serves different government organizations in Atyrau city. Ruslan has an educational background in economics. He has been studying the English language since the fifth grade, but he started to study it in-depth when he transferred to a specialized language school. His main purpose of studying English is to prepare for a complex international exam to become a Certified Financial Analyst. Ruslan also considers the possibility of getting his master's and doctoral degrees abroad, specifically in the USA.

Aigul. She is a Psychology Instructor at a university in Taldykorgan city. Aigul has been teaching there since 2004. She has been studying the English language since her K-12 education.

Her main purpose of studying English is to advance her English skills. Aigul also thinks that English will be useful for her professional life. She uses the English language to teach her students psychology in English and for personal and professional international travels.

Gulmira. She is a Professor of Translation and Foreign Language Studies at a university in Semey city. She has been working there for 20 years. Gulmira has been studying the English language since the fourth grade. Her main purpose of studying English is to write and publish articles in English for international academic journals. Gulmira uses the English language in her professional life by teaching students. She also plans to translate the second and the third book in a Kazakh classic literature trilogy from Kazakh into English as she already translated the first book for her dissertation research.

Madina. She is a Medical English Instructor in a university in Taraz city. Madina has a background in teaching English in K-12 education and higher education. She has been studying the English language since 1996. Madina's family hosted native English speakers from the USA for some time, so she had opportunities to practice her speaking skills. Her main purpose of studying English is to stay competitive in today's job market because Kazakhstan implements the integration of three languages: Kazakh, Russian, and English in different national, educational, and business organizations. Madina uses the English language at her work, and she also plans to advance her studies in the USA.

Zaure. She is a Kazakh Language Teacher who teaches Kazakh to foreigners and Kazakhstani children who were born abroad. Zaure has been working as a teacher for three years, and she spent her first year teaching Kazakh in the USA as a Fulbright student. She lives in Nur Sultan city. Zaure has also been accepted for her Master's program in Oriental Studies in Poland. She has been studying the English language for five years. Her main purpose of studying

English is to advance her academic skills in English, so she can successfully prepare herself for her master's degree. Zaire does not have many opportunities to use the English language in Kazakhstan, but she often uses English when she teaches Kazakh to foreigners.

Higher Education Students. Below are short descriptions of higher education students who were interviewed for this study.

Nurbek. He is a first-year Master's student in Multilingual Education in a university in Nur Sultan which is the capital city of Kazakhstan. The main distinctive feature of this university from other universities in Kazakhstan is that the language of instruction is English. Nurbek has a full scholarship. He has been studying the English language for seven years. His main purpose to study English in-depth is to become competitive among other educators in Kazakhstan, and in addition to this, he has intrinsic motivation to study the language. He mainly uses the English language at his study and to tutor people during his spare time.

Karim. He is a second-year doctoral student in Public Administration in an academy of government management in Nur Sultan city. He is on a full scholarship. Karim has been studying the English language since high school; however, he received a good base of academic English language when he was pursuing his master's degree in Great Britain. His main purpose of studying the English language is to be able to travel internationally for professional purposes. In his present daily life or at his study, Karim does not often use English, but he plans to use it when he will present his works at international professional seminars and conferences.

Saule. She is a doctorate candidate in Anthropology in a university in Switzerland. Due to the COVID-19 pandemic, Saule returned to Kazakhstan and will defend her dissertation online. She has been studying the English language since she was in the fifth grade. Her main

purpose of studying the English language is to advance her doctoral studies, and she considers the possibility of working abroad. Saule primarily uses English to communicate with international colleagues about her research and professional interests. Also, she recently joined an educational organization in Kazakhstan and uses her oral and written communication skills in English to cooperate with international partners.

Zarina. She is a second-year Master's student in Multilingual Education in a university that implements EMI in Nur Sultan city. Now Zarina is working on writing her master's thesis in English. She has been studying the English language for ten years. Her main purpose of studying English is to stay abreast of current international pedagogical developments and to keep up with her lifestyle where the English language plays a vital role. Zarina uses English at her current study and with her friends. She also plans to advance her study and career in connection with the English language.

Aigerim. She is a first-year Bachelor's student in Global Communication in Poland. At the time of our interview, she had just arrived in Poland from Nur Sultan to start her study, and she was very excited. Aigerim has been studying the English language for two years after she moved to a new high school which integrated EMI in its school curriculum. Her main purpose of studying the English language is to be able to travel and speak fluently in English with people from other countries. Also, she considers the opportunity to advance her degree in Canada. She uses English at her study, and she also plans to use it as she progresses in her studies and career.

Inkar. She is a second-year full-time Master's student in Foreign Languages in a university in Semey city. Inkar is working on her master's thesis and is currently writing her literature review. She also holds a position as a Senior Specialist in a center of international relations in another university in Semey city. Inkar has been studying the English language for

nine years. Her main purpose of studying English is to develop her academic skills in the English language, so she can better understand academic papers and journal articles that are written in English. Inkar uses English in her current study and in email correspondence with university international partners.

Ali. He is a first-year Bachelor's student in Global Communication in Poland. Ali was born and spent most of his early life in Semey city. His bachelor's program is fully in English. Ali has been studying the English language since the fifth grade, but what really helped him improve his language skill was travelling to English language countries. His main purpose of studying the English language is to succeed at his current studies in Poland. Ali also plans to go to Canada to receive an advanced degree. He currently uses English with his instructors and classmates in his study program. Ali also plans to use it when he pursues his advanced degree.

Nazgul. She is a full-time Master's student in Foreign Languages in a university in Semey city. Nazgul also worked as an English Language Teacher in a high school. She has been studying the English language for 11 years. Her main purpose of studying English is to complete her master's degree as it is fully taught in English, and to travel to other countries. Also, Nazgul hopes to get a better job after she completes her master's degree. She primarily uses the English language in her professional life. In addition, her husband can speak English, so Nazgul sometime communicates with her husband in English.

Madiyar. He is a first-year Bachelor's student in International Relations in a university in Nur Sultan city. Madiyar has been studying the English language since kindergarten, and he also had the opportunity to communicate with his relatives in English in his childhood. His main purpose of studying the English language is to study abroad, so he could come back to

Kazakhstan and open an English language school. Madiyar uses English to teach children, specifically his younger siblings who were born in the USA, about their Kazakhstani heritage.

Aset. He is a first-year Bachelor's student in Foreign Languages in a university in Nur Sultan city. Aset has been studying the English language since the second grade. He advanced his English language skills when he was in the ninth grade because he started to participate in national English language competitions. His main purpose of studying English is to study abroad, so he can come back to Kazakhstan and be involved in the improvement of the Kazakhstani educational system. Aset plans to use the English language when he travels and meets with people from other countries. He also wants to teach English to K-12 students in the near future.

Data Analysis of Semi-Structured Interviews

The collected data from the semi-structured interviews were analyzed using Clarke and Braun's (2017) six-phase process: (1) acquaint yourself with the data and look for points that relate to the scope of the conducted research; (2) develop initial codes; (3) look for themes; (4) analyze possible themes; (5) name and group themes, and (6) write the report. I implemented all of these phases.

In the first phase, I started to acquaint myself with the data through repeated listenings of my recorded data. I recorded interviews and created an individual folder for each interview. There were 20 folders in total, and each folder included audio and video interview files. In these folders, if an interview was conducted in English, a pseudonym is written in English. If an interview was conducted in Russian, the pseudonym is written in Russian.

Listening to and watching audio and video interviews several times helped me understand my data better and get familiar with “the breadth and depth of the content” (Clarke & Braun, 2017, p. 87). During this phase, I developed an index list (Deterding & Waters, 2021; Fitzpatrick & Reid, 1987; Rabiee, 2004) for each of the 20 interviews (see Figures 1 and 2). I edited the index lists as I went through listening to the interviews several times. I added some information that I did not include the first or second time when I listened to the interviews. Some scholars, call this technique “live coding” (see Parameswaran, Ozawa-Kirk, & Latendresse, 2019, pp. 631-632). Live coding involves coding without transcribing the entire interview. Parameswaran et al., (2019) state that live coding includes a note-taking process with time stamps while watching or listening to the recorded materials.

Such an approach helped me enrich the data and think critically about the overall data set. For the privacy and confidentiality of the interview participants, their real names were crossed off at the top of the page. After I finished indexing each interview, I initiated the process of coding the data.

Figure 1

Indexing of an Interview in English

A handwritten index of an interview in English, written on lined paper. The index lists time stamps and corresponding topics or notes. The text is written in cursive and includes some corrections and underlines.

Time	Topic / Note
15:00 5:15	Grammar Drilling Ex-s No context
6:46	Feeling a different person - personality change
7:54	Explore different things in English
15:38	"a living thing"
23:06	communicative approach context is important
25:40	consider students' needs
26:05	giving directions and feedback (as a student)
26:59	direct supervision + space / as a student)
29:13	learning English through songs (strategies)
29:36	talking with yourself (strategies)
32:10	3-5 hours a week studying English 40-45 hours a week
33:30	listen to podcasts, Netflix, BBC social media for communication
35:54	expensive courses (in her childhood)
37:50	no enough confidence - personal judgement
41:54	friends to practice English (support)
42:26	colleagues who share resources (self support)

TDL

Figure 2

Indexing of an Interview in Russian

~~Сборник~~ - Сажин

1:55 - антрополог PhD - в Швеции

2:21 - 7 лет.

2:50 - Цюрих

4:03 - с моего масса - базовое знание

4:30 - мало англ. язык

5:51 - читает много научных статей

8:00 - central ksta Academic Writing Group -
book discussions, презентация

8:50 - Think Tank

9:30 - общение с друзьями, работа никак не

10:21 - center of Policy Solutions ^{политик}

12:15 - трудно переводить с англ. язык. не как у
thinker in English

13:42 - уровень fluent in English

15:40 - читает статьи в Цюрихе

17:06 - с репатриантом жил у себя в Швеции

18:59 - жил как этнограф - нрав авторит. статьи

19:39 - изучение нем. языка

25:11 - выписывала слова из научных
текстов

26:30 - визуальный стиль общения -

31:54 - бегает бегать по городу
кафе изучение казахского

TOL

In the second phase, I generated codes for each interview. My codes were driven by my main research question and topic. In this phase, I allowed myself to be open-minded and look for various patterns in the data, so that I could generate rich content. There were five broad code groups that I used to code the data:

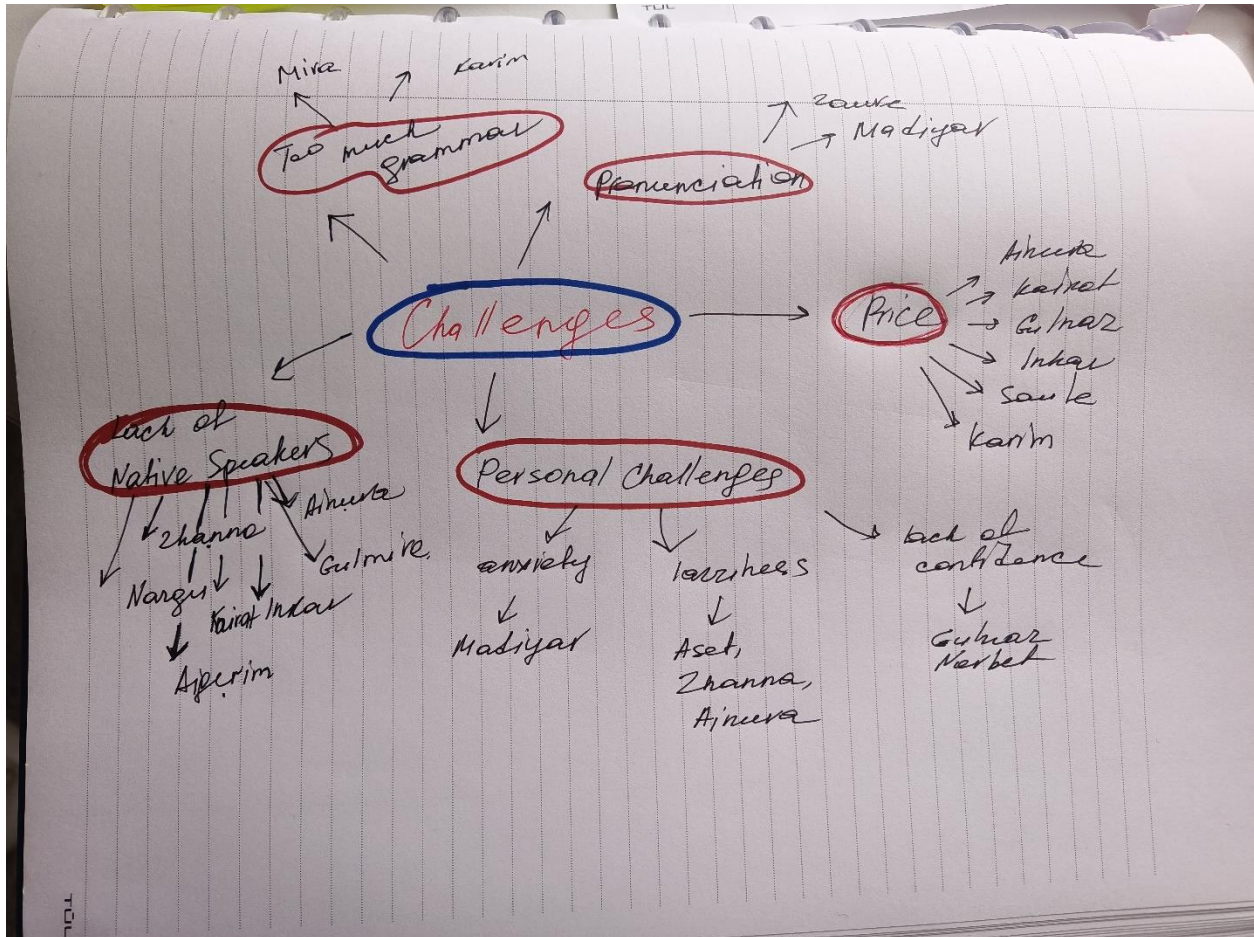
1. LP – stands for learner profile that helped me collect information about learners and their characteristics
2. CHALL – stands for challenges that Kazakhstani people experience in their processes of learning the English language
3. RECOMM – stands for recommendations that Kazakhstani people provided regarding a potential English language program in Kazakhstan
4. STRAT – stands for strategies that Kazakhstani people used to learn and master the English language
5. RES – stands for resources that Kazakhstani people used to learn and master the English language

In the third and fourth phases, I reviewed all my codes and started to develop initial themes. I followed Clarke and Braun's (2017) recommendation and did not remove codes that did not fit into initial themes. At this stage, I wanted to see which themes would become dominant, but I did not want to discard any data. As I progressed further with analyzing my data, I saw common themes that began to occur between different interview index lists (see Figure 3). In this figure, my brainstorming process shows how I was developing common themes about English language learning challenges that adults experience in Kazakhstan. I went through each index list multiple times to ensure that I did not miss any important information. This process

helped me refine my dominant themes, and discard themes that did not have enough data to support them.

Figure 3

Brainstorming for Common Themes across the Interviews



In the fifth and sixth phases, I grouped my themes, named them, and reviewed the data extracts from the interviews that I used to support my themes. Clarke and Braun (2017) stated that theme names should be “concise, punchy, and immediately give the reader a sense of what the theme is about” (p.93), so I took some time to think and develop meaningful and compact names for my themes that would be understandable and unambiguous. After I was satisfied with

my themes, I started to group the data extracts with the appropriate theme. It was important for me to visually see how the selected data extracts supported each theme. This was another way of reviewing and evaluating the quality of data extracts and the themes themselves. My goal was to provide a logically coherent and interesting report that would not have data extracts that were too simple or repetitive.

Wolf (2003) argued that reviewers should be experts in qualitative research in order to be able to examine the process that a researcher followed from collecting “raw” data and analyzing these data to interpretation of results (p. 175). In terms of my research, there was a lack of peers who were proficient in three languages to review the raw data and who possessed knowledge and skills in conducting qualitative research. Thus, those were the reasons why I did not implement a peer audit.

To summarize the whole interview analysis process, I carefully reviewed the whole interview data set multiple times and looked for the points that refer to the research problem. Then, I coded the data by assigning initial codes to the identified points. Then, I searched for themes through the review of the coded data. I checked and analyzed the themes in relation to their coherence and connection to the whole interview data and the research problem and created a list of the dominant themes. I grouped and named the themes and developed a report that provided rich deep information.

Document Analysis

The other qualitative data collection method which I used in this study was document analysis. Bowen (2009) refers to document analysis as a methodical process for reviewing and

analyzing printed and electronic documents. Bowen (2009) notes that there are a variety of documents that can be reviewed for research purposes:

They [documents] include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers; press releases; program proposals, application forms, and summaries; radio and television program scripts; organisational or institutional reports; survey data; and various public records (pp.27-28).

Bowen (2009) also communicates that document analysis in addition to other qualitative data collection methods leads to data triangulation which in turn reduces biases and increases credibility of the study. Gross (2018) in her entry for the SAGE Encyclopedia of Educational Research, Measurement, and Evaluation book disclosed that document analysis can be implemented as an independent study or as a part of qualitative or mixed-methods study, in which it is conducted to triangulate study results from a different data source, such as interviews, focus group interviews, surveys, and others. Bowen (2009) states that documents can provide supplementary data for one's research. He continues and indicates that data from this supplementary data collection method can provide useful contributions to the overall data analysis. Since I already had my main data collection method – semi-structured interviews, document analysis acted as a supplementary qualitative data collection method. Document analysis helped me examine, compare, and contrast my interview data and results with actual documents that I obtained online. For this study, I analyzed the following documents (see Table 6):

- Official government reports

- Pricelists of English language courses and programs
- Statistical information from the Republic of Kazakhstan Bureau of National Statistics
- News publications on various topics related to English language learning in Kazakhstan
- Information on a job search website

Table 6

Document Types Used for Document Analysis

Document Type	Publication Date	Author/Publisher	Relevant Points
The National Report on the State and Development of the Education System of the Republic of Kazakhstan (as of 2020)	2020	The Ministry of Education and Science of the Republic of Kazakhstan	<ul style="list-style-type: none"> • State grants • Increase of master’s students in “Bolashak” program • Increase of PhD students • Technology use in K-12 and higher education
Дорожная карта развития трехязычного образования на 2015–2020 годы (The Road Map of the Development of the Triangular Education for 2015–2020 years)	2015-2020	The Ministry of Education and Science of the Republic of Kazakhstan	<ul style="list-style-type: none"> • Development of more resources in the English language in higher education
Online Pricelist of English Language Courses on the InterPress language school website (Almaty, Nur Sultan, and Karaganda cities)	2022	InterPress https://www.interpress.kz/	<ul style="list-style-type: none"> • Types of English language courses • Price ranges of language courses

Online Pricelist of English Language Courses on the Level Up Education language school website	2022	Level Up Education https://level-up.kz/	<ul style="list-style-type: none"> • Types of English language courses • Price ranges of language courses
Online Pricelist of English Language Courses on the Langberry language school website (Almaty, NurSultan, Semey, Pavlodar, Oskemen cities)	2022	Langberry https://langberry.kz/	<ul style="list-style-type: none"> • Types of English language courses • Price ranges of language courses
Average Salary of a Kazakhstani Person from the Republic of Kazakhstan Bureau of National Statistics	February 2022	Agency for Strategic planning and reforms of the Republic of Kazakhstan Bureau of National Statistics https://stat.gov.kz/	<ul style="list-style-type: none"> • Average salary of a Kazakhstani person
News about Stipend Increases among Higher Education Students	2022	Kazinform International News Agency www.inform.kz	<ul style="list-style-type: none"> • Stipend amount ranges for bachelor's, master's, and doctoral students in Kazakhstan
News on How Much Life Costs in Nur Sultan (the capital city)	2019	TengriNews https://tengrinews.kz	<ul style="list-style-type: none"> • Cost of living per person in Nur Sultan in May 2019
Job Search on HeadHunter Job Website: English as a job requirement in Kazakhstan	2022	HeadHunter KZ https://hh.kz/	<ul style="list-style-type: none"> • Random selection and examination of jobs that require knowledge of the English language

Considering the size and depth of the interview data and results, my intention was not to cover or verify every aspect or every interview data piece with this document analysis. Instead, I conducted an online document analysis to examine what similarities or discrepancies existed between my interview data and results and content of the analyzed documents. Also, given the number of analyzed documents, I did not intend to make any concrete or final conclusions. It was

important for me to see if I could identify common themes between my two qualitative data sources and enrich my whole qualitative data.

Procedures of Document Analysis

I conducted an online document search to obtain and review documents. My rationale was to search for different types of documents because I wanted to consider my research topic and question from multiple perspectives. However, I was purposefully selective about documents that I wanted to find because they had to correlate with my interview data and results, so I could make logical connections and find common patterns. First, I reexamined and reflected on the common themes that I identified in the interview data. This helped me consider what interview themes could be possible to further complement and extend in the document analysis. Second, by reflecting on Bowen's (2009) quote that I shared above about types of documents, I conducted a personal brainstorming session about the types of documents I could examine. While I realized that examining personal diaries or journals or internal organizational documents could potentially shed valuable insights on English language learning challenges, specifically on internal challenges or family circumstances, I also rationally understood that it would be almost impossible to obtain those types of documents. To obtain such documents would require me being personally acquainted with the requisite people or personally connected with organizations involved in the field of English language learning, so they would trust me enough to share the documents.

Another goal at this point in my study was that I wanted to gather perspectives that expressed a certain degree of objectivity, so they would help me look at the interview participants' responses through the lens of objective neutral data; hence, I reviewed government reports from official government websites, language school websites, and a job search website.

For example, the analysis of three language school websites, official statistics on the average salaries of Kazakhstani citizens, and a newspaper article about the cost of living in Nur-Sultan assisted me to further understand the cost of language courses which was one of the common themes that was mentioned by the interview participants. Those types of documents also helped me grasp the current “live” state of English language in Kazakhstan.

I should also note that the committee members of this dissertation suggested strongly that the documents that I included effectively functioned as important background reading related to English language learning in Kazakhstan. However, I included it in my study to serve as additional data. The rationale for the researcher point of view are that the articles found, read, and analyzed added additional context for several elements that I uncovered in the main data sources; namely, the interviews and surveys.

Armstrong (2021) notes that “predefined codes” can be applied if document analysis acts as “auxiliary” data collection (p.5). He gives an example that the codes that were generated in analyzing interviews can be used to the analysis of documents. Armstrong (2021) continues and shares that the codes and the themes, that were generated based on these codes, aim to unite data that were collected by different methods. He emphasizes that using document analysis for this purpose assists in a deeper understanding of themes.

I started my search with government documents. I mainly used three official government websites for my search. They were the following:

- Ministry of Education and Science of the Republic of Kazakhstan
<https://www.gov.kz/memleket/entities/edu?lang=en>
- Ministry of Labor and Social Protection of Population of the Republic of Kazakhstan

<https://www.gov.kz/memleket/entities/enbek/documents/1?lang=en>

- Legal information system of Regulatory Legal Acts of the Republic of Kazakhstan

<https://adilet.zan.kz/eng>

Using these three websites, I located two official government reports that highlighted the use and integration of the English language into higher education in Kazakhstan as well as some other relevant statistical information. After that, I explored websites of several multilingual schools in Kazakhstan where I found information about the prices of English language courses and programs. Then, I moved to statistical data about an average salary in Kazakhstan that I obtained from the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan Bureau of National Statistics (<https://stat.gov.kz/>). I also examined a couple news articles about stipends for higher education students and about the cost of living per person in Nur Sultan city (the capital of Kazakhstan). The last source was a popular job search website called *HeadHunter*. I examined this website to find information about whether the knowledge of English was one of the main job requirements for jobs in Kazakhstan. After I reviewed all the above-mentioned documents, I analyzed them by comparing, contrasting, or verifying them with my interview data.

Data Analysis of Documents

I followed Bowen's (2009) recommendation and used thematic analysis to analyze documents. Since I already used thematic analysis for the semi-structured interviews, I used the codes and themes which I identified in the interview data and applied them to analysis of the document content. During the document search and analysis, I was careful about selecting document sources because I wanted them to reflect "authenticity, credibility, accuracy, and representativeness" and to be relevant to the research problem (Bowen, 2009, p. 33).

Quantitative Data Collection Method

Following the study design methodology, the next step after the analysis of my qualitative data was the design of a quantitative data collection instrument – the online survey.

Online Survey

After I collected and analyzed the qualitative data, I developed an online survey using the Qualtrics software application. Before survey participants could take the survey, they were asked to agree or disagree with the survey consent form. The form informed survey participants about the purpose of this study, the eligibility participation requirements, the contact information of the researcher (myself) who was conducting this study, and confidentiality of their responses (see Appendix K). This consent form was presented in Qualtrics as a required question to answer meaning that survey participants could not take the survey unless they responded to this consent form. If they gave their consent, then they could take the survey, and if they did not give their consent, then the survey was ended for them.

The survey took about 15 minutes to complete, and it consisted of 30 questions that covered demographics, my theoretical framework, English language learning challenges, and potential English language learning program recommendations (see Appendix K). I translated the survey into Kazakh and Russian languages, so the participants could take the survey in their preferred language (see Appendices L and M). The five demographic questions referred to gender, age, primary residence, educational level, and whether survey participants belonged to one of the two groups researched in the study. These five questions included four multiple-choice questions and one short answer question. The 10 framework questions related to different categories of a needs analysis (PSA, LSA, TSA, MA, and others) and included questions about

the survey participants' field of study or occupation, their level of English language proficiency, their duration and purpose of studying English language, their use of English language, preferred teaching styles, English language learning strategies and resources, technical issues, and interactions they may have had with native English language speakers. These 10 questions included seven multiple-choice questions (with an option to include a short answer if none of the answer options were relevant to survey participants); two questions where participants were to select all that apply, and one short answer question that was different depending on which group the survey participant belonged to. For example, if a survey participant selected the higher education student group in the demographic questions, he would be directed to the short answer question that asked about his field of study. If a survey participant selected the professional adult group, then he would be referred to the short answer question that asked about his occupation. The eight English language learning challenges related to the challenges that were identified in the analysis of the qualitative data. These eight questions used a Likert scale that asked survey participants to rate challenges as one of the following: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. The six English language learning program recommendations were also based on the analysis of the qualitative data. These six questions also asked survey participants to rate program recommendations on five scales that were the same as in the challenges questions. The last question was an open-ended question that provided survey participants with an opportunity to add any additional comments about English language learning challenges or language program recommendations.

Survey Participant Recruitment

My first recruitment strategy was to contact my professional acquaintances who worked in educational organizations. I started the recruitment process by contacting three key people in

Kazakhstan. These three key people were located in Karaganda, Nur-Sultan, and Semey cities. I had a phone conversation with each of these three key people. These three people had been working in academia for a long time and developed various professional connections. During the phone conversations, I explained to them the purpose of my study and the participant selection criteria for my study. After our conversations, they distributed my survey recruitment email among their colleagues and students.

My second recruitment strategy was the use of social media. I am a member of Facebook groups that are about Kazakhstan or have Kazakhstani people as primary members. I shortened and simplified the description of my study to make it cognitively manageable for Facebook users and posted it. This strategy helped me recruit professional young adults.

My third recruitment strategy was to contact people who participated in the interviews and ask them to distribute the survey among their colleagues and friends who matched the eligibility participation criteria. I referred this strategy to snowball sampling (Goodman, 1961) in which people who already participated in the interviews were encouraged to invite other qualified individuals who could be interested to take the survey.

Procedures of Online Survey

Depending on the recruitment strategies that were mentioned above, I adjusted the survey recruitment email. For my first strategy, I used an individual survey recruitment email. The recruitment email included the information about the purpose of the study, the eligibility participation requirements, the link to the survey, information about confidentiality of responses, and my contact information (See Appendix I). For my second strategy, I used a shorter version of the recruitment email that was more casual (See Appendix J). For my third strategy, I slightly

adjusted an individual survey recruitment email, so it would be more applicable to people who already participated in the interviews.

I published the survey in Qualtrics on February 4th, 2022. On the same day and on February 5th, I contacted the three key people to distribute the survey. During the next couple days, I posted and contacted people on social media, specifically on Facebook. On February 7th, 2022, I emailed the interview participants with the request to distribute my survey among their colleagues and friends who matched the eligibility participation criteria. The survey was available on Qualtrics from February 4, 2022 till February 24, 2022. During this whole period of time, I was actively recruiting people to take my survey. I mainly used Gmail, Facebook, and WhatsApp for communication and recruitment. Survey participants had a week to complete the survey, and after one week their responses were recorded as incomplete. After I closed the survey on February 24th, 2022, I saved the survey results in sav. format, so they could be analyzed in SPSS.

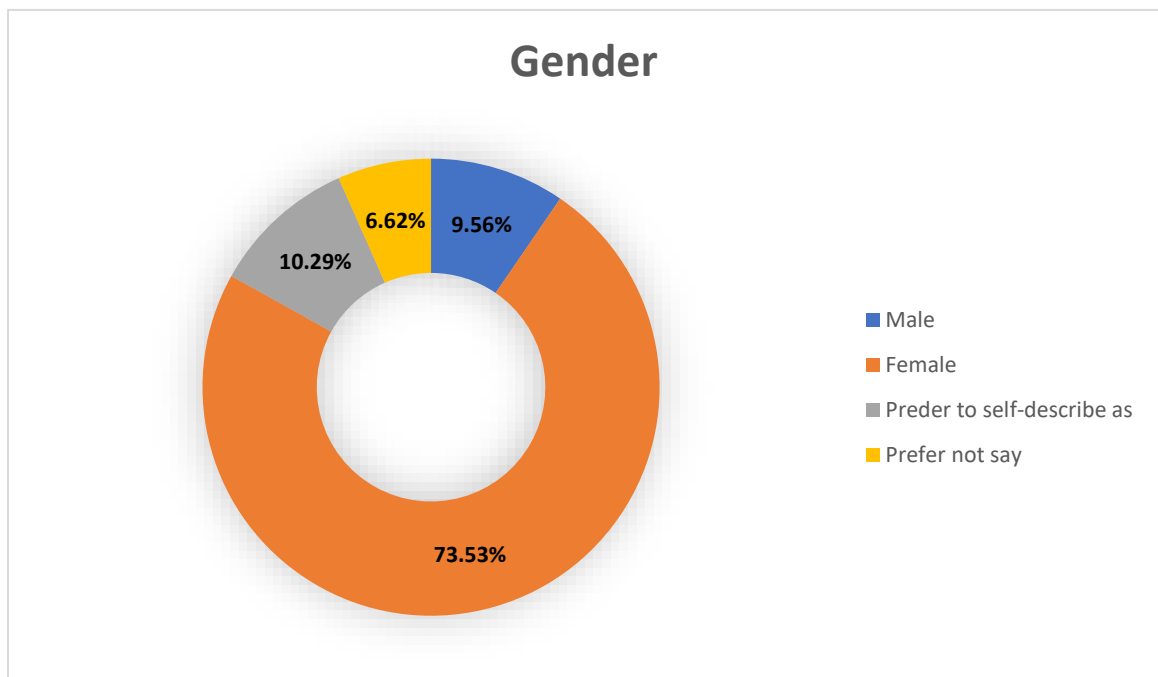
Participants of Online Survey

There was a total of 165 people who took the survey. Out of those 165 people, two people did not agree with the survey consent statement. Among 163 people, five people did not fully complete the survey. Out of 158 people, 21 people stated that they did not belong to either of the higher education and professional adults groups. The remaining 137 people were the population sample which I analyzed in this study. The majority of the survey questions were not required to be answered meaning that a survey participant could leave the survey anytime or could skip a survey question. Given this, there were a couple of missing responses among the survey questions.

Among 136 participants (one participant did not answer the question), 13 (9.6%) participants were male; 100 (73.5%) participants were female; 14 (10.3%) participants preferred to describe themselves as somebody else, and nine (6.6%) participants preferred not to answer (see Figure 4).

Figure 4

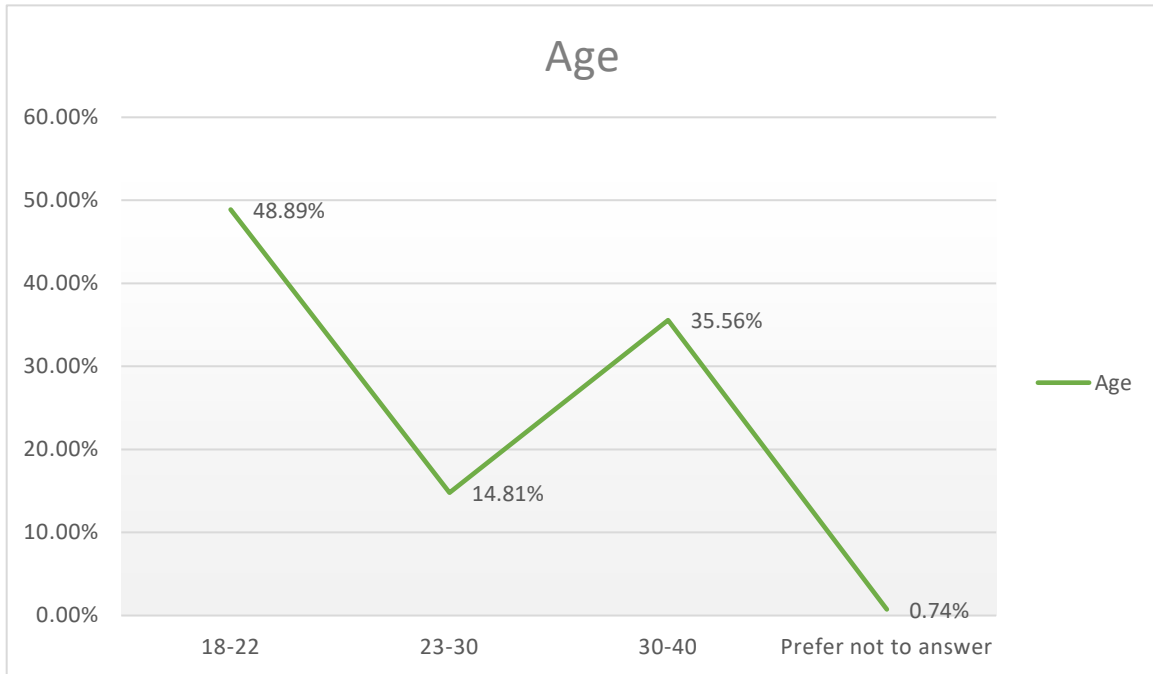
Gender of Survey Participants



The survey participants belonged to a wide range of age categories. Among 135 participants (two participants did not answer the question), 66 (48.9%) participants were between 18 and 22 years old; 20 (14.8%) participants were between 23 and 30 years old; 48 (35.6%) participants were between 30 and 40 years old, and one (0.7%) participant preferred not to answer (see Figure 5).

Figure 5

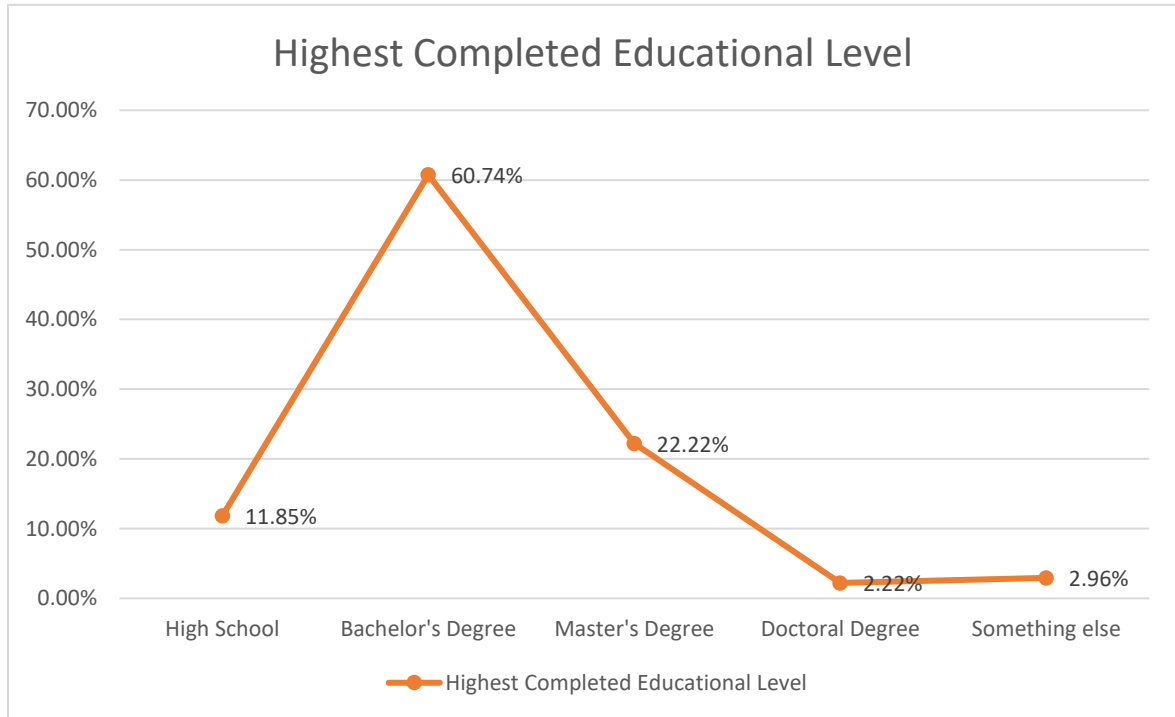
Age of Survey Participants



The highest completed educational level varied. Among 135 participants (two participants did not answer the question), 16 participants (11.9 %) completed high school; 82 (60.7%) participants completed a bachelor’s degree; 30 (22.2%) participants completed a master’s degree; three (2.2%) participants completed a doctoral degree, and four (3%) participants selected the answer option “something else.” In the text response, three participants among these four participants answered that they received a Doctor of Medicine degree and vocational higher education (see Figure 6).

Figure 6

Highest Completed Education of Survey Participants



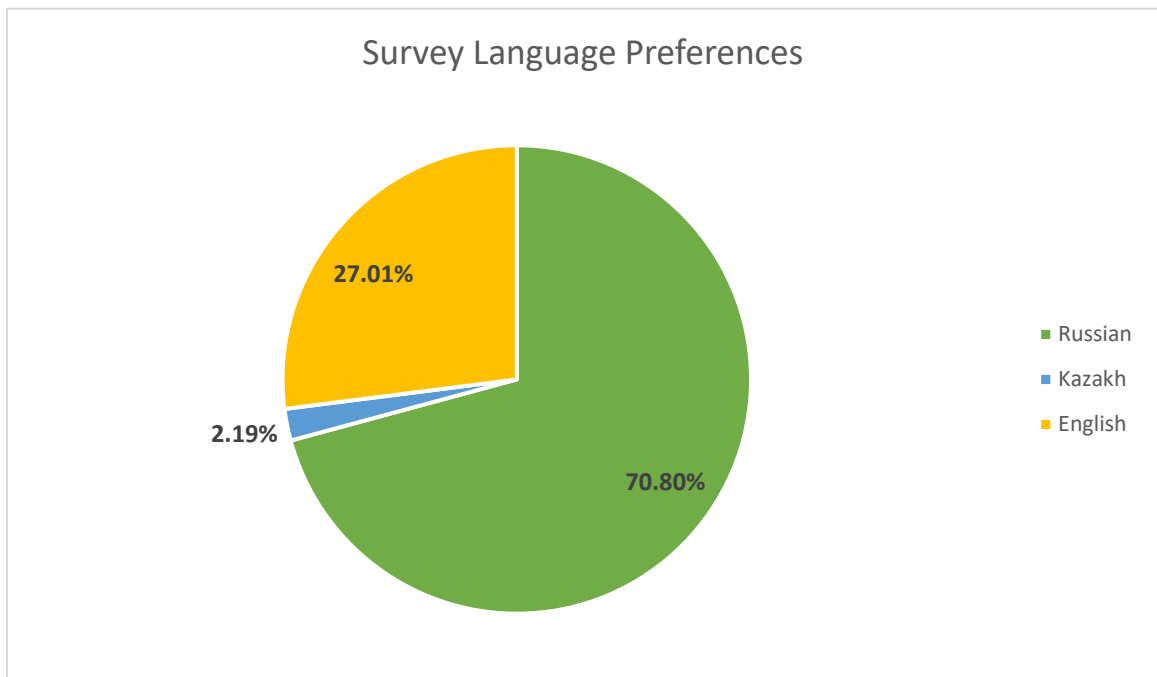
The majority of survey participants were from four cities in Kazakhstan: (1) Semey (25.5%); (2) Karaganda (19.7%); (3) Nur-Sultan (16.8%), and (4) Almaty (11.7%). Among 137 participants, 100 (73%) participants were higher education students, and 37 (27%) participants were young professional adults. In the survey, the participants were asked to enter their field of study if they were higher education students or their profession if they were professional adults. Most of the higher education students (48%) were studying Foreign Languages followed by English Language (10%) and then followed by Russian Language and Literature (6%). Among professional adults, professions varied greatly. The professional adults who participated in the survey worked as managers, librarians, accountants, teachers, physicians, lawyers, HR

specialists, software engineers, physicians, ecologists, civil engineers, technicians, and administrators.

The survey was presented in three languages: Kazakh, Russian, and English. The frequency analysis of survey languages showed that 97 (70.80%) participants selected Russian language to complete the survey; 37 (27.01%) participants completed the survey in English language, and three (2.19%) participants completed the survey in Kazakh language (see Figure 7)

Figure 7

Survey Language Preferences



Data Analysis of Online Survey

I analyzed the quantitative data of my survey using descriptive statistics. Since my research emphasis was on the exploration and examination of English language learning

challenges that would lead me to providing guidelines for a conceptual instructional design framework, the structure of my survey reflected this emphasis. Each survey question was treated as an individual statement with its own topic rather than as survey questions that were constructed to examine the same topic or concept from different perspectives. Descriptive statistics was used to analyze the demographic questions that presented the nominal measurement level as well as the Likert-scale questions that related to the ordinal level of measurement. In effect, the answer choices in the Likert-scale questions demonstrated the relationships that varied, but they did not indicate how much specifically they varied (Boone Jr & Boone, 2012; Jamieson, 2004; Sullivan & Artino Jr, 2013).

In addition to the scholarly literature, I consulted with a statistician from Indiana University Bloomington and confirmed that descriptive statistics was the most appropriate way to analyze the quantitative data of my survey.

I used frequency and cross tabulation to analyze the quantitative data of my survey. For the two select all that apply questions, I first created multiple response sets and then ran cross tabulation analysis. My survey offered an opportunity for survey participants to write any additional comments about English language learning challenges and program recommendations by including an open-ended question at the end of the survey. The important point was that survey participants were not required to write comments. While some of survey participants wrote that they did not have any comments, there were also survey participants that did not write anything at all. However, 32 participants (about 23%) of survey participants left additional comments. The length of these comments varied as well. These comments' length ranged from a couple of phrases to large paragraphs. I analyzed the qualitative data of this question by grouping survey participants' responses into themes.

Chapter Four: Results

This chapter presents the results of the qualitative data collection methods: semi-structured interviews and document analysis and the results of the quantitative data collection method: the online survey.

Results of Semi-Structured Interviews

Based on the themes that I identified in the interview data analysis process, I categorized the results of the interviews into four broad groups: (1) English language learner profile; (2) English language learning challenges; (3) Government, organizational, and personal support in learning the English language, and (4) English language program recommendations. My rationale for having these four groups was based on my research question, theoretical framework, and research topic.

The first, second, and the fourth groups reflected and synthesized TSA, LSA, PSA, and MA components of my theoretical framework. The results of the third group reflected the POS component of my theoretical framework. The first group assisted me in the creation of an English language learner profile of higher education students and professional adults in Kazakhstan within the context of my study. The results in this group were important because they helped me understand the study participants' language learning characteristics and needs and develop a mental picture of who Kazakhstani English language learners can be at these times. This was essential because of my intention to understand what challenges Kazakhstani people experience when they learn the English language and to provide suggestions and recommendations on the development and design of an English language program that was specifically aimed at Kazakhstani people. The second group referred to English language

challenges that Kazakhstani people discussed in the interviews. The third group related to support which the interview participants received during their journeys of learning the English language. The fourth group reflected Kazakhstani people's ideas, suggestions, and recommendations that they shared about the creation and design of a potential English language learning program that will be specifically designed for Kazakhstani people and their needs. The results in this group served as a basis for the guidelines and suggestions that I proposed for a conceptual instructional design framework of an English language learning program in Kazakhstan.

As it was mentioned before, the interviews were conducted in the English and Russian languages. The interview quotes that were originally in Russian were translated by me into the English language. The original interview quotes can be found in the Appendices. In the sections below, the interview quotes that were translated into English have the word "Appendix" in their in-text citation.

Profile of an English Language Learner in Kazakhstan

Creating a profile of an English language learner in Kazakhstan was essential. It would be incomplete and irrational to examine English language learning challenges that the study participants experienced without collecting information about who those people were, what characteristics they possessed, what their learning goals were, and what learning strategies and resources they used to learn the English language. Since I had two groups of Kazakhstani people whom I examined in this study, I developed two collective profiles. One collective profile related to professional adults, and the other collective profile referred to higher education students.

An English Language Learner as a Professional Young Adult. The analysis of the ten interviews with professional adults demonstrated that those professionals worked in different fields, such as education, corporations, and the arts (see Figure 8). Most of those professionals started to learn the English language during their secondary education (see Figure 9).

Figure 8

Professions of Professional Adults

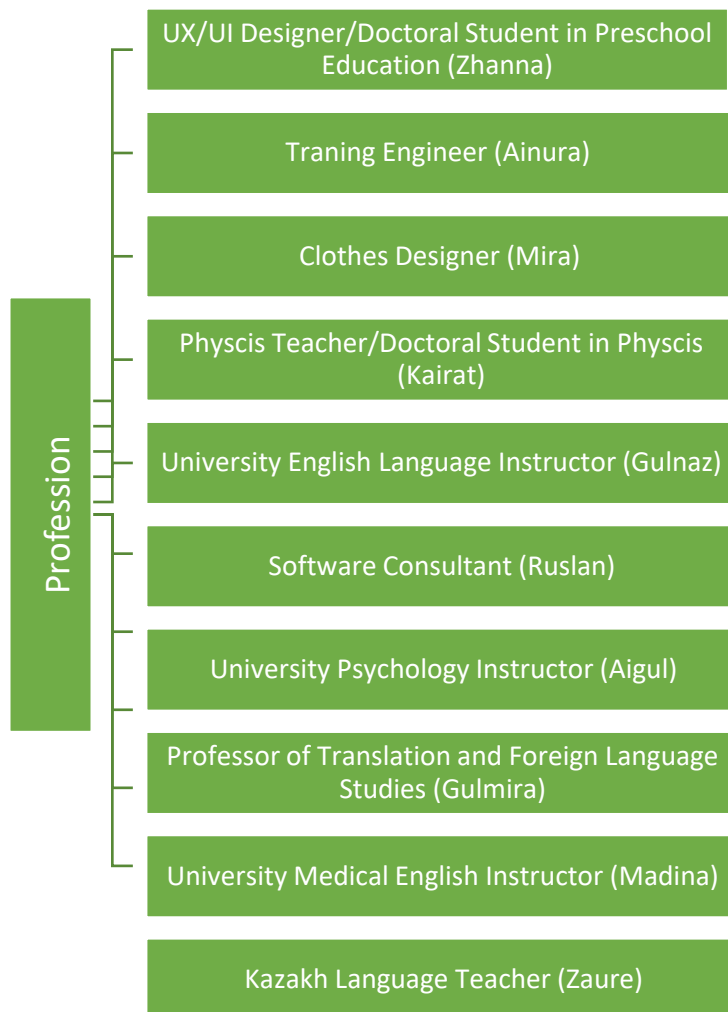
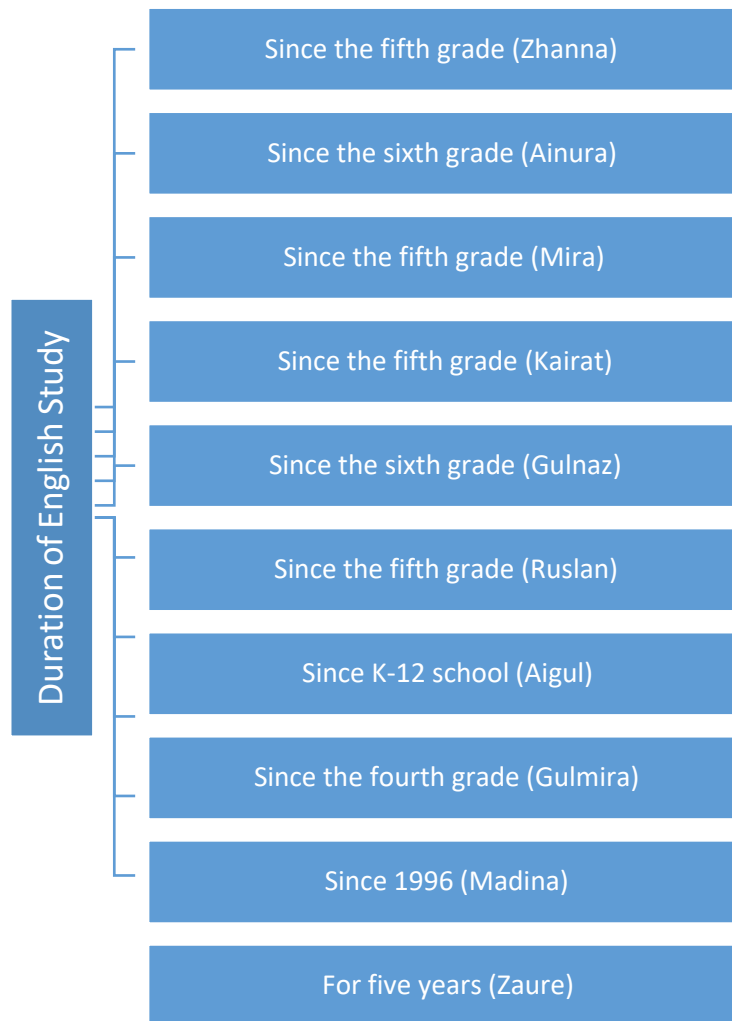


Figure 9

Duration of Learning English among Professional Adults

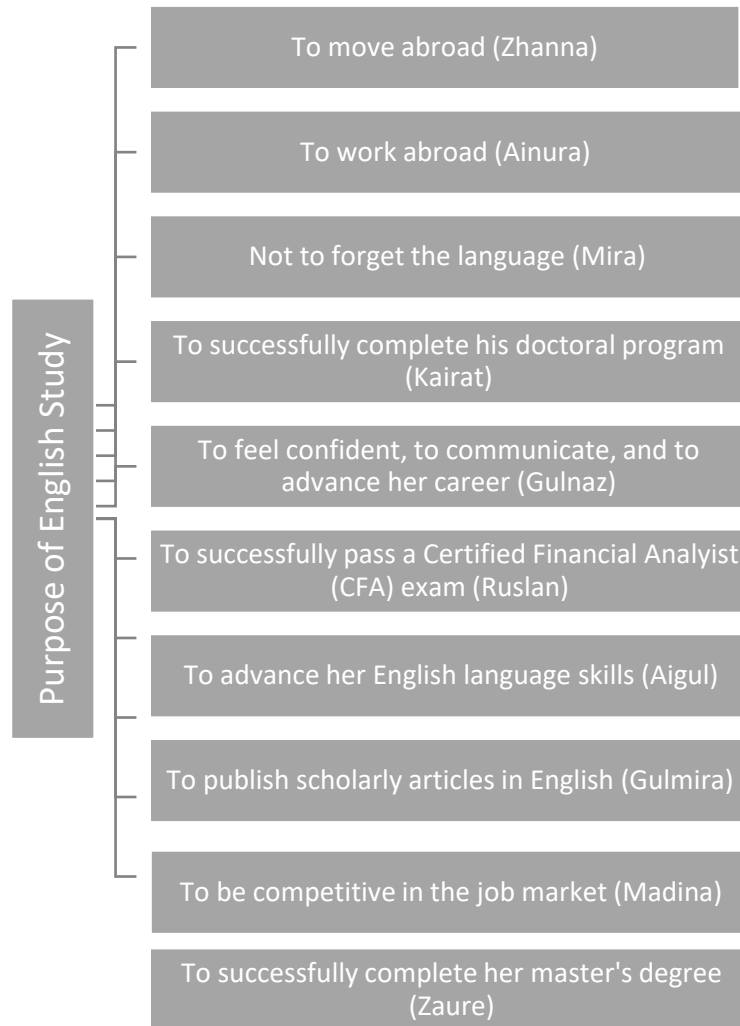


The professional adults' purposes to study English varied. Some wanted to complete their studies abroad or in Kazakhstan, and English was one of the languages in which instruction was implemented in those studies. Others wanted to advance their careers, and knowledge of the English language could assist them in their promotion and recognition among their managers and

supervisors. Others wanted to continue practicing English, so they would not forget the language (see Figure 10).

Figure 10

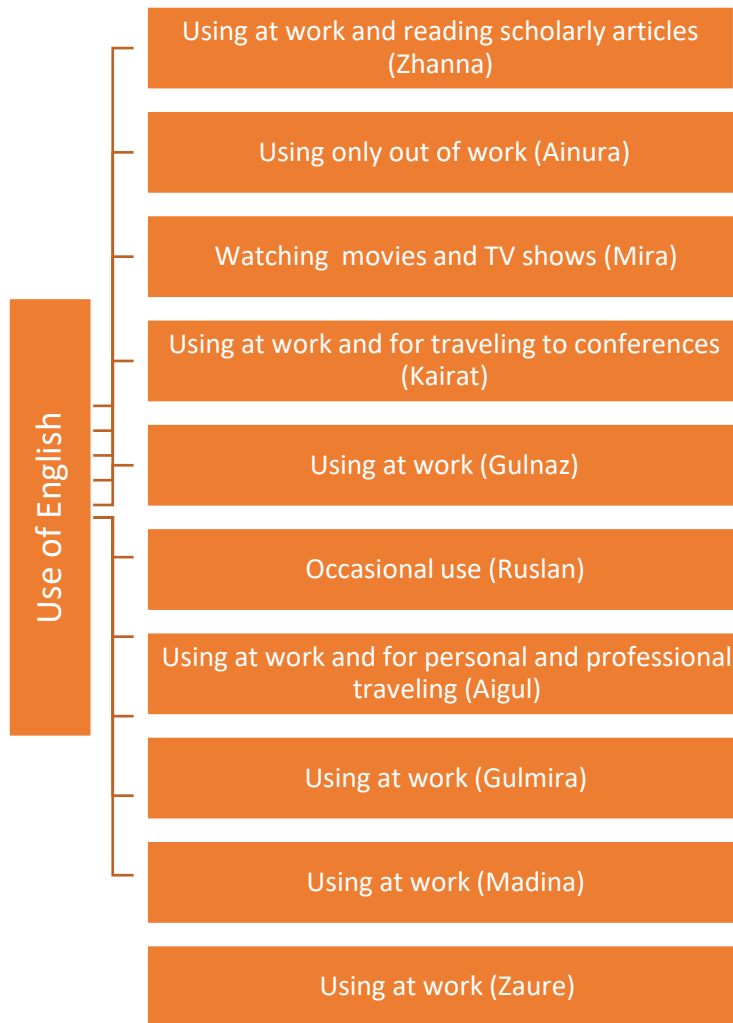
Purposes of Learning English among Professional Adults



The majority of the professional adults indicated that they used English at their jobs. There were a few participants who stated that they used English for entertainment purposes and during personal and professional travels (see Figure 11).

Figure 11

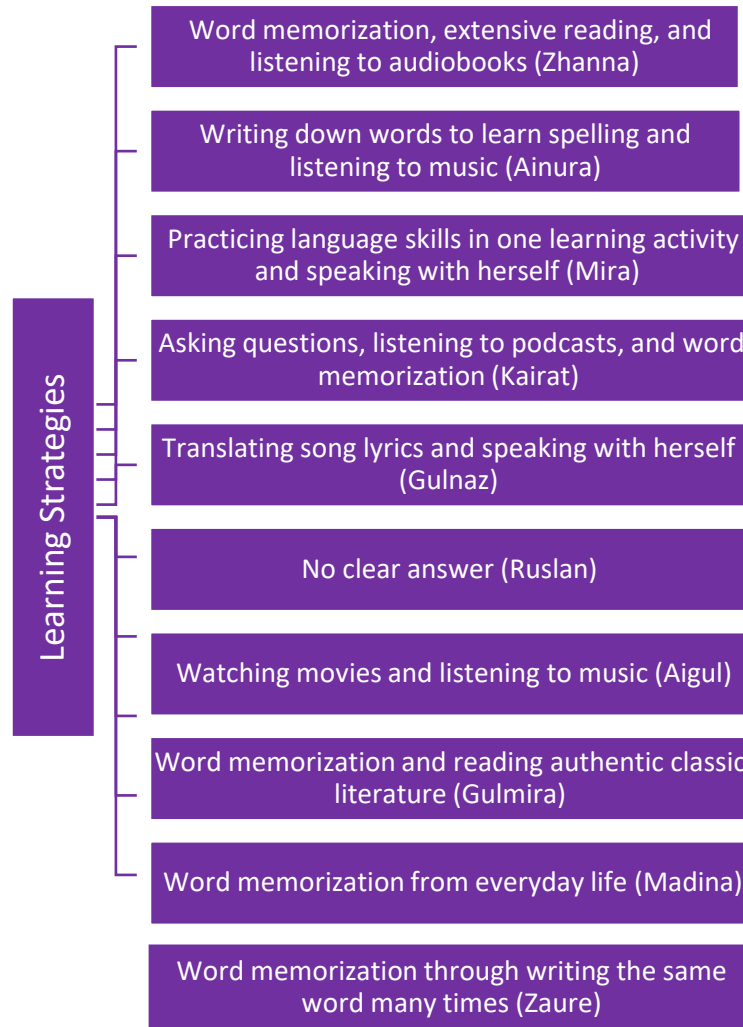
Use of English among Professional Adults



Most of the professional adults used word memorization as their main learning strategy to learn the English language, while others also listened to music and podcasts, read literature, and spoke in English (see Figure 12).

Figure 12

English Learning Strategies of Professional Adults

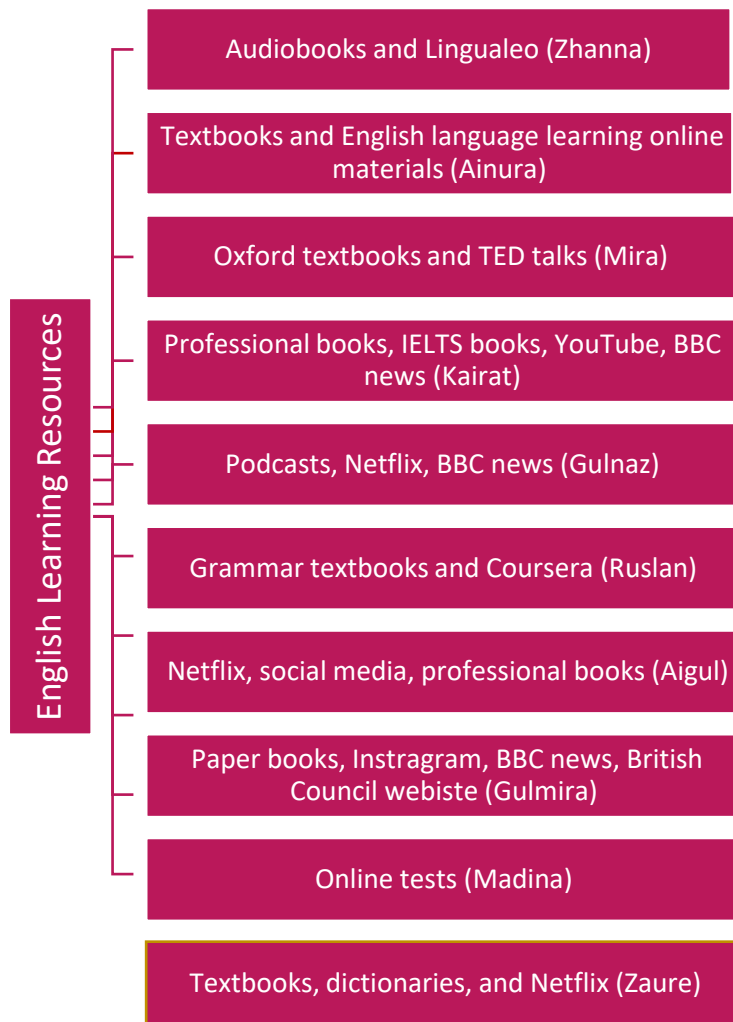


The professional adults' responses about resources that they used to learn the English language were diverse. One of the most popular answers was BBC news. Several professionals mentioned that they used BBC news to stay up-to-date about current events that happened in the world and to practice their English language skills, such as reading and listening. YouTube was one of the most popular social media applications that the professionals noted in the interviews. While the majority noted that they used YouTube for entertainment in English, there were a few

people who indicated that they subscribed to YouTube channels which were dedicated to learning English. Textbooks, in paper or electronic forms, were also popular resources to study English among professional adults (see Figure 13).

Figure 13

English Learning Resources Used by Professional Adults

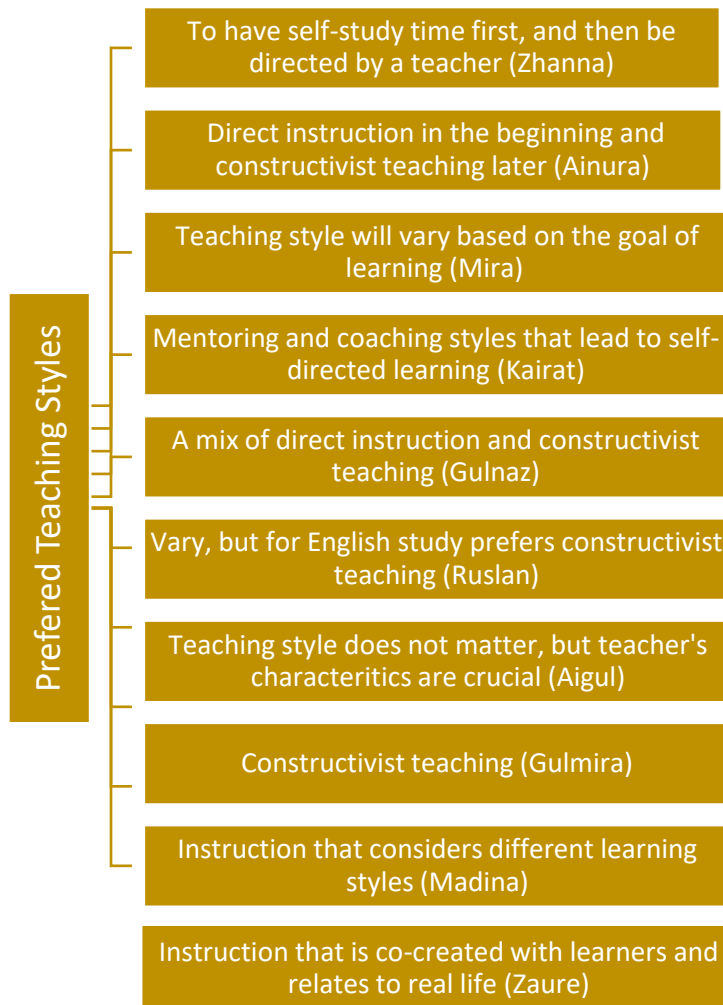


The interview responses regarding preferred teaching styles varied greatly among young professionals. There were participants who strongly supported direct instruction, and there were

participants who strongly supported constructivist teaching methods. There were also participants who thought that a combination of both groups of those teaching methods worked better for them than just one teaching style (see Figure 14).

Figure 14

Preferred Teaching Styles by Professional Adults



After I analyzed the above charts and reviewed the interview transcripts, I developed a collective English language learner profile of the professional adults whom I interviewed in my study. This collective profile is shown in Figure 15.

Figure 15

A Collective English Language Learner Profile of a Professional Young Adult

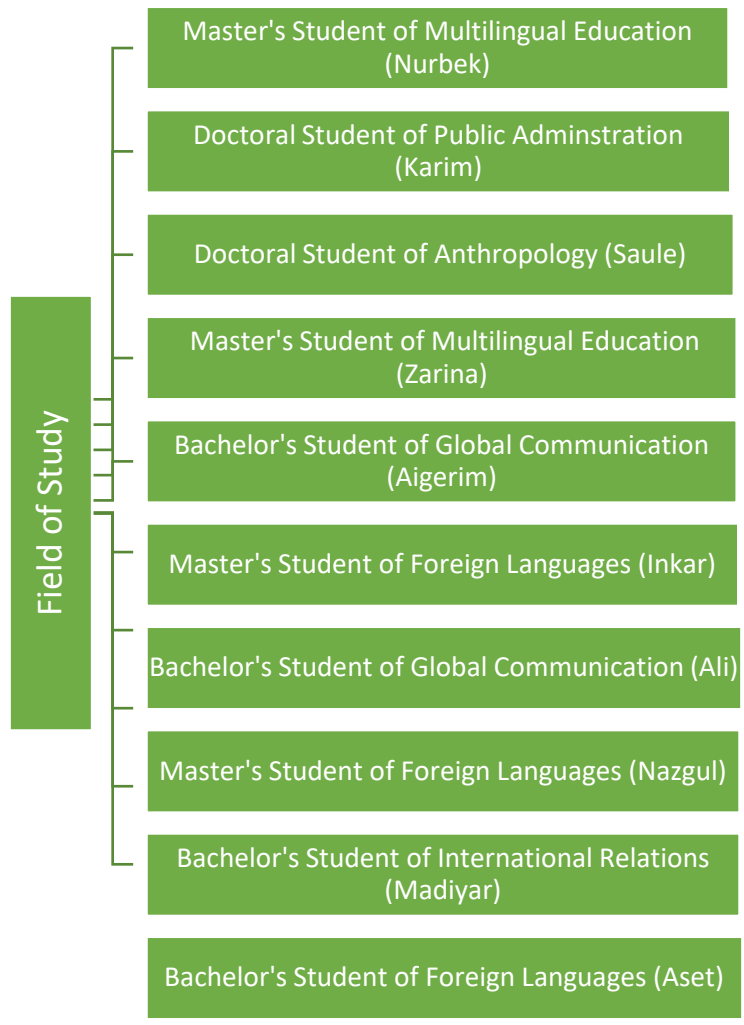
A professional Kazakhstani young adult within the context of my study is well-educated and holds at least a bachelor's degree. He or she works full-time. This professional young adult has begun to learn the English language in approximately the fifth or sixth grades. The main purpose to learn English is to advance his or her career or study in Kazakhstan or abroad. A professional young adult mainly uses English at work, but also uses it during personal and professional travels and for entertainment purposes. He or she uses a variety of English language learning strategies and resources where the main emphasis is on word memorization and use of textbooks and social media applications and news. A professional young adult prefers various teaching styles, including direct instruction and constructivist teaching styles, or a combination of both.

An English Language Learner as A Higher Education Student. I interviewed ten higher education students from different programs and degrees. There were four bachelor's students who were getting their degrees in Global Communication, International Relations, and Foreign Languages. There were four master's students who were getting their degrees in Multilingual Education and Foreign Languages. There were two doctoral students who getting their degrees in Public Administration and Anthropology. Two bachelor's students were completing their degrees in Poland, and there was one doctoral student who was completing her

degree in Switzerland. The rest of the interviewed students were completing their degrees in Kazakhstan (see Figure 16).

Figure 16

Fields of Study of Higher Education Students

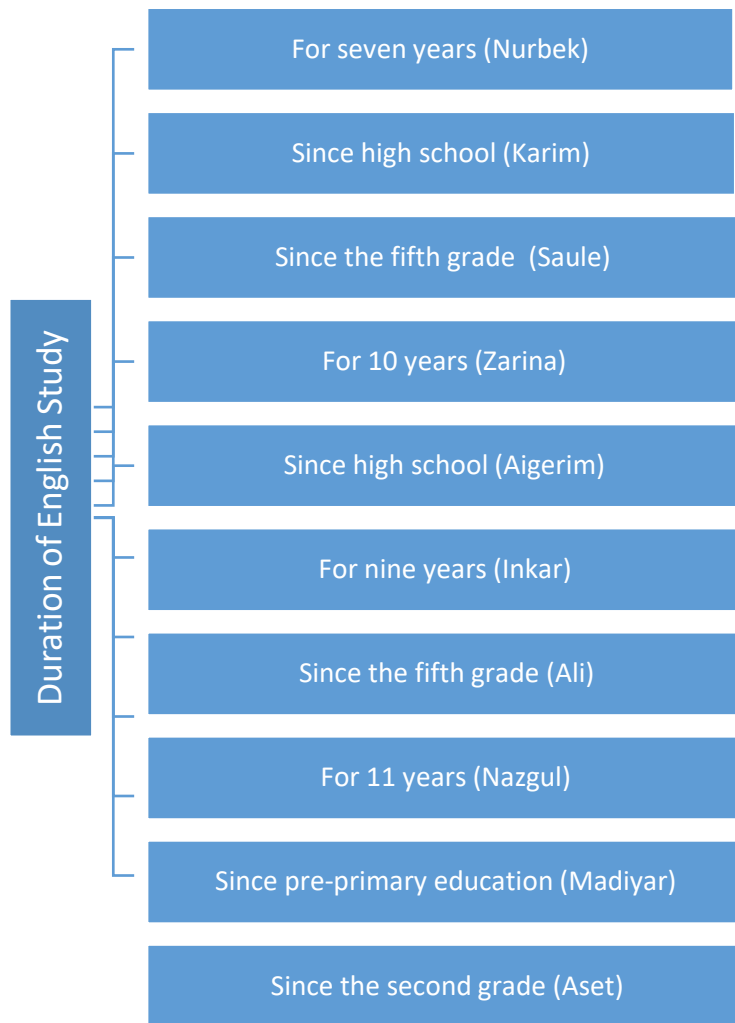


The duration of studying the English language varied greatly among higher education students. Some interview participants started to study English during their pre-primary and primary education, whereas other interview participants began to study English when they were

in their fifth, seventh, and eighth grades. A couple of the interview participants started to study English during their high school years (see Figure 17).

Figure 17

Duration of Learning English among Higher Education Students

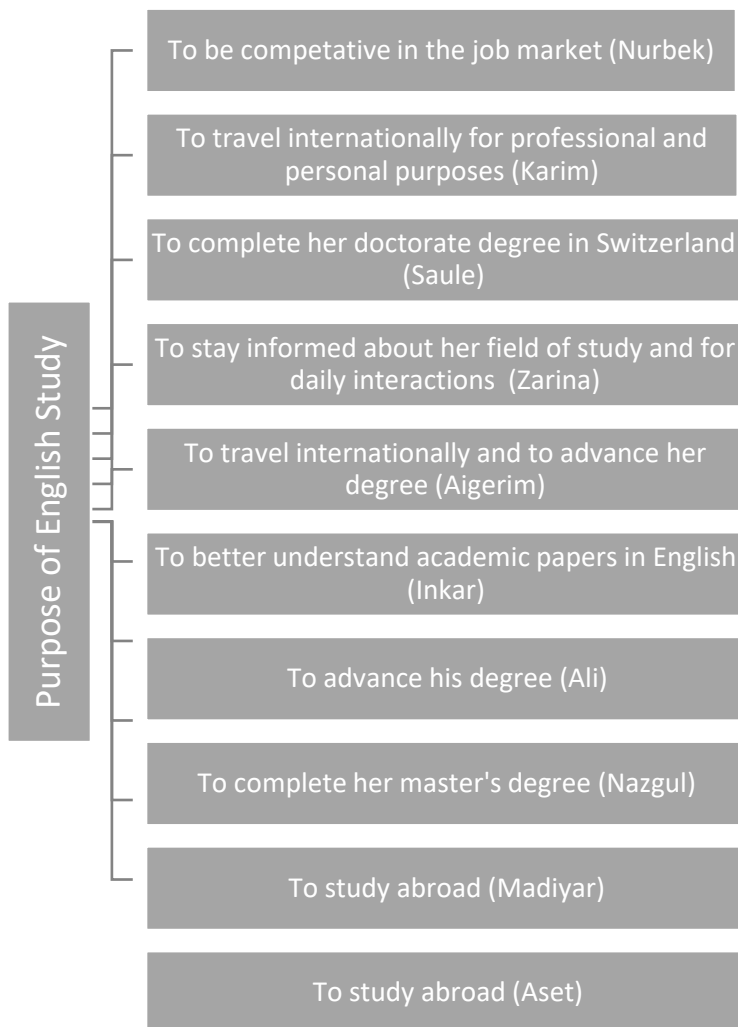


In terms of purposes of studying the English language, most of the higher education students shared similar thoughts – they wanted to complete their current studies or further advance their studies. For example, the higher education students who were completing their

bachelor's degrees wanted to receive a master's degree, and the higher education students who were completing their master's degrees wanted to receive a doctorate degree. Also, the two doctoral students mentioned that they wanted to study the English language so they could travel internationally for professional and personal purposes (See Figure 18).

Figure 18

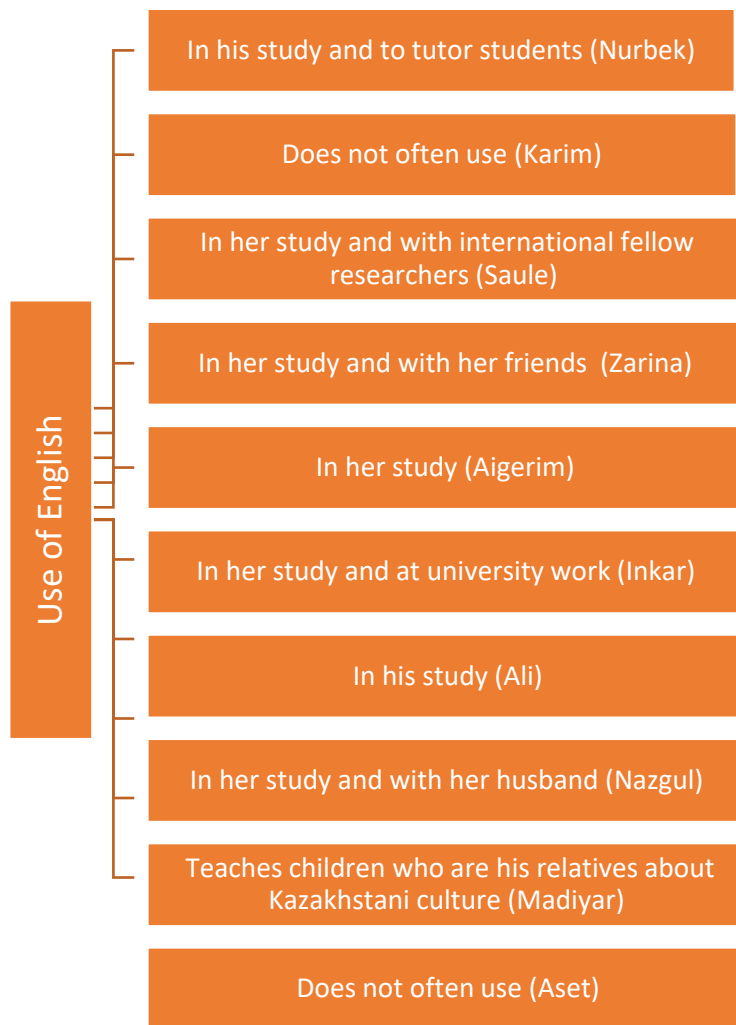
Purposes of Learning English among Higher Education Students



The majority of the higher education students used English in their studies. There were also a few higher education students who used English for tutoring and for communication with their family and friends (see Figure 19).

Figure 19

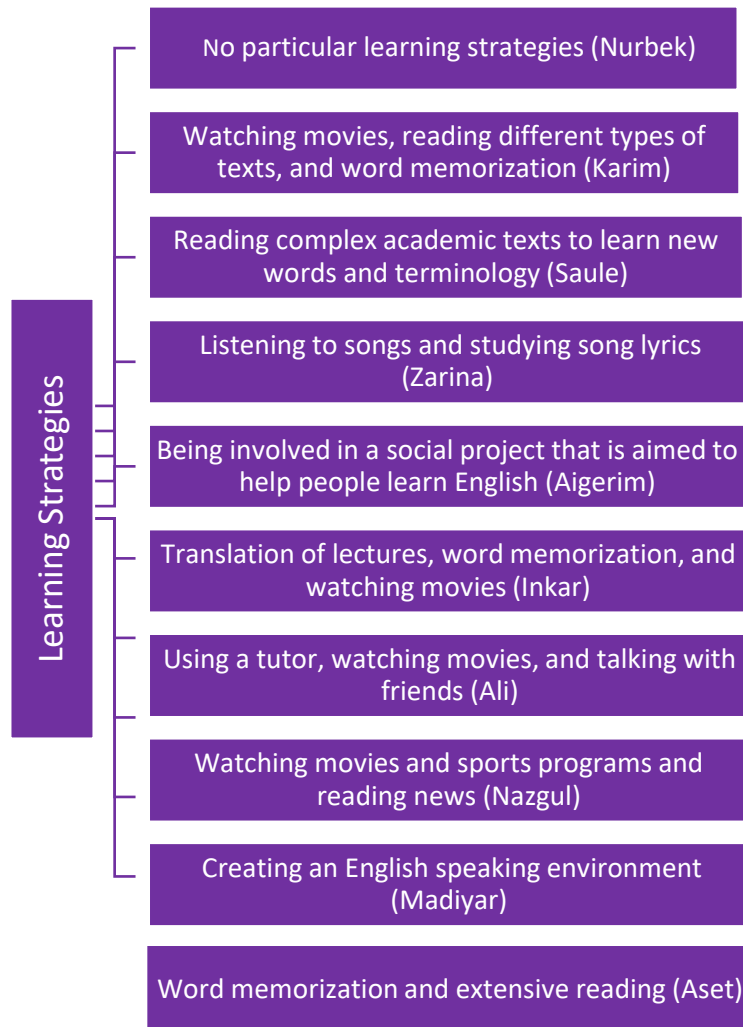
Use of English among Higher Education Students



The interview participants' responses regarding the strategies they used to learn the English language were eclectic, except that watching movies and word memorization were two of the language strategies that united several higher education students (see Figure 20).

Figure 20

English Learning Strategies of Higher Education Students

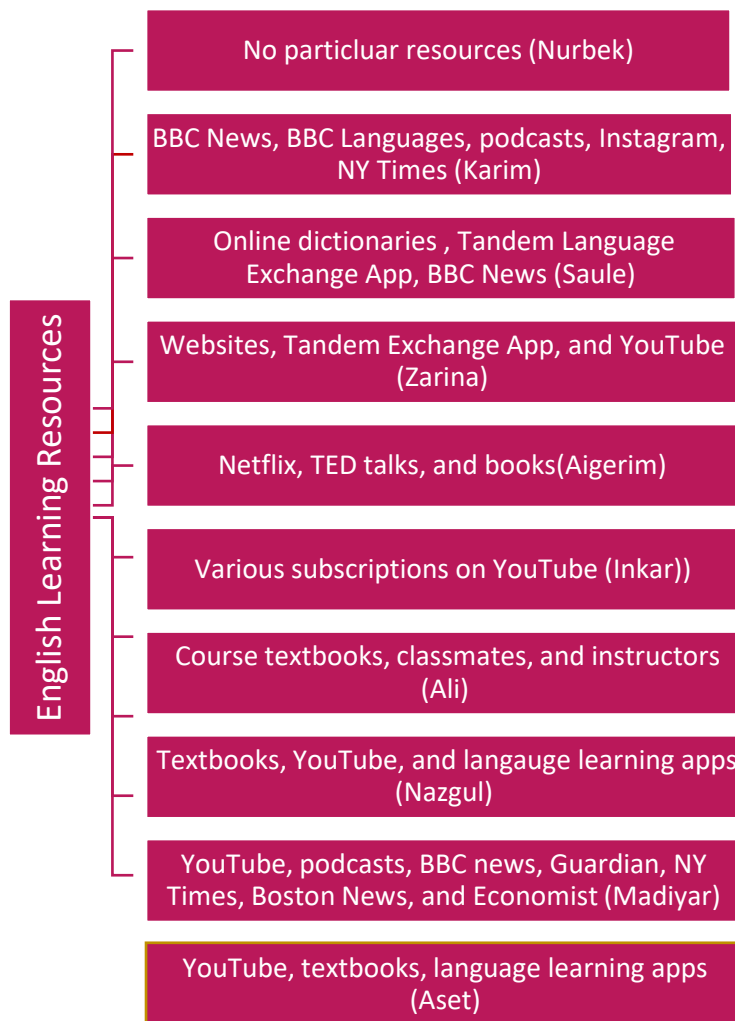


The most popular English language learning resource was YouTube among the higher education students group. The interview respondents mentioned that they used YouTube to

watch lectures, lessons, and TV shows in English. The next popular resource was textbooks. Some higher education students indicated that they used textbooks from their current courses to learn the English language, whereas other students stated that they used textbooks that did not relate to their current studies and acquired them from outside their universities. Some higher education students also watched or listened to BBC news and read the NY Times. A couple students used a Tandem Language Exchange app to learn English (see Figure 21).

Figure 21

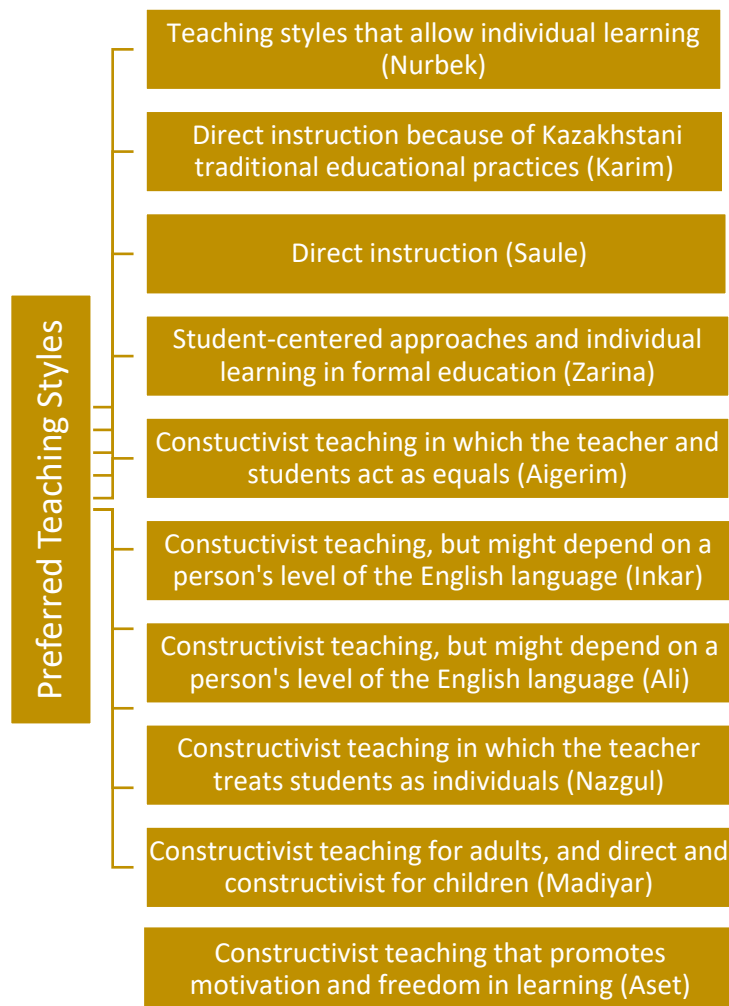
English Learning Resources Used by Higher Education Students



The majority of the higher education students preferred constructivist teaching styles. Their reasoning was based on the ideas that teachers should promote individual learning, motivation, and creativity, and that teachers should treat students as individuals with their own knowledge, experiences, learning preferences, and traits (see Figure 22).

Figure 22

Preferred Teaching Styles by Higher Education Students



After I analyzed the above charts and reviewed the index lists, I developed a collective English language learner profile of higher education students in Kazakhstan within the context of my study. This collective profile is shown in Figure 23.

Figure 23

A Collective English Language Learner Profile of a Higher Education Student

A higher education student in Kazakhstan within the context of my study has many interests and is highly motivated to learn. He or she can also work part-time. This higher education student starts to learn the English language at any time starting from pre-primary education through high school. The main purpose to learn English is to advance his or her study in Kazakhstan or abroad. A higher education student mainly uses English in his or her study. He or she uses a variety of English language learning strategies where the main emphasis is on watching movies and word memorization. A higher education student uses YouTube and textbooks as two of the most popular language learning resources. A higher education student mostly prefers constructivist teaching

English Language Learning Challenges

This group included seven major themes that occurred after I analyzed the interview data. These themes were the following: (1) no opportunity to use or practice the English language; (2) internal challenges; (3) high cost of English language courses; (4) lack of native English language speakers; (5) too much grammar; (6) family circumstances; and (7) pronunciation problems. As was mentioned previously, the interviews that were translated from Russian into

English had the word “Appendix” in their in-text citations meaning that the original quotes in Russian could be found in the Appendices section. Some grammar and sentence structures of the original quotes in both languages, Russian and English, were edited so they would deliver the messages that the interview participants intended to deliver.

Theme 1: No Opportunity to Use or Practice the English Language. This theme was one of the most dominant themes in the challenges group considering the number of the interview data extracts that supported this theme. Many interview participants indicated that they experienced difficulties in finding situations where they could use the English language or where they could practice and improve their English language skills. For example, Ainura, who is a Training Engineer in the Human Resources office, said:

As I have mentioned, I have not used it for years, but I plan to...but...you see that is why I want to find another job...maybe...in an international company...where English will be...like...more useful and more used, and I am really seeking these opportunities. I really want to use it in my professional life...um... in order to be competitive, and when I move to an English speaking country” (Ainura, interview, October 19, 2021).

In this quote, Ainura indicated that she did not use English at her current job, and she considered the possibility of a job change and, possibly, to move abroad and find a job there. Similarly, Ruslan, who is a Software Consultant, shared:

I am in an interesting situation right now. I want to learn English. I want to practice it, but, interestingly, I am not able to get...to find a job in local international oil companies...I mean I know...I have all the credentials, all the experience necessary, but I mean they [employers] would not even consider my CV when I apply for jobs there, so

right now I am not using English at all. English is not necessary in my current job...(Ruslan, interview, October 27, 2021).

Ruslan continued and indicated that because at his current job he did not use English, he did not need to continue learning or mastering English despite that he had all the necessary resources: “My biggest challenge right now is...I have the money, I have the resources is just there is no need for me to learn English. If I work for the international company, there will be more motivation for me to learn English...” (Ruslan, interview, October 27, 2021).

Mira, a Clothes Designer, reported in general terms about a lack of speaking practice in the English language: “I noticed that our speaking is very weak - there are not many who speak” (Mira, interview, October 21, 2021, Appendix G, para 1).

Nazgul, a master’s student, who also worked as an English Language Teacher, expressed similar thoughts to Ainura’s, Ruslan’s, and Mira’s regarding the use of English, but she referred to K-12 education in Kazakhstan by saying that “At the moment, we have less communication in English, and...um... at school [where she taught], there are less people who can communicate with you (Nazgul, interview, October 30, 2021).

Aigerim, a bachelor’s student, echoed Nazgul’s thoughts and argued that: “we [teachers and students in K-12 education] mostly use Kazakh or Russian on the lessons...” (Aigerim, interview, October 23, 2021). In summary, Aigerim (2021) indicated in her interview that the majority of K-12 teachers continued using Russian or Kazakh language even in English language courses or did not encourage students to communicate in English, and as a result, it negatively impacted the mastery of English language among students.

Some interview participants expressed that they did not have opportunities to practice their English language, and as a result, they felt that their English language was deteriorating.

For instance, Mira, a Clothes Designer, indicated:

There is no practice ... the most difficult thing is that vocabulary is lost from active speech, and you just forget everything. Now when I try to say something, I have to remember the word first in Russian, then translate it, and so on. It's very time-consuming. When my level was better, I could speak and even think in English, but now it's a little harder for me ... (Mira, interview, October 21, 2021, Appendix G, para. 2).

Karim, a doctoral student, also expressed his concern about forgetting how to speak in English:

Now my level of English is pretty advanced. Unfortunately, right now, I don't have enough speaking practice with someone. It [English] is getting a little dull, I admit it, because after finishing [my studies] I didn't have any speaking practice. When foreign guests came to us, I felt some kind of inhibition in communication. Now the need is that it is necessary to maintain the level that you have, and not to lose the opportunities that I have " (Karim, interview, October 18, 2021, Appendix G, para.1).

Nurbek, a master's student, considered a challenge of practicing English through understanding how to develop or use English further when a person has reached a certain level. As he observed:

It happens that you get it [the process of learning English], if you draw an analogy, go through a game and go through 80% and get stuck why, because every time it gets harder and harder. Why, at the elementary level, everything is intensively assimilated, and the

higher it goes, it seems like the more complicated the process goes. Therefore, now, in order to rise to a higher level, I practically do not understand where to go, what to do, how to do it (Nurbek, interview, October 16, 2021, Appendix G, para. 1).

A couple interview participants shared what they had to do, so they would not forget the English language. For example, Mira stated that she watches movies in English:

But since I had a good level of English, and I even taught [English] at one time, now the goal is simply not to forget what I knew because I very rarely use English. Unfortunately, at the moment, I have to at least watch something in English, so I will not forget anything (Mira, interview, October 21, 2021, Appendix G, para. 3).

Zhanna, an UX/UI Designer, mentioned about online websites and apps that she used to practice the English language, but she was not satisfied about the overall outcome: “When I tried to go to these platforms...um...where you can speak with native speakers, they just ...kinda hard to find a normal person because they just seeking for...a normal person in improving skills, but they just want to improve their sexual life “ (Zhanna, interview, October 17, 2021).

Theme 2: Internal Challenges. This theme was the second dominant theme in the challenges group. The interview participants’ statements in this theme varied. For example, several people mentioned that they lacked motivation to study the English language.

As Ruslan (2021) noted:

...the sad part is that I do not speak English much these days, but it is a fixable problem. There is a big expat community in Aturau. I can socialize. I can network with them. I just mustn’t be lazy...you know...[smiles]. There are a lot of opportunities. If I really focus if

I really try, I can easily network with local expats, foreigners. I think the problem is just with me, maybe I am just too lazy...(Ruslan, interview, October 27, 2021).

Aset, a bachelor's student, also expressed that he tended to be lazy, but he also indicated that this laziness could be accumulated because he lost his interest in learning English since K-12 students were required to learn the language even if they did not have a desire:

The first reason, of course, is personal – laziness, and maybe I got sick of it [the English language] at some point of developing the language. It is something that most of the students face...right...during the learning of some new languages. They just got sick of it, and that could be called a problem of teaching the English language in our country. It is not taught...teachers do not...are not trying to make their students interest in the language because now students...teenagers... are mostly learning the language because they need to do it not because they want to do it. That is a big difference.” (Aset, interview, November 1, 2021).

Mira also admitted that she could be lazy when it related to her studying the English language: “The only challenge was my laziness ... [laughs]” (Mira, interview, October 21, 2021, Appendix G, para. 4). While Ainura generalized Kazakhstani people by claiming that “...people in Kazakhstan tend to be not lazy but not motivated” (Ainura, interview, October 19, 2021).

Some interview respondents indicated that they were concerned about how other people reacted to their language abilities.

Kairat, a K-12 Physics Teacher, stated:

In the beginning [of the process of learning English] maybe it is a psychological thing because it is your barrier to start speaking in English...it is really hard, and especially, for

Kazakhstani people I think... When I came to my workplace, and there were a lot of international people at that time. Somebody just told me ‘Can you translate this for me please?’, and they were experienced teachers teaching maybe from the Soviet time. Of course, she did not know the English language, and when I was trying to understand, and I was very nervous to forget some kind of an idea. It is everything about that you are afraid of or scary about judging by other people [being scared to be judged by other people]” (Kairat, interview, October 26, 2021).

Gulnaz, a University English Language Instructor, observed:

I think I was a real perfectionist. I used to talk to people. I used to use English if I was 100% sure in what I am saying, but if I am not so sure... about the sentences that I am building, the questions that I just generated in my mind, I would rather not ask this question. I was that harsh on myself... I think it was a challenge... I was rather concerned of judgments of other people... like would pass on me...” (Gulnaz, interview, October 26, 2021).

Nurbek shared that despite having a good level of the English language, he still felt unconfident about his language abilities:

And yet, I don’t know, probably the most important point is, to be honest, even if IELTS shows that I have a Seven [score] there, C, advanced, and so on, even now I mostly, in a greater percentage of cases, in conversation, in writing, and all that - I’m not always sure of my abilities (Nurbek, interview, October 16, 2021, Appendix G, para. 2).

Madiyar, a bachelor’s student, noted that Kazakhstani people lacked a purpose to learn the English language: “People care about poverty in the cities, and they try to earn money, but

they never try to learn English because there is no purpose...” (Madiyar, interview, November 1, 2021).

Theme 3: High Cost of English Language Courses. Another theme that was dominant among the interview respondents was the high cost of English language courses and programs in Kazakhstan. One of the interview respondents, Gulnaz shared:

When I turned 12, my parents told me that they wanted to send me to a boarding school, and...um...they had these entrance exams, and the English language was one part of these entrance exams. I felt that I needed some solid preparation for the exams. I remember that my father and I went to the city. We actually lived in a village. I found a great language learning center, and I wanted to enroll to these classes, and it costed 30,000 tenge...you know. At that time, it was a lot of money, and I remember that I was so excited, and I told my father: ‘Daddy, I found the place. I found the language center. I want to study there. Give me a month, and after the month, I will go and take these entrance exams’. He was like ‘Wow, this is a lot of money. I have to sell a cow, but if you want me to sell the cow, I will if you want to learn English’. I was looking at him and thinking: ‘Is it worthy? I can learn the language myself, and I do not have to attend these classes in this language center’ (Gulnaz, interview, October 26, 2021).

In this quote, Gulnaz shared that English language courses were expensive when she was in her teen years, and in order for her to enroll into these courses, her father would have to sell a cow.

Nurbek mentioned similar thoughts about English language courses being expensive when he was a teenager and living together with his family:

I didn't go to private classes because I wasn't quite interested on the one hand, but on the other hand, there was some kind of the financial situation, I suppose. Why, because many people live in our house ... well, there are grandmothers, grandfathers, uncles, aunts, and the budget was common ... (Nurbek, interview, October 16, 2021, Appendix G, para. 3).

Saule, a doctoral student, also said that she could not afford English language courses when she was a bachelor's student:

The most difficult thing for me during my student days was the lack of money. There were courses, but I had a small scholarship, and I couldn't pay for the courses. For me, courses [English language courses] have always been considered expensive (Saule, interview, October 19, 2021, Appendix G, para. 1).

Inkar, who is a master's student, mentioned that she still thought that English language courses were expensive for her. Her intention was to advance her English, so she could pass a formal English language exam:

Financial problems ... not that these are the problems, but it is just a little expensive - I would like to take lessons with a native speaker next summer, when maybe I will have spare time and save money... Prices vary [on the English language learning website], and I tried to look for the cheapest lessons, but everything [lesson options] got narrower and narrower, and everything led to General English, but I still wanted something that related to IELTS or TOEFL, let's say. And when you start looking in this section, then the prices are getting higher ... mmm ... about \$12-15, it seems, was for one lesson... When I converted [the price] into our money it was about 5,000-4,000 tenge, but our Kazakhstani

teachers, in general, for example, charge for one IELTS class 3,000-2,500 tenge... (Inkar, interview, October 27, 2021, Appendix G).

Ainura herself did not experience problems with the cost of English language courses, but she shared her observations about the region where she lived and the situation with taking the English language courses there:

[Learning English] was pretty pricy. It was not for everybody. Not everybody could afford that, so I am very thankful to my parents that they could provide me with much money. Um...in our region, I think it [high cost] is still one of the most...um...the biggest problem in learning... studying English...(Ainura, interview, October 19, 2021).

Ainura continued and noted that “in Kazakhstan...if they [English language courses] were not that expensive, or they were more available, or they even for free...I think more people, more children will be...would study it” (Ainura, interview, October 19, 2021).

Kairat, who lived in a different part of Kazakhstan, shared similar views about the cost of English language courses:

It [learning English] is about financial because you have to pay for an additional class or some kind of courses if you want to study English, and English became very useful and modern right now. You can see a lot of advertisement that they can provide...online learning also...you have to pay, and this is another challenge for people (Kairat, interview, October 26, 2021).

Karim, who is completing his doctoral degree, also noted that "there were moments when learning English was not a cheap pleasure ..." (Karim, interview, October 18, 2021, Appendix G, para. 2).

Theme 4: Lack of Native English Language Speakers. This theme was popular as well among the interview respondents. A couple of interview respondents commented that since there was a scarcity of native English language speakers, people in Kazakhstan tended to study English only based on textbooks they had, and as a result of that approach, people had difficulty being able to communicate in English in natural language settings. Zaire, who was a Fulbright student and lived in the USA said:

I think it comes with the knowledge from college and university...I had so called “textbook language”...you know what I mean...like when you read the textbooks and can talk only in the framework of these textbooks. So, that was a problem for me because we did not know idioms, slangs, and phrasal verbs, colloquialisms...like American people use in their daily life. I learned so many things during the college and university, but when I was in the USA, I was wondering: ‘Oh my gosh, I spent so many years [studying the English language], but I am not good enough to talk to someone...’ (Zaire, interview, November 2, 2021).

Ainura, who lived with her husband in the USA, seemed to be in agreement with Zaire’s thoughts:

Another big problem is the lack of...um...native of speakers because we study fake language...[inaudible]...because you know I visited...no...we lived in Bloomington for couple years... my husband was doing his degree, and I...we went together. When I finally got to the USA, I realized that I knew nothing because the language I studied was not up-to-date. It was so bookish and is not used, and I just could not understand anybody. It took me several months to get used to speech and be able to understand it [the English language] (Ainura, interview, October 19, 2021).

There were other interview respondents who mentioned the importance of an English language environment. For instance, Gulmira, a University Professor, stated: “There was a lack of an English language speaking environment. It would be great to have more communication with English native speakers because it would have helped me improve my English” (Gulmira, interview, October 28, 2021, Appendix G). Nazgul shared similar thoughts: “I want to communicate with English speaking people, but there fewer [smiles] people (Nazgul, interview, October 30, 2021). Karim’s comment seemed to somehow summarize the other interview respondents’ thoughts: “The most basic thing is that the language environment is needed after all ...” (Karim, interview, October 18, 2021, Appendix G, para. 3).

Saule indicated that if she did not have English native speakers, then she tended to speak in a language that was more comfortable for her:

As I understand it, if there is no such natural environment – English -speaking people and English is considered native, then it is very difficult to learn English, because, for example, if I know that you can speak Russian, then I already quickly switch to this language. If I know that there is no way, and I cannot explain my thought in any other language, and I need to do it in English, then I just have to speak (Saule, interview, October 19, 2021, Appendix G, para. 2).

Aigerim mentioned that she lacked not only communication with native speakers but communication in English:

Another challenge was...like...a lack of communication with native speakers...not only native speakers, but a lack of communication because as I said before I was too shy to

speak and communicate, and I felt my English was not so high in a degree...” (Aigerim, interview, October 23, 2021).

Theme 5: Too Much Grammar. This theme was frequently found in the interview respondents’ comments. The interview respondents felt that there was a considerable amount of attention that was given to grammar while other important language aspects were left behind.

Gulnaz stated:

Our teacher used to assign us to do these grammar exercises, but you know for me, for 12-year old kid, it was just grammar drilling without anything. The worst part that there was no context...you know. For example, I was reading: ‘Mike has a dog’...like...okay... ‘Who is Mike? Why should I care about his dog? What kind a dog it is? No details (Gulnaz, interview, October 26, 2021).

While Gulnaz was concerned about a lack of content in her language learning, Aigerim mentioned that a big emphasis on grammar negatively impacted her speaking skills.

As Aigerim revealed:

There was a barrier for me in terms of the language because before...like...we...most of the schools...middle school, primary school...had a task to study grammar instead of speaking. In my mind, that was a problem for me because it created some language barrier. I knew most of the grammar structures, but I could not speak enough; therefore, I started to participate in a speaking club... In Kazakhstan...like...[inaudible]... everyone learns the grammar from their class...perfect continuous, past perfect...and they could not apply it. That was a problem because they knew the structure and the grammar, but they could not apply it in the speaking. And for the teachers...like...now...teachers

should try mix the grammar and the speaking...more like not in so formal way...like...you have to do it and repeat, but you have to use your creativity, make some sentence, and speak with teachers...(Aigerim, interview, October 23, 2021).

A couple of the interview respondents indicated that grammar was a priority in studying languages during the Soviet Union times, and somehow that approach could have impacted the current language teaching practices. Mira noted: “You know our Soviet methods of teaching. We are hammered with grammar. We learn grammar, grammar, and grammar...” (Mira, interview, October 21, 2021, Appendix G, para. 5). Karim shared a similar thought:

We have in Kazakhstan, maybe in the post-Soviet space, the main problem is that teachers are forcing us into grammar very much. They are forcing us into grammar, and a person begins to get confused – where is ‘Passive Voice’, where is ‘Active Voice’, where must be put ‘I have been’ or ‘I was’, ‘the future in the present’ or ‘the present in the future’ is generally overwhelming ... (Karim, interview, October 18, 2021, Appendix G, para. 3).

Theme 6: Family Circumstances. This theme found a response among professional adults. A couple of the interview participants mentioned that family situations impacted their opportunity to study the English language. While some interview participants briefly mentioned their family situations, Nazgul and Karim emphasized them as one of their English language challenges. Nazgul indicated that “...time...a little challenge...because I am married, I have children, and I have a husband...guests sometimes...you know...Kazakh relatives [smiles], and housework” (Nazgul, interview, October 30, 2021). She also said that “...it is connected with my pregnancy and after giving a birth, I have forgotten some things [in relation to English]” (Nazgul, interview, October 30, 2021). Karim shared:

Since I am a family man, there were moments when I was distracted by some family problems. These problems related to some everyday questions, such as going to the kindergarten, running to the hospital, or taking a walk with them [with the children]... ”
(Karim, interview, October 18, 2021, Appendix G, para. 4).

Theme 7: Pronunciation Problems. This theme was not as dominant as other themes, but a couple of the interview participants devoted some amount of time to talk about their pronunciation challenges in their interviews. For example, Madiyar expressed that he experienced some discomfort when he could not pronounce words in English correctly:

I do remember being nervous about...like...pronouncing some words. For example, there is one word...mmm...it is ‘simultaneously’. When I said it, sometimes I was not pronouncing it in a correct way, so I was kinda nervous to use it in the conversation...(Madiyar, interview, November 1, 2021).

He also stated that he felt some negativity from people in England when he talked in English because he spoke with an accent.

Maybe sometimes the problem of pronunciation...because...mmm...you have to adapt to the English you are speaking. If you are speaking with the accent, some foreigners just refuse to understand you because they say: ‘You are in our country. You have to learn it.’ It happened to me in Brighton, UK, if I am not mistaken. I was walking and I was like: ‘Hi! My name is [real name].’ without changing it. They were like: ‘You have to say as we would say it because we can’t pronounce the letter ‘R’... (Madiyar, interview, November 1, 2021).

Zaure mentioned that she still mixed different sounds in English because of the considerable phonetical differences between her native languages and English, and because she learned pronunciations of English language words incorrectly in the beginning of her English language learning journey:

You know in Kazakh language, in Russian language, we read the letter as it is given, but in English you have to somehow articulate differently. That's why, you might have some pronunciation embarrassment. When you want to say something with the letter 'a [ei]' as 'a [a]' like we usually say in our native language, but you have to say it in a different way... Also, for me it was challenging because it was not very good in the beginning, and still, I have to look for the pronunciation of a word before learning it because so many words...we remembered in a different way...with not appropriate pronunciation" (Zaure, interview, November 2, 2021).

To summarize, the interview participants experienced various English language learning challenges. The most dominant challenge among both groups of the interview participants was a lack of opportunities to use or practice English, this was followed by personal challenges that interfered with the participants' process of studying the English language. Those challenges included a lack of motivation, being lazy, being afraid of people's judgments and being unconfident about their English language skills. The third dominant challenge was the high cost of English language courses and programs. It was followed by a lack of native English language speakers and by having a main emphasis on grammar in English language courses and programs. The last two challenges were family circumstances and pronunciation problems. The family circumstances challenge was mainly found in the professional adults interview responses and

was represented in terms of family responsibilities that professional adults had in addition to their professional lives.

Despite that the reviewed scholarly literature frequently mentioned FL anxiety, none of the interviewees described it as one of his or her English language learning challenges. Depending on the flow of each interview, even when an interview participant was directly asked about FL anxiety, he or she was quick enough to dismiss the idea of considering FL anxiety as a challenge in his or her process of learning English language.

Considering that some of my interview participants studied or were studying in universities that implemented EMI programs, there were also the findings that were associated with their experiences with EMI programs. Based on the literature review, there were several challenges that occurred during the implementation of EMI programs in universities. One of the findings was that students' English language proficiency levels had not improved (Barrios et. al., 2016); however, the interview participants in the present study indicated that their English language proficiency levels significantly improved after they enrolled in their EMI programs. In Al Zumor's (2019) study, students associated their poor academic performance with their low proficiency in English language. The interview participants in this study indicated that it was challenging for them to keep up with learning English and completing their assignments in different subjects in the beginning of the EMI program, but as they progressed further in the program, not only did they improve their English language levels, but they became more engaged in studying actual subjects. Also, in this study, it was found that students experienced anxiety, tension, and embarrassment when they communicated with their instructors. The interview participants in this particular study did not mention anything about anxiety or tension or embarrassment regarding their communication with their instructors. One of the interview

participants in my study, who worked as a K-12 Physics teacher in a school that implements EMI shared that he usually encouraged his students by telling them that it was fine to make mistakes when they spoke English. He also indicated that he encouraged his students to correct him if he made a mistake.

Government, Family, and Organizational Support in Learning the English Language

The interview participants' responses regarding support that they received during their process of learning the English language varied. Based on my theoretical framework and the interview data analysis, I divided this section into three themes: (1) government support; (2) family support, and (3) organizational support. These three themes were presented in order starting from the most dominant theme.

Theme 1: Government Support. As it was mentioned in the theoretical framework section, I did not want to limit the study participants' responses by asking them to select a particular type of support that they received during studying English language. My intention was to examine what they perceived by the concept of support. Several interview participants referred to government support in terms of state grants and scholarships that were awarded to them to complete their degrees abroad or in universities that offered EMI programs in Kazakhstan. The role of government support in terms of English language learning was that those study participants not only received formal degrees in different fields, but they were also able to learn or master their skills in English language. The language learning and mastery occurred for those study participants because their study programs were fully instructed in English, because they lived in an environment where English language was frequently spoken, and because a grant or scholarship also allowed some of them to enroll in intensive English language programs at universities where they were receiving their degrees. Most of the interview participants received

government support in terms of full grants and scholarships to complete their bachelor's, master's, and doctoral programs in Kazakhstan or abroad. For example, among my interview participants, there were several people who participated in the Bolashaq program. The Bolashaq program is a prestigious and highly competitive state program that provides Kazakhstani people with opportunities to study abroad on a full scholarship. According to the official Bolashaq website (n.d.), this program was established by the first President of the Republic of Kazakhstan, Nursultan Nazarbayev in 1993, and its main purpose is to prepare leaders who would develop productive relations with the world communities. Kairat, a K-12 Physics Teacher and who was also a Bolashaq scholarship recipient and was currently completing his PhD degree in Finland, observed:

I went to the Bolashaq program...yeah...and it is a really great opportunity. It is really motivating. I heard many awesome stories from people who completed their study programs by Bolashaq: how they developed their future, how it changed their mind, and everything (Kairat, interview, October 26, 2021).

Karim (2021), as another Bolashaq scholarship recipient who received his master's degree in the UK, also was very positive about the program by saying that it provided many Kazakhstani people with opportunities to study abroad. Ruslan (2021) was one more Bolashaq scholarship recipient who received his bachelor's degree in the USA, and he said that he had many positive moments during getting his degree, and that he even periodically saw the university where he studied in his dreams.

Besides the Bolashaq graduates, there were other interview participants who received state grants to complete their degrees in Kazakhstan. Gulnaz, a University English Language Instructor, recounted her journey:

About national support I would say that government programs: bilingual and trilingual programs actually work because I remember when I was a school kid, seventh grader, we had Biology in English. For me, it was like a foreign world. After a while, I got used to it, and I started loving it... Also, I got grants for studying for my Bachelor of Arts degree, and then I also received a grant to pursue my master's degree from the government to study in Slovakia. This is a great support (Gulnaz, interview, October 26, 2021).

Inna (2021) said that she participated in a student exchange program at her university and won a scholarship from the government to go to study for two semesters in the Czech Republic during her bachelor's and master's degrees. She also received a full grant from the government to study for her PhD program in a Kazakhstani university. Zaure (2021) stated that she received government financial support to study in her college. She mentioned that after her first year in the college, she successfully passed an English language proficiency test and demonstrated her participation in different English language related competitions, and this helped her win a full scholarship. Gulmira (2021) noted that she received a full scholarship to study for her PhD degree in Kazakhstan with an opportunity to spend three years abroad. Nurbek, a full-time master's student said:

Right now, I am studying on a full grant. Almost 100% of people – everybody who studies at Nazarbayev University, receives a full grant. Respectively, the grant is allocated by the state. So, the English language is allocated a lot of money and funding from the state, thus I accept this 100% as support from the state. It's very cool when I can study [for free] and I even receive a scholarship (Nurbek, interview, October 16, 2021, Appendix H).

Zarina (2021), a full-time master's student, who also studied at Nazarbayev University received a full grant to complete her studies. Aigul (2021), a University Psychology Instructor, obtained financial support from the government to go for an international internship to England.

Theme 2: Family Support. Several interview participants mentioned family support as one of the most important types of support they received during their study of the English language. Zaure said:

I think the most important is family support. They [her family] knew that I was good in languages...[inaudible]...not only in English, but in other languages – Italian, Spanish. They [her family] were the ones who decided to enroll me into language courses. I was little. I was in the sixth grade, and I did not know anything about language courses. If they did not give me that small basement to learn English, I do not know...I would not learn it, and I would not be where I am right now.

Ainura also noted the support that she received from her family members:

As for me, I had a great support from my brother and from my parents. They supported me in my will to learn...in my desire to learn it [English]. They tried their best to support me – not to fail to pay for my courses [laughs].

Gulmira who went to study abroad for her PhD degree stated: “I was not at home for three years [because she went to study abroad for her PhD degree]. My husband's parents looked after my children. I felt a strong support from my family. All living expenses were paid by my husband” (Gulmira, interview, October 28, 2021, Appendix H, para.1). Madiyar's parents also helped him increase his confidence in the English language: “I was supported by my family in the UK. They told me that I spoke great English, and I was like: “Really?” They were: “Yes, you are very

fluent.” and I was like: “Thank you!” I think that that [that conversation] boosted my confidence.” In addition, his parents paid for courses with native English language speakers. Mira also mentioned support from her parents in terms of paying for her education: “Mainly, it was my parents or myself. They said that they paid for my education, so I should study [smiles] (Mira, interview, October 21, 2021, Appendix H). Inkar also stated that her parents financially supported her in her process of studying English:

After the ninth grade, I left the school...mmm...and when I felt that I had difficulties in English...significant difficulties and then my parents paid for my tutoring in the English language. Then, during the third year in the university, we left for our internship. My internship was in translation, and that is why it was mainly on the computer. During that period, it seemed to me that I was forgetting the language, and my parents signed me up for courses that were called “Speaking English” for three months. At that time, it was about 11,000 tenge per month (Inkar, interview, October 27, 2021, Appendix H).

Theme 3: Perceived Organizational Support (POS). There were interview participants who shared during their interviews about the support that they received from their organizations. For example, Gulnaz said that she received support from her colleagues in the language center where she worked: “My colleagues always share their language learning and teaching materials. They are always open to share things. That is how I receive support from my organization.” Gulmira, who was a university faculty member indicated that her university paid for courses with native English language speakers to increase teachers’ qualifications and competencies: “All the courses which are with native speakers [courses for faculty members at the university] are free of charge. This means that the university pays for them” (Gulmira, interview, October 28, 2021, Appendix H, para. 2). Inkar (2021) stated that the university where she worked financially

supported faculty and teaching staff to take the IELTS exam. Also, Inkar (2021) mentioned that the university paid for any necessary teaching books that faculty and teaching staff needed.

To summarize, the interview participants mainly received three types of support in their process of studying the English language. The first and most dominant type of support related to government support. The majority of the interview participants received full state grants to complete their bachelor's or master's or doctoral degrees. In some cases, the interview participants received a state grant for both their bachelor's and master's degrees. The second type of support referred to family support. The interview participants expressed that their families helped financially to pay for their studies or language courses. The third type of support was organizational support. A couple of the interview participants noted that their organizations supported them in terms of paying for their language exams, professional courses, and English teaching and exam preparation books.

Conceptual Design Framework: English Language Program Recommendations

This group incorporated six themes in the order of their dominance in the interviews: (1) creation of an English speaking environment; (2) inclusion of native English speakers; (3) analysis of people's needs, goals, and characteristics; (4) affordable cost; (5) connecting learning to real-life situations, and (6) separation of Kazakh and Russian speaking learners.

Theme 1: Creation of an English Speaking Environment. This theme was reflected in many interview participants' responses. The interview respondents emphasized the importance of having an English language speaking environment. Aset, who is a bachelor's student and who teaches English in his spare time, stated that speaking skills were one of the most important aspects in language learning. He also mentioned that when his students began to speak in

English, then they also became interested in learning other language structures and components, such as grammar and vocabulary:

First, I believe the main part of the English language is speaking, and speaking is the easiest part to be learned. We do not have any formulas – of course it comes along with grammar and vocabulary, but speaking can be taught in some really interesting ways, so people could enjoy. That’s why, I always start teaching people speaking because they speak – they enjoy speaking. When they enjoy speaking, grammar and vocabulary become more interesting for them. They understand then that they need grammar and vocabulary to speak with friends, with their foreign friends...” (Aset, interview, November 1, 2021).

Karim and Kairat also brought into consideration an important role of English language speaking skills. Karim said: “Giving people more opportunities to speak and speak. Speaking still comes first. A person should be able to speak and not to feel constrained...” (Karim, interview, October 18, 2021, Appendix I, para. 1). While Kairat proposed the idea of the creation of an English language speaking club for adults which could be led by teachers from local educational organizations: “A speaking class for adults ... for a different group of people maybe in their workplaces with inviting some kind teacher from a local university...” (Kairat, interview, October 26, 2021).

A few interview respondents talked about their experiences in K-12 and higher educational settings. For example, Aigerim and Saule noted that it would be beneficial if teachers in K-12 schools communicated more in English with students and between themselves, as such an approach could create a more engaging environment where students could develop their speaking skills.

Aigerim claimed:

First of all, one of the important rules is to talk in English and not in mixed languages because even if it will be difficult and you don't know some words, you could still use some words like synonyms – you could explain it in other words (Aigerim, interview, October 23, 2021).

Saule stated:

Well, at least they should among themselves... teachers... if we assume that this is a language school... within the walls of the school they should communicate in English. They shouldn't switch to another language, so that this would be such an 'immersive' environment where you immerse yourself in English ...” (Saule, interview, October 19, 2021, Appendix I, para. 1).

Inkar shared that in her university, lectures were one of the dominant teaching approaches, but she would appreciate if instructors could teach using more active learning strategies that would incorporate speaking. She indicated: “Probably, I would like something active, more conversational than like lectures because we have lectures, but we would like to speak [in English] more ” (Inkar, interview, October 27, 2021, Appendix I, para. 1). Zhanna, who had an opportunity to teach freshman students in a university, indicated that she required students to speak in English: “Actually, I was a lecturer in my university, and I taught some courses in English because I have this IELTS certificate – nobody knows English in our department. When I gave the lessons, so my requirement was that all students during the lessons should speak English...” (Zhanna, interview, October 17, 2021). However, as our interview

progressed, Zhanna (2021) admitted that students were not motivated to speak English even if she delivered her lectures and interacted with students in English.

Theme 2: Inclusion of Native English Speakers. Several interview respondents emphasized the inclusion of native English speakers in a potential English language program. For example, Aigerim said: “I will add some practice with native speakers because in order to develop maybe correct pronunciations, listening skills...” (Aigerim, interview, October 23, 2021). Gulmira in her interview also supported the inclusion of native English speakers: "For sure, it is great to have the opportunity to be with native speakers - to communicate for at least a minimum time" (Gulmira, interview, October 28, 2021, Appendix I). Saule expressed a need for having native English speakers in a program as well: “It would be great if in it [in a potential English language program] they created an environment like that for communication and organized some events where... umm... where the main language was English and more English speakers...” (Saule, interview, October 19, 2021, Appendix I, para. 2).

Inkar also supported the inclusion of native English speakers in her interview and gave an example that demonstrated that university students were interested in English language programs that had native English speakers. She shared:

There should be more native speakers in this program because we also have problems with this. Recently, we had one company...they offered us a program for learning English, which was also focused on the methodology, but unfortunately, they did not offer native speakers. There were no native speakers, so the students were not interested. No matter how much we advertised, there were still very few applicants” (Inkar, interview, October 27, 2021, Appendix I, para. 2).

Madina, a Medical University Instructor, went further in her reasoning and stated that “the teacher [for this potential English learning program] should be a native language person...” (Madina, interview, October 29, 2021).

Ainura also expressed a need for native English speakers, but she also stated that schools with native English speakers existed in Atyrau, but they were not widely available and affordable for Kazakhstani people.

Ainura said:

Ideally, that [the inclusion of native speakers in an English language program] would be the best. Ideally, that would be the best way to study [English]...just to be involved in this environment. There are some private schools here in Atyrau where everything is taught in English, and there are a lot of native speaking teachers and kids are...like...studying mostly from interaction, but again, they are too expensive... (Ainura, interview, October 19, 2021).

In addition, Ainura (2021) mentioned that these schools mostly served expats’ children, and Kazakhstani companies who employed these expats paid for their children’s education in these schools. However, such opportunities were not available for Kazakhstani employees and their families.

Theme 3: Analysis of People’s Needs, Goals, And Characteristics. The interview respondents in this theme shared their thoughts about differences that individual learners had and how it was necessary to study these differences before the design and development of a potential English language program.

Gulnaz, a University Instructor, emphasized the analysis of people's needs and selection process of teaching methods and stated:

First of all, I would say that the designers of this program should probably analyze the needs of local people like what do they want – purposes, goals they have...like in terms of language learning and then classify...probably define people into different groups. After that I probably recommend using a wide of range of teaching methods - not just stick with one- use a lot of methods to see which works best because again interaction with people is not a rigid fixed thing. Something that works with one group might not work with another group. As a designer, as a teacher, we know that we should be flexible (Gulnaz, interview, October 26, 2021).

Kairat also considered the importance of understanding people's needs, including their goals for studying the English language. He noted:

First of all, you should focus on English features...people...where they can apply the English language because in the beginning there is a pressure on people - because they do not know where they can apply English, and why they are studying it. It should be some kind of a main clear goal of English features, where you can apply English in the future, your language competency..." (Kairat, interview, October 26, 2021).

Mira was one of the interview participants who was motivated to brainstorm about whom this potential program would be designed for and about teaching methodology issues. For instance, Mira shared:

We do not have such a program that would be developed based on age and so on. That is, everyone teaches using the same methodology; everyone is - in many schools in which I

taught, it was like that. Either you say that I will not teach using this method, I will have my own, or you just give what you give ... " (Mira, interview, October 21, 2021, Appendix I, para. 1).

Mira continued and said:

Now, if you are a schoolboy, it is much easier to perceive this grammar, but if a forty-year-old man is sitting in front of you, and you say to him: 'You know, subjects ... this is a subject, and this is a verb.' And he does not know what the subject is, what the verb is, he already does not remember Russian grammar at all... That is, here it is necessary to consider the way of thinking of a person, his age - here he [this forty-year-old person] does not care that the predicate comes after the subject. No, of course, you will need to tell him that first the person is 'Who?', and then the person makes an action, and then 'What did he do?'. But this must be done gently ... Each person has his own thinking. Sometimes you have to draw, make diagrams and so on depending on how somebody perceives" (Mira, interview, October 21, 2021, Appendix I, para. 2).

Karim in his interview believed that it was necessary for a person himself to understand why he needed to learn the English language. He claimed:

First of all, a person must answer himself why he needs English. If it is just for general purposes- he won't learn - he'll give up in a month. When he has a specific goal, for example, if he will learn English successfully, he will have a job of some top manager with a salary of \$5,000 a month, then he will study it day and night (Karim, interview, October 18, 2021, Appendix I, para. 2).

Theme 4: Affordable Cost. This theme occurred during several interviews. The interview participants had different views on the actual cost of this potential English language program, but the majority of the interview respondents in this theme supported the notion of an affordable cost.

Inkar considered the cost in terms of different population groups with various socio-economic statuses. She stated:

If this will be a paid program, first of all, this is a sore subject for us at the university. We have joint programs with foreign universities, but the price is not always so affordable for our students. We have children – students from low-income families and with some disabilities, and financial issues are always difficult for them. Probably, it can be great to come up with a differential system or develop an affordable price category ... ” (Inkar, interview, October 27, 2021, Appendix I, para. 3).

Madina made a straightforward comment by saying that “the first question is a financial question because this program should offer free courses” (Madina, interview, October 29, 2021, Appendix I). Ainura (2021) was also in favor of a potential English language program to be free, but as we continued talking, she changed her mind and stated that this program should be affordable for Kazakhstani people but not totally free. Ainura noted:

You see...I talked a lot about free courses, but I do not really believe it is gonna work in this environment, so I think people should pay to be motivated. The more it is gonna be available, the less people will be interested” (Ainura, interview, October 19, 2021)

Aset, a bachelor’s student, became inspired during the interview and indicated what strategies he would implement to offer an affordable English language program. He said:

If I was the government, I would make those companies like KazMunayGas [a big oil company in Kazakhstan] become sponsors. I would make more subsidies for small businesses that are focused on education. I would create a greater Internet access for materials for educational...study materials. If I would start a new program in my country, I would make costs lower and efficiency higher” (Aset, interview, November 1, 2021, Appendix I).

Theme 5: Connecting Learning to Real-Life Situations. The interview participants’ responses under this theme varied greatly because each interview participant saw a connection to real-life situations in their learning processes from a different perspective. Zaure viewed this connection in terms of program learning goals which, in her opinion, should be focused on doing something with the knowledge that would be learned in a language program. She shared:

I think that I would suggest developers to relate the language to real-life situations and use that kinda ‘backward design’. In backward design here you set the goal of the lesson from backward – that is why it is called backward design [smiles]. You say ‘by the end of this lesson, you will be able to do something’ – not to know but to do because in real life you will have to do something – you have to speak; you have to show something; you have to create something. You will create friendship...different things, and that’s why, you have to do something with the language because you know something because if not, then on the next day, you will forget it. If you do something, you will remember it for a long time. So, that’s why, I suggest them [program developers] create something that will be helpful in real life – that they [learners] can use the language as a real tool to do something in their lives (Zaure, interview, November 2, 2021).

Zhanna, an UX/UI Designer, mentioned that it would be great if learners in a potential language program could communicate in English as they communicate in their real lives: “Be focused not only on grammar, but be focused on practice...just speaking in English during the lessons...just words...like in real life. That is how we can memorize everything that we learn” (Zhanna, interview, October 17, 2021). Ali, a bachelor’s student, also commented on the importance of everyday communication and emphasized the inclusion of slang expressions into a language program. He said:

I think it is necessary to add slang expressions to the learning process of the English language because at the moment, they have become very popular. And in practice, I can say that every second friend or person with whom I interacted always used slang words (Ali, interview, October 23, 2021, Appendix I).

Zaure, who brought the ideas about backward design and meaningful learning goals, also suggested creation of opportunities for learners to interact with foreign students in a language program:

There should be more connection with foreign students because now we live in the digital world, and we have so much access to digital resources. There are also online collaborative schools where you can connect your classroom with the classroom of other countries and create a common project...(Zaure, interview, November 2, 2021).

Theme 6: Separation Of Kazakh and Russian Speaking Learners. The interview participants’ comments which I gathered under this theme indicated that it might be necessary to consider different characteristics of the Kazakh and Russian languages and to possibly develop two versions of the same English language program. Aigul, a University Psychology Instructor,

shared that because of the linguistic differences between the two languages, it might be important to involve people who are native in Kazakh to design an English language program for Kazakh-speaking people. She stated:

In general, I think that there should be two different programs - for Kazakh speakers and Russian speakers. I don't speak Kazakh very well, but I understand that pronunciation will be different for Russian speakers and Kazakh speakers. The specificity of the language is different. For example, in the Russian language there are verbal expressions for those the Kazakhs do not have an exact translation... And it seems to me that a Kazakh-speaking person should participate in the development [of an English language program] for Kazakh speakers... (Aigul, personal translation, October 28, 2021, Appendix I).

Saule, a doctoral student, also suggested a similar thought, but she stated that it might be necessary to separate people who know only the Kazakh language from people who know both languages: Kazakh and Russian. Her reasoning was that bilingual people would learn English faster than monolingual people because bilingual people already speak two languages:

I would suggest separating people. There are Kazakh-speakers, and it seems to me that whoever knows Russian... mmm... he can be faster at learning English than the person who speaks only Kazakh. For example, my brother and sister wanted to learn the language [English]. I'm from the south of Kazakhstan - we don't really speak Russian, and here are my brother and sister, they don't speak Russian and it was difficult for them to learn English. My brother said: 'You know Russian, so it's easier for you to learn English'. They [her brother and sister] also said that before you could learn English, you had to learn Russian... (Saule, interview, October 19, 2021, Appendix I, para. 3).

Saule also commented on the availability of English language learning resources in Kazakh. She noted:

In the first years, when I started learning the language, all the dictionaries were Russian-English and English-Russian. Even now if you are looking for something in Google and put: 'How will it be in Kazakh? ' It is very difficult to find..." (Saule, interview, October 19, 2021, Appendix I, para. 4).

Zarina, a master's student, had similar ideas regarding dividing monolingual and bilingual people into two groups, but her reasoning was that monolingual (who speak Kazakh only) people were interested more in learning the Russian language than the English language because Russian could help them to better function in the society. She said:

We still have elitism in the country, and there is also linguistic elitism. Often, urbanized population, who speak Russian, they usually learn English. There is a tendency that usually people who live in rural areas - almost 100% of Kazakh-speaking people - they need the Russian language for social mobility, and most likely that they will invest a little more in learning Russian (Zarina, interview, October 22, 2021, Appendix I).

To summarize, the interview participants offered six recommendations for a potential English language learning program for professional adults and higher education students in Kazakhstan. The first and the most popular recommendation was creation of an English speaking environment in a potential program that could allow Kazakhstani people to practice their speaking skills in English. The second popular recommendation was an inclusion of native English language speakers in a program, so Kazakhstani people could have an opportunity to observe, interact with, and learn from native speakers. The third popular recommendation was to

conduct an in-depth needs analysis to understand Kazakhstani people's needs, goals, and characteristics before the actual design and development of an English language learning program. The fourth recommendation was associated with having an affordable cost for this potential program, so a wide range of Kazakhstani people could enroll in it. The fifth recommendation related to the program content that should be applicable to real-life situations that learners encounter every day in their lives. The last recommendation was about separating Kazakh only speaking people with people who could speak Kazakh and Russian into different study groups in a potential program. The rationale for the last recommendation was based on the interview participants' arguments that those two languages had different structures and the differences in thinking between the two language groups of people.

One more component of my theoretical framework related to technical issues. This component was also discussed during the interviews. The interview results regarding whether the interview participants experienced any technical problems, such a shortage of electricity, lack of a computer, a lack of Internet, and a lack of technical skills demonstrated that all the interview participants did not experience any of the above mentioned problems. Considering this and the point that the results of my qualitative data served as a foundation for my online survey questions, I still decided to add this category to my online survey in order to examine whether this was accurate for a larger group of Kazakhstani population.

Results of Document Analysis

I conducted an online document analysis to examine what similarities or discrepancies existed between my interview data and results and content of the analyzed documents. Taking into consideration the scope of this research study and the point that this document analysis was a supplementary data collection method, my intention was not to cover or verify every aspect or

every interview data piece with this document analysis. I also did not intend to make any concrete or final conclusions. It was important for me to see whether I could identify common themes between my two qualitative data sources and enrich my whole qualitative data and whether this analysis could help me develop my online survey questions. Based on the analysis of the previously described documents, I categorized my document analysis into the following sections: (1) Student body increase in higher education; (2) State grants for higher education; (3) Technology use and Internet access; (4) Use of the English language at work and at school, and (5) The cost of English language courses and programs. These sections enriched the themes identified in the interview data by comparing, contrasting, and verifying the interview themes with the results of my document analysis.

Student Body Increase in Higher Education

The majority of higher education students and some professional adults indicated during their interviews that they want to advance their studies. According to the National Report on the State and Development of the Education System of the Republic of Kazakhstan (2021), higher education universities in Kazakhstan have an increase of PhD applicants, and the number of PhD applicants grew by 1.2 times. The same report indicated that there was an increase of master's and doctoral students in the Bolashak international scholarship which allows Kazakhstani citizens to study in leading universities abroad. The number of doctoral students who received this scholarship increased four times over the year, and the number of master's students increased 1.3 times. Taking into consideration the interview participants' responses and this statistical information, it might be plausible to argue that Kazakhstani people were willing to advance their degrees in Kazakhstan and abroad.

State Grants for Higher Education

Both groups of interview participants indicated they received financial support from the government to complete or advance their studies. Among the interview participants, I interviewed people who received full grants for their bachelor, master, or doctoral degrees, and I also interviewed people who were Bolashak program graduates. Based on the National Report on the State and Development of the Education System of the Republic of Kazakhstan (2021), the government distributed more than 68 thousand grants for state higher education on all three levels. The largest number of grants was allocated to bachelor's students – 53,756 grants, and for master's and doctoral students there were 12,504 grants and 1,888 grants. The report also indicated that half of the higher education students who were accepted in 2020 received a full state grant. Given the statistical information, it might be possible to verify the interview participants' responses about government financial support that they received. While this support did not directly relate to learning the English language, the interview participants whose majors were associated with the English language or whose studies were fully instructed in the English language (EMI) greatly benefited from this support based on their interview responses.

Technology Use and Internet Access

All the interview participants stated that they experienced no technical issues. They could easily access online English language learning resources and did not experience any problems with Internet connectivity at home, at work, or at school. Considering that all of my interview participants were united in their responses, I turned my attention to official government documents. According to the National Report on the State and Development of the Education System of the Republic of Kazakhstan (2021), there was “93.6% of the total number of computers in universities” that had Internet connectivity (p. 72), and there was 96.6% of

secondary schools that were connected to Internet which was 1.6% higher than in the previous year.

The report also stated that higher education was one level of education that quickly adapted to online learning. Universities used a variety of online platforms and applications, such as Skype, Zoom, Moodle, Google Hangouts, and others. Some universities, such as Al-Farabi Kazakh National University, even designed their own learning management platforms. However, The National Report on the State and Development of the Education System of the Republic of Kazakhstan (2020) also emphasized that based on surveys conducted by several Kazakhstani universities, there were some challenges that were associated with online learning. The challenges that related to technical issues were weak Internet connectivity in some regions, a lack of computers, a low level of online technical knowledge among university instructors, and a lack of online learning skills among higher education students. To summarize, while all of the interview participants claimed that they did not have any technical issues, the official government report offered different perspectives. So, I decided to include a question regarding technical issues in my online survey to examine other Kazakhstani people's opinions on a slightly larger scale and to examine opinions of young professional adults since the report was about higher education.

Use of the English Language at Work and at School

Two of the most popular responses among the interview participants about use of the English language were work and study. The majority of higher education students stated that they used English in their studies, and the majority of young professional adults indicated that they used English at work. Based on the official government document which is called the Road Map of the Development of the Trilingual Education for 2015–2020 years (2015), there should

be no fewer than 30% of basic and major disciplines in the English language beginning from the third year of a bachelor's degree. Also, the report stated that it was necessary to develop and design 40 study programs and textbooks in the English language for higher education and to produce digital dictionaries (Kazakh-Russian, Russian-Kazakh, Kazakh-English, English-Kazakh) including terminology dictionaries (IT, Physics, Chemistry, Biology, and others) that would be available in online and paper formats. The Road Map of the Development of the Trilingual Education for 2015–2020 years (2015) report also mentioned that it was important to re-train university faculty members using grants, so they could work under the conditions of trilingual education in Kazakhstan. These are only a few official regulations that I described in this study, but there were other similar regulations about trilingual education in Kazakhstan where the English language acted as the third language which was important to study at all levels of education in Kazakhstan.

Given a couple of the government reports, the English language was actively introduced and integrated into the educational system in Kazakhstan, while there was no information about how English was introduced in other structures or fields besides education. For that reason, I examined a job search website in Kazakhstan which was called *HeadHunter KZ* (<https://hh.kz/>). Using this website, as of March 24, 2022, I reviewed 14 jobs that were grouped under the category “Jobs of the Day” for the knowledge of English as one of main job requirements. I wanted to examine whether the English language was needed or necessary for getting a job in Kazakhstan. Those 14 jobs represented various professions, such as an engineer, a promotor-consultant, a shop assistant, a call center clerk, a pharmacist, and others. Out of those 14 jobs, none of the jobs required the knowledge of the English language. To review more jobs, I searched for the keyword “Manager” and examined 15 more jobs. Those 15 jobs were looking

for managers mainly in the fields of sales and consulting. Out of those 15 jobs, four jobs (26%) listed the knowledge of English language as one of the key skills. While jobs vary and skills for these jobs can vary as well, it might be important to note that knowledge of English was not a popular job requirement.

To summarize, it seems that the English language was actively introduced and integrated at all three levels of education in Kazakhstan. This corresponded with the interviewed higher education students' responses that highlighted use of the English language in their studies. However, it might be important to note that several of those students were majoring in English, or they were getting their degrees in universities that implemented EMI, or they were studying abroad. The situation was similar with the professional adults whom I interviewed. There were some people who worked with students who majored in English, or worked in universities that implemented EMI, or worked in places where English served as an essential tool for communication with international colleagues and business partners. So that is why many professional adults indicated that they used English at work. The review of one popular job search website demonstrated that among the 29 examined jobs only four jobs ($\approx 14\%$) asked for the knowledge of the English language. Given all those points, I decided to include a question into my online survey about use of the English language and examine where a larger sample of population in Kazakhstan mainly uses English.

The Cost of English Language Courses and Programs

One of the popular challenges among the interview participants was the high cost of English language courses. This theme promoted me to examine a couple language school websites in Kazakhstan to obtain information about their current language course prices.

One language school which was named *InterPress* and which had sister affiliations in Almaty, Nur Sultan, and Karaganda cities, offered three different English language learning programs: (1) Lite; (2) Smart, and (3) Pro. As of March 2022, those programs significantly varied in price based on different factors, such as (1) online or offline format; (2) standard English language learning program or in-depth English language learning program; (3) whether the instructor is a local teacher or a native English language speaker; (4) age of learners; (5) learners' English language level, and (6) whether it was an individual lesson or a group lesson. The prices would change based on the selection of the above-mentioned factors, the cheapest course option in the adult category (15 years old and older) was 19,000 tenge (\approx \$37) per month while the most expensive course option was 38,000 tenge (\approx \$75) per month.

Another school which was called *Level Up Education* in Almaty also offered English language courses, and, again, prices on these courses varied based on similar factors, such as (1) whether it was an individual lesson or a mini-group lesson, or a group lesson; (2) whether the instructor was a local teacher or an English native speaker, and (3) whether it was online or offline format. As of March 2022, the cheapest course option was 15,000 tenge per month (\approx \$29), while the most expensive course option was 120,000 tenge (\approx \$236) per month.

I also reviewed prices of one more language school – Langberry. This school had sister affiliations in Almaty, NurSultan, Semey, Pavlodar, and Oskemen cities. Like the other two schools, prices varied greatly but in this school it was possible to obtain an unlimited membership for six months meaning a person could attend as many lessons as he or she wanted for as much time as he or she wanted. As of March 2022, the cheapest course option was 9,900 tenge (\approx \$19), while the most expensive course option was 129, 990 (\approx \$255).

All three schools offered discounts on their courses. While it had been challenging to make any conclusions that were based on the prices in three language schools, the above-mentioned language schools demonstrated a variation in prices of English language courses. Another important detail was that the cheapest course options were oriented toward beginners in the English language, were group-based (five people or more) lessons, and had local (Kazakh- or Russian-speaking) instructors. The point regarding local instructors brought me to the interview theme about a lack of native English language speakers. While two out of the three reviewed language schools offered lessons with native English language speakers, these lessons were in the most expensive category. So, this prompted me to think that the two interview themes: the high cost of language courses and a lack of native language speakers could be correlated, meaning that a person might need to pay a higher price to be able to study with a native language speaker. If a person could not afford this price, then a native language speaker could not be available for him or her.

After I briefly introduced myself to actual prices of English language courses and programs in Kazakhstan, my rationale made me think about Kazakhstani salaries and Kazakhstani higher education students' stipends. I wanted to examine whether the English language course prices that I discovered were affordable for a majority of Kazakhstani people, particularly for the two groups in my research study: young professional adults and higher education students.

According to the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan Bureau of National Statistics (<https://stat.gov.kz/>), as of February 2022, the average salary of a Kazakhstani person was 272,968 tenge per month (\approx \$538). The important point to consider was that this average salary was calculated including the highest salaries of CEOs and

upper administration in Kazakhstan and based on different regions in Kazakhstan meaning that, for example, in the capital city, Nur Sultan, salaries could be higher than in another city or in rural areas in Kazakhstan. Based on my personal experience and conversations with family members and friends, the average salary which was mentioned above was higher than the salaries that my family members and friends earned in Kazakhstan. A more realistic average salary was around 152,243 tenge per month (\approx \$300).

I also examined stipends of higher education students. Most of the time, higher education students study on full grants meaning that their tuitions are fully covered by state grants. In addition, higher education students also receive a monthly stipend. However, there are also students who do not have grants and pay for their tuition. According to the international news agency, *Kazinform*, higher education students' stipends went up 20% since September 2021. bachelor's students' stipend was 31,423 tenge (\approx \$62), master's students' stipend was 76,950 (\approx \$152), and doctoral students' stipend was 172, 500 (\approx \$340) as of September 2021. The news agency also provided information that starting from September 2022, stipends of higher education students would again be increased by 20%.

In addition to collecting information about salaries and stipends of Kazakhstani people, I wanted to obtain some brief information about the cost of living of a Kazakhstani person, so I could better understand whether the prices of the language courses that I reviewed could be potentially high and not affordable. According to the *TengriNews* news agency, as of May 2019, the cost of living of a Kazakhstani person was 180,000 – 185,000 tenge (\approx \$355 – \$365) in Nur Sultan city with the inclusion of apartment rent, utility bills, transportation, food, and other small household expenses. If a person lived with a partner, then an additional 50,000 – 60,000 tenge (\approx \$99 – \$118) should be added, and if they have a child, then at least 30,000 tenge (\approx \$62).

should be added as well. These amounts did not include any medical expenses and expenses for entertainment and hobbies (i.e., movies, restaurants, amusement parks, gym memberships, and etc.). After I combined those amounts, the cost of living for two people and a child was 250,000 – 275,000 tenge (\approx \$493 – \$542).

To summarize this logical chain of the statistical information that I obtained, the approximate prices for English language courses varied from \$19 to \$255. As I mentioned before, the cheapest course options were limited to the beginner level, group-based lessons, and local instructors. The average salary of a Kazakhstani person was \$538 according to the official statistical bureau in Kazakhstan, but it could be much lower based on conversations with my family and friends and could be around \$300. The cost of living of a Kazakhstani person in the capital city was about \$355 - \$365, and it was \$493-542 for a small family of two adults and one child, excluding any medical, entertainment, and hobby expenses. So, for example, a single person earns \$538 per month and spends \$355 per month on living expenses, it leaves him with \$183. Then, this person should decide whether his priority is to learn English or to pay a medical bill or to go to a restaurant or to a movie, or to pay any other additional expenses he might have. This might be an ideal situation, but what if a person earns less than \$538 per month something like \$400 or less? Then there can be no money left to pay for English language courses. The same situation might be for people with spouses and children. Of course, individual salaries and costs of living vary across the country but having an approximate number might help see what the interview participants mentioned when they talked about high prices of language courses and programs. If we consider a full-time bachelor's student who is out of town and has to pay rent and other expenses (e.g., clothes, study materials, transportation, mobile and Internet services, utilities, and entertainment) and even if he is on a full grant with a \$62 stipend, it might be a big

doubt that he could afford paying somewhere between \$19 and \$255 for his language courses, even if he has a part-time job.

Of course, situations could be different. Some students might live in their parents' houses and not pay for rent. Some single people or family people might own their own apartments and not pay a monthly rent or even a mortgage. Some students or young professionals might get financial support from their families. While there might be a variety of different situations and conditions, considering the statistical information that I collected, it might be possible to better understand what the interview participants meant by the high cost of language courses and programs.

Results of Online Survey

Considering the survey structure and the themes identified in the qualitative data, the survey results were divided into three major groups: (1) Profile of an English language learner in Kazakhstan; (2) English language learning challenges; and (3) Conceptual design framework: English language program recommendations. In addition, I added one more section in which I reported the results of an open ended question which asked survey participants to share additional comments about their language learning challenges and program recommendations.

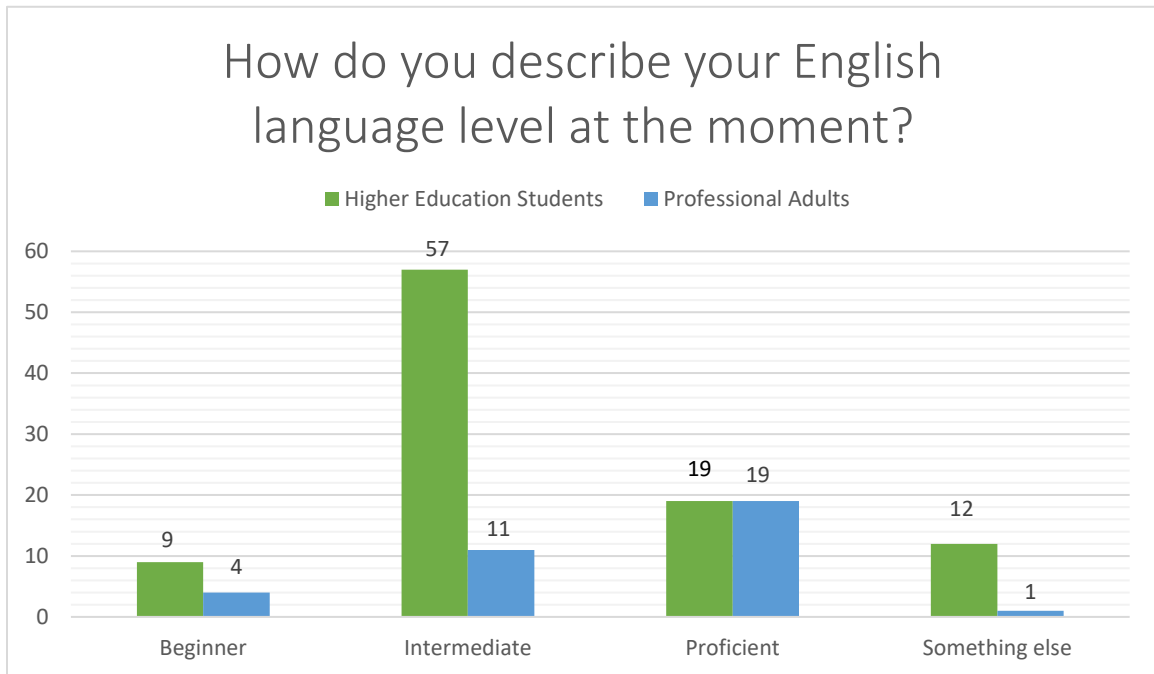
Profile of an English Language Learner in Kazakhstan

I conducted cross tabulation analysis to examine English language level, duration and purpose of studying English, use of English language, and preferred teaching styles among the two groups. According to Figure 24, level of English language proficiency among the two groups varied. While more than half (58.8%) of higher education students described their

English language knowledge level as Intermediate, most (54.3%) of professional adults referred to their English language knowledge level as Proficient (see Figure 24).

Figure 24

English Language Level among Two Groups

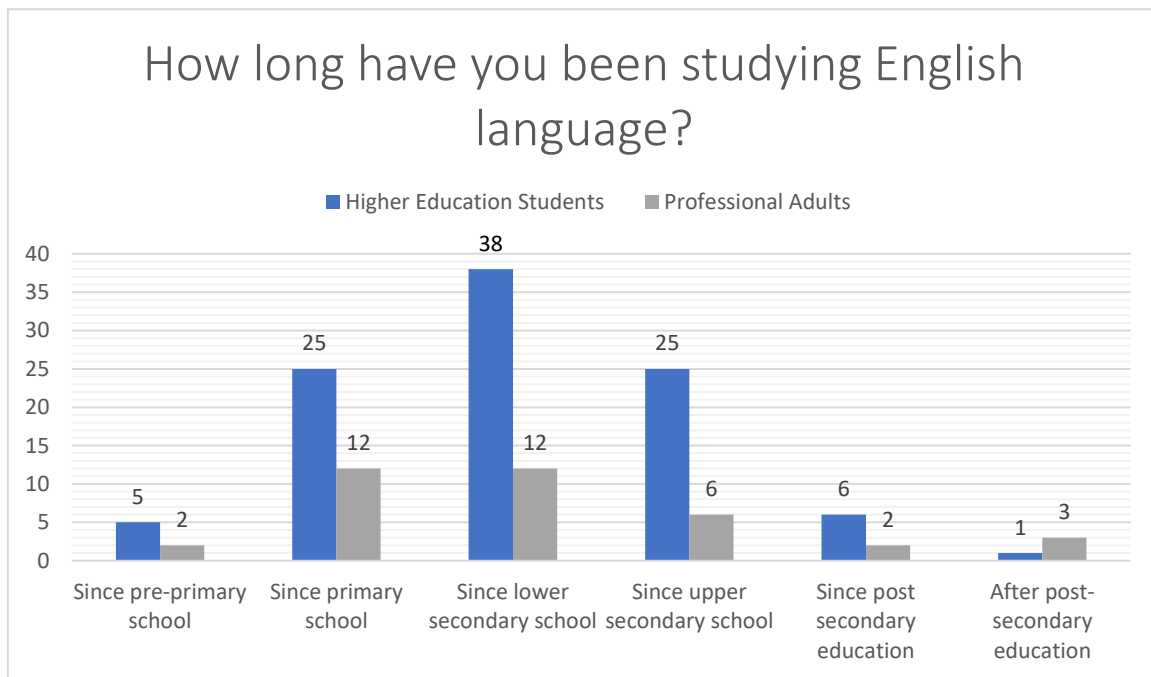


The results of cross tabulation analysis regarding duration and purpose of studying English language also demonstrated some differences between the two groups. As displayed in Figure 25, around 38 (38%) of higher education participants started to study English when they were in lower secondary education between 12 and 16 years old (see Figure 25). Then, the results of the higher education students group were divided equally (25% or 25 students in each category) between primary school (between seven and 11 years old) and upper secondary school categories (between 17 and 18 years old). The same table showed that professional adults responses regarding duration of studying English language were equally (32.4% or 12

professional adults) distributed between the primary school and lower secondary school categories. The pre-primary school (between zero to six years old) and post-secondary education were the least selected responses among the two groups. These results demonstrated that the higher education students started to study English language when they were in lower secondary school (38% or 38 students), and in primary school (25% or 25 students) and upper secondary school (25% or 25 students) respectively. Most of the professional adults started to study English language when they were in primary school (32.4% or 12 professionals) and in lower secondary school (32.4% or 12 professionals) respectively.

Figure 25

Duration of Studying English among Two Groups

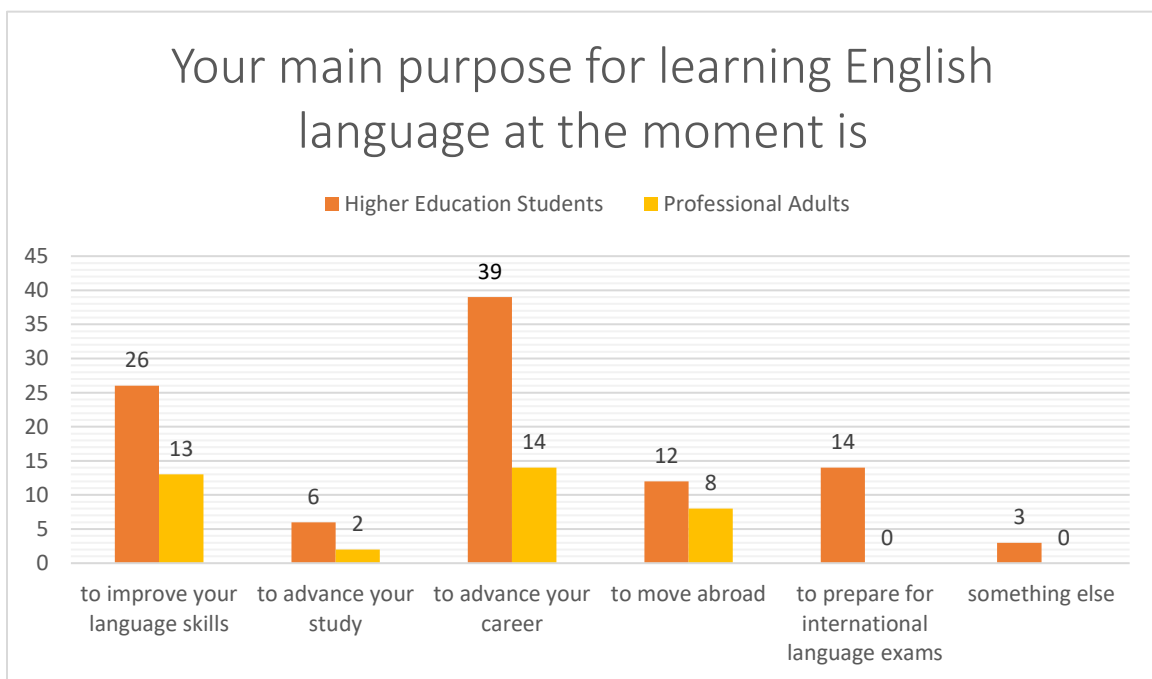


According to Figure 26, both groups had the same purposes of studying English language that dominated their responses. Thirty-nine (39%) higher education students and 14 (37.8%) professional adults learned English to advance their careers. Twenty-six (26%) higher education

students and 13 (35.1%) professional adults learned English to improve their language skills. The third dominated purpose (14% or 14 higher education students) for higher education students to study English was to prepare for international English language proficiency tests, IELTS and TOEFL, while there were no professional adults who selected this answer option (see Figure 26).

Figure 26

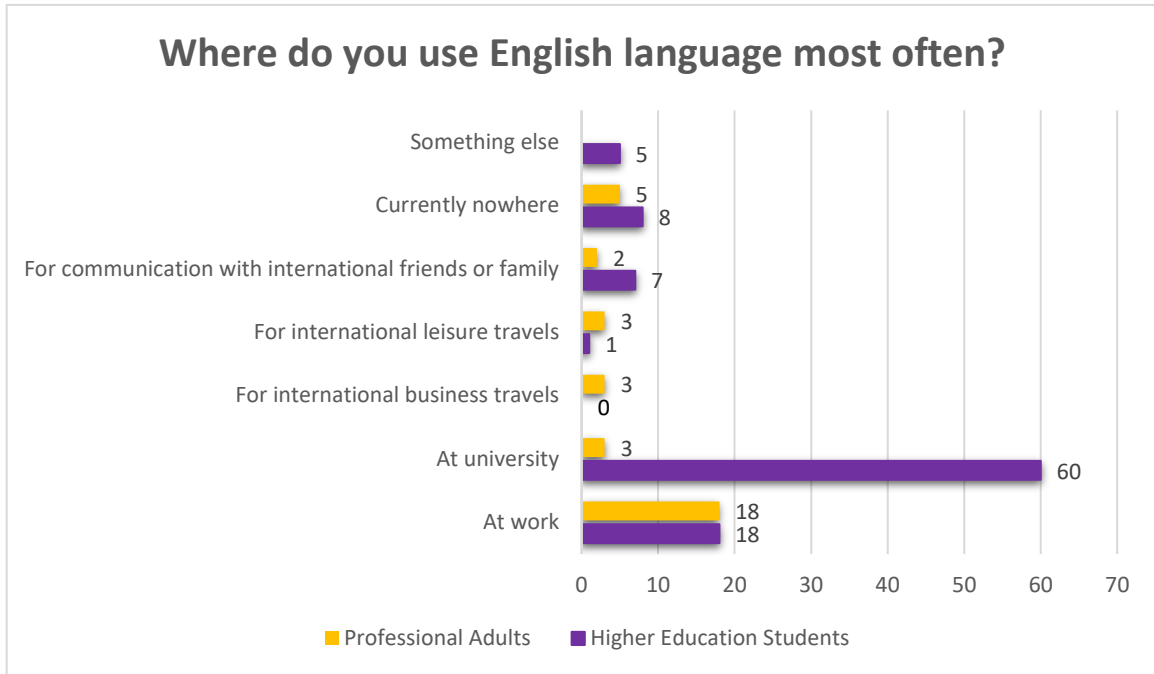
Purpose of Learning English among Two Groups



The cross tabulation analysis among the two groups regarding use of English language indicated that more than half of higher education students (60% or 60 students) used English language in their studies, while most of the professional adults (50% or 18 professionals) used English language at their jobs (see Figure 27).

Figure 27

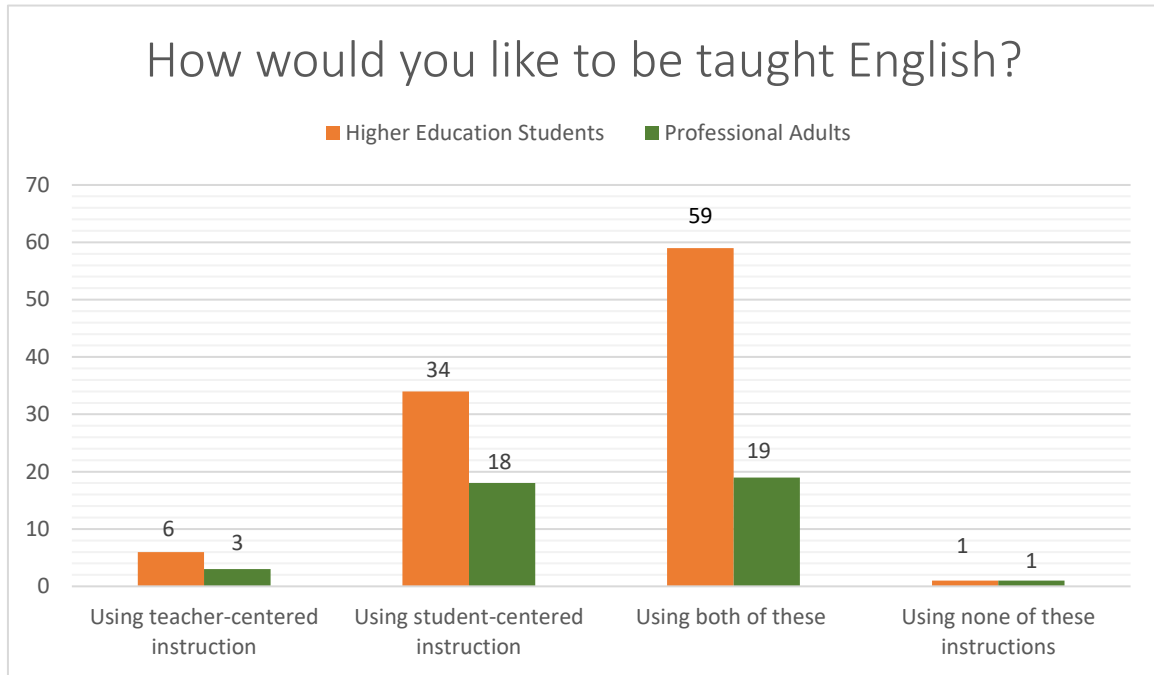
Use of English among Two Groups



The preferred teaching style was different between the two groups. More than half (59% or 59 students) of the higher education students preferred a combination of teacher-centered (direct) instruction and student-centered (constructivist) instruction, while most (48.6% or 18 professionals) of the professional adults preferred student-centered instruction (see Figure 28).

Table 28

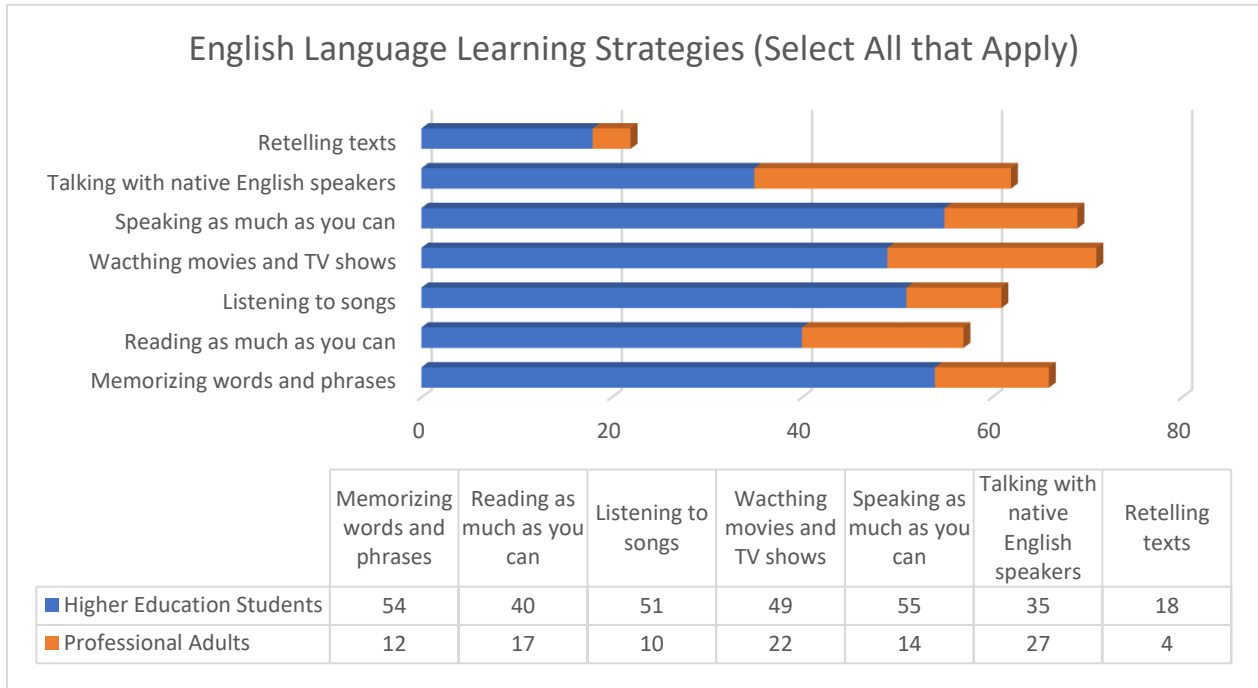
Preferred Teaching Style by Two Groups



The cross tabulation analysis of the multiple responses set (select all that apply) and the two groups signified that the top three English language learning strategies were different among higher education students and professional adults (see Figure 29). The top three English language learning strategies for higher education students were (1) Speaking as much as you can (this strategy was selected by 55 students); (2) Memorizing words and phrases (this strategy was selected by 54 students), and (3) Listening to songs (this strategy was selected by 51 students). The top three English language learning strategies for professional adults were (1) Talking with native English language speakers (this strategy was selected by 27 professionals); (2) Watching movies and TV shows (this strategy was selected by 22 professionals), and (3) Reading as much as you can (this strategy was selected by 17 professionals).

Figure 29

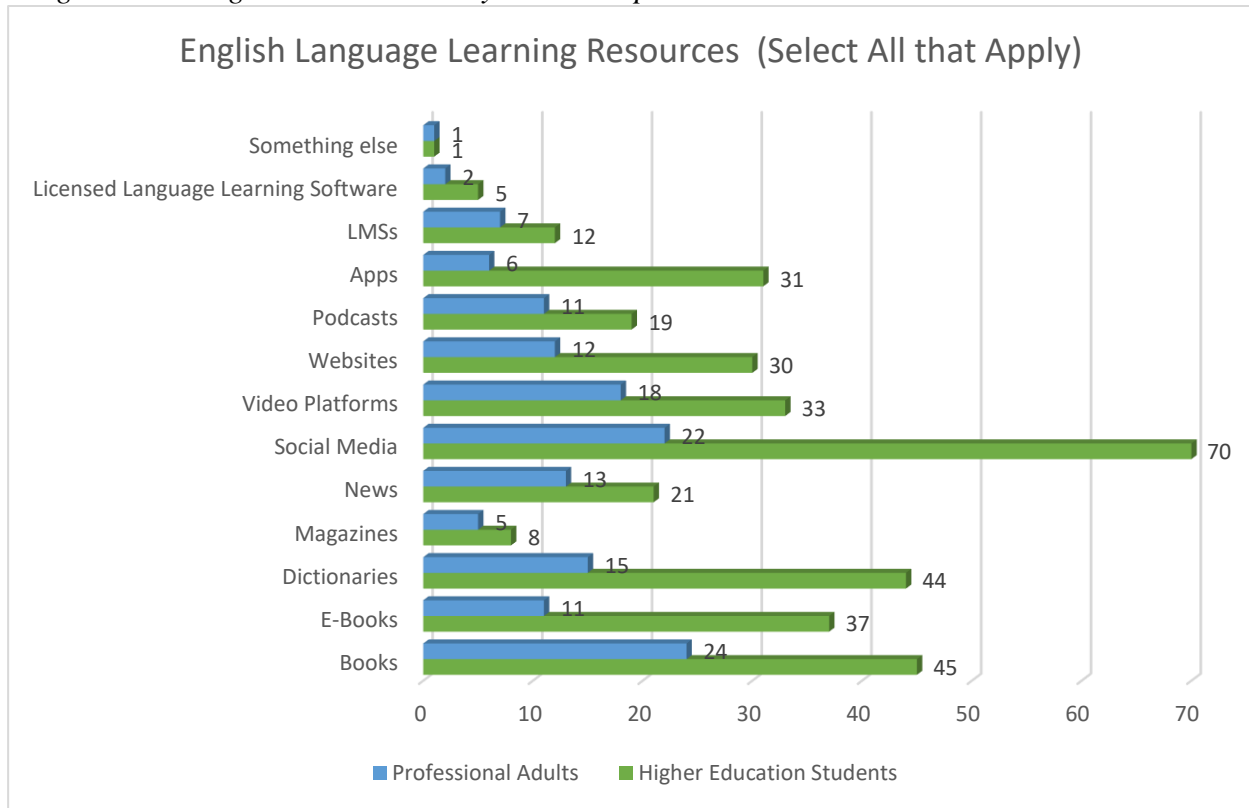
English Learning Strategies of Two Groups



Another cross tabulation analysis of the multiple responses set (select all that apply) and the two groups revealed the top three learning resources that both groups used to study English language. Social media (e.g., Instagram, TikTok, Facebook, etc.) and books (e.g., textbooks, professional books, IELTS exam preparation books) were among the top two language learning resources for the two groups with a difference that social media was the top English language learning resource for 70 higher education students, whereas it was the second from the top for 22 professional adults. Books were the top English language learning resource for 24 of the professional adults. In contrast, they were second from the top for 45 higher education students. The third learning resource from the top were dictionaries for 44 higher education students and video platforms (e.g., Netflix) for 18 of the professional adults (see Figure 30).

Figure 30

English Learning Resources Used by Two Groups

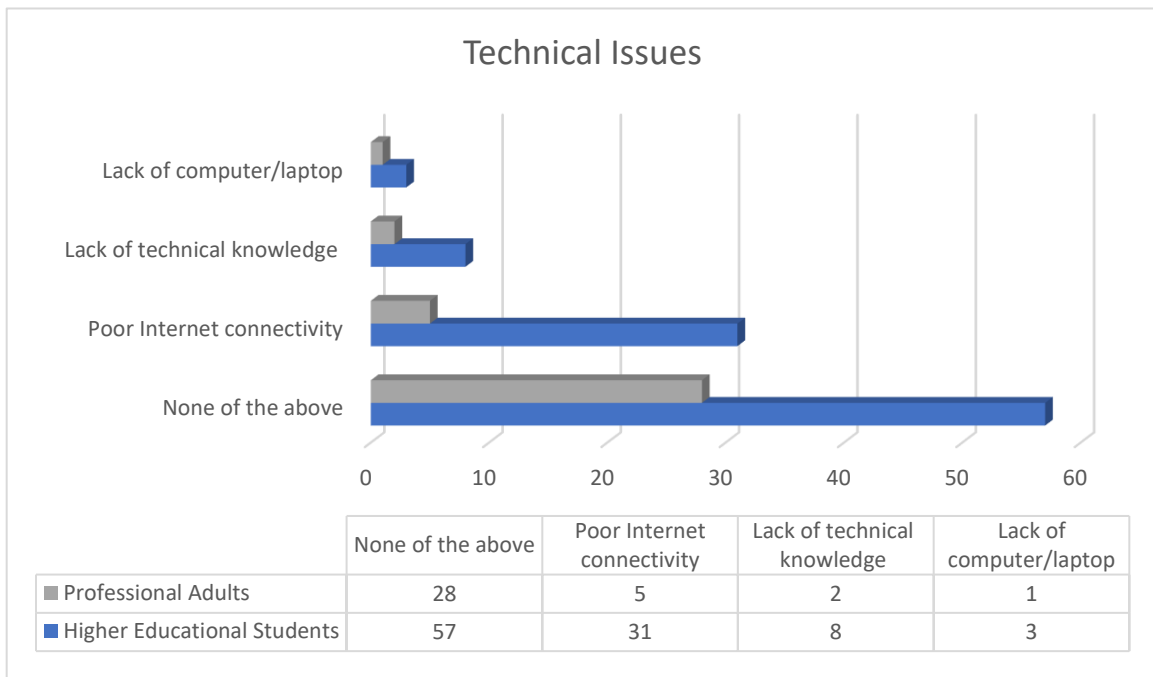


The majority of my interview participants noted that they did not experience any technical issues with accessing online English language materials. However, I still added this question to my online survey to examine what a larger population sample thought about this topic, and whether they experienced any technical issues with accessing online language learning materials. The cross tabulation analysis demonstrated that 57 (57.6%) higher education students did not experience any of the technical issues that are presented in Figure 31; however, 31 (31.3 %) higher education students indicated that they experienced poor internet connectivity. The cross tabulation analysis showed that the professional adults group mainly distributed their responses between the same two answer options: “None of the above” and “Poor Internet

connectivity.” Twenty-eight (70%) professional adults specified that they did not experience any technical issues; however, five (13.9 %) professional adults indicated that they had poor Internet connectivity. While the majority of survey participants in both groups did not experience any technical issues that were mentioned in Figure 31, there were still 36 (26.7%) survey participants in total that noted that they had poor Internet connectivity (see Figure 31).

Figure 31

Technical Issues among Two Groups

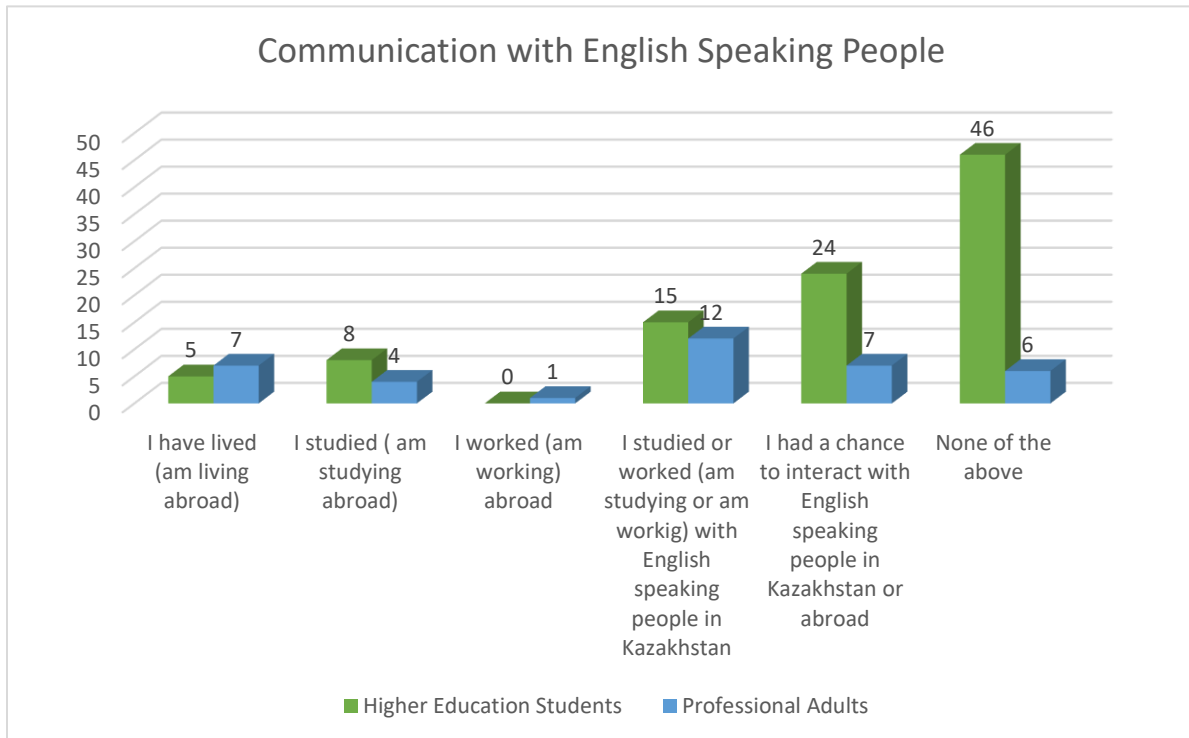


Almost half (46.9% or 46 students) of the higher education students expressed that they did not live or study or work abroad, and they did not study or work with English speaking people in Kazakhstan. This also indicated that they did not have short interactions with English speaking people abroad or in Kazakhstan. In contrast, 32.4% (12 professionals) of the

professional adults studied or worked with English speaking people in Kazakhstan (see Figure 32).

Figure 32

Communication with English Speaking People among Two Groups



English Language Learning Challenges

To examine frequency of survey participants’ responses regarding English language learning challenges and identify with which language learning challenges participants mostly agree or disagree, I ran a frequency analysis. I performed a frequency analysis for each of the eight language learning challenges. In addition, I designed custom tables in SPSS to visually see and compare frequencies for the language learning challenges group (see Appendix O). I did not analyze language learning challenges by the two groups as I did in the analyses above because I

followed the structure of my interview results. In my interview results, I analyzed the responses of both groups for language learning challenges.

The frequency analysis showed how survey responses distributed their responses about English language learning challenges. Since I used Likert scale questions with five possible answers that varied from Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, and Strongly Agree, I decided to group disagreement answer options together and agreement answer options together. For example, I grouped Strongly Disagree and Somewhat Disagree together, and I grouped Strongly Agree and Somewhat Agree together. Such grouping allowed me to examine whether survey respondents agreed or disagreed with English language learning challenges statements or whether their opinions were divided.

The top three English language learning challenges with which the majority of survey participants agreed are described below.

- (1) There are no native English language speakers with whom I can communicate. In Table 7, there were 80 (58.4%) survey participants who somewhat or strongly agreed with the statement that there were no native English language speakers with whom they could communicate, while there were only 40 (29.1%) survey respondents who somewhat or strongly disagreed with this statement, and there were 15 (10.9%) who neither agreed nor disagreed.

Table 7

English Language Learning Challenge: There are no Native English Language Speakers with whom I Can Communicate

	N	%
Strongly disagree	25	18.2%
Somewhat disagree	15	10.9%
Neither agree nor disagree	15	10.9%
Somewhat agree	38	27.7%
Strongly agree	42	30.7%
Missing System	2	1.5%
Total	137	100.0%

(2) I feel that there is a bigger emphasis on learning grammar than on developing other language aspects. In Table 8, there were 76 (55.4%) survey participants who somewhat or strongly agreed with the statement that there was a bigger emphasis on learning English language grammar than on developing other language aspects, while there were only 37 (27.%) survey respondents who somewhat or strongly disagreed with this statement, and there were 23 (16.8%) who neither agreed nor disagreed.

Table 8

English Language Learning Challenge: I Feel that There is a Bigger Emphasis on Learning Grammar than on Developing Other Language Aspects

	N	%
Strongly disagree	14	10.2%
Somewhat disagree	23	16.8%
Neither agree nor disagree	23	16.8%
Somewhat agree	58	42.3%
Strongly agree	18	13.1%
Missing System	1	0.7%
Total	137	100.0%

(3) I do not have opportunities to practice. In Table 9, there were 69 (50.3%) survey participants who somewhat or strongly agreed with the statement that they did not have opportunities to practice English language, while there were 51 (37.2%) survey respondents who somewhat or strongly disagreed with this statement, and there were 17 (12.4%) who neither agreed nor disagreed.

Table 9

English Language Learning Challenge: I Do not Have Opportunities to Practice

	N	%	%	%
Strongly disagree	27	19.7%	19.7%	19.7%
Somewhat disagree	24	17.5%	17.5%	37.2%
Neither agree nor disagree	17	12.4%	12.4%	49.6%
Somewhat agree	48	35.0%	35.0%	84.7%
Strongly agree	21	15.3%	15.3%	100.0%
Total	137	100.0%	100.0%	

There were three English language learning challenges in which survey participants' opinions were polarized. With the three statements, such as "I am afraid of people's judgement regarding my language skills," "English language courses are expensive for me," and "I experience pronunciation problems," survey participants proportionally equally agreed or disagreed. For example, there were 55 (40.1%) survey participants who somewhat or strongly agreed with the statement that they were afraid of people's judgement regarding their language skills, while 62 (45.2%) survey participants somewhat or strongly disagreed with this statement (see Table 10).

Table 10

English Language Learning Challenge: I am Afraid of People’s Judgment Regarding my Language Skills

	N	%
Strongly disagree	35	25.5%
Somewhat disagree	27	19.7%
Neither agree nor disagree	19	13.9%
Somewhat agree	40	29.2%
Strongly agree	15	10.9%
Missing System	1	0.7%
Total	137	100.0%

For the statement regarding English language courses being expensive, there were 56 (40.9%) survey participants who somewhat or strongly agreed. At the same time, there were 44 (32.1%) survey participants who somewhat or strongly disagreed with the statement (see Table 11).

Table 11

English Language Learning Challenge: English Language Courses are Expensive for Me

	N	%
Strongly disagree	23	16.8%
Somewhat disagree	21	15.3%
Neither agree nor disagree	35	25.5%
Somewhat agree	42	30.7%
Strongly agree	14	10.2%
Missing System	2	1.5%
Total	137	100.0%

For the statement about experiencing pronunciation problems, there were 49 (35.7%) survey participants who somewhat or strongly agreed with the statement. However, there were 59 (43.1%) survey participants who somewhat or strongly disagreed with the statement (see Table 12).

Table 12*English Language Learning Challenge: I Experience Pronunciation Problems*

	N	%
Strongly disagree	37	27.0%
Somewhat disagree	22	16.1%
Neither agree nor disagree	28	20.4%
Somewhat agree	35	25.5%
Strongly agree	14	10.2%
Missing System	1	0.7%
Total	137	100.0%

There were two statements with which survey participants mostly disagreed than agreed. These statements were “I do not have enough motivation to learn” and “Married life makes it more challenging for me to learn.” Sixty-six (48.2%) survey respondents disagreed with the statement that they did not have motivation to learn English language, while 43 (31.3%) survey participants agreed with this statement (see Table 13).

Table 13*English Language Learning Challenge: I Do not Have Enough Motivation to Learn*

	N	%
Strongly disagree	40	29.2%
Somewhat disagree	26	19.0%
Neither agree nor disagree	25	18.2%
Somewhat agree	35	25.5%
Strongly agree	8	5.8%
Missing System	3	2.2%
Total	137	100.0%

There were 67 (48.9%) survey participants who somewhat or strongly disagreed with the statement that married life made it more challenging for them to learn English language, while 45 (32.9%) survey participants agreed with this statement. In addition, it is important to note that

my sample size was disproportional in terms of the two researched groups meaning that there were more higher education students (n=100) than professional adults (n=37), so this could have somehow impacted survey participants' disagreement responses regarding married life, and it being challenging for learning English language (see Table 14).

Table 14

English Language Learning Challenge: Married Life Makes It More Challenging for Me to Learn

	N	%
Strongly disagree	47	34.3%
Somewhat disagree	20	14.6%
Neither agree nor disagree	22	16.1%
Somewhat agree	33	24.1%
Strongly agree	12	8.8%
Missing System	3	2.2%
Total	137	100.0%

To summarize, the three language learning challenges with which the survey participants mostly agreed were that there was a lack of native English language speakers with whom survey participants could communicate, that there was a big emphasis on grammar in English language teaching practices, and that there was no opportunity to practice English language. There also were the three language learning challenges with which the survey participants agreed or disagreed. These challenges included survey participants being afraid of people's judgement regarding their language skills, considering English language courses as being expensive, and having pronunciation problems. There were two language challenges with which survey participants mostly disagreed. These challenges related to a lack of motivation to learn English

language and to married life that made learning English language more challenging (see Appendix O for the summary table).

Conceptual Design Framework: English Language Program Recommendations

To examine frequency of survey participants' responses regarding English language program recommendations and identify which English language program recommendations participants mostly agree or disagree, I ran a frequency analysis. The English language program recommendations questions were also Likert scale questions as the English language learning challenges questions and had the same five scales. I implemented the same analysis strategy as with the language learning challenges questions and grouped Somewhat Disagree and Strongly Disagree questions together, and I grouped Somewhat Agree and Strongly Agree questions together to examine whether survey participants mostly agreed or disagreed with program recommendations statements or whether their opinions were divided.

The results of frequency analysis demonstrated that survey participants mostly agreed with all the six English language program recommendations. There were two statements with which more than 90% of survey participants agreed. The first statement with which 126 (92%) survey participants agreed was that a potential English language learning program that will be specifically designed for Kazakhstan should have real-life connections and be built on tangible observable learning objectives (see Table 15).

Table 15

English Language Learning Program Recommendation: The Program Content Should Have Real-Life Connections and Be Built on Tangible Observable Learning Objectives

	N	%
Strongly disagree	1	0.7%
Somewhat disagree	2	1.5%
Neither agree nor disagree	7	5.1%
Somewhat agree	30	21.9%
Strongly agree	96	70.1%
Missing System	1	0.7%
Total	137	100.0%

The second statement with which 125 (91.2%) survey participants agreed was that the cost of this language learning program should be affordable for most Kazakhstani people (see Table 16).

Table 16

English Language Learning Program Recommendation: The Cost of the Program Should Be Affordable to the Majority of Kazakhstani People

	N	%
Strongly disagree	2	1.5%
Somewhat disagree	1	0.7%
Neither agree nor disagree	7	5.1%
Somewhat agree	21	15.3%
Strongly agree	104	75.9%
Missing System	2	1.5%
Total	137	100.0%

One more statement which the majority (89% or 122 participants) of survey participants agreed was that it is important to develop an English speaking environment in this potential language learning program (see Table 17)

Table 17

English Language Learning Program Recommendation: It is Important to Create an English Speaking Environment in the Program

	N	%
Strongly disagree	6	4.4%
Somewhat disagree	3	2.2%
Neither agree nor disagree	4	2.9%
Somewhat agree	27	19.7%
Strongly agree	95	69.3%
Missing System	2	1.5%
Total	137	100.0%

There were two statements in which survey participants' responses had the same percentage (84.6%) of agreement meaning that out of the 137 survey participants, 116 survey participants agreed respectively with the two statements (see Tables 18 and 19). These two statements related to the inclusion of native English speakers in the program and to the importance of accessing people's learning needs, goals, and characteristics before the creation of the program.

Table 18*English Language Learning Program Recommendation: It is Vital to Include Native English**Speakers in the Program*

	N	%
Strongly disagree	1	0.7%
Somewhat disagree	7	5.1%
Neither agree nor disagree	10	7.3%
Somewhat agree	25	18.2%
Strongly agree	91	66.4%
Missing System	3	2.2%
Total	137	100.0%

Table 19*English Language Learning Program Recommendation: It is necessary to assess people's**learning needs, goals, and characteristics*

	N	%
Strongly disagree	3	2.2%
Somewhat disagree	4	2.9%
Neither agree nor disagree	12	8.8%
Somewhat agree	35	25.5%
Strongly agree	81	59.1%
Missing System	2	1.5%
Total	137	100.0%

In comparison with other statements, the statement regarding the development of two separate programs for Kazakh and Russian speaking people because of the linguistic differences between two languages did not find as much agreement among survey participants. Considering that more than 80% of survey respondents agreed with the other five statements, there was only 69.4% (95 participants) of survey participants who agreed with this statement. There was also a considerably higher percentage of 13.1% (18 participants) of survey participants who disagreed

with this statement in contrast with disagreement percentages for other five statements (see Table 20).

Table 20

English Language Learning Program Recommendation: It might be beneficial to develop two separate programs for Kazakh and Russian speaking people because of the specifics of both languages

	N	%
Strongly disagree	8	5.8%
Somewhat disagree	10	7.3%
Neither agree nor disagree	21	15.3%
Somewhat agree	32	23.4%
Strongly agree	63	46.0%
Missing System	3	2.2%
Total	137	100.0%

In brief, the majority (more than 60%) of survey participants agreed with all the five recommendations. The recommendation with which survey participants mostly agreed was that the language program should have real-life connections and be built on tangible observable learning objectives. This recommendation was followed by two other recommendations regarding affordable cost of this program and the importance of an English speaking environment in this program. After these top recommendations, there were two recommendations with which survey participants agreed as well. They related to the inclusion of native English language speakers and the assessment of people’s learning needs, characteristics, and goals before the creation of the program. The least popular recommendation, but with which more than 60% of survey participants agreed was about the separation of Kazakh and Russian speaking into two groups because of the linguistic differences among the two languages (see Appendix P).

Open-Ended Question at the End of The Survey

The results of this qualitative piece of the survey data revealed that survey participants concentrated around three major themes: (1) English language speaking environment; (2) English teaching methodology, and (3) Price of English language courses.

English Language Speaking Environment. Many survey participants mentioned that they did not have an environment where they could practice their language skills, and that they would like to have one. For example, one survey participant indicated that the best way to learn English is to have an English language speaking environment. A few survey participants had similar comments and highlighted the importance of a language speaking environment because language should be learned along with the culture and the way of living where this language is used. One survey participant provided a great detailed answer about a language speaking environment and how the brain of a person works during the process of learning a new language:

I believe that a student must be fully submerged into an English environment. When we learn our first (native) language, our brain creates a simple connection between subject and word. The biggest challenge during learning a new language is to break this connection and replace the word in our native language with a word of the new language. Instead, most people learn to extend this simple connection by adding a new word to it. So, when you want to say table you look at the table, think "стол" [table in Russian] which is "table" [unclear]. The connection gets longer, and things get worse when it comes to building sentences or answering questions during dialog. This complex connection adds a delay, makes the student uncomfortable, and makes him lose confidence. The best solution is to try very hard to force your brain to replace words with

the foreign language. The easiest way to make your brain do that is to be fully submerged into the new language (Online survey, 2022).

Another survey participant mentioned that English language was only practiced during classes, but it would be great to have practice outside the classroom and with native speakers because it could help remove the language barrier. Some survey participants simply stated that they did not have any opportunities to practice English language, and that they would like to find some people with whom they could talk in English.

English Teaching Methodology. There were survey participants who shared their comments about teaching English language methodology and why they thought it was not successful in Kazakhstan. For instance, one survey participant wrote that she knew words but could not build sentences in English. Another survey participant noted that she experienced problems with pronunciation, and that it was hard to find any good English language teachers in Kazakhstan. One more survey participant stated that it would be great if this potential language learning program would have some explanatory part in which learners could ask clarifying questions. Another survey participant shared that in many educational organizations, instructors mostly taught grammar, and there were no opportunities to practice listening skills. One more survey participant echoed the previous comment and stated that listening exercises were a torture for her ears and brain because she could not understand anything. There was one survey participant who suggested to use plays like in a theatre to encourage learners to study English language through dialogues. One more survey participant shared a recommendation to include and practice all four language skills in the potential language learning program based on her experience learning German language:

I am also learning German at the moment. There is a free app called DW Learn German. It's been incredibly helpful in my learning because it has a storyline, and the format of the exercises is interesting. The attention is evenly paid to all skills: you watch a video; listen to an audio; read some information; practice answering questions and can check possible answers; learn grammar and review words at the end. It's the most convenient app that I have ever used for learning, and I have always wished there was an app like that for English learners.

Cost of English Language Courses. A few survey participants mentioned the price of English language courses in Kazakhstan. A couple of survey participants stated that learning English should be affordable for most Kazakhstani people. Another survey participant wrote that it was expensive to go to study English abroad even if it was for a short period.

Chapter Five: Discussion and a Concept of Instructional Design Framework for Teaching English Language

In my study, I used three data collection methods: semi-structured interviews, document analysis, and an online survey. Taking this into consideration, I discussed the findings for each of these methods. Following my study design methodology, I integrated an analysis of how all these findings fit together and what conclusions can be made about learning English language in Kazakhstan. Then, based on my synthesis of all the findings, I proposed conceptual guidelines for an instructional design framework which can be used to teach English language in Kazakhstan.

Semi-Structured Interviews

I had two diverse samples: one with higher education students and the other with young professional adults. As a result, I was able to collect rich data that helped me start to form an understanding about who my interview participants were, what English language learning challenges they experienced, and how they wanted to improve and add to current ways of how English language was taught in Kazakhstan. The fact that I had a chance to talk with interview participants for at least more than 30 minutes encouraged me to ask complex questions, clarify their answers, and let them provide me with detailed responses.

One interesting point that caught my attention was that the two samples of higher education students and young professional adults somehow overlapped with each other in terms of their studies and jobs. For example, I interviewed professional adults who were also completing their graduate degrees, and I interviewed higher education students who worked part-time or full-time. This point prompted me to think that higher education students and professional adults in Kazakhstan want to continue their self-development through advancement

of their studies or careers. They want to move forward; they want to learn; they want to achieve, and they want to learn English because this language helps them to succeed in all these endeavors. Along with the point about the intersection of these two samples, I also found out that many of my interviewees had an opportunity to travel, study, or work abroad. The interview participants discovered opportunities through national scholarship awards, participation in the U.S. Fulbright program, and/or through use of their own financial means.

Analyzing the interview results, I concluded that higher education students and professional adults in Kazakhstan were not only geographically mobile, but they also contributed to knowledge mobility (Persoon et al., 2021) by learning from others and sharing their knowledge. This was also supported by the finding that many interview participants from both samples read or listened to BBC news to stay up-to-date about current news in the world. There were also many interview participants who used social media to access current news and events in English. Thus, besides learning English through using social media and news, the interview participants in both groups also wanted to stay current with what was going on in the world in terms of economics, politics, entertainment, and other areas.

Another interesting point was that while most professional adults started to learn English language when they in their fifth or sixth grades, there were some higher education students that started to learn English language in their primary schools or even earlier. This demonstrates that English language has been introduced earlier and earlier in K-12 education in Kazakhstan. More younger generations now start to learn English when they are in their primary or pre-primary schools. One of the interview participants mentioned that in Nur-Sultan which is the capital city of the Republic of Kazakhstan, there are many pre-primary schools and childcare centers that teach English language to children. Another interview participant indicated that in early K-12

education, there are textbooks that were produced in Kazakhstan and that help students learn English language through the acquaintance with their own culture. It can be interesting to examine in several years, how this early integration of the English language into the educational system of Kazakhstan will impact Kazakhstani people's English language proficiency.

One more point that captured my attention was the difference in preferences about teaching styles among the two groups. While about half of the professional adults preferred a combination of direct and constructivist teaching styles, the majority of higher education students leaned toward constructivist teaching style.

Several professional adults indicated that such a combination of teaching styles was mentally and culturally more relatable to them than just constructivist teaching style on its own. A couple of professional adults referred this preference to teaching practices that were implemented during the Soviet Union times when teachers and educators mostly used direct instruction or teacher-centered instructional approaches.

Younger generations, particularly higher education students, are not familiar with those times because Kazakhstan declared its independence in 1991. So, it was interesting to observe that higher education students wanted to have a learning environment in which they saw their teacher acting as a coach, an advisor, and a facilitator. They expressed a desire for a learning environment that allowed them to make mistakes, that was flexible, and that promoted motivation and encouraged imagination, autonomy, and creativity.

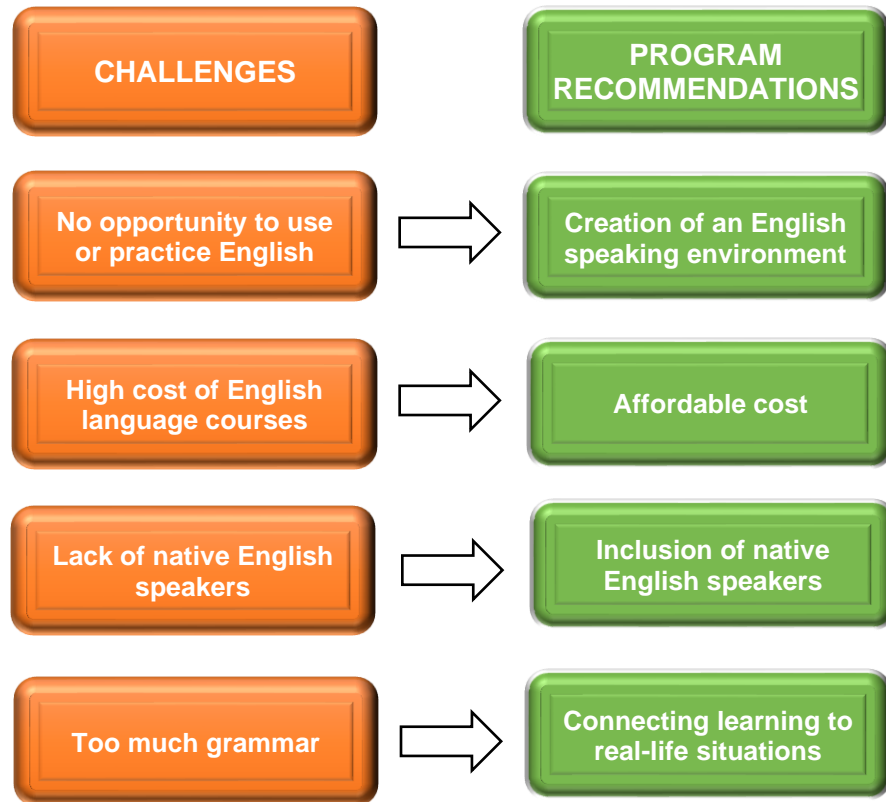
One thing that I noticed about how professional adults described their preferred learning environment was that they considered different aspects, such as learning styles, teacher characteristics and qualifications, and instructional goals and objectives. It seemed to me that for

professional adults, it was important to evaluate different internal and external elements of the instruction before they could successfully adapt to it.

In terms of some English language learning challenges and potential English language program recommendations, the interview participants' views were interconnected. For example, the interview participants shared that their English language learning challenges and their language program recommendations referred to how these language learning challenges could be resolved. For example, the first language learning challenge that was identified in the interview results was that there was no opportunity to use or practice the English language. The program recommendation for this challenge was to create an English speaking environment in the program, so learners could practice their speaking skills. The third language learning challenge was high cost of English language courses. The recommendation for this challenge was to make cost more affordable for the majority of Kazakhstani people. The fourth language learning challenge was that there was a lack of native English language speakers. The program recommendation for this challenge was to include native English speakers in the potential program. The fifth challenge was that there was an overwhelming emphasis on grammar in teaching English in Kazakhstan. The recommendation that related to this challenge was to design the content for the program that would reflect situations that could be found in real life (See Figure 33).

Figure 33

Interconnection between English Language Learning Challenges and English Language Program Recommendations in the Interview Results



The point that I found highly interesting when I analyzed the interview data was that, excluding English language instructors or teachers who taught their subjects in English, many professional adults expressed a concern that they did not have any opportunity to use English. Some professional adults went to study abroad, and when they came back to Kazakhstan, they realized that English was not necessary at the jobs where they worked. As a result, they stopped using English, and soon, they started to forget the language. Some professional adults indicated that their English language proficiency level decreased as they returned to Kazakhstan and

started to work there. So, for some professional adults, it was challenging to find a place where they could practice or use English language. There were a few interview participants among higher education students and professional adults who expressed that they did not know how to further advance their English in Kazakhstan after they reached advanced proficiency levels. They stated that it might be necessary for them to be immersed in an authentic English speaking environment, so they could continue to master their language skills.

Another point that attracted my attention in the interview data analysis was that the major emphasis on grammar and a lack of English speaking environment were somehow correlated. The interview participants stated that many English language courses and programs are built on teaching grammar. While they thought that grammar had a place to be in an English language course, they also thought that grammar should not be the only and dominant component that is taught in English language courses and programs. In those courses and programs, there is little or almost no attention given to the development of speaking skills. Some interview participants indicated that they knew grammar very well, but when they needed to communicate with expats in English or travel internationally, they simply did not know how to speak. They did not refer this issue to foreign language anxiety or language barriers, but they indicated that because they were so overwhelmed with grammar, they were unable to deliver simple sentences in English. Such statements by the interview participants signal that the teaching methodology of English language in Kazakhstan might be reconsidered, so it would better reflect the needs of Kazakhstani English language learners.

Document Analysis

Document analysis acted as a supplementary qualitative data collection method in my study. It was important for me to examine whether I could verify or compare and contrast the

interview findings with various types of documents that I found during my online search. Referring back to the points that were mentioned in the discussion of the interviews about Kazakhstani people's desire to advance their studies and careers and their geographic and knowledge mobility, the review of the National Report on the State and Development of the Education System of the Republic of Kazakhstan (2020) demonstrated that there was an increase in the number of applications for graduate programs that were offered in Kazakhstan as well as abroad through the international scholarship program Boloshaq. So, Kazakhstani people are interested in continuing their studies in Kazakhstan or abroad.

Another point that verified the interview findings was about support that interview participants received during their process of learning English language. Most of the interview participants referred to national and international scholarships and grants. The National Report on the State and Development of the Education System of the Republic of Kazakhstan (2020) stated that half of accepted students into Kazakhstani universities received a full grant. Also, it is important to note that any successful applicant in the Boloshaq program receives a full grant to complete his or her study abroad. Thus, financial support in terms of scholarships and grants helped interview participants focus on learning English language; especially, if some study programs fully or partially were taught in English language and proficiency in English was considered a requirement.

There was another interesting trend that I noticed during the document analysis. While I was able to find government documents about the integration of the English language into the educational system of Kazakhstan, my search regarding English language courses and programs for adults that were supported by the government was unsuccessful. I was not able to locate any information online about government programs that supported adult education outside the

academic settings. This brought me back to the statements that were made by some interview participants that they did not have opportunities to use or practice English. There were English language courses and programs that were offered by private businesses, and as the results of my document analysis showed, the prices for these courses and programs greatly varied.

At the same time, I did not locate any initiatives for adult English language learners that were offered at the state level and were outside of universities and other higher education institutions. Also, the point that several professional adults who did not work in educational organizations indicated that they did not use English at their work was supported by my brief analysis of one large job search website in Kazakhstan. Out of 14 jobs in various fields that were gathered under the category “Jobs of the Days”, none of these jobs required proficiency in English language. As I continued my website analysis and randomly selected the manager job category, only four jobs out of 15 mentioned knowledge of English language.

To conclude, I found the information about various state initiatives and policies regarding the integration of the English language into the educational system of the Republic of Kazakhstan. Unfortunately, however, I could not locate any information about state initiatives or policies that were aimed at popularization of the English language among adult learners.

The document analysis about the cost of English language courses and programs revealed some concrete numbers. Since I already provided a detailed analysis of cost in the document analysis results, in this chapter I would like to indicate that language course prices from the three language schools in Kazakhstan indeed were more toward the high end than the lower end considering the average salary and living expenses of Kazakhstani people. Surely, the analysis of only three language schools could not provide a complete picture or a strong conclusion along with possible variations in salaries and costs of living, but many interview participants from

various backgrounds also commented on high prices in their interviews. One tendency that I noticed in interview participants' responses and the document analysis was that the cost of language courses increased as different features were added. For example, there was a big difference in cost between language courses that were taught by local Kazakhstani teachers and language courses that were taught by native English language speakers.

Cost also increased based on the level of English language taught. For instance, a beginner course was considerably cheaper than an advanced course. Considering this, if a person wants to study a more advanced level of the English language with a native English speaker face-to-face for several times a week, then the price for this particular course would be considerably higher than just for a beginner course with a local Kazakhstani teacher in online format several times per month. This finding indicates that as a person progresses and masters his or her knowledge of English in Kazakhstan, then he or she is expected to pay more and more to be able to support that advanced level of English language.

Online Survey

I observed some dynamics regarding certain characteristics of higher education and professional adults who completed the online survey. For example, in the question which asked about duration of studying English language, there were survey participants in both groups who indicated that they started to study English in their primary school. This was different from how professional adults responded in the interviews. Almost all of the professional adults who participated in the interviews indicated that they started to study English language during their sixth and fifth grades. The survey results with a larger sample demonstrated that both groups started to study English during different periods of their K-12 and higher education experience including their pre-primary and primary schools. The survey results demonstrated that there were

similarities between both groups in terms of their purposes of studying English language and resources that they used to learn English language. The majority of the survey participants in both groups selected the same two purposes which referred to advancing their careers and to improving their language skills. The interesting point was that the purpose to advance study was one of the least popular responses among both groups, while many interview participants mentioned that they learned English so they could complete or advance their studies.

Another interesting shift occurred in the survey results for the question about preferred teaching styles. More than half of the higher education students indicated that their preferred teaching style was a combination of teacher- and student-centered instruction. However, almost all higher education students who participated in the interviews stated that their preferred teaching style was student-centered instruction. With the professional adults group, it was the total opposite. Several professional adults who participated in the interviews indicated that their preferred teaching style was a combination of teacher- and student-centered instruction, while the survey results of the professional adults group were slightly weighted toward student-centered instruction.

One more interesting datapoint that I noticed when I analyzed the survey responses was regarding the question about communication with English language speakers. Almost half of the higher education students never had any interactions with English language speakers in Kazakhstan or abroad. Nor had they ever lived, studied, or worked abroad. This finding was different from the professional adults' responses. Most of the professional adults communicated with English language speakers during their study or work experiences in Kazakhstan. This discovery seemed contradictory to the interview participants' responses. Most of the higher education students whom I interviewed had interactions with English language speakers in

Kazakhstan and abroad. In addition, the higher education students whom I interviewed had an opportunity to study abroad or were studying abroad. Considering this contradiction, it might be necessary to interview or survey larger samples of higher education students from different universities and cities in Kazakhstan to understand what opportunities (if any) higher education students have for interaction with English language speakers in Kazakhstan or abroad.

For example, do universities in Kazakhstan offer seminars, trainings, or webinars that are presented by English language speakers for students? Or do students collaborate with students from English speaking countries on study projects? Or do universities offer their students programs for studying abroad? If there are universities that offer some or all of these opportunities, then what are the participation criteria for students? Are these opportunities free of charge? What are the participation statistics? By further examining all these aspects and others, it might be possible to develop a better understanding of the situation regarding student interactions with English language speakers.

While there were some shifts and dynamics in how survey participants in both groups responded to the questions in comparison to how interview participants responded, however, there are three points that are important to take into consideration in terms of the survey analysis and results:

1. I had an unequal size of two samples. I had 100 higher education students and 37 professional adults.
2. I had an unequal distribution of males and females in both samples. I had 100 females and 13 males.

3. The majority of higher education students were receiving their degrees in foreign languages, particularly, in English. This means that almost all of their program courses were taught in English, and students present and submit their assignments in English as well. In contrast, for example, chemistry or biology students would have more courses that are focused on science content and fewer or no courses taught in English. Because most of the higher education students in the survey were English majors, this might have impacted the survey results regarding intermediate English language proficiency among the survey participants.

The top three English language learning challenges were similar to the most popular challenges identified among the interview participants. These language learning challenges concentrated around a lack of native English speakers; a larger emphasis on grammar in English teaching methodology, and no opportunities to practice English language. There were also some differences in terms of how the survey participants reacted to other language learning challenges that were identified in the interviews. For example, several interview participants from both groups mentioned a lack of motivation to learn English language, while survey participants mostly disagreed with this challenge. For some challenges, survey participants had polarized opinions. For instance, there was almost half of the survey participants who agreed with the challenge that refers to being afraid of people's judgment about one's language skills, while there was the other half who disagreed with this challenge. It is normal that opinions of a larger sample in the survey would vary regarding different language learning challenges. The important point was that the top three popular English language learning challenges in the survey results were originally derived from the interview data and found a positive response from the survey participants.

One intriguing point of the survey results related to the recommendations for a potential English learning program. More than 80% of the survey participants agreed with the program recommendations options. The exception was the recommendation that referred to the separation of Kazakh and Russian speaking people into two different groups because of strong linguistic differences between Kazakh and Russian languages. About 70% of the survey participants agreed with the recommendation, while about 13% of the survey participants disagreed with the recommendation, and this percentage of disagreement was the highest among percentages of disagreement for other recommendations. There were two recommendations with which more than 90% of the survey participants agreed. These recommendations related to the content that should reflect situations that happen in our daily lives with observable tangible learning objectives and that the cost of English language courses and programs should be affordable for the majority of Kazakhstani people. The qualitative analysis of an open-ended question in the end of the survey revealed similar language learning challenges and program recommendations that concentrated on lack of or creation of an English speaking environment; on issues with English language teaching methodology and how it could be improved; and on the high cost of language courses and that they should be affordable.

To synthesize the survey results, I developed a graphic figure that shows the intersection of English language learning challenges and program recommendations. I also added one section that related to the qualitative data results of an open-ended question in the survey (see Figure 34).

Figure 34

Interconnection and Relation between English Language Learning Challenges and English Language Program Recommendations in the Survey Results

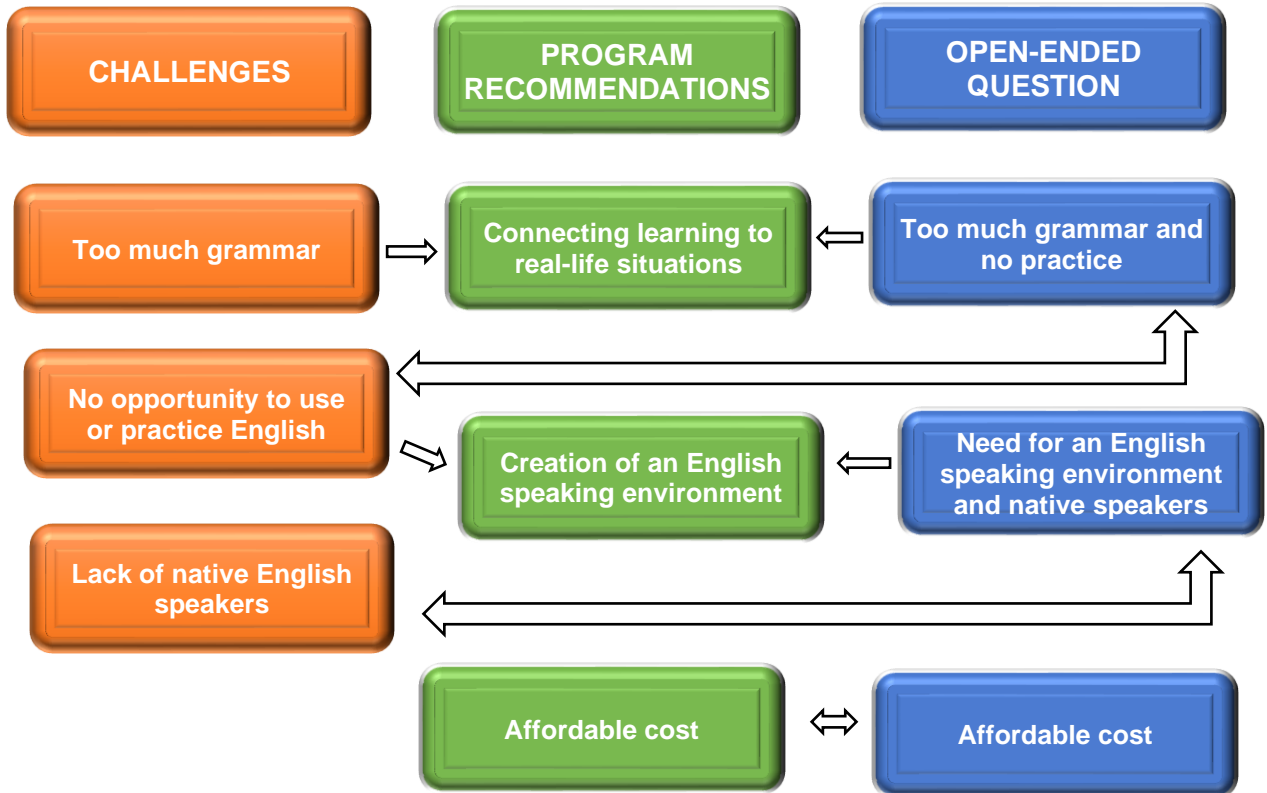


Figure 34 demonstrates that there were two clear intersections between English language learning challenges and program recommendations. These intersections referred to a large emphasis on grammar in English language courses and lack of opportunity to use or practice English language. In the results of the open-ended question, a large emphasis on grammar in language courses led to no opportunities to use and practice English language, while a need for an English speaking environment was also associated with interacting with English language

native speakers. Affordable cost was among the top three program recommendations and one of the popular themes in the survey open-ended question.

A Concept of Instructional Design Framework for Teaching English Language

The synthesis of all the study results assisted me in proposing guidelines for a conceptual instructional design framework for teaching English language in Kazakhstan. After I carefully examined and triangulated all the study findings, I concluded that there are three major guidelines that educators can follow to design and develop their English language lessons, courses, and programs for adults.

The guidelines for a conceptual instructional design framework were provided based on the synthesis of the study findings from both, qualitative and quantitative data collections methods. First, I identified the most dominant challenges and program recommendations from the qualitative data sources. I also examined the most dominant challenges and program recommendations in terms of their relation to each other (see Figure 33). Second, I identified the most dominant challenges and program recommendations from the quantitative data source. I also examined the dominant challenges and program recommendations in terms of their relation to each other (see Figure 34). Third, I synthesized all those dominant challenges and program recommendations from all data collection sources and identified the three most dominant challenges with program recommendations that reflected those challenges. For those three challenges and program recommendations, I developed three guidelines. These three guidelines are the following:

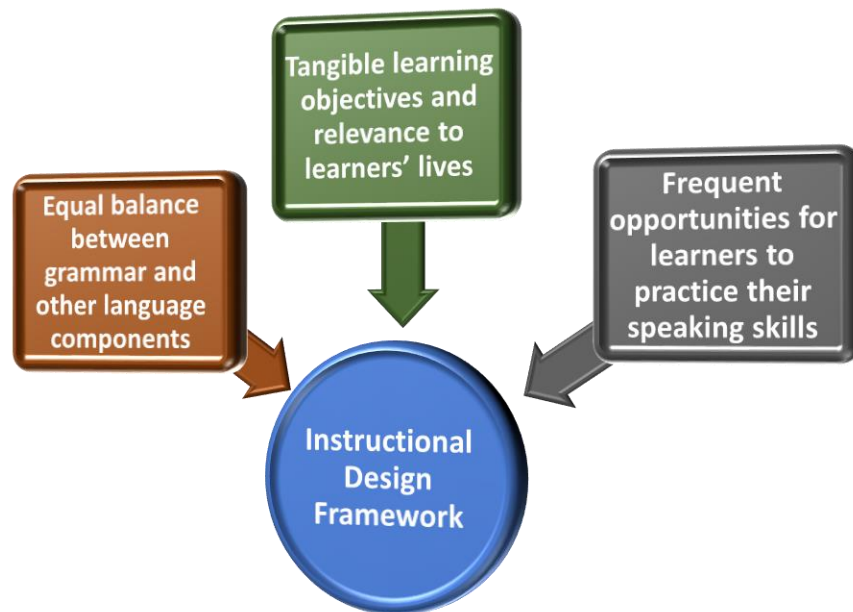
1. Create a proportionally equal balance between the grammatical component and other language components within each lesson.

2. Design instruction that has observable tangible learning objectives and is relevant to learners' personal and professional lives.
3. Provide frequent opportunities for learners to practice their speaking skills (see Figure 35).

The study intention was to help English language educators understand what they need to consider when they will design their specific language courses for Kazakhstani learners. This study did not intend to offer specific step-by-step recommendations because of two reasons. First, the study participants were from different organizations, universities, cities and villages, and possessed different characteristics. So, if the study focused on a particular course within a particular program within a particular organization for a particular group of people, then step-by-step specific recommendations should be provided. Second, the rationale for providing very specific recommendations would be inappropriate because each organization and each educator is working within the specific contexts and conditions. Considering this, if the current study would provide very specific recommendations, then they might not be applicable to a wide range of my potential readers, or, possibly, to anybody at all in Kazakhstan. What this study provided to potential readers was the three instructional design guidelines about how to address English language learning challenges that exist in Kazakhstan that could be taken into consideration when an instructional program, initiative, course, mobile app, or module is designed by educators themselves.

Figure 35

A Concept of an English Language Instructional Design Framework for Kazakhstani People



The cost of English language courses was also one of the popular themes in English language learning challenges as well as in program recommendations. However, it is challenging for me to provide any guidelines regarding cost because it depends on individual language schools and individual English language instructors and tutors and how they set their prices.

Considering that I cannot ask individual language schools and language instructors to lower their prices and, as a result, their profits that in the way would contradict with their business models, what I could offer are some recommendations about alternative or additional ways of learning English language that learners can use to offset high costs of formal language courses and programs.

One of these recommendations relates to use of free or affordable mobile language learning applications (Chen, Hsieh, & Kinshuk, 2008; Ekinici & Ekinici, 2017). There are about 200 mobile applications that are available to upload on Google Play (Klimova, 2021). While there are some limitations of mobile language learning applications (Deris & Shukor, 2019; Hidayati & Diana, 2019; Ugor & Koc, 2015), they can assist learners in better learning and retention of vocabulary than traditional teaching materials, such as printed handouts with vocabulary exercises (Abu-Ayfah, 2020; Basal et. al., 2016; Dagdeler et. al., 2020; Yuan, 2019) and in improving listening skills (Khalitova & Gimaletdinova, 2016; Kim, 2013), grammar (Ghorbani & Ebadi, 2020), and speaking skills (Setiawan & Wahyuni, 2017; Xodabande, 2017).

Within the context of my study, some study participants mentioned that they used mobile applications to learn English. Some of these study participants expressed positive reactions toward using the mobile applications and mentioned that they helped them improve language skills, specifically grammar. Others indicated that after they uploaded the mobile applications and used them for a couple times, they lost any interest and removed them shortly after that. Some shared that those mobile applications were too complex and did not offer a customized approach to learn the language. Thus, while individual learning preferences and traits can play an important role in whether or not mobile applications promote language learning, the scholarly literature suggested that mobile applications are portable and affordable tools that can improve language skills and in some cases, outperform traditional instructional materials.

Using mobile applications requires learners to self-direct their learning process and take a certain degree of responsibility for their learning process. Examining the topic of self-directed informal learning opportunities, there are endless options that language learners can use to decrease costs of formal language courses and programs in Kazakhstan; for example, MOOCs

that are known as massive open online courses (Bonk & Lee, 2017; Bonk et. al., 2015), informal learning websites (Song & Bonk, 2016; Song & Lee, 2014), social networking services that are known as SNSs, such as *Twitter*, *Facebook*, *YouTube*, *LinkedIn*, and others (Hamat & Hassan, 2019; Yadav, 2021; Wu & Wu, 2011).

As the present study results revealed, many study participants stated that they used different learning websites, course platforms, and social media to learn English language. One of the most popular language learning websites was a *BBC* website that was focused on learning English, and one of the most popular social media resources was *YouTube*. While the study participants mentioned obvious reasons why they used the *BBC* website to learn English, such as the availability of free English language learning materials and activities, it was intriguing to examine why so many study participants in my study mentioned about *YouTube*. For instance, one study participant in her interview demonstrated to me via *Zoom* various subscriptions that she currently had on *YouTube*. Among those subscriptions, there were some YouTube channels that were fully dedicated to learning English, while some subscriptions carried more entertainment character. The interview participant shared that she subscribed to English language channels, so she could understand complex concepts that she had a difficulty understanding in the formal classroom. She used the entertainment channels to stay up-to-date about how English speaking people communicate in English and what slang and idioms that they used in everyday communication. Whereas the majority of the study participants did not share the details of what channels they watched on YouTube, they indicated that the content that they watched on YouTube helped them feel connected to today's English speaking world, and to be aware of different cultures and communities. It is possible to connect the study participants' responses to

their desires to develop multicultural competence which is one of the important skills to be taught in language education (Byram & Wanger, 2018; Kramsch, 2011).

A Balance Between the Grammatical Component and Other Language Components

Grammar is one of the important elements of learning a language (Matkasimova & Makhmudov, 2020). However, when English language instructors teach only grammar without including other language components that might be a problem for successful English language learning. The situation gets worse when learners do not understand or differentiate between grammar terms and have difficulty connecting a certain language structure with an appropriate label. For example, several interview and survey participants indicated that it was difficult for them to understand different grammar terms in English, and as a result, every time they were taught grammar, they experienced discomfort or anxiety. So, they started to associate English language with grammar only, and that association impacted their language abilities. Such feelings might refer to state anxiety (Pappamihiel, 2002) and foreign language anxiety (Aydin, 2008; Bailey et al., 1999; Horwitz et al., 1986; Lian & Budin, 2014; Young, 1991) that I discussed in the literature review chapter.

Putting a heavy emphasis on grammar in language courses and programs is one of the English language learning challenges that has been previously discussed in the EFL/ESL fields. Similarly, to my study participants' responses, higher education students in Solak and Bayar's (2015) study expressed concerns about learning only English language grammar in their English language education courses and not focusing on all four language skills. Solak and Bayar (2015) conducted a qualitative study with 22 students from different departments at one state university in Turkey to examine these students' English language learning challenges. The study results demonstrated that a sole focus on grammar teaching was considered as one of the main English

language learning challenges. The students indicated that all their instructional exercises were aimed to study grammar and did not include other language skills, like speaking, listening, or writing. The students also shared that they wanted to see more teaching methods that were aimed on developing communicative skills and be student-centered rather than being concentrated around one single language aspect – grammar.

Jeffres (1985) stated that most university language textbooks have three assumptions about learners: (1) standard American is the common native language for learners; (2) learners possess a certain degree of knowledge regarding grammar structures, and (3) these grammar structures have commonly accepted labels that describe them. Jeffres (1985) continued further and explained what could be wrong about these assumptions, including the point that learners might not have knowledge of English grammar terminology, especially in the beginning stages of learning the language. Referring back to Kazakhstani English language learners, what happens is that an English language instructor uses a large amount of grammar terminology during the whole lesson without recognizing that this terminology might not even be familiar to learners. As a result, learners become overwhelmed with grammar terminology that comes from the instructor and the textbook. Since learners do not understand grammar terminology, they cannot connect or associate grammar terms with something that they already know and construct their understanding. Without understanding and having mental connections, learners learn abstract disconnected grammar concepts that they cannot practically apply when they use English language.

This leads to the question of what can be done about the way English language grammar is taught in Kazakhstan. How can English language instructors in Kazakhstan make English language grammar more understandable for learners? How can English language instructors in

Kazakhstan incorporate the grammatical component into language teaching without making it as the only and most dominant component?

To answer these questions, it might be necessary to conduct another research study; however, within the scope of this current study, I can recommend that English language instructors in Kazakhstan consider use of a variety of language teaching methodologies rather than using only one methodology and applying it to different situations, contexts, and learners. For example, the instructional design frameworks (Cheng & Chen, 2019; Hong et al., 2016; Lihn & Suppasetseree, 2016; McGregor & Reed, 2018; Pang, 2019; Shower et al., 2009) that I examined in the literature review chapter were designed based on different learning theories, such as constructivism or social constructivism; implemented various strategies, such as scaffolding, collaboration, explicit feedback from the instructor, and others, and used different technology tools, such as audio- and video-recording devices, robot toolkit, and others. While they were not directly aimed at teaching grammar and were implemented with different age groups, they demonstrated a variety of teaching methods, strategies, and tools that could be used to teach English language in diverse contexts.

More specific examples of teaching grammar using different methods include diagramming sentences (Djurayeva et al., 2020; Haussamen, 2003), learning through writing (Djurayeva et al., 2020), deductive teaching (Benitez-Correa et al., 2019; Djurayeva et al., 2020;), and indicative teaching (Benitez-Correa et al., 2019). Thus, English language instructors in Kazakhstan might employ a wide range of instructional design frameworks, methods, strategies, techniques, and technology tools to teach English language grammar. They might need to consider grammar terminology that they use and how they could simplify this terminology and adapt to the characteristics and needs of their learners. English language

instructors in Kazakhstan might also need to balance the amount of grammar teaching in a lesson, a course, and the whole program, so the language learning process would not turn into solely a grammar drilling experience for adult learners.

Observable Tangible Learning Objectives and Relevance to Learners' Personal and Professional Lives

Based on the study findings, in general, English language learners in Kazakhstan felt in this study that the content of many English language courses and programs regardless of English language levels that were taught, qualifications of instructors, format of instruction delivery, and other aspects presented information that was not relevant to their needs or their lifestyles. In addition, they did not understand the learning outcomes of these courses and programs. Chatterjee and Corral (2020) defined a learning objective as a representation of what a learner must be able to achieve after he completes a learning activity, and that good quality learning goals describe knowledge, skills, and attitudes that learners will acquire as a result of completion of the learning activity. Most English language courses and programs in Kazakhstan are aimed to teach grammar, or they make a major emphasis on teaching grammar. Also, the course content and the same textbook are used to teach different types of learners: K-12 students, higher education students, adults, and seniors.

After I analyzed the study findings, I developed an example to demonstrate the issues that English learners experienced in Kazakhstan, For example, a professional adult learner who comes home after an English language lesson and realizes that he has learned English language tenses, and that now he knows the terminology of the “past simple tense” or the “present perfect tense” does not have any idea why he learned these tenses, or how he can use these tenses in his interactions with his international business partners since that was the reason he started to learn

English. This situation illustrates several points. First, the student is not familiar with the learning objectives of the lesson. Second, the learner does not understand what the learning outcome will be after he masters these tenses. Third, the learner does not understand how he can apply what he learned to his professional life. Regarding the last point, it also seems that the learner acquired declarative knowledge (Nguyen et al., 2019) in the lesson, but not procedural knowledge (Nguyen et al., 2019) which is responsible for application of what he learned in the lesson. In addition, if this situation continues in future lessons, the learner might get frustrated and drop out of the language course; or, this could get even worse, such as the learner developing a negative attitude toward the whole language based on this negative learning experience.

To avoid the situation that occurred in my example, English language instructors in Kazakhstan might consider using adult education principles in the design and delivery of their instruction. Vella (2002) in her book proposed 12 principles for effective adult learning which she also called dialogue education. These principles were associated with (1) conducting a “learning needs and resources assessment” (p. 32); (2) designing a “safe” learning environment in which adult learners can feel comfortable to make mistakes and be unsure about their knowledge (pp. 32-33); (3) developing “sound relationships” (p. 33) between learners and the instructor in which learners are treated and respected as individuals with their unique experiences and their own ways of learning; (4) developing an instruction which is well-structured with appropriate “sequence of content and reinforcement” (p. 33); (5) using “praxis” (p.33) which presents an instruction in the way in which learners have an opportunity to do something with and reflect on new knowledge and skills; (6) encouraging learners to act as “decision makers” (p. 33); (7) viewing learning as a holistic process that involves “ideas, feelings, and actions” (p. 33); (8) teaching learners what is immediate and relevant to them; (9) promoting “clear roles and role

development” (p. 34); (10) implementing teamwork by working in small groups; (11) creating engagement that is translated in how learners will use new knowledge and skills outside the learning activity, and (12) sharing “mutual responsibility” (p. 35) for learning between learners and the instructor.

Reflecting on EFL practices, one perspective to consider why English language courses and programs do not contain measurable learning outcomes and are not relevant to learners’ lives can be because language teaching is often teacher-centered rather than student-centered (Fareh, 2010). To obtain successful instructional outcomes, it is vital to consider and address individual needs of learners (Alharbi, 2017; Davies, 2006; Fareh, 2010). However, language teachers who use teacher-centered teaching approaches talk most of the time and do not provide opportunities for students to interact, discuss, and reflect on what they are learning (Fareh, 2010). In addition to the prevalence of teacher-centered approaches in teaching EFL, there are also issues in terms of instructional materials. For example, Al-Jamal and Al-Jamal (2014) conducted a study with 566 students from different universities in Jordan and found out that, based on students’ responses, the context that was covered in university language textbooks was not relevant to their communicative needs in their everyday lives. This finding correlates with the present study findings that emphasized a lack of relevancy of language textbooks to my study participants’ needs and overall lives. The point of relevancy is especially critical for this study since my study participants worked in different fields and industries, were of different ages and races, and lived in different cities in Kazakhstan and abroad.

To conclude, English language instructors in Kazakhstan, especially in private language schools and centers, might need to understand who their students are and their learning needs. If

these students are adults, then these instructors might need to design an instruction and select a different instructional approach with the consideration of adult learning principles.

Opportunities for Learners to Practice their Speaking Skills

Speaking has always been seen as one of the most important language skills. Nowadays, having good speaking skills in English are essential because of the wide use of the English language in different fields around the world. The problem lies in the complex nature of teaching and practicing speaking skills. According to Thornbury and Slade (2006), speaking is inseparable from our everyday language activity. So, it acts as a concept that constantly changes, modifies, and transforms. Also, speaking is usually co-constructed by the participants who are involved in this process meaning that participants share their own representations and interpretations with other participants, and as a result, the integration of different representations and interpretations develops shared meanings and structures. This also means that speaking is not just a mechanical process, but it also incorporates cultural, social, and psychological aspects. So, considering the point that for the majority of Kazakhstani people English is the third most desired language and is taught as a foreign language, it is not surprising that Kazakhstani learners experience difficulties in mastering their speaking skills in English. Speaking skills cannot be taught as an isolated skill and without the consideration of the above-mentioned aspects. If these aspects are considered, another issue is what English is being taught in Kazakhstan since the English language is not a native language for only one country. For instance, several study participants indicated that they had a confusing mix of various speech patterns and terminology from American and British languages. In terms of speaking, American English and British English are different in pronunciation, intonation, and stress (Çekiç, 2009). This might require English

language instructors in Kazakhstan to be aware of these differences and be able to explain these differences to Kazakhstani learners.

A lack of opportunities to practice speaking skills was also actively discussed in the EFL/ESL fields (Al-Jamal & Al-Jamal, 2014; Fareh, 2010; Hassan & Ahmad, 2016). For instance, Kara et. al. (2017) conducted a mixed method research study with 66 students in a university preparatory program to investigate the reasons of why students experienced problems with developing their speaking skills in English. The study results showed that in terms of social reasons, the students claimed a lack of the target language input from their families, close friends, or media. In terms of educational reasons, the students argued that English was mainly taught by focusing on grammar rules, and the classroom teaching did not provide them with opportunities for practicing their speaking skills in English.

These findings echoed with the current study results in relation to having almost no opportunities for Kazakhstani people to practice or improve their speaking skills, specifically in the formal classroom context. This point also relates to the first dominant English language challenge that was earlier described in my work – an overwhelming emphasis on teaching grammar. While having a solid understanding of grammar concepts can be a great advantage for EFL students, it can be also important for English language instructors to devote attention to other language skills and aspects.

Given all the points that were mentioned above, it might be suggested that Kazakhstani people learn English in the isolation of its cultural, psychological, and social aspects as something abstract and theoretical that does not have connections to what these people do in their lives. If that is the reason, then it is understandable why many study participants stated that

they lacked opportunities to communicate in English, and that they would like to have an English speaking environment in their formal education and private language programs.

An English speaking environment can be developed using the communicative approach (CA) or the communicative language teaching (CLT) which emphasizes the goal of teaching a language in terms of encouraging learners to communicate in this language which indicates that language content carries not only linguistic elements but also social and semantic functions (Azimova, 2022; Celce-Murcia, 2001; Savignon, 1987, 1991, 2002). This approach strongly correlates with the study participants' responses because the study participants wanted to improve their speaking skills not just in terms of linguistic structures, but also in terms of appropriate use of these linguistic structures in different social contexts. This means that the study participants did not want to learn to speak English language which contained obsolete or too complex expressions that could create understanding barriers when they would speak with English native speakers.

To create an English speaking environment using the CLT approach can be possible by using eight principles that Brandl (2021) offered in his book. These principles were adapted from Doughty and Long (2003) by Brandl and integrated by him into the CLT approach. The first principle highlights the importance on designing the instruction that is task-based in which the tasks are focused on real life applications and goal-oriented. The second principle emphasizes "learning by doing" (Brandl, 2021, p. 12) meaning that learners should be encouraged to communicate in the target language as much as possible and as early as possible. The third principle focuses on using authentic materials (i.e., materials that were created specifically for teaching purposes) and on increasing use of the target language by the instructor. The fourth principle stresses the necessity of the language learning content to be meaningful to learners as

well as learners should understand the content. To accomplish these points, Brandl (2021) referred to “elaborating input” (p. 17) and the strategies that accompany the concept of elaboration. These strategies include using body language along with speech, using statements to verify whether learners comprehend the information, and using the target language that was changed through slowing speech rate, repetition, simplification of the language (i.e., reducing use of slang and idioms and using simple syntax), and others. The fifth principle elevates the use of cooperative and collaborative learning where learners work in small groups or pairs to complete the task by actively using their communication skills. The sixth principle points out that it is vital to teach grammar in terms of “a form-meaning connection” (Brandl, 2021, p. 19) that occurs within the contexts and tasks. This means that grammar is taught within natural interactive contexts rather than in some isolated linguistic contexts. The seventh principle accentuates the provision of “error-corrective feedback” (Brandl, 2021, p. 19) to learners, but the author also indicates that the effectiveness of this feedback will depend on whether learners consciously understand their own learning processes and take responsibility for their learning processes. The last principle spotlights the idea that it is important for instructors to be aware of affective factors and how they might impact the language acquisition.

Some other examples of using a communicative approach might include role-playing (Cornett, 1999; Holt & Kysilka, 2006; Krebt, 2017), use of social media (Gibbins & Greenhow, 2016; Hashemifardnia et al., 2018; Namaziandost & Nasri, 2019), demonstration (Husnu, 2018), and others.

While there are various methods, strategies, and techniques to improve speaking skills of EFL students, , it might be important to devote attention to the preparedness of English language instructors in Kazakhstan to teach English language. It seems that English language instructors in

Kazakhstan might need to have a holistic and comprehensive teaching preparation which, in addition to theoretical notations and concepts, will consist of an acquaintance with cultural and social aspects in which English language is used. Shin (2008) suggested that preparation of non-native English speaking teachers might incorporate collaboration with native English speaking peers on different projects and learning activities as an opportunity to share knowledge and relate to each other.

Shin (2008) also recommended the inclusion of opportunities for practicing written and spoken English for non-native English speaking teachers in teacher training programs. However, these recommendations might be effective if non-native English speaking teachers receive their teaching training in an English-speaking country, but what about Kazakhstani English language instructors who receive their training in Kazakhstan? The literature has a scarce number of scholarly resources about preparing non-native English speaking teachers, and they are mostly focused on receiving teacher training in English speaking countries. Thus, English teacher preparedness in Kazakhstan might be an important topic for further research.

Conclusion

Despite that the English language has been gaining popularity and has been introduced into different fields (Agbo & Pak, 2017; Nurseitova, 2017; Rustem, 2015; Seitzhanova et al., 2015; Zharkynbekova, 2017), there are various challenges that hinder the successful implementation of English in Kazakhstan (Agbo & Pak, 2017; Seitzhanova et al., 2015; Suleimenova, 2013; Zhetpisbayeva et al., 2017). The purpose of this study was to investigate what challenges higher education students and professional adults experienced in their process of learning English as a foreign language, so I could develop guidelines for a conceptual

instructional design framework that can be utilized by English language educators in Kazakhstan.

My theoretical framework for this study was constructed on the concept of a needs analysis (Belcher et al., 2011; Benesch 1999; 2001; Chohan et al., 2018; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Kim et al., 2016; Kurtessis et al., 2017; Mahdi, 2013; Munby, 1978; Sobkowiak, 2008). I synthesized Romanowski's (2017) comprehensive framework for needs analysis and modified it, so it would help me more precisely examine my research problem.

My design methodology was “an exploratory sequential mixed methods research (MMR) design” (Berman, 2017, p. 5). Following the design of this methodology, I gathered my qualitative data first to develop common themes that served as a basis for the development of my quantitative data collection instrument which assisted me in further exploration of my research problem. For qualitative data collection methods, I used semi-structured interviews and document analysis, and for my quantitative data collection method, I developed an online survey. After I collected and analyzed the data from each data collection method, I triangulated all the findings and identified several most dominant English language learning challenges. These challenges related to: (1) lack of opportunities to practice or use English language; (2) lack of native English language speakers to master speaking skills; (3) an overwhelming emphasis on grammar in language courses and programs, and (4) high cost of English language courses and programs. The study findings also assisted me in the creation of general English language learner profiles for each of the two groups and provided recommendations for a potential English language learning program that would be specifically designed for Kazakhstani English language learners.

Considering the study participants recruitment process, my suggestion is to employ as many recruitment strategies as possible. People are often quite time-bound and have their own professional and personal schedules, so it almost impossible to exactly predict whether the selected recruitment strategy would work or not. That is why, the use of different recruitment strategies, including the three that I personally used for this study might help a researcher be prepared for unexpected situations and still be able to recruit a sufficient number of study participants. In addition, it is vital to have professional connections in Kazakhstan with whom the researcher is personally acquainted and who can introduce the researcher to their professional connections because people would trust the researcher more if the researcher was referred by somebody whom they know.

Based on the interpretation of the study findings, I proposed three guidelines for instructional design framework for teaching English language in Kazakhstan. These guidelines referred to (1) creation of an equal balance between the grammatical component and other language components within each lesson; (2) design instruction that has observable tangible learning objectives and is relevant to learners' personal and professional lives, and (3) provision of frequent opportunities for learners to practice their speaking skills. Regarding the first guideline, scholarly literature offered a variety of different methods and strategies to teach grammar in a more interesting way, such as diagramming sentences (Djurayeva et al., 2020; Haussamen, 2003), learning through writing (Djurayeva et al., 2020), and deductive teaching (Benitez-Correa et al., 2019; Djurayeva et al., 2020;). Another important point is that it is important for English language instructors to understand learning needs and personal characteristics of their students, so as to better align the grammatical component within their lessons, courses, and the whole programs. To implement the second guideline, Vella (2002)

offered 12 effective adult teaching principles that are gathered under the umbrella of dialogue education and promote a holistic perspective on education. The successful implementation of a third guideline might depend on the understanding of the comprehensive nature of speaking when learning a language, and on preparedness and competency of English language instructors in Kazakhstan.

The study results might be significant for a wide range of people and organizations. Higher education instructors and students, professionals in various fields, instructional designers, content developers, higher education universities, and various state and private educational organizations – all of these people and organizations who learn and promote English language in Kazakhstan might find valuable insights for general design and development of English language programs in Kazakhstan.

The overall idea of conducting this study was to open a door to the understanding of today's Kazakhstani English language learners, their learning needs, characteristics, traits, preferences, and, most importantly, language learning challenges. While scholarly literature offers some research about the integration of English language among higher education students in Kazakhstan, there is almost no research about professionals who work in different fields in Kazakhstan. So, this study is unique because it explores individual experiences of learning English language among higher education students and professional adults within the specific under-researched context – Kazakhstan. In addition, what is also important about this research is that this research unlocks an opportunity to people in the United States and to others to understand about how productive relationships could be established with Kazakhstani people. As a patriot of my country and also as well as a person who has personal connections in Kazakhstan, I am definitely interested in growing business, economic, and political relationships with

Kazakhstan. One aspect of establishing these relationships is the ability to communicate. The knowledge of the English language plays an important role in developing these relationships. This research was carried out to introduce what hinders or challenges the implementation of English language among Kazakhstani people. Based on the analysis of these challenges and all the study results, I proposed three guidelines that English language instructors and educators in Kazakhstan can consider when they design and deliver their instructions.

Limitations of the Study

This study had several limitations:

1. The first limitation was that I lived in the United States and the research was conducted in Kazakhstan. There were geographical constraints for the researcher to recruit, select, and interact with the study participants. Since the COVID-19 epidemic has had a strong impact globally, Kazakhstan was not an exception. So, COVID-19 current and subsequent complications were considered a limitation for this study because the researcher experienced restrictions in travel, economic upheaval, access to individuals and organization, and others.
2. There were an unequal sample sizes for my online survey. I had 100 higher education students and 37 professional adults. Also, in regard to gender, I had more than 70% females and only about 10% males in this study. In addition, because most of the higher education students in the survey were English majors, this might have impacted the survey results regarding intermediate English language proficiency among the survey participants.
3. Considering the generalizability and representativeness aspects, based on my selection criteria, my study was focused on higher education students and professional adults who

were learning English language or who had mastered it. In addition, it examined unique experiences of the study participants that might not be generalizable or representative for the whole population of Kazakhstan.

4. As mentioned in the method section, some researchers may consider the document analyses that I conducted as strictly background information rather than as key data that informed this dissertation study as to the prevailing English language learning context in Kazakhstan at the time of this study and which was utilized by me to provide insights into the direction of this study.
5. Despite many videoconferencing technologies, people in Kazakhstan still had a strong cultural preference for direct face-to-face contact especially for formal research purposes.
6. Because of COVID-19 restraints on travel, political protests, curfews, and lack of physical security for individuals to move freely in public, the planned physical visits to libraries to review documents were not conducted. Instead, I accessed government websites to collect and review documents.
7. Another limitation was that many people did not have access to the Internet because of widespread protests in January 2022 throughout Kazakhstan. During those protests, the Kazakhstani government completely shut down all the Internet and phone services.

The above limitations put constraints on the sample size and data analyses conducted, and, as such, this study should be considered a preliminary investigation into English language learning in Kazakhstan. At the same time, it shed light on present gaps in the research and possible follow-up studies, some of which are noted below.

Future Research

In relation to this study, there is a number of future research opportunities. For example, future research might be concentrated on the exploration of each individual challenge from multiple perspectives, so each challenge could be examined in-depth and with larger samples of the population. Such an approach might help compare both groups' beliefs, attitudes, and views from the inferential statistical standpoint. Given the English language learning challenges, another future research direction can be aimed at the examination of formal teacher training programs in Kazakhstan that prepare English language instructors and educators in their relation to adult teaching methods. Also, considering the scarcity of information about adult education in Kazakhstan, it might be important to examine individual companies and their policies, regulations, procedures, and challenges in regard to the use of English language in the workplace as well as private language schools and centers that offer English language courses for adult learners.

References

- Abu-Ayfah, Z. A. (2020). Telegram app in learning English: EFL students' perceptions. *English Language Teaching, 13*(1), 51-62. <https://doi.org/10.5539/elt.v13n1p51>
- Agbo, S. A., & Pak, N. (2017). Globalization and educational reform in Kazakhstan: English as the language of instruction in graduate programs. *International Journal of Educational Reform, 26*(1), 14-43. <https://link.gale.com/apps/doc/A503641948/CWI?u=iuclassb&sid=CWI&xid=78d62569>
- Agency for Strategic Planning and Reforms of the Republic of Kazakhstan Bureau of National Statistics. (2022). *Main socio-economic indicators*. Retrieved March 24, 2022, from <https://stat.gov.kz/>
- Aizawa, I., & Rose, H. (2019). An analysis of Japan's English as medium of instruction initiatives within higher education: The gap between meso-level policy and micro-level practice. *Higher Education, 77*, 1125–1142. <https://doi.org/10.1007/s10734-018-0323-5>
- Alharbi, S. H. (2017). Principled eclecticism: Approach and application in teaching writing to ESL/EFL students. *English Language Teaching, 10*(2), 33-39.
- Al-Jamal, D. A., & Al-Jamal, G. A. (2014). An investigation of the difficulties faced by EFL undergraduates in speaking skills. *English Language Teaching, 7*(1), 19-27. <http://dx.doi.org/10.5539/elt.v7n1p19>
- Allworth, E., Smith, D. R., Sinor, D., & Hambly, G. R. G. (2020). Kazakhstan. In *Encyclopedia*

Britannica. <https://www.britannica.com/place/Kazakhstan>

Al Zumor, A. (2019). Challenges of using EMI in teaching and learning of university scientific disciplines: Student voice. *International Journal of Language Education*, 1(1), 74–90.
<http://dx.doi.org/10.23918/ijsses.v5i3p1>

Английский язык для ВСЕХ! [English language for EVERYBODY!]. (2022). InterPress.

Retrieved March 24, 2022, from <https://www.interpress.kz/almaty/programs/>

Armstrong, C. (2021). *Key methods used in qualitative document analysis*. SSRN.

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3996213

Awan, R.- un-N., Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students achievement. *Journal of College Teaching & Learning*, 7(11), 33-40. <https://doi.org/10.19030/tlc.v7i11.249>

Aydin, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal*, 31, 421-444.
<https://files.eric.ed.gov/fulltext/ED512266.pdf>

Azimova, N. N. (2022). Communicative teaching foreign language for specific purposes.

Oriental Renaissance: Innovative, Educational, Natural and Social Sciences, 2(4/2), 588-595.

Bailey, P., Daley, E. C., & Onwuegbuzie, J. A. (1999). Foreign language anxiety and learning

- style. *Foreign Language Annals*, 32(1), 63-76. <https://doi.org/10.1111/j.1944-9720.1999.tb02376.x>
- Bandura, A. (1991). Self-efficacy conception of anxiety. In R. Schwarzer & R. A. Wicklund (Eds.), *Anxiety and self-focused attention* (pp. 89-110). Harwood Academic Publisher.
- Barrios, E., López-Gutiérrez, A., & Lechuga, C. (2016). Facing challenges in English Medium Instruction through engaging in an innovation project. *Procedia - Social and Behavioral Sciences*, 228, 209-214. <https://doi.org/10.1016/j.sbspro.2016.07.031>
- Basal, A., Yilmaz, S., Tanriverdi, A., & Sari, L. (2016). Effectiveness of mobile applications in vocabulary teaching. *Contemporary Educational Technology*, 7(1), 47-59 .
<https://dergipark.org.tr/en/pub/cet/issue/25743/271548>
- Belcher, D., Johns, A. M., & Paltridge, B. (2011). *New directions in English for specific purposes research*. The University of Michigan Press.
- Belyaeva, E., & Kuznetsova, L. (2018). Implementing EMI at a Russian university: A study of content lecturers' perspectives. *The Journal of Teaching English for Specific and Academic Purposes*, 6(3), 425-439. <https://doi.org/10.22190/JTESAP1803425B>
- Benesch, S. (1999). Rights analysis: Studying power relations in academic settings. *English for Specific Purposes Journal*, 18(4), 313-327. [https://doi.org/10.1016/S0889-4906\(98\)00011-8](https://doi.org/10.1016/S0889-4906(98)00011-8)
- Benesch, S. (2001). *Critical English for specific purposes: Theory, politics and practice*.

Lawrence Erlbaum.

Benitez-Correa, C., Gonzalez-Torres, P., Ochoa-Cueva, C., & Vargas, A. (2019). A comparison between deductive and inductive approaches for teaching EFL Grammar to high school students. *International Journal of Instruction* 12(1), 225-236.

Berman, A. E. (2017). An exploratory sequential mixed methods approach to understanding researchers' data management practices at UVM: Integrated findings to develop research data services. *Journal of eScience Librarianship* 6(1), 1-24.

<https://doi.org/10.7191/jeslib.2017.1104>

Bonk, C. J., & Lee, M. M. (2017). Motivations, achievements, and challenges of self-directed informal learners in open educational environments and MOOCs. *Journal of Learning for Development*, 4(1), 36-57.

Bonk, C. J., Lee, M. M., Reeves, T.C., & Reynolds, T. H. (2015). *MOOCs and open education around the world*. Routledge.

Boone Jr, H.R., & Boone, D. A. (2012). Analyzing Likert data. *Journal of Extension*, 50(2), 1-5.

Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal* 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>

Brahmawong, C., & Vate-U-Lan, P. (2009). *Guidelines for PhD research actions*. Assumption University of Thailand.

http://poonsri.weebly.com/uploads/6/4/7/8/6478662/guide_e19001_16_2009.pdf

- Brandl, K. (2021). *Communicative teaching language in action: Putting principles to work* (2nd ed.). Cognella.
- Brown, A. H., & Green, T. D. (2020). *The essentials of instructional design: Connecting fundamental principles with process and practice* (4th ed.). Routledge.
- Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle.
- Byram, M., & Wanger, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Languages Annals*, 51(1), 140-151.
<https://doi-org.proxyiub.uits.iu.edu/10.1111/flan.12319>
- Castro, F. G., Kellison, J. G., Boyd, S. J., & Kopak, A. (2010). A methodology for conducting integrative mixed methods research and data analyses. *Journal of Mixed Methods Research*, 4(4), 342–360. <https://doi.org/10.1177/1558689810382916>
- ÇEKİÇ, A. (2009). Should we use American English to improve students' listening skills? *Novitas-ROYAL* 3(2), 110-116.
https://www.researchgate.net/publication/38105919_Should_We_Use_American_English_to_Improve_Students'_Listening_Skills/link/55cb102908aebc967dfbfa8f/download
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.) Heinle ELT.
- Central Intelligence Agency. (2020). Kazakhstan. In *The world factbook*.

<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/kz.html>

Chen, I.-J., Chang, Y.-H., & Chang, W.-H. (2016). I learn what I need: Needs analysis of English

learning in Taiwan. *Universal Journal of Educational Research*, 4(1), 1-5.

<https://files.eric.ed.gov/fulltext/EJ1086228.pdf>

Chen, N.-S., Hsieh, S.-W., & Kinshuk. (2008). Effects of short-term memory and content

representation type on mobile language learning. *Language Learning & Technology*,

12(3), 93-113.

Cheng, J., & Chen, C. (2019). Designing online project-based learning instruction for EFL

learners: A WebQuest approach. *The MEXTESOL Journal*, 43(2), 1-7.

<http://hdl.handle.net/20.500.11937/75369>

Chatterjee, D., & Corral, J. (2017). How to write well-defined learning objectives. *The Journal*

of Education in Perioperative Medicine 19(4), 1-4.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5944406/>

Chohan, M. N., Saleem, M., & Abbas, F. (2018). CALL as a tool in teaching EFL in Pakistani

religious institutes (Madaris): A survey of issues and challenges. *Al-Qalam*, 23(1), 65-74.

Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(3),

297–298. <https://doi.org/10.1080/17439760.2016.1262613>

Cornett, C. E. (1999). *Whole language, Whole learning*. Phil Delta Kappa Educational

Foundation.

- Cunningham, R. (2015). Need analysis for a developmental reading, writing, and grammar course at a private language school in Cambodia. *Second Language Studies*, 34(1), 1-68.
<http://www.hawaii.edu/sls/wp-content/uploads/2014/08/Cunningham.pdf>
- Dagdeler, O. K., Konca, M.Y., & Demiroz, H. (2020). The effect of mobile-assisted language learning (MALL) on EFL learners' collocation learning. *Journal of Language and Linguistic Studies*, 16(1), 489-509.
- Davies, A. (2006). What do learners really want from their EFL course? *ELT Journal*, 60(1), 3-12. <https://doi-org.proxyiub.uits.iu.edu/10.1093/elt/cci076>
- Dearden, J. (2015). *English as a medium of instruction-a growing global phenomenon*. British Council. https://www.britishcouncil.org/sites/default/files/e484_emi_-_cover_option_3_final_web.pdf
- Deris, F., & Shukor, N. (2019). Vocabulary learning through mobile apps: A phenomenological inquiry of student acceptance and desired apps features. *International Association of Online Engineering*, 13(7), 129-140. <https://doi.org/10.3991/ijim.v13i07.10845>
- Deterding, N. M., & Waters, M. C. (2021). Flexible coding of in-depth interviews: A twenty-first-century approach. *Sociological Methods & Research*, 50(2), 708-739.
<https://doi-org.proxyiub.uits.iu.edu/10.1177%2F0049124118799377>
- Djurayeva, Y., Ayatov, R., & Shegay, A. (2020). Current problems and resolutions of teaching

- English grammar. *Academic Research in Educational Sciences*, 1(3), 572-576.
<https://cyberleninka.ru/article/n/current-problems-and-resolutions-of-teaching-english-grammar/viewer>
- Dodge, B. (1997, May 5). *Some thoughts about WebQuests*. WebQuest.
http://webquest.org/sdsu/about_webquests.html
- Doughty, C.J., & Long, M.H. (2003). Optimal psycholinguistic environments for distance foreign language learning. *Language Learning & Technology*, 7(3), 50-80.
- Dudley-Evans, T., & St. John, M.J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of Sexual Behavior*, 41, 1319-1320. <https://doi.org/10.1007/s10508-012-0016-6>
- Effiong, O. (2016). Getting them speaking: Classroom social factors and foreign language anxiety. *TESOL Journal*, 7(1), 132-161. <https://doi.org/10.1002/tesj.194>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500-507.
<https://psycnet.apa.org/doi/10.1037/0021-9010.71.3.500>
- Eisenberger, R., & Stinglhamber, F. (2011). *Perceived organizational support: Fostering enthusiastic and productive employees*. American Psychological Association.

- Ekinci, E., & Ekinci, M. (2017). Perceptions of EFL learners about using mobile applications for English language learning: A case study. *International Journal of Language Academy*, 5(5), 175-193. <http://dx.doi.org/10.18033/ijla.3659>
- Fareh, S. (2010). Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected? *Procedia - Social and Behavioral Sciences*, 2(2), 3600-3604. <https://doi-org.proxiyub.uits.iu.edu/10.1016/j.sbspro.2010.03.559>
- Fitzpatrick, J., & Reid, S. (1987). Indexing a large scale oral history project. *Oral History*, 15(1), 54-57. <https://www.jstor.org/stable/40178938>
- Fujii, S. (2019). An examination of effective strategies for reducing learner language anxiety through quasi-experimental design. *Journal of Management and Training for Industries*, 6(1), 1-16. <https://pdfs.semanticscholar.org/2bb7/f9589952f1984c2d7df9f0a9e44c7607f507.pdf>
- Ghorbani, N., & Ebadi, S. (2020). Exploring learners' grammatical development in mobile assisted language learning. *Cogent Education*, 7(1), 1-14. <https://doi.org/10.1080/2331186X.2019.1704599>
- Gibbins, T., & Greenhow, C. (2016). Students' out of school writing practices in an educational Facebook application. In I. R. Association (Ed.), *Social media and networking: Concepts, methodologies, tools and applications* (pp. 1011-1027). IGI Global.
- Glaser, B. (1999). The future of grounded theory. *Qualitative Health Research*, 9(6), 836-845.

<https://doi.org/10.1177/104973299129122199>

Goodman, L. A. (1961). Snowball sampling. *The Annals of Mathematical Statistics*, 32(1), 148-170.

Gross, J. (2018). Document analysis. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 545-548). SAGE Publications, Inc.,
<https://dx.doi.org/10.4135/9781506326139.n209>

Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*. Jossey-Bass.

Gustafson, K. L., & Branch, R. M. (2002). What is instructional design? In R.A. Reiser & J.V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (2nd ed., pp.16-25). Merrill/Prentice Hall.

Hamat, A., & Hassan, H. A. (2019). Use of social media for informal language learning by Malaysian university students. *3L: The Southeast Asian Journal of English Language Studies*, 25(4), 68-83. <http://doi.org/10.17576/3L-2019-2504-05>

Hammersley, M. (1992). *What's wrong with ethnography?* Routledge.

Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to group therapy? *The Qualitative Report*, 17(2), 510-517.
<http://nsuworks.nova.edu/tqr/vol17/iss2/1>

Hashemifardnia, A., Namaziandost, E., & Sepehri, M. (2018). The effectiveness of giving grade,

corrective feedback, and corrective feedback-plus-giving grade on grammatical accuracy. *International Journal of Research Studies in Language Learning*, 8(1), 15-27.

<https://ssrn.com/abstract=3463040>

Hassan, S. A., & Ahmad., A. (2016). Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their English instructors' perspectives. *Electronic Journal of Foreign Language Teaching*, 13(1), 112-130.

Haussamen, B. (2003). *Grammar alive! A guide for teachers*. National Council of Teachers of English.

Hazaea, A. N., Bin-Hady, W. R. A., & Toujan, M. M. (2021). Emergency remote English language teaching in the Arab league countries: Challenges and remedies. *Computer-Assisted Language Learning Electronic Journal*, 22(1), 201-222.

He, J.-J., & Chiang, S.-Y. (2016). Challenges to English-medium instruction (EMI) for international students in China: A learners' perspective: English-medium education aims to accommodate international students into Chinese universities, but how well is it working? *English Today*, 32(4), 63-67. <https://doi.org/10.1017/S0266078416000390>

Hidayati, T., & Diana, S. (2022). Students' motivation to learn English using mobile applications: The case of Duolingo and Hello English. *Journal of English Education and Linguistics Studies*, 6(2), 189-213. <https://doi.org/10.30762/jeels.v6i2.1233>

Holt, L.C., & Kysilka, M. (2005). *Instructional patterns: Strategies for maximizing student learning*. Sage.

- Hong, Z. W., Huang, Y. M., Hsu, M., & Shen, W. W. (2016). Authoring robot-assisted instructional materials for improving learning performance and motivation in EFL classrooms. *Educational Technology & Society*, 19(1), 337-349.
<https://pdfs.semanticscholar.org/7bc8/6633b65fed9b67c7282ff61937acd55dd4e1.pdf>
- Horwitz, M. B., Horwitz, E. K., & Cope, J. A. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Husnu, M. (2017). Demonstration technique to improve vocabulary and grammar element in teaching speaking at EFL learners. *English Language Teaching* 11(2), 26-30.
<https://eric.ed.gov/?id=EJ1166126>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.
- Ja'ashan, M. M. N. H. (2020). The challenges and prospects of using E-learning among EFL students in Bisha University. *Arab World English Journal*, 11(1), 124-137.
<https://doi.org/10.24093/awej/vol11no1.1>
- Jamieson, S. (2004). Likert scale how to (ab)use them. *Medical Education*, 38(12), 1217-1218.
<https://doi.org/10.1111/j.1365-2929.2004.02012.x>
- Jeffries, S. (1985). English grammar terminology as an obstacle to second language learning. *The Modern Language Journal* 69(4), 385-390. <https://doi.org/10.2307/328409>
- Kaliyeva, E. I. (2013). Relevance of the problem of adult education in Kazakhstan. *Proceedings*

the Lifelong Learning: Continuous Education for Sustainable Development, 11(3), 83-86.

http://media.miu.by/files/store/items/lifelong/11_en/11_life_long_learning_en_2_4.pdf

Kara, E., Demir Ayaz, A., & Dündar, T. (2017). Challenges in EFL speaking classes in Turkish context. *European Journal of Language and Literature Studies*, 3(2), 66-74.

<https://doi.org/10.26417/ejls.v8i1.p66-74>

Keller, J. M. (1987). Development and use of the ARCS model of motivational design. *Journal of Instructional Development*, 10(3), 2-10.

Khalitova, L., & Gimaletdinova, G. (2016). *Mobile technologies in teaching English as a foreign language in higher education: A case study of using mobile application Instagram*.

ICERI2016 Conference, Seville, Spain. <https://www.doi.org/10.21125/iceri.2016.0395>

Kim, H. S. (2013). Emerging mobile apps to improve English listening skills. *Multimedia-Assisted Language Learning*, 16(2), 11-30.

Kim, K. Y., Eisenberger, R., & Baik, K. (2016). Perceived organizational support and affective organizational commitment: Moderating influence of perceived organizational competence. *Journal of Organizational Behavior*, 37(4), 558-583.

<https://doi.org/10.1002/job.2081>

Klimova, B. (2021). Evaluating impact of mobile applications on EFL university learners' vocabulary learning – a review study. *Procedia Computer Science* 184, 859-864.

<https://www.doi.org/10.1016/j.procs.2021.03.108>

- Kramsch, C. (2011). The symbolic dimensions of the intercultural. *Language Teaching*, 44(3), 354-367. <https://doi.org/10.1017/S0261444810000431>
- Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research* 8(5), 863-870.
<http://dx.doi.org/10.17507/jltr.0805.04>
- Kurtessis, J. N, Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43(6), 1854-1884.
<https://doi.org/10.1177%2F0149206315575554>
- Levinson, H. (1965). Reciprocation: The relationship between man and organization. *Administrative Science Quarterly*, 9(4), 370-390. <https://doi.org/10.2307/2391032>
- Lian, L. H., & Budin, M. B. (2014). Investigating the relationship between English language anxiety and the achievement of school based oral English test among Malaysian Form Four students. *International Journal of Learning, Teaching and Educational Research*, 2(1), 67-79. <http://ijlter.org/index.php/ijlter/article/view/32/9>
- Linh, N., & Suppasetseree, S. (2016). The development of an instructional design model on Facebook based collaborative learning to enhance EFL students' writing skills. *The IAFOR Journal of Language Learning*, 2(1), 48-66. <https://doi.org/10.22492/ijll.2.1.04>
- Louw, S., Todd, W. R., & Jimarkon, P. (2011). *Active listening in qualitative research*

- interviews*. Paper presented at the International Conference: Doing Research in Applied Linguistics, KMUTT, Bangkok, Thailand.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.
<https://doi.org/10.1017/S0261444817000350>
- Madkur, A. (2018). The non-English major lecturers speak English: The barriers encountered by adult learners. *Journal on English as a Foreign Language*, 8(1), 39-56.
<https://doi.org/10.23971/jefl.v8i1.584>
- Mahdi, H. S. (2013). Issues of computer assisted language learning normalization in EFL contexts. *International Journal of Linguistics*, 5(1), 191-203.
<http://dx.doi.org/10.5296/ijl.v5i1.3305>
- Marwan, A. (2007). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3(1), 37-55.
<https://journals.melta.org.my/index.php/majer/article/viewFile/196/106>
- Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum: Qualitative Social Research*, 11(3). <http://dx.doi.org/10.17169/fqs-11.3.1428>
- Matkasimova, D. B., & Makhmudov, K. S. (2020). Importance of interactive methods in the

English language grammar teaching. *Science and Education Scientific Journal* 1(2), 95-98. <https://cyberleninka.ru/article/n/importance-of-interactive-methods-in-the-english-language-grammar-teaching/viewer>

McGregor, A., & Reed, M. (2018). Integrating pronunciation into the English language curriculum: A framework for teachers. *The CATESOL Journal*, 30(1), 69-94. <https://files.eric.ed.gov/fulltext/EJ1174202.pdf>

Ministry of Education and Science of the Republic of Kazakhstan. (2015). *Дорожная карта развития трехязычного образования на 2015–2020 годы* [The road map of the development of the triangular education for 2015–2020 years]. <https://kafu.edu.kz/ru/akademicheskie-programmy-ru/trex-obr/dorozhnaya-karta-razvitiya.html>

Ministry of Education and Science of the Republic of Kazakhstan. (2021). *The national report on the state and development of the education system of the republic of Kazakhstan*. <https://www.gov.kz/memleket/entities/edu/documents/details/277692?lang=en>

Mohammed, M. H. (2018). Challenges of learning English as a foreign language (EFL) by non-native learners. *International Journal of Social Science and Economic Research*, 3(4), 1381-1400. https://www.researchgate.net/publication/328253083_CHALLENGES_OF_LEARNING_ENGLISH_AS_A_FOREIGN_LANGUAGE_EFL_BY_NON-NATIVE_LEARNERS

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2007). *Designing effective instruction* (5th ed.).

John Wiley & Sons.

Morse, J.M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods* 1(2), 13-22. <https://doi.org/10.1177%2F160940690200100202>

Morse, J. M., & Niehaus, L. (2009). *Mixed method design: Principles and procedures*. Routledge.

Morse, M. J., & Niehaus, L. (2016). *Mixed method design: Principles and procedures*. Routledge.

Moughamian, A. C., Rivera, M.O., & Francis, D. J. (2009). *Instructional models and strategies for teaching English language learners*. Center on Instruction. <https://files.eric.ed.gov/fulltext/ED517794.pdf>

Munby, J. (1978). *Communicative syllabus design*. Cambridge University Press.

Murtazina, E. O., Sungatullina, D. D., & Gorelova, Y. N. (2019). English medium teaching in Russian higher education: Challenges and expectations (Kazan Federal University case study). *ARPHA Proceedings, 1*, 1113-1118. <https://doi.org/10.3897/ap.1.e1057>

Найди работу мечты [Find your dream job]. (2022). HeadHunter. Retrieved March 24, 2022, from <https://hh.kz/>

Namaziandost, E., & Nasri, M. (2019). The impact of social media on EFL learners' speaking

- skill: a survey study involving EFL teachers and students. *Journal of Applied Linguistics and Language Research*, 6(3), 199-215.
- <http://www.jallr.com/index.php/JALLR/article/view/1031>
- Nayar, P. B. (1997). ESL/EFL dichotomy today: Language politics or pragmatics? *TESOL Quarterly*, 31(1), 9-37. <https://doi.org/10.2307/3587973>
- Nguyen, T. P. L., Seddaiu G., & Roggero, P. P. (2019). Declarative or procedural knowledge? Knowledge for enhancing farmers' mitigation and adaptation behaviour to climate change. *Journal of Rural Studies* 67, 46-56.
- <https://doi.org/10.1016/j.jrurstud.2019.02.005>
- Nuñez, K. L. (2022). *Instructional and curricular design in ESL/EFL*. Bridge.
- <https://bridge.edu/tefl/blog/instructional-and-curricular-design-esl-efl/>
- Nurseitova, T. (2017). *Трехъязычное обучение в Казахстане внедряется поэтапно*.
- [Trilingual education in Kazakhstan is introduced in stages].
- <https://www.zakon.kz/4891234-trehyazychnoe-obuchenie-v-kazahstane.html>
- OECD. (2015). School education in Kazakhstan. In *OECD Reviews of School Resources: Kazakhstan 2015*. OECD Publishing. <https://doi.org/10.1787/9789264245891-5-en>
- Pang, M. (2019). Developing core practices for EFL/ESL teaching: A framework for methodology course design. *TESOL Quarterly*, 53(1), 258-273.
- <https://doi.org/10.1002/tesq.487>
- Pappamihel, N. E. (2002). English as a second language students and English language anxiety.

- Issues in the mainstream classroom. *Research in the Teaching of English*, 36(3), 327-355.
<https://www.jstor.org/stable/40171530>
- Parameswaran, U. D., Ozawa-Kirk J. L., & Latendresse G. (2019). To live (code) or to not: A new method for coding in qualitative research. *Qualitative Social Work*, 19(4), 630-644.
<https://www.doi.org/10.1177/1473325019840394>
- Pekrun, R. (1992). Expectancy-value theory of anxiety: Overview and implications. In D. Forgas & T. Sosnowski (Eds.), *Anxiety: Recent developments in cognitive, psychophysiological, and health research* (pp. 23-39). Hemisphere.
- Persoon, P. G. J., Bekkers, R. N. A., & Alkemade, F. (2022). The knowledge mobility of renewable energy technology. *Energy Policy* 161, 1-14.
<https://doi.org/10.1016/j.enpol.2021.112670>
- Праўс [Price]. (n.d.). Langberry. Retrieved March 24, 2022, from
<https://langberry.kz/prices/prajs>
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society*, 63(4), 655-660. <https://doi.org/10.1079/PNS2004399>
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Romanowski, P. (2017). Proposing a comprehensive framework for needs analysis in ESP – on

- the integrality of needs analysis in Business English course design. *Glottodidactica*, 44, 147-159. <https://doi.org/10.14746/gl.2017.44.209>
- Rustem, M. (2015, May 28). One hundred steps in implementing five institutional reforms. *The Astana Times*. <http://www.astanatimes.com/2015/05/kazakhstan-unveils-100-concrete-steps-to-implement-institutional-reforms/>
- Savignon, S. J. (1987). Communicative language teaching. *Theory into Practice*, 26(4), 235-242.
- Savignon, S.J. (1991). Communicative language teaching: State of the art. *TESOL QUARTERLY*, 25(2), 261-277.
- Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale University Press.
- Seitzhanova, A., Plokhikh, R., Baiburiev, R., & Tsaregorodtseva, A. (2015). English as the medium of instruction: Modern tendency of education in Kazakhstan. *PRADEC Conference Proceedings*, 3(1), 74-77.
https://www.researchgate.net/profile/Roman_Plokhikh/publication/307819672_New_trend_of_education_in_Kazakhstan_English_as_the_medium_of_instruction/links/582d867708ae138f1c0186dc.pdf
- Setiawan, R., & Wahyuni, N. C. (2017). English talk class based Telegram (E-talk castel) an innovative and creative strategy to stimulate students' speaking skill. *English Language and Literature International Conference*, 1, 195-199.
<https://doi.org/10.29408/veles.v1i1.389>

- Shawer, S., Gilmore, D., & Banks-Joseph, S. (2009). Learner-driven EFL curriculum development at the classroom level. *International Journal of Teaching and Learning in Higher Education*, 20(2), 125-143. <https://files.eric.ed.gov/fulltext/EJ864331.pdf>
- Shin, S. J. (2008). Preparing non-native English-speaking ESL teachers. *Teacher Development* 12(1), 57-65.
- Сколько стоит жизнь в Нур-Султане* [How much it costs to live in Nur-Sultan]. (2019). TengriNews. Retrieved March 24, 2022, from https://tengrinews.kz/kazakhstan_news/skolko-stoit-jizn-v-nur-sultane-369271/
- Sobkowiak, P. (2008). *Issues in ESP: Designing a model for teaching English for Business purposes*. Wydawnictwo UAM.
- Solak, E. & Bayar, A. (2015). Current challenges in English language learning in Turkish EFL context. *Participatory Educational Research*, 2(1), 106-115. <http://dx.doi.org/10.17275/per.15.09.2.1>
- Song, D., & Bonk, C. J. (2016). Motivational factors in self-directed informal learning from online learning resources. *Cogent Education*, 3(1), 1-11. <https://doi.org/10.1080/2331186X.2016.1205838>
- Song, D., & Lee, J. (2014). Has Web 2.0 revitalized informal learning? The relationship between Web 2.0 and informal learning. *Journal of Computer Assisted Learning*, 30, 511-533. <https://doi-org.proxyiub.uits.iu.edu/10.1111/jcal.12056>

Стипендия казахстанских студентов повысится в 2022 году [The stipend of Kazakhstani

students will increase in 2022]. (2022). KazInform. Retrieved March 24, 2022, from https://www.inform.kz/ru/stipendiya-kazahstanskih-studentov-povysitsya-v-2022-godu_a3889998

Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan.

Procedia - Social and Behavioral Sciences, 93, 1860-1868.

<https://doi.org/10.1016/j.sbspro.2013.10.131>

Sullivan, G. M., & Artino Jr, A. R., (2013). Analyzing and interpreting data from Likert-type

scales. *Journal of Graduate Medical Education*, 5(4), 541-542. <https://doi->

[org.proxyiub.uits.iu.edu/10.4300/JGME-5-4-18](https://doi-)

Tanveer, M. (2011). *Integrating e-learning in classroom-based language teaching: Perceptions,*

challenges and strategies. Paper presented at the 4th International Conference ICT for

Language Learning, Florence, Italy. Retrieved from <https://conference.pixel->

[online.net/conferences/ICT4LL2011/common/download/Paper_pdf/IEC141-252-FP-](https://conference.pixel-)

[Tanveer-ICT4LL2011.pdf](https://conference.pixel-)

Thornbury, S., & Slade, D. (2006). *Conversation: from description to pedagogy*.

Cambridge University Press.

Ugur, N., G., & Koc, T. (2015). Mobile phones as distracting tools in the classroom: College

students' perspective. *Alphanumeric Journal*, 3(2), 57-64.

<https://www.doi.org/10.17093/aj.2015.3.2.5000145549>

- Umam, A. (2016). The importance of needs analysis in curriculum development for ESL/EFL classroom. *English Journal*, 19(2), 17-27.
<http://150.107.142.43/index.php/ENGLISH/article/view/609/479>
- Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults*. Jossey-Bass.
- Wolf, Z. R. (2003). Exploring the audit trail for qualitative investigations. *Nurse Educator*, 28(4), 175-178. www.doi.org/10.1097/00006223-200307000-00008
- Wu, H. -J., Wu, P.-L. (2011). Learners' perceptions on the use of blogs for EFL learning. *US – China Education Review*, A3, 323-330.
- Wu, R., Wu, R., & Le, V. T. (2014). Challenges of adults in learning English as a second language: Focus on adult education in China. *Journal of Language Teaching and Research*, 5(5), 1132-1138. <https://doi.org/10.4304/jltr.5.5.1132-1138>
- Xodabande, I. (2017). The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent Education* 4(1), 1-14.
<https://doi.org/10.1080/2331186X.2017.1347081>
- Yadav, M. S. (2021). Role of social media in English language learning to the adult learners. *International Journal of Linguistics, Literature and Translation*, 2(1), 238-247.
<https://doi.org/10.32996/ijllt.2021.4.1.25>
- Young, D. J. (1991). Creating a low anxiety classroom environment: What does language

anxiety research suggest? *The Modern Language Journal* 75(4), 426-439.

<https://www.jstor.org/stable/329492>

Yuan, Y. (2019). Empirical study on the mobile app-aided college English vocabulary teaching.

International Journal of Engineering and Technology, 11(1), 68-74.

Цены на языковые курсы в учебном центре Level UP education в Алматы [Prices of

language courses in the Level UP educational center in Almaty]. (2022). Level-Up.

Retrieved March 24, 2022, from <https://level-up.kz/prices/>

Zharkynbekova, S. K. (2017). Language reforms and intercultural transformations in the

polylingual space of the Republic of Kazakhstan. *RUDN Journal of Language Education*

and Translingual Practices, 14(2), 246-252. [https://cyberleninka.ru/article/n/yazykovye-](https://cyberleninka.ru/article/n/yazykovye-reformy-i-mezhkulturnye-transformatsii-v-poliyazychnom-prostranstve-respubliki-kazahstan)

[reformy-i-mezhkulturnye-transformatsii-v-poliyazychnom-prostranstve-respubliki-](https://cyberleninka.ru/article/n/yazykovye-reformy-i-mezhkulturnye-transformatsii-v-poliyazychnom-prostranstve-respubliki-kazahstan)

[kazakhstan](https://cyberleninka.ru/article/n/yazykovye-reformy-i-mezhkulturnye-transformatsii-v-poliyazychnom-prostranstve-respubliki-kazahstan)

Zhetpisbayeva, B., Shelestova, T., & Abildina, S. (2017). Examining teachers' views on the

implementation of English as L3 into primary schools: A case of Kazakhstan.

International Electronic Journal of Elementary Education, 8(4), 659-674.

<https://iejee.com/index.php/IEJEE/article/view/139>

Appendix A

Semi-Structured Interview Protocol

1. What is your occupation?
2. How long have you been studying English language?
3. Did you have any previous knowledge of English language before you started to study it in-depth?
4. What is your purpose for learning English language at this moment?
5. How and where do you use (will you plan to use) English language?
6. How do you feel about your current level of English language?
7. What types of teaching styles do you prefer? What types do you not prefer?
8. What learning strategies or techniques do you use (did you use) to study English language?
9. How much time do you spend studying English language per month?
10. How do you study English language? What resources (books, videos, learning platforms, etc.) do you (did you) use to study English language?
11. What are the main challenges that you have experienced in the process of learning English language?
12. What type of support (personal, organizational, and national), if any, do you receive in your process of learning English language?
13. Do you (did you) have access to online English language learning materials? If yes, what English language learning materials do you (did you) access (e.g. websites, videos, learning platforms, and others)?
14. If you could participate in the development of a new English language learning program, what recommendations would you provide to developers?

Appendix B

Semi-Structured Interview Protocol (Kazakh Version)

1. Сіз қандай кәсіппен айналысасыз?
2. Сіз ағылшын тілін қанша уақыт оқыдыңыз?
3. Ағылшын тілін үйренуге кіріспес бұрын, осы тілді білу деңгейіңіз қандай?
4. Сіздің ағылшын тілін үйренудегі мақсатыңыз қандай?
5. Сіз ағылшын тілін қалай және қайда қолданасыз (қолдануды жоспарлайсыз)?
6. Сіздің қазіргі ағылшын тілі деңгейіңіз қалай?
7. Сізге оқыту стилінің қандай түрлері ұнайды? Сізге қандай түрлері ұнамайды?
8. Ағылшын тілін үйрену үшін сіз қандай оқу стратегияларын немесе әдістерін қолданасыз (сіз қолдандыңыз)?
9. Ағылшын тілін үйренуге қанша уақыт бөлесіз?
10. Сіз ағылшын тілін үйрену үшін қандай жабдықты қолданасыз?
11. Ағылшын тілін үйрену барысында сіз қандай қиындықтарға тап болдыңыз?
12. Сіз ағылшын тілін үйрену процесінде қандай қолдау түрін (жеке, ұйымдық және ұлттық) аласыз?
13. Сізде (сізде) ағылшын тілін үйренуге арналған онлайн оқу материалдары бар ма? Егер иә болса, сіз қандай ағылшын тіліндегі оқу материалдарына қол жеткіздіңіз (мысалы, веб - сайттар, бейнелер, оқу платформалары және басқалар)?
14. Егер сіз ағылшын тілін үйренудің жаңа бағдарламасын жасауға қатыса алсаңыз, әзірлеушілерге қандай ұсыныстар берер едіңіз?

Appendix C

Semi-Structured Interview Protocol (Russian Version)

1. Какой у Вас род занятий?
2. На протяжении какого времени Вы изучаете английский язык?
3. Какой уровень английского языка у Вас был, до того, как вы начали его изучать углубленно?
4. Какова Ваша цель изучения английского языка на данный момент?
5. Как и где Вы используете (планируете использовать) английский язык?
6. Как Вы оцениваете свой уровень английского языка на данный момент?
7. Какие стили обучения Вы предпочитаете? Какие стили Вы не предпочитаете?
8. Какие стратегии или методы обучения Вы использовали (используете) для изучения английского языка?
9. Сколько времени Вы тратите на изучение английского языка в месяц?
10. Как Вы изучаете английский язык? Какие ресурсы (книги, видео, курсы) Вы используете для изучения английского языка?
11. С какими основными проблемами (финансовые трудности, нехватка времени, семейные обстоятельства, нет доступа к Интернету, компьютеру) Вы столкнулись в процессе изучения английского языка?
12. Получили или получаете ли Вы поддержку от а) государства б) университета с) организации или д) конкретных людей в процессе изучения английского языка?
13. Есть ли у Вас (был ли у Вас) доступ к онлайн-материалам для изучения английского языка? Если да, то к каким учебным материалам по английскому языку Вы (получили) доступ (например, веб-сайты, видео, учебные платформы и т.д.)?
14. Если бы Вы могли участвовать в разработке новой программы по изучению английского языка, какие рекомендации Вы бы дали разработчикам?

Appendix D

Interview Recruitment Email

Dear _____,

As a part of my research project, I'm writing to request an individual interview with you about your learning experiences with English language.

I would like to understand what challenges Kazakhstani people experience in learning English as a foreign language, what their perceptions are about their English language proficiency levels, and what recommendations they can offer in order to improve current English language programs in Kazakhstan.

The interview should not last more than an hour. The interview can occur via Skype or Zoom. Please let me know which way is the most suitable for you.

All the information will be held anonymously, meaning I will not disclose your name, and I will use a pseudonym when I talk about you in my research project.

[The researcher will provide available dates and times and ask the participant to select the best date and time that will work for him or her].

Please email or call me +1 812-390-9597 if you have any further questions.

Please let me know if you are interested in being interviewed and what date, time, and delivery method will work best for you.

Sincerely,

Maria Agee

Appendix E

Interview Recruitment Email (Kazakh Version)

Құрметті _____,

Зерттеу жобасының бөлігі ретінде мен Сізден ағылшын тілін үйрену тәжірибесі туралы жеке сұхбат алуды сұраймын.

Мен қазақстандықтардың ағылшын тілін шет тілі ретінде үйренуде қандай қиындықтарға кезігетінін, олардың ағылшын тілін меңгеру деңгейіне қатысты көзқарастары қандай екенін және Қазақстанда қазіргі ағылшын тілін жетілдіру үшін қандай ұсыныстар бере алатынын түсінгім келеді.

Сұхбат бір сағаттан аспауы керек. Сұхбат Skype немесе Zoom арқылы жүргізілуі мүмкін. Сізге қай жол сәйкес келетінін айтыңыз.

Барлық ақпарат анонимді түрде сақталатын болады, яғни мен Сіздің атыңызды жарияламаймын, мен Сіздің ғылыми жобаңызда Сіз туралы сөйлескен кезде бүркеншік атауды қолданамын.

[Зерттеуші қол жетімді күндер мен уақыттарды ұсынады және қатысушыдан өзіне сәйкес келетін ең жақсы күн мен уақытты таңдауды сұрайды].

Қосымша сұрақтарыңыз болса, электронды поштаға немесе маған +1 812-390-9597 нөміріне хабарласыңыз.

Егер Сіз сұхбаттасуға қызығушылық танытсаңыз, маған хабарлаңыз және Сізге қай күн, уақыт және жеткізу әдісі қолайлы болады.

Құрметпен,

Maria Agee

Appendix F

Interview Recruitment Email (Russian Version)

Уважаемый/ая _____,

В рамках своего исследовательского проекта я пишу Вам с просьбой о проведении индивидуального собеседования о Вашем опыте изучения английского языка.

Я хотела бы понять с какими проблемами сталкиваются казахстанцы при изучении английского языка как иностранного, каковы их представления об уровне владения английским языком и какие рекомендации они могут предложить для улучшения текущих программ изучения английского языка в Казахстане.

Интервью будет длиться не более часа. Интервью может проходить по Skype или Zoom. Пожалуйста, дайте мне знать, какая программа для Вас более удобная.

Вся информация будет храниться анонимно. Я не буду раскрывать Ваше имя и буду использовать псевдоним, когда буду говорить о Вас в моем исследовательском проекте.

[Исследователь предоставит доступные даты и время и попросит участника выбрать наиболее подходящие для него дату и время].

Пожалуйста, напишите мне на почту или позвоните мне по телефону + 1 812-390-9597, если у Вас возникнут дополнительные вопросы.

Пожалуйста, дайте мне знать, если вы заинтересованы в прохождении собеседования и удобные для Вас дату, время и программу.

С искренними пожеланиями,

Maria Agee

Appendix G

Original Interview Quotes about English Language Learning Challenges in Russian

Gulmira

“Отсутствие...environment языковой – побольше общения с носителями было бы лучше, как поговориться – продвинуло мой английский язык”

Mira

“Ну вы знаете наши методы Советские. Нам вбивают грамматику. Мы учим грамматику, грамматику, грамматику...”

“Но так как у меня был хороший уровень английского, и я преподавала даже в свое время, сейчас цель просто не забыть, то, что я знала, потому что я очень редко сталкиваюсь с английским языком. К сожалению, в настоящий момент, приходится хотя бы что-то смотреть на английском, чтобы не забыть ничего.”

“нет практики...самое сложное – это то, что теряется словарный запас из активной речи и просто забываешь все, и сейчас когда я пытаюсь что-нибудь сказать, я должна вспомнить слово сначала на русском, потом его перевести и так далее. Это очень мутурно. Когда у меня уровень был лучше, я могла спокойно разговаривать и даже думать на английском, а сейчас мне немножко сложнее...”

“единственная сложность – это была моя лень...[смеется]”

“Я заметила, что у нас очень слабо с speaking-ом – не так много кто разговаривает”

Nurbek

“Я не ходил на private classes из того, что не совсем был заинтересован с одной стороны, но с другой стороны, какое-то финансовое положение имеет место быть, я полагаю. Почему, потому что у нас дома много людей живет...ну там бабушка, дедушка, дяди, тети, и бюджет был общий...”

“И еще, не знаю, наверное, важнейший момент, честно скажу, даже если IELTS показывает, что у меня там семерка, C, advanced, и все такое, я даже сейчас в большей части, в большем проценте случаев, в разговоре, в письме, и все такое – не всегда уверен в своих способностях...”

“Бывает, что ты приходишь, если аналогию провести, проходишь игру какую-нибудь и проходишь процентов 80 и застопоряешься почему, потому что это с каждым разом становится сложнее и сложнее. Ну почему на уровне elementary все хорошо интенсивно усваивается, а чем выше идет вроде как сложнее процесс идет. Поэтому сейчас, чтобы подняться на уровень выше, я практически не понимаю куда идти, что делать, как делать”.

Saule

Appendix G (Continued)

Original Interview Quotes about English Language Learning Challenges in Russian

“Самое сложное для меня во время студенчества это было нехватка денег. Курсы были, но у меня была маленькая стипендия, и платит за курсы у меня не получалось. Для меня всегда курсы считались дорогими.”

“Как я поняла, если нет такой естественной среды... англоговорящие люди и английский считается native, родным языком, то очень сложно выучить английский язык, потому что, например, если я знаю, что Вы умеете говорить на русском, то я уже перехожу на этот язык быстро. Если я знаю, что по way, и я не могу ни на каком другом языке объяснить свою мысль, мне надо именно на английском, то мне просто приходится говорить.”

Inkar

“Финансовые проблемы...не то, чтобы проблемы, просто дорого немножко – уроки с носителем хотела бы брать планирую может бы следующим летом, когда я освобожусь и поднакоплю может быть... Цены разные [на сайте по изучению английского языка], и я пыталась смотреть самые низкие, но там как-то уже все уже и уже и все склоняется к обычному General English, а мне все-таки хотелось что-нибудь связанное с IELTS-ом или TOEFL-ем допустим. И когда начинаешь искать в этой части, то цены уже выше становятся...ммм...\$12-15, кажется, было за урок...Когда я переводила в наши деньги это было около 5,000–4,000 тенге, а у нас вообще Казахстанские преподаватели, допустим, IELTS у нас идет 3,000-2,500 тысячи тенге...”

Karim

“Сейчас у меня уровень английского языка довольно-таки достаточно на высоком уровне. К сожалению, мне сейчас не хватает практики иметь общения с кем-то. Он немножко притупляется, я это признаю, потому что после окончания [учебы] не имел никакой практики speaking-а. К нам приехали иностранные гости, я чувствовал какое-то торможение в общении. Сейчас необходимость такая, что надо поддерживать тот уровень, который у тебя есть, и не утерять те возможности, которые у меня есть.”

“Самое основное это языковая среда нужна как никак...”

“У нас есть в Казахстане, может быть в постсоветском пространстве, основная проблема – учителя загоняют в грамматику очень сильно. Очень сильно загоняют в грамматику и человек начинает в них [времена] путаться – где тут Passive Voice, где тут Active Voice, где тут надо поставить I have been или I was, будущее в настоящем или настоящее в будущем – это вообще атас...”

“Все-таки были моменты, что изучение английского языка – это недешевое удовольствие...”

Appendix G (Continued)

Original Interview Quotes about English Language Learning Challenges in Russian

“Так как я семейный человек были моменты, то, что я отвлекался на семейные какие-то проблемы. То есть как проблемы, бытовые какие-то вопросы, когда надо и в садик съездить и как Вы сегодня в больницу сбежать или погулять с ними [с детьми] надо будет...”

Appendix H

Original Quotes about State, Organizational, and Personal Support in Russian

Nurbek

“Сейчас я учусь на гранте. Все, кто учатся в Назарбаев Университет - практически 100% людей обучается на гранте. Грант, соответственно, выделяется государством. Соответственно, английскому языку выделяется немало денег и финансирования со стороны государства, поэтому я принимаю это 100% как поддержку со стороны государства. Это очень классно, когда я могу учиться [бесплатно], и у меня еще есть стипендия”

Gulmira

“Меня три года не было дома [по причине обучения за рубежом]. За моими детьми смотрели родители мужа. Поддержка была сильная от семьи. Все расходы на жилье оплачивал супруг.”

“Все курсы, которые организованы с носителями языка [курсы для преподавателей], они все бесплатные. Соответственно, университет оплачивает их.”

Mira

“В основном это мои родители либо я сама. Они мне говорили, что мы платим за твое обучение так, что учишься [улыбается].”

Inkar

“После девятого класса я ушла...ммм...уже почувствовала, что есть трудности в английском...такие значительные трудности и тогда родители профинансировали репетиторство по английскому языку. Потом на третьем курсе, когда мы ушли на практику. Практика у меня была переводческая, поэтому все в основном было на компьютере. В этот период мне казалось, что я забываю язык и тогда родители записали меня на курсы “Speaking English” на три месяца. Тогда это было 11,000 тенге за месяц...”

Appendix I

Original Quotes about Potential English Language Learning Program Recommendations in Russian

Gulmira

“Возможность чтобы обязательно была с носителями языка – пообщаться хотя бы минимальное время”

Mira

“У нас нет такой программы, которая было бы разработана по возрастам и так далее. Все учат по одной и той же методике, прям все все – во многих школах, в которых я преподавала, это было так. Либо ты говоришь, что я не буду по этой методике преподавать у меня будет свое, либо ты просто даешь, что ты даешь...”

“Вот если ты школьник намного проще воспринять эту грамматику, но если перед тобой сидит сорокалетний мужчина, и ты ему говоришь: ‘Знаете, подлежащие... вот это подлежащее, а вот это глагол’. А он не знает, что такое подлежащее, что такое глагол, он уже русскую грамматику не помнит совсем... То есть здесь нужно уже рассматривать именно способ мышления человека, его возраст – вот ему [более взрослый человек] все равно, что сказуемое стоит после подлежащего. Нет, конечно, нужно ему будет сказать, что сначала человек ‘Кто?’ ‘Что сделал?’ а потом ‘Что он сделал?’, но это нужно мягко делать... У каждого человека свое мышление. Иногда приходится рисовать, делать диаграммы и так далее, то есть кто как воспринимает.”

Ali

“Я имел практику общения, как говорил, и надо добавить в изучения английского языка сленговые выражения, потому что в данный момент они стали очень популярные. И на практике я могу сказать, что каждый второй мой друг или человек, с которым я общался, всегда использовал эти сленговые слова.”

Aigul

“Я вообще считаю, что это должны быть две разные программы – для казахскоговорящих и русско-говорящих. Я не сильно владею казахским языком, но я понимаю, что тоже произношение – у русскоговорящих и казахскоговорящих будет разное абсолютное. Специфика языка разная. Например, в русском языке даже те же словесные обороты есть, у которых нет точного перевода у казахов... И мне кажется, что в разработке [программы] для казахскоговорящих должен казахскоговорящий человек участвовать...”

Saule

“Было бы классно если там [в потенциальной программе по изучению английского языка] создалась среда [естественная среда] такая для общения и организовали бы какие-то

Appendix I (Continued)

Original Quotes about Potential English Language Learning Program Recommendations in Russian

мероприятия, где...mmm...язык был главный английский и больше англоговорящих, наверное...”

“Ну хотя-бы они между собой...учителя, если допустим, что это школа языковая...в стенах школы, чтобы они общались на английском, чтобы не переходили на другой язык, чтобы эта была такая ‘immersive’ среда, где погружаешься в английский язык...”

Я бы посоветовала разделить людей. Есть казахскоязычные, мне кажется, что кто знает русский язык...mmm...он более-менее хорошо быстрее выучить английский чем тот человек, который говорит только на казахском. Например, когда я своему брату и сестренке – они хотели выучить язык [английский]. Я с юга Казахстана – мы не особо говорим на русском, и вот брат и сестренка, они не говорят на русском и им было сложно выучить английский. Брат говорил: ‘Вот ты знаешь русский, поэтому тебе легче выучить английский’. Они говорили, прежде чем выучить английский, надо выучить русский...”

“В первые годы, когда начала изучать язык, все словари были русско-английские и англо-русские, и даже в Google-ле сейчас что-нибудь ищешь: ‘Как это будет на казахском?’ Это очень сложно...”

Inkar

“Если программа будет платной, в первую очередь, это у нас большая тема в университете. Совместные программы у нас с зарубежными вузами у нас есть, но цена не всегда такая доступная для наших студентов. То есть дети, студенты из малоимущих семей, с какими-то ограничениями, то есть для них всегда какие-то финансовые вопросы бывают сложными. Наверное, дифференциальную систему придумать либо доступную ценовые категории проставить...”

“Наверное, хотелось бы что-то активное, более разговорное, нежели чем как лекции, потому что лекции у нас проводятся, а говорить [на английском] бы побольше.”

“И наверное, побольше native speakers было в этой программе, потому что с этим у нас тоже проблемы бывают...Недавно, нам одна компания...было предложение по изучения английского языка тоже на методику было ориентировано, но к сожалению, там не предлагали native speakers, то есть там не было native speakers, поэтому студенты не были заинтересованы. Сколько мы не рекламировали, все-равно желающих было очень мало.”

Karim

“Давать людям больше возможности говорить и говорить. Speaking все-таки на первом месте. Человек должен изъясняться и не быть скованным...”

Appendix I (Continued)

Original Quotes about Potential English Language Learning Program Recommendations

in Russian

“Без желания и мотивации никакой язык не выучится. Человек должен в первую очередь ответить себе зачем ему английский язык. Если так просто пообщаться – не будет учить – через месяц забросит. Когда у него есть конкретная цель, если он выучит и у него работа какого-то топ-менеджера с зарплатой в 5,000 долларов в месяц, тогда он будет день и ночь над этим.”

Zarina

“У нас все-таки присутствует элитизм в стране и присутствует лингвистический элитизм. Зачастую больше такое урбанизированное население, которые обычно говорят на русском языке, они обычно и изучают английский. Есть такая тенденция, что обычно люди, которые проживают в rural areas – казахско-язычные люди – почти 100% казахско-язычных людей – им для социальной мобильности необходим русский язык. И скорее всего они будут инвестировать в изучение русского чу-чуть больше.”

Appendix J

Survey Recruitment Email

Dear _____,

You are invited to participate in a study about challenges that Kazakhstani higher education students and young professional adults experience during their learning of English language. This study attempts, but is not limited to, the gathering of Kazakhstani people's perceptions about challenges that can impact how English language is taught in Kazakhstan. This study is being conducted by Maria Agee of Indiana University Bloomington.

You are eligible to participate if you are 18 years or older, a higher education student **or** young professional adult, and were born and have lived for a considerable amount of time in Kazakhstan. **If you are eligible and agree to participate, you will be asked to complete one 15-minute survey. The survey can be accessed now in the link below.**

All responses are confidential, and all the information that you provide will be kept anonymously.

If you are interested in participating, please access the survey using the following link:

(The survey link will be here)

Please complete this survey as soon as possible.

If you have any questions, please do not hesitate to email me Maria Agee at masultan@iu.edu

Thank you,

Maria A Agee

Doctoral Candidate in Instructional Systems Technology

Indiana University Bloomington

Appendix K

Survey Recruitment Message for Social Media in Three Languages

Hello all!

My name is Maria Agee, and I am a doctoral candidate in Indiana University Bloomington. I am conducting my dissertation research about challenges that Kazakhstani higher education students and young professional adults experience during their learning of English language.

Eligibility requirements:

You are eligible to participate if you are 18 years or older, a higher education student (bachelor's, master's or doctoral) or young professional adult (working full-time, part-time, contractor, self-employed), and were born and have lived for a considerable amount of time in Kazakhstan.

I will be very thankful if you can take this 10-15 minute online survey!

Here is the link: https://iu.co1.qualtrics.com/jfe/form/SV_71wOQUNnSMMbMQm

Best regards,

Maria Agee

Барлығына сәлем!

Менің атым Мария Эйджи. Мен Индиана Блумингтон университетінің докторантурасына кандидатпын. Мен Қазақстандық жоғары оқу орындарының студенттері мен жас мамандардың ағылшын тілін үйрену барысында кездесетін қиындықтары туралы диссертациялық зерттеу жүргізіп жатырмын.

Жарамдылық талаптары:

Сіз онлайн сауалнамаға қатысуға құқығыңыз бар, егер Сіз 18 жаста немесе одан жоғары болсаңыз, жоғары білім алушы (бакалавр, магистр немесе докторант) немесе жас маман болсаңыз (толық жұмыс күні, толық емес жұмыс күні, серіктес, өзін-өзі жұмыспен қамту) және Сіз Қазақстанда туып және ұзақ уақыт өмір сүрдіңіз.

Осы 10-15 минуттық онлайн сауалнамаға қатыса алсаңыз, мен өте ризамын!

Сауалнама сілтемесі осында: https://iu.co1.qualtrics.com/jfe/form/SV_71wOQUNnSMMbMQm

https://iu.co1.qualtrics.com/jfe/form/SV_71wOQUNnSMMbMQm

Ең жақсы тілектер,

Мария Эйджи

Appendix K (Continued)

Survey Recruitment Message for Social Media

Привет всем!

Меня зовут Мария Эйджи, и я докторант Университета Индианы в Блумингтоне. Я провожу свое диссертационное исследование о проблемах, с которыми сталкиваются Казахстанские студенты высших учебных заведений и молодые специалисты при изучении английского языка.

Квалификационные требования:

Вы можете принять участие в онлайн опросе, если Вам 18 лет или больше, Вы являетесь студентом высшего учебного заведения (бакалавр, магистр или докторант) или молодым специалистом (работающим на полный рабочий день, неполный рабочий день, по контракту, самозанятой), и Вы родились и проживали долгое время в Казахстане.

Буду очень благодарна, если Вы сможете пройти этот 10-15-минутный онлайн-опрос!

Вот ссылка: https://iu.co1.qualtrics.com/jfe/form/SV_71wOQUNnSMMbMQm

С наилучшими пожеланиями,

Мария Эйджи

Appendix L

Online Survey Questions

Research Information and Consent Page

You are invited to participate in a study about challenges that Kazakhstani higher education students and young professional adults experience during their learning of English language. This study attempts, but is not limited to, the gathering of Kazakhstani people's perceptions about challenges that can impact how English language is taught in Kazakhstan.

This study is being conducted by Maria Agee who is a doctoral candidate in Instructional Systems Technology at Indiana University Bloomington.

You are eligible to participate if you are 18 years or older, a higher education student (bachelor's, master's or doctoral) **or** young professional adult (working full-time, part-time, contractor, self-employed), and were born and have lived for a considerable amount of time in Kazakhstan. **If you are eligible and agree to participate, please complete this 15-minute survey.**

All research is voluntary. You can choose not to take part in this study. If you decide to participate, you can change your mind later and leave the survey at any time.

You will not be paid for participating in this study.

This research is intended for individuals 18 years of age or older. If you are under age 18, do not complete the survey.

All responses are confidential, and all the information that you provide will be kept anonymously.

If you have questions about the study or encounter a problem with the survey, contact the researcher, Maria Agee, Indian University Bloomington at masultan@iu.edu.

Please select your choice below. Clicking on the “Agree” button indicates that

- You have read the above information
- You voluntarily agree to participate
- You are 18 years of age or older
- You are a higher education student **or**
- You are a young professional adult
- You were born and have lived in Kazakhstan for a considerable amount of time

Agree

Disagree

Appendix L (Continued)

Online Survey Questions

1. What is your gender?
 - a) Male
 - b) Female
 - c) Prefer to self-describe as _____
 - d) Prefer not to answer

2. How old are you?
 - a) 18-22
 - b) 23-30
 - c) 30-40
 - d) Prefer not to answer

3. Where (city, town, or village) is your primary residence in Kazakhstan?
Short Answer

4. What is the highest degree or level of education you have completed?
 - a) High School
 - b) Bachelor's Degree
 - c) Master's Degree
 - d) Doctoral Degree
 - e) Something else, please specify _____

5. Select what describes you best?
 - a) A full-time student (bachelor's, master's, or doctoral)
 - b) A professional adult working part-time or full-time
 - c) None of the above ----- it will go to the end of the survey because it does not satisfy the eligibility conditions

6. What do you study?
Short Answer
What is your occupation?

Short Answer

Appendix L (Continued)

Online Survey Questions

7. How do you describe your English language level at the moment?
 - a) Beginner
 - b) Intermediate
 - c) Proficient
 - d) Something else, please specify

8. How long have you been studying English language?
 - a) Since pre-primary school (0–6 years old)
 - b) Since primary school (7-11 years old)
 - c) Since lower secondary school (12-16)
 - d) Since upper secondary school (17-18)
 - e) Since post-secondary education (universities, institutes, academies)
 - f) After post-secondary education
 - g) Something else, please specify _____

9. Your main purpose for learning English language at this moment is
 - a) To improve your language skills
 - b) To advance your study
 - c) To advance your career
 - d) To move abroad
 - e) To prepare for international language exams (IELTS, TOEFL, and etc.)
 - f) Something else, please specify _____

10. Where do you use English language most often?
 - a) At work
 - b) At university
 - c) For international business travels
 - d) For international leisure travels
 - e) For communication with international friends or family members
 - f) Currently nowhere
 - g) Something else, please specify _____

11. How would you like to be taught English?
 - a) Through instruction which is teacher-centered (where the teacher acts as an authority and an expert)
 - b) Through instruction which is student-centered (where the teacher acts as a coach, a mentor, and a facilitator)
 - c) Through both of these teaching styles
 - d) Through none of these teaching styles

Appendix L (Continued)

Online Survey Questions

12. Below, select learning strategies that you are using to study English language. Select all that apply.
- a) Memorizing words and phrases
 - b) Reading as much as you can
 - c) Listening to songs
 - d) Watching movies and TV shows
 - e) Speaking as much as you can
 - f) Talking with native English language speakers
 - g) Retelling texts
 - h) Something else, please specify _____
13. Below, select resources that you used or are using to study English language? Select all that apply.
- a) Books (textbooks, professional books, IELTS exam preparation books)
 - b) E-Books (textbooks, professional books, IELTS exam preparation books)
 - c) Dictionaries
 - d) Magazines (Forbes, The Economist, etc.)
 - e) News (BBC news, CNN news, NY Times, etc.)
 - f) Social Media (YouTube, Instagram, TikTok, Facebook, etc.)
 - g) Video platforms (Netflix, etc.)
 - h) Websites (TED, British Council, etc.)
 - i) Podcasts
 - j) Apps (DuoLingo, Tandem, Lingualo, etc.)
 - k) Learning Management Platforms (Coursera, etc.)
 - l) Licensed Language Learning Software
 - m) Something else, please specify _____
14. Have you experienced the following problems with access to online resources? Select all that apply.
- a) Electricity shortage
 - b) Lack of computer/laptop
 - c) Poor Internet connectivity
 - d) Lack of technical knowledge with an application or program
 - e) None of the above
15. What statements are true for you? Select all that apply.
- a) I have lived (am living) abroad
 - b) I studied (am studying) abroad
 - c) I worked (am working) abroad

Appendix L (Continued)

Online Survey Questions

- d) I studied or worked (am studying or am working) with English speaking people in Kazakhstan
- e) I had interactions with English speaking people for a short period of time abroad or in Kazakhstan
- f) None of the above

What challenges, that are listed below, have you experienced in your process of learning English? (Likert Scale Questions: Strongly Agree to Strongly Disagree)

- 16. I do not have opportunities to practice.
- 17. I am afraid of people's judgement regarding my language skills.
- 18. I do not have enough motivation to learn.
- 19. English language courses are expensive for me.
- 20. There are no native English language speakers with whom I can communicate.
- 21. I feel that there is a bigger emphasis on learning grammar than on developing other language aspects.
- 22. Married life makes it more challenging for me to learn.
- 23. I experience pronunciation problems.

What recommendations would you provide to developers if you could participate in the development of a new English language learning program which will be specifically designed for Kazakhstani people? (Likert Scale Questions Strongly Agree to Strongly Disagree)

- 24. It is important to create an English speaking environment in the program.
- 25. It is vital to include native English speakers in the program.
- 26. It is necessary to assess people's learning needs, goals, and characteristics.
- 27. The cost of the program should be affordable to the majority of Kazakhstani people.
- 28. The program content should have real-life connections and be built on tangible observable learning objectives.
- 29. It might be beneficial to develop two separate programs for Kazakh and Russian speaking people because of the specifics of both languages.
- 30. If you have additional comments about your English learning challenges or about English learning program recommendations or both, please share them here.

Appendix M

Online Survey Questions (Kazakh Version)

Зерттеу Ақпараты және Келісім Беті

Сіздерді жоғары оқу орындарының Қазақстандық студенттері мен жас мамандардың ағылшын тілін үйрену кезінде кездесетін мәселелерін зерттеуге арналған ғылыми зерттеуге қатысуға шақырамын. Бұл зерттеу Қазақстанда ағылшын тілін оқытуға әсер етуі мүмкін мәселелер туралы Қазақстандықтардың пікірін жинақтаумен шектелмейді.

Бұл зерттеуді Блумингтондағы Индиана университетінің «Оқу Жүйелері Технологиясы» бағдарламасы бойынша EdD докторанты Мария Айджи жүргізеді.

Егер Сіз 18 жаста немесе одан жоғары болсаңыз, жоғары білім алушы (бакалавр, магистр немесе докторант) немесе жас маман болсаңыз (толық жұмыс күні, толық емес жұмыс күні, серіктес, өзін-өзі жұмыспен қамтышу) және Сіз Қазақстанда туып және ұзақ уақыт өмір сүрдіңіз. **Егер Сіз жарамдылық критерийлеріне сай болсаңыз және сауалнамаға қатысуға келіссеңіз, осы 15 минуттық онлайн сауалнаманы толтырыңыз.**

Зерттеуге қатысу ерікті. Сіз бұл зерттеуге қатыспауды таңдай аласыз. Қатысуды таңдасаңыз, кейінірек пікіріңізді өзгертіп, сауалнамадан кез келген уақытта шыға аласыз.

Бұл зерттеуге қатысқаныңыз үшін Сізге ақы төленбейді.

Бұл зерттеу 18 жастан асқан адамдарға арналған. Егер Сіз 18 жасқа толмаған болсаңыз, сауалнамаға қатыспаңыз.

Барлық жауаптар құпия болып табылады және Сіз берген барлық ақпарат жасырын түрде сақталады.

Зерттеуге қатысты сұрақтарыңыз болса немесе сауалнамаға қатысты мәселе туындаса, Индиана университетінің Блумингтон университетінің зерттеушісі Мария Эйджиге masultan@iu.edu мекенжайы бойынша хабарласыңыз.

Төмендегі опцияны таңдаңыз. «Келісемін» түймесін басу осыны білдіреді

- Жоғарыдағы ақпаратты оқыдыңыз
- Сіз қатысуға өз еркіңізбен келісесіз
- Сіз 18 жастасыз
- Сіз университет студентісіз **немесе**
- Сіз жас мамансыз
- Сіз Қазақстанда туып, ұзақ уақыт өмір сүрдіңіз

Келісемін

Келіспеймін

Appendix M (Continued)

Online Survey Questions (Kazakh Version)

1. Сіздің жынысыңыз қандай?
 - a) Еркек
 - b) Әйел
 - c) Мен өзім қоңырау шалғанды жөн көремін _____
 - d) Мен сөйлемуді жөн көремін.

2. Жасыңыз нешеде?
 - a) 18-22
 - b) 23-30
 - c) 30-40
 - d) Мен жауап бермегенді жөн көремін.

3. Сіздің Қазақстандағы негізгі тұрғылықты жеріңіз қайда (қала, қала немесе ауыл)?

4. Сіз аяқтаған білімнің ең жоғары дәрежесі немесе деңгейі қандай?
 - a) Орта мектеп
 - b) Бакалавр деңгейі
 - c) Магистр деңгейі
 - d) Докторалық дәріжесі
 - e) Тағы бір нәрсе, жазыңыз _____

5. Сізге қай топ көбірек сәйкес келетінін таңдаңыз?
 - a) Жоғары білім алушы (бакалавр, магистратура немесе докторантура)
 - b) Кәсіби кәметке толған адам (толық емес жұмыс күні, толық жұмыс күні, серіктес, өзін-өзі жұмыспен қамтыған)
 - c) Жоғарғының ешқайсысы емес

6. Сіз қай факультетте оқыйсыз? (Болашақ мамандығыңыз немесе оқу бағдарламасының атауы)
Сіздің кәсібіңіз қандай?

7. Ағылшын тіліндегі деңгейіңізді қалай сипаттайсыз?
 - a) Бастауш
 - b) Орташа
 - c) Білікті
 - d) Тағы бір нәрсе, жазыңыз _____

Appendix M (Continued)

Online Survey Questions (Kazakh Version)

8. Ағылшын тілін қанша уақыт оқып жүрсіз?
- a) Мектепке дейінгі кезеңнен бастап (0-6 жас)
 - b) Бастауыш мектептен бастап (7-11 жас)
 - c) Кіші орта мектептен бастап (12-16 жас)
 - d) Орта мектептен бастап (17-18)
 - e) Жоғары білімнен кейінгі білім беруден (университеттер, институттар, академиялар)
 - f) Жоғары білім бітіргеннен кейін
 - g) Тағы бір нәрсе, жазыңыз _____
9. Сіздің қазіргі уақытта ағылшын тілін үйренудегі басты мақсатыңыз ...
- a) тілдік дағдыларыңызды жақсарту үшін
 - b) оқуыңызды жақсарту үшін
 - c) мансабыңызды көтеру үшін
 - d) шетелге көшу
 - e) халықаралық тіл емтихандарына дайындалу (IELTS, TOEFL және т.б.)
 - f) Тағы бір нәрсе, жазыңыз _____
10. Ағылшын тілін қай жерде жиі қолданасыз?
- a) Жұмыста
 - b) Университетте
 - c) Халықаралық іскерлік сапарлар үшін
 - d) Халықаралық демалыс сапарлары үшін
 - e) Халықаралық достармен немесе отбасы мүшелерімен байланысу үшін
 - f) Қазіргі уақытта еш жерде
 - g) Тағы бір нәрсе, жазыңыз _____
11. Сізге ағылшын тілін қалай үйреткеніңізді қалайсыз?
- a) Мұғалімге бағытталған оқыту арқылы (мұнда мұғалім беделді және сарапшы ретінде әрекет етеді)
 - b) Студентке бағытталған оқыту арқылы (мұнда мұғалім жаттықтырушы, тәлімгер және фасилитатор ретінде әрекет етеді)
 - c) Осы екі оқыту стилі арқылы
 - d) Осы оқыту стильдерінің ешқайсысы арқылы

Appendix M (Continued)

Online Survey Questions (Kazakh Version)

12. Төменде ағылшын тілін үйрену үшін қолданатын оқу стратегияларын таңдаңыз. Барлық қолданылатындарды таңдаңыз.
- a) Сөздер мен сөз тіркестерін жаттау
 - b) Көп оқу
 - c) Әндерді тыңдау
 - d) Фильмдер мен телешоуларды көру
 - e) Көп сөйле
 - f) Ағылшын тілінде сөйлейтіндермен сөйлесу
 - g) Мәтіндерді қайталау
 - h) Тағы бір нәрсе, жазыңыз_____
13. Төменде ағылшын тілін үйрену үшін пайдаланған немесе пайдаланып жатқан ресурстарды таңдаңыз. Барлық қолданылатындарды таңдаңыз.
- a) Кітаптар (оқулықтар, кәсіби кітаптар, IELTS емтиханына дайындық кітаптары)
 - b) Электрондық кітаптар (оқулықтар, кәсіби кітаптар, IELTS емтиханына дайындық кітаптары)
 - c) Сөздіктер
 - d) Журналдар (Forbes, The Economist және т.б.)
 - e) Жаңалықтар (BBC жаңалықтары, CNN жаңалықтары, NY Times және т.б.)
 - f) Әлеуметтік медиа (YouTube, Instagram, TikTok, Facebook және т.б.)
 - g) Бейне платформалары (Netflix, т.б.)
 - h) Веб-сайттар (TED, British Council және т.б.)
 - i) Подкасттар
 - j) Қолданбалар (DuoLingo, Tandem, Lingualeo, т.б.)
 - k) Оқытуды басқару платформалары (Coursera және т.б.)
 - l) Лицензияланған тілді үйренуге арналған бағдарламалық құралдар
 - m) Тағы бір нәрсе, жазыңыз_____
14. Сіз онлайн ресурстарға қол жеткізуде келесі мәселелерге тап болдыңыз ба? Барлық қолданылатындарды таңдаңыз.
- a) Компьютердің/ноутбуктің болмауы
 - b) Интернет байланысы нашар
 - c) Қолданба немесе бағдарламамен техникалық білімнің болмауы
 - d) Жоғарғының ешқайсысы емес
15. Сіз үшін қандай мәлімдемелер дұрыс? Барлық қолданылатындарды таңдаңыз.
- a) Мен шетелде тұрдым (тұрамын).
 - b) Мен шетелде оқыдым (оқып жатырмын).
 - c) Мен шетелде жұмыс істедім (жұмыс істеймін).

Appendix M (Continued)

Online Survey Questions (Kazakh Version)

- d) Мен Қазақстанда ағылшын тілінде сөйлейтін адамдармен бірге оқыдым немесе жұмыс істедім (оқып жатырмын немесе жұмыс істеймін).
- e) Шетелде немесе Қазақстанда қысқа уақыт ішінде ағылшын тілінде сөйлейтін адамдармен араластым
- f) Жоғарғының ешқайсысы емес

Ағылшын тілін үйрену барысында қандай қиындықтарға тап болдыңыз?

(Мүлдем келіспеймін, Біраз келіспеймін, Келіспеймін де, келіспедім де, Біраз келісемін, Толығымен келісемін)

- 16. Тәжірибе жасауға мүмкіндігім жоқ.
- 17. Мен өзімнің тілге қатысты адамдардың пікірінен қорқамын.
- 18. Менің оқуға мотивациям жеткіліксіз.
- 19. Ағылшын тілі курстары мен үшін қымбат.
- 20. Мен сөйлесе алатын ағылшын тілінде сөйлейтіндер жоқ.
- 21. Мен тілдің басқа аспектілерін дамытуға қарағанда грамматиканы үйренуге көбірек көңіл бөлетінін сезінемін.
- 22. Үйленген өмір маған үйренуді қиындатады.
- 23. Мен айтылуда қиындықтарға тап болдым.

Егер Сіз Қазақстандықтар үшін арнайы әзірленген ағылшын тілін оқытудың жаңа бағдарламасын әзірлеуге қатыса алсаңыз, әзірлеушілерге қандай ұсыныстар берер едіңіз?

(Мүлдем келіспеймін, Біраз келіспеймін, Келіспеймін де, келіспедім де, Біраз келісемін, Толығымен келісемін)

- 24. Бағдарламада ағылшын тілінде сөйлеу ортасын құру маңызды.
 - 25. Бағдарламаға ағылшын тілінде сөйлейтіндерді қосу өте маңызды.
 - 26. Адамдардың оқу қажеттіліктерін, мақсаттарын, ерекшеліктерін бағалау қажет.
 - 27. Бағдарламаның құны Қазақстандықтардың көпшілігіне қолжетімді болуы керек.
 - 28. Бағдарлама мазмұны нақты өмірлік байланыстарға ие болуы және нақты бақыланатын оқу мақсаттарына құрылуы керек.
 - 29. Екі тілдің ерекшеліктеріне байланысты қазақ және орыс тілді адамдар үшін екі бөлек бағдарлама әзірлеу тиімді болуы мүмкін.
30. Ағылшын тілін үйрену қиындықтары немесе ағылшын тілін үйрену бағдарламасының ұсыныстары немесе екеуі туралы қосымша пікірлеріңіз болса, оларды осында бөлісіңіз.

Appendix N

Online Survey Questions (Russian Version)

Информация об Исследовании и Согласие на Принятия Участия в Исследовании

Приглашаю Вас принять участие в научном исследовании по изучению проблем, с которыми сталкиваются Казахстанские студенты высших учебных заведений и молодые специалисты при изучении английского языка. Это исследование не ограничивается сбором мнений Казахстанцев о проблемах, которые могут повлиять на преподавание английского языка в Казахстане.

Это исследование проводится Марией Айджи, докторантом по программе Технологии Инструкционных Систем в Университете Индианы в Блумингтоне.

Вы можете принять участие в этом опросе, если Вам 18 лет или больше, Вы являетесь студентом высшего учебного заведения (бакалавр, магистр или докторант) **или** молодым специалистом (работающим на полный рабочий день, неполный рабочий день, по контракту, самозанятый), и Вы родились и проживали продолжительное время в Казахстане. **Если Вы отвечаете критериям участия и согласны участвовать в опросе, пожалуйста, пройдите этот 15-минутный онлайн опрос.**

Участие в исследовании является добровольным. Вы можете отказаться от участия в этом исследовании. Если Вы решите участвовать, вы можете изменить свое решение позже и покинуть опрос в любое время.

Вам не будут платить за участие в этом исследовании.

Это исследование предназначено для лиц в возрасте 18 лет и старше. Если Вам меньше 18 лет, не участвуйте в опросе.

Все ответы являются конфиденциальными, и вся информация, которую Вы предоставляете, будет храниться анонимно.

Если у Вас есть вопросы об исследовании или Вы столкнулись с проблемой в ходе опроса, свяжитесь с исследователем Марией Эйджи из Университета Индианы в Блумингтоне по адресу masultan@iu.edu.

Выберите нужный вариант ниже. Нажатие на кнопку «Согласен/а» означает, что

- Вы прочитали вышеуказанную информацию
- Вы добровольно соглашаетесь участвовать
- Вам 18 лет или больше
- Вы студент высшего учебного заведения **или**
- Вы молодой специалист
- Вы родились и долгое время жили в Казахстане

Согласен/а

Не согласен/а

Appendix N (Continued)

Online Survey Questions (Russian Version)

1. Как Ваш пол?
 - a) Мужской
 - b) Женский
 - c) Предпочитаю называть себя
 - d) Предпочитаю не говорить

2. Сколько Вам лет?
 - a) 18-22
 - b) 23-30
 - c) 30-40
 - d) Предпочитаю не отвечать

3. Где (город, поселок, или село) Ваше основное место жительства в Казахстане? Краткий ответ

4. Какой у Вас образование?
 - a) Средняя школа
 - b) Степень бакалавра
 - c) Степень магистра
 - d) Докторская степень
 - e) Что-то еще, пожалуйста, укажите

5. К какой группе Вы относитесь?
 - a) Студент высшего учебного заведения (бакалавр, магистратура или докторантура)
 - b) Молодой специалист (работающий на неполный рабочий день, полный рабочий день, по котранкту, самозанятый)
 - c) Ни один из вышеперечисленных вариантов

6. Что Вы изучаете? (Ваша будущая специальность или название Вашей учебной программы)
Краткий ответ
Кем Вы работаете в данный момент? Краткий ответ

7. Как вы опишете свой уровень английского языка на данный момент?
 - a) Начальный
 - b) Средний
 - c) В совершенстве
 - d) то-то еще, пожалуйста, укажите

Appendix N (Continued)

Online Survey Questions (Russian Version)

8. Как давно Вы изучаете английский язык?
- a) С дошкольного возраста (0–6 лет)
 - b) С начальной школы (7-11 лет)
 - c) С младших классов средней школы (12-16 лет)
 - d) Со средней школы (17-18 лет)
 - e) В процессе получения высшего образования (университеты, институты, академии)
 - f) После получения высшего образования
 - g) Что-то еще, пожалуйста, укажите
9. Ваша основная цель изучения английского языка на данный момент - это...
- a) чтобы улучшить свои языковые навыки
 - b) чтобы приуспеть в учебе
 - c) для продвижения по карьерной лестнице
 - d) переехать за границу
 - e) для подготовки к международным языковым экзаменам (IELTS, TOEFL и др.)
 - f) Что-то еще, пожалуйста, укажите
10. Где Вы чаще всего используете английский язык?
- a) На работе
 - b) В университете
 - c) Для международных деловых поездок
 - d) Для международных туристических поездок
 - e) Для общения с иностранными друзьями или членами семьи
 - f) В настоящее время нигде
 - g) Что-то еще, пожалуйста, укажите
11. Как бы Вы хотели, чтобы Вам преподавали английский язык?
- a) Через обучение, ориентированное на учителя (где учитель позиционирует себя как авторитет и эксперт)
 - b) Через обучение, ориентированное на ученика (когда учитель выступает в роли тренера, наставника и фасилитатора)
 - c) Через оба этих стиля обучения
 - d) Ни через один из этих стилей обучения
12. Ниже выберите стратегии обучения, которые Вы используете для изучения английского языка. Выберите все, что Вам подходит.
- a) Запоминание слов и фраз
 - b) Читать как можно больше
 - c) Прослушивание песен

Appendix N (Continued)

Online Survey (Russian Language Version)

- d) Просмотр фильмов и сериалов
- e) Разговаривать как можно больше
- f) Общение с носителями английского языка
- g) Пересказ текстов
- h) Что-то еще, пожалуйста, укажите

13. Ниже выберите ресурсы, которые Вы использовали или используете для изучения английского языка? Выберите все, что подходит.

- a) Книги (учебники, профессиональные книги, книги для подготовки к экзамену IELTS)
- b) Электронные книги (учебники, профессиональные книги, книги для подготовки к экзамену IELTS)
- c) Словари
- d) Журналы (Forbes, The Economist и др.)
- e) Новости (новости BBC, новости CNN, NY Times и т. д.)
- f) Социальные сети (YouTube, Instagram, TikTok, Facebook и т. д.)
- g) Видеоплатформы (Netflix и др.)
- h) Веб-сайты (TED, Британский совет и т. д.)
- i) Подкасты
- j) Приложения (DuoLingo, Tandem, Lingualeo и др.)
- k) Платформы управления обучением (Coursera и др.)
- l) Лицензионное программное обеспечение для изучения языков
- m) Что-то еще, пожалуйста, укажите

14. Были ли у Вас проблемы с доступом к онлайн-ресурсам? Выберите все, что подходит.

- a) Отсутствие компьютера/ноутбука
- b) Плохое подключение к Интернету
- c) Недостаток технических знаний для работы с приложением или программой
- d) Ни один из вышеперечисленных

15. Какие утверждения верны для Вас? Выберите все, что подходит.

- a) Я жил/а (живу) за границей
- b) Я учился/лась (учусь) за границей
- c) Я работал/а (работаю) за границей
- d) Я учился/лась или работал/а (учусь или работаю) с англоговорящими людьми в Казахстане
- e) У меня было общение с англоговорящими в течение короткого периода времени за границей или в Казахстане
- f) Ни один из вышеперечисленных

Appendix N (Continued)

Online Survey (Russian Language Version)

С какими трудностями Вы столкнулись в процессе изучения английского языка?

(Совершенно не согласен/на, Частично не согласен/на, Трудно сказать, согласен/на или не согласен/на, Частично согласен/на, Полностью согласен/на)

16. У меня нет возможности практиковаться.
17. Я боюсь осуждения людей относительно моих языковых навыков.
18. У меня недостаточно мотивации для обучения.
19. Курсы английского языка для меня дороги.
20. Нет носителей английского языка, с которыми я мог/ла бы общаться.
21. Я чувствую, что больше внимания уделяется изучению грамматики, чем развитию других языковых аспектов.
22. Из-за семейных обстоятельств мне сложнее учиться.
23. У меня проблемы с произношением.

Какие рекомендации Вы бы дали разработчикам, если бы Вы могли участвовать в разработке новой программы по изучению английского языка, которая будет специально разработана для казахстанцев? (Совершенно не согласен/на, Частично не согласен/на, Трудно сказать, согласен/на или не согласен/на, Частично согласен/на, Полностью согласен/на)

24. В программе важно создать англоязычную среду.
25. Крайне важно включить в программу носителей английского языка.
26. Необходимо оценивать потребности людей в обучении, их цели и характеристики.
27. Стоимость программы должна быть доступной большинству Казахстанцев.
28. Содержание программы должно быть связано с реальной жизнью и строиться на осязаемых наблюдаемых целях обучения.
29. Было бы полезно разработать две отдельные программы для казахско- и русскоязычных людей из-за специфики обоих языков.
30. Если у Вас есть дополнительные комментарии о Ваших проблемах, с которыми Вы столкнулись при изучении английского языка или о рекомендациях по программе изучения английского языка, или о том и другом, пожалуйста, поделитесь ими здесь.

Appendix O

Custom Frequency Table of English Language Learning Challenges

This table offers distributions of survey participants' responses regarding all the English language learning challenges.

	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
	I do not have opportunities to practice.	27	19.7%	24	17.5%	17	12.4%	48	35.0%	21
I am afraid of people's judgement regarding my language skills.	35	25.7%	27	19.9%	19	14.0%	40	29.4%	15	11.0%
I do not have enough motivation to learn.	40	29.9%	26	19.4%	25	18.7%	35	26.1%	8	6.0%
English language courses are expensive for me.	23	17.0%	21	15.6%	35	25.9%	42	31.1%	14	10.4%
There are no native English language speakers with whom I can communicate.	25	18.5%	15	11.1%	15	11.1%	38	28.1%	42	31.1%
I feel that there is a bigger emphasis on learning grammar than on developing other language aspects.	14	10.3%	23	16.9%	23	16.9%	58	42.6%	18	13.2%
Married life makes it more challenging for me to learn	47	35.1%	20	14.9%	22	16.4%	33	24.6%	12	9.0%
I experience pronunciation problems.	37	27.2%	22	16.2%	28	20.6%	35	25.7%	14	10.3%

Appendix P

Custom Frequency Table of English Language Learning Program Recommendations

This table offers distributions of survey participants' responses regarding all the English language learning program recommendations.

	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
	Count	Row Valid N	Count	Row Valid N	Count	Row Valid N	Count	Row Valid N	Count	Row Valid N
		%		%		%		%		%
It is important to create an English speaking environment in the program.	6	4.4%	3	2.2%	4	3.0%	27	20.0%	95	70.4%
It is vital to include native English speakers in the program.	1	0.7%	7	5.2%	10	7.5%	25	18.7%	91	67.9%
It is necessary to assess people's learning needs, goals, and characteristics.	3	2.2%	4	3.0%	12	8.9%	35	25.9%	81	60.0%
The cost of the program should be affordable to the majority of Kazakhstani people.	2	1.5%	1	0.7%	7	5.2%	21	15.6%	104	77.0%
The program content should have real-life connections and be built on tangible observable learning objectives.	1	0.7%	2	1.5%	7	5.1%	30	22.1%	96	70.6%
It might be beneficial to develop two separate programs for Kazakh and Russian speaking people because of the specifics of both languages.	8	6.0%	10	7.5%	21	15.7%	32	23.9%	63	47.0%

Appendix Q

Acronym List

CHALL	Challenges (Data Analysis Code)
CLIL	Content and Language Integrated Learning
DMs	Discursive Moves
EFL	English as a Foreign Language
EMI	English as a Medium of Instruction
ESL	English as a Second Language
ESP	English for Specific Purposes
EVTA	Expectancy-Value Theory of Anxiety
FBCL	Facebook Based Collaborative Learning
FLCAS	Foreign Language Classroom Anxiety Scale
IAs	Instructional Activities
ID	Instructional Design
IELTS	International English Language Testing System
LP	Learner Profile (Data Analysis Code)
LSA	Learning Situation Analysis
LTs	Learning Tasks
MA	Means Analysis
POS	Perceived Organizational Support
PBL	Project-Based Learning
PSA	Present Situation Analysis
RALL	Robot-Assisted Language Learning

Appendix Q

Acronym List (Continued)

RECOMM	Recommendations (Data Analysis Code)
RES	Resources (Data Analysis Code)
SPs	Subject Practices
STRAT	Strategies (Data Analysis Code)
TOEFL	Test of English as a Foreign Language
TSA	Target Situation Analysis

MARIA A. AGEE

EDUCATION

- Aug 2017 – Indiana University (Bloomington, Indiana USA)
Aug 2022 Doctor of Education (Doctoral Candidate)
Major: Instructional Systems Technology
Minor: Adult Education
- Jan 2015 – Fort Hays State University (Hays, Kansas USA)
May 2016 Master of Liberal Studies
Major: Global Professional English
- Sep 2010 – Shakarim State University of Semey (Semey, Kazakhstan)
Jun 2014 Bachelor of Education (Certified Foreign Language Teacher)
Major: Foreign Language: Two Foreign Languages
- Aug 2012 – Pittsburg State University (Pittsburg, Kansas USA) Academic Year Abroad
May 2013 Bachelor of English
Major: English Language & Literature

WORK EXPERIENCE

- Aug 2018 – University of Nebraska – Lincoln Lincoln, Nebraska, USA
Feb 2019 Instructional Technology Specialist
- Sep 2015 – SpringBoard4Cambodia (UK Campus) Phnom Penh, Cambodia
Aug 2016 English Language Instructor
- Sep – Dec 2014 Nazarbayev University Nur-Sultan, Kazakhstan
Teaching Assistant
School of Science and Technology
(Communications Department)
- Sep 2014 International Relations Intern Nur-Sultan, Kazakhstan
Amanat Political Party
(Young Leaders Section)
- Jul – Aug 2014 Education Center Nur-Sultan, Kazakhstan
English Language Instructor

LANGUAGE SKILLS

LANGUAGE	NATIVE	FLUENT	INTERMEDIATE	BEGINNER
Russian	X			
Kazakh	X			
English		X		
German			X	
French				X

GRANTS AND HONORS

- Scholarship from Pi Lambda Theta Student Support 2021 \$2,000
- Scholarship from Pi Lambda Theta Student Support 2020 \$2,000
- Member of Pi Lambda Theta national honor society for educators
- Member of Fort Hays Honor Society (FHSU, USA)
- Jo McDougall Poetry Award 2nd Place in *Cow Creek Review* poetry journal - Poem “Gerasim” (Pittsburg State University, USA)
- Scholarship from Daukeev Brothers (Shakarim State University of Semey, Kazakhstan) \$1,000
- Scholarship from Ministry of Education and Science of the Republic of Kazakhstan \$8,000 for study abroad
- Grant from Semey State Pedagogical Institute (Semey, Kazakhstan) Full 4-year grant plus monthly stipend of \$100
- Presidential Scholarly Stipend of \$200 monthly

PUBLICATIONS

Peer-Reviewed Articles:

Agee, M. A., Hansel, C. A., & Wilgenbusch, B. (2022). The creation of a technology integration checklist: Design and implications. *Technical Services Quarterly* 39(3), 209-224.

<https://doi.org/10.1080/07317131.2022.2082653>

Book Reviewer for American Reference Books Annual, 2019, Volume 50 (ARBA):

- “Education Today: Issues, Policies & Practices” (III Volumes) by Beryl Watnick
- “Digital Tools and Solutions for Inquiry-Based STEM Learning” by Ilya Levin and Dina Tsybulsky
- “The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation” edited by: Bruce B. Frey
- “Educators Resource Guide” by Grey House Publishing
- “22 Strategies to Energize Middle and High School Classrooms” by Elisheva Zeffren and Perella Perlstein

- “Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications” by Information Resources Management Association (IV Volumes) by IGI Global
- “Exploring the New Era of Technology-Infused Education” by Lawrence Tomei
- “Information and Technology Literacy: Concepts, Methodologies, Tools, and Applications” (IV Volumes) by IGI Global
- “Innovation Age Learning: Empowering Students by empowering Teachers” by Sharon “Sam” Sakai-Miller
- “Library Robotics: Technology and English Language Arts Activities for Ages 8-24” by Sarah Kepple
- “MOOCs Now: Everything You Need to Know to Design, Set Up, and Run a Massive Open Online Course” by Susan W. Alman and Jenifer Jumba
- “Technology-Driven Productivity Improvements and the Future of Work: Emerging Research and Opportunities” by Goran Roos
- “Careers in Education & Training” by Michael Shally-Jensen

EXPERIENCE

Professional experience

- Journal Peer Reviewer (ORCID: 0000-0001-7919-4714):
- Peer Reviewer for the International Journal of Cyber Behavior, Psychology, and Learning (IJCPL) Journal
- Peer Reviewer for the International Journal of Sociotechnology and Knowledge Development (IJSKD) Journal

Conference Proposal Reviewer

- Reviewer on the proposal committee for IU-IST 2022 Conference
- Reviewer on the proposal committee for IU-IST 2021 Conference
- Reviewer on the proposal committee for IU-IST 2020 Conference
- Reviewer on the proposal committee for AECT 2019 Conference
- Reviewer on the proposal committee for AECT 2018 Conference
- Reviewer on the proposal committee for IU-IST 2018 Conference

Professional Certificates

- Search Committee Orientation Seminar
- Certificate from Quality Matters (QM) 6th Edition Rubric
- Cambridge Speaking Examiner in KET, PET, and FCE

Leadership experience

- Judge of Benjamin Franklin Awards 2022 (27 books)
- Co-Leader of the proposal committee for IU-IST 2020 Conference

- Judge of Benjamin Franklin Awards 2018 (26 books)
- Judge of First Preliminary Round for the SpringBoard English Speaking Championship 2016 (Junior Championship Category) (November 2015)
- Judge of Second Preliminary Round for the SpringBoard English Speaking Championship 2016 (Junior Championship Category, Senior Championship Category, Debate Championship Category) (November 2015)
- Teaching Assistant in International English Summer Camp (June 2014)
- Leader of student's cohort group for 2 years in Shakarim State University of Semey (2010-2012)
- President of French Club (2012)

Scientific Work

- First Degree Diploma in the eighth conference of technical, socio-economic sciences, and humanities (November 2013)

Educational Experience (Seminars and trainings)

- “Graduate Research Salon on the uses of Qualtrics” by IU CEWIT (February 2021)
- “STEM Tech2Teach: Making Sense of Canvas Analytics- How to Ethically Utilize Student Data to Optimize Learning” by Jennifer Turrentine and Madeleine Gonin (November 2019)
- “More Leading Discussions” by Joan Middendorf (October 2019)
- “Training on the Comprehensive Assessment of Team Member Effectiveness (CATME)” by Dan Ferguson (November 2018)
- “Visioning Priorities for the Center for Transformative Teaching” by Amy Goodburn (October 2018)
- “Setting Our Priorities for Science Teacher Certification: Focusing on Evidence for Effective Science Teaching” by Beth Lewis (September 2018)
- “Scaffolding expert-like problem-solving and reasoning in physics and physical science” by Chris Moore (September 2018)
- “The Northwest Kansas Reads Literacy Symposium” by hosted by the Dane G. Hansen Foundation (November 2017)
- “Using NVivo as a Research Tool Exclusively for Indiana University” by Dave Kolodny (September 2017)
- “Future of Scholarly Reference” by Oxford Research Encyclopedias by Oxford University Press (ALA, June 2017)
- “Explore Beyond: An Overview of Yewno Discover's Concept Map” by Yewno (ALA, June 2017)

- “Executive Perspectives: A Strategic View of Library Technology Industry LITA” by LITA
(ALA, June 2017)
- “Tax Morale as a Financial Background for the Development of Science” by Tae Young Jun,
Gyeongsang National University, Korea (March 2011)
- “Studies in Education” by Dr. Trevor Davies, University of Reading, UK (March 2011)

Journalism

- Chief of university newspaper “Букейхановец” (September 2010 - March 2011)
- Worked as a young journalist in local newspaper, “Семей таңы”, “Спектр”.
- Worked as a show host for a local television show “Надо” (March 2010-April 2010)

Social Projects

- Team member for “An Actual Girl” George Soros Foundation project (March 2010-October 2010)
- Team member for “Be a Journalist” George Soros Foundation Project
- Participated in “Speak like an American” summer camp (2010 and 2011)

TECH SKILLS

Adobe Creative Cloud, Camtasia, VidGrid, Maple TA, Open Educational Resources (OERs), e-Learning products and platforms, Micro-Learning, Blended Learning	Canvas, Moodle, Blackboard, Gamification, QM Rubric, Mobile Learning, Multimodal Learning, Distance Learning, Adaptive Learning SPSS Statistics software, Qualtrics
---	---

CONFERENCES

Teach Play Learn (TPL) Conference
 (Bloomington, Indiana, USA, 2021)
 Statewide Summit on Women & Tech (Bloomington, Indiana,
 USA, 2021)
 Instructional Systems Technology (IST) Conference
 (Bloomington, Indiana, USA, March 2020)
 Future Faculty Preparation Conference
 (Bloomington, Indiana, USA, February 2020)
 Fall Teaching and Learning Symposium
 (Lincoln, Nebraska, USA, October 2018)
 Women Advance I.T. Leadership Conference
 (Lincoln, Nebraska, USA, October 2018)
 Instructional Systems Technology (IST) Conference
 (Bloomington, Indiana, USA, March 2018)
 American Library Association (ALA) Annual Conference

ASSOCIATIONS

(Chicago, USA, June 2017)
American Library Association (ALA) Annual Conference
(San Francisco, USA, June 2016)
AERA (American Educational Research Association)
AECT (Association for Educational Communications and Technology)
Fort Hays Honor Society (Fort Hays State University, USA)
French Club (Pittsburg State University, USA)
German Association (Semey, Kazakhstan)
Student Government Association of SSPI (Semey, Kazakhstan)

COMMUNITY SERVICE

The German club delivered newspapers to senior people in Kazakhstan
The Student Christian Association led by Don Smith visited senior citizens in the USA