

Multilingual Education in Kazakhstan: Basis for Teaching Guide

Ma. Erica T. Aguarino

University of Perpetual Help System DALTA, Las Piñas City, Philippines

erica.aguarino04@gmail.com

Date Submitted:

August 14, 2026

Date Accepted:

September 19, 2026

Date Published:

October 08, 2026

DOI:

10.5281/zenodo.23244816

ABSTRACT

This study examined multilingual education in Kazakhstan as a basis for developing a teaching guide for multilingual international school settings. Using a quantitative descriptive-correlational design, the study involved 20 Grade 7 students and 5 foreign teachers from a selected private international school in Almaty, Kazakhstan. Data were gathered through researcher-developed, expert-validated questionnaires using a four-point Likert scale; the instrument was pilot-tested and demonstrated acceptable internal consistency. Frequency counts, percentages, weighted means, standard deviations, and Pearson product-moment correlation were used to analyze the data. Grade 7 students reported a high level of multilingual learning experience ($M = 3.49$, $SD = 0.50$) and strongly agreed that multilingual education positively

influenced learning ($M = 3.56$, $SD = 0.50$). Foreign teachers likewise reported positive multilingual teaching experiences ($M = 3.64$, $SD = 0.51$), while also identifying substantial instructional and communication challenges ($M = 3.64$, $SD = 0.51$), particularly additional teaching time and limited multilingual materials. Multilingual learning experiences were strongly and positively associated with learning outcomes ($r = .72$, $p = .001$). The findings indicate that multilingualism can support comprehension, communication, participation, and English learning when supported by purposeful language use, differentiated instruction, appropriate materials, and teacher preparation. A multilingual teaching guide was therefore developed to organize these supports for classroom use.

Keywords: *multilingual education, English language teaching, Kazakhstan, translanguaging, international schools, teaching guide*

INTRODUCTION

Multilingual education has become increasingly important as schools respond to globalization, migration, and the linguistic diversity of contemporary learners. In Kazakhstan, this issue is especially significant because Kazakh, Russian, and English coexist within educational and social life. The country's multilingual and trilingual education initiatives have sought to strengthen national identity, maintain access to Russian, and expand English proficiency for international communication and global participation. Studies of Kazakhstan's language-education landscape describe multilingualism as both an educational resource and a policy challenge that requires careful alignment between national goals and classroom realities (Umitaliyeva, 2022; Sarmurzin et al., 2024; Sadulova et al., 2025).

English occupies a particularly important position in this multilingual environment because it is used for academic study, international communication, and access to global knowledge. At the same time, learners enter English classrooms with different levels of competence in Kazakh, Russian, and English. Their existing languages may support comprehension and interaction, but differences in proficiency can also complicate classroom communication and lesson pacing. Research in Kazakhstan has therefore emphasized flexible multilingual

pedagogies, teacher preparedness, and instructional approaches that treat learners' linguistic repertoires as resources rather than obstacles (Klyshbekova, 2023; Shamatov & Tajik, 2024; Assanova & Smagulova, 2025).

For secondary learners, multilingual instruction may influence not only language development but also confidence, participation, and academic engagement. Evidence from Kazakhstan indicates that multilingual competence and intercultural communication are increasingly relevant to learners' educational and professional development (Baigunissova & Beisembayeva, 2023; Makhanova et al., 2025). More recent studies likewise show that English development in trilingual contexts is affected by language transfer, communicative opportunities, and the instructional choices made by teachers (Karimova et al., 2026; Knol et al., 2026).

Despite these developments, the thesis identified a practical gap in school-level quantitative evidence concerning how multilingual classroom experiences relate to Grade 7 learning outcomes and how foreign teachers experience instruction in a multilingual international school. Existing work has often focused on policy, higher education, language ideology, or teacher perspectives, leaving a need for locally grounded evidence that can directly guide classroom planning in secondary international-school settings (Hernandez-Torrano et al., 2022; Abilova et al., 2023; Goodman & Shamatov, 2023).

Accordingly, the study examined multilingual education in Kazakhstan as a basis for a teaching guide. It described the language profile and multilingual learning experiences of Grade 7 students, identified perceived implications of multilingual education for learning, documented foreign teachers' multilingual teaching experiences and challenges, and tested the relationship between multilingual learning experiences and student learning outcomes. The resulting evidence was intended to support an instructional guide responsive to the linguistic diversity of international-school classrooms in Kazakhstan.

Literature Review

Multilingual Education and Kazakhstan's Trilingual Context

Multilingual education in Kazakhstan is shaped by the simultaneous presence of Kazakh, Russian, and English and by national efforts to develop competence across these languages. Umitaliyeva (2022) describes multilingual education as an established component of the country's educational development, while Sarmurzin et al. (2024) identify continuing challenges in the implementation of trilingual education policy. These challenges include the practical demands placed on schools, teachers, and learners when language-policy goals must be translated into everyday classroom instruction.

Language policy is also mediated by family beliefs, institutional expectations, and local patterns of language use. Abilova et al. (2023) found that parents' language ideologies form part of the broader context in which trilingual education is interpreted, while Hernandez-Torrano et al. (2022) emphasize the complexity of policy implementation from the perspectives of teachers and parents. Together, these studies suggest that successful multilingual education requires more than formal policy; it also depends on coherent school practices and recognition of the linguistic resources learners already possess.

Multilingual Pedagogy, Translanguaging, and English Instruction

Classroom pedagogy is central to the effectiveness of multilingual education. Klyshbekova (2023) illustrates how a Kazakhstani English-language teacher navigates multilingual practices in instruction, showing that language choices are closely connected with teaching purpose and learner needs. Similarly, Shamatov and Tajik (2024) identify both challenges and opportunities associated with translanguaging in Kazakhstan, emphasizing the strategic use of more than one language to support comprehension and participation rather than unrestricted language mixing.

This multilingual turn is also evident in Content and Language Integrated Learning and English-medium instruction. Ilyassova (2022) documented translanguaging practices in multilingual schools implementing CLIL, while Manan (2026) argues for a more pragmatic multilingual understanding of English-medium instruction in Kazakhstan. Tajik et al. (2026) likewise describe a shift from reluctant multilingualism toward strategic

translanguaging among instructors, reinforcing the importance of purposeful, context-sensitive language use in classrooms where English development remains an instructional goal.

English Learning, Communicative Competence, and Language Transfer

Multilingual education may support English learning by increasing learners' metalinguistic awareness, communicative flexibility, and opportunities to connect new language with previously developed linguistic knowledge. Kunanbayeva and Smagulova (2024) highlight the development of multilingual competence among secondary learners in Kazakhstan, while Karimova et al. (2026) connect supportive foreign-language learning environments with communicative competence development. These perspectives are consistent with the study's focus on comprehension, communication, participation, and English learning outcomes.

However, multilingual learning also involves cross-linguistic influence. Knol et al. (2026) examined L1 and L2 transfer in the acquisition of English as a third language and demonstrated the importance of instructional support for reducing unhelpful transfer. Such evidence indicates that multilingualism should not be treated as automatically beneficial or problematic; its educational value depends on how teachers structure language use, scaffold difficult content, and provide repeated opportunities for meaningful English communication.

Teacher Preparedness and Instructional Challenges

Teachers working in multilingual classrooms are required to respond to differences in language proficiency, learner background, classroom participation, and access to appropriate materials. Goodman and Shamatonov (2023) show that teacher perspectives are important to understanding multilingual education reform, and Assanova and Smagulova (2025) emphasize the practical pedagogical choices made in English-language classrooms. These studies underscore that policy ambitions must be accompanied by teacher capacity, adaptable materials, and school-level support.

Attitudes toward multilingualism also influence classroom implementation. Dauletkeldyyeva (2026) reports that school teachers' attitudes are shaped by sociolinguistic conditions, while Makhanova et al. (2025) emphasize intercultural communication in Kazakhstan's multilingual space. Teacher development is therefore not only a matter of technique; it also involves understanding the cultural and linguistic diversity of learners and selecting instructional strategies that remain inclusive while maintaining clear English-learning objectives.

Language Identity, Ideology, and Inclusive Classroom Practice

Multilingual classrooms are social as well as instructional spaces. Abilova (2023) links language ideology with the implementation of multilingual education policy, demonstrating that beliefs about languages can shape which linguistic resources are valued in schools. Gómez Parra and Abdiyeva (2022) likewise show that trilingual education in Kazakhstan is experienced through the interaction of policy, classroom practice, and local context. Inclusive teaching must therefore recognize that students' language choices are connected to identity and belonging as well as academic performance.

These considerations support instructional practices that provide structured opportunities for learners to draw on familiar languages while gradually strengthening academic English. Baigunissova and Beisembayeva (2023) associate multilingualism with academic and career development, while Sadulova et al. (2025) situate bilingualism and multilingualism within Kazakhstan's wider sociolinguistic and educational environment. A teaching guide for multilingual international schools should consequently balance English-language development with respect for linguistic diversity and intercultural communication.

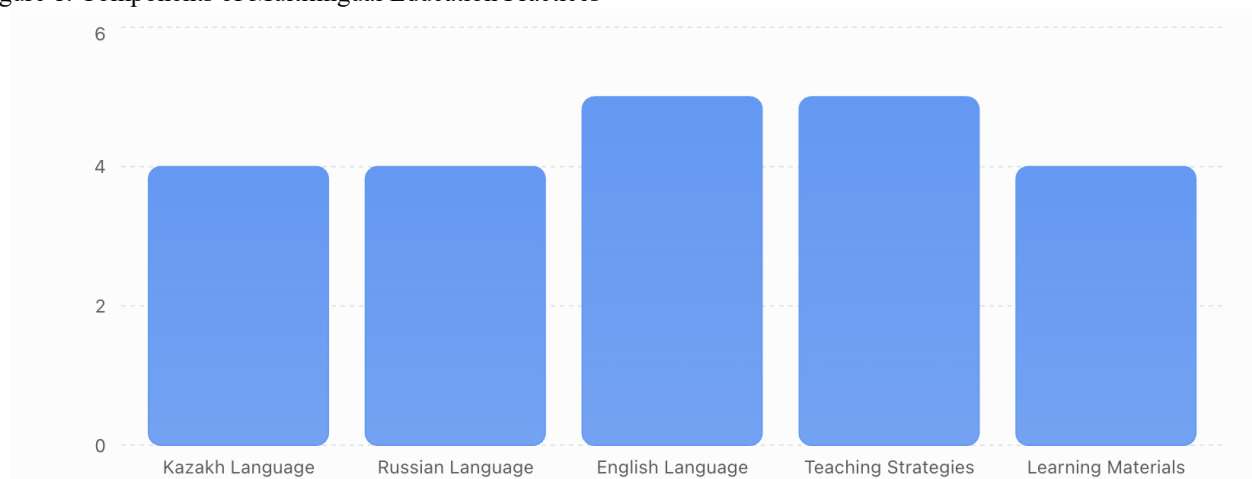
Synthesis, Research Gap, and Conceptual Basis

The reviewed literature indicates broad agreement that multilingualism can support communication, learner participation, intercultural competence, and additional-language development, but its effectiveness depends on teacher preparation, strategic language use, and institutional support. Current Kazakhstan-based studies address trilingual policy, translanguaging, teacher beliefs, language ideology, CLIL, and communicative competence; however, fewer studies provide small-scale quantitative evidence linking Grade 7 multilingual

classroom experiences with learning outcomes while also documenting the experiences of foreign teachers in an international-school setting.

The present study addressed this gap by treating multilingual learning experiences as measurable classroom phenomena and by examining their association with student learning outcomes. The conceptual framework emphasized five elements of multilingual education practice—Kazakh language, Russian language, English language, teaching strategies, and learning materials—as interrelated resources within the multilingual classroom. These elements informed the development of the teaching guide and provided an organizing structure for interpreting student and teacher responses.

Figure 1. Components of Multilingual Education Practices



Note. The figure is retained from the thesis conceptual framework and represents the major multilingual education components examined in the study.

METHODS

Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component was used to summarize respondent characteristics, language use, multilingual learning experiences, perceived implications of multilingual education, and foreign teachers' classroom experiences and challenges. The correlational component was used to determine whether multilingual learning experiences were significantly associated with student learning outcomes. No experimental manipulation was undertaken; the variables were measured as they occurred in the selected school setting.

Research Locale

The research was conducted in a selected private international school in Almaty, Kazakhstan. The school offered an international curriculum and served learners from diverse linguistic and cultural backgrounds, making it an appropriate setting for examining the use of Kazakh, Russian, and English in teaching and learning. The study focused on the multilingual classroom environment experienced by Grade 7 students and foreign teachers.

Participants and Sampling Technique

The respondents consisted of 20 Grade 7 students and 5 foreign teachers. Purposive sampling was used because the research required participants who were directly involved in multilingual English learning and teaching within the selected school. Grade 7 students were included because they were actively experiencing the instructional environment examined in the study, while foreign teachers provided complementary information regarding multilingual instructional practices and classroom challenges.

Research Instrument

Two structured survey questionnaires were used to gather quantitative data from the student and teacher respondents. The instruments included demographic and language-background items and statements addressing multilingual learning experiences, perceived implications for student learning, multilingual teaching experiences, and challenges encountered by foreign teachers. Responses were recorded using a four-point Likert scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree.

Content validity was established through review by three experts in educational research, who evaluated the relevance, clarity, appropriateness, and alignment of the items with the study objectives and conceptual framework. The questionnaire was pilot-tested among Grade 7 students who were not included in the final sample. Reliability was assessed using Cronbach's alpha, and the thesis reported that the resulting coefficient demonstrated acceptable internal consistency; however, the numerical alpha coefficient was not stated in the main methodology text.

Data Gathering Procedure

Prior to data collection, the researcher secured permission from the school administration and prepared the validated questionnaires. Participants were informed of the purpose of the study and the procedures involved. The researcher administered the questionnaires to the selected Grade 7 students and foreign teachers, allowed sufficient time for completion, retrieved the instruments, checked them for completeness, and coded and encoded the responses for statistical analysis.

Data Analysis

Frequency counts and percentages were used to summarize respondent characteristics and language use. Weighted means and standard deviations were used to determine the levels of multilingual learning experience, implications of multilingual education, foreign teachers' multilingual teaching experiences, and instructional challenges. Pearson's product-moment correlation was used to test the relationship between multilingual learning experiences and student learning outcomes at the .05 level of significance.

Ethical Consideration

The study observed voluntary participation, informed consent, confidentiality, and anonymity. No names or identifying numbers were required in the survey instrument, and the responses were coded and stored for academic use only. The researcher also stated that the study complied with data-privacy safeguards and was designed to avoid physical, psychological, or emotional harm. The thesis further disclosed that artificial-intelligence tools were used only for language editing and organizational support, with the research ideas, analysis, and interpretations remaining the researcher's responsibility.

RESULTS AND DISCUSSION

Profile and Language Use of Grade 7 Students

The student sample was composed of 20 Grade 7 learners. Female students represented 55% of the sample ($n = 11$), while male students represented 45% ($n = 9$). In terms of language use, all respondents reported using English in school communication, 90% reported using Kazakh, 80% reported using Russian, and 15% reported using other languages. The profile confirms that the participants operated within a genuinely multilingual environment rather than a single-language English-learning context.

Table 1. Profile and Commonly Used Languages of Grade 7 Students ($N = 20$)

Variable/Category	f	%
Sex: Male	9	45
Sex: Female	11	55
Language: Kazakh	18	90
Language: Russian	16	80

Language: English	20	100
Other languages	3	15

This multilingual profile reflects the broader language ecology described in Kazakhstan-based research, where learners routinely navigate multiple linguistic systems for identity, schooling, and communication (Umitaliyeva, 2022; Sadulova et al., 2025). The universal use of English within school communication, alongside substantial use of Kazakh and Russian, also supports the need for instructional approaches that develop English without disregarding learners' existing linguistic resources.

Level of Multilingual Learning Experience

Table 2. *Multilingual Learning Experience Among Grade 7 Students*

Indicator	M	SD	Interpretation
I use more than one language during classroom learning.	3.6	0.5	Strongly Agree
Teachers explain lessons using different languages.	3.45	0.51	Strongly Agree
Learning in multiple languages helps me understand lessons better.	3.5	0.51	Strongly Agree
I feel comfortable learning subjects in more than one language.	3.35	0.49	Strongly Agree
Different languages help me communicate better with classmates.	3.55	0.51	Strongly Agree
Overall Mean	3.49	0.5	Strongly Agree

The overall mean of 3.49 (SD = 0.50) indicates that students strongly agreed that multilingual practices were present in their learning. The highest-rated indicator was the use of more than one language during classroom learning (M = 3.60), followed by the perceived contribution of different languages to communication with classmates (M = 3.55). These findings suggest that multilingualism was not peripheral to the classroom experience but was integrated into everyday learning and interaction.

The result is consistent with research emphasizing flexible multilingual practices in Kazakhstan. Shamatov and Tajik (2024) and Ilyassova (2022) describe translanguaging as a means of supporting access to content and participation, while Kunanbayeva and Smagulova (2024) highlight multilingual competence among secondary learners. The present findings similarly indicate that students perceive multiple languages as functional resources for comprehension and peer communication.

Implications of Multilingual Education for Student Learning

Table 3. *Perceived Implications of Multilingual Education on Learning*

Indicator	M	SD	Interpretation
Multilingual teaching improves understanding of lessons.	3.65	0.49	Strongly Agree
Different languages help participation in class activities.	3.5	0.51	Strongly Agree
Multilingual instruction improves confidence.	3.4	0.5	Strongly Agree
Teachers should use multiple languages in difficult lessons.	3.7	0.47	Strongly Agree
Multilingual education improves academic performance.	3.55	0.51	Strongly Agree
Overall Mean	3.56	0.5	Strongly Agree

Students strongly agreed that multilingual education positively influenced learning (overall $M = 3.56$, $SD = 0.50$). The highest-rated statement was that teachers should use multiple languages when explaining difficult lessons ($M = 3.70$), followed by the view that multilingual teaching improves lesson understanding ($M = 3.65$). The findings indicate that students associated multilingual support with comprehension, participation, confidence, and academic performance.

These results align with the view that multilingual pedagogy can improve access to learning when language choice is purposeful. Karimova et al. (2026) emphasize the importance of a supportive foreign-language environment for communicative competence, while Knol et al. (2026) demonstrate that language transfer in L3 English learning can be addressed through targeted instructional support. The findings therefore favor structured multilingual assistance rather than an English-only approach for all instructional situations.

Foreign Teachers' Multilingual Teaching Experiences

Table 4. *Multilingual Teaching Experiences of Foreign Teachers (N = 5)*

Indicator	M	SD	Interpretation
Students use multiple languages during discussions.	3.8	0.45	Strongly Agree
Multilingualism helps students understand lessons.	3.6	0.55	Strongly Agree
Students participate more actively with multilingual support.	3.4	0.55	Strongly Agree
Native languages support English learning.	3.6	0.55	Strongly Agree
Multilingual classrooms encourage collaboration.	3.8	0.45	Strongly Agree
Overall Mean	3.64	0.51	Strongly Agree

Foreign teachers reported strongly positive multilingual teaching experiences (overall $M = 3.64$, $SD = 0.51$). The highest ratings were given to the use of multiple languages during discussions and the contribution of multilingual classrooms to collaboration (both $M = 3.80$). Teachers also strongly agreed that multilingualism supported lesson understanding and English learning. These perceptions indicate that foreign teachers recognized students' familiar languages as useful resources for classroom interaction.

The finding is compatible with teacher-focused evidence from Kazakhstan. Klyshbekova (2023) illustrates the instructional negotiation required in multilingual English teaching, and Assanova and Smagulova (2025) describe multilingual pedagogical practices that respond to learner diversity. Tajik et al. (2026) further show that instructors may move toward strategic translanguaging when it serves instructional goals, which parallels the teachers' positive evaluation of multilingual support in the present study.

Challenges Encountered by Foreign Teachers

Table 5. *Challenges Encountered by Foreign Teachers in Multilingual Education*

Indicator	M	SD	Interpretation
Language differences create communication challenges.	3.6	0.55	Strongly Agree
Students struggle with English-only instruction.	3.4	0.55	Strongly Agree
Translating lessons requires additional time.	3.8	0.45	Strongly Agree
Teachers experience difficulty addressing proficiency levels.	3.6	0.55	Strongly Agree
Lack of multilingual instructional materials affects learning.	3.8	0.45	Strongly Agree
Overall Mean	3.64	0.51	Strongly Agree

The overall challenge score was also high ($M = 3.64$, $SD = 0.51$). Teachers most strongly identified the additional time required for translating or multilingual explanation and the lack of multilingual instructional materials (both $M = 3.80$). Communication difficulties and differences in learner proficiency were likewise strongly endorsed. The results show that multilingualism offers instructional benefits while simultaneously increasing planning, differentiation, and resource demands.

This pattern reflects the implementation challenges identified in studies of Kazakhstan's trilingual education policy (Sarmurzin et al., 2024) and teachers' multilingual practices (Goodman & Shamatov, 2023). It also reinforces the importance of professional development and culturally responsive instructional planning noted by Dauletkeldyyeva (2026) and Makhanova et al. (2025). A viable teaching guide must therefore address both the pedagogical opportunities and the workload and resource constraints associated with multilingual instruction.

Relationship Between Multilingual Learning Experience and Learning Outcomes

Table 6. *Correlation Between Multilingual Learning Experience and Learning Outcomes*

Variables	r	p	Interpretation
Multilingual Learning Experience and Learning Outcomes	0.72	0.001	Significant Positive Relationship

Pearson correlation analysis produced $r = .72$ with $p = .001$, indicating a strong and statistically significant positive relationship between multilingual learning experiences and student learning outcomes. The null hypothesis of no significant relationship was therefore rejected. Within this sample, students who reported more positive multilingual classroom experiences also tended to report stronger learning outcomes.

The finding supports the study's central premise that multilingual classroom practices are meaningfully associated with learning. It is consistent with scholarship linking multilingual competence to educational and communicative development in Kazakhstan (Baigunissova & Beisembayeva, 2023; Kunanbayeva & Smagulova, 2024). Because the research used a nonexperimental correlational design and a small purposive sample, the association should not be interpreted as proof that multilingual practices alone caused improved learning outcomes.

Basis for the Multilingual Teaching Guide

Taken together, the results support a teaching guide that combines needs assessment, instructional planning, classroom implementation, assessment and feedback, and professional development. The guide should encourage strategic translanguaging, visual and contextual supports, cooperative learning, differentiated instruction, and multilingual resources while maintaining explicit objectives for English-language development. These components respond directly to the high student ratings for multilingual support and to teachers' concerns regarding time, proficiency differences, communication, and resource availability.

The proposed direction is consistent with contemporary scholarship emphasizing pragmatic multilingualism and adaptive instruction in Kazakhstan (Manan, 2026; Shamatov & Tajik, 2024). It also reflects the sociolinguistic and intercultural dimensions of multilingual education described by Abilova (2023), Gómez Parra and Abdiyeva (2022), and Makhanova et al. (2025). The contribution of the guide is therefore practical: it translates the study's empirical patterns into classroom-oriented support for foreign teachers working with linguistically diverse learners.

CONCLUSION

The study concludes that multilingual education is a substantial feature of the Grade 7 learning environment examined in Kazakhstan and that both students and foreign teachers generally perceive it as beneficial. Students reported frequent use of multiple languages and associated multilingual support with better comprehension, communication, classroom participation, confidence, and academic learning. Foreign teachers

likewise recognized the value of multilingual interaction and collaboration, while also reporting notable challenges involving language differences, varied English proficiency, additional instructional time, and insufficient multilingual materials.

Most importantly, multilingual learning experiences were strongly and positively related to student learning outcomes ($r = .72$, $p = .001$). These findings indicate that multilingualism should be considered deliberately in instructional planning rather than treated as an incidental classroom condition. The study contributes context-specific evidence from a multilingual international-school setting and provides an empirical basis for a teaching guide that integrates strategic language support, differentiated instruction, learner-centered activities, assessment, and continuing teacher development.

Recommendation

Foreign and English-language teachers may use multilingual resources strategically when explaining difficult concepts, while maintaining clear opportunities for students to develop English vocabulary, grammar, conversational ability, and academic communication. Classroom activities may incorporate translanguaging, visual support, cooperative learning, peer assistance, and differentiated tasks so that learners with different language backgrounds can participate meaningfully. Because teachers identified additional time and limited multilingual materials as major challenges, schools may also provide common resource banks, collaborative planning time, language-support programs, and professional development focused on multilingual and culturally responsive teaching.

School administrators and curriculum developers may use the proposed teaching guide as a structured reference for needs assessment, lesson planning, classroom implementation, assessment and feedback, and continuous improvement. Future research should involve larger samples, additional grade levels, local teachers, parents, and administrators and should test the teaching guide through implementation or experimental evaluation. Longitudinal or mixed-methods designs may further determine how multilingual instructional practices, learner language backgrounds, motivation, teacher readiness, and institutional support interact over time.

References

- Abilova, A. (2023). Language ideologies and multilingual education policy implementation in Kazakhstan. *International Journal of Multilingualism*, 20(4), 889–907.
- Abilova, A., Hernandez-Torrano, D., & Shamatov, D. (2023). Parents' language ideologies in the context of trilingual education policy in Kazakhstan. *International Journal of Multilingualism*, 21(3), 760–777. <https://doi.org/10.1080/14790718.2022.2153850>
- Assanova, D., & Smagulova, G. (2025). Multilingual pedagogical practices in English language classrooms in Kazakhstan. *Journal of Multilingual and Multicultural Development*, 46(3), 350–366.
- Baigunissova, G., & Beisembayeva, Z. (2023). The role of multilingualism in the academic and career growth of youth in Kazakhstan. *Bulletin of Shokan Ualikhanov Kokshetau University Philological Series*, 3, 141–150. <https://doi.org/10.59102/kufil/2023/iss3pp141-150>
- Dauletkeldyyeva, A. A. (2026). Kazakhstani school teachers' attitudes toward multilingualism: A sociolinguistic interpretation of focus group findings. *Gumilyov Journal of Sociology*, 155(2), 89–105. <https://doi.org/10.32523/3080-1702-2026-155-2-89-105>
- Goodman, B., & Shamatov, D. (2023). Teacher perspectives on multilingual education reform in Kazakhstan. *Educational Studies*, 49(5), 812–829.
- Gómez Parra, M. E., & Abdiyeva, A. (2022). Trilingual education in Kazakhstan: A qualitative study. *Revista de Humanidades*, 45, 31–53. <https://revistas.uned.es/index.php/rdh/article/view/28789>
- Hernandez-Torrano, D., Abilova, A., & Shamatov, D. (2022). Language policy implementation and multilingual education in Kazakhstan: Perspectives from teachers and parents. *Current Issues in Language Planning*, 23(6), 624–642.
- Ilyassova, T. (2022). Content and language integrated learning (CLIL) and the multilingual turn: A qualitative study on translanguaging in multilingual schools in Kazakhstan [Master's thesis, Nazarbayev University]. <https://nur.nu.edu.kz/items/659cea38-1f1a-48c7-b7f8-ddc91c975513>

- Karimova, A., Zhumataeva, E., Baigozhina, Z., & Akizhanova, D. (2026). Foreign language learning environment and communicative competence development in Kazakhstan. *Education Sciences*, 16(2), Article 298. <https://doi.org/10.3390/educsci16020298>
- Klyshbekova, M. (2023). A Kazakhstani English language teacher's perspective on multilingual practices. *ELT Journal*, 79(1), 123–126. <https://doi.org/10.1093/elt/ccad030>
- Knol, M., Assanova, D., Smagulova, G., Uteubayeva, E., & Akbaeva, G. (2026). Reducing L1 and L2 transfer in L3 English acquisition: An intervention study in Kazakhstani trilingual education. *Frontiers in Education*, 11, 1850753. <https://doi.org/10.3389/feduc.2026.1850753>
- Kunanbayeva, S., & Smagulova, G. (2024). Developing multilingual competence among secondary school learners in Kazakhstan. *Journal of Language and Education*, 10(1), 45–60.
- Makhanova, Z. K., Dmitryuk, N. V., & Makhanova, G. B. (2025). Linguodidactic aspects of intercultural communication in the multilingual space of Kazakhstan. *International Journal of Multilingualism*, 22(2), 732–746. <https://doi.org/10.1080/14790718.2024.2331601>
- Manan, S. A. (2026). Re-examining the “E” in EMI: Towards a pragmatic multilingualism for STEM subjects teaching in Kazakhstan. *Pedagogy, Culture & Society*. Advance online publication. <https://doi.org/10.1080/14681366.2026.2670696>
- Sadulova, Z., Karimsakova, B., Yessenova, K., & Kamarova, N. (2025). Bilingualism and multilingualism in Kazakhstan: Sociolinguistic and educational perspectives. *Forum for Linguistic Studies*, 7(7). <https://doi.org/10.30564/fls.v7i7.10172>
- Sarmurzin, Y., Amanzhol, N., Toleubayeva, K., Zhunusova, M., & Amanova, A. (2024). Challenging aspects of Kazakhstan's trilingual education policy: Evidence from a literature review. *Asia Pacific Education Review*, 25, 801–811. <https://doi.org/10.1007/s12564-023-09823-7>
- Shamatov, D., & Tajik, M. (2024). Translanguaging practices in multilingual classrooms of Kazakhstan: Challenges and opportunities. *Language, Culture and Curriculum*, 37(2), 175–192.
- Tajik, M., Manan, S. A., Shamatov, D., Ablayeva, M., Shegebayev, M., & Zheldybayeva, M. (2026). From reluctant multilingualism to strategic translanguaging: Instructors' languaging practices and dilemmas in EMI universities in Kazakhstan. *Language Policy*, 25(2). <https://doi.org/10.1007/s10993-026-09782-w>
- Umtaliyeva, A. (2022). Multilingual education in the Republic of Kazakhstan. *Bulletin of West Kazakhstan University*, 87(3). [https://doi.org/10.37238/1680-0761.2022.87\(3\).119](https://doi.org/10.37238/1680-0761.2022.87(3).119)