



**METHODS OF STUDYING AND TEACHING  
ENGLISH LANGUAGE IN THE CONTEXTS OF  
TÜRKİYE AND KAZAKHSTAN**

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## THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Tingsamal TOLEBAY titled “METHODS OF STUDYING AND TEACHING ENGLISH LANGUAGE IN THE CONTEXTS OF TÜRKİYE AND KAZAKHSTAN ” is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master of Science Thesis.  
02/02/2024

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## **DECLARATION**

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

**Name Surname** : Tangsamal TOLEBAY

**Signature** :

## **FOREWORD**

In this dissertation, the methods of teaching English in Kazakhstan and Türkiye are comparatively studied. First of all, I would like to sincerely thank Associate Prof. Dr. İrfan TOSUNCUOĞLU (PhD), who was my supervisor, for his constant support, inspiration and guidance in the research process. Useful advice and knowledge of my supervisor influenced my thinking and direction of research. And I want to thank all the teachers of the English language of Türkiye and Kazakhstan who took part in my thesis. May Allah bless us all with knowledge, success and wisdom in our endeavors.



## **DEDICATION**

To my lovely parents, who have always been my staunchest advocates and given me unending tolerance, support financially, morally, and emotionally throughout my academic career. I couldn't have accomplished my goals without your support and love. I dedicate this thesis to you.

To my supervisor, Associate Prof. Dr. İrfan TOSUNCUOĞLU (PhD), who has helped me during my study by serving as a mentor, a guide, and an inspiration. Your insightful comments, words of support, and knowledge have been really helpful to me. Without your direction, this thesis would not have been conceivable. I dedicate this work to my family and brothers and sister who have always been there and motivated me throughout this period.

## **ABSTRACT**

The dissertation examines the methods of studying and teaching English in Türkiye and Kazakhstan. The methods used in language learning, advantages and disadvantages in language learning are considered. In order to identify the opportunities and disadvantages of language learning in the two countries, semi-structured interviews were conducted between English teachers.

The educational context has some features, “such as large class sizes, inadequate teaching materials, a high-stakes testing system, and lack of professional support,” which can cause various problems for English teachers in Türkiye (Sali, 2018). The lack of a textbook, lack of time and motivation are the most pressing problems in learning English in Kazakhstan. For this study, a qualitative research methods was used, including a literature review of English teaching methods in Türkiye and Kazakhstan, as well as semi-structured interviews with English teachers from the two countries. Nine teachers participated in the study, all of them are female. Teachers from Türkiye have mostly graduated from universities in Türkiye, such as Anadolu University, Süleyman Demirel University, Hacettepe University, Karadeniz Teknik University. Teachers from Kazakhstan have completed their education in various educational institutions in Kazakhstan, such as Ablay Khan Kazakh University, Kazakhstan National University, Zhubanov University . They have different teaching periods: from 3 to 25 years. Some teachers have experience working in both online and offline learning environments. Teachers have worked in various educational institutions, including secondary schools, universities, language schools and international schools.

According to the results of the study, there are also similarities and differences in the methodology of language teaching in Türkiye and Kazakhstan. In both countries, one can see insufficient educational resources and training of professionals, the influence of the country's culture on language learning.

The results of the semi-structured interview allowed us to get valuable information from English teachers, share their experience and methods of teaching the language in accordance with culture.

In conclusion, the research results will contribute to the understanding of methodological approaches to language learning in Kazakhstan and Türkiye. It helps to see the problems occurring in the patterns of language learning. Undoubtedly, this will help teachers and researchers working in the field of linguistics.

**Keywords:** English Language Teaching, Teaching methods, Türkiye, Kazakhstan, Comparative analysis, Language policy.

## ÖZ

Bu tez, Türkiye ve Kazakistan'daki İngilizce dilinin öğrenilmesi ve öğretilmesine yönelik yöntemleri araştırmaktadır. İngilizce öğretmenleriyle yapılan anketler ve yarı-yapılandırılmış mülakatlar da dahil olmak üzere karma yöntemler araştırma tasarımı kullanılarak, bu iki ülkedeki İngilizce dil eğitimi ile ilgili karşılaşılan zorluklar ve fırsatlar incelenmiştir.

Eğitim bağlamının, Türkiye'deki İngilizce öğretmenleri için çeşitli sorunlara neden olabilecek “ sınıf büyüklükleri, yetersiz öğretim materyalleri, yüksek bahisli bir test sistemi ve profesyonel destek eksikliği gibi” bazı özellikleri vardır (Sali, 2018). Kazakistan'da İngilizce öğrenmede ders kitabı eksikliği, zaman ve motivasyon eksikliği en acil sorunlardır. Bu çalışma için, Türkiye ve Kazakistan'daki İngilizce öğretim yöntemlerinin literatür taramasının yanı sıra iki ülkeden İngilizce öğretmenleriyle yarı-yapılandırılmış görüşmeleri içeren nitel bir araştırma yöntemi kullanılmıştır. Çalışmaya dokuz öğretmen katıldı, hepsi kadın. Türkiye'den öğretmenler çoğunlukla Türkiye'deki Anadolu Üniversitesi, Karadeniz Teknik Üniversitesi, Süleyman Demirel Üniversitesi mezunu olmuştur. Kazakistanlı öğretmenler eğitimlerini Kazakistan'daki Ablay Khan Kazak Üniversitesi, Kazakistan Ulusal Üniversitesi, Jubanov Üniversitesi gibi çeşitli eğitim kurumlarında tamamladılar. Farklı öğretim süreleri vardır: 3 ila 25 yıl. Bazı öğretmenler hem çevrimiçi hem de çevrimdışı öğrenme ortamlarında çalışma deneyimine sahiptir. Öğretmenler, ortaokullar, üniversiteler, dil okulları ve uluslararası okullar dahil olmak üzere çeşitli eğitim kurumlarında çalışmışlardır.

Bu çalışmanın sonuçları, Türkiye ve Kazakistan'da İngilizce öğretim yöntemlerinin benzerliklerini ve farklılıklarını göstermektedir. Her iki ülke de öğretmenlerin eğitimleri için yeterli kaynak ve eğitim eksikliği gibi zorluklarla karşı karşıyadır ve ayrıca yerel kültürün dil öğrenimine etkisi de dikkate alınmalıdır. Ancak, veriler ayrıca öğretmenlerin her iki ülkede de yenilikçi yaklaşımlar benimsediklerini ve kendi koşullarına uyum sağladıklarını göstermektedir.

İngilizce öğretmenleriyle yapılan yarı-yapılandırılmış mülakatlar, öğretim uygulamaları, İngilizce öğretiminde karşılaşılan deneyimler ve ülkelerindeki İngilizce

eđitimi hakkındaki algıları hakkında deęerli bilgiler saęlamıřtır. Sonu olarak, bu alıřma Trkiye ve Kazakistan'daki İngilizce dilinin ğrenilmesi ve ğretilmesine ynelik yntemleri anlama konusuna katkıda bulunmaktadır. Bulgular, İngilizce dil ğretimi alanında politika yapıcılar, eđitimciler ve arařtırmacılar iin nemli sonular ortaya koymakta ve bu iki lkedeki İngilizce dil eđitimi ile ilgili zorlukları ele almaya ynelik daha fazla arařtırma yapılması gerektiđini dřündürmektedir.

**Anahtar Kelimeler (Keywords in Turkish):** İngilizce ğretimi, ğretim yntemleri, Trkiye, Kazakistan, Dil politikası, Karřılařtırmalı arařtırma.

## ARCHIVE RECORD INFORMATION

<b>Title of the Thesis</b>	Methods Of Studying And Teaching English Language In The Contexts Of Türkiye And Kazakhstan
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## ARŞİV KAYIT BİLGİLERİ (in Turkish)

<b>Tezin Adı</b>	Türkiye Ve Kazakistan Bağlamında İngilizce Dilinin Öğrenilmesi Ve Öğretilmesine Yönelik Yöntemler
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<b>Tezin Sayfa Sayısı</b>	94
<b>Anahtar Kelimeler</b>	İngilizce Öğretimi, Öğretim Yöntemleri, Türkiye, Kazakistan, Dil Politikası, Karşılaştırmalı Araştırma

## **ABBREVIATIONS**

<b>CALLA</b>	: Cognitive Academic Language Learning Approach
<b>CEFR</b>	: European Framework of Reference for Languages
<b>CLT</b>	: Communicative Language Teaching
<b>KZ</b>	: Kazakhstan
<b>PD</b>	: Professional Development
<b>PBLL</b>	: Project-Based Language Learning
<b>TBLT</b>	: Task-Based Language Teaching
<b>TPACK</b>	: Technological Pedagogical Content Knowledge
<b>TR</b>	: Republic of Türkiye
<b>ZPD</b>	: Zone of Proximal Development



## **SUBJECT OF THE RESEARCH**

The dissertation looks at English learning and teaching practices in Kazakhstan and Turkey. The approaches employed in language acquisition, as well as its benefits and drawbacks, are taken into account. Semi-structured interviews with English teachers were carried out to determine the benefits and drawbacks of language learning in the two nations.

## **PURPOSE AND IMPORTANCE OF THE RESEARCH**

This study is about English teaching strategies and techniques in Kazakhstan and Türkiye. Analyses about opportunities and difficulties in this area.

## **METHOD OF THE RESEARCH**

A qualitative research design comprising a literature review on English language teaching methods in Türkiye and Kazakhstan, as well as semi – structured interviews with English teachers from the two countries is used for this study. The interviews took place face-to-face and by phone call. For the study, a total of eighteen questions were generated in four distinct categories. Data gathered from these two contexts is analyzed using qualitative methodology in order to evaluate teaching strategies and practices' effectiveness.

## **RESEARCH HYPOTHESIS / PROBLEM STATEMENT**

The primary issue of the study is to compare present trends in teaching English in Kazakhstan and Türkiye. The problem of the study is to analyze what challenges and opportunities English teachers face in these two countries, as well as strategies during the learning process. Since each country has its own cultural, linguistic and educational background the differences in English language teaching strategies applied to Türkiye and Kazakhstan could hardly be underestimated. This hypothesis is built on a general assumption that different cultural, linguistic and educational factors can impact the

teaching of English in these two countries It becomes necessary to find out such differences so as it might help one design proper approaches and methods for successful teaching with reference to national context. Teaching English in Türkiye has various problems such as insufficient teaching materials, a high-stakes testing system and lack of professional support. There are problems in learning English in Kazakhstan such as lack of textbooks, lack of time and motivation. In order to analyze these problems and their causes, a semi-structured interview was conducted with teachers serving in that field.

## **POPULATION AND SAMPLE**

The population of the study is English teachers from Kazakhstan and Türkiye. Nine teachers participated in the study, all of them high school teachers and university and college teachers participated in the semi-structured interview. Both countries choose the English language teachers based on their degrees, and certificates in teaching EFL. English language teachers are interviewed through semi-structured interviews in both countries for further understanding on the processes and practices they employ. The number of teacher interviews to be conducted is based on the data saturation principle, which means that when new insight or information comes from further collecting these records. Based on power analysis, which is inclusive of significance level; effect size and variability associated with the data collected from students' performance, the sample to be used for analyzing student's performances are selected.

## **SCOPE AND LIMITATIONS / DIFFICULTIES**

This study concentrates only on the methods and practices adopted in teaching English within Kazakhstan and Türkiye. The study mainly deals with the challenges, possibilities and effectiveness of different teaching approaches and methods that English language teachers and students in these two countries encounter. However, there are several limitations in this study. First of all, the study is limited by data and research resource accessibility and availability in chosen countries. Secondly, the study is limited by language barriers that may affect the ability of researchers to access pertinent information or contact non-English speaking subjects. Finally, the study is limited by

lack of resources and time that may impact on how much data can be collected and analyzed. Issues that such study may present include language limitations, cultural differences and ethical problems. When doing research outside of the country, there might be a need to overcome language obstacles for talking with participants and in accessing relevant data. Cultural differences may make it difficult to understand the situation and investigate data. In order to ensure the ethical nature of this study, such other factors as obtaining participants' informed consent and provision for ensuring confidentiality and anonymity a data need also be addressed.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Problem Statement of the study

The value of learning English is increasing daily in the modern and interconnected world of today. English language is now used in all aspects of international trade, diplomacy, and communication (Deniz, 2020). As international ties develop, there is an increasing demand for English-speaking professionals in Türkiye and many other nations (Asmali M. &., 2021). Despite the daily increase in demand, it is apparent that some nations struggle with teaching English due to a lack of materials and resources, a shortage of highly educated teachers, and the usage of antiquated teaching techniques (Altan, 2017).

The dissertation's major goal is to examine and contrast the English teaching and learning methodologies employed in Türkiye and Kazakhstan. There are still several obstacles in the way of receiving an education in English, even though the need for English speakers in Kazakhstan and Türkiye is rising (Asmali M. , 2020). Undoubtedly, these issues will keep the language student from getting the full benefit. Aydın (2014) remarked that he encountered a variety of issues while teaching English in Türkiye, including a lack of standardization, poor teacher preparation, and restricted access to materials and resources. Tugrul (2016) expressed similar worries, adding that the field is experiencing a teacher shortage, which is impeding efforts to raise the standard of English teaching in the nation. Seferoglu (2018) focuses on related issues that English-language education faces, such as a shortage of resources and materials and the requirement to enhance teacher preparation and professional development. As Türkiye works to fully integrate into the global economy, Ergenekon and Eristi (2017) stated that English-language education in Türkiye is becoming more and more significant. The policy of the Republic Kazakhstan (2007), formulated in the message "New Kazakhstan in a New World" as a national cultural project in which the Trinity of languages laid the foundations of a new language: "Kazakhstan should be perceived throughout the world as a highly educated country whose population uses three languages (Baiteliyeva, 2015). These are Kazakh - the state language, Russian - the language of interethnic

communication and English -the language of successful integration into the global economy" (Bin-Tahir, 2020). This implies that analysis is necessary since, despite the law, there aren't many individuals in the nation who can speak English, there aren't enough competent professionals, the teaching techniques aren't always effective, and there aren't enough resources available. By examining and contrasting the approaches taken in Kazakhstan and Türkiye for teaching and learning English, this dissertation seeks to address these issues. It is a fact that, despite all the efforts and investments of our state and ministry, foreign language education remains significantly below the desired level. Despite the fact that our children study a foreign language from the second grade to the last year of study, they do not even have the opportunity to express their basic needs in a foreign language (Sarigül, 2018). The educational framework has some aspects, "such as large classrooms, inadequate teaching materials, a high-stakes testing system and a lack of professional support" (Sali, 2018), which might present numerous issues for English teachers in Türkiye. The biggest obstacles to learning English in Kazakhstan are time constraints, a lack of textbooks, and low motivation. (Demir Y. &, 2017) The goal is to analyze the benefits and drawbacks of different approaches and offer suggestions for raising the standard of English-language instruction in these nations.

## **1.2. Research Question**

Considering the formulation of the problem, the researcher emphasizes several research questions:

- What techniques are now employed in Türkiye and Kazakhstan for the teaching and learning of English?
- What issues do English language education in both nations encounter, and do these issues have a negative impact on the study of linguistics?
- What opinions do language learners and educators have about contemporary teaching techniques?
- To list the benefits and drawbacks of several English language instruction strategies. What steps may be taken to raise the bar for knowledge and enhance its quality?

- How may the findings of this study be applied to support practice regarding English language education?

### **1.3. Aims**

The study aims to:

- Study of modern methods of teaching and learning English in Türkiye and Kazakhstan.
- Identification of problems of the English language in the field of education.
- Analysis of the strengths and weaknesses of linguistics with an analysis of the approach of English language learners to modern methods.
- Offering solutions, analyzing gaps in education, exploring how to improve the quality of education in English in the country.

### **1.4. Domain of The Study**

English instruction is a crucial component of education in many nations, including Kazakhstan and Türkiye. English fluency is seen as the primary talent that individuals in these nations should possess in order to compete in the global economy and fully engage in international society (Köksal, 2018). One issue, for instance, is the lack of trained English teachers in Kazakhstan, which can affect both the quality of instruction and the maintenance of students' educational levels (Aubakirova, 2019). In Türkiye, a prominent concern emerges: students lack ample opportunities beyond classrooms to apply and refine their English skills, potentially impeding their ability to reach desired language proficiency levels (Erarslan, 2019). These challenges underscore the critical importance of grasping current methodologies in English education within Kazakhstan and Türkiye. Equally significant is understanding the perspectives of English educators and learners concerning the effectiveness of these methodologies (Alagozlu, 2012). Potential solutions to raise the standard of English-language education in Kazakhstan and Türkiye can be found by developing a greater awareness of the issues and strengths of the system in these nations.

## **1.5. Significance of The Study**

Knowledge of English is important for prosperity in the global economy in many countries of the world and full participation in the international community. As you know, this value applies to both Türkiye and Kazakhstan. In accordance with the latest legislative acts introduced in Kazakhstan, it is possible to notice an accent in English (Ozdemir, 2018).

This study aims to explore contemporary English teaching and learning methods in both countries while gauging the perceptions of English educators and students on their efficacy. Delving into the strengths and weaknesses of English language education in these nations can significantly inform the formulation of more effective policies. Ultimately, these insights may bridge the gaps and disparities in English language education practices between the two countries, fostering more inclusive and impactful strategies. In general, this study can contribute to improving the quality of English language education in Kazakhstan and the development of an effective plan and experience in the field of education.

## **1.6. Definition of terms**

This study intends to investigate the opinions of English language teachers on the efficacy of these methods as well as the current approaches to teaching and learning English in Kazakhstan and Türkiye. The study will concentrate on identifying the difficulties and advantages of English language education in these two nations and looking at the numerous aspects that affect English language teaching and learning. To capture data, semi-structured interviews will be the primary method involving English instructors. These sessions will be recorded and transcribed for meticulous analysis. Employing thematic analysis, the study aims to uncover critical themes and patterns linked to the research inquiries. Derived categories will provide a scaffold for further exploration and understanding. The overarching objective is to furnish a comprehensive panorama of English language education in Kazakhstan and Türkiye, unraveling effective teaching and learning methods within these contexts. The study aspires to yield insights pivotal for devising enhanced English education policies and practices, resonating with policymakers, educators, language learners, and researchers alike.

## **1.7. Organization of The Study / Thesis**

Chapter one presents the problem statement, research questions, aims, significance of the study, domain of the study, organization of the study and summary of chapter one. Chapter two introduce. Introduction, Related Theories, Related Taxonomies, Related Studies, Conceptual Framework, and summary of chapter two. Chapter three includes Introduction Research Design, Population (Sampling), Data Collection Method, Data Analysis Methods, and Summary of Chapter Three Chapter four summarizes the findings from Research Question One, the findings from Research Question Two, and the findings from Research Question Three, the findings from Research Question Four and the findings from Research Question Five. Finally, chapter five discusses the Conclusion, the Discussion, the Implications of the Study, the Study's Limitations, and Suggestions for Future Research.

## **1.8. Summary**

The chapter examines the main problems of English language education in Türkiye and Kazakhstan. Through interviews with teachers, common problems in English language education in both countries are revealed. The purpose of the study is to offer ideas applicable to improving the practice of teaching English, contributing to the creation of a more effective learning environment. The chapter includes an introduction, problem statement, research aims, research question, study domain, study significance, study organization, definition of words, and chapter summary.



## CHAPTER TWO

### THEORETICAL BACKGROUND AND PREVIOUS STUDIES

#### 2.1. Introduction

The study's theoretical underpinnings include a theoretical base, theoretical conclusions, and theoretical guiding principles. The models and theory of English language instruction in Türkiye and Kazakhstan are covered in detail in this part, along with the main conclusions and findings. And examine the variations in the educational systems of the two nations, as well as their implications for culture. We will also consider problem solving from a theoretical standpoint, drawing from the literature that has been produced about this area of study. Consider a comprehensive synopsis of the most important theoretical studies, an analysis of current developments in the process of teaching and learning, and effective teaching methods. The theoretical foundations of English language training in Kazakhstan and Türkiye are examined in this study. Fundamentally, this research is based on a strong theoretical foundation from which it draws findings and principles that inform our comprehension of the methods of language instruction used in each of these nations. We examine the distinct methods and cultural ramifications of Kazakhstan's and Türkiye's educational systems in depth (Ali M., 2015). And investigate developments in the processes of teaching and learning through a review of recent research, with a focus on effective and creative teaching methods. This study offers insights into successful language instruction in a variety of cultural contexts by summarising important theoretical studies in detail and using a theoretical approach to problem-solving (Altmisdort, 2016). The present work essentially attempts to reconcile theory and practice by considering the dynamic character of English language instruction in Kazakhstan and Türkiye as well as its wider cultural implications.

#### 2.2. Related Theories

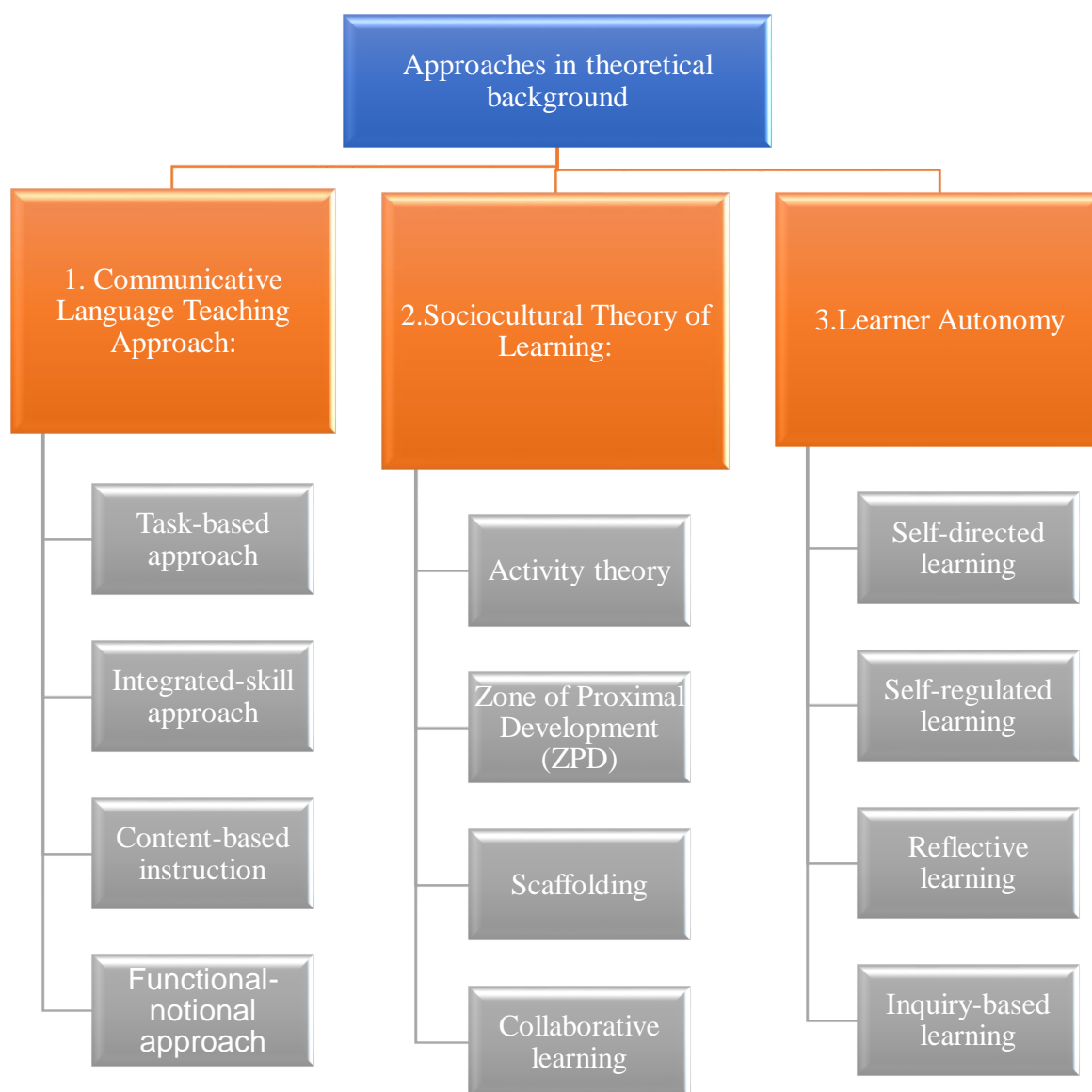
In this chapter, we will study the conceptual and theoretical foundations of teaching English. We consider the communicative approach to learning, the socio-cultural theory of learning and the concept of student autonomy (Corbett, 2022). The theoretical and conceptual underpinnings of English language instruction are

investigated in this chapter. We'll examine a communication education approach that considers language use in daily life. When we examine the idea of sociocultural learning, we also take into account the ways in which language acquisition is influenced by social environments. In this most recent the next, we talk about the concept of student autonomy and stress the significance of encouraging students to be self-directed learners (Rao, 2019). This thorough approach offers an in-depth understanding of efficient English language instruction techniques.

### **2.2.1. Communicative Language Teaching Approach**

According to Richards and Rogers, one of the most significant methods of language acquisition is communicative language teaching (CLT). This method's main purpose is to develop language competence in everyday situations. It emphasises on learning requirements and practical communication skills, with an emphasis on relationships, communication abilities, everyday situations, and knowledge application in real-life scenarios (Richards, 2005). Communicative language teaching (CLT), according to Canale and Swain (1980), is an approach that encourages learners to base language acquisition on interactions in real-life circumstances (Wood, 2011). Conversational communication takes primacy over formal accuracy in this strategy (Russell, 2020). This strategy transfers the emphasis from traditional grammar and rules to practical language abilities required for everyday work. Littlewood emphasises the communicative part of language acquisition, concentrating on learners' social behaviour as they attempt to communicate. Students studying a new language abroad who use CLT tactics during their language learning process may benefit the most, according to Larsen-Freeman (2000). When students see real-life examples of linguistic activities, such as ordering meals at a restaurant, purchasing event tickets, or going shopping, they become more motivated and engaged. Furthermore, this technique fosters a dynamic learning environment in which communication, action, and involvement are highly valued in addition to assignments and difficulties. Thus, language is both a tool for comprehension, expression, and communication and a topic of study. This strategy impacted current approaches and assisted instructors in creating more dynamic, student-centered classrooms, which enhanced language instruction globally. Because of its emphasis on real-life communication, CLT provides a suitable theoretical framework for

language acquisition when these factors are included. His concepts, which are adopted by language teachers all around the world, have had a significant impact on how languages are taught today, making language acquisition more relevant, successful, and enjoyable (Ibrahim, 2010).



**Figure 1:** Approaches in Theoretical Background

### **2.3. Sociocultural Theory of Learning**

The sociocultural understanding of learning, advanced by Vygotsky, emphasizes the portion of social components in learning. Concurring to this doubt, learning can be a social organization carried out through interaction with other individuals and with the enveloping culture. This theory additionally highlights the portion of tongue in shaping how stand-ins think and see the world around them. Lev Vygotsky's sociocultural theory of learning, disseminated in 1978, may finished up the foremost prerequisite for understanding how social conditions have a perceivable influence on the organization of the human learning handle. This assumption highlights the thought that learning can be collaborative, truly organized underneath the affect of social contacts and the social environment, rather than the result of veritable human efforts (Kharatova, 2022). At the center of considering is the zone of closest movement (ZPD), which characterizes the separate between the student's current level of competence and his expected level when seen from the point of see of a more organized person. Concurring to Vygotsky, learning proceeds most successfully in this cycle when the understudies show up charmed in joint, controlled interaction with each other. This licenses the understudies to realize unmistakable levels of understanding and competence. The preeminent basic vital component of the sociocultural approach is the portion of dialect as a authority in learning (Savankova, 2018). Concurring with Vygotsky, dialect, so to conversation, isn't a infers of communication, but, other than, incorporates a authoritative affect on how people think and make cognitive choices. People assimilate data, recognize issues, and make sense of their social environment through tongue. As parcel of the upgrade, the sociocultural approach emphasizes how basic social workplaces and alterations are for arranging for learning (Vitchenko, 2017). These assets, which can be anything from minor artifacts to plan structures, are basic to a given culture and offer help people think, recognize issues, and learn. They cover not so much textural contraptions as traditions and social behavior that shape a person's worldview. The presentation of socio-cultural reflections inside the teacher environment emphasized the importance of social contacts, joint walks and the integration of preparatory programs that take beneath thought social contrasts. To move the course of action for learning orchestrating forward, teaches who take after to this approach routinely move forward peer collaboration, talks, and make an environment conducive to the exchange of experiences (Aslan M. N., 2009). In common, Vygotsky's sociocultural learning theory gives a prerequisite for understanding

how social interaction, culture, language, and cognitive advancement are interconnected. It consolidates basic affect on a number of disciplines such as brain explore, learning, and tongue combinations. It contains critical data on how people consider and win, depending on their social status.

### **2.3.1. Learner Autonomy**

Learner independence could be a energetic and advancing concept that expands past the domain of dialect learning, finding appropriateness in different instructive settings. It not as it were includes setting objectives but too envelops the advancement of basic considering aptitudes, problem-solving capacities, and the capacity to adjust to diverse learning situations (Mirici, 2015). In a broader instructive viewpoint, cultivating learner independence develops a mentality of nonstop change and self- directed investigation. By advancing an environment where understudies are empowered to address, find, and apply information autonomously, learner independence gets to be a catalyst for long lasting learning, planning people not fair for dialect securing but for the multifaceted challenges of the present day knowledge-driven world (Oktay, 2015).

### **2.3.2. Analysis**

Internal parts the setting of our study, the CLT approach gives a pivotal system for analyzing the common sense of unmistakable language run the appear procedures (O'Brien, 2004). By emphasizing the centrality of communication and interaction in tongue learning, the CLT approach highlights the require for learners to bump in in bona fide tongue utilize and to form the aptitudes pivotal for compelling communication. This approach is especially principal inner parts the setting of Kazakhstan and Türkiye, where learners may go up against challenges in utilizing English in real-life circumstances due to a require of openings for interaction and introduction to the language (Jiang, 2021).

The sociocultural hypothesis of learning gives a essential central point for analyzing the distribute of social components in language learning. Internal parts the setting of our study, this theory highlights the noteworthiness of understanding the social and social settings in which tongue learning happens, and of organizing tongue instruction programs that are unreliable to these components. This approach is especially

relevant inner parts the setting of Kazakhstan and Türkiye, where learners may come from changing etymological and social foundations. The concept of learner independence to boot exceedingly fundamental inner parts the setting of our study, since it emphasizes the centrality in learners and giving them a sense of proprietorship over their claim learning get organized (Soruc, 2013). By progressing learner flexibility, tongue instruction programs can offer offer offer assistance learners to create the capacities and techniques principal for basic set up learning and to require an excited designate in their have tongue improvement.

## **2.4. Related Taxonomies**

Internal components of the lingo clearing field run the appear up and learning; investigators and insubordinate have made with solid classifications pointed at classifying the different centres of lingo securing and arranging (Karakas, 2012). These coherent classifications work as crucial defiant, advancing a organized system to back the instrument and inspectors in understanding the complex nature of lingo acquirement and recognizing compelling instructing strategies. These unfaltering classifications advance centered on heading techniques custom fitted to the necessities of learners by dependably classifying discernable components. This part will dive into particular, self-evident, and unchangeable categories related to instructing and tongue learning, highlighting their centrality in shaping heading methods and creating a more critical comprehension of the complex interior workings that tongue learning empowers (Karakas, 2012).

### **2.4.1. Bloom's Taxonomy**

Bloom's taxonomy is one of the first broadly utilized logical classifications in instruction. It was made by Benjamin Blossom and his colleagues inside the 1950s and 1960s. Bloom's logical classification is based on the thought that there are particular levels of cognitive complexity that learners must finish in orchestrate to pro a subject or ability. The logical categorization is isolated into six levels: recalling, understanding, applying, analyzing, evaluating, and making. Each level builds on the past level, and the

foremost lifted level, making, includes the capacity to synthesize present day contemplations and concepts (Aslan Y. , 2016)

#### **2.4.2. The Cognitive Academic Language Learning Approach (CALLA) framework**

The Cognitive Academic Language Learning Approach (CALLA) framework devised by Chamot and O'Malley in 1994, presents a structured method for teaching languages by organizing strategies into three main areas: metacognitive, cognitive, and social/emotional. This approach serves as a comprehensive guide for language instruction, addressing various facets of learning that encompass understanding how one learns, cognitive processes, and the social and emotional dimensions of language acquisition (Ökmen, 2016).

These approaches incorporate understudies by setting a solid accentuation on arranging, checking on, and self-assessment, which enables them to require charge of their claim learning handle. The CALLA productive categorization is an important asset for teachers and understudies alike, giving nitty gritty bits of knowledge into the interrelated cognitive and socio-affective components that back effective lingo securing.

#### **2.4.3. European Framework of Reference (CEFR)**

The Common European Framework of Reference for Languages (CEFR) stands as a broadly gotten a handle on and compelling system internal parts the space of lingo learning and instruction over Europe. Conceived and made by the Committee of Europe, this system serves as a energized instrument for analyzing lingo capability in a collection of European tongues (Öztürk B. K., 2018). Organized with exactness, the CEFR delineates tongue capability into six particular levels: A1, A2, B1, B2, C1, and C2. Each level typifies a particular degree of lingo dominance, tallying descriptors for lingo structure, word reference, and communicative aptitudes custom-made to the subtleties of that capability level. The CEFR in this way gives a comprehensive and standardized approach to tongue instruction, locks in not since it were capability examination but other than the facilitate of centered on rules procedures to meet learners at their particular tongue development organize.

#### **2.4.4. The Revised Taxonomy of the Cognitive Domain**

As an overhaul to Bloom's taxonomy, Anderson and Krathwohl (2001) made the Reexamined Taxonomy of the Cognitive Domain. Like Bloom's scientific categorization, the upgraded taxonomy comprises of six levels: recollecting, comprehending, applying, examining, assessing, and creating. In any case, the upgraded taxonomy gives innovation utilize and the esteem of reflection within the learning handle more weight.

#### **2.4.5. The Technological Pedagogical Content Knowledge (TPACK)**

##### **Framework**

2006, Mishra and Koehler established the Technological Pedagogical Content Knowledge (TPACK) framework as a comprehensive platform that enables education to facilitate an intricate play of technology, pedagogy, content knowledge. Its triple structure includes technological knowledge, pedagogical knowledge and content understanding which shows that this synergy of these aspects is indispensable for experiential learning. TPACK is a very useful tool for achieving optimum teaching and learning when all three components integrate seamlessly (Celce-Murcia, 2001).

In conclusion, it can be asserted that the aforementioned systematic classifications furnish educators and facilitators with an essential framework for comprehending the various facets of learning and teaching a foreign language. These robust classifications, functioning as expedient roadmaps, empower educators to navigate the intricate landscape of language education, fostering a nuanced understanding of its complexity and providing internal support for effective teaching strategies.

The Grammar-Translation Method (GTM), a methodology used in foreign language teaching that can be traced back to the nineteenth century and became popular towards its early part of twentieth. It is more closely associated with the teaching of ancient languages as in classical Latin and Greek; however, it has been applicable to modern languages. It refers to a variety of principles and techniques targeting the students' ability improve their reading skills as well writing foreign language based on



grammatical rules and translations (Ortega, 2006). The main objective of the Grammar-Translation Method is to provide students with an opportunity to read and translate works written in literature as well as historical texts in the target language. In contrast to communicative language teaching approaches, GTM makes written language proficiency top priority. The initial stages of instruction do not want to emphasize speaking and listening. The GTM involves translation as a core activity. Students decompose sentences or passages from the target language to their own native one and vice versa. This process is thought to have an effect of strengthening knowledge and improving the acquisition of vocabulary (Kaur Gill, 2000).

The ALM, or Audio-Lingual Method is considered a language teaching method that has risen to fame particularly in the mid twentieth century 1950s and early sixties. It is also referred to as The Army Method because it originated in World War II when the main goal was quickly train remotarded soldiers on different languages. It is characteristic of this technique by its subordination to oral skills, which involves the repetitions patterns through listening and speaking activities. ALM relies heavily on rigorous drills and practice (Çelik, 2013). Learners are subjected to multitude of language patterns that they encounter through prevalence listening and speaking session over a period. The linguistic cases concerned should learn to be automatic and accurate language habits. Written codes, such as grammar and the words used in a certain written language are developed through structured activities. Such activities might involve extension drills, transformation drills and other exercises that help pupils learn new vocabulary terms. Students using Audio-Lingual Method are actively penalized, to activities that would further cement inappropriate features (Samar, 2011). A focus is placed on “performance”, especially in terms of the right pronunciation and structure.

A new trend in teaching languages is Communicative Language Teaching (CLT) which was developed during the 1970 and early 80 to negate perceived weaknesses of traditional methods like Grammar-Translation and Audio Lingual approaches. In CLT communication is the tool to achieve learning and end of a language acquisition. One of the major goals that are set for CLT is to ensure there is effective communication and understanding between learners. This not only implies disseminations of grammatical structures and words but the ability to use language semantically. CLT promotes the idea of using actual material as well natural environment where learning can take place. This encompasses the use of newspapers, videos, interviews and other kinds of materials that

illustrate the way in which language functions when used in real-life scenarios. CLT encourages collaborative activities that encourage learners to interact with one another through communication. Depending on the previous approaches, pair and group work is a widely used method for simulating situations of authentic communication while enhancing collaboration and language use in context (Ali I. , 2011). One of the main branches in CLT is task-based language teaching, which involves carrying out activities or tasks that require learners to use target languages for a particular goal. These activities may include a challenge-based problem solving, role plays or projects.

## **2.5. Related Studies**

In a study conducted by Zheng and Warschauer (2015), the analysts inspected the adequacy of distinctive online innovations in English language learning. The study centered on two fundamental approaches: task-based language teaching (TBLT) and communicative language teaching (CLT). The discoveries uncovered that both approaches were successful in improving language learning, which the utilize of innovation, such as videoconferencing, instant messaging, and social media, can encourage interaction and communication among language learners (Lewis, 1992). Another consider by Hsieh and Cho (2016) investigated the utilize of versatile advances in English dialect educating and learning. The study inspected the adequacy of mobile-assisted language learning (Mall) in improving English language capability among Taiwanese college understudies. The analysts found that the use of mobile advances can give learners with more noteworthy adaptability and availability, and can encourage self-directed learning. The study too highlighted the significance of joining Shopping center with traditional classroom instruction to attain way better learning results.

Lee and Chan's (2018) research elucidates the impact of "flipped classes" on individuals learning the English language. Their investigation unveils that this innovative "reverse" approach can captivate students by amplifying motivation, involvement, and academic achievement (Nunan, 1999). These findings align with antecedent research on this pedagogical technique, which underscores autonomous learning beyond the confines of the traditional classroom setting. Moreover, a study conducted by Jung and Park The investigation focused on the effectiveness of TBLT in developing learners' critical thinking abilities, which include problem solving, analysis

and evaluation. The results highlighted the fact that TBLT provides learners with valuable opportunities to engage in authentic and meaningful language tasks, at the same time developing their thinking skills critically throughout engagement.

In a recent investigation conducted by Li, and Chan (2020), the focus was on discerning the impact of project-based language learning (PBL) on the development of communicative competence among learners of the English language. The study delved into the multifaceted ways in which PBL shapes students' language proficiency, motivation, and communicative aptitude (McDonough, 2013) . As delineated in the research findings, PBL emerges as a facilitator in cultivating a more authentic and meaningful engagement with the learning process, concurrently elevating students' proficiency in English communication.

## **2.6. Conceptual Framework**

A conceptual framework means a diagrammatic presentation of theoretical structure which explains the interrelationships between variables within a research. It gives an orderly description of the theoretical assumptions, concepts and variables that guide a study's course (Demir Y. &.-2., 2014). This part of the thesis will clarify the conceptual framework used in this research. The conceptual framework for this study amalgamates two predominant theories: CLT and TBLT. These theories have broad application in English language teaching and their critique has been done over again in many studies (Beisenbayeva, 2020). Communicative Language Teaching , CLT, is an approach to language teaching that stresses the importance of communicative competence in learning languages. Thus, the essence of CLT is focused on developing learners' ability to communicate effectively in real-life situations. As Savignon 2002 defines CLT is a method of teaching languages which sees interaction as both the processes and end-result to learn an language. On the other hand, Task-based Language Teaching (TBLT) is an approach that emphasizes the use of authentic and meaningful tasks as a basis for language learning. TBLT requires learners to perform tasks that require the use of language in actual-life circumstances (Savignon, 2005). TBLT primarily focuses on promoting the proficiency of learners to use language effectively in authentic settings (Kim, 2020). In this study, inclusion of CLT and TBLT is based on the understanding that these two methodologies work well together in English language

teaching. Finally, the focus of CLT on developing communicative competence and TBLT from its emphasis that learners should be involved in authentic tasks results cumulatively into a comprehensive framework associated with pedagogy as well as English language acquisition.

The study conceptual framework has been developed on the basis of CLT and TBLT integration (Drever, 1995). This framework graphically describes the various elements present in both strategies and their integrated alignment within the educational terrain for teaching and learning of English. The components encompassed within the framework are as follows:

- Language input: This refers to the linguistic stimulus presented by learners within classroom environment. The input is based on real-life, authentic materials that are intended to address the particular needs and interests of the learners.
- Language output: This refers to learners generating language in response to the received linguistic input. Authentic tasks shape the output as they require language to be applied in an actual life situation.
- Communication strategies: This refers to all those different ways in which the learners use as means of communicating conveniently within real situations.
- Language skills: These include the different language abilities learners acquire throughout their study such as reading, writing, listening and speaking.

The study's conceptual framework offers an exhaustive foundation of English linguistics teaching and learning guided by CLT TBLT integration.

## **2.7. Summary**

The second chapter describes the theoretical basis of the study of education in English in Türkiye and Kazakhstan. The main key theoretical foundations that underlie the methods of language teaching and provide the conceptual basis for our analysis. The conceptual framework described a Communicative Approach to Language Learning and Task-based language learning. And an extensive concept of the Socio-cultural Theory of Learning The chapter includes an introduction, related theories, related studies, conceptual framework and chapter summary.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The purpose of this study is to examine the strategies and techniques used to teach English in Kazakhstan and Türkiye. Examine the possibilities and challenges in this field.

The impetus for this study emerges from the strong engagement and proficiency of an English education in Kazakhstan, as well as Türkiye (Ataberk, 2022). Recognizing the English language's special role in socio-economic development, shortcomings of teaching processes become a major topic for research. The main motives for conducting this research can be summarized: initially, the removal of deficits in education. The significance of English language proficiency has skyrocketed in both Kazakhstan and Türkiye (Yıldırım, 2007). But typical education models have a lot of issues like old methodology, very undersupply resources and different student levels.

The focus is on holistically depicting and understanding these errors since solving the issues becomes an important aspect of teaching a generation that speaks English. Secondly, bridging the linguistic gap.

Command in the English language not only provides access to international opportunities but also encourages intercultural dynamism. In Kazakhstan as well in Türkiye, where English is often the language of communication, studying available linguistic gaps becomes a necessary step before implementing strategies aimed at tackling them. This research addresses these challenges by helping to develop appropriate strategies of instruction for teaching languages.

Third, pedagogical strategies development. However, the aim is not only to point out issues but also to provide specific requirements for improvement. This research aims to investigate contemporary pedagogy and assesses its efficacy in a local setting. Therefore, the objective is to provide teachers who will improve English language instruction (Kirkgöz, 2014).

Lastly, a comprehensive consideration of stakeholders. In order to reflect various perspectives, from the teachers' viewpoint first of all looks at different aspects of issues and solutions. This integrated procedure is essential for steering recommendations based on the varying interests and ambitions of various stakeholders. Indeed, this research serves as a reaction to the alarming lack of an enlightened, nuanced and sophisticated understanding for English-language instructional system in Kazakhstan and Türkiye. Analysis of the current situation with highlighting areas for improvement is aimed to significantly contribute to language education in these countries (Ellis, 1982). This chapter focuses on the methodological aspects of the research, focusing on the research design, population and samples, the characteristics of the site and the participants, data collection, research instruments, data analysis techniques, ethical concerns, and a summary of the entire chapter.

### **3.2. Research Design**

Semi-structured interviews with experienced English language teachers are used in this study to investigate and contrast the approaches used in Kazakhstan and Türkiye for teaching and learning the language. To obtain a thorough understanding of the teaching strategies employed by English language instructors in both nations, the study uses a qualitative research approach. An extensive investigation of the environmental and cultural influences on language instruction is made possible by qualitative methodologies. When using qualitative analysis to solve a problem, the researcher should make sure that the research has been eliminated. Because of the interpretive narratives that these studies provide, the world has a natural and interpretive viewpoint on the relationship, which enhances the meaning of the lived experience (Deniz, 2020). Taking into account variables including student proficiency levels, geographic location, and teaching experience, English language teachers from a variety of educational contexts will be chosen through the use of purposive sampling. The goal of this approach is to include a variety of instructional methods that are common in Türkiye and Kazakhstan. In both countries, professional networks and educational institutions will be used to find participants. The study's aims will be clearly stated in recruitment materials, guaranteeing willing instructors' informed consent.

The main technique for gathering data will be semi-structured interviews. Open-ended questions in the interview protocol will enable participants to discuss their teaching strategies, obstacles, experiences, and cultural influences. The transcripts of the interviews will be examined using thematic analysis method. Finding themes, patterns, and variances in instructors' answers to various aspects of teaching English as a second language is the goal of this methodology (Hafifah, 2020). The process of coding and categorizing materials will help highlight similarities and differences in instructional strategies. Semi-structured in-depth interviews: some are done in the conventional face-to-face chat format, but others take the form of interactive interviews that are conducted over the phone and over email. This research design offers a succinct overview of the semi-structured interviews with English language teachers in Kazakhstan and Türkiye, including the qualitative methodology, sampling strategy, data collection methods, analysis methodologies, ethical issues, and potential constraints. Modifications may be necessary in light of particular study goals and the resources available for gathering and analyzing data. There were nine female teachers that took part in the study. Five of them are citizens of the Republic of Kazakhstan, and four are citizens of Türkiye. Most of the Turkish teachers participating in the study were graduates of Turkish universities, including Hacettepe University, Süleyman Demirel University, Anadolu University, and Karadeniz Teknik University. Teachers from Kazakhstan have finished their studies at a number of Kazakhstani universities, including Taraz University, Kazakhstan National University, K. Zhubanov University and Abylai Khan Kazakh University. Work experience in the field of education from 3 to 25 years. A few educators have worked in both online and offline learning settings.

**Table 1: Participation Classification**

<b>Participant</b>	<b>Age</b>	<b>Gender</b>	<b>Nationality</b>
<b>TR-001</b>	29	Female	Türkiye
<b>TR-002</b>	35	Female	Türkiye
<b>TR-003</b>	42	Female	Türkiye
<b>TR-004</b>	44	Female	Türkiye
<b>KZ-005</b>	26	Female	Kazakhstan

<b>KZ-006</b>	30	Female	Kazakhstan
<b>KZ-007</b>	25	Female	Kazakhstan
<b>KZ-008</b>	68	Female	Kazakhstan
<b>KZ-009</b>	33	Female	Kazakhstan

### 3.3. Population and Samples

The population of a study on English language teachers in Kazakhstan and Türkiye may include teachers of English who are employed by different educational establishments in both nations. This would encompass teachers in elementary, secondary and post-secondary education who are employed in the public as well as private domain within a spectrum of geographic and cultural backgrounds. The participants of this study were English language teaching professionals from Türkiye and Kazakhstan. Teachers from middle school, high school, college, and universities and English language courses teachers. For the qualitative stage, the sample may consist of nine or so English language instructors from both urban and rural areas in each nation. Diversity in teaching experience, ethnic backgrounds, and educational techniques might be given priority in the sample selection process. The chosen samples are meant to serve as representative samples of the greater number of English language instructors in Türkiye and Kazakhstan (Asylbekovna, 2016). The objective is to ensure that these samples accurately reflect the wider characteristics of the overall population being studied while capturing a wide range of perspectives, experiences, and teaching approaches.

**Table 2:** Population And Samples Category

<b>CATEGORY</b>	<b>POPULATION</b>	<b>SAMPLES</b>
<b>Description</b>	English language teachers in Kazakhstan and Türkiye	Subset of English language teachers selected for in-depth interviews and surveys
<b>Size</b>	Entire population: Estimated to be X number of English	Qualitative Sample: Approximately 10 teachers (4 from each country)



	language teachers in both countries	
<b>Selection Method</b>	English language teachers working across educational institutions in Kazakhstan and Türkiye	Purposive sampling for qualitative interviews to ensure diversity in experiences, cultural backgrounds and teaching methods. Stratified random sampling for quantitative surveys to ensure representation across different variables (teaching level, years of experience, region)
<b>Purpose</b>	Represents the entire group of English language teachers in the specified regions	Represents a subset of the larger population, providing insights into specific characteristics and trends within the broader population

The population and sample categories are shown in this table arrangement, together with information on each category's size, purpose, selection process, and description. Changes and more information might be included depending on the goals and particular investigation.

### 3.4. Questions for Semi-structured Interviews

For the study, a total of eighteen questions were generated in four distinct categories. Pierre Bourdieu's Distinction (2017: 744–757) was mentioned during the question preparation process, and the method he employed to prepare his work was also applied (Schmidt, 2004). These tabular questions were used in the interview .

**Table 3: Questions For Semi-Structured Interviews**

Type of Question	Questions
<b>Closed-ended Questions</b>	1. Did you primarily use one instructional method in your English language classes?

	<p>2. Is the use of multimedia resources results in a deeper understanding of English concepts among students?</p> <p>3. Are you inclined to grammar-driven or communicative pedagogy in your English classes?</p> <p>4. Have you recently participated in any professional development workshops concerning language teaching methodologies?</p> <p>5. Does the standardized test really measure student proficiency in language?</p>
<b>Open-ended Questions</b>	<p>6. What is your usual structure for language lessons in English to keep the students interested?</p> <p>7. What is a particularly effective teaching strategy that you used at least once in English class?</p> <p>8. How have you overcome such challenges?</p> <p>9. How do you entice students to study English outside the classroom?</p> <p>10. What is your view on how students' cultural background affects their language acquisition? in aiding the process of English language learning?</p>
<b>Indirect Questions</b>	<p>11. What would you say students' reactions are to different teaching strategies employed in the process of English language instruction?</p> <p>12. Why is it important to add cultural elements when teaching English lessons?</p> <p>13. What implications do you observe in the shift of teaching methodologies due to an individual's language proficiency level?</p> <p>14. What would be your understanding of the role played by technology in aiding the process of English language learning?</p>
<b>Assumption-based Questions</b>	<p>15. As far as the observation of cultural diversity is concerned, do you suppose that students from different backgrounds are more likely to comprehend English concepts better?</p> <p>16. Since technology is well-established, are the students more actively involved in learning English today than before?</p> <p>17. With the application of communicative teaching strategies, has students' mastery in spoken English enhanced?</p>

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18. The question of whether more training equals better English language, teaching outcomes depends on the assumption that teacher training is important.

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### **3.5. Data Collection Methods (Research Tool)**

In the current study, it was analyzed with the data obtained as a result of semi-structured interview. In order to gather qualitative data and obtain important insights into English language teaching procedures, semi-structured interviews were performed (Küçükler, 2020). Individual interviews were conducted with nine English language teachers who were chosen through purposive sampling on the basis of their varied teaching backgrounds. In general, the qualitative type of research was used in order to gain in-depth understanding, understand processes or understand the experiences of individuals. Qualitative data collection methods were used to understand the participants' thoughts, feelings, experiences and meanings. The aim was to collect thoughts about teaching methods, difficulties encountered and teachers' strategies, cultural influences. The use of video conferencing or face-to-face meetings allowed variable participation according to the preferences and locations of the participants. Each interview lasted from 45 to 60 minutes. An interview guide containing open-ended questions and closed-ended questions, indirect and direct questions was used to explore many aspects of English language education. During interviews: methodologies used in teaching language acquisition; teaching depending on the level of education and abilities of the student; the use of technology in language education; the influence of culture on language and problem solving during language learning solving issues were discussed.

### **3.6. Research Instruments**

In this study, the following research tools were used to collect information about English language teaching in Kazakhstan and Türkiye. These tools included qualitative methods, including surveys and interviews. Semi-structured interviews are the main research tool used. By studying their opinions, experiences and recommendations, this study aims to collect useful information from teachers. The second tool is a literature review. The purpose of this study is to provide a theoretical framework for the study of English language teaching literature, which is currently available in both countries. A

review of a body of research, including books, scientific journals, and policy documents that identify important topics, patterns, and knowledge gaps.

### **3.7. Data Analysis Methods**

Four Turkish teachers and five Kazakhstan teachers participated in the analysis of the study. All of them are female. A total of eighteen questions in four different categories were generated for the study. Such as closed-ended questions, Open-ended questions, Indirect questions, and assumption-based questions. Most of the Turkish teachers involved in the study were graduates of Turkish universities, including Hacettepe University, Süleyman Demirel University, Anadolu University and the Karadeniz Teknik University. They are currently teaching everything in schools and online courses. Teachers from Kazakhstan have completed their studies at a number of Kazakhstan universities, including Taraz University, Kazakhstan National University, K. Zhubanov University and Abylai Khan Kazakh University. And they teach at the university, at school and at the educational center. Work experience in the field of education from 3 to 25 years. Several teachers worked both online and offline learning. While speaking about the qualitative perspective, this study offers a comprehensive description on how English language is taught in Türkiye and Kazakhstan today. Modern teaching methods: Qualitative conclusions: Teachers who participated in the interviews demonstrated their need for more student-centered, innovative methods (Kallio, 2016). It is generally agreed that switching to modern techniques will lead to better results in learning a language. Problems in learning English: Qualitative assessment: In an interview, implications of these problems for language education were investigated further. However, the reactions of teachers demonstrated disappointment at getting no assistance and a real requirement for structural changes. Opinions of teachers: High-quality information: The interviews let us delve into opinions. The demands, on the part of students were for lessons more interactive and involving while teachers demanded autonomy in curriculum development. Advantages and disadvantages of learning strategies: Qualitative understanding: While the interviews provided context for these preferences, teachers discussed possible downsides of that single strategy approach (Peker, 2020). The need for the flexibility was agreed upon. Applying the results: High-quality information: The interviews allowed deeper knowledge of the problems

associated with changes' implementation and pointed out a paramount role that professional development programs play.

Quantitative and qualitative integration: Research involving methods of research includes qualitative data. The convergence provided us an opportunity to understand the scope of complexity in English language education between Türkiye and Kazakhstan. The analysis points out how complex the problems and opportunities are in English language teaching (Rabionet, 2011). The generalized conclusions of the qualitative descriptions are a solid foundation for recommendations that could enhance both countries' quality and performance at language learning . The results of the research analyses are discussed in the fourth chapter

### **3.8. Ethical issues**

All participant or personal data in the current study was kept private in order to protect and honor the participants' rights to privacy. Concerns regarding getting participants' informed consent, keeping data private, and safeguarding participants' identities were crucial. It was crucial that no one else receive the participants' identities or any other personally identifiable information.

### **3.9. Summary**

The chapter includes an introduction, Research Design, Population and Samples, Questions for Semi-structured Interviews, Data Collection Methods (Research Tool), Research Instruments, Data Analysis Methods, Ethical issues and chapter summary.

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.1. Introduction

The findings section forms the heart of this study, with a vast array of insights obtained after interviewing educators who teach English language in both Kazakhstan and Türkiye. This section reveals a variegated mosaic of experiences, views and practices that define the shape of language education in these specific cultural and educational environments.

This research endeavours in setting out on a path to disclose the diverse pedagogical models and experiences by drawing upon narratives shared with English language educators from Kazakhstan as well Türkiye (Abdygapparova, 2018). By reviewing their academic histories, pedagogical engagements and the professional training they have received one begins to form a more complex picture of what language teaching involves.

The investigation of teachers' educational backgrounds reveals a wide spectrum between renowned universities in respective countries, specialized language schools and international settings. Simultaneously, the length of their teaching tenure provides a glimpse into the vast knowledge and practice gleaned over time (Zhumanova, 2016). In addition, the in-service courses that were attended by these educators create an insight into the nonstop search for professional development and innovation of English language teaching. These courses range from formative assessment methodologies to the incorporation of technology in language teaching, all demonstrating a passion for improving pedagogies as our educational spheres continue changing (Mohammad, 2022).

The subsequent chapters provide an integrated overview of the educators' paths, detailing their educational roots, practical experiences and ongoing professional development ambitions. The combination of these stories aims to outline the current trends, but also catch subtleties and various strategies taken by teachers while dealing with language education challenges (Aydınlı, 2018). Through the panorama of experiences and insights provided by educators, this findings section attempts to make a meaningful contribution to the discussion about successful pedagogical strategies for

English language teaching revealing more in-depth understanding of dynamic educational contexts available in Kazakhstan and Türkiye.

#### **4.2. Findings of the Data Analysis**

The findings were the result of an extensive planning at a conceptual level through qualitative methodologies. In collecting data for interviews: To carry out the in-depth interviews, a sample of individuals within participants those who had participated on surveys was chosen (Adams, 2015). These interviews revealed rich qualitative information about the participants, their opinions and difficulties. The qualitative data collected in the course of formulating answers to questions was rich because those making responses were encouraged to have their minds freeflowing. Interview data was subjected to thematic coding of qualitative material. There have been topics and patterns to retrieve meaningful information. In the interview, the names of the participants were encoded as Teacher\_TR-001, Teacher\_TR-002, Teacher\_TR-003, Teacher\_TR-004, Teacher\_KZ-005, Teacher\_KZ-006, Teacher\_KZ-007, Teacher\_KZ-008, Teacher\_KZ-009 at their request. First, education, teaching experience, educational institutions and advanced training courses that every teacher attends. It provides a clear overview of the various experiences and qualifications of the teachers interviewed.

Teachers Educational Background:

- Teachers from Türkiye mostly graduated from universities within Türkiye, such as Anadolu University, Karadeniz TeknikUniversity.
- Teachers from Kazakhstan completed their education in various institutions within Kazakhstan, such as Kazakh Ablai Khan University, Kazakhstan National University.

Teachers Experience:

- Varied teaching durations: ranging from 3 years to 25 years.
- Some teachers have experience in both online and offline teaching environments.
- Teachers have worked at different educational institutions, including high schools, universities, language schools, and international schools.

**In-Service Courses:** Courses attended by the teachers cover a diverse range, including professional development seminars (e.g., on formative assessment, eTwinning, flipped classroom), language-specific courses (e.g., TOEFL, CCELT), and teaching-related courses (e.g., creative drama, guidance, flipped classroom).

**Table 4:** Educational background and Teaching Experience

Teacher ID	Last School/Department Graduated	Service Period (Years)	Teaching Institution	In-Service Courses Attended
TR-001	Süleyman Demirel University	5	Maya College	-
TR-002	Anadolu University	13	High School	Formative Assessment, eTwinning, Professional Development
TR-003	Hacettepe University	20	High School	Creative Drama, Flipped Classroom, eTwinning, Guidance
TR-004	Karadeniz Teknik University	18	Şentepe Şehit Volkan Canöz Anatolian High School	-
KZ-005	K. Zhubanov University	6	High School	-
KZ-006	Kazakhstan National University	Varied	Online Platform, Offline Course	Online Courses by Various Instructors
KZ-007	№45 Classical Gymnasium	3	BigBen, International School of Astana	-
KZ-008	Kirov (Al-Farabi) State University	25	Al-Farabi State University	TOEFL, CCELT
KZ-009	Kazakh Ablai Khan University	5	109 High School	-

**Table 5:** Semi-structured interview: teaching method



Teacher	Teaching Method	Multimedia Enhances Understanding	Approach Preference	Attended Workshops	Standardized Test Accuracy
TR-001	Eclectic	-	Communicative	-	Disagrees
TR-002	Multiple	Yes	Varied	Yes	Disagrees
TR-003	Cooperative	Yes	Communicative	Yes	Disagrees
TR-004	Communicative	Yes	Mixed	No	Disagrees
KZ-005	Communicative	Yes	Grammatical approach	Yes	Disagrees
KZ-006	Varied	Yes	Communicative	Yes	Disagrees
KZ-007	Multiple	Yes	Communicative	Yes	Neutral
KZ-008	-	Yes	Mixed	-	Disagrees
KZ-009	Diverse	Yes	Balanced	-	Neutral

The replies are summarized in this table, which also shows if teachers gave a specific answer or not (-indicates no response). It also shows the teachers' opinions on different teaching approaches, the value of multimedia, their preferred method, whether or not they attended workshops, and whether or not they think standardized assessments are accurate. A dash(-) appears in the corresponding column for each person who did not respond. Based on the replies given, this table gives a summary of the answers and their percentages.

### Teaching Methods

**Eclectic Approach:** TR-001 mentioned using an eclectic approach, while TR-002 preferred various methods, and TR-003 mentioned employing Cooperative Language Learning. This indicates a diverse range of methodologies used among the teachers.

**Communicative Approach:** TR-001(I am more prone to communicative approaches. The reason is that I think in Türkiye especially in state schools the education of English language is focused on grammar, and because of this people know the grammar but they can't speak. That's why grammar is in the background for me), TR-

003, TR-004(I basically try to use Communicative Approach but we have to give some Grammar points according to the curriculum), KZ-006, KZ-007 (Communicative approaches. To be honest, this method helped me more than grammar-focused), and KZ-009(As a teacher, I believe in balancing both grammar-focused and communicative approaches in my English classes. While a solid understanding of grammar provides a foundation, effective communication skills are equally important for practical use in real-life situations. Striking a balance helps students develop well-rounded language proficiency.) expressed a preference for a communicative approach, focusing on practical communication skills rather than just grammar.

### **Multimedia and Teaching**

**Positive Influence:** Most teachers TR-002 (The contribution of the use of technology in foreign language education is that it plays an important role in the acquisition and development of 21st century skills. Again, through different mobile applications and websites, foreign language teachers can design more student-centered lessons, and in this way, students can take responsibility for what, when and how they will learn outside of class. This situation will, of course, bring about autonomous learning, and students who are responsible for their own learning will be more exposed to the foreign language they have learned outside the classroom in order to improve their foreign language or to fulfill certain tasks assigned by the teacher.), TR-003, TR-004, KZ-006, KZ-007, KZ-008, KZ-009(The impact of technology on student engagement in English language learning varies. While technology offers interactive tools and resources, individual student preferences play a significant role. Some students thrive with technology-enhanced learning, while others may prefer traditional methods. It's essential to adapt teaching strategies to cater to diverse learning styles) agree that multimedia resources enhance students' understanding of English concepts (Ataboyev, 2023). They perceive multimedia as making learning more effective, enjoyable, and engaging.

### **Approach Preference**

**Communicative vs. Grammar-Focused:** While most teachers lean towards a communicative approach, some, like TR-002, mention using a mixed or balanced approach, incorporating both grammar-focused and communicative methods (Gürsoy, 2013).

## **Professional Development**

**Workshops Attended:** TR-002 (More training improves teachers' classroom management skills. It ensures a more efficient course process. It helps the teacher to improve himself/herself in his/her profession. It helps the teacher make the learning process more active.), TR-003, KZ-006 (A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students a teacher has to first place himself/ herself as a learner and think from the learners perspective. In doing so, students can be captured with interest.), KZ-007 attended workshops focused on language teaching methodologies, highlighting their commitment to continuous professional development (Zhunussova, 2022).

## **Standardized Test Perception**

Disagreement with Accuracy: A majority of teachers TR-001 (I don't believe it because every student is different, so measurement procedures should be personal.), TR-002(I think standardized tests don't accurately measure students' language proficiency. Because these tests don't assess higher-level thinking levels.), TR-003, TR-004, KZ-006(Standardized tests don't accurately measure student learning and growth. Unlike standardized tests, performance-based assessment allows students to choose how they show learning. Performance-based assessment is equitable, accurate, and engaging for students and teachers.), KZ008, KZ009 (As a teacher, I recognize that standardized tests can provide valuable insights into certain aspects of a student's language proficiency, but they may not capture the full range of linguistic abilities, such as creativity and critical thinking. It's important to consider various assessment methods to holistically evaluate language skills. To make my English language lessons engaging, I employ a variety of strategies. I often start with a captivating introduction or a real-life scenario to grab students' attention. I incorporate interactive activities such as group discussions, role-playing, and language games to promote active participation. Integrating multimedia, like videos or audio clips, adds a dynamic element. I also emphasize real-world applications of language skills and encourage creativity through writing exercises and projects. Regular feedback and a positive learning environment are crucial for fostering enthusiasm and engagement.) express skepticism regarding the accuracy of standardized tests in measuring language proficiency (Demirpolat, 2015). They believe in

personalized or alternative assessment methods that consider individual differences in learners.

### Neutral or Missing Responses

**No Specific Responses:** KZ-005 and KZ-008 did not provide specific answers regarding their teaching methods, professional development workshops, or their perception of standardized tests (Alptekin, 2011).

Overall, there is a prevalent preference for communicative approaches, a belief in the efficacy of multimedia resources in aiding learning, and skepticism regarding the accuracy of standardized tests among the interviewed teachers. Professional development through workshops is evident among several educators, indicating a commitment to enhancing teaching methodologies.

**Table 6:** Engagement Strategies

Teacher	Engagement Strategies	Successful Teaching Strategies	Challenges & Solutions	Practice Outside Classroom	Impact of Cultural Background on Learning
TR-001	Songs, attention getters, posters, outdoor activities	The Natural Approach	Overcoming student prejudices with positive reinforcement	Speaking, homework, recording videos, movie assignments	Not provided
TR-002	Warm-ups, brainstorming, games, technology, teamwork	Visual aids (smartboards)	Lack of interest, insufficient time, intensive curriculum	Watching movies, cartoons, reading, interacting with natives	Rich cultural backgrounds ease language learning
TR-003	Personal anecdotes, historical events, teamwork	Group tasks for mixed-ability participation	Students' refusal to participate addressed with simple exercises	Speaking with friends, writing diaries, watching films	Cultural backgrounds impact behavior, relationships, achievements
TR-004	Smartboards, internet, language projects	Use of target language in class	Overly difficult course materials addressed by simplification	Assigning enjoyable projects, cultural connections	Helps create familiarity and enhance learning effectiveness
KZ-005	Musical lesson	CLT positively impacts	Lack of time in lessons and	Educational apps, online platforms,	Cultural background can positively affect

Teacher	Engagement Strategies	Successful Teaching Strategies	Challenges & Solutions	Practice Outside Classroom	Impact of Cultural Background on Learning
		communicative competence	different levels of English proficiency	language learning software	English language learning.
<b>KZ-006</b>	Mysteries, games, technology, outdoor activities	Student-led teaching, role-plays	Pronunciation difficulties addressed through practice	Games, videos, singing, meeting English speakers	Cultural differences significantly affect learning methods, attitudes
<b>KZ-007</b>	Less grammar, more oral speech, listening, watching	Dance and competitive activities	Students finishing tasks early addressed with extra tasks	Encourages thinking in English	No significant impact of cultural background mentioned
<b>KZ-008</b>	Incorporating English into physics lessons	Not specified	Handling different student levels in groups	Students attend physics lectures in English	Language background considered crucial
<b>KZ-009</b>	Interactive strategies, multimedia for dynamic learning	Interactive discussions for engagement and critical thinking	Not specified	Not specified	Not specified

This table summarizes the teaching methods, strategies, challenges faced, encouragement for learning outside the classroom, and perceptions regarding the impact of cultural backgrounds on language learning experiences. Each teacher has unique approaches and insights, showcasing diverse methods to engage students and overcome various challenges. The impact of cultural backgrounds on learning experiences received varied responses, with some emphasizing its significance while others provided no detailed insights.

### **Eclectic Approach and Communicative Methods**

Teacher TR-001 prefers an eclectic approach: "Every student has techniques that they find closer to themselves, that's why I use the eclectic method. While some students enjoy the static lesson more, some enjoy the lesson based entirely on movement", utilizing various methods such as songs, posters, and outdoor activities to engage young learners (Çapan, 2021) . Additionally, this teacher advocates for communicative approaches, emphasizing speaking over grammar, aligning with the principle of practical language use (Öztürk G. , 2016).

### **Utilization of Visual Aids and Interactive Activities**

Teachers TR-002 (Multimedia resources allow students to learn the topic in a variety of ways and make students learning more effective, more enjoyable and easier. And students have the opportunity to practise the language and communicate with others), TR-003 (Personal anecdote, historical event, teamwork, thought-provoking dilemma, real world examples are useful), and KZ-009(To make my English language lessons engaging, I employ a variety of strategies. I often start with a captivating introduction or a real-life scenario to grab students' attention. I incorporate interactive activities such as group discussions, role-playing, and language games to promote active participation. Integrating multimedia, like videos or audio clips, adds a dynamic element. I also emphasize real-world applications of language skills and encourage creativity through writing exercises and projects. Regular feedback and a positive learning environment are crucial for fostering enthusiasm and engagement.) highlight the significance of visual aids, technology integration, and interactive activities like group discussions or role-playing to enhance learning engagement (Karn, 2007).

### **Cultural Impact on Language Learning**

While teachers such as KZ-006 (Language isn't just the sum total of words, grammatical principles and sentence construction, but also unique cultural norms, social systems and cognitive processes. Understanding these cultural-specific contexts along with linguistic principles of a particular culture is central to effective language acquisition. ) and TR-003 (Culture influences how lessons are presented and how instruction proceeds. It impacts how students learn. Incorporating cultural elements in English help us understand our students better.) acknowledge the influence of cultural backgrounds on learning styles and motivation, others like KZ-007 (Incorporating cultural elements in English lessons is significant for several reasons. It enhances language learning by providing real-world context, making the content more relatable and engaging for students. Additionally, it promotes cultural awareness and understanding, fostering a more inclusive and globally minded learning environment. This approach also helps students develop intercultural communication skills, preparing them for a diverse and interconnected world) downplay its impact (Farrell, 2020).

### **Challenges in English Language Instruction**

Challenges like students' lack of interest TR-002(Every student has techniques that they find closer to themselves, that's why I use the eclectic method. While some students enjoy the static lesson more, some enjoy the lesson based entirely on movement), TR-003 (In a classroom,students have different intelligence or learning styles. Different activities used during the lesson appeal to different types of intelligence of the students. Various activities ensure that students do not get distracted from the lesson and help them enjoy the lesson. The student who enjoys it becomes energetic and willing to learn.), KZ007 (Language isn't just the sum total of words, grammatical principles and sentence construction, but also unique cultural norms, social systems and cognitive processes. Understanding these cultural-specific contexts along with linguistic principles of a particular culture is central to effective language acquisition.), varying student levels (KZ008), and inadequacy of course materials TR-004 (Sometimes our books can be difficult for our students; I mean they can be over their level, so they may lose their interest to the course. Simplifying the course can be applicable at that times) pose obstacles (Kayaoğlu, 2012).

### **Engagement and Encouragement**

Teachers strive to engage students through activities such as dancing, competitions (KZ-007) (One day I started my day with dancing 3 minutes. My students did not expect that, they were 13 years and of course they had to release this energy. They were so happy and were ready to do all tasks in this high mood. Then we watched cartoon where it stops in right time and students had to feel the empty sentence what character said. They divided in 3 teams, the atmosphere was like competition.), and practical applications, while encouraging practices like speaking in English with friends and using online resources for learning (Horton, 2004).

**Table 7:** Semi-structured interview

<b>Teacher</b>	<b>Response 11</b>	<b>Response 12</b>	<b>Response 13</b>	<b>Response 14</b>
<b>TR-001</b>	Eclectic method	Incorporating culture provides context	Different methods can be positive	Positive impact of technology
<b>TR-002</b>	Diverse activities for different intelligences	Culture enables language learning	Tailoring methods helps engagement	Technology as a need

<b>Teacher</b>	<b>Response 11</b>	<b>Response 12</b>	<b>Response 13</b>	<b>Response 14</b>
<b>TR-003</b>	Cultural impact on instruction	Digital resources enhance proficiency	Technology is essential	Cultural diversity aids learning
<b>TR-004</b>	No direct response	Cultural elements make learning enjoyable	Technology aids learning for tech-savvy generation	
<b>KZ-005</b>	CLT impacts various language skills	Professional development importance	Learning style preference	Technology aids but not a limitation
<b>KZ-006</b>	Overview of teaching methods	Cultural understanding aids language	Identifying learning style benefits	Multimedia tech aids learning
<b>KZ-008</b>	Use methods matching group level	Focuses on technical English	Importance of a qualified teacher	Technology is foundational
<b>KZ-009</b>	Varying student preferences	Importance of cultural context	Methodology impacts success	Technology's supporting role

This table offers a comparative view of the responses across the teachers to indirect questions.

**Table 8:** Cultural Diversity Impact on English Learning

<b>Teacher</b>	<b>Cultural Diversity Impact on English Learning</b>	<b>Technology Impact on Engagement</b>	<b>Effect of Communicative Teaching Approaches</b>	<b>Teacher Training Impact</b>
<b>TR-001</b>	Positive effect; awareness of language importance	Increase in engagement due to awareness	Improvement in spoken English through real-life examples	Some impact; proficiency important
<b>TR-002</b>	Enhances understanding and perspectives	Higher engagement; promotes autonomy	Positive impact on engagement and attitude	Improved outcomes; enhances skills
<b>TR-003</b>	Not specified	Increased engagement with technology	Improved spoken English	Positive correlation



<b>Teacher</b>	<b>Cultural Diversity Impact on English Learning</b>	<b>Technology Impact on Engagement</b>	<b>Effect of Communicative Teaching Approaches</b>	<b>Teacher Training Impact</b>
<b>TR-004</b>	Greater fluency for certain backgrounds	Increased engagement but challenges in focus	Confidence and knowledge through language usage	Emphasizes effective methods and teacher needs
<b>KZ-005</b>	Enhances communicative competence	Effective professional development strategies	Focuses on learning objectives regardless of style	Professional development impact
<b>KZ-006</b>	Comfort and confidence with diversity	Technology fosters active learning	Emphasis on fluency and real-life situations	Roles of teachers; learner perspective
<b>KZ-007</b>	No response given	No response given	No response given	No response given
<b>KZ-008</b>	Mixed opinions on diversity's impact	Affirmative on increased engagement	Confirmed improvement in spoken English	Emphasizes importance of training
<b>KZ-009</b>	Varies based on individual factors	Acknowledges varied technology preferences	Acknowledges improvements, but effectiveness varies	Positive correlation with teacher training

### **Cultural Diversity Impact**

Teachers unanimously recognize the significance of incorporating cultural elements in English lessons (Bozavli, 2021). "Cultural elements are of course important because, in my opinion, it is not possible to purify a language from its culture and teach it. For example, it is impossible not to mention culture when talking about idioms, phrases or important days and dates."(TR-001). The diverse background of students contributes positively to their language learning experience by providing varied perspectives, enhancing understanding, and making learning more engaging. "In a foreign language education, teaching the culture of the target language as well as the cultural characteristics of the student enable the student to learn the language better, and on the other hand, enable the student to gain a worldview through the filter of universal values."(TR-002). "Language isn't just the sum total of words, grammatical principles

and sentence construction, but also unique cultural norms, social systems and cognitive processes. Understanding these cultural-specific contexts along with linguistic principles of a particular culture is central to effective language acquisition." (KZ-006). «Incorporating cultural elements in English lessons is significant for several reasons. It enhances language learning by providing real-world context, making the content more relatable and engaging for students. Additionally, it promotes cultural awareness and understanding, fostering a more inclusive and globally minded learning environment. This approach also helps students develop intercultural communication skills, preparing them for a diverse and interconnected world.»(KZ-009). However opinions differ slightly on the direct impact of cultural diversity on grasping English concepts, with some being neutral or acknowledging its influence but not expressing a definitive positive effect.

### **Technology and Engagement**

Teachers universally agree that technology plays a pivotal role in enhancing student engagement in English language learning. "I think the effect is quite positive. Many of my students have improved their English to fluent speaking level with the videos they watched online and the songs they listened to."(TR-001). "They are more engaged to English thanks to technology and also computers/Internet. However, they are exposed to too much diversity in terms of skills development so they may have difficulty in getting focused on the main ideas or the topics."(TR-004).The prevalence of technology has led to increased engagement and awareness among students, aiding their language acquisition both in and out of the classroom. "Technology in language learning transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion. Students can study their English course using a variety of comprehensive apps which are able to synchronize even without the internet."(KZ-006). "The impact of technology on student engagement in English language learning varies. While technology offers interactive tools and resources, individual student preferences play a significant role. Some students thrive with technology-enhanced learning, while others may prefer traditional methods. It's essential to adapt teaching strategies to cater to diverse learning styles"(KZ-009). There's a consensus that technology fosters interactive, student-centered learning, supporting autonomous learning and exposure to the target language (Boulton, 2017).

## **Communicative Teaching Approach**

Adoption of communicative teaching methods is recognized as improving students' spoken English skills. "I am more prone to communicative approaches. The reason is that I think in Türkiye especially in state schools the education of English language is focused on grammar, and because of this people know the grammar but they can't speak. That's why grammar is in the background for me." (TR-001). "As a teacher, I believe in balancing both grammar-focused and communicative approaches in my English classes. While a solid understanding of grammar provides a foundation, effective communication skills are equally important for practical use in real-life situations. Striking a balance helps students develop well-rounded language proficiency." ( KZ-009). Teachers emphasize the positive impact of communicative approaches in reinforcing language learning, promoting active participation, reducing anxiety, and fostering a positive attitude toward speaking English.

## **Teacher Training and Outcomes**

Teacher training is seen as crucial for improving language teaching outcomes, albeit opinions vary slightly. "A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students a teacher has to first place himself/ herself as a learner and think from the learners perspective. In doing so, students can be captured with interest." (KZ-006). "Yes, extensive research suggests that effective teacher training positively correlates with improved English language learning outcomes. Well-trained teachers are better equipped to employ diverse instructional strategies, adapt to student needs, and create a conducive learning environment, ultimately enhancing the overall language acquisition experience for students." (KZ-009). "I think it will affect it to some extent. Although success can be achieved with hard work, proficiency in the language is very important." (TR-001). Teachers acknowledge the importance of ongoing professional development, diverse instructional strategies, and creating conducive learning environments for students' language acquisition.

Incorporating cultural elements enhances language learning by providing real-world context and promoting cultural awareness (Ning, 2011). Technology significantly boosts engagement and facilitates language learning through interactive tools, apps, and online platforms.

Communicative teaching approaches positively impact spoken English skills by focusing on practical usage and reducing anxiety (Yıldız, 2013). Continuous teacher training and professional development are vital for effective language teaching and creating supportive learning environments. These findings collectively underscore the multi-dimensional approach necessary for effective language education, emphasizing cultural relevance, technology integration, communicative approaches, and ongoing teacher development. All the answers to the questions are in the appendix section. (Appendix 1.)

### **4.3. Research Questions and Findings**

The main goal is to study the methods of learning and teaching English in Türkiye and Kazakhstan. This research project offers a brief overview of semi-structured interviews with English teachers in Kazakhstan and Türkiye, including qualitative methodology, sampling strategy, data collection methods, analysis methodologies, ethical issues and potential limitations. Changes may be required in light of the specific objectives of the study and the resources available for data collection and analysis. Nine female teachers participated in the study. Five of them are citizens of the Republic of Kazakhstan, and four are citizens of Türkiye.

#### **4.3.1. Finding of Research Question One**

The first research question in this study was: What techniques are now employed in Türkiye and Kazakhstan for the teaching and learning of English? The teachers used the most Eclectic approach and Communicative Teaching method and Cooperative teaching methods during the lesson.

#### **4.3.2. Findings of Research Question Two**

The second research question was: "What issues do English language education in both nations encounter, and do these issues have a negative impact on the study of linguistics?" Teachers agree that familiarity with various cultural traditions contributes to a deeper understanding and appreciation, increasing the effectiveness of learning concepts of the English language. Interaction as method and purpose of learning remains the most popular form of communicative language teaching methods in Türkiye.

Moreover, in Kazakhstan a functional approach is also widely applied with the focus on everyday life use of language. Both countries have their own issues: large class sizes, lack of financial means at schools and differences in students' English level (Yeskeldiyeva, 2015).

#### **4.3.3. Findings of Research Question Three**

The third research question was: What opinions do language learners and educators have about contemporary teaching techniques? This comprehensive study shows the complex interplay of cultural diversity, technology integration, pedagogical approaches, and teacher training in shaping the English language learning landscape, highlighting the need for adaptive and inclusive methodologies to meet the changing needs of students in a globalized world.

#### **4.3.4. Findings of Research Question Four**

Answering the fourth research question related to the post-test: To list the benefits and drawbacks of several English language instruction strategies. What steps may be taken to raise the bar for knowledge and enhance its quality? Advantages Communicative approach helps to develop effective communication skills in real life. But it takes a lot of time and can be challenging in large audiences. Advantages of the grammar-translation method: the main focus is on grammar and translation skills. And it can also hinder the progress of oral communication. Benefits Blended learning integrates technology, offering a wide range of learning experiences. But it gets access to technology and suffers from unequal access because of this.

#### **4.3.5. Findings of Research Question Five**

The answer to the fifth research question: How may the findings of this study be applied to support practice regarding English language education? Development of educational programs: It allows integration of effective approaches, based on the types. The practical aspect of language use is considered in relatively more detail when creating educational programs. Professional development: In order to provide ongoing training of teachers on application for modern teaching methods. Encourage the formation of a

practitioner's community to share experiences and use them as practical knowledge. Moreover, the advent of technology is becoming a notable catalyst in transforming the landscape of language education. Teachers recognize its key role in stimulating engagement, providing autonomous learning opportunities, and expanding 21st century skill acquisition. However, the spread of technology is perceived as a double-edged sword, exposing students to a variety of distractions that can weaken concentration. The introduction of communicative approaches to learning is becoming a cornerstone for improving students' spoken English skills. Teachers emphasize the importance of a student-centered approach, using real-life examples and creating an enabling environment to accelerate language acquisition, reduce anxiety and encourage active participation. Teacher training remains the cornerstone for achieving effective results in language teaching. Teachers widely recognize the impact of continuous professional development on classroom management, teaching effectiveness, and the overall learning process. Teachers are unanimous that learning, when it is aligned with the needs of teachers, leads to a more active and effective language learning environment. The results highlight the importance of taking into account cultural diversity, technological advances and teacher training as interrelated elements that determine the effectiveness of English language learning. However, recognizing the nuances of differences between students, individual preferences, and the need for inclusive pedagogical approaches is essential to effectively account for different learning styles.

#### **4.4. Discussion of the Findings**

Deserves attention among teachers regarding the potential positive impact of cultural diversity on English language learning. And it promotes to improve cultural diversity and improves students' understanding and encourages different points of view (Dos Santos, 2020). In this study, the first research question is, what methods are currently used in Türkiye and Kazakhstan for teaching and learning English? Many teachers replied that communicative language teaching is the most common method in learning English. According to Richards and Rogers, one of the most significant methods of language acquisition is communicative language learning (CLT). The main purpose of this method is to develop language competence in everyday situations. It focuses on learning requirements and practical communication skills, with an emphasis on

relationships. Such issues may impact the linguistic field by decreasing proficiency in languages. In the learner's eyes, these methods are more appealing and efficient. Teachers may find communication approaches beneficial; however, limitations sometimes hinder the implementation of these strategies. And Turkish teachers use an Eclectic approach and a Cooperative method in teaching a foreign language. This contributes to an improvement in language learning.

The second research question showed that teachers most often face problems such as large classrooms, lack of financial resources in schools and differences in the level of English proficiency of students. A group of completely different students who differ in the level of learning, the development of intellectual abilities, the ability to master the language, different motivations to learn English, and even physical development. Each student has his own personality traits, his own interests. Most students have different personalities, are too active, others are shy, or too anxious. Even some people worry about their failures and are afraid to make a mistake. And this has a negative impact on the study of linguistics.

As for the third research question, what are the teachers' opinions about modern teaching methods? Modern teaching methods always remain relevant. Modern teaching methods tend to form students' value-based attitude to language. And to reveal it as a reflection of socio-cultural reality, as a phenomenon of national and universal culture. This is one of the main ways to create an effective basis for international understanding. And the English teachers replied that the use of modern methods is more effective and interesting in teaching.

The response to the fourth research question addressed the benefits and drawbacks of various methods for learning English. The benefits of a communicative approach aid in the development of practical communication skills. However, it can be difficult and time-consuming when presenting to huge crowds. Benefits of the grammatical translation approach: Grammar and translation abilities are the primary areas of emphasis. Additionally, it may impede the development of speech communication. Advantages With the integration of technology, blended learning provides a variety of learning opportunities. However, as a result of having unequal access to technology, it obtains access to it.

The fifth question of the research study is «How can the results of this study be used to improve the effectiveness of English language teaching?» Designing educational programs: This allows you to combine effective approaches based on types. When developing educational programs, the practical aspect of using the language is considered more carefully. Professional development: so that teachers are always aware of the application of modern teaching methods. Encourage the creation of a community of practitioners so that people can share their experiences with each other and use their knowledge in practical life. In addition, the advent of technology plays a significant role in the changes in language education. Teachers recognize its important role in encouraging participation, providing opportunities for self-study and expanding skills in the 21st century. However, many people think that using technology is a good thing because it gives students a lot of distractions that can prevent them from concentrating. Communicative teaching methods are the key to improving students' spoken English skills. Teachers emphasize the importance of a student-centered approach, using real-life examples and creating an atmosphere that encourages active participation, reduces anxiety and accelerates language acquisition. Teacher training is necessary to achieve success in language teaching. Teachers are well aware of how strongly continuous professional development affects classroom management, teaching effectiveness and the overall learning process. Teachers agree that when learning is tailored to the needs of teachers, it leads to a more active and effective language learning environment. The results show that cultural diversity, technological advances and teacher training are important factors determining the effectiveness of English language learning. However, recognizing the nuances of differences between students, individual preferences, and the need for inclusive pedagogical approaches is important to effectively account for different learning styles.

Finally, the current study showed that interviews with teachers gave accurate and favorable answers in learning English in Türkiye and Kazakhstan. We have studied methods in the field of education. And the teachers shared their opinions on technologies and modern methods in teaching a foreign language. Kanale and Swainu argue that Communicative Language Learning (CLT) is an approach that encourages students to base language acquisition on interaction in real-life circumstances. As well as the knowledge of culture, the use of innovative technologies and multimedia programs is important in training. And English is the key to this knowledge.



#### **4.5. Summary**

The following topics were covered here, such as cultural diversity, technology and engagement, teacher training and results. The data analysis results, research questions and findings, the answers research questions, as well as a discussion of the findings, are all presented in this chapter.

# CONCLUSION

## 5.1. Introduction

This study's fifth chapter includes an overview, a conclusion, a list of the study's shortcomings and recommendations for additional research.

## 5.2. Conclusion

This study aimed to examine the approaches used in Türkiye and Kazakhstan for teaching English. In-depth literature search, semi-structured interviews with the teachers as well gained lots of useful information about English Language Education in the chosen two countries.

In Türkiye and Kazakhstan, our findings revealed significantly different techniques. Despite some common features – for example, the inclusion of technology and interactive processes in learning activities – differences are present within cultural, institutional and political spheres. In particular, foreign language teachers' role; curriculum design and global tendencies have been specified as major contributors to shifting teaching methods.

Considering the findings of our research, we are proposing several recommendations to make English lessons better in Türkiye and Kazakhstan. These suggestions incorporate teacher training toward specific aims, alignment of curriculum objectives with national standards for language proficiency and an appropriate setting into which the innovative teaching practices could be introduced. It should be noted that efficacy of the language education is a complex and organic process. Acknowledging the strengths and limitations established here, Türkiye and Kazakhstan can implement adequate decisions regarding the enhancement of their English teaching system. This study advances the discussion on language teaching and learning as a crucial element of education process to incorporate this approach into all levels educational settings.

## 5.3. Limitation of the Study

This research work focuses on the methods of learning English in Kazakhstan and Türkiye. The study included teachers from these countries. Future research

involving more details, such as academic papers, master's theses, and doctoral dissertations, will benefit from this ongoing research. These potential studies can be managed to increase students' understanding. Unions and academic genres such as scientific reports and newspapers are used in various fields of knowledge. However, cultural diversity, engagement and technology, teacher training and outcomes may be the subjects of these studies.

#### **5.4. Recommendations for Future Research**

Looking ahead, there are several exciting paths for future research in English language education based on what we've learned:

Tracking how different teaching methods and training programs affect students' language learning over a long time could give us more insight. These kinds of long-term studies could show us what really works in the classroom (Güçlü, 2019). Comparing how English is taught in different cultures and languages could help us understand how culture influences learning and teaching. It's important to hear from students too. Including their thoughts on teaching methods and technology could give us a better idea of what helps them learn best. Exploring new ways of teaching that mix old and new methods could be interesting. Figuring out how to engage different kinds of learners and help them learn better is important. We need to dig deeper into how specific technologies used in education affect language learning. Knowing their pros and cons could help us use them better. Checking how well teacher training programs actually work in classrooms could show us what kinds of training are most helpful for teachers and students (Brandl, 2008). Studying specific settings, like rural schools or multilingual classrooms, could help us understand how these unique situations affect language learning. Finding ways to help in these places is important too. Finding better ways to test language skills beyond just regular tests could help us understand how well students really know a language. Using content that fits different cultures and teaching methods that make sense in different places could make learning more engaging for students from diverse backgrounds. Testing how personalized learning using technology helps students learn better based on their own needs and preferences could be really helpful (Magaldi, 2020). Researching in these areas could help make teaching English better for all kinds

of students around the world, making sure everyone gets a good education that respects their differences.

### **5.5. Summary**

This chapter presents the introduction, what the study implies, the conclusion, what the study can not do, what more research should be done, and a summary of the chapter.

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## APPENDIX

### Appendix 1. Participants answers for Semi-Structured Interview.

Participant	Question 1	Question 2	Question 3	Question 4	Question 5
<b>TR-001</b>	I usually use Eclectic approach.	Yes, I think it has improved because the purpose of this technique is to argue that real-life examples, real-life materials, and the classroom environment and activity types organized with this approach will reinforce the permanence of learning.	I am more prone to communicative approaches. The reason is that I think in Türkiye especially in state schools the education of English language is focused on grammar, and because of this people know the grammar but they can't speak. That's why grammar is in the background for me.	No, but in these days I am studying for KPSS which is an exam that you must take to become a teacher in public schools. That's why I am always studying language teaching methodologies with a tutor.	I don't believe it because every student is different, so measurement procedures should be personal.
<b>TR-002</b>	Audio-Lingual method  Grammar-Translation Method  Cognitive-code Method	Yes, I think so. Multimedia resources allow students to learn the topic in a variety of ways and make students learning more effective, more enjoyable and easier. And students have the opportunity	I'm more inclined to use communicative approaches in my classes but sometimes I use grammar-focused method in my classes.	Yes, I have. (Professional Development Communities Seminar On Formative Assessment Methods and Techniques in Teaching English" and "e-twinning, Erasmus	I think standardized tests don't accurately measure students' language proficiency. Because these tests don't assess higher-level thinking levels.

		to practice the language and communicate with others.		Project Activities Seminar”.)	
<b>TR-003</b>	Cooperative Language Learning	Yes, I do	Communicative approaches	Flipped Classroom Learning	-No I don't
<b>TR-004</b>	Actually, I try to use Communicative Approach in order to get my students involved in the learning process.	I think so, because with the help of multimedia resources learners/students can easily reach the info whenever and wherever they want.	I basically try to use Communicative Approach but we have to give some Grammar points according to the curriculum	Unfortunately not	I don't think so, because we have to evaluate different aspects of the language for example speaking, writing, etc. And our learners may succeed different aspects not all of them.
<b>KZ-005</b>	Communicative Language Teaching	yes	I am more inclined to a grammatical approach in English classes	I attended advanced training seminars in the field of analysis	I think standardized tests don't measure students' language proficiency.
<b>KZ-006</b>	There's no single way to teach English and, in fact, there have been many popular approaches over the years. If you're on the road learning something new, you should always have a clear plan that you follow. Therefore, when you study English,	Multimedia enhances the English language skills of the learners. Multimedia allows integration of text, graphics, audio, and motion video in a range of combination. The result is that learners can now interact with textual, aural, and visual	I'm more inclined to Communicative Language Teaching. This is a method of language teaching that moves away from individual linguistic structures towards teaching people to use language effectively in communication. This method	Yes, I have attended Cambridge English in online platform. Cambridge English offers a range of professional development options for teachers, regardless of their level of experience or training. They	Standardized tests don't accurately measure student learning and growth. Unlike standardized tests, performance-based assessment allows students to choose how they show learning.

	<p>especially if it is not your native language, you can't learn them in practice. Therefore, we need a clear method for learning English.</p>	<p>media in a wide range of format.</p>	<p>focuses on fluency and not just accuracy (grammatical correctness). This method does not pay much attention to the grammar of the target language. This learning system is learner-centered and emphasizes communication and real-life situations.</p>	<p>have teaching qualifications for every kind of English language teacher, and courses and materials to help you manage your own professional development and improve your everyday teaching.</p>	<p>Performance-based assessment is equitable, accurate, and engaging for students and teachers.</p>
<b>KZ-007</b>	<p>I used the method of TPR (Total Physical Response), when you do movements and say the new words. By repeating the words and doing exercises. The method with cards. And more speaking and listening tasks (as films, music)</p>	<p>100% yes. I did my exchange semester in Germany. My teacher in university used more multimedia resources, it helped me to reach one higher level in 3 months.</p>	<p>Communicative approaches. To be honest, this method helped me more than grammar-focused.</p>	<p>The best professional development workshop was when I did my practice in Nazarbayev Intellectual school in Taraz. So many teaching methods I have never received in my life. Also when I worked as a teacher in International school of Astana, I had an opportunity to work with foreign teachers from Philippines, USA.</p>	<p>I would not say 100% yes. Around of in which level you are, yes.</p>
<b>KZ-008</b>	<p>Technical Vocabulary Building</p>	<p>The use of multimedia resources inspires students; now it is an integral</p>	<p>I am a representative of the old system, therefore I am more inclined</p>	<p>I attended advanced training seminars in the technological sciences</p>	<p>If it is TOELF and IELTS – I am sure that they do. When the tests are</p>

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	part of education.	toward grammar-focused approach, though I try to combine both approaches	compiled by the teachers at schools or universities, very often they cannot measure the level. I feel especially strongly about school assessment tasks, which must correspond to the grammar and vocabulary of the studied material, and they do not fulfill this task. It is very important to compile tests corresponding to the studied material.
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<b>KZ-009</b>	In my English language instruction, I often employ a diverse range of teaching methods to cater to various learning styles. This includes interactive activities, group discussions, multimedia resources, and individualized assignments to create a well-rounded learning experience for my students.	Yes, incorporating multimedia resources can be effective in enhancing students' understanding of English concepts. Visual and auditory aids can cater to different learning styles, making the material more engaging and accessible. It allows for a more dynamic and interactive learning experience, reinforcing	As a teacher, I believe in balancing both grammar-focused and communicative approaches in my English classes. While a solid understanding of grammar provides a foundation, effective communication skills are equally important for practical use in real-life situations. Striking a balance helps	As a teacher I don't attend workshops or professional development, but I can certainly help answer questions or provide information on language teaching methodologies.	As a teacher, I recognize that standardized tests can provide valuable insights into certain aspects of a student's language proficiency, but they may not capture the full range of linguistic abilities, such as creativity and critical thinking. It's important to consider various
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language concepts through varied stimuli.	students develop well-rounded language proficiency.	assessment methods to holistically evaluate language skills.
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<b>Participant</b>	<b>Answer to question 6</b>
<b>TR-001</b>	I work with young learners that's why I always use songs, attention getters, posters and outdoor activities in my lessons.
<b>TR-002</b>	Start with a warm-up.  Brainstorming  Playing games  introducing technology  Arrange team work  Make students part of the process.
<b>TR-003</b>	Personal anecdote, historical event, teamwork, thought-provoking dilemma, real world examples are useful.
<b>TR-004</b>	Using Smartboard and Internet, giving some projects that they can use the language
<b>KZ-005</b>	In English lessons, I will open music in English for students at the beginning of the lesson.
<b>KZ-006</b>	Therefore, it is vital to get the teaching right and to ignite the interest in learning. The top five ways to make English lessons more engaging are creating a mystery; playing a game; introducing technology and interaction elements; taking it outside and moving and making it real to the learners.
<b>KZ-007</b>	Less grammar, more oral speech, more listening and watching.



<b>KZ-008</b>	I incorporate fragments of English lessons in physics. This arises interest and causes discussions.
<b>KZ-009</b>	Certainly! To make my English language lessons engaging, I employ a variety of strategies. I often start with a captivating introduction or a real-life scenario to grab students' attention. I incorporate interactive activities such as group discussions, role-playing, and language games to promote active participation. Integrating multimedia, like videos or audio clips, adds a dynamic element. I also emphasize real-world applications of language skills and encourage creativity through writing exercises and projects. Regular feedback and a positive learning environment are crucial for fostering enthusiasm and engagement.
<b>Participant</b>	<b>Answer to question 7</b>
<b>TR-001</b>	The Natural Approach
<b>TR-002</b>	I use visual aids in my English class. Visual aids like smartboards are great way to show information visually. Students enjoy the time, gain understanding of the lesson and communicate more effectively with each other. For the teachers, visual aids expand their presentations , maintain interest of the students and create difference in teaching.
<b>TR-003</b>	Dividing the class into groups to complete a task encourage the students of mixed abilities. By doing so, those who have more knowledge of the subject can share their knowledge and help others understand the topic better.
<b>TR-004</b>	Trying to use the target language itself in the classroom; this both attracts students' interest to the course and they try to use the language without hesitation.
<b>KZ-005</b>	Experiential Learning
<b>KZ-006</b>	The student-led teaching strategy lets students become the teacher. In a classroom with learners at different levels, you can better engage those learning faster by showing them how to teach and give feedback to their peers. They may team-teach or work in groups to teach a new topic.
<b>KZ-007</b>	One day I started my day with dancing 3 minutes. My students did not expect that, they were 13 years and of course they had to release this energy. They

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were so happy and were ready to do all tasks in this high mood. Then we watched cartoon where it stops in right time and students had to feel the empty sentence what character said. They divided in 3 teams, the atmosphere was like competition.

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**KZ-008**

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**KZ-009**

One successful teaching strategy I've employed in an English class is incorporating interactive discussions into the lesson plan. By fostering a collaborative environment, students engage with the material, share diverse perspectives, and develop critical thinking skills. This approach not only enhances their understanding of the subject matter but also promotes effective communication and a deeper connection to the content.

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**Participant**

**Answer to question 8**

**TR-001**

I have had students who were completely prejudiced against English. I constantly gave positive reinforcement to these students. I have always been a positive, understanding and energetic teacher, perhaps this made it easier for me to break down my students' prejudices.

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**TR-002**

Students' lack of interest

Not enough time

Intensive curriculum

Lack of communication

The books aren't suitable for students' levels.

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**TR-003**

Some students refuse to participate in classroom activities, some of them think learning English isn't necessary. I try to choose simple exercises for unmotivated students. I explain why it is necessary to learn English.

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**TR-004**

Sometimes our books can be difficult for our students; I mean they can be over their level, so they may lose their interest to the course. Simplifying the course can be applicable at that times.

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<b>KZ-005</b>	Lack of time in lessons and different levels of English proficiency
<b>KZ-006</b>	One of the biggest problems faced by English learners is pronunciation. This is because English is different than your native language. You must learn how to form the pronunciations in a proper way. This is not always easy to do. we always worked and practiced very hard.
<b>KZ-007</b>	Especially when I taught in NIS, the problem was that the students finished all tasks earlier, that I expected. And every time when I prepared more and more tasks, they were finishing them faster and faster. Because it was interesting for them. From that moment every time there were extra tasks in my pocket. I think here we can the difference between students in normal schools and intellectual schools.
<b>KZ-008</b>	The main challenge in our classrooms is different level of students in the group, sometimes there are students of Elementary and Advanced level in one group and according to the timetable and teaching load we cannot divide them.
<b>KZ-009</b>	One challenge I've encountered is diverse proficiency levels among students. To address this, I incorporate differentiated instruction, providing varied activities and support based on individual needs. Additionally, fostering a positive and inclusive classroom environment encourages students to engage with the material at their own pace, promoting overall language development.
<b>Participant</b>	<b>Answer to question 9</b>
<b>TR-001</b>	My students who have financial means go on trips abroad, I give them homework to practice their speaking and I ask them to record it on video and send it to me. Sometimes I give movie homework and then we talk about the movie.
<b>TR-002</b>	Watching English Language films Watching English cartoons Listening English songs Reading English books Creating Vocabulary notebook

	If they can, they can talk with native speakers. Watching videos on YouTube
<b>TR-003</b>	I recommend them to speak English with their friends, write diaries in English, watch films and videos.
<b>TR-004</b>	Trying to give enjoyable projects for using the language for example shooting videos while they are talking about a specific topic.
<b>KZ-005</b>	Educational apps, online platforms, language learning software
<b>KZ-006</b>	Play games. Your child and their friends could agree to have set times when they speak only in English.  * Video demonstration.  * Sing.  * Drama and role play.  * Read aloud.  * Meet English speakers.  * Free online learning activities.  * Use technology.
<b>KZ-007</b>	I say: one of the best ways to improve English is to start thinking in English. For example, outside of school, you woke up, and you think about what you should do today, just start to think about those things in English.
<b>KZ-008</b>	They attend physics lectures in English.
<b>KZ-009</b>	I encourage students to practice English outside the classroom by engaging in activities like reading English books, watching English movies or TV shows, listening to podcasts, and participating in language exchange programs. Additionally, writing in a journal, joining online language forums, and using language-learning apps can also be effective ways to reinforce language skills beyond the classroom setting.
<b>Participant</b>	<b>Answer to question 10</b>

<b>TR-001</b>	-
<b>TR-002</b>	Cultural background has an impact on how students learn. Students who grow up in a culturally rich environment and exposed to different culture, they can learn the language easily and are inclined to learn different culture, people, language etc. Also, background culture influenced learning styles , motivation , awareness and empathy with other cultural values.
<b>TR-003</b>	Students` achievements, behavior and relationships affected by how their cultural background has shaped them.
<b>TR-004</b>	If the students find common aspects with the target culture and their culture they can feel themselves more familiar with the process and this makes learning more effective.
<b>KZ-005</b>	Cultural background can positively affect English language learning.
<b>KZ-006</b>	Therefore, cultural differences in language teaching methods can significantly affect the effectiveness and speed of language learning, making it an important aspect to consider. The attitude towards language learning in the community or country itself is another essential cultural factor
<b>KZ-007</b>	No, it does not impact. Because, it does not matter what kind of cultural background you have. For example, I am Kazakh, and have an interest in learning German language. In fact, Kazakhs and Germans have no connection in blood. That is just my interest. My friend is German and wants to learn the real language of Africa. To conclude, it depends on interests.
<b>KZ-008</b>	I think it is the language background that is important.
<b>KZ-009</b>	of course yes! A student's cultural background can significantly influence their language learning experiences. Cultural nuances, prior language exposure, and attitudes towards education may shape their approach to learning a new language. Understanding and incorporating students' cultural perspectives can enhance engagement and effectiveness in language education.

Participant	Answer to question 11
TR-001	Every student has techniques that they find closer to themselves, that's why I use the eclectic method. While some students enjoy the static lesson more, some enjoy the lesson based entirely on movement.
TR-002	In a classroom students have different intelligence or learning styles. Different activities used during the lesson appeal to different types of intelligence of the students. Various activities ensure that students do not get distracted from the lesson and help them enjoy the lesson. The student who enjoys it becomes energetic and willing to learn.
TR-003	Student centered teaching methods seems to be difficult for the students but they realize that it becomes more useful as time goes by.
TR-004	-
KZ-005	Communicative Teaching Approaches
KZ-006	Grammar Translation – the classical method. Audio-lingualism – the first modern methodology. Humanistic Approaches – a range of holistic methods applied to language learning. Communicative Language Teaching – the modern standard method.
KZ-007	Personally, my students were very excited of various methods. Every time their wish to come to my classes were going higher and higher.
KZ-008	The main point is to use the methods corresponding to the group level.
KZ-009	Students' responses to teaching methods for English language instruction can vary based on factors such as their learning styles, preferences, and prior experiences. Some may thrive in interactive and communicative approaches, enjoying activities that promote real-life language use. Others might prefer more traditional methods, finding structure and explicit grammar instruction helpful. It's crucial to employ a diverse range of strategies, catering to different learning styles to create an inclusive and engaging learning environment. Regular feedback and flexibility in adjusting teaching methods can enhance overall student receptivity and success in language acquisition.

Participant	Answer to question 12
TR-001	Cultural elements are of course important because, in my opinion, it is not possible to purify a language from its culture and teach it. For example, it is impossible not to mention culture when talking about idioms, phrases or important days and dates.
TR-002	In a foreign language education, teaching the culture of the target language as well as the cultural characteristics of the student enable the student to learn the language better, and on the other hand, enable the student to gain a worldview through the filter of universal values.
TR-003	Culture influences how lessons are presented and how instruction proceeds. It impacts how students learn. Incorporating cultural elements in English help us understand our students better.
TR-004	It is so important for the students to discover the common and familiar aspects of the different cultures; so they can easily get adapted to that culture and the target language. Using cultural elements may also make the learning process more enjoyable for the learner.
KZ-005	Culture may contribute to improvement in language comprehension, widening the circle of words that an individual uses and gaining a deeper understanding of how speech is used
KZ-006	Language isn't just the sum total of words, grammatical principles and sentence construction, but also unique cultural norms, social systems and cognitive processes. Understanding these cultural-specific contexts along with linguistic principles of a particular culture is central to effective language acquisition.
KZ-007	It is important to know about culture, that is firstly. Secondly, person has to be able to explain about it in English language. And no matter what language you are learning, person can go deeply into this language and its culture, but doesn't have to forget about own culture, that's why this is important to add cultural elements.
KZ-008	I am teaching technical English, therefore I mainly incorporate math.
KZ-009	Incorporating cultural elements in English lessons is significant for several reasons. It enhances language learning by providing real-world context,

making the content more relatable and engaging for students. Additionally, it promotes cultural awareness and understanding, fostering a more inclusive and globally minded learning environment. This approach also helps students develop intercultural communication skills, preparing them for a diverse and interconnected world.

<b>Participant</b>	<b>Answer to question 13</b>
<b>TR-001</b>	Students may need different methods at each level, so changing the methods may be positive, although not for every student.
<b>TR-002</b>	-
<b>TR-003</b>	Using of digital resources and audiovisual course materials in teaching increased students' language proficiency levels. Different teaching methods prevent the lesson from getting bored.
<b>TR-004</b>	-
<b>KZ-005</b>	-
<b>KZ-006</b>	The identification of learning style helps to determine not only the learning skills that are used with greater ease, but to also identify areas of skill limitation.
<b>KZ-007</b>	-
<b>KZ-008</b>	I think that it is important to have a highly qualified teacher.
<b>KZ-009</b>	Adapting teaching methodologies to students' language proficiency levels is crucial for effective learning. Tailoring instruction can enhance comprehension, engagement, and overall academic success. It fosters inclusivity, minimizes language barriers, and promotes a supportive learning environment. Differentiated approaches also acknowledge diverse linguistic backgrounds, empowering students at various proficiency levels.
<b>Participant</b>	<b>Answer to question 14</b>
<b>TR-001</b>	I think the effect is quite positive. Many of my students have improved their English to fluent



	speaking level with the videos they watched online and the songs they listened to.
<b>TR-002</b>	The use of technology in English language learning is an inevitable need today. Yes, this is a need but not an obligation! A course prepared by considering the needs of individuals and making use of technological opportunities provides many advantages for both the teacher and the student. The key here is to use that technology carefully and consciously when necessary for a specific purpose.
<b>TR-003</b>	It is impossible to teach the children of the technological age without technology.
<b>TR-004</b>	New generation learners are so familiar with the technology; I mean they born in these technological advances and the devices. So this fact effects their learning process in a positive way. They can easily get access to the information, collect data, process the data too and use it in a suitable way.
<b>KZ-005</b>	The use of technology among students has generally enhanced their involvement with English language learning.
<b>KZ-006</b>	By using multimedia technology to incorporate pictures or video into the lesson, the teacher can provide students with the necessary contextual cues to understand new concepts. language learner is able to see what is being addressed while listening to the information.
<b>KZ-007</b>	Nowadays, the role of technology plays vital role in every direction. When teacher wants to improve teaching methods without technology is going to be not so much successful.
<b>KZ-008</b>	I think that now it is the base of teaching.
<b>KZ-009</b>	Certainly! Technology plays a pivotal role in supporting English language learning by providing interactive resources, language apps, and online platforms. These tools facilitate language practice, enhance vocabulary acquisition, and offer real-time feedback, making the learning process engaging and efficient. Additionally, virtual communication tools enable learners to practice language skills in authentic contexts, fostering communication and cultural understanding.

<b>Participant</b>	<b>Answer to question 15</b>
<b>TR-001</b>	-
<b>TR-002</b>	Yes, I do. Students from diverse backgrounds tend to gain more understanding about people and backgrounds from all over. This also helps to diversity of thought and perspectives that make learning more interesting and active.
<b>TR-003</b>	Yes, I do.
<b>TR-004</b>	If their origin close to the target culture and the language they can easily grasp the concepts and they can speak more fluently. Compared to our students they are trying to use the language without hesitation.
<b>KZ-005</b>	-
<b>KZ-006</b>	Students who learn about different cultures during their education feel more comfortable and safe with these differences later in life. This allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others.
<b>KZ-007</b>	It depends on person again.
<b>KZ-008</b>	I don't think that this may have a positive effect. Maybe, at the Elementary level, but I do not work with this level.
<b>KZ-009</b>	The impact of cultural diversity on English language learning varies among students. Exposure to diverse perspectives can enhance understanding, but individual factors like motivation and language exposure also play crucial roles. It's essential to employ inclusive teaching methods to cater to diverse learning styles and backgrounds.
<b>Participant</b>	<b>Answer to question 16</b>
<b>TR-001</b>	Actually, yes, I think there is an increase. People are now aware of how important language is and that it appears in every aspect of our lives.
<b>TR-002</b>	Yes, I would. The contribution of the use of technology in foreign language education is that it plays an important role in the acquisition and development of 21st century skills. Again, through different mobile applications and websites, foreign language teachers can design more student-centered lessons, and in this way, students can take

	responsibility for what, when and how they will learn outside of class. This situation will, of course, bring about autonomous learning, and students who are responsible for their own learning will be more exposed to the foreign language they have learned outside the classroom in order to improve their foreign language or to fulfill certain tasks assigned by the teacher.
<b>TR-003</b>	Yes, sure.
<b>TR-004</b>	They are more engaged to English thanks to technology and also computers/Internet. However, they are exposed to too much diversity in terms of skills development so they may have difficulty in getting focused on the main ideas or the topics.
<b>KZ-005</b>	Yes, of course.
<b>KZ-006</b>	Maybe yes, maybe no. Technology in language learning transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion. Students can study their English course using a variety of comprehensive apps which are able to synchronize even without the internet.
<b>KZ-007</b>	Absolutely yes.
<b>KZ-008</b>	It is really so.
<b>KZ-009</b>	The impact of technology on student engagement in English language learning varies. While technology offers interactive tools and resources, individual student preferences play a significant role. Some students thrive with technology-enhanced learning, while others may prefer traditional methods. It's essential to adapt teaching strategies to cater to diverse learning styles.
<b>Participant</b>	<b>Answer to question 17</b>
<b>TR-001</b>	Yes, I think it has improved because the purpose of this technique is to argue that real-life examples, real-life materials, and the classroom environment and activity types organized with this approach will reinforce the permanence of learning.
<b>TR-002</b>	I believe that in a communicative teaching approach designed by considering student readiness and enriching it with different activities and useful content, students can understand the content, participate more actively, learn by having fun during the learning process, and develop a positive

	attitude towards speaking English and their anxiety decreases.
<b>TR-003</b>	Yes, I do.
<b>TR-004</b>	I think so, by using the language students feel themselves more confident, knowledgeable on the subject and free. For example, if they use daily language stems from needs they learn permanently.
<b>KZ-005</b>	Yes, I do
<b>KZ-006</b>	The communicative approach to teach English focuses on linguistic competence plus an ability to use the language appropriately as it: aims to strengthen fluency, not the accuracy. promotes learners to encounter with real life situations. focuses on communication rather than grammatical structures.
<b>KZ-007</b>	Nowadays, or every year the opportunity of improving skills going better. Now we have so many resources, social networks to improve your skills.
<b>KZ-008</b>	Certainly, it has.
<b>KZ-009</b>	Certainly, the adoption of communicative teaching approaches has generally been associated with improvements in students' spoken English skills. These methods focus on interactive and real-life communication, encouraging students to actively engage in conversations. By emphasizing practical usage of the language, students often develop better fluency, pronunciation, and overall proficiency in spoken English. However, the effectiveness can vary based on factors such as implementation, teacher expertise, and individual student engagement.
<b>Participant</b>	<b>Answer to question 18</b>
<b>TR-001</b>	I think it will affect it to some extent. Although success can be achieved with hard work, proficiency in the language is very important.
<b>TR-002</b>	Yes, I do. More training improves teachers' classroom management skills. It ensures a more efficient course process. It helps the teacher to improve himself/herself in his/her profession. It helps the teacher make the learning process more active.

<b>TR-003</b>	Yes, I do.
<b>TR-004</b>	I think the density and the duration is not important. The effective training methods are more beneficial for teachers too. And also the needs of the teachers should be clarified well.
<b>KZ-005</b>	Teacher training is an important factor in improving English language teaching results
<b>KZ-006</b>	A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students a teacher has to first place himself/ herself as a learner and think from the learner's perspective. In doing so, students can be captured with interest.
<b>KZ-007</b>	We have to. The world is changing, needs are changing, we have to keep up with the times.
<b>KZ-008</b>	A funny question, the more training, the better.
<b>KZ-009</b>	Yes, extensive research suggests that effective teacher training positively correlates with improved English language learning outcomes. Well-trained teachers are better equipped to employ diverse instructional strategies, adapt to student needs, and create a conducive learning environment, ultimately enhancing the overall language acquisition experience for students.

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## **CURRICULUM VITAE**

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