

Learning the Kazakh language through joint student learning.

(classes with Kazakh and Russian as primary language)


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Problem



The level of Kazakh language proficiency of students with the Russian language as primary does not always meet the requirements of the curriculum.



Research Question: How can students learn the Kazakh language efficiently through co-education of students with the Russian and Kazakh languages as primary?

The purpose of the study: to consider ways of achieving results in mastering the Kazakh language by conducting a Kazakh language class with students with Russian and Kazakh languages as primary.

The main idea of the study

The lesson is attended by students with the Kazakh (L1) and Russian (L2) language as primary. L1 student in the process of the lesson takes the role of a teacher. Outside of the lesson, they create a natural language environment for significant improvement in skills.

Focus group

From each class, students A, B, C were selected by different levels of language proficiency (first and second language as primary).

8 “A” class - with Kazakh as the language of instruction.

8 “D” class - with Russian as the language of instruction.

Student A	High: well-formed, coherent speech.
Student B	Medium: insufficiently developed ability to express their thoughts coherently and consistently.
Student C	Low: owns a limited vocabulary and a few syntactic constructions, and also experiences significant difficulties in presenting a coherent statement.

Stages of the practical part of the study

Stage	goal	Work done	Work result
1. Enrichment of vocabulary.	<i>To minimize the gap between students with Russian language as primary and Kazakh language as primary</i>	<p>Students of two classes were seated together taking into account their individual characteristics (visual + visual, etc.). A student with the Kazakh language of instruction was a “teacher”, a student with a Russian language of instruction was a “student”.</p> <p>The “teacher” student helped the assimilation of the studied words and expressions in replacing the new word with a well-known synonym; perform exercises on the periphery, in transferring the contents of the text based on new words, etc.)</p>	<i>Eight out of ten students easily learned new words together with a “teacher” student. The students noted that it’s easy to learn from a “teacher” student, since they have good relations with each other, but 2 students felt uncomfortable, therefore, not all words were remembered.</i>
2. Speaking practice	<i>Use learned words to express your thoughts.</i>	In the lesson, students L1 and L2 conducted conversations, negotiations, prepared a speech in a mass audience, participated in discussions, etc.	<i>Students of L2 in the sense spoke correctly, but it is long, confused and not clear.</i>
3. Text analysis	<i>To develop the creative qualities of the personality, as independence, independence of judgment, criticality.</i>	Students read the texts, important documents, and at the same time played the role of an editor: they read the text slowly, word for word, trying to establish how it would be possible to interpret separate words and sentences, which thoughts were formulated unclear. The task of the students was to find weaknesses in the text.	<i>Students have demonstrated their readiness for the SAT (Summative Assessment for the Term) by completing high-level tasks based on Bloom's taxonomy.</i>

Research methods

Questioning

The purpose of the survey: the study of how students learn new words.

Questions:

Is it easy to learn new words with a teacher or with a student-teacher?

How many new words did you remember in the lesson?

Survey Results:

1. With a teacher-2, with a student "teacher" -8
2. Out of ten, eight students memorized all the words.

Conclusion: *according to the survey, 8 out of 10 students were able to learn new words from the student - "teacher". This is due to the fact that many students have a good relationship with each other. However, 2 students felt uncomfortable, so they could not remember all the words.*

Observing and keeping a diary

Students of A, B, C of Kazakh classes outside the class conducted observations of students of A, B, C of Russian classes to count the number of sentences in the Kazakh language using new words spoken by students of Russian classes during the day.

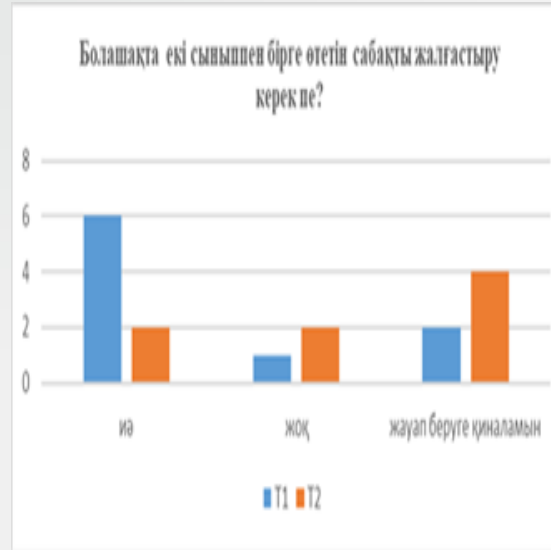
Purpose: to study the process of using the learned words to express your thoughts.

Observation results

pupils	Of the 20 new words, the student used											
	Days											
	1 day		2 day		3 day		4 day		5 day		In weeks	
	+	-	+	-	+	-	+	-	+	-	+	-
A	5	0	5	0	7	0	7	0	12	11	35	1
B	3	0	4	1	5	0	6	2	8	0	26	3
C	1	0	1	2	2	3	2	3	4	3	10	11

Conclusion: *the results of the studies showed that students A, B use new words and expressions in communication with the interlocutor, while easily replacing words with other synonyms. Student C uses the words freely in only one of his stylistic versions and experiences difficulties if he is faced with the need to use another synonymous expression.*

INTERVIEW QUESTIONS



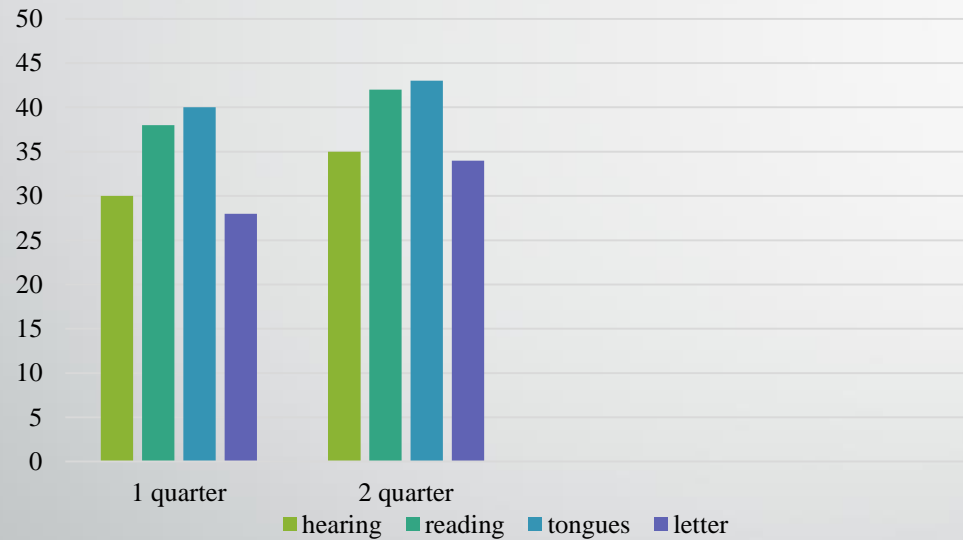
Poll results:

According to the survey, 81% of students expressed a positive attitude towards the Kazakh language lesson, where students of the first and second language are present, and 19% of students did not satisfy this language learning format. The reason was indicated by the fact that they felt uncomfortable with students who are fluent in Kazakh. 78% of students believe that learning the Kazakh language in a joint class is fun and easy.

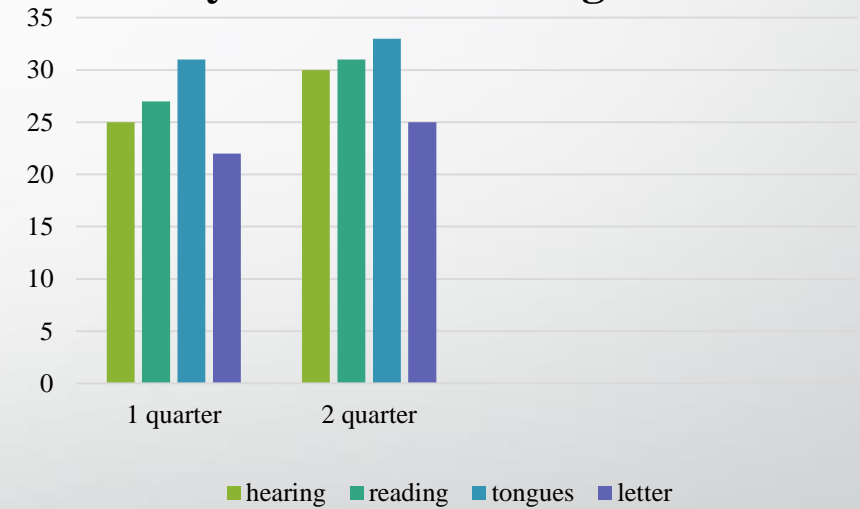
22% of students studying in the Kazakh language say that they spend a lot of time helping students with a second language of instruction, and students studying the Kazakh language as a second language emphasize that they do not understand some information in the Kazakh language. In general, students like to work together, because with such training they feel comfortable.


Comparative analysis of the results of the first quarter of the SAU with the results of the second quarter of the four speech skills (listening, speaking, reading, writing)

Analysis of the SAU of grade 8 A



Analysis of the SAU of grade 8 D





Conducting a Kazakh language lesson with students with Russian and Kazakh language of instruction would help to solve the following problems:

- *creation of a natural language environment;*
- *enrichment of vocabulary of students;*
- *the development of the creative qualities of the personality, as self-assurance, independence of judgment, criticality;*
- *Developing students' communication skills.*

Output:

The Nazarbayev Intellectual Schools Development Strategy states that at the end of grade 12, students of Intellectual schools will speak their mother tongue at C2 +, a second language at C2, and English at B2-C1.

We offer the results of the study as one of the options for solving this issue. The planning and organization of such lessons have their own characteristics. It:

-Since the language levels of students are different, it is necessary to develop a common task so that each student, when completing the task, solves learning problems in accordance with the curriculum;

- The teacher needs to make a selection of general educational material for two classes, to determine the general similarity of the curriculum (lexical section, educational goals);

-Coordination of work (analysis, comparison, assessment, etc.), taking into account the variety of requirements for L1 and L2 in the format of an external exam.

Recommendations and suggestions

- For the effective collaboration, it is advised to put students L1 and L2 in pairs;
- When choosing a pair, it is advised to take into account the individual characteristics of students according to the type of perception of information (audiovisual-audiovisual, visual-visual, etc.);
- Working in pairs is carried out as follows: student L1 plays the role of a “teacher”, and student L2 plays the role of a student.
- It is advised for the teacher to prepare scaffolding for each lesson (as necessary);
- For the selection of educational material, as well as for the development of a common task, it is advised for the teacher to draw up modular planning for two classes.
- For closer cooperation of students of the classes with the Kazakh and Russian languages of education, combine into one “shanyrak”.

Difficulties that occurred in the research process:

- in making tasks for every student, due to different language levels of students;
- in preparing students for external summative assessment, although the content of the curriculum in the Kazakh language in classes with the Russian and Kazakh language of instruction is similar (lexical section, most educational goals), but the format of the external summative assessment is different;
- In the comparison of lesson schedules in two classes.

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Thanks for your attention!