



ISSN: 2617-6548

URL: www.ijirss.com



Implementing CEFR into Kazakh language education: Teachers' perspectives and classroom practices

 Zhanat Dauletbekova¹,  Aitzhamal Rauandina²,  Gulzat Berkinbayeva^{3*}, Aibolat S. Nabidullin⁴,  Raigul Rakhmetova⁵

¹Kazakh British Technical University, Kazakhstan.

^{2,4,5}Abai Kazakh National Pedagogical University, Kazakhstan.

³Kazakh National Women's Teacher Training University, Kazakhstan.

Corresponding author: Gulzat Berkinbayeva (Email: gulzatb@mail.ru)

Abstract

The study aims to evaluate the implementation of CEFR-aligned teaching materials in Kazakh language education, focusing on Kazakhstan's unique educational context. The research seeks to understand teachers' perspectives and assess the effectiveness of these materials, contributing to the ongoing language education reforms in the country. This study addresses the need for insights into how CEFR-aligned materials are integrated and their impact on teaching and learning outcomes. A mixed-methods research design was employed, incorporating both quantitative and qualitative approaches. The study surveyed 65 Kazakh language teachers from various public and private schools. Quantitative data were gathered to measure the effectiveness of CEFR implementation, while qualitative data offered more profound insights into teachers' experiences, highlighting challenges and successes encountered in the process. The findings show that while CEFR-aligned teaching materials have significantly improved Kazakh language education, areas that require further enhancement. Teachers reported positive outcomes and notable challenges in adapting the materials to Kazakhstan's multilingual and cultural context. The study concludes that while integrating CEFR-aligned materials has succeeded in many aspects, targeted improvements are necessary to fully realize their potential. The insights from this research provide valuable recommendations for future developments and offer a guide for other non-European countries looking to implement CEFR-aligned educational resources.

Keywords: CEFR implementation, Kazakh language, Multilingual education, Teacher perspectives, Trilingual policy.

DOI: 10.53894/ijirss.v8i5.9315

Funding: This research is funded by the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan (Grant Number: AP19676778).

History: Received: 30 June 2025 / **Revised:** 30 July 2025 / **Accepted:** 1 August 2025 / **Published:** 15 August 2025

Copyright: © 2025 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Publisher: Innovative Research Publishing

1. Introduction

Language proficiency fosters effective communication, promotes cultural understanding, and drives socio-economic development. In multilingual societies like Kazakhstan, the Kazakh language holds a special significance as a symbol of national identity and unity. Efforts to enhance proficiency in the state language are paramount, as underscored by President Tokayev [1], who called for improvements in Kazakh language instruction and the operation of language learning centers across the country [1]. Mastering the Kazakh language requires a systematic approach that develops diverse linguistic skills while adhering to global standards of language education.

One of the key strategies to enhance language proficiency in Kazakhstan has been the adoption of the Common European Framework of Reference for Languages [2], which provides a comprehensive framework for language learning, teaching, and assessment. By integrating CEFR standards, Kazakhstan aims to create a more effective and structured approach to language education, particularly for Kazakh and other foreign languages [3]. The State Program for the Development and Use of Languages (2011-2019) [4] set ambitious proficiency targets for Kazakh language learners. However, achieving these goals has proven complex, as evidenced by gaps between expectations and outcomes in Kazakh language proficiency tests [5].

In response to these challenges, a level-based approach to Kazakh language education was introduced in 2014, grounded in CEFR principles. This framework included the development of teaching standards, curricula, and materials designed to enhance language learning outcomes. The initial pilot of CEFR-aligned Kazakh language instruction was well received. However, the nationwide implementation was interrupted during the transition to an updated curriculum in 2016, leaving many promising initiatives incomplete. Despite this setback, CEFR-aligned materials have continued to thrive in private schools and language courses, validating their effectiveness and highlighting their potential for broader adoption in the public education system.

This article aims to evaluate the implementation of CEFR-aligned Kazakh language teaching materials within Kazakhstan's unique educational context. Specifically, it investigates teachers' perspectives on using these materials and assesses their effectiveness. Drawing on a mixed-methods research design, the study provides valuable insights into the successes and challenges of integrating CEFR standards into Kazakh language education. The findings contribute to the broader dialogue on improving language teaching in multilingual societies and offer recommendations for enhancing language education strategies in Kazakhstan.

2. Literature Review

Over three decades after gaining independence, the teaching of the Kazakh language remains a critical social issue in Kazakhstan. Research studies continue to revitalize domestic practices of level-based Kazakh language instruction, particularly with the introduction of the Common European Framework of Reference for Languages (CEFR) [6]. While research on implementing CEFR for Kazakh as a second or foreign language is limited, several studies have examined its broader impact on language education in Kazakhstan and other multilingual contexts.

In developed countries, the teaching, promotion, and international introduction of their languages are essential in enhancing the language's global standing. Fazylzhanova [7] illustrates this through examples like the Goethe Institute in Germany and similar language promotion efforts in Estonia and Turkey, emphasizing that state language proficiency can significantly impact employment and business opportunities. In countries like the Russian Federation, learning the state language is mandatory for residence permits, highlighting the global trend of reinforcing language education as part of national identity and economic development.

Kazakhstan has adopted a trilingual education model, focusing on Kazakh, Russian, and English, with Kazakh at the forefront as a unifying symbol of the nation [8]. The Kazakh language, particularly in non-Kazakh instruction schools, is critical in uniting society and establishing its place in global processes [9, 10]. While research on Kazakh language proficiency in multicultural contexts non-Kazakh instruction is limited, Nurzhanova et al. [11] highlight the importance of integrating cultural competence into Kazakh language education, emphasizing the need for inclusive teaching strategies and informed curriculum design. This integration enhances the effectiveness of level-based language instruction, ensuring learners achieve proficiency and cultural understanding. Research by Naraliyeva et al. [12] focused on promoting the use of Kazakh in scientific and technological fields, stressing the need for new theories, methods, and teaching strategies, particularly for foreign students. The authors proposed a grammar-instruction paradigm designed for non-native learners,

contributing to expanding Kazakh language usage in academic and professional contexts. Similarly, Golovchun et al. [13] explored modern methodologies for teaching Kazakh to Russian-speaking university students, identifying stages of communicative competence and advocating for contemporary approaches to enhance language acquisition. Orazaliyeva [14] emphasized the importance of innovative teaching methods in Kazakh language education, arguing for establishing language instruction as a distinct field. Berkinbayeva et al. [15] highlighted the necessity of using innovative methodologies, such as the "4C-based learning model," to improve Kazakh language instruction, recognizing the need for continued support and resources. Zhumashova et al. [16] examined the challenges of teaching Kazakh to English speakers via online platforms, identifying issues such as a lack of interactive materials, limited resources, and insufficient grammar explanations. These gaps underscore the need for better teaching materials and methods. Aubakirov and Dolgopolova [17] similarly critiqued the traditional grammar-translation method for teaching Kazakh to Russian-speaking technical students, advocating for a communicative language teaching (CLT) model, which has shown promise in enhancing language acquisition. Suleymenov and Otebay [18] addressed the need for a specialized teaching system for Russian-speaking learners, focusing on developing structural patterns in texts to facilitate Kazakh language acquisition. This research highlights the potential for fostering intercultural understanding and broadening cultural connections within Kazakhstan's multilingual society.

The literature review lacks depth in exploring the broader impact of the CEFR on non-European languages beyond Kazakhstan, a limitation that narrows the scope of understanding its global applicability. While CEFR has been widely adopted across Europe and several Asian countries, its influence on languages outside this core sphere remains underexplored. Studies focus heavily on European and a few popular Asian languages like Japanese and Mandarin, leaving other non-European languages and regions largely unaddressed. For example, little attention has been given to how CEFR frameworks might influence curriculum design, proficiency assessments, or teaching methodologies in lesser-studied languages of Central Asia, Africa, or the Americas. Without examining how CEFR principles translate to diverse linguistic and cultural contexts, there is a gap in understanding their adaptability and effectiveness in languages with unique grammatical, syntactic, or phonological structures. This limitation suggests a need for more comprehensive research that considers a broader range of linguistic environments, providing insights that could enhance the CEFR's relevance and application on a truly global scale.

2.1. Adopting CEFR Guidelines

The global adoption of CEFR has been met with varying levels of success. Studies from countries such as Poland, China, and France have revealed mixed feedback on its implementation, with challenges ranging from insufficient teacher training to difficulties adapting the framework to local contexts [19-21]. In contrast, Zheng et al. [22] found that adequate teacher training in China led to a more successful CEFR adoption, suggesting that teacher preparation is critical to successful implementation. Japan adapted CEFR to its specific needs by developing CEFR-J, which introduced sub-levels to accommodate Japanese learners' linguistic challenges. This example highlights the adaptability of the CEFR framework and its potential to address local language learning needs [23-25]. As with other countries, such as Malaysia, that continue to integrate CEFR into their educational reforms, the importance of understanding teachers' perspectives on these changes becomes increasingly apparent. Practical teacher training and clear implementation strategies are essential for ensuring the success of CEFR adoption across different educational systems.

3. Methodology

Applying a CEFR-aligned approach to Kazakh language acquisition can offer a structured, standardized method for teaching and assessing language skills. This article explores the CEFR approach in Kazakh language acquisition, addressing the research question:

How can a CEFR-aligned approach in teaching the Kazakh language as a second language (L2) impact the acquisition of the Kazakh language from elementary to high school grades?

Our motivation for authoring this article stems from two main objectives:

1) To investigate educators' views on CEFR implementation. We plan to develop a thorough survey combining closed and open-ended questions, allowing us to collect quantitative and qualitative data regarding teachers' opinions on adopting the CEFR.

2) To evaluate the overall experience of implementing a CEFR-aligned strategy for Kazakh language instruction, specifically adapted to Kazakhstan's educational environment. By integrating research outcomes, theoretical foundations, and proven effective practices, our review aims to guide crucial elements of language education. These include curriculum development, professional training for teachers, teaching methods, educational resources, and evaluation techniques that align with CEFR proficiency levels and descriptors.

3.1. Participants

The study aims to understand 65 Kazakh language teachers' attitudes across various public and private schools in Kazakhstan and their experiences regarding the implementation of the CEFR for Kazakh language instruction.

3.2. Procedure

A comprehensive survey consisting of 10 questions was conducted, including six closed-ended questions to collect quantitative data and four open-ended questions to gather qualitative insights. The anonymous survey link was created with Qualtrics and distributed to Kazakh teachers' chats from non-Kazakh medium schools.

For our quantitative data analysis, the six closed-ended questions were subjected to statistical analysis, which allowed us to identify trends and patterns regarding CEFR implementation among Kazakh language teachers. This analysis included measures of central tendency and frequency distribution, providing a structured view of the adoption and perceptions of CEFR standards in Kazakh language instruction.

For the qualitative data gathered through four open-ended survey questions, we applied thematic analysis to ensure an in-depth exploration of teachers' perspectives, concerns, and suggestions. Our thematic analysis followed a structured coding process, beginning with open coding to identify key themes and sub-themes, then refining and grouping them to represent significant insights into CEFR implementation. These steps ensured consistency and made capturing a diverse range of views possible, enhancing the richness of our findings. By examining and juxtaposing these responses, we can draw meaningful conclusions about the current state of CEFR adoption.

4. Results and Discussion

The survey results provide valuable insights into implementing CEFR standards in Kazakh language teaching. A thorough examination of these findings, including comparisons and contrasts among the various responses, enables us to extract meaningful judgments.

The survey data (n=65) provides insights into some critical aspects of the CEFR: familiarity, effectiveness of CEFR-aligned assessment tools, and alignment of teaching materials and resources (Figure 1). While 68% (n=44) of respondents are somewhat familiar with the CEFR, 32% (n=21) are not. This indicates a need for increased awareness and training about the CEFR framework among the participants. 72% (n=47) of respondents perceive the CEFR-aligned assessment tools as at least moderately effective. However, a substantial minority, 28% (n=18), do not find these tools effective at all, suggesting that while the tools are generally seen as applicable, there is room for improvement to address the concerns of those who are dissatisfied. The majority of respondents (80%, n=52) feel that the teaching materials and resources are at least moderately well-aligned with the CEFR, but 20% (n=13) think there needs to be more alignment. This indicates that while the alignment is generally positive, a significant portion of respondents still see a need for better alignment.

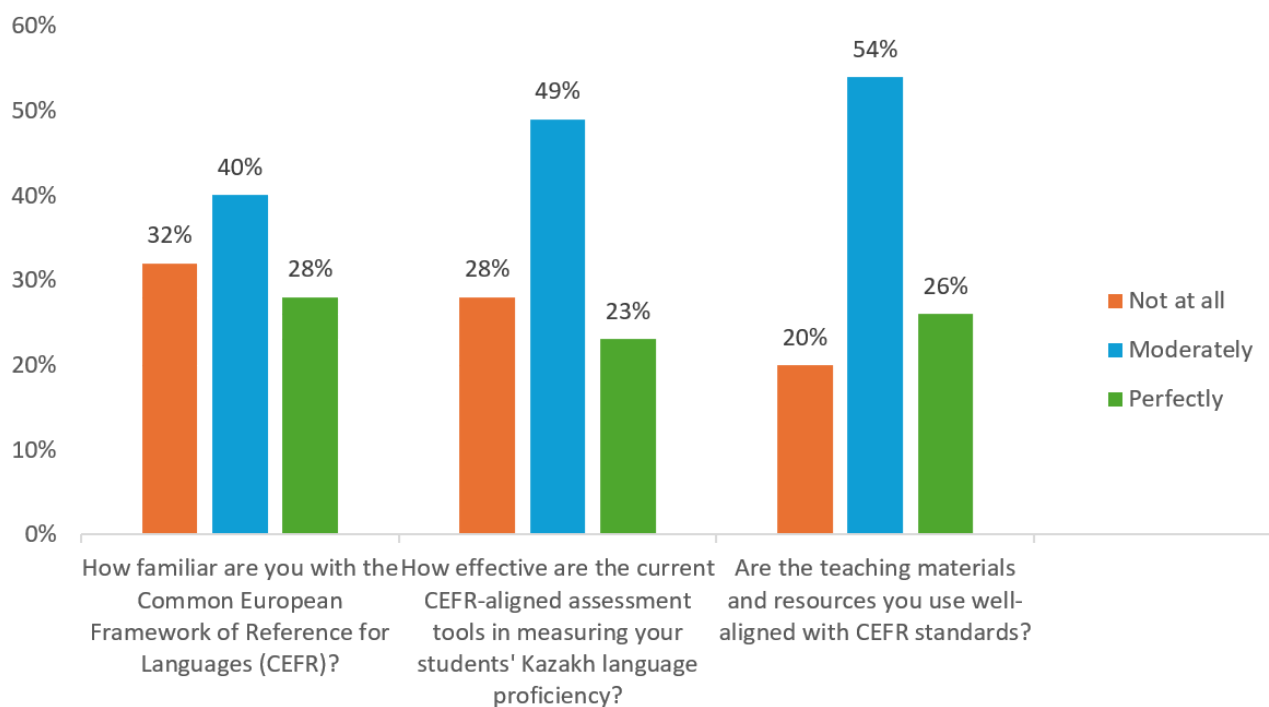


Figure 1.
Insights into familiarity, effectiveness, and alignment of teaching materials with the CEFR.

The survey results reveal several challenges in CEFR implementation. A significant majority, 51 out of 65 respondents (Figure 2), have yet to receive formal training or professional development on implementing CEFR standards in Kazakh language teaching. This represents a substantial training gap that could impact the effective adoption and implementation of the CEFR framework.

Have you received formal training or professional development on implementing CEFR standards in Kazakh language teaching?

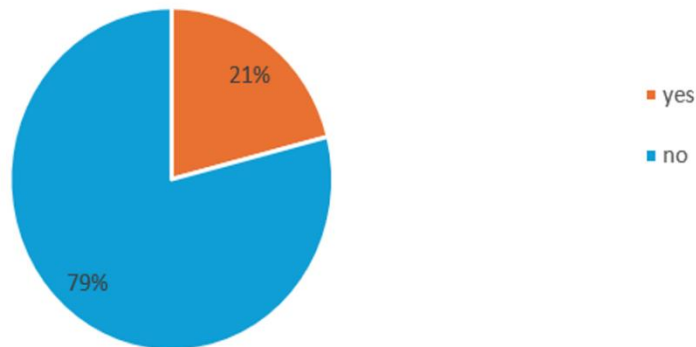


Figure 2.
Professional development in implementing CEFR standards.

The largest group of respondents (Figure 3), 50% (n=33) experienced a significant increase in student engagement and motivation, suggesting that the CEFR framework is generally effective in enhancing student involvement. One-third of the respondents (n=21) did not observe any change, indicating that the CEFR's impact may vary depending on implementation strategies, classroom environments, or individual student differences. A smaller yet notable minority, 17% (n=11), experienced a significant decrease, highlighting that factors or challenges within the CEFR implementation may negatively affect certain student groups.

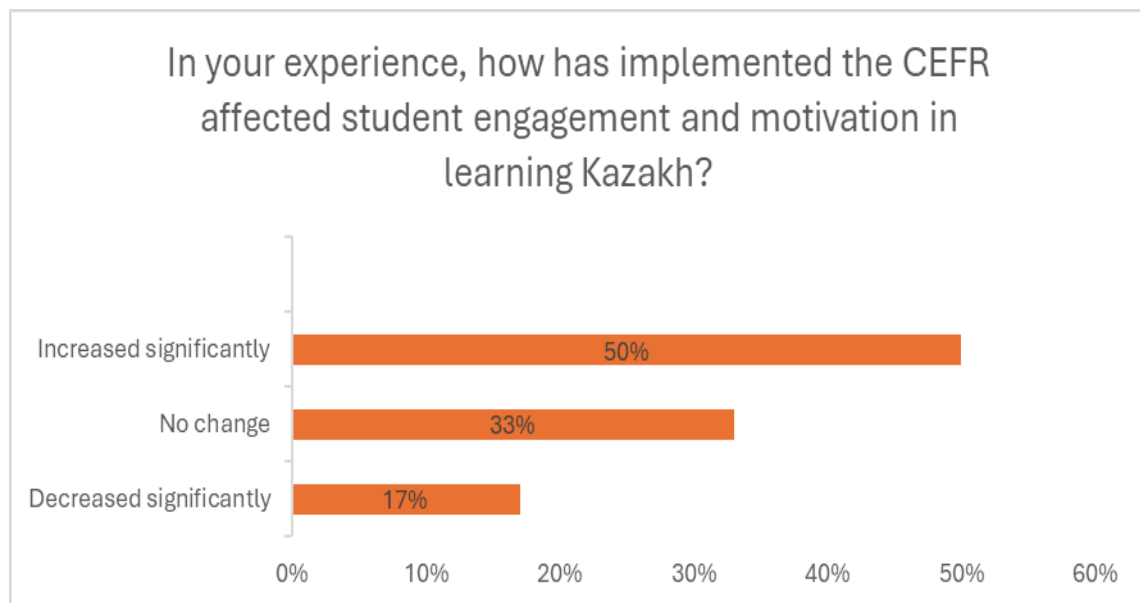


Figure 3.
The impact of implementing the CEFR on student engagement and motivation.

The highest percentage of respondents (Figure 4), 42% (n=27), indicated that an advanced curriculum would be the most helpful resource. This suggests a significant need for more comprehensive and sophisticated course designs that align closely with CEFR standards. A substantial portion of respondents, 35% (n=23), expressed a need for additional teaching materials. Educators seek more resources, such as textbooks, workbooks, and multimedia tools, to better implement CEFR standards in their classrooms. A smaller, yet important, group of respondents, 23% (n=15), highlighted the need for training courses. This reflects the professional development's need to equip teachers with the skills and knowledge required to apply CEFR standards effectively.

What additional resources or materials would you find helpful in implementing CEFR standards effectively?

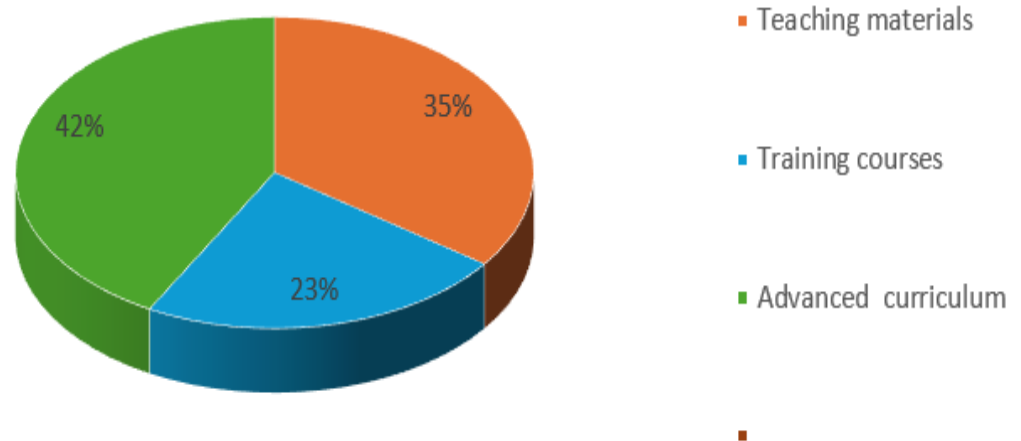


Figure 4.
Additional resources or materials for implementing CEFR standards.

The set of four open-ended questions was designed to collect detailed insights from Kazakh language teachers about their experiences with implementing the CEFR for language instruction. The first question explores the perceived primary benefits of using the CEFR framework, asking teachers to share their views on its potential advantages and positive impacts. The second question addresses the challenges encountered during the implementation process, inviting teachers to discuss the difficulties, obstacles, or issues they faced while incorporating the CEFR guidelines into their Kazakh language classrooms. The third question assesses the effectiveness of current CEFR assessment tools in accurately measuring students' proficiency in Kazakh, seeking teachers' opinions on the suitability and reliability of existing evaluation methods aligned with the framework. Finally, the fourth question asks teachers to list any courses or workshops they have attended related to CEFR instruction, gathering information on the professional development opportunities that have supported the implementation efforts.

The survey results provide valuable insights into implementing CEFR standards in Kazakh language teaching. A thorough examination of these findings, including comparisons and contrasts among the various responses, enables us to identify meaningful insights.

By posing these open-ended questions, the study aims to capture teachers' candid reflections, concerns, and suggestions based on their firsthand experiences, thereby informing a more comprehensive and contextually relevant strategy for CEFR-aligned Kazakh language education. Based on the examples, we can categorize the responses into positive and negative attitudes towards the CEFR implementation. The language instructors' positive perceptions are as follows (Table 1):

Table 1.
Supportive comments on CEFR implementation.

Category	Quotations
Methodical advantages (n= 39)	-"The standardized CEFR framework ensures consistency across schools, promoting fairness in language education." -"Emphasizing communicative competence, the CEFR encourages practical language use, boosting students' confidence and proficiency in real-life situations.."
Evaluation methods (n= 40)	-"Clear benchmarks at each stage (A1, A2, B1, etc.) set realistic, achievable goals, enhancing motivation and tracking progress effectively." -"Aligning curricula with CEFR levels results in a comprehensive and cohesive design, tailored to the specific needs of each proficiency level."
Motivation (n=30)	-"This approach accommodates diverse learning styles and paces, fostering motivation through visible progress." -"A CEFR-aligned approach in language learning ensures a structured, gradual progression, allowing students to build skills systematically and making the acquisition process more manageable."

The positive comments about the CEFR-aligned approach in language learning highlight its structured and gradual progression, which allows students to build their skills and manage the acquisition process effectively and systematically. Clear benchmarks enhance motivation and track progress at each stage, while the standardized framework ensures consistency and fairness across schools. The emphasis on communicative competence boosts students' confidence and proficiency in real-life situations. Additionally, the comprehensive curriculum design tailored to each proficiency level and accommodating diverse learning styles fosters motivation through visible progress, making the CEFR approach highly valued for its practicality and adaptability.

There were some negative comments about the open-ended survey questions. Survey results highlight several challenges with implementing a CEFR-aligned approach for teaching Kazakh as a second language (Table 2):

Table 2.
Critical comments on CEFR implementation.

Category	Quotations
Lack of Flexibility (n= 22)	- "Strict adherence to CEFR might overlook successful local pedagogical methods better suited to the Kazakh context." - "Pressure to achieve CEFR levels could demotivate some students, increasing dropout rates." - "The rigid structure of CEFR might not provide enough flexibility for individual learning needs."
Cultural Bias (n=31)	- "The European framework may not align well with Kazakh's cultural and linguistic nuances, potentially affecting instructional effectiveness and cultural immersion." - "The standardized levels may not accommodate diverse learning paces and styles, potentially disadvantaging slower or faster learners."
Focus on Testing (n=25)	- "Emphasis on specific benchmarks could lead to stress from over-testing, detracting from natural language acquisition." - "There is concern that oral communication skills might be underemphasized, hindering practical language use."
Resource Investment (n=48)	- "Significant teacher training and resources are needed for effective implementation, which may strain budgets, especially in underfunded schools." - "Implementation across all schools uniformly poses challenges due to variability in resources and teacher expertise."

The findings align with previous studies on the complexities of language policy implementation in multilingual societies [9, 10, 26]. By comparing the results with existing literature, we can better understand the successes and challenges of the CEFR framework in Kazakhstan's unique educational landscape.

The data shows that 68% (n=44) of respondents are somewhat familiar with the CEFR, while 32% (n=21) are not. This is consistent with global findings, where teachers' lack of familiarity with the CEFR has been noted as a barrier to successful implementation [19]. The relatively high percentage of unfamiliarity indicates a clear need for more extensive training programs to better equip Kazakh language teachers with the knowledge and skills to use CEFR effectively, echoing concerns raised in studies from countries like China and Poland [20].

A majority, 72% (n=47), view CEFR-aligned assessment tools as moderately effective, but 28% (n=18) find them ineffective. This mirrors findings from other regions where educators have expressed concerns about the suitability of CEFR for local language contexts [21, 27, 28]. The dissatisfaction likely stems from challenges in adapting the CEFR assessment tools to Kazakh, a language with a different grammatical and cultural structure from European languages. Similar issues have been noted in other non-European countries attempting to implement CEFR [22].

Eighty percent (n=52) of respondents believe that teaching materials are moderately well-aligned with the CEFR, while 20% (n=13) see room for improvement. This discrepancy highlights the ongoing challenge of ensuring educational resources fully align with the framework. In line with Fazylzhanova [7] work, which emphasizes the importance of comprehensive language materials, Kazakhstan must develop more tailored resources to meet CEFR standards and better support teachers in implementing the framework.

One of the most significant findings is that 78% of respondents (n=51) had not received formal training on CEFR implementation. This training gap poses a significant challenge to successful integration, as teacher preparedness is crucial for effectively adopting new teaching frameworks [22]. The need for targeted professional development is echoed in Aubakirov and Dolgoplova's [17] study, which emphasized the importance of training teachers in communicative language teaching methods.

The data reveal that 50% (n=33) of respondents saw a significant increase in student engagement after implementing CEFR, aligning with findings that emphasize the positive impact of communicative language teaching on student motivation [13]. However, one-third (n=21) saw no change, and 17% (n=11) experienced a decrease, indicating that the CEFR's effectiveness may vary depending on classroom conditions, teacher expertise, or student background. This variance points to the importance of adapting CEFR to specific educational contexts, a point reinforced by the literature [15].

When asked about resources to improve CEFR implementation, 42% (n=27) of respondents identified the need for a more advanced curriculum, 35% (n=23) emphasized the need for more teaching materials, and 23% (n=15) expressed a

need for training courses. These findings align with Fazylzhanova [7] and other studies highlight the role of high-quality materials and professional development in successful language teaching reforms.

From the open-ended survey questions, positive responses regarding CEFR implementation emphasized its structured, clear benchmarks and its focus on communicative competence, which boosts student confidence and real-life language use. These insights align with global perceptions of CEFR's value in fostering gradual language acquisition [23]. Teachers appreciated the systematic progression and standardization across schools, ensuring consistency in education.

However, the negative responses highlighted challenges such as insufficient training, resource constraints, and difficulties adapting the framework to Kazakhstan's linguistic context. These challenges reflect broader global issues with CEFR implementation in non-European settings [20], underscoring the need for context-specific adaptations, as suggested in studies by Nurzhanova et al. [11] and Suleymenov and Otebay [18].

5. Conclusion

This research examines the application of CEFR-aligned Kazakh language teaching methods within Kazakhstan's distinctive educational framework. Concentrating on educators' viewpoints and evaluating the comprehensive implementation plan sheds light on the hurdles and possibilities of this novel language teaching method. A survey involving 65 Kazakh language teachers from public and private schools offers detailed insights into the CEFR implementation. The collected quantitative and qualitative data highlight the successes and areas needing improvement, thus clearly understanding the practical aspects of integrating CEFR in Kazakhstan's schools.

This study addresses a crucial gap in the literature by evaluating a CEFR-compliant Kazakh language teaching strategy. Tailoring this global framework to Kazakhstan's educational context underscores the balance between adhering to international standards and honoring local teaching traditions and student needs. Such an assessment is vital for enhancing language education policies and practices in Kazakhstan and provides valuable insights for other non-European countries contemplating similar implementations.

Integrating survey results, a literature review, and policy analysis, the study proposes a comprehensive strategy for CEFR-aligned Kazakh language instruction. This strategy encompasses curriculum development, teacher training, teaching methodologies, instructional materials, and assessment methods, ensuring theoretical robustness and practical applicability.

As Kazakhstan continues to reform its language education system, this study offers a roadmap for future advancements. The gathered information can inform policy-making, guide teacher training programs, and shape curricula. The documented experiences and challenges offer valuable lessons for other nations adopting CEFR-compliant methods in diverse linguistic and cultural settings.

This study significantly contributes to the discussion on effective language teaching in multilingual societies. Examining the convergence of international standards with local educational needs paves the way for more nuanced and context-sensitive language teaching and learning approaches. The findings and recommendations are valuable for Kazakhstan and other countries aiming to enhance language education strategies to achieve effective, culturally relevant, and globally aligned language learning.

References

- [1] K. Tokayev, "Tokayev's speech at the third meeting of the National Public Trust Council on May 27, 2020. Official information resource of the Prime Minister of the Republic of Kazakhstan," 2020. <https://primeminister.kz/kz/news/memleket-basshysy-ultyk-kogamdyk-senimkenesinin>. [Retrieved Jun. 10, 2024]
- [2] Council of Europe Council for Cultural Co-operation Education Committee and Modern Languages Division, *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Cambridge Univ. Press, 2001.
- [3] Analytical Reference, *Analysis of working curriculum programs as a basis for the organization of preparatory work for the transition to trilingual education*. Astana: National Academy of Education named after Y. Altynsarin, 2016.
- [4] Government of the Republic of Kazakhstan, "State program of development and use of languages in the Republic of Kazakhstan for 2011–2019. Resolution No. 401, Jul. 2, 2018," 2018. <https://adilet.zan.kz/kaz/docs/P1800000401>. [Retrieved May 22, 2024]
- [5] G. J. Madan, "Language policy in the Republic of Kazakhstan: Problems and perspectives of renovation," M.P.P. Thesis, School of Public Policy, Nur-Sultan, 2021.
- [6] APAP-RK, *The concept of level education of the state language*. Nur-Sultan, Kazakhstan: Academy of Public Administration under the President, 2020.
- [7] A. Fazylzhanova, *Sociolinguistic foundations of Kazakh script modernization: Language situation and risk management*. Almaty: A. Baitursynuly Institute of Linguistics, 2020.
- [8] S. Polatova, G. Lekerova, D. Kistaubaeva, R. Zhanaliyeva, and A. Kalzhanova, "Trilingual education in Kazakhstani universities: Use of Kazakh, Russian and motivation towards learning English," *Issues in Educational Research*, vol. 30, no. 4, pp. 1463-1483, 2020.
- [9] M. Knol and D. Assanova, "Interaction of languages in the context of trilingual education in Kazakhstan," *Modern Pedagogical Technologies in Foreign Language Education: Trends, Transformations, Vectors of Development*, p. 113, 2021.
- [10] Z. Bazarbayeva, N. Ospangazyieva, A. Zhalalova, K. Koptleuova, and A. Karshigayeva, "Syllable theory and diachronic phonology: Vocalism and consonantism in Turkic Languages," *Eurasian Journal of Applied Linguistics*, vol. 10, no. 1, pp. 50-59, 2024.
- [11] A. Nurzhanova, S. Burbekova, and K. Mukhamadi, "The development of Turkish students' lingua cultural competence in learning Kazakh," *Procedia - Social and Behavioral Sciences*, vol. 112, pp. 532-537, 2014. <https://doi.org/10.1016/j.sbspro.2014.01.1199>

- [12] R. T. Naraliyeva, L. Mukhanbekkyzy, M. S. Toiganvekova, B. I. Dosanov, and B. M. Sultanova, "Modern methods of teaching kazakh as a foreign language: Search, innovation, quality, result," *Review of European Studies*, vol. 7, pp. 347–355, 2015. <https://doi.org/10.5539/res.v7n7p347>
- [13] A. Golovchun, Z. Dauletbekova, R. Rakhmetova, A. Rauandina, and G. Tekesbayeva, "Contemporary methodology of teaching Kazakh language in Russian-speaking groups of students," *Astra Salvensis*, pp. 241–250, 2017.
- [14] E. Orazaliyeva, "A key to successful programs of the Kazakh language: Student's needs identification," *International Journal of Engineering, Applied and Management Sciences Paradigms (IJEAM)*, vol. 54, no. 5, pp. 1-6, 2019.
- [15] G. Berkinbayeva, Z. Dauletbekova, P. Yelubayeva, and Z. Buggybayeva, "4C-based learning model as an effective tool in language classrooms: The case of Kazakh schools," *International Journal of Innovation and Learning*, vol. 34, no. 1, pp. 81-95, 2023. <https://doi.org/10.1504/IJIL.2023.132035>
- [16] Z. Zhumashova, A. Aksholakova, A. Omirbekova, and B. Kulbekova, "Challenges and recommendations for teaching and learning Kazakh as a second language," *International Journal of Society, Culture & Language*, vol. 11, no. 2, pp. 119-131, 2023. <https://doi.org/10.22034/ijsc.2023.1995923.2967>
- [17] N. Aubakirov and A. Dolgopolova, "Communicative language teaching method in teaching the Kazakh language to Russian-speaking technical students in Kazakhstan," *Vyshee Obrazovanie v Rossii= Higher Education in Russia*, vol. 27, no. 8-9, pp. 152-158, 2018. <https://doi.org/10.31992/0869-3617-2018-27-8-9-152-158>
- [18] E. R. Suleymenov and A. A. Otebay, "Development of a comprehensive system of teaching the Kazakh language to Russian speakers: Finding regular structures in the text," *Vestnik Nauki*, vol. 4, no. 4–73, pp. 570–577, 2024. <https://doi.org/10.24412/2712-8849-2024-473-570-577>
- [19] H. Komorowska, *Academic perspectives from Poland*, in "The Common European Framework of Reference: The Globalization of Language Education Policy", M. Byram and L. Parmenter, Eds. Bristol: Multilingual Matters, 2012.
- [20] W. Zou, *Perspectives from China*, in "The Common European Framework of Reference: The Globalisation of Language Education Policy", M. Byram and L. Parmenter, Eds. Bristol: Multilingual Matters, 2012.
- [21] F. Goullier, *Policy perspectives from France*, in "The Common European Framework of Reference: The Globalisation of Language Education Policy", M. Byram and L. Parmenter, Eds. Bristol, U.K: Multilingual Matters, 2012.
- [22] Y. Zheng, Y. Zhang, and Y. Yan, "Investigating the practice of The Common European Framework of Reference for Languages (CEFR) outside Europe: A case study on the assessment of writing in English in China," 2016.
- [23] N. Masashi, *The development of the CEFR-J: Where we are, where we are going*, in "New Perspectives for Foreign Language Teaching in Higher Education: Exploring the Possibilities of Application of CEFR. Tokyo: Tokyo Univ. of Foreign Studies, 2012.
- [24] T. Kulgildinova, A. Zhumabekova, K. Shabdenova, L. Kuleimenova, and P. Yelubayeva, "Bilingualism: Language policy in modern Kazakhstan," *XLinguae*, vol. 11, no. 1, pp. 332-341, 2018. <https://doi.org/10.18355/XL.2018.11.01.28>
- [25] F. S. Orazbayeva, R. S. Rakhmetova, Z. T. Dauletbekova, and A. K. Ravandina, "Concept of state language level teaching in the continuous education system of the Republic of Kazakhstan," Copyright Certificate No. 14393. National Institute of Intellectual Property of the Republic of Kazakhstan, 2021.
- [26] D. Utegulova, K. Koptleuova, N. Bauyrzhan, S. Mukhtarova, A. Khairzhanova, and D. Assylzhanova, "Language learning plateau: EFL teachers' perceptions and practical recommendations," *Theory & Practice in Language Studies*, vol. 14, no. 7, pp. 2271–2280, 2024. <https://doi.org/10.17507/tpls.1407.35>
- [27] K. Koptleuova, A. Khairzhanova, A. Akkuzov, U. Kaiyrbekova, and A. Akkuzova, "The language situation in the healthcare sector of the Republic of Kazakhstan," *Eurasian Journal of Applied Linguistics*, vol. 9, no. 2, pp. 118-131, 2023.
- [28] P. Yelubayeva and A. Mustafina, "Developing Kazakh students' intercultural awareness and communication through collaborative technologies," *European Journal of Language Policy*, vol. 12, no. 2, pp. 235-255, 2020. <https://doi.org/10.3828/ejlp.2020.12>