

**Abstract**  
**of the dissertation work of Tuleubayeva Sholpan Kalenovna**  
**for the degree of Doctor of Philosophy (PhD) in the Specialty:**  
**6D011900 – Foreign Language: two foreign languages on the topic:**  
**“Features of the Implementation of Multilingual Education in schools in**  
**Kazakhstan and Austria (comparative aspect)”**

**The Relevance of the Research.** In the context of globalization, digital transformation, and the increasing intensity of intercultural contacts, the education system is undergoing profound transformations that require a rethinking of traditional approaches to organizing the educational process. The modern school increasingly becomes a space of interlingual and intercultural interaction, which makes it essential to develop multilingual competence as a key resource for successful socialization and professional self-realization in the 21st century.

Multilingual education is a strategic priority of the Republic of Kazakhstan, as reflected in a number of state policy documents, including the Law of the Republic of Kazakhstan “On Education,” the Concept for the Development of Preschool, Secondary, Technical and Vocational Education of the Republic of Kazakhstan for 2023-2029, the Concept for the Development of Language Policy in the Republic of Kazakhstan for 2023-2029, as well as strategic initiatives of the Head of State aimed at the formation of competitive human capital. These documents emphasize the importance of proficiency in Kazakh, Russian, and English as a necessary condition for citizens’ educational, professional, and cultural mobility.

However, the implementation of the trilingual policy is accompanied by a number of challenges, including heterogeneity in learners’ language proficiency, diversity of methodological approaches, a shortage of teachers proficient in CLIL and multilingual teaching methodologies, as well as a lack of scientifically grounded models for developing a supportive language environment. Many of these challenges have already been effectively addressed in several foreign educational systems, which increase the need for a theoretically and empirically grounded adaptation of international experience.

Comparative studies demonstrate that the mechanical transfer of foreign practices without consideration of national, cultural, and sociolinguistic specificities significantly reduces their effectiveness. In this regard, a comprehensive analysis of international models of multilingual education is required in order to identify the conditions for their adaptation to the Kazakhstani context and the features of their integration into the national education system.

Among the countries of significant interest to Kazakhstan, Austria holds a prominent position. The selection of Austria is based on several key factors.

Firstly, Austria is a multinational and multicultural state characterized by a notable demand for the integration of ethnolinguistic groups and the safeguarding of their language rights. This feature resonates with Kazakhstan, which similarly possesses a polyethnic structure.

Secondly, the Austrian education system consistently achieves high and sustained outcomes in language education, both within national policy and in

accordance with European quality standards.

Thirdly, Austria has accumulated substantial experience in implementing bilingual and multilingual programs, including German-English and German–Slavic models, as well as programs for migrant children. These objectives closely align with Kazakhstan’s goals for developing instruction in Kazakh, Russian, and English.

Fourthly, Austria possesses a well-developed scientific and technological base in the field of multilingualism, as evidenced by research on CLIL (Content and Language Integrated Learning), language support, migrant integration, and the use of translanguaging technologies.

Despite the existence of isolated publications, domestic pedagogy lacks comprehensive studies that compare the Kazakh and Austrian models of multilingual education. Existing works are predominantly oriented toward descriptive analyses of foreign systems and do not include:

- examination of the conditions for transferring educational technologies;
- development of criteria for adaptation;
- identification of risks and constraints;
- formulation of scientifically grounded recommendations.

Thus, a significant scholarly gap is identified, associated with the absence of systematic comparative research on the experiences of Kazakhstan and Austria.

The relevance of the study is determined by a set of factors:

- global trends of internationalization of education and the growing importance of multilingual training;
- the strategic character of developing three-language education in the Republic of Kazakhstan;
- the need for scientifically grounded adaptation of effective international models;
- insufficient development of comparative research between Kazakhstan and Austria;
- the need to improve the preparation of multilingual teachers and instructional-methodological support.

The identified **contradiction** between Kazakhstan’s objective need to utilize successful foreign experience and the lack of scientifically tested mechanisms for its adaptation defines the scientific and practical significance of this study.

This contradiction, along with the relevance of the identified problem, served as the basis for choosing the topic of this dissertation research: **“Features of the Implementation of Multilingual Education in schools in Kazakhstan and Austria (comparative aspect)”**.

**Object of the Research:** the system of general education in the context of multilingualism in Kazakhstan and Austria.

**Subject of the Research:** pedagogical, organizational-methodological, and regulatory mechanisms for the implementation of multilingual education in schools of Kazakhstan and Austria in a comparative perspective.

**Aim of the Research:** to develop scientifically substantiated methodological recommendations for teachers on studying and applying best practices of Austrian multilingual education in Kazakhstani schools.

**Research hypothesis:** if adapted best practices of Austrian multilingual education are introduced into the educational process of Kazakhstani schools, the effectiveness of multilingual education implementation in Kazakhstan will increase, as these practices are based on scientifically grounded pedagogical and organizational-methodological mechanisms, there by creating a foundation for the development of methodological recommendations for teachers.

To achieve the research, aim and to test the proposed hypothesis, the following **research objectives** were defined:

1) to develop criteria for comparing multilingual education in schools in Kazakhstan and Austria and, on this basis, to identify the common and specific features of the phenomenon under study;

2) to identify, through comparative analysis, the most effective elements of the Austrian model of multilingual education and to substantiate their applicability to the Kazakhstani educational context;

3) to develop methodological recommendations for studying and applying the experience of multilingual education in Austria in order to ensure the successful development of language learning processes in schools in Kazakhstan;

4) to establish the validity of the developed methodological recommendations through their approbation in real educational practice.

**Main Idea of the Research** is that the scientifically substantiated pedagogical transfer and contextual adaptation of best practices in Austrian multilingual education to the sociocultural and organizational-pedagogical conditions of Kazakhstan will contribute to improving the effectiveness of multilingual education in general secondary schools and facilitate the development of didactically valid methodological recommendations for educators.

**Methodological basis of the Research** includes scientific works in the fields of:

- comparative pedagogy (B.L. Vulfson, Z.A. Malkova, A.N. Dzhurinsky, M. Bim-Bad, M.V. Boguslavsky, N.K. Goncharov, V.I. Dodonov, P.F. Kapterev, G.B. Kornetov, V.V. Makaev, E.N. Medynsky, L.N. Modzalevsky, A.I. Piskunov, Z.I. Ravkin, L.L. Suprunova, F.A. Fradkin, M.F. Shabaeva, G.K. Nurgalieva, A.K. Kusainov, K.S. Musin, B.A. Zhetpisbaeva, L. Bell, H. Stevenson, D.N. Wilson, H. Noah, M. Eckstein, T. Reagan, etc.);

- theory and practice of plurilingual and multicultural language identity and language multicultural education (V.V. Safonova, P.V. Sysoev, V.P. Furmanova, B.A. Zhetpisbaeva, I.I. Khaleeva, G. Baker, W. Mitter, U. Zeuner, and others);

- foreign language teaching in schools and universities (I.L. Bim, N.D. Galskova, N.I. Gez, I.A. Zimnyaya, I.I. Khaleeva);

- theories of linguistic and secondary linguistic personality (Yu.N. Karaulov, I.I. Khaleeva, K.N. Khitrik);

- Global education (Yu.S. Davydov, K. Cates, D. Crystal, D. Hicks, W. Kniep).

**Sources of the Research:** scholarly works in the field of comparative pedagogy on the research problem; legislative acts and documents in the field of language education of the Republic of Kazakhstan and the Republic of Austria; as well as the author's pedagogical research experience.

### **Research methods:**

– to address the first research objective: theoretical analysis of psychological-pedagogical, scholarly, and methodological literature on the research problem; analysis of regulatory and curricular documentation, as well as Kazakhstani and Austrian standards in the field of secondary education; comparative and descriptive methods; methods of generalization and classification; principles of comparative pedagogy and plurilingual education;

– to accomplish the second research objective, a comparative pedagogical analysis was conducted in accordance with the developed criteria, complemented by the case study method involving the examination of specific successful educational practices.

– to address the third research objective: design methods (defining the structure and content of the methodological recommendations) and analysis of best pedagogical practices;

– to address the fourth research objective: approbation, practical verification, observation, surveys, interviews, independent expert surveys, collection and processing of statistical data, data generalization and interpretation, as well as other empirical research methods.

**Scientific Novelty of the Research** lies in the development and substantiation of criteria for the comparative analysis of multilingual education; in identifying effective practices from the Austrian experience that have not previously been analyzed in the Kazakhstani context; and in the development and approbation of original methodological recommendations for teachers addressing the research problem.

**Theoretical significance of the Research** consists in the advancement of the methodological foundations of comparative pedagogy and in the refinement of the conceptual framework in the field of multilingual education. In addition:

- the historical prerequisites, current trends, and prospects for the development of multilingual education in schools in Kazakhstan and Austria have been identified;
- criteria for comparing multilingual education in schools in Kazakhstan and Austria have been developed, on the basis of which the common and specific features of the phenomenon under study have been determined;

- the most appropriate elements of the Austrian model of multilingual education for the Kazakhstani educational context have been identified.

**Practical Significance of the Research** lies in the development of methodological recommendations for studying and applying the experience of multilingual education in Austria in schools in Kazakhstan. These recommendations include a set of didactic materials, namely: a program for a scientific and methodological seminar for teachers entitled “Integration of the Austrian Experience of Multilingual Education into Schools of Kazakhstan”; theoretical and methodological foundations of multilingual education; examples of CLIL lessons and tasks; a CLIL observation questionnaire; case-based tasks; principles and tools for assessing language and subject competence; diagnostic instruments, and other supporting materials.

The research findings may be used in teaching courses in comparative pedagogy

at universities and colleges in Kazakhstan, in the design and implementation of multilingual education in Kazakhstani schools, as well as in processes of mutual exchange of experience on the research problem between Kazakhstan and Austria.

**The reliability of the research** results, as well as the validity of the scientific conclusions and the main provisions of the dissertation, is ensured by the theoretical and methodological thoroughness of the problem under consideration; by reliance on the methodology of pedagogy, the theory of comparative pedagogy, language policy, and the achievements of related sciences; by the use of comparative analysis and systematization methods based on an extensive review of the works of Kazakhstani and international scholars; by the application of a set of complementary research methods appropriate to the nature of the subject under study and the objectives of the research; and by the evidential nature and internal consistency of the conclusions.

**Base of the Research:** KSU “K. Satpayev Gymnasium”, KSU “G.Potantin Secondary school”, KSU “Secondary school No.59” under the Department of Education of Karaganda City, Karaganda Region Department of Education.

**Stages of the Research:**

*First stage* (2017-2019) – exploratory-theoretical. This stage involved identifying and conceptualizing the research problem, conducting a comprehensive review of academic literature on the topic in order to define the methodological framework, and examining the existing language teaching practices in schools as well as the conditions for the development of multilingual education. This allowed for the identification of the theoretical foundations of the research and the development of its scientific apparatus. During this stage, local and international academic sources were sought, analyzed, and synthesized; school documentation, dissertations, and publications were reviewed. Strategies and principles of multilingual education in Kazakhstan and Austria were identified based on an analysis of official documents and national development programs. The research concept was substantiated, and the scientific framework of the study was developed.

*The second phase* (2019-2024) focused on examining the empirical basis of the study. This stage focused on the study of the empirical foundations of the research. Particular attention was given to the systematization, integration, generalization, collection, analysis, and processing of empirical data. As part of the curriculum for the specialty 6D011900 – Foreign Language: Two Foreign Languages, during a research internship at Charles University (Prague, Czech Republic), a number of documents and literature relevant to the research topic were studied. Using a comparative analysis approach, the experiences of multilingual education in schools in Kazakhstan and Austria were compared. Methodological recommendations were developed for studying and implementing the Austrian experience of multilingual education in Kazakhstan schools.

At the *third stage* (2024-2025), practical verification of the developed methodological recommendations for implementing Austrian experience in multilingual education in Kazakhstan schools was carried out in real educational practice. An independent expert evaluation was conducted to assess the proposed methodological recommendations. The research was summarized, and the obtained

results were analyzed and compared with the initial hypothesis and research objectives. The research results were analyzed and compared with the initial hypotheses and research objectives. This stage also included the synthesis of research findings and the writing of the dissertation. In conclusion, the results of the study were summarized and tested at academic seminars and conferences. Recommendations for the further development of multilingual education in Kazakhstan were formulated. Particular attention at this stage was given to evaluating the logic and overall content of the dissertation, as well as summarizing conclusions and final statements.

**The following Provisions Submitted for Defense:**

1. It has been established that the systems of multilingual education in Kazakhstan and Austria are characterized by both common strategic orientations (recognition of multilingualism as an educational priority, reliance on international standards of language education, and the development of students' linguistic and intercultural competence) and significant differences determined by sociocultural, historical, and institutional factors of language policy. The developed comparative analysis methodology, based on terminological, historical-sociocultural, organizational, regulatory-legal, staffing, and economic criteria, ensures the accurate identification of similarities and differences between national models and enables scientifically grounded pedagogical transfer of educational practices.

2. Empirically validated components of the Austrian model of multilingual education have been identified, demonstrating sustainable outcomes in the development of linguistic competence and students' social integration. These components include systematic support for students with a different first language, institutionalized engagement with ethnolinguistic groups, balanced development of the mother tongue, the state language, and foreign languages, as well as a comprehensive system of professional support for teachers. These components possess significant adaptive potential within the context of Kazakhstani schools, provided that national cultural and resource-specific conditions are taken into account.

3. Scientifically substantiated methodological recommendations have been developed for the study and application of elements of the Austrian experience in multilingual education within the practice of Kazakhstani schools. The recommendations are based on the principles of pedagogical transfer (relevance, contextuality, and adaptability), take into account existing organizational and pedagogical barriers, and propose mechanisms for overcoming them, including thematic planning, interdisciplinary integration, and enhancing teachers' professional readiness to implement multilingual education.

4. The results of the practical implementation of the developed methodological recommendations in Kazakhstani schools are submitted for defense. The findings confirm their didactic validity, practical applicability, and relevance to the professional teaching community. The expert evaluation of the recommendations, conducted on the basis of substantiated criteria and in accordance with the principles of voluntary and anonymous teacher participation, demonstrated their alignment with teachers' professional needs and their potential for integration

into educational practice.

### **Approbation and Implementation of the Research Results.**

The results of the study were presented and discussed at international and foreign scientific and practical conferences, including: The main theoretical provisions and results of the study were discussed at international scientific and practical conferences: International scientific and practical conference "Science, education and production in the context of the fourth industrial revolution" (Karaganda, 2018), International scientific and practical conference "Multilingualism in Kazakhstan: types, forms, prospects" (Neftekamsk, 2019), XVIII International Scientific and Practical Conference "Prospects of Scientific Research in the 21st Century" (Makhachkala, 2019), 83rd Scientific and Technical Conference (Minsk, 2019), International Scientific and Practical Conference dedicated to the 250th anniversary of A. Humboldt "Problems of Multilingualism in a Multiethnic Space" (Nur-Sultan, 2019), International scientific and technical forum dedicated to the 65th anniversary of the Department of Methods of Teaching Foreign Languages "Axiology of Foreign Language Education in the Context of Training Future Teachers" (Moscow: Moscow State Pedagogical University, 2020).

The content of the dissertation research is reflected in 12 publications by the author, including: 1 article in journals indexed in Scopus, 4 articles in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Republic of Kazakhstan (CQASHE RK), 7 publications in the proceedings of international scientific and practical conferences.

**Structure of the Dissertation.** The dissertation consists of an introduction, two chapters, a conclusion, a list of references, and appendices.

**The Introduction** substantiates the choice of the research topic, its relevance and significance, and defines the research problem, aim, object, and subject. It formulates the research hypothesis, specifies the research objectives, and presents the scientific novelty as well as the theoretical and practical significance of the study. The main provisions submitted for defense and the stages of the research are also outlined.

**Chapter One**, "Methodological and Institutional Frameworks of Multilingual Education," examines the methodology of comparative research in multilingual education. This chapter presents the main research methods and approaches of comparative pedagogy, provides a brief review of comparative pedagogical studies in the field of multilingual education, develops a system of criteria for comparing multilingual education in schools in Kazakhstan and Austria, and conducts a comparative analysis of multilingual education in the two countries, identifying both common trends and distinctive features.

**The second chapter**, "Methodological Recommendations in the Context of Transferring the Austrian Experience of Multilingual Education to Schools in Kazakhstan (Development, Approbation and Evaluation)," presents a study focused on the development, approbation, and evaluation of methodological recommendations aimed at adapting best practices of Austrian multilingual education to the conditions of Kazakhstani schools. The chapter substantiates the methodological approaches employed, describes the logic and content of the

developed recommendations, outlines the procedures for their approbation in a real educational setting, and presents the results of an independent expert evaluation. The outcomes of the approbation confirm the didactic soundness, practical applicability, and professional relevance of the recommendations, demonstrating the feasibility of using adapted elements of the Austrian model to improve multilingual education in Kazakhstan.

**The Conclusion** presents the findings and practical recommendations based on the results of the dissertation research on multilingual education in schools in Kazakhstan and Austria.

**The Appendices** include a terminological glossary of multilingual education; the regulatory and legal frameworks governing multilingual education in schools in Kazakhstan and Austria; implementation acts; the results of an independent expert evaluation of the methodological recommendations for applying the Austrian experience of multilingual education in schools in Kazakhstan; and proposed topics for final qualification works (dissertations and diploma projects) presented as the author's initiative.