

# Integrating Linguistic Diversity Into Kazakhstani Education: A Review of ELT Textbooks

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**Abstract**—This study examines the integration of linguistic diversity in English Language Teaching (ELT) textbooks used in Kazakhstan, to assess their effectiveness in reflecting the country's multilingual landscape. The research employed an analysis of English as Foreign Language (EFL) textbooks utilized in Kazakhstani educational institutions, as well as a survey conducted among educators. The objectives were to identify challenges and propose recommendations for improvement in the teaching and learning of English. The results showed: 1) an overview of all textbooks available for English teaching in Kazakhstan for grades 1-11; 2) the distinctive features of the textbooks currently used for the 11<sup>th</sup> grade by comparing them in terms of structural and linguodidactic features, their benefits and drawbacks; 3) the survey among fifty EFL teachers from local schools highlighting their insights into the usage of these textbooks. According to the survey results, contemporary FLT manuals face challenges, despite some notable advantages, such as comprehensive coverage of the four essential language skills and adherence to academic norms. The principal areas for improvement were the shortage of culturally appropriate information, especially regarding Kazakhstani history and culture, and the inadequate emphasis on speaking and using the language practically. "Action for Kazakhstan" offers culturally appropriate content that supports national assessment objectives and relates to Kazakhstani curricular standards, while "English in Mind. Level 4 for Kazakhstan" exposes pupils to a wider range of cultural viewpoints. Thus, this study contributes to the ongoing discourse on enhancing educational practices in Kazakhstan, promoting an inclusive environment that values and reflects the country's linguistic richness.

**Index Terms**—multilingualism, ELT textbooks, language policy, education, Kazakhstan

## I. INTRODUCTION

Kazakhstani linguistic landscape is marked by its rich diversity, with Kazakh, Russian, and a variety of minority languages spoken across the country (Ormanova & Anafinova, 2022). Considering this, the educational system faces significant challenges in promoting linguistic diversity, particularly in the realm of English Language Teaching (ELT) (Gerfanova et al., 2025). Moreover, the employment of English in cross-cultural interactions has risen among individuals from countries that do not primarily speak English or are not Anglophone, as a result of the expanding appeal of English as a common language and various forms of World Englishes (Mahbub et al., 2024). As English has become a global lingua franca, its integration into domestic educational curricula has been pivotal in preparing students for an interconnected world. However, the question of how to address and reflect Kazakhstan's linguistic diversity within ELT textbooks remains underexplored. In this context, the integration of local languages and cultural aspects into ELT materials is crucial, not only to enhance students' language proficiency but also to respect and acknowledge their linguistic backgrounds.

The concept of multilingualism is significant as it was included in the European Commission's policy publications, whereby pertinent concerns were discussed extensively. Reasons for commitment to multilingualism and promoting it in European society are outlined in "The New Framework Strategy for Multilingualism" (European Commission, 2005). Alongside, in Kazakhstan, the head of the country launched an initiative known as "The Trinity of Languages" in 2004 (Aubakirova et al., 2019). The President emphasized the need for Kazakhstan to be recognized as an educated nation with three operating languages: Kazakh as the state language, Russian for international communication, and English for global economic integration. Following this, the State Program for the Development and functioning of Languages for 2011–2020 was approved in 2011. The main objective of this initiative is to establish a successful language approach

that honors the linguistic variety of every ethnic community, while also encouraging the broad adoption of the official language to strengthen national cohesion (Terlikbayeva & Menlibekova, 2021).

Thus, this paper aims to review current ELT textbooks used in Kazakhstani secondary schools, analyzing their approach to linguistic diversity and offering recommendations for more inclusive pedagogical practices. By doing so, it seeks to contribute to the ongoing discourse on effective language education in multilingual societies like Kazakhstan. The study addresses the following research questions:

RQ1: What are the key characteristics of ELT textbooks used in Kazakhstani secondary education?

RQ2: What is teachers' perception of ELT textbooks in terms of challenges in usage and suggestions for improving?

## II. LITERATURE REVIEW

### A. Multilingualism in Educational Settings

Multilingualism refers to the ability of individuals to comprehend, speak, read, or write in multiple languages. In the educational context, it encompasses not only the knowledge and use of several languages but also the pedagogical practices that facilitate language learning in a diverse linguistic environment. Multilingual education recognizes and values the linguistic diversity students bring to the classroom, aiming to enhance cognitive, social, and cultural outcomes. It promotes the idea that being multilingual is an asset, fostering not only personal development but also social cohesion in increasingly globalized societies (García & Wei, 2014).

In classrooms, multilingualism can manifest through various pedagogical approaches, such as translanguaging, where students leverage their entire linguistic repertoire for learning and communication. This not only encourages language proficiency but also enhances critical thinking, empathy, and intercultural communication skills among students, preparing them for a world where multilingualism is a norm rather than an exception (Goodman et al., 2021). Effective multilingual education strategies include creating an inclusive curriculum that honours all languages represented in the classroom, implementing language support programs, and teacher training that emphasizes bilingual or multilingual teaching competencies (Cummins, 2000).

Moreover, the benefits of multilingualism extend beyond language skills. Individuals learning multiple languages frequently display increased mental capabilities, including better problem-solving abilities and enhanced creativity. They are also likely to demonstrate a deeper understanding of and sensitivity to diverse cultures, which is essential in our globally connected society. By fostering multilingualism in educational settings, educators can contribute to the development of well-rounded individuals capable of navigating and contributing to diverse cultural landscapes.

### B. State Policy Regarding Multilingual Education in Kazakhstan

In Kazakhstan, the policy known as “The Trinity of Languages,” introduced by the country's president, was launched in 2004. At the session of the Assembly of the People of Kazakhstan in 2006, the President highlighted the importance of having proficiency in three languages for the nation's future. Later in the Presidential speech “New Kazakhstan in a New World” some crucial directions were proposed as bringing in educators from outside the country and initiating the gradual rollout of trilingual education. Furthermore, in a state program “Kazakhstan-2050”, the country's leader emphasized the need for high school graduates to be fluent in three languages (Aubakirova et al., 2019).

The “State Program for the Functioning and Development of Languages for 2011-2020” is being implemented based on the “Trinity of Languages” initiative and unfolds in three phases. The initial phase from 2011 to 2013 focuses on enhancing the regulatory framework and methodological foundations for language development. The second phase, covering 2014 to 2016, revolves around the adoption of teaching technologies, and methods, ensuring linguistic diversity, and practical applications. The final phase from 2017 to 2020 aims to promote the use of other languages, appreciate the necessity of the state language in public spheres, and fulfil the need for quality outcomes in monitoring systems. Currently, the documents as the Concept of Development of Preschool, Secondary, Technical, and Vocational Education in the Republic of Kazakhstan for 2023-2029 (dated March 28, 2023, No. 249), Government Resolution (dated June 13, 2024, No. 465), State Educational Standards (SES), educational curricula and programs maintain existing structural frameworks for multilingualism in the country (Ministry of Education and Science of the Republic of Kazakhstan, n. d.).

In the country, the Kazakh language serves as the primary component of the country's trilingual policy (Kazakh-Russian-English) and it is designated as the state language by the Constitution and the Law on Languages. In a survey conducted by Koptleuova et al. (2023), respondents were asked to identify their mother tongue by answering the question “What language do you consider native?” The findings indicated that 67.9% of participants identified Kazakh as their native language, while 20.1% chose Russian and 12.1% selected other languages. Among ethnic Kazakhs, an overwhelming 99.9% identified Kazakh as their mother tongue, in stark contrast to only 0.4% of respondents from other ethnic groups who reported the same preference.

The State Program for the Implementation of Language Policy in the Republic of Kazakhstan for 2020–2025 states that a harmonious language policy will be conducted to modernize the Kazakh language using the Latin alphabet, enhancing language development and language culture, and guaranteeing the full-fledged use of Kazakh as the official language. By drawing comparisons between the KAZTEST multilevel language proficiency assessment system and the

British IELTS and American TOEFL, a multilevel assessment system has been developed. More than one hundred specialists have received philology and linguistics-related training at the top world universities through the Bolashak program. Moreover, most senior kindergarten groups are studying the alphabet of Kazakh, Russian, and English simultaneously to conduct the trilingual policy. According to the KAZTEST system, by 2029 the percentage of government servants proficient in Kazakh will rise to 50% (it was 35% in 2023), 94% of documents in government agencies and national businesses will be in Kazakh (91% in 2023). Furthermore, 84% of TV shows on state TV networks broadcast in the official language will be available (70% in 2023). At international conferences held in Kazakhstan and at its diplomatic posts overseas, 75% of attendees will speak Kazakh (52% in 2023). Besides, by 2029, 75% of graduates from schools where non-Kazakh languages are taught will be proficient in the state language at the B2 level, compared to 45% in 2023 (Resolution of the Government of the Republic of Kazakhstan, 2023).

In secondary education organizations, where Kazakh is the medium of instruction, first-grade pupils study Kazakh, second-grade pupils are introduced to Russian, third-graders study English; while in Russian-speaking schools, first-graders study both Kazakh and Russian with English added in the third grade. The fundamental principle of education focuses on the development of four types of speech activities: speaking, listening, reading, and writing. Regardless of the language of instruction, students in grades 5 and 10 are required to take a test in Kazakh. To enhance proficiency in both Kazakh and English, an additional curricular hour is allocated for English in grades 10 and 11, with students divided into groups to facilitate learning. Nonetheless, as seen by global experience, the most successful approaches to teaching English involve introducing it as a subject to study from grades 9 through 12 and then putting it into practice by increasing the quantity and calibre of instruction. International experience also suggests universities are the best places to create additional English-language academic fields (Kaiypova & Kim, 2024).

The Ministry of Education and Science regularly review the textbook selection process to ensure that Kazakhstani students have access to high-quality resources for learning the English language. Currently, Kazakhstani schools use various English language learning resources from domestic and international publishers approved by the Rules for Provision of Textbooks and Textbook Complexes to Students and Pupils based on factors such as student age, preparedness, and learning objectives. The most used English language textbook series in Kazakhstani schools include “Smiles for Kazakhstan” by Express Publishing for primary education; “English Plus for Kazakhstan” and “Excel for Kazakhstan” by Express Publishing for grades 5-9; “Action for Kazakhstan” and “Aspect for Kazakhstan” Express Publishing for grades 10-11 (Table 1). The textbooks are available at <https://okulyk.kz/category/anglijiskij-jazyk/>.

TABLE 1  
ENGLISH LANGUAGE TEXTBOOK SERIES IN KAZAKHSTANI SCHOOLS

Grade	Manual
Grade 1	Smiles 1 for Kazakhstan Virginia Evans
Grade 2	Smiles 2 for Kazakhstan Pupil’s Book Virginia Evans
Grade 3	Smiles 3 for Kazakhstan (Grade 3) Pupil’s Book Virginia Evans
Grade 4	Smiles for Kazakhstan Grade 4 Pupil’s Book Dooley Jenny
Grade 5	English Plus (Grade 5) (Kazakhstan Edition) Janet Hardy-Bould; Eyes Open 1 for Kazakhstan Grade 5 Student’s book Goldstein Ben; Excel for Kazakhstan (Grade 5) Student’s book Virginia Evans
Grade 6	Laser A1+ for Kazakhstan (Grade 6) Student’s Book Malcolm Mann; English Plus (Grade 6). Student’s book (Kazakhstan Edition) Wetz Ben; Full Blast for Kazakhstan, Grade 6 Student’s Book Mitchel H.Q.; English Plus for Kazakhstan (Grade 6) Workbook Janet Hardy-Bould; Excel for Kazakhstan (Grade 6) Student’s book Virginia Evans; Eyes Open 2 for Kazakhstan (Grade 6) Student’s book Goldstein Ben
Grade 7	Eyes Open 3 for Kazakhstan Grade 7 Student’s book Goldstein Ben; Excel for Kazakhstan (Grade 7) Student’s book Virginia Evans; English Plus for Kazakhstan (Grade 7). Student’s book Wetz Ben; English Plus (Grade 7). Workbook (Kazakhstan Edition) Janet Hardy-Bould
Grade 8	Eyes Open 4 for Kazakhstan (Grade 8) Student’s book Goldstein Ben; Excel for Kazakhstan (Grade 8) Student’s book Virginia Evans; English Plus for Kazakhstan (Grade 8) Student’s Book Wetz Ben; Full Blast for Kazakhstan Grade 8 Student’s Book Mitchel H.Q.; English Plus (Grade 7). Workbook (Kazakhstan Edition) Janet Hardy-Bould; Laser B1 for Kazakhstan (Grade 8) Student’s Book Malcolm Mann.
Grade 9	English Plus (Grade 7). Workbook (Kazakhstan Edition) Janet Hardy-Bould; English Plus for Kazakhstan (Grade 9) Student’s book Wetz Ben; Think for Kazakhstan Grade 9 Herbert Puchta; Full Blast for Kazakhstan Grade 9 Student’s book Mitchel H.Q.; Excel for Kazakhstan (Grade 9) Student’s book Jenny Dooley; Laser B1+ for Kazakhstan (Grade 9) Student’s Book Malcolm Mann
Grade 10	Action for Kazakhstan Grade 10 (Science Schools) Student’s book Jenny Dooley; English Sciences Grade 10 Student’s book Williams Jessica; Aspect for Kazakhstan Grade 10 (Grammar Schools) Student’s book Jenny Dooley;
Grade 11	Action for Kazakhstan Grade 11 (Science Schools) Student’s book Jenny Dooley; Aspect for Kazakhstan Grade 11 (Grammar Schools) Student’s book Jenny Dooley; Laser B2 for Kazakhstan (Grade 10) Student’s Book Malcolm Mann; English in Mind. Level 4 4 for Kazakhstan, Students book, Grade 11, Herbert Puchta, Jeff Stranks.

Currently, the younger population of Kazakhstan is being thoroughly assimilated into and affected by multilingual education as it is now included in the courses offered by universities. Regarding politics, the acknowledgement and application of multilingual education in Kazakhstan rely on the decisions made by local authorities. The legislation for a multilingual policy is already established and has been validated by the state programs.

### III. METHODOLOGY

The research was undertaken in two stages.

The initial stage aimed to examine the two manuals. These are selected based on the guidelines established by the Minister of Education and Science of Kazakhstan, aligning with the national educational policy. We conducted a comparative analysis between “Action for Kazakhstan Grade 11 (Science Schools) Student’s book Jenny Dooley” and “English in Mind. Level 4 for Kazakhstan, Students book, Grade 11, Herbert Puchta, Jeff Stranks”. The reason for choosing these textbooks lies in comparing the resources from a diachronic perspective, although both are used for English classes.

In the second stage, we surveyed English language teachers to evaluate FLT manuals from the perspective of educators who use these textbooks in their classrooms. A survey was designed to gather detailed information regarding the demographics of the teachers, their experiences with current FLT manuals, and their views on the effectiveness and limitations of these resources in teaching a foreign language.

#### A. Survey Design

The survey was structured to cover multiple aspects of foreign language teaching, focusing on teachers' demographic information, their professional background, educational qualifications, preferences regarding language teaching materials, and their satisfaction with the current textbooks. The survey aimed to identify challenges faced by teachers and potential improvements they would recommend for FLT manuals. The questions were divided into several sections to ensure a comprehensive assessment:

- demographics: age, gender, and professional experience.
- educational background: academic qualifications.
- textbook selection: factors influencing the choice of FLT manuals.
- textbook effectiveness: teachers’ satisfaction with textbooks in achieving learning objectives, covering key language skills, and including culturally relevant content.
- digital and supplementary resources: preferences for the inclusion of digital tools, online platforms, and additional resources.
- challenges and suggestions: teachers’ perspectives on the limitations of current FLT textbooks and recommendations for improvement.

The survey was a combination of multiple-choice questions and Likert-scale items, allowing for both quantitative and qualitative data to be gathered. It was administered online via a Google Form link, ensuring accessibility for teachers across various regions. Teachers were invited to participate through email and educational networks. They were told about the purpose of the survey, the confidential nature of their answers, and the fact that participation was voluntary. The survey lasted about 5 minutes.

#### B. Participants

The survey targeted 50 educators involved in teaching English as a second foreign language in Kazakhstan. The sample included a diverse group of teachers with different levels of teaching experience, academic qualifications, and areas of expertise.

The research followed ethical standards during data collection like rights regarding confidentiality, and no personal details were obtained. Every response was kept anonymous, and taking part was completely optional. Educators had the choice to exit the study at any moment without facing any repercussions. The information collected was kept safe and could only be accessed by the research team for evaluation.

### IV. RESULTS

#### A. Comparative Analysis of "Action for Kazakhstan" and "English in Mind. Level 4 for Kazakhstan"

Firstly, we analyzed the following textbooks: "Action for Kazakhstan Grade 11 (Science Schools) Student’s book, Jenny Dooley" (Dooley, 2020) and "English in Mind 4. Level 4 for Kazakhstan, Students book, Grade 11, Herbert Puchta, Jeff Stranks” (Puchta et al., 2012) by comparing their basic features (Figure 1).



Figure 1. English Language Textbooks Used for Grade 11 in Kazakhstan

The study reveals the differential characteristics of the textbooks regarding content, pedagogical approach, and alignment with curriculum standards. It provides insights into how each manual supports the targeted learning outcomes and competencies within the context of Kazakhstan’s educational objectives (Table 2).

TABLE 2  
COMPARISON OF ENGLISH LANGUAGE LEARNING RESOURCES FOR 11TH GRADE IN KAZAKHSTAN

Feature	Action For Kazakhstan (Science Schools)	English in Mind. Level 4 for Kazakhstan (2nd edition)
Year	2020	2012
Page	173	148
Publication	Atamura, Express Publishing	Cambridge University Press
Author	Jenny Dooley	Herbert Puchta, Jeff Stranks, Peter Lewis-Jones
Translator(s)	N. Mukhamedjanova	E. Aystrakhanova, N. Mukhamedjanova
Grade	11	11
Level	Upper-Intermediate B2	Upper-Intermediate B2
Unit	9	14
Materials - Student’s Book	Student’s Book	Student’s Book with DVD-ROM (Kazakhstan edition)
Materials - Workbook	Workbook & Grammar Book	Workbook
Materials - Teacher’s Book	Teacher’s Book	Teacher’s Resource Book
Materials - DVD	DVD Video (PAL)	DVD (PAL), DVD (NTSC)
Materials - e-Book	e-Book software (offline for Windows, MacOSX)	-
Materials - Audio	-	Audio CDs (4)
Materials - Test resources	-	Testmaker Audio CD/CD-ROM
Materials - Activity Book	DVD Activity Book, DVD Activity Book Key	-
Additional Resources	Workbook & Grammar Book, DVD Activity Book Key	Testmaker Audio CD/CD-ROM

As for a multimedia-rich learning environment, “English in Mind. Level 4 for Kazakhstan” offers a wider range of multimedia tools and assessment materials. However, “Action for Kazakhstan” focuses specifically on offline e-book accessibility and grammar tools, which may accommodate varying learning styles and technological constraints in classrooms. This comparison highlights the different strategies used to promote English language instruction in Kazakhstani classrooms, each of which has its advantages and resources.

Both are designed for 11th-grade students at the Upper-Intermediate (B2) proficiency level with translations provided by N. Mukhamedjanova. This indicates that both textbooks address comparable content concerning grammar, vocabulary, and the development of language skills appropriate for learners at this stage. Furthermore, both textbooks have been localized for the Kazakhstani educational context. This localization reflects the cultural and educational needs of Kazakhstani learners by integrating themes and texts relevant to the local context.

The researched manuals aim to enhance learners' proficiency in English as a foreign language, concentrating on the four key language skills: reading, writing, speaking, and listening. A significant similarity is that both textbooks are supported by reputable international publishers - Express Publishing and Cambridge University Press. This affiliation with established publishing houses underscores their adherence to modern and well-regarded language teaching methodologies.

Despite these similarities, several key differences exist between the two textbooks. Firstly, the authorship and publication dates diverge notably. “Action for Kazakhstan” was published in 2020, suggesting it may incorporate contemporary methodologies and reflect recent updates to the curriculum in Kazakhstan. Conversely, “English in Mind. Level 4 for Kazakhstan” was released in 2012, potentially reflecting slightly older pedagogical approaches.

In terms of content focus, “Action for Kazakhstan” (Unit 9, page 173) appears to emphasize thematic units tailored to contemporary topics and issues pertinent to Kazakhstan, while “English in Mind. Level 4 for Kazakhstan” (Unit 14, page 148) adheres more closely to the global structure of the “English in Mind” series, which targets an international audience, albeit with localization for Kazakhstani students.

Another important distinction lies in curricular integration. “Action for Kazakhstan” seems to be more aligned with the national educational standards of the country, potentially incorporating recent revisions to the country's English language teaching curriculum. In contrast, “English in Mind. Level 4” may retain much of its international curriculum structure, despite its adaptation to the local context.

Finally, the emphasis of the publishers diverges between the two textbooks. Express Publishing, the publisher of “Action for Kazakhstan”, may offer a broader range of supplementary resources and materials specifically designed for non-native English speakers. In contrast, Cambridge University Press is known for its global focus on teaching English as an international language, emphasizing adherence to universal language learning standards.

#### (a). *Structural Features*

Both textbooks “Action for Kazakhstan” and “English in Mind. Level 4 for Kazakhstan” exhibit structural frameworks aimed at teaching the four core language skills: speaking, reading, listening, and writing. However, there are notable differences in content organization and emphasis on specific language aspects.

“Action for Kazakhstan” is structured into nine modules, each divided into six parts (a–f), with each part occupying two pages, except for part f, which is limited to one page. Each module begins with a two-page introductory “Starter” section and concludes with a “Language in Use” segment, followed by a two-page “Progress Check” that assesses reading, listening, writing, grammar, and vocabulary (totaling 100 points). This organization emphasizes systematic skill development, content coverage, and comprehensive assessment.

“English in Mind. Level 4 for Kazakhstan” is organized into fourteen units, each divided into two or three parts. Each unit starts with a four-page “Welcome Section” introducing the unit’s objectives and themes. Section length varies, with the first part usually occupying four pages, while subsequent parts span two to three pages. “Progress Checks” are administered after every two units and emphasize grammar and vocabulary, with a total of 22 points awarded. The more flexible structure may cater to learners who benefit from varied pacing.

While both curricula cover reading, listening, speaking, vocabulary, grammar, and pronunciation, “English in Mind. Level 4” places greater emphasis on pronunciation, reading, and listening as introductory activities but offers limited focus on writing. In contrast, “Action for Kazakhstan” prioritizes writing with a minimum of three tasks per module and includes a dedicated “D” unit focusing on various types of writing. Pronunciation instruction is de-emphasized, appearing at the end of the manual rather than within each module, while vocabulary is introduced at the beginning of each module, with the “Language in Use” section reinforcing vocabulary acquisition.

#### (b). *Linguodidactic Features*

The textbooks reflect distinct pedagogical approaches tailored to their target audiences.

“Action for Kazakhstan” adopts a structured, intensive pedagogical approach, integrating rigorous assessments and diverse content coverage. In addition to general language skills, it includes sections on pronunciation, vocabulary development (such as phrasal verbs, prepositional phrases, prefixes, and affixes), and British vs. American English. This level of detail makes it suitable for learners requiring a comprehensive, formal approach to language acquisition.

In contrast, “English in Mind. Level 4 for Kazakhstan” emphasizes an interactive, contextual learning experience, providing English-only definitions instead of translations to facilitate immersion. This approach encourages students to think directly in English and apply language contextually, particularly through regular assessments that are shorter and more frequent, enabling manageable progress tracking and reducing test anxiety. This structure appeals to students who benefit from continuous, immediate feedback.

#### (c). *Vocabulary and Pronunciation*

A significant divergence between the textbooks lies in their vocabulary and pronunciation methodologies.

“Action for Kazakhstan” emphasizes explicit vocabulary instruction, dedicating sections to phrasal verbs, prepositional phrases, and distinctions between American and British English. The inclusion of pronunciation sections highlights its focus on accurate language production and the importance of mastering formal and informal registers, as well as regional variations.

“English in Mind. Level 4 for Kazakhstan” relies on contextual vocabulary development, presenting English definitions that promote immersion without translation. Vocabulary is introduced naturally within reading and listening exercises, encouraging students to infer meaning from context and apply language in real-world situations. However, the limited emphasis on explicit pronunciation guidance may present a challenge for learners with structured phonetic support.

#### (d). *Assessment Methodology*

The assessment approaches of the two textbooks differ markedly, reflecting their pedagogical aims.

“Action for Kazakhstan” implements comprehensive, two-page “Progress Checks” at the end of each module, evaluating reading, listening, writing, grammar, and vocabulary. With a possible score of 100 points, these assessments provide detailed feedback on a broad range of language skills, supporting a holistic view of student progress.

“English in Mind. Level 4 for Kazakhstan” includes shorter, more focused assessments administered every two units, with a concentration on grammar and vocabulary. These assessments are scored out of 22 points, providing regular feedback in a manageable format. This method may suit students who benefit from frequent, low-stakes assessments that help maintain engagement and reduce test-related anxiety.

*(e). Additional Features*

“Action for Kazakhstan” includes a variety of tasks and features that foster critical thinking, communicative competence, cultural and cross-cultural understanding, and creativity. ICT-based project assignments requiring internet research are incorporated to develop student's research and analytical skills. Collaborative activities such as pair and group work further enhance teamwork and communication, while various tips and recommendations throughout the textbook encourage independent learning and problem-solving. The “Grammar Reference” section at the end of the textbook offers in-depth information on grammatical structures. Each unit also presents engaging facts relevant to the unit's theme and Kazakhstan, enhancing cultural awareness.

The national education standards of Kazakhstan, which specify the skills and learning objectives required at various grade levels, are followed in the development of both textbooks. This alignment guarantees that the resources fulfil the learning goals established by the Republic of Kazakhstan's Ministry of Education and Science. These textbooks frequently contain texts, examples, and themes related to Kazakhstani history, culture, and social issues. This localization increases students' enthusiasm to learn and helps them relate the content to their personal experiences.

Thus, “Action for Kazakhstan” provides a structured, content-rich learning experience ideal for students requiring formal, comprehensive language instruction, while “English in Mind. Level 4 for Kazakhstan” supports a more interactive, context-based learning approach suited for students who benefit from frequent assessments and immersive vocabulary development. These differences make each curriculum unique in its contribution to language learning based on student needs and educational goals.

*(f). Benefits and Drawbacks*

For English language learners in Kazakhstan, the presented textbooks possess benefits and difficulties. Both are made to fit the upper-intermediate (B2) level and cater to the demands of eleventh graders. “Action for Kazakhstan” offers culturally appropriate content that supports national assessment objectives and is closely connected with Kazakhstani curricular standards. Because of this emphasis, it works especially well for local students studying for national examinations and interacting with resources that represent Kazakhstani contexts and themes. “English in Mind. Level 4 for Kazakhstan” exposes pupils to a wider range of cultural viewpoints while adapting to the Kazakhstani environment and maintaining a large portion of its worldwide structure.

Additionally, it offers a variety of multimedia resources, including audio CDs and DVDs, which enhance the educational process and accommodate various learning preferences. However, “Action for Kazakhstan” places more of an emphasis on offline materials, such as a grammar book and e-books, which are appropriate for classes with little access to the internet. “Action for Kazakhstan” has a strong emphasis on vocabulary growth and disciplined grammar in its pedagogy, while also emphasizing critical thinking through regional topics. By employing English-only definitions and frequent, condensed assessments, “English in Mind. Level 4 for Kazakhstan” encourages an immersion-based strategy that lessens exam anxiety and offers ongoing feedback.

Textbooks, though, have their limitations. The absence of multimedia materials in “Action for Kazakhstan” may restrict student participation for those who gain from a variety of input formats. Furthermore, even though “English in Mind. Level 4 for Kazakhstan” incorporates multimedia, it was released in 2012 and might not accurately represent current curriculum revisions or current Kazakhstani subjects. Additionally, “Action for Kazakhstan” offers little pronunciation work and is toward the conclusion of the textbook, whereas “English in Mind. Level 4 for Kazakhstan” emphasizes writing practice and explicit pronunciation, both of which are crucial for students in a multilingual setting. In terms of assessment, “English in Mind. Level 4 for Kazakhstan” offers shorter, more frequent tests that are mostly focused on grammar and vocabulary, whereas “Action for Kazakhstan” offers thorough, in-depth tests that can be taxing and exacerbate test anxiety.

In conclusion, “English in Mind. Level 4 for Kazakhstan” offers a multimedia-rich, immersion-based experience that supports continuous progress, while “Action for Kazakhstan” offers a structured, locally relevant approach that is perfect for students who require thorough curriculum alignment. Both programs meet distinct educational needs in Kazakhstani classrooms.

*B. The Survey Analysis*

The data collected from the survey was analyzed using a combination of descriptive statistics and qualitative analysis to gain insights into the perceptions and experiences of foreign language teachers regarding the current FLT textbooks used in Kazakhstani secondary education institutions.

*(a). Descriptive Statistics*

The survey participants were predominantly female (95.2%). The age range of participants varied, with the majority (71.4%) falling between 20 and 30 years of age, followed by 14.3% in the 30-40 age range, and another 14.3% aged over 40. In terms of professional experience, a majority (61.9%) of the respondents had 2-3 years of teaching experience, nearly 25% had 10 or more years of experience, and 14.3% had between 5 to 10 years of experience. The data were analyzed to determine the highest educational qualifications of the respondents, with 50% holding a Master's degree, 28.6% holding a PhD, and less than 25% possessing a bachelor's degree. By focusing on key factors in textbook selection, the survey showed that 61.9% of teachers selected textbooks based primarily on curriculum guidelines, while fewer teachers (23.8%) made selections based on personal preference, and fewer (14.3%) followed school guidelines. So, most respondents select textbooks based on curriculum requirements, emphasizing the importance of alignment with national education standards.

Satisfaction with textbooks was assessed through multiple-choice and Likert-scale questions. Over 70% of the respondents expressed satisfaction with how well textbooks met learning objectives. Percentages were also calculated for responses related to cultural context and grammar/vocabulary coverage, revealing that 66.7% of teachers felt the textbooks addressed cultural context adequately, while 66.7% were satisfied with the coverage of key language skills (grammar, vocabulary, and skills).

Most teachers are satisfied with textbooks' effectiveness in achieving learning goals, confirming their overall usefulness in the educational process. Many also believe the textbooks adequately incorporate cultural context, which is crucial for connecting language and culture. However, some respondents are neutral or feel the cultural content is insufficient. Additionally, a significant number of teachers are content with the coverage of grammar and vocabulary, highlighting the importance of these elements in language skill development.

#### (b). Qualitative Data Analysis

The survey also included open-ended questions, which provided additional insights into the challenges teachers face and their suggestions for improving FLT textbooks.

Responses to the question "What challenges do you face in EFL textbooks?" revealed some common themes such as cultural relevance, digital resources, and practicing speaking skills. A significant number of teachers (42.9%) identified the lack of culturally relevant content as a primary challenge, particularly the absence of materials related to Kazakhstani culture and history. More than a third (38.1%) of respondents highlighted the need for increased emphasis on speaking and conversational skills in textbooks. Another key theme (9.5%) was the demand for more digital resources and interactive activities suggesting the addition of audio, video, and apps as supplementary materials. Thematic analysis also revealed that tutors preferred digital tools as additional resources in the FLT curriculum, while some expressed interest in the use of online platforms (Figure 2).

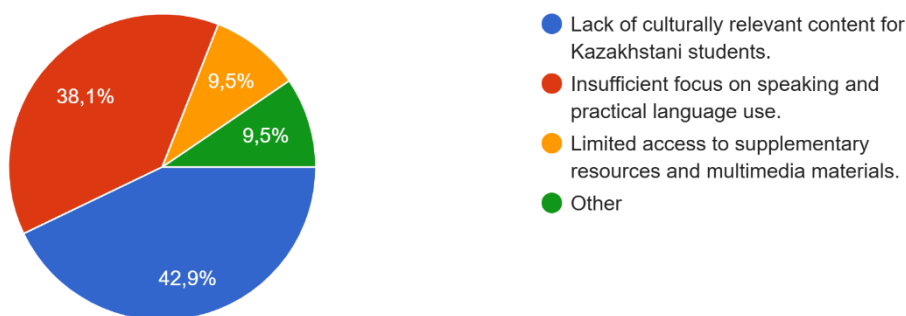


Figure 2. Challenges Faced by Teachers in FLT

Responses to the question "What changes would you suggest improving current EFL textbooks?" (Figure 3) revealed that textbooks must effectively incorporate the advances of ITC usage, cultural context, which is crucial for linking language and culture, with the focus on students' speaking skills. Almost half of the respondents (47.6%) suggest integrating more digital resources and interactive activities, such as audio, video, applications, and Internet platforms emphasizing the role of technology in learning. A third of educators (33.3%) have indicated a need for textbooks to integrate additional content on Kazakhstan's culture and history, underscoring the significance of localized material in enhancing relevance to the local context. However, some remain neutral or feel the cultural content is insufficient. Additionally, a smaller group of respondents believe more focus should be placed on developing speaking skills to enhance students' communication abilities. Other themes include critical thinking skills, time management, case study, etc.

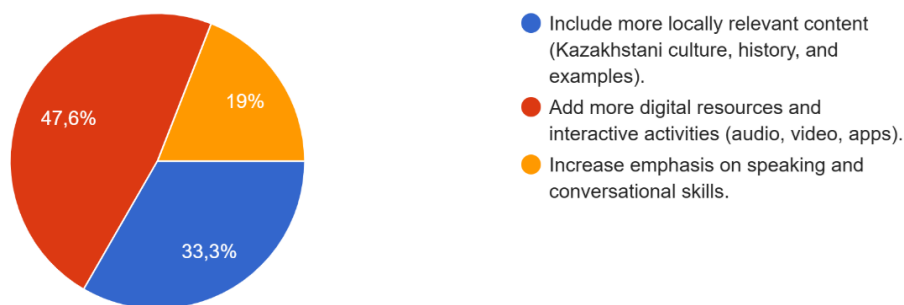


Figure 3. Suggestions for Improving FLT Textbooks

Thus, the quantitative and qualitative findings were integrated to provide a comprehensive understanding of the strengths and weaknesses of the current FLT textbooks in Kazakhstani schools. For example, the satisfaction with textbooks in terms of their coverage of language skills (66.7% satisfaction) was aligned with teachers' suggestions for more interactive resources to enhance student engagement. These findings not only informed the current evaluation of textbooks but also pointed to areas for improvement, particularly in terms of cultural relevance and the inclusion of digital tools.

## V. DISCUSSION

The integration of linguistic diversity in Kazakhstani education, particularly through English Language Teaching (ELT) textbooks, is crucial for fostering an inclusive learning environment. The review of current ELT textbooks reveals a significant gap in representing the multilingual realities of Kazakhstan. As noted by Klyshbekova (2025) the existing materials often prioritize a monolingual approach, neglecting the rich tapestry of languages spoken in the country. This oversight not only limits students' exposure to linguistic diversity but also undermines their cultural identity.

Furthermore, the incorporation of diverse linguistic perspectives can enhance learners' engagement and motivation. According to Rezuanova (2023), textbooks that represent the backgrounds of learners can result in improved educational results and an enhanced feeling of inclusion within the classroom. However, the challenge remains in balancing the pedagogical goals of English language acquisition with the need to acknowledge and promote local languages and dialects.

Additionally, the findings suggest that cultural context, ICT advances and speaking practice should be added more to the content of the current EFL textbooks. Similar studies (Abid & Moalla, 2022; Li et al., 2023; Saemee & Nomnian, 2021) of cultural representation in locally produced ELT textbooks asserted that there exists an imbalance in the representation of cultural elements within English ELT textbooks developed locally, which aligns with the findings of our research.

This suggests that the imbalance in cultural interpretations is a common problem highlighted in previous academic literature. This could be due to authors' specific cultural and linguistic backgrounds not adequately addressing the cultural diversity in ELT textbooks. Another potential explanation is the absence of comprehensive understanding or recognition of the significance of cultural diversity within ELT resources, resulting in inadequate representation of various cultural perspectives (Mahbub, 2024). To address this, curriculum developers should conduct more research on cultural representation in ELT textbooks to identify the root causes of the imbalance. Understanding these underlying reasons will help in developing and implementing more culturally diverse materials in ELT textbooks.

## VI. CONCLUSION

In this paper, we have carried out a comprehensive review of current ELT textbooks used in Kazakhstani schools.

By answering the first research question, we defined the ELT manuals from 1-11 grades approved by the Ministry of Education and Science of the Republic of Kazakhstan. Additionally, we provided the key characteristics of the two manuals currently used for English teaching in the country. The study showed that "Action for Kazakhstan" offers culturally appropriate content that supports national assessment objectives and relates to Kazakhstani curricular standards, so it works especially well for local students studying for national examinations and interacting with resources that represent Kazakhstani contexts and themes. The textbook "English in Mind. Level 4 for Kazakhstan" is designed to provide students with a broader spectrum of cultural perspectives while simultaneously adapting to the specific socio-cultural context of Kazakhstan. It maintains a significant portion of its global framework, ensuring that it remains relevant and effective in a diverse educational environment.

The second research question revealed the teachers' insights into these manuals. Among them, there are challenges like cultural representation, digital resources, and speaking skills focus. The results highlight the significance of reviewing and updating FLT guides to make sure they satisfy the requirements of teachers and students in a multilingual setting. The usefulness of these tools would be significantly boosted by adding digital and interactive components,

emphasizing speaking and conversational skills more, and including regionally relevant content. These elements should be included in future curriculum development so that more inclusive, interesting, and useful language-learning resources can be produced. In conclusion, the success of language instruction in Kazakhstan depends on creating an environment in the classroom that encourages multilingualism and adheres to modern pedagogical ideas.

At the same time, it should be noted that there are some limitations of the study. First, a scope of textbook analysis. The review focused on a limited number of ELT textbooks, which might not represent the full spectrum of materials available in Kazakhstan. This limitation could restrict the generalizability of the findings. Secondly, the absence of student feedback on the textbooks could limit insights into how effectively the materials engage learners and address their linguistic diversity. Additionally, changes in educational policies and practices in Kazakhstan could impact the relevance of the findings over time. The study's timeframe might not capture ongoing developments in curriculum design or linguistic integration.

Further research may imply analysis of a wider range of ELT textbooks, including those from various publishers and levels, to gain a more comprehensive understanding of linguistic diversity representation. Furthermore, researchers may investigate the impact of specific professional development programs for teachers on their ability to integrate linguistic diversity into their classrooms effectively. This research could inform future training initiatives. By addressing these limitations and exploring the recommendations, future research can contribute to a deeper understanding of how to effectively integrate linguistic diversity in Kazakhstani education.

Thus, the paper aimed to present the current ELT textbooks in Kazakhstani secondary schools and the teachers' perception of them by revealing the challenges in usage and suggestions for their improvements. This study emphasized how important multilingual education and language policy are to Kazakhstan's changing educational environment. There is an obvious need for textbooks and curricula that support language acquisition in all three languages and are in line with national educational requirements as the nation works to promote trilingualism, which includes Kazakh, Russian, and English.

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