

Using Two-Way Immersion Program in Teaching English in Kazakhstan: Teachers' View

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Abstract

The Program of Two-way immersion is a form of integration students from two different groups and contemporary studying of two languages and subjects on these languages. The method as a method was appeared in Canada in the early 1960s. The program of TWI adherence to the following criteria: 1. The number of students is the same in two group; 2) groups gathered into one group according to the main subjects; 3) all main subjects are taught in two languages simultaneously. Two types of TWI program: 50\50; 90\10. This qualitative study aims to examine teachers' views on the implementation the bilingual program into educational process of Kazakhstan. The literature review showed that Two-way immersion program is one of the innovative methods within the trilingual education of Kazakhstan, that not sufficiently studied and approved. It was hypothesized that TWI program makes an effect on trilingualism of Kazakhstan. For checking the awareness of this program, it was conducted an experimental work in Karaganda Buketov University, Kazakhstan. (103 teachers from the faculty of foreign languages, within five departments: Department of foreign philology; Foreign languages department; Department of translation theory and practice; Department of the theory and practice of foreign language training; Department of the practical foreign language course)

The results demonstrate that this program is not sufficiently studied, becomes relevant in the educational process and informative, as well as to create the necessary methodological recommendations. The usage of TWI program improves the system of bilingual education in Kazakhstan, expands the level of professional readiness of teachers and students, develops high levels of academic competence and motivation.

Keywords: Teachers, TWI, the Program of Two-Way Immersion, Bilingual education

1. Introduction

Over the last decade, higher education in Kazakhstan has been undergoing significant changes related to the adoption of new state educational standards, social transformations and scientific-technical modernization. The dynamic development of technologies, expansion of communications in the field of education and science is accompanied by dynamic changes in social needs in the quality and level of modern workers' professionalism. The number of requirements are put forward to graduates of Universities. The professionally and psychologically adapted specialist who is able to use the knowledge, skills and abilities in his professional field, who has well-formed professional communicative competence and knows how to integrate it into the structure of his professional activity. In this regard, the quality of professional training is characterized not only by the amount of knowledge in the specialty and personal competences, but also the ability of future specialist to communicate with other specialist of different countries.

However, the entry of Kazakhstan universities into the Bologna process, one of the tool of which is the recognition of academic and professional qualifications in the European Higher Education Area (EHEA), a high level of competence in a foreign language is necessary for specialists of any profile. This provision is especially important for person who are able to conduct their professional activities in a foreign language environment. Issues in the field of professional training of specialists lead to the need to revise the goals, structure and content of their foreign language training in a university setting, thereby having direct access to the search for didactic solutions in this area. Ensuring a high level of education and intellectual development of today's graduates depends on the degree of readiness of the teacher, whose prestige and status is at the epicenter of the state program for the development of education. Accordingly, the training of a teacher of a new formation is the one of the main subject of the university's activities. As Head of State Kassym-Jomart Tokayev points out, the modernization of foreign language pedagogical education, within which the training of a foreign language teacher is carried out, like any industry education, should begin with an updated methodological platform, updated content of teacher training, new teaching technologies, new models of a specialist as a structure the final result. [Syzykov, 2022]

Teaching a foreign language is a complex psychophysiological and pedagogical process. One of the important criteria for learning a foreign language is understanding language not as a system of signs and a set of means for expressing thoughts, but also as a means of

obtaining information about the world around us, forming a worldview, activating a person's cognitive abilities, developing an understanding of objective reality, and developing critical thinking. The ability of improving methods in the field of foreign language education is caused by the need for specialists in this field who are competitive in the modern labor market, capable of using a foreign language as a working tool in solving professional problems. In these conditions, foreign language training of specialists is a mandatory component of their professional education and requires new approaches to its implementation [Selevko, 1998].

To solve the main goal of learning a foreign language, namely the development of a "secondary language personality," capable of using a foreign language in order to carry out intercultural and professional communication with native speakers of the studied foreign language, among the many methods we considered one of the current and new methods of teaching languages, as a method of two-way immersion, its basic concepts and prerequisites for emergence in the educational environment.

The implementation of cultural projects, such as "Trinity of language" (2007), where the main goal is preparation the communicatively adapted students in the foreign society, where the knowledge of three languages becomes an integral component of personal and professional activities in the modern world. Knowledge of several languages expands the communication and integration abilities of countries and nation. The knowledge of Kazakh, Russian and English languages expands personal outlook, promotes their comprehensive development.

However, the priority direction of trilingual education is the study of the Kazakh language. The knowledge of the Kazakh language becomes a factor of competitiveness and career growth in any sphere. In the State Program on the implementation of language policy in the Republic of Kazakhstan for 2020-2025, the main task is to strengthen the role of the state language as a key of inter-ethnic communication.

According to the research institute "Public Opinion" the share of the population, who speak on the nation language was 85.9 per cent in 2018, Russian - 92.3 per cent, English - 24.1 per cent. (2016)

Now we can state that, during the first two decades of Kazakhstan independence, the successful formation the Kazakhstani model of interethnic tolerance, where the number of tasks were solved to preserve the independence, and territorial integrity of the country, lasting interethnic peace. The transformation of Kazakhstan society into a new state, which can be achieved by learning the culture and language of other nations for developing polylingual, multicultural personality.

Implementation of bilingual education requires some recommendations for teachers: improvement the level of proficiency in the professionally oriented Kazakh (Russian) and foreign languages; creation appropriate conditions for students to master professional knowledge, critical rethinking of new material received in two or three languages of instructions; formation of criteria and guidelines for students to apply the acquired multilingual knowledge and skills in their future professional activities [Zhetpisbaeva, Kubeeva, 2017]

Two-way immersion method as one of the forms of bilingual education, which includes the formation of future specialists by means of a foreign language in a parallel and interconnected study of culture, the language of representatives of two language groups - native speakers of English and another (Russian, Kazakh) language.

The method has a number of advantages, as well as the relevance of implementation into educational process.

- Full immersion into language environment, thereby English language at necessary level, without impairing the knowledge of the native language (Kazakh language)
- The possibility of improving the lexical stock of words, namely idioms, expressions, as in what situation, is used, one or another expression by native speakers.
- Communication in a non-native language significantly increases the pace of speech, as well as the main difficulty in leaning language is the language barrier, where it disappears with a full immersion into language environment.
- And formation of intercultural competence of the individual, i.e. interaction with people belonging to different cultures. [Zhetpisbaeva, Osanova, Dyakov, 2019]

The detailed analyzes of this concept will be considered in the section Literature review.

Thus, this study is based on the following objectives:

1. To analyze the method of two-way immersion as an effective method in the field of trilingual education;
2. To compare different approaches to understanding the concepts "two-way immersion" and the effectiveness the program in the educational process of Kazakhstan
3. Experimentally test the awareness the program of two-way immersion by teachers of Karaganda Buketov university, especially the faculties of foreign languages.

2. Literature Review

The immersion method as a teaching method appeared in the 80s, which was considered in detail by the pioneering pedagogue M.P. Shchetinin. According to Mikhail Petrovich Shchetinin, to develop human cognitive personality should be involved the mind, live perception and emotions Without these three components it is hard to achieve a harmoniously developed personality. The teacher created an experimental school, where the classes were organized by the method of immersion in the school subject. Organizationally it is

achieved, firstly, by concentrated study of one subject - this is immersion - and, secondly, by fourfold repetition of such immersion during the academic year, at a higher level - from tentative to creative. So in practice it looked like this: on one day pupils of the class study 5-6 subjects, and during the whole week the number of subjects is 13-15. [Shchetinin, 2011]

However, compared to D.M. Shchetinin, R.M. Granovskaya examined the very concept of the immersion method in more detail. By immersion she means “an active learning method with elements of relaxation, suggestion and play. The result of suggestion is an unusually high concentration of attention and increased creative abilities. The immersion method is based on three principles: pleasure and relaxation in the classroom, the unity of the conscious and subconscious, and two-way communication in the learning process. Since in this method learning is not considered hard work, the question of rest breaks does not arise. A feeling of pleasure arises from the easy and pleasant assimilation of universal material. Also R.M. Granovskaya emphasizes that learning is not accompanied by tension. The teacher organizes timely receipt of information about students’ mastery of the material and takes into account the capabilities of everyone. [Granovskaya, 2010]

This immersion method has been widely used for 100 years in the field of language teaching. For the successful formation of an intercultural personality, the immersion method is one of the main keys in the formation of a linguistic personality, which allow one to go beyond the boundaries of one’s culture and acquire the qualities of a mediator of cultures, without losing one’s own cultural identity. [Elizarova, 2001] The founder of the method of immersion in a language environment is the 19th century linguist-teacher M. Berlitz. [Berlitz, 2009]

The essence of the Berlitz method is the conscious avoidance of using the native language in the classroom. The main teaching method was the communicative method, namely conversation, through which the student had to learn both the meaning of words and grammatical instructions. However, the main difficulty of this method was that the student remained a passive listener while the teacher tries to attract the attention of all students.

The potential of teaching a foreign language by immersion in a language environment attracted the attention of many foreign scientists in the 60s. (F. Genesee, H.H. Anderson, Elizabeth R. Howard, Donna Christian, Kathryn Lindholm-Leary, Julie Sugarman) The USA, Canada and western Europe are the countries, where this immersion is conducted. However, there are a lot of contradictions between the scientists and researchers due of the practical use of the method in the process of teaching foreign language. The theoretical basis of the method is still not carefully developed.

As Fred Genesee, the leader in the field of immersion method, interpret in his work “Learning through two languages: studies of immersion and bilingual education” immersion as a method where 50% of the instructions will be given in a second language during all academic period. [Genesee F., 1987]

The method of two-way immersion takes roots from the 1960s, in the Canada, one of the main goal was to achieve a high level of proficiency in both languages: French and English, where the French became the politically and economically significant important for the country.

According to the Canadian model, the method of immersion has several types: Total immersion, where 100% of the academic day is spent in a foreign language; Full immersion, where the percentage ratio of native and foreign language is 90/10. This method is the most common teaching method; Partial immersion, the percentage of native and foreign language is 50/50. In the partial immersion programs, the group consists of the students, who couldn’t speak target language or speak it to an insignificant extent. Students encounter the target language primarily in the classroom and at school. And the last, two-way immersion, where one part of students are the native speakers of one language, as well as others are the native speakers of another language. The educational process is conducted in two or three languages. [Zhetpisbaeva, Osanova, Dyakov, 2019]

A distinctive feature of two-way immersion is that each class consists of approximately equal numbers of native and target language speakers. Each language is used approximately 50% of the time. The two-way immersion method is method where both groups of students have an ability to communicate with peers who are native speakers of the target language. [Fortune T.W., Tedick D.J., 2008] Many foreign and domestic scientists and teachers are considering the main goals, objectives, as well as the advantages of implementing two-way immersion. One of the definitions of this concept was given by foreign scientists Kritian Howard, Genesee, Christian, Lindholm-Leary. Thus, Kathryn Lindholm-Leary believes that the purpose of education is to teach relatively balanced bilinguals and to achieve bilingual literacy, which is acquired sequentially in both languages [Kathryn Lindholm-Leary: Dual language education, 2001]. She also proposed 8 criteria necessary for the success of this method of double-sided immersion: The success of introducing two-way immersion depends on the age of the students and their academic knowledge of their native language. To achieve the effectiveness of the method of bilateral immersion in a language environment, it is necessary to start at an early age. Thus, potential two-way immersion programs need to be involved from the elementary grades. [Collier, 2005] All educational material must correspond to students of two cultures and languages. The program should be well-prepared and organized for qualitative implementation into the educational process. Optimal language input (input is clear, interesting and in sufficient quantity), as well as providing opportunities for productive work, namely educational material, manuals, texts that correspond to their linguistic culture. [Elizabeth Howard & Donna Christian, Center for Applied Linguistics, 2002] Target language should account for at least 50% time, as well as English has an equal percentage (50%). All students have an ability to learn a second language and continue to develop their native language. Immersion should provide a complementary bilingual environment in which students have the opportunity to develop and maintain their native language while

simultaneously acquiring a second language. The cabinets and classes must include all necessary materials, electronic media, multimedia equipment for both target language students and English language students. The great demand in using collective learning, as a pedagogical method of teaching, to provides an opportunity to develop social skills, communication skills with other cultural backgrounds, socioeconomic status and learning styles. And the last, teachers' professionalism, their level of proficiency of several languages, as well as the high degree of interest of students in learning foreign languages.

According to the last criteria the teacher should be professionally prepared to work within the method of two-way immersion. It should be noted that teachers help students learn foreign languages through their native languages. Immersion in a language environment every day allows students to understand how those languages function. One of the main problem to implement all these criterias is the lack of the knowledge of program, the effectiveness of the method as a key of solving the main task of polylingual education in Kazakhstan; improvement teachers' professionalism.

3. Method

The main purpose of the experiment is to carry out an analysis of the levels of the understanding the program of two-way immersion, the diagnosis the initial level of theoretical knowledge the program of two-way immersion and formation practical skills and competence. This project presents the results of the study conducted over the period from September 2022 to December 2022 in the Karaganda Buketov University in the faculty of foreign language, among teachers of foreign languages. The faculty consist of five departments, such as Department of foreign philology; Foreign languages department; Department of translation theory and practice; Department of the theory and practice of foreign language training; Department of the practical foreign language course. The experiment involved 103 teachers of foreign languages, as well as teachers of English languages, teachers of French, Russian, Kazakh, German, Chinese languages. All of them work with students of different nations and teaching second languages as a language for international communication.

The study combined a set of questionnaires, distributed for respondents. The surveys were completed by the teachers by clicking on the Google form active link that was supplied to them through email. There were two sets of questionnaires, distributed for respondents.

The first type of the questionnaire was closed-ended with five options of answers (degree of agreements): strongly agreed (5); A- agreed (4); N –neutral (3); DA-disagree (2) and SDA – strongly disagree (1). [T. Silvana Sinar, Mohammad Andri Budiman, Rohani Ganie, Rusdi Noor Rosa (2023)] This part of questionnaire was compiled according to the Likert's five scale, as a psychometric scale, where the respondents evaluate their level of agreement and disagreement with each judgment, from strongly agreed to strongly disagreed. The sum of evaluation of each judgment allows to identify the subject's attitude on any issue. One of the main goal of choosing this type of estimation is that it helps to avoid some common survey design pitfalls, such as creating questions that are too broad and may be difficult to answer for respondents. It can make respondents unhappy and lead them to answer too quickly and arbitrarily, which will degrade the quality of the data. The questions were: Do you agree with level of education of Kazakhstan? Are you satisfied with the educational process in the universities? Are you satisfied with the traditional methods of teaching foreign languages? and etc.

The second part of questions was intended to obtain more reliable data and it was based on open questions. The second set of questions were intended to collect the information about the definition of the two-way immersion program, the ability to implement it in the educational process and to collect the data concerning their perceptions of using the program of two-way immersion in learning foreign language as a second language.

The advantages of choosing the open questions are to encourage participants to answer without limiting himself; give the interlocutor the opportunity to voluntarily convey information, orient a person to think, analysis stimulate the birth of thoughts. But at the same time the necessity of using the closed-ended questions in the experiment related to the disadvantages of the open questions: may provoke a long response, so they are not always applicable under time limits; can confuse an interlocutor who is not accustomed to answering general questions; may cause a confusing and chaotic response that is difficult to understand; conceal the need to ask clarifying questions, interrupting the interlocutor, which can offend him and lead to difficulties during the conversation.

The reliable information about the program, the possibility of implementation it in the educational process made us responsible for conducting a qualitative analysis of the questionnaire. Thus, in order to get reliable, valid and actual information and conduct a qualitative survey, we considered analysis method.

The survey divided into three areas:

1. Analysis all information, documentation, manuals and comparative-historical and theoretical nature
2. Analysis of interviews, processing of results answers open questions
3. Analysis of works pedagogical and socio-pedagogical areas [Vershlovskii, Matyushkina, 2006]

The research method (survey) of collecting the material using special designed questions, where the same goals are set and achieved on the analysis of respondents' written responses. [Valeev, 2003]

The hypothesis of the experiment is that formation of readiness the teachers of foreign languages to implementation the two-way immersion program to educational process and assessment the level of development professional communicative competence in conditions of rapidly changing circumstances.

4. Results

The first and the second units of the questionnaire showed the huge interest in use of the program of Two-way immersion in the educational process in teaching foreign languages, but the low level of awareness of this program. The result revealed that the most of the teachers (89%) supported the new tendency in improving teaching process. And only 5% of the participants thought that this method is the same as a traditional method in teaching foreign languages. The majority (90.5%) agreed that students will be interested in this method, explaining their reasons in the open-ended questions. All the interviewed teachers offered to attend a course of methodological recommendations of a two-way immersion program, which will be presented in the faculty of foreign languages. At the same time, answers show that all respondents, regardless of the nature of motivation and interest, recognize the ability to professionalize and improve the process in the educational system.

The data is shown in figure 1.

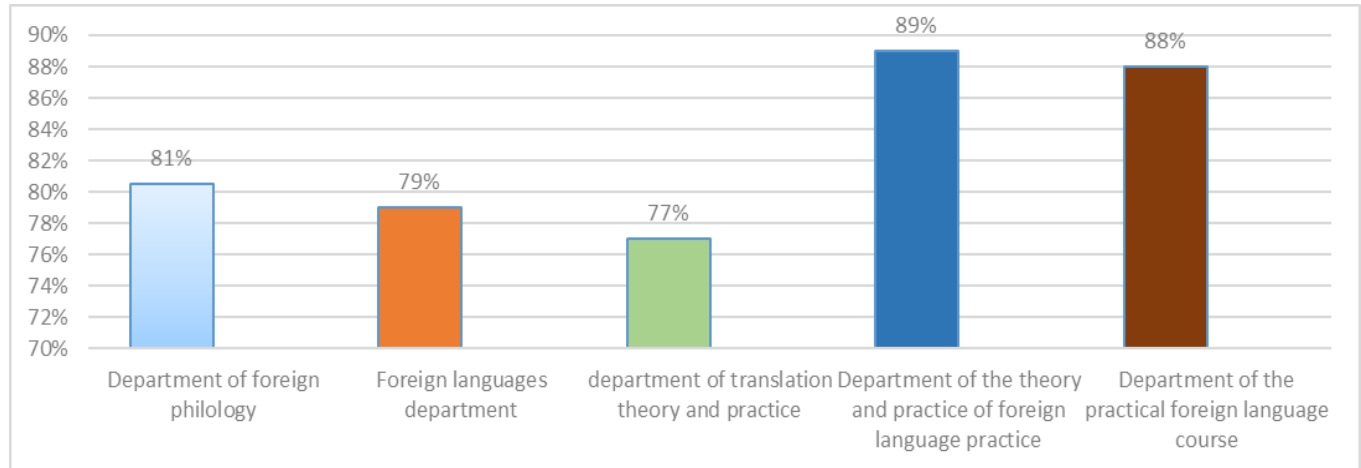


Figure 1. The result of first unit of questionnaire (interest in implementation of Two-way immersion program)

The survey revealed that the resources need to ensure the appropriate conditions necessary for successful implementation in language learning are inadequate. Pre-service training, carry on professional development in the methodology as well as in the teaching foreign languages, so they have an ability to create the natural, language rich environment in groups. In the recent decades, the methodology in teaching foreign languages have been progressively growing. The emergence of new methodologies, programs and technologies in teaching foreign language allows teachers to choose the most convenient methods. However, based on the conducted survey, these methods couldn't solve the main problem in teaching foreign language – the development the skills of foreign communicative competence.

The group of the 103 teachers from different departments of foreign language faculty was selected for our research. The quantitative and qualitative comparison of the participants of the control and experimental group was the following: 51 teachers of control group (CG), where the traditional method is relevant and 52 teachers of experimental group (EG) used methods, which were suggested by the authors. Methodical recommendations, round-tables, public speech, analysis of various situations, brainstorming concerning the program of TWI were implemented in the course. For the EG the authors prepared the methodical recommendations of Two-way immersion, which consist of a theoretical and practical materials, which were sent by electronic resources. (email, messengers, telegram and google-meet) But teachers got only brief information about the program of two-way immersion, without in-depth study. It was made in order to show the advantages of the program and its relevance.

This part of experiment was made in order to make a comparative analysis of two groups for future estimation after proposed methodical recommendations of Two-way immersion. We repeated the first set of questionnaire (closed-ended questions) and the results of this survey presented in the Figure 2. We took both group experimental group and control group.

The result revealed that the most of the teachers hadn't any knowledge about this program and couldn't implement it in the educational process.

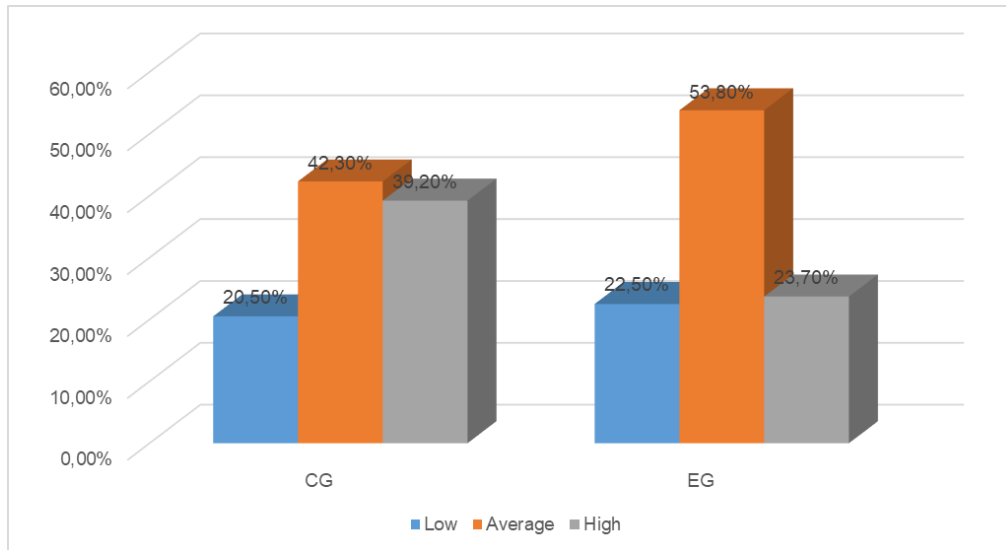


Figure 2. The closed-ended questionnaire (General information about education in Kazakhstan, methods of teaching, two-way immersion program and its implementation)

Upon the completion of the implementation of the authors’ methodical recommendation and other theoretical and practical recommendation in the experimental group, repeated questionnaire was conducted and the following results were obtained within two groups (Figure 3)

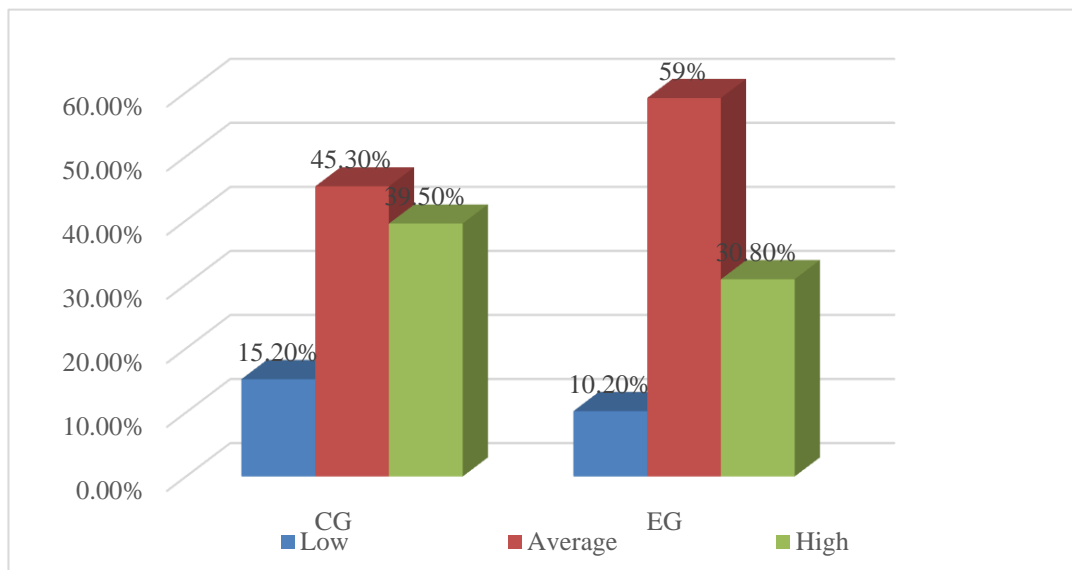


Figure 3. The results of the experiment (General information about Two-way immersion program)

The analysis of the survey showed us that the indicators of the understanding the program is changed. Thus, the control check showed us that in the experimental group the level of understanding the program and deeper interest in this sphere became higher in all three degrees (low, average and high) than it was before the experiment, the indicator in the EG became higher on the two degrees (average and high) than it was before the experiment, so it was average degree - 53.8%, after became 59%, so in the CG this degree also increased – from 42.3% to 45.3%. The Low degree decreased in both groups. In EG the indicator was 22.5% and became 10.2%; in the CG the indicator was 22.5% to 15.2%. The changes also have been at the high degree, before the experiment in the EG the indicator was 23.7% and it was increased to 30.8%. But in the CG the indicator in the high degree hadn’t been changed.

5. Discussion

In the 21st century, the new strategic guidelines for the modernization of society have significantly changed the role of the higher foreign language education. In this context, the essence, content and functional field of the process of teaching foreign languages at the university, designed to actively influence the process of training future specialists, fulfilling social and state orders, have significantly expanded and qualitatively changed.

The purpose of our research was to show for respondents the advantages of two-way immersion program, to identify the pros and cons of using this method in the educational process, as well as a comparative analysis with traditional methods of teaching foreign languages and arouse an interest in a deeper study of two- immersion program for further use in the educational process.

The methodology of foreign language does not stand on one place, constantly developing and replenished with new knowledge from linguistics, didactics and psychology. The methodology introduces new methodological concepts, new models of teaching foreign language, which adapt to educational conditions, changing positions in society.

The process of developing any methodology can be called the process of pedagogical design, which consists of creating an image of upcoming activity, which leads to forecasting the results of this activity. At the same time, it should be taken into account that pedagogical design implies a consistent and continuous movement in which all components, stages, states, processes, phenomena, participants are interconnected.

Thus, the main components of methodic of foreign language teaching are competitiveness of specialists in the field of education capable of successfully implementing and developing pedagogical process. In the modern world, the demands on the labor market are increasing for specialists who speak a foreign language at a high level, who are able to implement various methods, quickly adapt to rapidly changing conditions in the field of foreign language education.

One of the main difficulties in implementing the program of two-way immersion in the educational process is the issue of insufficient professional readiness of the teacher to introduce this method into the educational process of the university, the use of the necessary training tools.

The conducted research showed a lack of knowledge of this program, but on the other hand, a high interest after listening methodological recommendations.

It is very important for us because it gives insights about English teachers' ideas about the methodology, technologies of teaching and learning foreign languages. Considerable changes of the results, demand in the implementation of the program in the educational process as it's a new stage in the teaching foreign languages.

The results of the experiment were due to the implementation of pedagogical conditions as the methods of improving students' knowledge, the use of interactive forms, methods of improving communication abilities of students. In order to confirm the statistically dynamics in the personal changes of teachers in EG, we use questionnaire to evaluate the averages. Averages were calculated for each indicator at the beginning of the experiment and at the end of it. (Table 1.)

Table 1. The result of the experiment at the beginning and the end of the experiment according to the questionnaire

		Low	Average	High
EG (52 part.)	Before	11 participants (22.5%)	29 participants (53.8%)	12 participants (23.7%)
CG (51 part.)		9 participants (20.5%)	22 participants (42.3%)	20 participants (39.2 %)
EG (52 part.)	After	5 participants (10.2%)	30 participants (59%)	17 participants (30.8%)
CG (51 part.)		7 participants (15.2%)	23 participants (45.2%)	21 participants (39.5%)

As can be seen from the Table 1, at the beginning and the end of the experiment the number of the participants from both groups in all three levels had significant difference between the participants and also increase the interest in the implementation of Two-way immersion in educational process of Kazakhstan.

6. Conclusion

Analysis of the results of the study led to conclusion that the preparation of distributed data technologies doesn't meet modern requirements for the specialists in the field of information and communication technologies. The next stage of the research in conducting formative experiment. One of the main purpose of formative experiment is to substantiate the effectiveness and purposefulness of improving the training of student's aspects of distributed data technologies. The results of the experiment show the level of theoretical in the field of distributed data increased, motivation and need for the use of parallel and cloud computing technologies, knowledge on the organization, significance and purpose of the digital educational resources became specific. But the difficulties raise during the carried out the experiment couldn't take into account and should be solve for successful implementation of the TWI program.

The significant difficulty of teaching the rational use of two languages in the class is the use of translation method, which naturally disrupts the natural flow of teachers' speech. For a two-way immersion teacher, the first priority is to teach students without making the learning process too easy for native learners. The plan of the lesson should be: first, the teacher creates a lesson plan for the native student, and then revises and makes adjustments. The knowledge of students of the two groups are taken into account, materials intended for use in lessons are processed, the assistance that non-native language students need, various teaching techniques, as well as learning assessment tools are thought through.

The next main difficulty in implementing the two-way immersion method is the use of the necessary teaching techniques, as well as the ability of students to freely navigate them. Among the effective techniques are the technique, where the full physical response requires, memorization of texts, simulations, interviews, group projects, etc. For example, the program 50/50 in the Schaumburg, Illinois school programs use the full physical response method because it helps students develop receptive language skills. Also, using the experience-based method is effective at the initial stage, because it contributes to the acquisition of language skills by students in the

process of completing tasks [Programma dvustoronnego pogruzhenija - praktika. [Two-Way immersion – practice]. Retrieved from: www.emsc.nysed.gov/ciai/biling/resource/NLA.html]. Based on the analysis of the understanding of the method of two-way immersion in the language environment, foreign experience of implementation in the educational process, it allowed us to clarify this concept of the method as one of the form of bilingual education, which includes the formation of future specialists using a foreign language with parallel and interconnected study of culture, the language of representatives of two language groups - native speakers of English and another (Russian, Kazakh) language. The method itself has a number of advantages, as well as the relevance of its implementation in the educational process of universities.

- Complete immersion in the linguistic environment of the target language, thereby facilitating mastery of the English language at a high level, without impairing knowledge of the native language (Kazakh language)
 - The ability to improve the vocabulary of words, namely idioms, expressions, how and in what situation this or that expression is used by native speakers.
 - The need to communicate in a non-native language significantly increases the rate of speech. The main difficulty in learning any language is the language barrier. It disappears by itself when completely immersed in the language.
- And also the formation of intercultural competence of the individual, i.e. interaction with people belonging to different cultures. [Zhetpisbaeva, Ospanova, Dyakov, 2019] However, with the introduction of a two-way immersion program, a number of problems in its implementation arise. The main difficulty is the lack of psychologically and methodologically trained language teachers capable of complete immersion in the language environment and the lack of teachers, who knows all the techniques of using the method of two-way immersion in educational process of Kazakhstan.

According to the solution of three main objectives of our research, we can conclude that the two-way immersion program in a language environment is one of the current methods of teaching foreign languages. However, this method is less attentive and significant in the field of learning foreign languages in Kazakhstan. Further, based on the conducted research, there were also a lack of educational and methodological recommendations, scientific manuals, as well as didactic materials. Thus, we see a real picture of the lack of educational material, a guide for the implementation of this program in the educational process. The research showed us the real necessity of further studying of this program, the ability to improve the educational process in Kazakhstan in the sphere of foreign language and professional improvement of teachers' communicative competence.

7. Limitations and Implications

The investigation was limited only by the teachers' view and conducting experimental work only with foreign language teachers. Further research can also be done with students to identify the interest in the two-way immersion program and subsequent development of actual methodological and educational literature. In addition, the study took place in the shortest possible time due to the workload of teachers. However, one of the most important implications of this method is that students can simultaneously gain knowledge in several languages, which is sometimes the most ignored part in the educational process. Also, draw the conclusion that the implementation of two-way immersion program can be improved due of the professional readiness of teachers.

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Authors contributions

Mrs. Ospanova A. was responsible for study design and revising. Mrs. Ospanova A is the first author. She analyzed the text, collected the materials and drafted the original text. Dr. Zhetpisbaeva B is the corresponding author and the second author. She reviewed and correct the article. All the authors read, gave their recommendations and approved the final manuscript.

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Data sharing statement

No additional data are available.

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