

LANGUAGE CHOICE AND LANGUAGE IDEOLOGIES

**Language Choice and Language Ideologies among Kazakhstani Students: The Status of  
Kazakh in the Context of Multilingual Education**

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in

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This letter now confirms that your research project titled: **Language Choice and Language Ideologies among Kazakhstani students: The Status of Kazakh Language in the Context of Multilingual Education** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy as instructed.

Yours sincerely,

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Thank you!

### **Abstract**

Multilingual setting development is sharply increasing in the Kazakhstani context since the English language has gained an international position and enjoys high prestige throughout the world in multilingual education programs nowadays. This research aims to explore Kazakhstani students' ideologies about Kazakh and their choice favoring the language in comparison to Russian and English; to identify if there is negligence to the importance of the Kazakh language affected by an active promotion of multilingualism and integration of English language into education system.

The research questions are the following: 1) What are Kazakhstani students' ideologies regarding Kazakh language? A) How do students perceive the role of the Kazakh language in the context of multilingual education? 2) How frequently do Kazakhstani students choose to speak Kazakh language? A) Is their choice associated with the language environment of their university?

The data for this mixed-method study was obtained through surveying graduate students from two institutions which practice multilingual education ( $n = 144$ ), as well as through semi-structured interviews with 11 students. Students' ideologies about Kazakh are positive in terms of its symbolic value and national importance; however, there is a strong belief that Kazakh significantly lacks when juxtaposed with Russian and English in its adaptability to modern day situations, unpracticality, insufficient quality materials, economic benefits, information delay, and irrelevancy on a global level. As for choices given to Kazakh in different situations, it enjoys occasional use only at home settings, but it is given less preference in other spheres of life; yet Welch T-test showed statistical significance when analyzing two institutions and revealed a strong impact of the language environment of universities.

These findings indicate the need for proper implementation of multilingual education and encouragement to learn and speak Kazakh among students as regards economic benefits, as well as a need for developing science materials, timely translation, and overall shape of Kazakh to make it more appealing and functional for the younger generation in the country.

*Keywords:* language choice, language ideologies, English medium instruction (EMI), trilingual education

### Аңдатпа

Көптілді ортаның дамуы қазақстандық контексте күрт өсуде, өйткені ағылшын тілі қазіргі уақытта халықаралық позицияларға ие болды және көптілді білім беру бағдарламаларында бүкіл әлемде жоғары беделге ие. Аталған зерттеудің мақсаты - қазақстандық студенттердің орыс және ағылшын тілдерімен салыстырғанда қазақ тілі туралы түсініктерін және олардың осы тілдің пайдасына таңдауын зерделеу; көптілділікті белсенді ілгерілету және ағылшын тілінің білім беру жүйесіне интеграциялануы әсерінен қазақ тілінің маңыздылығына немқұрайдылықтың бар жоғын анықтау.

Зерттеу сұрақтары келесідей: 1) Қазақстандық студенттердің қазақ тіліне қатысты идеологиясы қандай? А) Көптілді білім беру контексінде оқушылар қазақ тілінің рөлін қалай қабылдайды? 2) Қазақстандық студенттер қазақ тілінде қаншалықты жиі сөйлегенді жөн көреді? А) Олардың таңдауы университеттің тілдік ортасымен байланысты ма?

Бұл аралас әдіспен зерттеуге арналған мәліметтер көп тілді білім беретін екі мекеменің аспиранттарынан ( $n = 144$ ) сауалнама жүргізу арқылы, сондай-ақ 11 студентпен жартылай құрылымдық сұхбат жүргізу арқылы алынды. Студенттердің қазақ тілі туралы түсініктері оның символдық құндылығы мен ұлттық маңыздылығы тұрғысынан жағымды; алайда, қазақ тілінің орыс және ағылшын тілдерімен салыстырғанда оның қазіргі заманғы жағдайларға бейімделуі, іс жүзінде болмауы, материалдардың жеткіліксіз сапасы, экономикалық пайдасы, ақпараттың кешіктірілуі және жаһандық деңгейде орынсыз болуы айтарлықтай жетіспейді деген нық сенім бар. Әр түрлі жағдайларда қазақ тілін таңдауға келетін болсақ, ол кейде үйде ғана қолданылады, бірақ оған өмірдің басқа салаларында аз артықшылық беріледі; дегенмен,

Welch-тің T-тесті екі оқу орнын талдауда статистикалық маңыздылығын көрсетті және университеттердің тілдік ортасының күшті әсерін анықтады.

Бұл нәтижелер көптілді білім беруді тиісінше енгізу және экономикалық пайда тұрғысынан студенттер арасында қазақ тілін үйрену мен меңгеруді көтермелеу қажеттілігін, сондай-ақ ғылыми материалдарды әзірлеу, қазақ тілін елдегі жас ұрпақ үшін неғұрлым тартымды және функционалдық ету үшін оны уақтылы аудару және жалпы нысаны қажеттілігін көрсетеді.

*Түйінді сөздер:* Тілдік таңдау, тілдік идеология, ағылшын тілі - оқу құралы ретінде (EMI), үштілді білім беру

### Аннотация

Развитие многоязычной среды резко возрастает в казахстанском контексте, поскольку английский язык в настоящее время завоевал международные позиции и пользуется высоким авторитетом во всем мире в программах многоязычного образования. Цель данного исследования - изучить представления казахстанских студентов о казахском языке и их выбор в пользу языка по сравнению с русским и английским; выявить есть ли пренебрежение к важности казахского языка, на которое повлияло активное продвижение многоязычия и интеграция английского языка в систему образования.

Исследовательские вопросы заключаются в следующем: 1) Каковы идеологии казахстанских студентов в отношении казахского языка? А) Как учащиеся воспринимают роль казахского языка в контексте многоязычного образования? 2) Как часто казахстанские студенты предпочитают говорить на казахском языке? А) Связаны ли их выбор с языковой средой их университета?

Данные для этого исследования со смешанным методом были получены путем опроса аспирантов из двух учреждений, практикующих многоязычное образование ( $n = 144$ ), а также путем полу-структурированных интервью с 11 студентами. Представления студентов о казахском языке позитивны с точки зрения его символической ценности и национальной значимости; однако существует твердое убеждение, что казахскому языку значительно не хватает в сравнении с русским и английским языками его адаптируемости к современным ситуациям, непрактичности, недостаточного качества материалов, экономических выгод, задержки информации и неуместности на глобальном уровне. Что касается выбора казахского языка в различных ситуациях, то он иногда используется только дома, но ему отдается меньше предпочтений в других

сферах жизни; тем не менее, Welch T-тест показал статистическую значимость при анализе двух учебных заведений и выявил сильное влияние языковой среды университетов.

Эти результаты указывают на необходимость надлежащего внедрения многоязычного образования и поощрения изучения и владения казахским языком среди студентов с точки зрения экономических выгод, а также на необходимость разработки научных материалов, своевременного перевода и общей формы казахского языка, чтобы сделать его более привлекательным и функциональным для молодого поколения в стране.

*Ключевые слова:* выбор языка, языковые идеологии, английский как средство обучения (EMI), трехязычное образование

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## Chapter 1: Introduction

### Background Information

Multilingualism is a vibrant and complex concept, which has gained global importance in the modern world (Singleton & Aronin, 2018). Many scholars emphasized that multilingual practices occurred out of necessity when language groups had to communicate (Baker, 2011; García, 2009, as cited in Cenoz, 2013). There are some variations of its definition; however, the simplest one describes multilingualism as the use and the ability to speak several languages (Franceschini, 2011; Wright, 2013). A more comprehensive explanation can be given through the lens of sociolinguistics, as Cenoz (2013) clarified that multilingual education is an umbrella term that includes bilingual and other types of education with three or more languages. García (2009, as cited in Wright, 2013), in turn, explained that such a model allows for providing meaningful and objective education and nurturing tolerance to other language groups. Accordingly, multilingual programs “provide a general education, teach in two or more languages, develop multiple understandings about languages and cultures, and foster appreciation for human diversity” (p. 6).

With an increasing number of countries that integrate multilingualism in their education systems, scholars have investigated the advantages of multilingual education to substantiate such trends and have revealed the following. According to Baker & Jones (1999, as cited in Wright, 2013), it provides wider communication opportunities, which genuinely contributes to building sympathy and tolerance towards diversity. Similarly, it enables students to access world literature to become competent in foreign languages and confidently display their skills. Finally, it makes students marketable and grants them promising positions in the working world. Krzyżanowski and Wodak (2011) also pointed how multilingualism influences economic issues as it increases

people's mobility in the job market. Furthermore, UNESCO (2007, as cited in Wright, 2013) explicitly demonstrated its importance as a means of enhancing educational quality, supporting linguistically diverse communities, and cultivating mindfulness and respect for fundamental rights. In this connection, multilingual setting development is also sharply increasing in the Kazakhstani context as well and its implementation may lead to greater investment and increased employment opportunities (Aubakirova et al., 2019).

In recent decades, English has gained an international position and enjoys high prestige throughout the world as the *de facto* lingua franca, widely used on both macro and micro levels, including multilingual education programs (Jackson, 2012). Therefore, according to Mazhitaeva et al. (2016), the introduction of multilingual education along with the implementation of the cultural program "Trinity of Languages", which promotes Kazakh, Russian, and English, is one of the main strategic lines of the formation of a highly educated person and the most critical directions developed by the former President of the Republic of Kazakhstan. Indisputably, as of 2004, the country has been promoting the "Trinity of Languages" to keep up with changing global demands (Aubakirova et al., 2019). The policy has encompassed almost one-third of Kazakhstani higher educational institutions now, meaning that these multilingual practices are rapidly advancing in our context, which shows that multilingual setting development has national importance (Aubakirova et al., 2019). Moreover, by granting young people ample opportunities to study at top international universities in the forms of funded education and scholarships, such as the "Bolashak" program, upper bodies expose Kazakhstani youth to a new world (Bokayev et al., 2017).

The fundamental point of the interactive lecture "Kazakhstan on the way to the knowledge society" by N. A. Nazarbayev was the position that young university graduates

should become marketable professionals in any corner of the globe and able to ensure the development of success and well-being in Kazakhstan in the 21st century (Mazhitaeva et al., 2016). In other words, although Nazarbayev considers English as a language of science and innovations, language became somewhat commodified and seen as a profit; while trying to promote new perspectives to develop and grow as a nation, the government itself had opened doors to a global market.

That said, some key questions and notions are still not discussed in these explanations regarding motivation for multilingualism from a community perspective. Therefore, they can only be considered the first step towards a more profound understanding of characteristics of multilingualism in the Kazakhstani situation. In that event, Fasold (1990, as cited in Dweik & Qawar, 2015) put multilingualism differently by saying that it primarily functions as a tool for extensive interaction. In other words, one language may be a home language to communicate with family and friends, while another language may be linked to the business. This means, here young people display a visible inclination toward foreign languages themselves justified by the prestige association they have regarding English, which makes the situation somewhat difficult (Akynova et al., 2014).

### **Problem Statement**

While Kazakh is the state language of the Republic of Kazakhstan and has an active role in all spheres of public relations throughout the state as stated in the Concept of the Language Policy of Kazakhstan, the language is not sufficiently supported to guarantee ample public use (Aksholakova & Ismailova, 2013). That is, while local authorities adhere to Kazakhization policy which focuses on the settlement of Kazakh as the state language, one cannot downplay the historical fact of Kazakhstan being multinational and having a vast portion of Russian speaking

population; thereby, multilingual policy on maintaining Russian and other languages was established. These aspects subsequently brought on establishing the “Trinity of Languages” on maintaining Russian and promoting English alongside Kazakh. The policy was likewise impacted by globalization trends which stimulated the idea of making Kazakhstan a worthy rival in the global arena (Smagulova, 2008).

Subsequently, such a dilemma has given rise to the change of linguistic behavior among Kazakhstani youth, which recently has been manifested through their increasing interest in English and their perception of it as a language of prestige and success (Akynova et al., 2014). Based on Jorgensen (2001, as cited in Akynova et al., 2014), given the dynamic role of youngsters in society, they can enrich languages in their possession further. Because there is a deliberate top-down integration of the English language in our domestic community, Kazakhstani youth soon took on the westernized character and developed a strong passion for this language and culture (Akynova et al., 2014). It inevitably induced drastic misconception in young minds, which have not yet come to rounded conclusions about what should precede in their linguistic repertoire. Thereby, Selleck & Barakos (2019) rightly concluded that language instinctively gains value if it is linked to economic benefits. Then language selection is made upon feasibility criteria and leads to a “paradoxical situation of valuing some types of languages and language users more than others” (p. 290).

As mentioned previously, English has become an increasing medium of instruction (EMI) worldwide as it is a pathway to unlimited resources which could facilitate getting reputable education overseas and high-paid job in foreign companies. According to Goodman (2014), EMI is considered as a case of language-in-education planning at institutional level, which is about deciding “which languages will be taught, when, by whom, with what materials, and with what

assessment and evaluation measures” (Kaplan & Baldauf, 1997, as cited in Goodman, 2014, p.4). In Kazakhstani context, there is both EMI (full) and EMI as part of trilingual education (instruction in 3 languages), which means studying the relationship between these two programs is significant.

Moreover, predicated on local scrutiny, the threats of Anglification among younger people in Kazakhstan, specifically in urban areas, are evident in terms of brain drain (Bokayev et al., 2017; Mazhitaeva et al., 2016). Still, several crucial questions are glossed over despite these insightful local findings on multilingualism and its challenges concerning the status of the Kazakh language. Previous research separately covered the overall shortcomings of multilingualism and the value of the Kazakh language amid younger society. Whereas the studies reveal the challenges with teacher shortage and the lack of quality teaching resources in the English language, the relatively low status of the Kazakh language, compared to Russian and English, is a bigger concern (Aubakirova et al., 2019). That is, in the light of adopting globalization trends and integrating English to our society on a governmental level, its appeal to the younger generation is becoming troublesome since such attitude might pose a threat to the importance of the Kazakh language and the conception of the mother tongue might be blurred.

Thus, the future research has the potential to fill the gap concerning shortcomings of the challenges of multilingual education in relation to Kazakh and the status of English which might be contributing to language ideologies and language choice.

### **Purpose of the Study**

The current study aims to explore students’ ideologies about the Kazakh language’s value and prospects and their language choice to identify the impact of the “Trinity of Language” policies, whether they are positive or negative. A further subsidiary purpose is to find if there is

negligence to the importance of a state language affected by the ongoing tendency of adopting contemporary global demands and whether this happens more in EMI than in trilingual education. This research is exceptionally substantial in our context, given that extensive use of a state language will significantly contribute to the noble upbringing of young people by virtue of Kazakhstan's future vested in them (Baiteliyeva, n.d; Belova, 2013). Apart from this, any educational reform with the concurrent implementation of language policies involves the younger generation (Zhumay et al., 2021), so it merely adds up to the relevance of observing their beliefs regarding the languages they choose to speak in different domains. Be it in formal or informal settings, focusing on their perception of the Kazakh language's value and perspectives will determine the extent of the issue.

### **Research Questions**

1. What are Kazakhstani students' ideologies regarding Kazakh language?
  - a) How do students perceive the role of the Kazakh language in the context of multilingual education?
2. How frequently do Kazakhstani students choose to speak Kazakh language?
  - a) Is their choice associated with the language environment of their university?

### **Significance of the Study**

Research results will help different stakeholders see whether the viewpoints of the Kazakhstani youth regarding the status of Kazakh are being affected by today's language reforms and the determinant factors that have contributed to the change in their linguistic preferences. It is especially in policymakers' and teachers' best interest as the former plays a pivotal role in initiating reforms, whilst, according to Priestley et al. (2012), the latter is the principal-agent who implements them in class. This means the awareness around the state

language among young minds will help in further refinement of the existing programs and find more efficient ways to promote all three languages equally. Consequently, youngsters themselves may benefit from this experience as they can reflect on their beliefs throughout the process and reset their linguistic priorities.

### **Outline of the Study**

This thesis research consists of the following chapters: introduction, literature review, methodology, findings, discussion, and conclusion. The introduction chapter provides background information about the study with the statement of the problem, purpose, research questions and the significance of the study. The literature review chapter gives elaborate explanations of the two central phenomena of this study: language ideology and language choice with reference to both international and local research, which are used as a basis for the theoretical framework of this research. Next, the methodology chapter presents detailed information about the employed research methods, design, sampling strategy, data collection and analysis, and ethical considerations. It is followed by the findings and discussion chapters, in which the first presents both quantitative and qualitative data obtained for this study and the latter examines the results and interprets, respectively. Finally, the conclusion chapter summarizes the major findings and considers study limitations and future recommendations.

## Chapter 2: Literature Review

The following chapter provides a review of literature that is relevant to the topic of this particular research. It begins with presenting some theoretical background to the fundamental concepts of the study: language choice, language ideology, English medium of instruction (EMI), and multilingual education. After that, it investigates international-level research in this area, then it narrows down to the local context where mentioned national studies that share academic interest with this study. Consequently, the chapter introduces the theoretical framework of the study by Fishman (1965) by providing definitions of four variances and domain analysis that are characteristic of the language choice and Spolsky's (2004) four linguistic and non-linguistic forces that identify language ideology. Then substantiating how these frameworks are applicable to the current research to accomplish study goals – to investigate students' language ideologies about the value of Kazakh and their language choice in multilingual education settings and their language choice in different situations and identify the impact of the language environment of students' institutions – and to address the following research questions:

1. What are Kazakhstani students' ideologies regarding Kazakh language?
  - a) How do students perceive the role of the Kazakh language in the context of multilingual education?
2. How frequently do Kazakhstani students choose to speak Kazakh language?
  - a) Is their choice associated with the language environment of their university?

### Definitions

#### *Language Choice*

In the area of language choice, despite not having a definite explanation for this term yet, there is a general impression of different influences on the choice to use one language over another one that have been developed due to various scholars' observations. Appel & Muysken (1987, as cited in Coronel-Molina, 2019) suggested that language choice is dependent on the topic of conversation, meaning that a particular language can have constraints whether it be the absence of topic specific vocabulary or the issue of appropriate wording that makes better sense in another language with regards to certain topics and subjects. In other words, authors claimed that one language is simply more appropriate for discussing a specific subject. Moreover, language choice, as stated by Coronel-Molina (2019) can be viewed through Giles' accommodation theory which implies that when speakers adapt their language and speech to that of their interlocutor, the speakers converge. By the same token, on the contrary, when speakers do not make any effort to meet the needs of the conversation, they diverge. That said, convergence and divergence do not limit one's choice, meaning that people can make multiple combinations of choices among languages and language varieties.

Bentahila (1983, as cited in Coronel-Molina, 2019), in turn, stated that the choice is rather planned and is "determined by aspects of the social organization of the community and the social situation where the discourse takes place" (p. 50). At this point, Dweik & Qawar (2015) also elucidated that people systematically choose languages for various purposes and customize their linguistic repertoire to new situations. Yet, David (2006, as cited by Dweik & Qawar, 2015) argued that such choices are mainly affected by social status, education, age, topic, and mass media. Coulmas' (1997) explanation of language choice also include various purposes, but he specifically mentioned the purpose of fulfilling communicational needs, to either associate or separate oneself with / from a particular linguistic group, and to demonstrate or conversely

defense of dominance. Later, Coulmas (2013) elaborated on the term and denoted that “choice is based on judgement, but it is not fully controlled” (p.23). This suggests that making a choice in particular circumstances does not necessarily mean that people have absolute control of their decisions as judgement has been habitually derived from people’s understanding of availability and their intrinsic beliefs and preferences, which are never easy to accurately describe (Dhir and Savage, 2002, as cited in Coulmas, 2013). In other words, the author reasonably opposed the aforesaid claims on language choice as being not random and without going into detail of psychology and behaviorism, he referred to Axelrod’s (1984) interpretation which says: “Their strategies may simply reflect standard operating procedures, rules of thumb, instincts, habits, or imitation” (p.24). Nevertheless, premised on Guerrero’s (2010) statement, it is conceivable that in non-European countries individual language choice could also be influenced by national pressure as the youth both explicitly and implicitly is required to learn foreign languages to advance and bring the country to a new level of economic success.

Beyond that, Fishman (1965) introduced the notion of language use domains as one of the approaches to learn about language choice. Fishman (1965) explained it as being formed by various factors such as place, situation, topic, and participants of the conversation, which can either be formal or informal. Therefore, bearing in mind different circumstances and situations, especially when it comes to control over choice, and factors of language choice under which choices are made is remarkably important. Also, I find Fishman’s (1965) inquiry “Who uses what language with whom and for what purposes?” appropriate when addressing the issue of language choice; his domain approach (1965) is the main definition of language choice in my study, which will be thoroughly explained in the theoretical framework section.

### ***Language Ideologies***

Analogous to the situation with language choice, according to Sallabank (2013), there is no universally accepted definition as to ideologies in relation to language and language speakers. However, Gerring (1997) argued that the definition of language ideology is heavily depended on the linguistic norms in which languages are enclosed making it intricate to determine values, convictions, and attitudes separately from the speech and speech acts. Hence, Silverstein's (1979) much-cited definition has positioned itself firmly within this area, which suggests that it is about "sets of beliefs about language articulated by users as a rationalisation or justification of perceived structure and use" (p.193). On the other hand, it should be noted that though language itself is not solely a tool of communication and it gains even more compound nature when it comes to its social functions and the ideological views that people have and project toward languages, language ideologies alone do not revolve around language. That is, "they envision and enact ties of language to identity, to aesthetics, to morality and to epistemology" (Schieffelin et al., 1998, p.3). In this way, Kroskrity (2010) provides new definition for language ideologies as "beliefs, feelings and conceptions about language structure and use which often index the political economic interests of individual speakers, ethnic and other interest groups, and nation states" to highlight the connection of the conception with socio-cultural and socio-political contexts (p.192). Such a perspective on the links between language beliefs of individuals and policymakers is exceptionally pertinent to this study, which helps to understand linguistic ideologies in the framework of the top-down integration of multilingual education and adoption of global demands.

Besides, Heath (1989) delineated language ideology as "self-evident ideas and objectives a group holds concerning roles of language in the social experiences of members as they contribute to the expression of the group" (as cited in Jaffe, 1999, p.53). That is, language

ideology refers to feelings about language that display and suit the interest of communities with social, economic and political force, meaning that it reiterates social structures and preliminary power relations (Jaffe, 1999; Martinez, 2013). Additionally, Gerring (1997) touched upon its function and emphasized how it can be top-down integrated, which would result in the society collectively adopting what the state prescribes to be true and appropriate. In other words, ideology serves to unite “individuals to a community by establishing an authoritative set of norms and values” (p.972).

Furthermore, based on Duff (2002), language ideology has been imposed across “institutionalized relationships” (p.306) particularly regarding the connection of language ideology to multilingual education settings (Creese & Blackledge, 2015; Darvin & Norton, 2015; Park & Bae, 2009). In this manner, linguistic choices of multilingual students are impacted by language ideologies, and this is supported by empirical research (Canagarajah, 2007; King, 2013; Park & Bae, 2009).

Spolsky (2004) also identified language ideology as a set of beliefs and feelings about language practices commonly spread within a speech community which attaches values and prestige to different facets of language varieties involved in a conversation. Moreover, the author pointed out that such beliefs stem from language practices and can provide a foundation for language management and management policy. In other words, as stated by Spolsky (2004), “ideology is language policy with the manager left out, it refers to what people think should be done” (p.14). Consequently, Spolsky’s definition will be operationalized in this study and will be explained more in the theoretical framework.

### ***English Medium of Instruction***

It should be noted that the term English medium of instruction (EMI), despite its growing prominence in non-anglophone countries that implement English “to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2014, p. 2), has no conventional definition. However, Dearden (2014) argued that the aforementioned denotation is critical as it allows for a conceptual distinction between EMI and content and language integrated learning (CLIL) and indicated that while the first explicitly requires the language of education to be English, the latter does not highlight what languages (second, additional or foreign language (L2)) are used to study academic subjects. By comparing these two dimensions, Dearden and Macaro (2016) also underlined that EMI has an extensive use around the world and is largely applied in higher education (HE), but CLIL is initially employed in European framework and is limited to the secondary school context. Additionally, Schmidt-Unterberger (2018) in her work pertaining to EMI firmly concluded that CLIL has a “dual focus” as it covers both language acquisition and content knowledge, whereas EMI is intended for obtaining subject knowledge (p. 529).

There are “various and context-dependent” rationales for a huge spread of EMI globally (Macaro, Curle, Pun, An, & Dearden, 2018, p. 37), yet one of the chief incentives for higher educational institutions to execute EMI programs is to “internationalize” their educational system (Dearden & Macaro, 2016; Airey et al., 2017). According to reports by Dearden (2014), where 55 countries, including Kazakhstan, were investigated, many countries practicing EMI highly prioritize internationalization in their HEIs and consider languages crucial. In other words, employment of EMI in Kazakhstani HEIs follow the same purpose: enhancing domestic pedagogy in order to make it consistent with global standards of education.

In addition to this, EMI is used by many HEIs to attract the international student body (Airey, 2007; Wilkinson, 2012). For instance, Shimauchi (2018) and Rose et al. (2020) stated that in the Japanese context “English-ization” of its tertiary education positively affects both internal and external factors, meaning that whereas the external factor involves increased international students’ mobility, which has been enjoying major top-down support in the country, the driving force for the internal factor is to educate and equip the youth with communicative skills necessary to become marketable world-wide. The same pattern can be observed in the case of Denmark as well (Airey et al., 2017).

Furthermore, Wilkinson (2012) emphasized that the tendency for promoting EMI throughout the world has been stimulated due to the evaluation of HEIs based on the assessment criteria of HEI ranking systems, which are dominated by The United States and Britain. All things considered, such hierarchy induces the sense of rivalry among different countries to step on the global arena and encourage HEIs across the world to adopt changes and English language to grant their institutions enviable position in these rankings. Besides, all these dimensions can potentially contribute to language choice in HEIs using EMI in Kazakhstan and as there was no previous research about it, this study can reveal potential influences of EMI on language choice of the Kazakhstani students and fill the gap in the literature in this area.

### ***Multilingual Education***

Languages have commonly been substantial constituent of the education of the elite, however, now that education has become approachable throughout different population sectors, multilingualism has become an integral part of education system in many school settings around the world. On top of that, second or foreign languages now are taught as a mandatory part of the school curriculum (Cenoz & Gorter, 2015). According to authors, there are different models of

multilingual education, and it mainly has to do with features characteristics to the languages participating in the learning processes such as their usage in the society and educational factors (Cenoz, 2009, as cited in Cenoz & Gorter, 2015). In other words, the typological discrepancies of the first languages of the speakers and the foreign languages that they aim to learn can affect the acquisition process, meaning that close language families make it easier for an individual to learn a related language as there are some shared characteristics with their preceding language in their linguistic repertoire. For instance, Cenoz & Gorter (2015) highlighted how different it is learning English or German for a Dutch speaking person from learning Asian or Arabic languages. In addition, the sociolinguistic environment also has a pivotal role for a school to decide what languages to adopt and teach to their students as the number of the speakers of the language, its status and its usage in different domains can encourage students to master it. These elements are connected to language ideologies and language choice as positive ideologies regarding certain languages can lead to choosing it over another language.

García & Flores (2012) also suggested that current multilingual education expanded on account of the following teaching methods: *grammatical*, *communicative*, *cognitive* and *heteroglossic*. It was further stated that multilingual education initially was performed through grammar-translation method, but then it brought about the communicative approach which targeted at social interaction and experiential learning (Krashen, 1982; Savignon, 2007). Thereafter, particular emphasis was given to cognitive approaches, which focused on language learner's self-analysis of their abilities to think and rationalize about language and their language intelligence on when, by what means and why they employ their linguistic knowledge (Ellis, 2019). Lastly, multilingual education encountered heteroglossic approaches on incorporating

different languages into the language learning processes instead of separating them (Kiramba, 2016).

Furthermore, there are two important principles that lay the foundation for multilingual education (Haukas, 2016). While the first principle evades separation and rather prioritizes combining different languages for them to have a synergy, the second one emphasizes on the significance of the previous knowledge of language (usually L1), specifically learning strategies and experience when learning another language (Alisaari et al, 2019). In that event, multilingual education is an educational trail that assists in shaping individuals' language skills owing to the amalgamation of various languages together with mother tongue (Kaipnazarova, 2020).

Presented facts are the ground for implementing trilingual education programs in Kazakhstan and can also result in either positive or negative language ideologies regarding Kazakh, Russian, or English.

### **Theoretical Framework**

#### ***Language Choice Patterns by Fishman (1965)***

According to Fishman (1965), there are four patterns that determine language choice in multilingual settings which will be used as a framework for understanding language choice in this study: media variance, role variance, situational variance, and domain variance. It should also be noted that language shift and language maintenance constitute these variances of language choice. That means, different situations may predispose people to choose a certain language resulting in language shift or language maintenance, where speakers either give up the language or decide to keep it, respectively (Fasold, 1987; Fishman, 1965; Saville-Troike, 2008).

Media variance is about writing, reading and speaking, meaning that the degree of the native language maintenance or shift depends on these different media of communication. In

particular, “where literacy has been attained prior to interaction with an “other tongue” reading and writing use of the mother tongue may resist displacement longer than speaking usage. Where literacy is attained subsequent to (or as a result of) such interaction the reverse more frequently obtains” (p.78). As for the role variance, Fishman (1965) highlighted that the term “role” has been interpreted differently as in role in society, or in relation to specific group of people, or occasional and momentary roles. Nevertheless, Fishman (1965) put it together with inner speech (the language of thought, of self-talk, of dreams, and every situation where ego is both source and target), comprehension and production. In other words, despite the presence of additional languages, in many cases inner speech is immune to intervention, switch and abandonment of the first language. In situational variance, pursuant to Fishman (1965), the degree of language shift or maintenance may differ in relation to more formal, less formal and intimate communication, implying that such settings either allow for a change or resists it. Finally, he elaborated on domain variance, by stating that the level of language maintenance or shift may differ depending on various distinct domains (school, work, home, etc.) of language behavior, which means that “such differences may reflect differences between interacting populations and their socio-cultural systems with respect to autonomy, power, influence, domain centrality, etc.” (p.79). He also defined it as

“a socio-cultural construct abstracted from topics of communication, relationships between communicators, and locales of communication, in accord with the institutions of a society and the spheres of activity of culture, in such a way that individual behavior and social patterns can be distinguished from each other and yet related to each other.” (p.75).

These descriptions lead to conclusion that language choice and its forms of variance are indicators of maintenance and shift, meaning that when investigating the matter of language use

it helps to consider all the variables involved, which subsequently addresses Fishman's (1965) inquiry about where, when, and with whom a certain language is used.

Analyzing domain has made it possible for researchers to develop comprehensive explanation for the tendency for language maintenance or shift when speaking and it similarly helps to recognize domains that are prone to language displacement and domains that are on the contrary resistant to it. For example, in the Puerto Rican study of bilingual community conducted by Fishman et al. (1971), it was uncovered that L1 is usually actively used in private domains such as family and friends, whilst L2 (English) is predominant in public domains like study, work, and church environments, which constitute maintenance and shift. Then, Fishman et al. (1971) emphasized the importance of role relations amidst the domain and by what means they affect language choice, namely, how parent-child relation may demand the use of a certain language that differs from the language that is needed for a business communication.

A number of studies put Fishman's (1965) domain analysis to use when exploring patterns that lead to choose one language over another. One of the weighty analyses of this concept was made in Greenfield's (1972) study of language choice of Puerto Rican bilinguals residing in New York City. It was established that Spanish language was habitually used at home, yet the most common language of discourse in education and workplace was English, which brought to conclusion that participants of the study are inclined to keep their first language in intimate situations.

Fishman's domain theory was also employed in another study of language choice patterns among Tamil Christian youth in Malaysia to find out the dominant language in their linguistic repertoire by Leo and Abdullah (2013). In a similar fashion, they discovered that the aforementioned domains indeed influence language choice of the younger people; and English

was favorable language in comparison to Tamil and Malaysian because of place, speaker's language proficiency, their language attitude and social beliefs.

A recent study by Rydenvald (2018) in like manner adopted Fishman's (1965) domain theory and concluded that it best describes bilingual language use over its facets that organize, categorize, and operationalize human interactional behavior. The rationale for the domain theory to be implemented in her study was that it covers five fundamental domains of family, friendship, religion, education, and work, which are "commonly associated with a particular variety of language" and described in respect of place, subject, and the role-relations of the participants (Fishman, 1971, pp. 37-44, as cited in Rydenvald, 2018). In addition, it is stated that in multilingual settings domains are commonly applied to either formal (religion and work) or informal (family and friendship) situations, where the first mainly require the majority language use whereas minority languages are used in casual situations, respectively (Hyltenstam and Stroud, 1991, as cited in Rydenvald, 2018). In this vein, Fishman similarly claimed that in a multilingual situation one language usually prevails in a domain and linked it to dominant language being most frequently employed (García et al., 2006, as cited in Rydenvald, 2018).

Furthermore, Fishman (1971) pointed out that "domains are particularly useful constructs for the macro-level (i.e., community-wide) functional description of societally patterned variation in 'talk' within large and complex diglossic speech communities", and that macro-level suggests a top-down approach which dictates norms of language behavior more willingly than bottom-up views on how multilinguals employ their languages in reality (Rydenvald, 2018). She also argued that relying solely on domain analysis is not sufficient to examine language use in a multilingual setting, but it's only because multilingualism itself is a complex phenomenon in an ever-changing globalized world.

From these facts one may conclude that domain theory has greatly contributed to analyzing language choice and its determinant factors (Fishman, 1965). Hence, this theory is significant in current study as it allows for a better understanding of how the choices are made, what governs interlocutor's decisions while being in a particular domain and what language is assigned to these different domains in Kazakhstani multilingual context. Moreover, it will help to identify whether the Kazakh language can be maintained or whether the shift to English will inhibit Kazakh.

***Language Ideology by Spolsky (2004)***

Spolsky (2004) defined the following linguistic and non-linguistics forces that shape language ideologies, which are: socio-linguistic force, socio-cultural force, socio-economic force, and socio-political force (pp. 2154-2155).

The first notion, socio-linguistic force, is about shaping common understanding of what language or its variation with regards to level of society (region, village) compose language. Besides, it can be applicable “to pronunciation, to spelling, to lexical choice, to grammar, or to style, and to bad language, racist language, obscene language, or correct language” (p.2155). The second basic force is socio-cultural, which implies what value people attribute to specific languages. For example, the domain of language policy can be “any defined or definable social or political or religious group or community, ranging from family through a sports team or neighborhood or village or workplace or organization or city or nation-state or regional alliance” (p. 2155). In this respect, the value attributed to language can be deeply symbolic which derives from emotional attachments people have to the language; however, potential benefits of the language can significantly escalate its instrumental value (de Jong, 2011, as cited in Ayazbayeva, 2017). That being the case, the third socio-economic force entails languages that are evaluated by

how advantageous the knowledge of this language can be. The fourth notion, socio-political, “is the tripartite division of language policy into language practices, language beliefs and ideology, and the explicit policies and plans resulting from language management or planning activities that attempt to modify the practices and ideologies of a community” (p.2154). In other words, official language policies and top-down integration of these policies can firmly impact people’s views and beliefs regarding languages.

### **Previous International Research**

#### ***Language Ideologies in an English-Medium Education Environment***

There is a general claim and evidence from the empirical studies about language ideologies in EMI contexts. The case study by Rahman and Singh (2020) in the context of Bangladesh on teachers’ and students’ ideologies regarding English language and their perceptions of EMI is one example. The study recruited around 8000 students from different majors and 700 faculty members. The findings revealed that generally there is a positive attitude towards English language and it being MOI as they are aware of the benefits of this knowledge and encouraged by its future prospects. Some faculty members restated their institutional policy statement that “English medium instruction is a need for this century to develop human capital and internationally competitive graduates” (Rahman & Singh, 2020, p. 42), which leads to the notion that policies are implemented top-down and the institutions’ motivation is internationalization. According to one of the professor respondents, English is seen as a passageway to access global world and that “EMI is a positive strategic policy to train graduates to meet the demands of economic globalization and to build a workforce that can work effectively – both locally and internationally” (p. 43). In fact, it is also a great appeal for parents, because a student claimed that when applying for a university having an EMI was a must as it

would be more convenient to transfer credits to foreign universities in case of going abroad. Similarly, another student held an opinion that knowing English has great importance in the job market and that in Bangladesh it is a required language both for written and spoken communication in business. Overall, Rahman and Singh (2020) revealed how English has become predominant in academia and that is highly favored by both professors and students as it provides wide range of opportunities not only in terms of sources that are available, but also when it comes to future career development.

That being said, Hamid and Baldauf (2014, as cited in Rahman & Singh, 2020) previously brought to attention that such views and ideologies are unorthodox in the context of Bangladesh where traditionally their national language is valued in every sector of society and has a firm position in public institutions. Therefore, current trends showed that private sectors acknowledge the privileges of English and its economic benefits, thus implement EMI, which is consistently gaining popularity in Bangladesh (Rahman & Singh, 2020).

In a similar study conducted by Baker and Huttner (2019), which focused on investigating EMI programs in prominent international European and Asian countries, specifically in UK, Austria, and Thailand, it was identified that they also follow internationalization trends, and it is evident from their website description, which is, firstly, provided in English, and, secondly, emphasize their international excellence. In simple words, all three institutions inclined towards internationalizing their education by explicitly supporting English and making it a medium of instruction. Comparably, Song (2019) shared how students see EMI as an opportunity to get quality education and go abroad as it facilitates the process of academic mobility and credit transfers. Furthermore, some students noted how their environment, namely, family and friends have a significant impact on their decisions and their

perception of English, because the society itself acknowledges and praises English language proficiency and equate it with success.

### *Language Ideologies in a Multilingual Education Environment*

In accordance with Liddicoat and Taylor-Leech (2015), “multilingual education (MLE) programs need to navigate through the complexes of attitudes and ideologies that provide the backdrop against which they are implemented, and which work to shape the possibilities for MLE within a society” (p.2). In contrast to positive beliefs towards EMI in the previous section, many studies that have addressed the issue of MLE illustrated some competing ideologies and viewpoints about it. For example, regardless of the wide popularity of foreign languages in school programs, the language of instruction is purely Dutch and all types of MLE and similar immersion programs are outlawed in Flanders, because Delarue and De Caluwe (as cited in Liddicoat & Taylor-Leech, 2015) observed that people in Flanders have double standards regarding bilingualism. This means, being proficient in Western European languages is perceived prestigious whereas bilingualism in immigrant languages is neglected and their speakers are underprivileged.

García (as cited in Liddicoat and Taylor-Leech, 2015) in French and German contexts also pointed out that language learning itself is prompted by economic forces in order to fulfill the needs of European labor market along with the intention to encourage cultural inclusion. However, García (as cited in Liddicoat and Taylor-Leech, 2015) noted how economic benefits of language learning overshadow cultural and inclusive purposes.

In Sweden the role of English has upgraded from being a foreign language to a second language as considerable number of people use English daily in various situations (Lindberg, 2007). It has become widely integrated in educational domains, because “in research and

postgraduate education, the parallel use of Swedish and English and other languages should be promoted to meet the demands of increased internationalization in higher education” (p.74).

Therefore, the new language policy highlights that it is necessary to enhance the status of Swedish and to acknowledge the significance of English and other languages all at once. When it comes to ideologies around this policy is that Swedish language has two roles: as a minority language compared to global language English, and as a majority language compared to the aboriginal and immigrant minority languages in Sweden. Hence, it is stated that multilingualism in Sweden and in many other Western European countries is widespread because of the inflow of immigrants, however, it poses a great challenge to the education system, because there is lack of competent teacher and content for learning for them to provide adequate and balanced multilingual education. Another critical observation in this study was that “immigrant languages are often regarded with suspicion and as a threat to the Swedish language in a way that English is not, outside a limited circle of language professionals. Negative attitudes towards efforts in favor of bilingual development are, however, selective and do not usually comprise bilingualism involving prestigious languages like English or French” (p.86). In other words, the ideologies and viewpoints regarding certain languages vary depending on their social status and economic interest and often minority languages are deprived of much attention.

Kamwangamalu and Tovares (2016) when investigating sociolinguistics profiles of Kenya and South Africa, revealed that both countries are multi-ethnic and attempt to sustain all languages equally. Although Kenya promotes bilingual language policy with the focuses on Kiswahili and English, South Africa took on a multilingual language policy focusing on 11 indigenous African languages as official languages of the country. At the same time, these attempts to promote indigenous languages may fail if not widely supported by public, which

implies that for a language to be extensively used it should have a social importance and economic markets (Turner & Wildsmith-Cromarty, 2014, as cited in Kamwangamalu & Tovares, 2016). In this regard, Stroud (2001, as cited in Kamwangamalu & Tovares, 2016) commented that “if speakers of the indigenous languages view their own languages as ‘dead ends’ educationally and of little use in official labor markets, then no one should expect non-mother tongue speakers to have a positive attitude towards these languages” (p.341). That said, the authors pointed out that despite these top-down practices and attempts to strengthen the worth of national languages, English is greatly valued over any language in their linguistic landscapes as it has become the main language of instruction and administration. Consequently, these findings could mean that the Kazakh language might fall short when compared to other languages in Kazakhstani trilingual education.

#### ***Language Choice by Education Environment***

There is no known study on the phenomenon of language choice in EMI context, or the comparison of ideologies and choices EMI and trilingual universities in the same multilingual context. Therefore, the findings of this particular study could fill the gap about this phenomenon and reveal if the language choice is affected by the environment of the universities.

#### ***Language Choice in a Multilingual Education Environment***

The study conducted by Ansah (2014) to find out factors that lead to make linguistic choices within one’s linguistic repertoire in multilingual education context in Larteh, Ghana. According to Brokensha (as cited in Ansah, 2014), linguistic situation in Larteh allows for a pragmatic distribution of three dominant languages: Leteh, Twi, and English. In this context, Leteh is the language of home and traditional gatherings, English is taught at school and school subjects were instructed in Twi, the language with a considerably respected position and linked

to education and religion. It should be noted that, outside school settings, English was spoken by intellectual grown-up, which inspired school children to speak it as well in order to improve their oral skills and impress those who cannot speak English. Generally, at schools children were required to speak Twi as it was the medium of instruction; the use of Larteh on the contrary was not so encouraged due to the beliefs that it could hinder learning progress.

In environmental science lessons, teachers introduced topics in two languages: first in English and then in Twi. As for the learners, they were allowed to use either language depending on how proficient and confident they are in the language they choose to operate in, and students used English and Twi equally when giving one-word answers. However, in math classes and religious studies, their choices were dominated by English, because the questions did not require full statements in math, and English facilitated the understanding of the biblical difficult words when compared to Twi. In short, codeswitching in the class allowed for a flexible teaching when suitable language needs to be selected to meet learning objectives; students' language choice in the class was generated owing to their proficiency level and comfort. In this case, "codeswitching could be used as a teaching strategy since it has communicative functions such as translation, checking comprehension, giving instruction, and clarification" (Ncoko et al., 2000, p. 239, as cited in Ansah, 2014). This was the only available study about the language in the context of multilingual education.

### **Previous Research on Language Choice and Language Ideologies in Kazakhstan**

#### ***Language Choice in Kazakhstan***

In the Kazakhstani context, English language has become predominant in many spheres of life, specifically it is observable among younger generation in Kazakhstan which was identified by sociolinguistic and discourse-analytic approach (Akynova et al., 2014). They are

willing to study it as a foreign language because English is strongly associated with Western culture and their lifestyle that is actively manifested via TV programs, pop music, movies; thus, making the younger generation interested in the English language. Besides, social media and worldwide communication likewise encourage the use of English. As stated by Akynova et al (2014), younger people also desire to become closer to the West by learning their language.

Moreover, the authors stated that due to deliberate top-down integration of English language into Kazakhstani community, it has become a common requirement for people to be proficient in English in order to get a high-paying position. Similarly, inclination towards English language is also induced by internationalization and globalization trends, which are promoted by domestic educational programs such as “Bolashak”. Additionally, findings of the study revealed that when students are learning foreign languages, they try to actively use it in everyday life and integrate some components of it into their discourses when talking to their peers. Authors explained that such switch is deliberately made so as to reach some stylistic and pragmatic effect, however, in some cases learners do not even notice how they include some foreign words into their speech when their emotions are escalated. Besides, it was noted that codeswitching is actually less time consuming and little effort is made when talking to their friends and they say whatever comes to their mind first, which facilitates the conversation in a way.

One of the more recent research conducted on the matter of students' language choice in multilingual education environment is Belova's (2017) master's thesis. The study emphasized on how students find multilingualism in HE settings and how it affects the way they communicate. The findings demonstrated that multilingualism in HEIs embellished their linguistic practices.

*Language Ideology in Kazakhstan*

In accordance with Akanova's (2017) thesis on the issue of language ideologies of the younger people in Kazakhstan in the context of changing linguistic marketplace, it was observed that there is "the link between language ideologies and people's identities where the people equate the notions one language – one people and automatically regard their ethnic language as a mother tongue" (p.41).

The problem claimed by the author was regarding the linguistic behavior of the youth compared to that of adults. Akanova (2017) stated that despite political attempts to popularize the state language across the country, the situation shapes another picture for young people, meaning that they're more interested in practicality of a language to be widely used in their discourse rather than authentic values. In this case, it becomes clear that regardless of what government dictates them to do, a primary determinant of value assigned to their speech is modernity.

The findings of the study lead to the notion that Kazakh language is valued among Kazakhstani youth only when it is "pure", which is pertinent to study conducted by Weber and Horner (2008) where they argue how language can be distinguished due to its aesthetics, i.e., purism which proves the language's individuality. Some even think of it as a cool skill to be able to speak pure Kazakh, however, others face much criticism and judgement when they try and fail to perform in Kazakh. Such a stringent attitude of the society eventually discourages those who cannot speak Kazakh to learn it and make them shift to Russian and English, which are less problematic (Akanova, 2017).

The author also referred to claims that Russian was the language that provides wider access to informational, educational, and economic resources and it also allows for wider

communication in various domains (Jankowski, 2012; Smagulova, 2008; Suleimenova, 2009, as cited in Akanova, 2017). Although Kazakh is seen as a symbol of cultural authenticity, Russian language proved to be practical and economically competitive because of its predominant use in social interactions in most contexts in Astana (Akanova, 2017).

Kambatyrova's (2020) doctoral thesis which investigated language ideologies of parents in the context of trilingual education showed contrasting views about EMI: some believed that it is not a hindrance in education but rather is an asset to acquire the language and school subjects, whereas others regard it unfeasible specifically in Kazakhstani context, because some students still face struggles with English and it makes learning of other subjects challenging. It also mentions that "parents' cultural ideologies are constructed based on their beliefs about the crucial role of a mother tongue (Kazakh language) in building an ethnic identity and understanding cultural norms and traditions" (p.170). Besides, their values vary depending on the region and parents from the South believe that early exposure to foreign languages threatens learning of mother tongue, and they believe that the knowledge of Kazakh should be prioritized otherwise danger for children to become Russified or Anglisized. Simultaneously, parents from the North and Centre were less concerned about this issue and they see English as a great opportunity for their children to go beyond Kazakhstan, travel and meet people from around the world.

### **Summary**

All in all, the chapter has provided an overview of literature which included set of definitions for the following terms: language choice, language ideology, English medium instruction (EMI), and multilingual education. The most significant points were about language choice being affected by various factors such as place, situation, topic, and participants of the

conversation; language ideology is caused by personal educational, linguistic, cultural and family backgrounds and emanate from four linguistic and non-linguistic forces proposed by Spolsky (2004); and EMI and multilingual education becoming widely used all over the world. The lack of literature about the language choice being affected by the university environment with EMI or multilingual education allows for this study to fill the gap and deepen the understanding of how one chooses a certain language in an academic situation.

### **Chapter 3: Methodology**

This chapter presents a methodological overview of the given research, which aims to explore Kazakhstani students' ideologies about the Kazakh language and its prospects in comparison to other dominant languages and determinant factors that lead to choose a particular language. Additionally, the purpose of this study is to find out if there is negligence to the importance of the Kazakh language affected by an active promotion of multilingualism and integration of English language into education system. The research questions are the following:

1. What are Kazakhstani students' ideologies regarding Kazakh language?
  - a) How do students perceive the role of the Kazakh language in the context of multilingual education?
2. How frequently do Kazakhstani students choose to speak Kazakh language?
  - a) Is their choice associated with the language environment of their university?

First, I introduce the chosen method of the research, then proceed by describing its design and sample strategy. The chapter is followed by a section that provides information about the used data collection instruments. The data collection procedures part provides a summary on collecting and storing information, and the data analysis section reports on the statistical approaches and utilized methods to analyze the data. The chapter is finished with ethical considerations.

#### **Research Methodology**

In this part, I give my reasoning for choosing a mixed method approach for conducting the research. This study was conducted through the mixed method research, which is the combination of the features of both quantitative and qualitative studies. Miles and Huberman (1994, p. 310, as cited in Dörnyei, 2007) concluded that quantitative and qualitative methods can

interrelate and assist each other, meaning that words and variable-driven analyses are both needed to provide a comprehensive analysis. In this connection, Greene (2007) also noted complementarity and development purposes of mixing the data, claiming that it “seeks broader, deeper, and more comprehensive social understandings by using methods that tap into different facets or dimensions of the same complex phenomenon” (Greene, 2007, p.101). In this respect, while merging and confirming research findings of these two study designs, mixed methods have the potential to better ensure the reliability of research results and allow for a look at the problem from different perspectives (Dörnyei, 2007). In the next section, it will be covered how this research method benefits this study.

### **Research Design**

The specific design of this mixed method study was explanatory sequential design (Creswell, 2014), which allows for obtaining a general picture of the problem via quantitative method first; for amplifying the understanding of the issue further and achieving more profound information about it, qualitative data collection is then implemented. That means, first, I chose to deploy a questionnaire to assess student perceptions of the value and choice of the Kazakh language in connection to multilingual practices and high demand for English. Next, drawing on the interpretive nature of qualitative design (Stake, 2010), I invited participants to answer deeper questions on the matter of their language ideologies and choices they make in particular situations.

I employed one method for each part of the data collection – as a part of the quantitative research methods of data gathering the study used the survey while for the qualitative methods semi-structured interviews were used. The research used qualitative analysis in order to complement and enhance to findings from the quantitative data and develop a better

understanding of students' language ideologies and language choice that affects the common usage of the Kazakh language.

### **Research Sites**

The study was conducted in two higher education institutions (HEIs). The chosen city was Nur-Sultan, which is the leading educational and scientific platform of Kazakhstan and aims to become a regional hub of knowledge, science, and innovation; therefore, international centers of education and intellectual schools have been piloted here along with the implementation of new language policies (Nazarbayev, as cited in Baigalin, 2013). The first institution Eurasian National University (ENU) is one of the national universities that pursues multilingual education development, and the second Nazarbayev University (NU) being autonomous, uses English as a medium of instruction (Sagyndykova et al., 2017, as cited in Aubakirova, 2019).

The rationale for the choice was also drawn from the fact that despite the multilingual practices these universities execute, their students still have different academic backgrounds regarding their exposure level to foreign languages. While the national university practices trilingual education with a ratio of 50:20:30, which is allotted to Kazakh, Russian, and English languages, respectively (Irsaliyev et al., 2017), the autonomous one prioritizes the knowledge of English. Hence, such differences in linguistic practices among students helped to identify language ideologies and choices from various perspectives and bind together several opinions to gather adequate information on the current issue.

### **Sampling Strategy**

Purposive sampling was used for this study as it enables researchers to focus on small groups of individuals who are information-rich and are familiar with the phenomenon under research (Patton, 1990). This approach fits this study best because it improves the chances of

obtaining the data from different perspectives (Creswell, 2012). In this regard, they should correspond to some eligibility requirements, which concern: (1) graduate students who study in Kazakhstani Higher Educational Institutions (HEIs); (2) graduate students who have experience with multilingual practices, specifically with trilingual education (ENU) or English as a medium of instruction (EMI) (NU).

The age and year of study of the participants varies, however; they were all over 18 years old as this study aimed to explore the linguistic behavior of young adults who make conscious choices. Additionally, for this study having participants from urban areas of different majors was critical for drawing a more precise picture of the current language situation based on findings from multiple viewpoints.

The majors for NU and ENU were separately indicated for students to choose their own specialties from the given list. As NU implements EMI and all majors study in English language only, it was decided to invite all graduate students studying at NU as they have a first-hand experience of EMI and have full immersion to the English language. ENU is the university that mostly teaches in Kazakh or Russian languages; however, some language-related specialties practice trilingual education, and their programs require them to know and use three languages equally. Therefore, only students from the faculty of philology and international relations were invited to participate in this study.

The recruitment of survey participants was achieved through gatekeepers from both institutions. For NU, I first asked Graduate School of Education to send the letter of request to Department of Student Services (DSS) to get access to all graduate students' emails. After their permission, DSS allowed GSE staff to send my invitation letter to the survey to all graduate students. As for ENU, I also asked GSE secretary to write a letter of request to conduct the study

at their university on my behalf to the deans of the following faculties: the Faculty of Philology and the Faculty of International Relations to get a permission to study their students. Then, they advised me to ask supervisors of the mentioned programs for help as they work directly with students. Hence, the survey invitation was distributed due to supervisors of the Faculty of Philology and International Relations.

The criteria for the interview participants were to choose those who displayed a positive attitude towards the Kazakh language that was considerably above or below the average level in the survey for an interview to elaborate on the general viewpoints regarding the role of the Kazakh language in the context of multilingual education and changing global demands expressed in the survey.

#### ***Sample Size for The Survey (Quantitative Part)***

Overall, 187 respondents participated in the online survey. Due to the impracticality of conducting analysis on language ideology and language choice with participants who skipped the Part B and Part C questions of the questionnaire, it was decided to eliminate incomplete responses from the sample ( $n = 36$ ). After that, the remaining number of participants was 144. Gender composition, place of study, and language experiences of students are presented in Table 1. The majority of respondents (78.5%) are females. NU students compile large population of the study – 84.0% percent of participants, whereas students from ENU – 16.0%. According to descriptive statistics, Kazakh and Russian appear to be the main tool of communication at home settings with 71.5% and 79.9% percent, respectively; Russian becomes dominant outside home settings with 93.0%, Kazakh – 69.9%; at the university all three languages are active means of interaction with professors, friends, peers but Kazakh is less common (63.2%) compared to Russian (87.5%) and English (74.3%). Lastly, all ENU students ( $n = 23$ ) picked three languages

as medium of instruction given the trilingual policy practice of their university while the rest of the participants from NU selected English.

**Table 1**

*Demographic Characteristics of Participants (N = 144)*

Characteristics	<i>n</i>	%
Gender		
Male	31	21.5
Female	113	78.5
Place of study		
Nazarbayev University (NU)	121	84.0
Eurasian National University (ENU)	23	16.0
Specialty (NU)		
Graduate School of Business (GSB)	1	0.8
Graduate School of Education (GSE)	51	41.8
School of Engineering and Digital Sciences (SEDS)	22	18.0
School of Sciences and Humanities (SSH)	16	13.1
Nazarbayev University School of Medicine (NUSOM)	14	11.5
School of Mining and Geosciences (SMG)	2	1.6
Graduate School of Public Policy	16	13.1
Specialty (ENU)		
International Studies	11	45.8
Linguistics	7	29.2
Translation Studies (OT)	1	4.2
Foreign Language: Two Foreign Languages (English as first foreign language)	3	12.5
Foreign Language: Two foreign Languages	2	8.3
Languages of communication at home <sup>1</sup>		
Kazakh	103	71.5
Russian	115	79.9
English	14	9.7
Other	5	3.5
Languages of communication outside home		
Kazakh	100	69.9
Russian	133	93.0
English	86	60.1

<sup>1</sup> N and percentages in the next four items add up to 100 because respondents could choose more than one answer.

Other	14	9.8
Languages of environment at the university		
Kazakh	91	63.2
Russian	126	87.5
English	107	74.3
Other	5	3.5
Languages of instruction at the university		
Kazakh	23	16.0
Russian	23	16.0
English	137	95.1
Other	3	2.1

### *Sample Size for The Interview (Qualitative Part)*

Interview participants were recruited through their contact information that they provided at the end of the survey. In order to identify the necessary number of participants for the interviews, I referred to the concept of data saturation, which helps to estimate the sample size based on the point where interviews no longer present new information and data collection becomes sufficient (Fofana et al., 2020). Besides, the study conducted by Guest et al. (2006) revealed that saturation was reached within twelve interviews, but common patterns emerged already after six interviews. It was also observed in newer research which claimed almost 99% probability of concept/theme identification among six people if 55% of study population share this concept (Galvin, 2015, as cited in Guest et al., 2020), which is consistent to the survey sample size of this research as participants have common characteristics. As a result, it was planned to invite six students from each university making it the total of twelve participants; however, one student from ENU refused to take part in the interview and cancelled the interview. Hence, by the end of the data collection process eleven students were interviewed. I sent students official invitation letter to remind them about the purpose of the study and to give them an idea what they are expected to do and to see whether they were still interested. Unfortunately, not everyone I sent the invitation was willing to participate, therefore, I had to re-select my

participants and text new students from the list. Eventually, eleven students got back to me and gave their consent to participate and to be interviewed. I communicated with them prior to the interview and made sure to meet their linguistic preferences and provide them with a convenient time for them. In order to do that, I created a sign-up sheet on the platform called Sign Up Genius where I put available time slots from which students could choose and sign up for that date and time. The interview was conducted via online platform Zoom, because it allows for a security of the data due to its special features which helps to safely record the process and automatically store it in remote server networks (“the cloud”) (Zoom Video Communications Inc., 2016, as cited in Archibald et al., 2019). The interview process took up to 40-50 minutes and it took place between mid-January and mid-February 2022.

### **Data Collection Instruments**

As stated before, there are two data collection methods used in this study: quantitative and qualitative. The first one was done through a survey questionnaire while the latter used semi-structured interviews. In this section, I will first provide detailed description of the data collection instruments and then the processes of piloting of each of the instruments.

#### ***Survey***

The survey was comprised of Likert-scale questions aimed at measuring language ideologies of Kazakhstani students in the context of multilingual education (Appendix A). The questions about language choice were constructed based on Fishman’s (1965) patterns that determine language choice, namely, they revolved around situational, media, role, and domain variances to see whether the environment students are exposed to and their motivation to learn foreign languages, specifically, English, affect their language choice, in this case the use of Kazakh. Similarly, to address inquiries about the ideologies that encourage students to choose or

not to choose Kazakh language, another set of questions were constructed based on the following linguistic and non-linguistic forces identified by Spolsky (2004): the sociolinguistic force, the sociocultural force, the socioeconomic force, and the sociopolitical force (Ayazbayeva, 2017). Some questions were adapted from a similar study in a Ukrainian context by Goodman & Lyulkun (2010), whose survey design also focused on youth's ideologies on three languages and their future use that is relevant to this study. Consequently, the survey consists of three blocks of questions: demographic, language choice, and language ideology. The first block consists of questions that are aimed at collecting some general background information about the participants' age, gender, place of education, major, the languages they use at home, outside their home; the second block has questions concerning language choice, and the third block asks about the language ideology. At the end of the third block, there is a blank space for contact information for those who are interested to participate in a follow-up interview. The language of the survey questions was offered in either Kazakh or Russian or English, depending on their preferences. The survey data was collected anonymously online through Qualtrics, which likewise provides high security as it tracks the confidentiality and data encryption to protect it from third parties (Qualtrics, 2021). The period of drafting a survey instrument lasted from October 2021 to December 2021 and the estimated time for completing the survey was 15-20 minutes. The survey to NU students was distributed through emails, whereas ENU students were asked to fill the survey by their faculty supervisor as they were the only gatekeepers, I could get in touch with at ENU to access my target population.

### ***Semi-Structured Interview***

A semi-structured interview was employed in this research, which is one of the most efficient approaches to grasp people's thoughts (Fontana & Frey, 2000). It has open-ended

questions to help participants fully express their point of views on the issue without limitations and interviews are considered as a crucial method to obtain profound information about the phenomenon regardless of its tedious practice (Creswell, 2014). In addition, as such settings create a comfortable environment and contribute to a good understanding between interviewer and interviewees, Jacob and Furgerson (2012) elaborate that it results in participants' detailed answers.

In this study, the interviews aimed to explore the patterns revealed in the quantitative data so as to obtain an in-depth understanding and identify the contexts of the issue so a researcher can assure some conclusions (Johnson & Onwuegbuzie, 2004). The interview questions were constructed to collect more data about participants' reasonings for their language choice and language ideologies in a multilingual environment. The interview protocol can be found in Appendix B.

### **Data Collection Procedures**

Once the approval form from the NUGSE Ethics Review Committee was obtained, I started contacting my gatekeepers from ENU. I provided them with an elaborate explanation of the purpose and benefits of my study and request permission to do research at the site. After their permission, I then specified on the criteria list created to meet the needs of my study with preference on the participants from trilingual courses and ask gatekeeper to distribute surveys to them. As for NU, the link to survey with invitation letter was shared through the Department of Student Services (DSS) as they have access to all NU students' emails. Then the potential participants were informed of their rights and that their participation is voluntary in the beginning of the survey as imbedded consent. The survey also asked for willingness to be interviewed and had a space for phone contact at the end.

When sufficient number of participants completed the survey, I recruited eleven participants for interviews, who were reminded of their rights and asked to complete the consent form that was sent to their emails (Appendix C). All interviews were conducted via the Zoom platform, and they were recoded after participants' approval.

### **Data Analysis**

This section describes the survey and interview data analysis methods and procedures. Further in this section I will provide detailed explanation of the survey tests run on the Statistical Package of the Social Sciences (SPSS) and manual analysis of the qualitative data in terms of transcribing and coding.

#### ***Survey***

The quantitative data analysis required downloading the collected data from Qualtrics in the format of an Excel document and loading into the SPSS. Once the data was cleaned from missing and incomplete cases, descriptive analysis and inferential statistics were employed.

Descriptive statistics were run in order to get the general idea about the population, their background, and their first language and the language of their education. According to Creswell (2012), it can display “central tendency (mean, median, mode), variability (variance, standard deviation, range), and relative standing (z score, percentile ranks)” (p.183). Thus, a series of frequency analysis was done for the demographic part of the survey (see table 1), language choice and language ideology sections. Next, for juxtaposing two institutions with trilingual education and EMI, inferential analysis was used, which basically helps to compare two groups (Creswell, 2012). For this, it was necessary to put forward the following null and alternative hypothesis:

H<sub>0</sub>: The choice for Kazakh language is not affected by the language environment of the students at the university.

H<sub>1</sub>: The choice for Kazakh language is affected by the language environment of the students at the university.

In this case, hypothesis testing helps to determine the disagreement or relationships between the values when comparing the two groups (Creswell, 2012). However, because the sample size of two sites significantly differs and is inconsistent, it was decided to run Welch's t-test. This test is good for an accurate comparison, because it compares means between two different groups with no assuming equal variances (Ahad & Yahaya, 2015). In other words, it allows for running the comparison tests between groups with unequal sample size. It was then followed by calculating Cohen's d also known as effect size to find out the power of effect among the relationship between the answers from both institutions. Based on Creswell (2012), it indicates the differences between the groups and tells whether it is significant or not.

Next, a principal component analysis (PCA) with oblimin rotation was conducted to explore the internal structure of the last section of the questionnaire on the language ideologies of the Kazakhstani students and identify underlying components using SPSS. Characterized by Abdi and Williams (2010), the goal of PCA "is to extract the important information from the data table and to express this information as a set of new orthogonal variables called principal components" (p.433). The Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) test of sampling adequacy were used to determine the appropriateness of the data for principal component analysis in the questionnaire's language ideology section. The KMO value was .81 and the Bartlett's test was significant ( $\chi^2 = 1478.443$ ;  $df = 300$ ;  $p < .001$ ), suggesting that the data was appropriate for principal component analysis (see Appendix D).

After checking the PCA for reliability, three components proved to be reliable, it was decided to conduct descriptive analysis for each component separately in order to present the quantitative findings in a comprehensible alignment with interview data.

Before revealing the frequency of choice, it was necessary to group the language choice questions according to applied theoretical framework by Fishman (1965) so that similar questions fall into the same category and comprise the following variances: media, role, and situational. For this, I used the function of computing the variables where I got the mean value of survey items of the first category of the questions about Kazakh (Q11\_1 to Q11\_16) with the value “6” for the answer “Always”, “5” for “Usually”, “4” for “Often”, “3” for “Sometimes”, “2” for “Rarely” and “1” for “Never. The same procedure was done for questions about the English language.

### ***Interview***

In order to rigorously dissect the obtained qualitative data this study exploited six steps put forward by Creswell (2009), which he characterized as “an interactive practice” (p.185). Simply put, with step 1 I organized and prepared my data, which basically means that I had to transcribe the interviews and saved the documents of each participant’s transcripts separately. A sample transcript is shown in Appendix E. In step 2 I had to carefully read the data and think over general picture of the situation based on the students’ answers and make sense of the ideas that they shared on the matter of their language ideologies and language choice. Step 3 was to go into more depth when reflecting on the obtained data and start labeling the relevant to the issue codes, which led to step 4 where I had to use these codes in order to develop descriptions of the situations and the people involved. Then, I followed Creswell’s (2009) hand coding procedures as despite the challenges in terms of how time-consuming it is, I still wanted to go through the

data on my own and determine the codes manually. In this manner, I generated codes pursuant to the theoretical framework that is about language ideologies and choice. Under the two main codes (language ideology and language choice), I constructed various subcodes that emerged as key findings of the study (see Appendix F). After that, with step 5 I extracted quotations that were meaningful to the topic to coherently present the data in connection with step 6 where I had to give my interpretation of the data. According to Creswell (2009), the data interpretation is prone to multiple factors with regards to culture, history, experience etc.; the meaning can be generated from juxtaposing previous findings and theories, or it can even give bring up unpredicted new questions. As for my own interpretations of the data, I solely focused on my participants' opinions and ideas.

### **Ethical Considerations**

The data collection process for this study began only after receiving approval from the Research Committee at Nazarbayev University Graduate School of Education. By the end of November, I completed CITI Training course and sent to Ethics Committee with my ethics application.

Because language is a sensitive topic, the potential risks to my participants with regards to psychological factors, meaning that data collection processes could potentially bring unpleasant thoughts and emotions were taken into consideration. Participants may feel embarrassed or guilty when thinking about the situation and reflecting on their own behavior during the interview or completing the survey. To avoid this, formulating the interview and survey questions carefully were highly prioritized so that the questions and my tone do not seem or sound biased and do not imply that there should be right or wrong answer. Also, they were informed of their rights beforehand. The process of survey, interview and recording started only

after the participant's permission. Their participation was entirely voluntarily, and they had a full right to withdraw from the study at any time. If they did not feel like answering a particular survey or interview question, they were allowed to skip it. Although, there were no such cases during the interviews, some survey responses were not complete meaning that participants either did not want to answer the question or were careless when filling the survey.

To prevent issues with confidentiality of my participants, neither their personal information nor their institutions were supposed to be revealed as interview data would have been coded. However, there was an issue with SignUp Genius platform which was used to facilitate registration for interviews and share the timetable for the participants. The fact that the platform does not hide participants' names was overlooked and their confidentiality was breached. Nevertheless, the issue was addressed as further in the research participants' names was replaced by pseudonyms to ensure their anonymity. Other than that, the Qualtrics anonymous survey link did not record any information of the visitors who used the link such as their personal information and their IP address. For the sake of safety of collected data, data was stored in an online cloud such as google doc with a secure password known exclusively by me. After transferring the data into the online cloud storage, all recordings and survey results were completely erased from every device they had been stored in without any possibility of being accessed by anyone.

### **Summary**

The sequential exploratory type of mixed method of this study allowed me for gathering and dissecting the data in a logical and coherent way and it also helped me to find answers for the posed research questions and sub-questions. There were some challenges in terms of reaching out to my participants and attracting more participants from ENU because the responses from

this site were limited to 23 participants in the end, although initially the total number of collected responses was 183, in which 65 answers were from ENU. However, the overall number of responses, specifically from ENU significantly decreased after the process of cleaning the data and removing incomplete answers. For this reason, the original plan on comparing two sites with different background and policies and revealing the effects of their language practices on the Kazakh language failed because of the inconsistency in numbers, i.e., 23 vs 120. Therefore, it was decided to run inferential statistics on both universities separately and draw out common tendencies and patterns in students' ideologies and their linguistic choices. Overall, the quantitative part intended to reveal some of the general patterns in Kazakhstani students' language ideologies and the situations that lead them to choose a particular language, whereas qualitative part targeted to deepen the understanding about students' beliefs regarding all three languages and how these ideologies and visions shape their language choice. Confidentiality and anonymity were highly prioritized and none of the participants' rights was violated. The results of 11 semi-structured interviews with six and five students in two different institutions and survey of 144 students from the same universities will be presented in the following chapter.

## Chapter 4: Findings

The current chapter will demonstrate the results acquired from the analysis of quantitative and qualitative data, which aimed to examine three main research questions:

1. What are Kazakhstani students' ideologies regarding Kazakh language?
  - a) How do students perceive the role of the Kazakh language in the context of multilingual education?
2. How frequently do Kazakhstani students choose to speak Kazakh language?
  - a) Is their choice associated with the language environment of their university?

These questions will be answered through a mixed methods approach, in which all three questions will be looked through the quantitative prism first in order to reveal general patterns and provide an understanding of the problem and will be further deeply investigated by the qualitative analysis. This chapter follows a logical sequence where the first research question begins the chapter, and the third question respectively ends it. The chapter reports the results obtained from an online survey and semi-structured interviews, in which participants represented two groups, each with different educational background and from different institutions: (a) 23 out of 144 survey participants and 5 out of 11 interviewees were from ENU that has a trilingual education model, and (b) 121 out of 144 survey participants and 6 out of 11 interviewees were from NU with EMI. Among the 11 interview participants, 2 students were in the last year of their bachelor's degree, 7 were doing Master's degree, and 2 were completing PhD studies.

### Students' Ideologies Regarding the Three Languages

Before describing specific ideologies and the ideologies that shape the choice to use Kazakh, I first report how much value students attach to these three languages. Table 2 showcases frequency and percentage data for participants' perceptions of value regarding these

languages. Survey item 14 asked students to evaluate the language on a five-point scale, where “5” means “Extremely valuable”, “4” – “Valuable”, “3” – “Neutral”, “2” – “Less valuable”, and “1” – “Not valuable”.

**Table 2**

*The value ratings of three languages*

	Kazakh		Russian		English	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not valuable (1)	1	0.7	4	2.8	0	0
Less valuable (2)	8	5.6	2	1.4	0	0
Neutral (3)	24	16.8	16	11.2	6	4.2
Valuable (4)	45	31.5	73	51.0	48	33.3
Extremely valuable (5)	65	45.5	48	33.6	90	62.5
Total	143	100	143	100	144	100

The above data show that all three languages are seen valuable, however, the differences in frequency and percentage indicates the division into valuable and not so valuable languages. With regards to Kazakh and Russian, a portion of participants question the importance of the state (Kazakh, 23.1%) and official (Russian, 15.4%) languages. However, 95.8% of participants were positive towards English, meaning that they think this language is either valuable or extremely valuable.

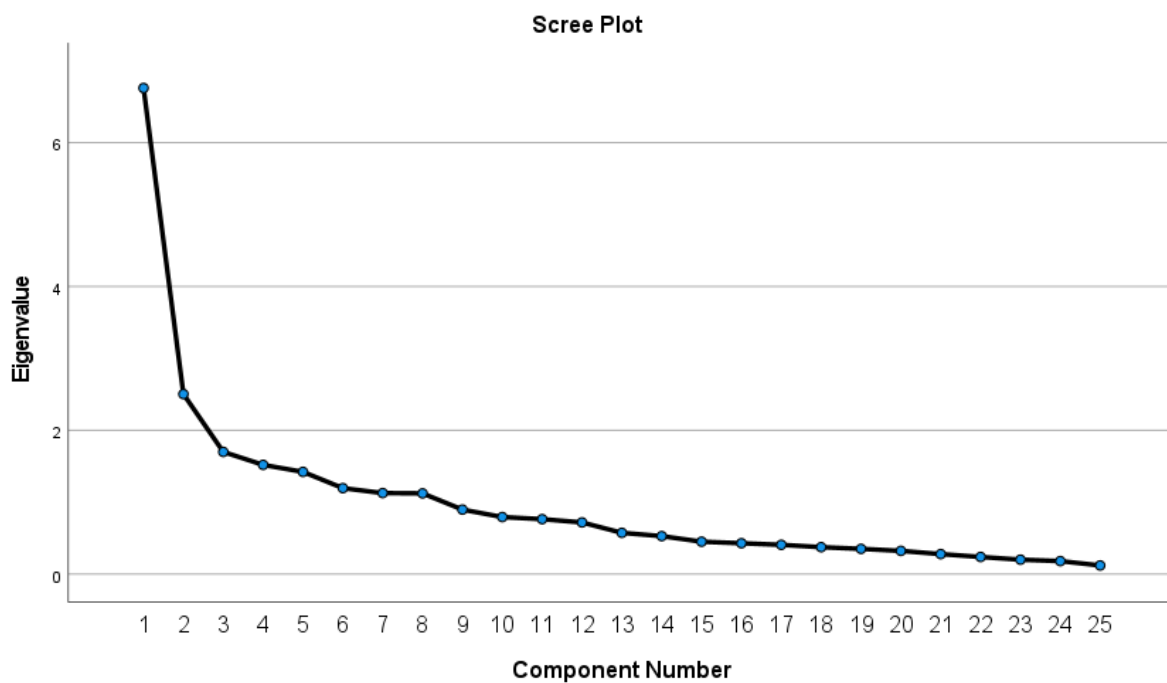
### **Students’ Ideologies Regarding Kazakh’s Value and Prospects of Three languages**

The next step was taking the remaining survey items on ideologies and performing PCA. The PCA yielded seven components with eigenvalue greater than 1.0, which accounted for 64.92% of the total variance. However, based on a careful examination of the scree plot (Figure 1), and substantive considerations regarding the structure and interpretability of the six to eight factor solutions, the six-component solution was considered more helpful to interpret the scores in the sample, which accounted for 60.41% of the total variance. Table 3 presents the factor

loadings of the six-component solution, together with the eigenvalues and the variance explained by each component. All items loaded in the expected component with coefficients ranging from .796 to .402 except for one item which did not load into any of the components and another item which fell into the political aspect component.

**Figure 1**

*Scree Plot of the Principal Component Analysis*



**Table 3***Oblimin Rotation*

Item number and statement from the survey	Component					
	1	2	3	4	5	6
1. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - We need to preserve the Kazakh language	.792					
2. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I like the way Kazakh language sounds	.773			.496		
3. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - If I have children, I want them to speak Kazakh	.763					
4. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - The Kazakh language is a symbol of our national identity	.734					
5. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I like speaking in Kazakh language	.721					
6. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I believe that Kazakh language should be used everywhere	.708					
7. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I believe that all Kazakh nationals should speak Kazakh language.	.680					
8. To what extent do you agree with the following statements		.723				

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about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - To get a good job in Kazakhstan, it is necessary to be trilingual (Kazakh, Russian, and English)		
9. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - 10 years from now, three languages (Kazakh, Russian, English) will be commonly used in Kazakhstan	.710	
10. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - 10 years from now, English language will be commonly used in Kazakhstan	.606	
11. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - If I know English, it will be easier to get a good job	.556	
12. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - 10 years from now, Russian language will be commonly used in Kazakhstan	.502	
13. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - 10 years from now, Kazakh language will be commonly used in Kazakhstan	.402	
14. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I like how the government is promoting the Kazakh language	.680	
15. To what extent do you agree with the following statements	.480	.466

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about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - Kazakh is a difficult language to learn		
16. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - Kazakhstan should have two official languages: Kazakh and Russian	.447	.465
17. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - Kazakhstan should have only one official language: Kazakh		
18. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - Visitors / non-Kazakhstani citizens should learn Kazakh language to communicate with Kazakh citizens		-.714
19. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - Citizens of Kazakhstan should learn Kazakh language to communicate with each other		-.641
20. To what extent do you agree with the following statements about the Kazakh, Russian, and English languages? (Adapted from Goodman & Lyulkun, 2010) - You can get a good job in Kazakhstan if you know only one language		.654
21. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I think all Kazakhs should learn English		-.501
22. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I think Kazakh language is more valuable than English		-.796
23. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman &		-.658

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Lyulkun, 2010) - I think I can benefit from Kazakh language more than from other languages						
24. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - I think Kazakh language is more valuable than Russian						-.655
25. To what extent do you agree with the following statements about the Kazakh language? (Adapted from Goodman & Lyulkun, 2010) - There are more prestigious languages in the world than Kazakh						.652
Eigenvalue	6.76	2.50	1.70	1.52	1.42	1.19
Total variance explained (%)	27.04	10.01	6.80	6.08	5.68	4.78

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Component 1 was labeled as *Fondness and support towards Kazakh language* (seven items accounting for 27.04% of the total variance). Items that had the highest loadings on this component were the following: (1) We need to preserve the Kazakh language (.79), (2) I like the way Kazakh language sounds (.77), and (3) If I have children, I want them to speak Kazakh (.76). The scale reflected the significance of Kazakh language as a symbol of national identity, personal preference, and belief for its widespread usage in Kazakhstan.

Six items loaded into Component 2, which was presented as *Prospects of three languages*, and explained 10.01% of the variance. The items on this scale were about the necessity of trilingualism in the job market, the common usage of Kazakh, Russian, and English in 10 years in Kazakhstan, and easiness in finding a job with English. The highest component loadings for this scale were: (1) To get a good job in Kazakhstan, it is necessary to be trilingual (Kazakh, Russian, English) (.72), and (2) 10 years from now, three languages (Kazakh, Russian, English) will be commonly used in Kazakhstan (.71).

Component 3 was labeled as *Political aspects*, because of two items falling into this component that were about the promotion of Kazakh on the governmental level (.68), and positive belief towards having two official languages in Kazakhstan (.44). Surprisingly, one survey item on the belief that Kazakhstan should have only one official language was not loaded by the PCA onto this component; instead a third item on the ease of learning Kazakh loaded here. All three items together explained 6.80% of the variance.

Component 4 was interpreted as *Kazakh as a language of communication with Kazakhstani citizens* due to relatively high loadings in two items that are (1) Visitors / non-Kazakhstani citizens should learn Kazakh language to communicate with Kazakh citizens (-.71)

and (2) Citizens of Kazakhstan should learn Kazakh language to communicate with each other (-.64), which explained 6.08% of the total variance.

Two different yet connected items to *Economic aspects* were loaded into Component 5 (5.68% of the variance). They were (1) You can get a good job in Kazakhstan if you know only one language (.65) and (2) I think all Kazakhs should learn English (-.50).

Four items loaded into Component 6, which was labeled as *Kazakh language's value in comparison to other languages* (accounting for 4.78% of the total variance). The items in this component clustered around the statements about Kazakh language's value in comparison to other languages in Kazakhstan and globally. The highest factor loading was observed in (1) I think Kazakh language is more valuable than English (-.79).

### ***Reliability Analysis***

One of the most popular methods of checking the internal consistency of the scores is Cronbach's alpha coefficient (Pallant, 2010). Mean scores, standard deviations, internal consistency coefficients are presented in Table 4 and based on the results, not all 6 components derived from PCA test turned out to be reliable. The internal consistency coefficients were acceptable for three subscales ( $\alpha = .62$  to  $.88$ ), but not acceptable for the other subscales with significantly low coefficient: Component 3, political aspects ( $\alpha = .32$ ), Component 5, economic aspects ( $\alpha = -.18$ ), and Component 6, Kazakh language's value in comparison to other languages ( $\alpha = .41$ ). Thus, only three scales proved to be reliable for further analysis.

**Table 4**

#### *Cronbach's Alpha*

#	Component	M	SD	Cronbach's alpha
1	Fondness and support towards Kazakh language	28.86	5.101	.88
2	Prospects of three languages	21.81	3.111	.65

3	Political aspects	8.89	2.106	.32
4	Kazakh as a language of communication with Kazakhstani citizens	6.74	1.650	.62
5	Economic aspects	6.59	1.340	-.18
6	Kazakh language's value in comparison to other languages	12.15	2.756	.41

After this, another round of descriptive statistics of the survey was run in order to examine the degree students agree with language ideologies demonstrated in the survey. The analysis is described in accordance with the three major language ideologies revealed through principal component analysis.

### ***Fondness and Support towards Kazakh Language***

Table 5 consists of the means and standard deviations for each of the items in the “Fondness and support towards Kazakh language” scale. Basically, the responses in the sample demonstrated strong levels of students’ positive attitude towards the Kazakh language’s features and symbolic value, and agreement with the idea that it should be commonly used everywhere. The results with the highest mean in the subscale indicate that students, in general, strongly believe that we need to preserve the Kazakh language (Item 6,  $M = 4.56$ ;  $SD = .634$ ), it is a symbol of the national identity (Item 5,  $M = 4.40$ ;  $SD = .751$ ), they want to pass it to the next generation (Item 7,  $M = 4.30$ ;  $SD = .932$ ), and they find its sounds appealing (Item 1,  $M = 4.12$ ;  $SD = .900$ ). They also strongly agree that they like speaking in Kazakh language (Item 2,  $M = 3.99$ ;  $SD = .982$ ). To a lesser extent, although still positive, students think that all Kazakh nationals should speak Kazakh (Item 3,  $M = 3.80$ ;  $SD = 1.200$ ) and that Kazakh should be used everywhere (Item 4,  $M = 3.75$ ;  $SD = 1.150$ ). Overall, the high mean scores in the items convey students’ genuine admiration as to the way Kazakh sounds and they believe that it should be

preserved and passed to their children; they also attach symbolic value to it and support the idea of spreading the language and widespread use of Kazakh.

**Table 5**

*Descriptive Statistics for “Fondness and support towards Kazakh language” Items*

#	Statement	M	SD
Item 1	I like the way Kazakh language sounds	4.12	.900
Item 2	I like speaking in Kazakh language	3.99	.982
Item 3	I believe that all Kazakh nationals should speak Kazakh language	3.80	1.200
Item 4	I believe that Kazakh language should be used everywhere	3.75	1.150
Item 5	The Kazakh language is a symbol of our national identity	4.40	.751
Item 6	We need to preserve the Kazakh language	4.56	.634
Item 7	If I have children, I want them to speak Kazakh	4.30	.932

These data are also supported by the following qualitative findings. Five students out of six from NU have shown deep emotional connection with their mother tongue and shared their innermost and heartfelt association they have about Kazakh and its sounding. For example, one student said, “Kazakh language sounds beautiful and poetic” meaning that its pure original sound is admired and appreciated. That is, they regard the Kazakh language as something very close to their heart and something that brings fond memories:

I think the Kazakh language is very beautiful. I love Kazakh songs, probably for me personally... it is connected with warmth, with comfort, in the home circle, with relatives... When we are at the table, we talk in Kazakh and we eat delicious food and drink tea with milk and this is such a warm, in fact, feeling that language evokes and even when I hear the anthem... It immediately makes me proud and makes my eyes water, because this is the language my ancestors spoke when they built this country, they fought for the country, they participated in it and thanks to them I was born and can live my life, therefore, I am very fond of the language (NU\_R1).

The respondents from ENU reported the same affection to the mother tongue, but in addition to that, all participants highly spoke of the language’s uniqueness and depth in

expressions when conveying a meaning by accentuating on its rich vocabulary, philosophical sayings and idioms, distinct letters, and melodic pronunciation:

In my opinion, the Kazakh language is a very beautiful language. Secondly, it is very similar to the French language in its sound. Thirdly, there is a very rich vocabulary, where there are beautiful lengthy expressions, and, fourthly, I can say that we can give an answer with one proverb, where the opponent can catch the message right away (ENU\_R3).

Another point was made by two participants from ENU who claimed that without the knowledge of the Kazakh language one cannot ascertain his / her identity because language is seen as strong evidence for the country's and its nation's independence and idiosyncrasy as while speaking their own language they showcase their culture and individuality:

If we lose our language, we will lose our identity as a nation, and we may simply disappear from the world map as people who do not have their own language (ENU\_R1).

Conclusively, both quantitative and qualitative data support the idea that the Kazakh language is cherished and praised when it comes to its unique features and sounding, its importance as a national treasure and proof of independence, leading to the next point that almost all participants do not want to lose the language and want to expand its use and pass it on to the rising generation.

### ***Prospects of Three Languages***

Six items in the ideology section were included to measure students' language ideologies on the future of three languages (Kazakh, Russian, English) in Kazakhstan and the opportunities that these languages can offer. The means of the students' responses were not as high as items associated with the previous positive ideologies about Kazakh language. Overall, the highest means report strong students' ideologies on good job opportunities granted by the knowledge of English (Item 9,  $M = 3.99$ ;  $SD = .766$ ) and the knowledge of three languages (Item 8,  $M = 3.86$ ;

$SD = 1.068$ ). Positive results, though slightly lower compared to the mentioned ones, are observed in students' language ideologies regarding the future usage of three languages in Kazakhstan (Item 13,  $M = 3.53$ ;  $SD = .827$ ). The same is about common usage of Kazakh in 10 years (Item 10,  $M = 3.55$ ;  $SD = .818$ ), English (Item 12,  $M = 3.49$ ;  $SD = .811$ ), and Russian (Item 11,  $M = 3.39$ ;  $SD = .812$ ). However, the table shows that significant number of participants were hesitant and uncertain about the belief of simultaneous and separate usage of three languages in 10 years in Kazakhstan and around 40% neither agreed nor disagreed with the statements.

**Table 6**

*Descriptive Statistics for "Prospects of three languages" Items*

#	Statement	M	SD
Item 8	To get a good job in Kazakhstan, it is necessary to be trilingual (Kazakh, Russian, and English)	3.86	1.068
Item 9	If I know English, it will be easier to get a job	3.99	.766
Item 10	10 years from now, Kazakh language will be commonly used in Kazakhstan	3.55	.818
Item 11	10 years from now, Russian language will be commonly used in Kazakhstan	3.39	.812
Item 12	10 years from now, English language will be commonly used in Kazakhstan	3.49	.811
Item 13	10 years from now, three languages (Kazakh, Russian, English) will be commonly used in Kazakhstan	3.53	.827

These findings align with the statement given by one participant from NU, who shared her views about trilingual education by questioning both its potential benefits and its implementation stage, and concluded that the knowledge of three languages cannot really grant anyone ultimate success:

It is good that they introduced this program, but as to the stage of implementation... probably it was incorrectly introduced, and the next question is regarding the evaluation of this program. That is, its evaluation may have been done incorrectly somehow or done inefficiently. It's good that we have it, but it doesn't guarantee you great success, it doesn't guarantee you a great career and it doesn't guarantee earning

a lot of money, because, again, it is not a determining factor of your future successful and a good career (NU\_R1).

Additionally, participants shared their ideologies regarding the benefits of Kazakh on a local level and English – worldwide.

### **Kazakh has Economic Benefits on a Local Level**

When asked about economic benefits and opportunities for personal development granted by the knowledge of only Kazakh language, the participants were adamantly against this question as they were certain that Kazakh language cannot provide anything globally. One student from NU stated, “Only Kazakhs need Kazakh language” and made it clear that Kazakh language for now does not have an interest appeal for the youth who seek for ambitious opportunities and career advancement overseas. Even so, it does have some benefits if a person chooses to stay and work in Kazakhstan because whether be it in the office or some governmental position, the Kazakh language is a must when applying for a job:

It seems to me that there are economic advantages if a person plans to work in the state service or in state companies where they have no choice but know the Kazakh language. Or if, for example, a person plans to provide services to the population whose predominant language is Kazakh; or to provide services in rural areas where Kazakh is also mainly spoken, then, such plans seem to oblige a person to know the Kazakh language for his economic purposes (NU\_R3).

Similarly, the PhD student from the national university who has some working experience in her specialty shared for a fact that nowadays Kazakh language indeed enjoys some prestige and limelight from the government as financial privilege is given to those who can translate from English to Kazakh:

I’m an interpreter. For me it’s like important as I said to learn Kazakh - my own language. Actually, if we talk about the finance, politics, the interpreters who interpret from English to Kazakh, they earn more (ENU\_R5).

It means students are aware of the benefits of the knowledge of the Kazakh language on a local level, however, as was observed, not everyone is motivated enough or decisive to stay and pursue career in Kazakhstan, so the aforementioned privileges do not favor choosing Kazakh.

### **English is a Language of Opportunities**

Respondents also shared that Kazakh is less preferred because English is seen as a pathway to good opportunities. Many results are seen for the optimistic views about the English language that many think will only give you profit and open many doors to develop both personally and professionally. Four of five ENU students described their feelings about English in a positive manner and their ideologies clashed in terms of success and growth that this language can provide for them. One respondent even put it this way, “English is already an international, common and necessary language for population growth, for the growth of education of the population”. That is, the trends of learning English in Kazakhstani society are inevitable because students are inspired by its wide opportunities, and some are even ready to acquire it at the expense of their mother tongue:

We try to learn English so that the child goes to decent college or university. That is, we associate English with admission to a prestigious university such as NU, KIMEP or SDU or somewhere abroad, and oftentimes the Kazakh language falls out here. I even often hear from my students who study in Russian groups, they say, “Why do I need the Kazakh language when I know English? English will help me get a good prestigious job there and go somewhere” (ENU\_R1).

In addition, three NU students acknowledged how the forceful introduction of English language at school negatively affected their desire to speak their mother tongue since the focus was on this language and Kazakh was not a priority for them back then:

When I studied at school, we were rushed into learning the English language and, frankly, pressured a little. We were just obliged to learn English and subsequently from grade 8 to grade 11 there was a minimal number of Kazakh language lessons since they put high emphasis on English. As a result, it very much affected our

motivation and discouraged any desire to speak Kazakh because they constantly reminded of the importance of English. They used to say that otherwise there is no future and with such attitude you are left with no option but to change your priorities and you willingly start learning English. Over time, this is how I lost my Kazakh and its full proficiency since in all educational institutions where I studied the focus was on other languages; so, obviously, it affected my Kazakh due to so-called pressure (NU\_R1).

Another NU student with a technical background also shared the same concern that if we speak of economic wellbeing in the future, the language that can grant you manifest success is English and in the modern world the switch to English is inevitable:

No matter how hard we want to keep our language, our culture, the technical progress is still out there, and economical progress won't stop people and if you want to earn money, then you must know English and Russian languages. When you monitor globalization process nowadays, it definitely decreases my motivation despite my deep patriotic feelings towards our national language that it deserves longevity and so on. Thus, I lose motivation and I even think to myself that language is just a tool for transmitting your thoughts, information and you start questioning, "Why, strictly speaking, force yourself to speak Kazakh when you can easily express your ideas in Russian and English?", though you lowkey feel that something is off and you have some anxiety about it, but anyway... (NU\_R4).

During interviews, participants also touched upon the potential opportunities that trilingualism can offer and expressed positive ideologies about trilingual education in the country. However, it should also be noted that people see both sides, i.e., they report limitations and potential threats to the national language but in the end acknowledge its benefits. These issues will be elaborated on the next two sections.

### **Problems of Trilingual Education**

There is strong evidence in the interview data that the remarkable majority of interviewed students shared the ideology that trilingual education policy has critical drawbacks, particularly in its current stage of implementation. The program seemed promising at first although the reality does not correspond to what the state planned to achieve with deliberate integration of

Russian and English languages into domestic education system. The participants in particular cast light on the issue of insufficient teacher training as teachers' competence in three languages is questionable:

Do we have qualified teachers that can teach in three languages? That's a big question for me. For example, I support it but when I studied at school, we started like studying scientific subjects like physics or chemistry in English, but it wasn't successful because our teachers, the quality of their English wasn't so good (ENU\_R4).

Three out of five interviewees from ENU touched upon the issue of the challenge that it causes both cognitively and physically. However, the respondents' answers were not related to their personal experience as they argued about the general picture where trilingual education might negatively affect everyone, especially the kids. Therefore, the information was not relevant to be included in this particular study.

Meanwhile, NU participants expressed the same concern as to lack of adequate teacher and material preparation. Yet they also emphasized on the complexity of achieving full mastery of the English language:

In general, it seems to me that this is a good idea, but it is difficult to implement. I think the hardest part is sufficient command of English. That is, seems like it is possible to learn Kazakh and Russian languages well at an equal level in the implementation of this goal, but I do not think that it is possible to achieve a high level of English for everyone (NU\_R3).

Another participant showed explicit disapproval of the policy and suspects that trilingual education somewhat endangers the position of the national language:

I reckon it is a very bad idea because Russian and English languages will just displace Kazakh over time, simply because they are much more widely represented in the media, much more widely represented, I mean, everywhere... They are languages that simply dominate. The Kazakh language will simply disappear in the future if we do this at such a pace (NU\_R4).

### **Benefits of Trilingual Education**

A further finding is that regardless of this program's limitations that lead to difficult situations, four out of five ENU students supported this idea and demonstrated positive ideology, albeit only to the ideal picture of the policy. This means that when thoroughly approached the issue taking into consideration every mentioned moment where the program seems to fall short, they still believed it has encouraging advantages. One student from ENU mentioned both problems and benefits in respect of physical adaptability, mental development, and economic interests but concluded with positive views:

From the perspective of physical ability, I think it will be very difficult. From the linguistics perspective, if students learn three languages at once, then we can say that mental activity will work very well (ENU\_R3).

Another student from NU also mentioned its material benefits:

Worthy vacancies in Kazakhstan require equal proficiency in three languages and most people can get a job because they mostly have one language: Russian or Kazakh and English as an additional language. I know that having three languages at the same level opens up great opportunities (NU\_R3).

One more participant suggested that it will favorably affect the overall reputation of Kazakhstan and its citizens as the knowledge of three languages in a good level might impress other countries:

We have a lot of foreign people and when our people go abroad and when they can speak other languages, I think, it is a social prestige. I mean, they show that our nation, they are educated, and not do they know only their language and they know other languages, too (NU\_R2).

### ***Kazakh as a Language of Communication with Kazakhstani Citizens***

Two items in the ideology scale were intended to define students' language ideologies on the importance of Kazakh as a language of communication with Kazakhstani citizens. Overall, the results showed that the mean score noticeably differs, meaning that the majority of the

respondents strongly support the statement about learning Kazakh to communicate with each other (Item 10,  $M = 3.71$ ;  $SD = .923$ ), whereas for visitors / non-Kazakhstani citizens the answers varied (Item 11,  $M = 3.03$ ;  $SD = 1.013$ ) and students neither agree nor disagree with it. Besides, the higher standard deviation for item 11 in contrast with item 10 implies that the responses are divided, which means one group of students do not think or they are unsure of the necessity for foreigners to learn Kazakh for communication with Kazakh citizens, but there are those who believe that non-Kazakhstani people should also learn Kazakh if they want to talk to Kazakh citizens.

**Table 7**

*Descriptive Statistics for “Kazakh as a language of communication with Kazakhstani citizens”*

*Items*

#	Statement	M	SD
Item 10	Citizens of Kazakhstan should learn Kazakh language to communicate with each other	3.71	.923
Item 11	Visitors / non-Kazakhstani citizens should learn Kazakh language to communicate with Kazakh citizens	3.03	1.013

Despite this, while being interviewed participants did not mention the need to learn Kazakh in order to be able to communicate with each other nor did they claim a requirement for newcomers to learn it for visiting the country and talking with locals. Alternatively, they called attention to the second dominant language in Kazakhstan, Russian, which they consider as the main tool of communication in the real picture. Respondents from both institutions indicated that under certain historical events, the Russian language still prevails in many spheres of our lives and even have grown into the language of daily communication leaving the Kazakh language at disadvantage:

Russian is the language of the international communication, it is probably, despite the fact that it was imposed on us long ago, we still cannot, so to speak, put it on the back burner: it prevails most of all (ENU\_R1).

Russian probably gives the opportunity for young people, again, to travel and communicate with other colleagues who live in the CIS countries, and this is a cultural exchange during work processes that can be done thanks to the Russian language (NU\_R1).

### Language Choice of Students

Before answering the second research question, it was important to identify students' language proficiency in three languages to develop a better understanding and relationship between proficiency and their further responses. To do this, survey participants reported language proficiency by levels (Zero, Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate), each assigned a value by the researcher from 1 to 6, respectively. The common pattern was revealed through the mean value and standard deviation shown in Table 8. Simply put, on average most students have high command of three languages, but the frequency data for the knowledge level of Kazakh ( $M = 4.96$ ,  $SD = 1.368$ ) denote that the responses are given in the range of Elementary and Upper-Intermediate. Russian level ( $M = 5.72$ ,  $SD = .878$ ) is expressed within Intermediate and Upper-Intermediate, and the same is true for the English language ( $M = 5.75$ ,  $SD = .599$ ).

**Table 8**

*Language proficiency of Participants (N = 144)*

Language	M	SD	Percent					
			Zero	Beginner	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate
Kazakh	4.96	1.368	2.8%	4.2%	9.2%	14.1%	17.6%	52.1%
Russian	5.72	.878	1.4%	1.4%	1.4%	1.4%	8.5%	85.9%
English	5.75	.599	0%	0%	1.4%	4.2%	12.6%	81.8%

Next, Part B of the survey was divided into three categories asking the same Likert-scale type questions but for three languages separately in order to get an idea about how often each language is used in different situations combined together. For revealing the frequency of choice, I started computing the variables where statistical function provided the mean value and standard deviation of survey items of the first category of the questions about Kazakh (Q11\_1 to Q11\_16). The same procedure was done for survey items about Russian (Q12\_1 to Q12\_16) and English (Q13\_1 to Q13\_16). Findings are demonstrated in table 9 and the results are the following: 1) the mean value of Kazakh ( $M = 2.72$ ,  $SD = 1.294$ ) shows generally low usage as these numbers represent the range between “Never” and “Sometimes”, 2) Russian ( $M = 4.27$ ,  $SD = 1.250$ ) is chosen regularly in most situations as participants selected the frequency around “Sometimes” and “Always”, and 3) English ( $M = 3.29$ ,  $SD = 0.951$ ) which was also ranged between “Rarely” and “Often” and will be further analyzed in the comparison test given the environment of the students.

**Table 9**

*The frequency of Choice of Three Languages*

#	Language	M	SD
1	Kazakh	2.72	1.29
2	Russian	4.27	1.25
3	English	3.18	.956

***Frequency of Choice Given to the Use Kazakh Among Students***

In order to reveal the common tendency as regards the Kazakh language, I needed to run descriptive statistics to obtain more detailed picture of the situational use of Kazakh. To do this, I had to compute the variables within Q11 to categorize survey items into three groups. The categories were created in accordance with theoretical framework: (1) media, (2) role, and (3)

situational variances. Table 10 presents the values for media variance, when students intake and produce information in the Kazakh language. The smallest mean was 1.70, which implies that participants almost “Never” read information in Kazakh in academic settings. Similarly, they hardly ever read literature for pleasure ( $M = 2.38$ ,  $SD = 1.510$ ) or in social media when writing posts ( $M = 2.17$ ,  $SD = 1.510$ ), but relatively more often they use Kazakh when reading posts ( $M = 2.80$ ,  $SD = 1.376$ ).

**Table 10**

*Media Variance of the Kazakh Language*

#	Items	M	SD
5	I write posts on social media	2.17	1.510
6	I read academic papers	1.70	1.172
7	I read for pleasure	2.38	1.510
8	I read posts on social media	2.80	1.376
Overall		2.26	1.146

Three items were used to examine the role variance, which are about the language of inner thoughts and personal moments. According to the table 11, students overall answers were close to “Sometimes” ( $M = 2.68$ ,  $SD = 1.667$ ). The highest mean value appeared to be when students carry self-talks ( $M = 2.77$ ,  $SD = 1.860$ ), meaning that they periodically talk to themselves in Kazakh.

**Table 11**

*Role Variance of the Kazakh language*

#	Items	M	SD
14	I discuss intimate topics	2.56	1.724
15	I talk to myself	2.77	1.860
16	I process ideas	2.71	1.803
Overall		2.68	1.667

The mean value for situational variance ( $M = 2.94$ ,  $SD = 1.369$ ) shows occasional usage of the Kazakh language in formal and informal situations (table 12). The highest mean value in this category was ranging from 3.46 to 3.76 meaning that most of the participants “Sometimes” and “Often” choose Kazakh language when communicating with family members, which was justified by the fact that Kazakh is usually dominant in older people’s discourse in the family and students converge to Kazakh out of respect and desire to stay connected to them.

There is a tendency like if you have old people in your home... our grandparents, they know Kazakh language very well (ENU\_R4).

Mostly I only speak Kazakh with the older generation and for me this is an opportunity to talk to them about their lives, about their past, about the 20th century in which they lived, etc. (NU\_R1).

With friends and groupmates ( $M = 2.99$ ,  $SD = 1.449$ ) the majority “Sometimes” talk in Kazakh. In more formal situations when talking to professors, students less likely to use Kazakh ( $M = 2.15$ ,  $SD = 1.365$ ).

**Table 12**

*Situational Variance of the Kazakh language*

#	Items	M	SD
1	I write formal letters to professors / principals	2.20	1.611
2	I write personal letters to family members / relatives	3.47	1.801
3	I write personal messages to friends	3.05	1.603
4	I write about intimate topics	2.42	1.677
9	I talk to professors / principals	2.15	1.365
10	I talk to my parents	3.76	1.944
11	I talk to my siblings	3.46	1.904
12	I talk to friends / groupmates at the university	2.99	1.449
13	I talk to friends / groupmates outside the university	2.99	1.568
Overall		2.94	1.369

*Language Choice Associated with the Language Environment of the University*

Before starting the comparison analysis, first, I had to put forward the following hypothesis to test it:

H<sub>0</sub>: The choice for Kazakh language is not affected by the language environment of the students.

H<sub>1</sub>: The choice for Kazakh language is affected by the language environment of the students.

Independent Sample T-test was conducted with two defined groups: NU and ENU. However, it should be noted because the sample size is not equal and in order to obtain more accurate information in this case, traditional interpretation of the results relying on Independent Sample T-test alone was impossible; hence, I had to look at the T-test results for equal variances not assumed which is equivalent to the results of the Welch test.

To test the aforementioned hypothesis, I needed to check Levene's Test for Equality of Variances.

Table 12 shows  $F = 0.915$  and  $p = 0.341$  and because the value is higher than 0.05, meaning that the test is not statistically significant, we can assume equal variances and refer to the first row of the table. Thus, the independent samples t-test was conducted to compare the frequency of choice for Kazakh for NU and ENU. There was a significant difference in the choice for Kazakh for NU ( $M = 2.60$ ,  $SD = 1.28$ ) and for ENU ( $M = 3.32$ ,  $SD = 1.20$ );  $t(141) = -2.45$ ,  $p = 0.16$ ,  $d = 1.27$  (Table 13). These results suggest that NU students choose to operate in Kazakh less than ENU students who use it quite often; the effect size (see Table 14) also reveals that there is a strong effect of the environment, and it rejects the null hypothesis.

**Table 13***Independent Samples Test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Kazakh	Equal variances assumed	.915	.341	-2.446	141	.016	-.70822	.28960	-1.28073	-.13570
	Equal variances not assumed			-2.559	32.399	.015	-.70822	.27676	-1.27168	-.14475
Russian	Equal variances assumed	.528	.469	-1.554	141	.122	-.44012	.28321	-1.00002	.11978
	Equal variances not assumed			-1.711	34.214	.096	-.44012	.25717	-.96263	.08239
English	Equal variances assumed	4.568	.034	2.632	142	.009	.56107	.21320	.13962	.98253
	Equal variances not assumed			2.114	26.534	.044	.56107	.26542	.01604	1.10611

**Table 14***Independent Samples Effect Sizes*

		Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
				Lower	Upper
Kazakh	Cohen's d	1.27228	-.557	-1.007	-.105
	Hedges' correction	1.27909	-.554	-1.001	-.104
	Glass's delta	1.20220	-.589	-1.062	-.105
Russian	Cohen's d	1.24424	-.354	-.801	.095
	Hedges' correction	1.25090	-.352	-.797	.094
	Glass's delta	1.10115	-.400	-.857	.066
English	Cohen's d	.93727	.599	.146	1.049
	Hedges' correction	.94226	.595	.146	1.043
	Glass's delta	1.21410	.462	-.009	.923

For this reason, it was necessary to conduct the same descriptive test to examine media and situational variances for data from NU and ENU separately to see how significant the difference in their choice for Kazakh in specific situations was. Table 15 and 16 demonstrate that there is a slightly higher preference for Kazakh language from ENU students ( $M = 2.66$ ,  $SD = 1.523$ ) compared to NU students ( $M = 2.19$ ,  $SD = 1.329$ ). The data suggests that especially for academic purposes students from ENU use Kazakh language a bit more often ( $M = 2.70$ ,  $SD = 1.608$ ) than NU students who use it rarely ( $M = 1.51$ ,  $SD = .964$ ).

**Table 15***Media Variance of the Kazakh Language in NU*

#	Items	M	SD
5	I write posts on social media	2.22	1.557
6	I read academic papers	1.51	.964
7	I read for pleasure	2.30	1.441

8	I read posts on social media	2.71	1.354
Overall		2.19	1.329

**Table 16***Media Variance of the Kazakh Language in ENU*

#	Items	M	SD
5	I write posts on social media	1.91	1.240
6	I read academic papers	2.70	1.608
7	I read for pleasure	2.83	1.800
8	I read posts on social media	3.22	1.445
Overall		2.66	1.523

Besides, situational variance showed that the Kazakh language has considerable presence in the discourse of ENU students both in formal and informal situations ( $M = 3.67$ ,  $SD = 1.617$ ) whereas its usage is limited to informal environment for NU students ( $M = 2.80$ ,  $SD = 1.616$ ). In other words, ENU participants selected frequency for Kazakh use closer to “Often” but NU – between “Rarely” and “Sometimes”, meaning that in ENU the Kazakh language is more common even in academic settings.

**Table 17***Situational Variance of the Kazakh language in NU*

#	Items	M	SD
1	I write formal letters to professors / principals	1.88	1.369
2	I write personal letters to family members / relatives	3.39	1.810
3	I write personal messages to friends	2.97	1.614
4	I write about intimate topics	2.29	1.688
9	I talk to professors / principals	1.92	1.190
10	I talk to my parents	3.63	1.962
11	I talk to my siblings	3.35	1.929
12	I talk to friends / groupmates at the university	2.88	1.423

13	I talk to friends / groupmates outside the university	2.92	1.559
Overall		2.80	1.616

**Table 18***Situational Variance of the Kazakh Language in ENU*

#	Items	M	SD
1	I write formal letters to professors / principals	3.87	1.766
2	I write personal letters to family members / relatives	3.87	1.740
3	I write personal messages to friends	3.48	1.504
4	I write about intimate topics	3.09	1.474
9	I talk to professors / principals	3.39	1.559
10	I talk to my parents	4.39	1.751
11	I talk to my siblings	4.00	1.706
12	I talk to friends / groupmates at the university	3.57	1.472
13	I talk to friends / groupmates outside the university	3.39	1.588
Overall		3.67	1.617

Nevertheless, the qualitative data revealed the problems with Kazakh language which puts it at disadvantage and explains why it is given less preference in different situations.

**Problems of the Kazakh Language**

It became clear that participants believe the Kazakh language faces major problems in terms of its quick response to current situations and producing content in Kazakh language. That is, because other languages are so popular both on the international and local level, the firsthand information is always available in these languages whereas the Kazakh language significantly lags when it comes to timely delivering any sort of important information, which, eventually decreases its usage and reliability:

You need to understand the fact that that modern literature is produced in other languages and international articles in various fields, they are translated into Kazakh

in six months or a year and only then they are released in many copies in the Kazakh language. That is, a person loses a yearlong information, which within this year becomes irrelevant and there are other articles published. That is, it is again probably a gap in our language system that a person cannot receive information on the same level in Kazakh and English. In other words, if the information was promptly available in Kazakh, then probably people would communicate in it more (NU\_R1).

Another respondent also commented on this matter, “I think, it would be very long to wait to Kazakh translation, and I think there is no need to wait for Kazakh translation, if there is access to the original language” (NU\_R5), which allows for other languages to take prominent roles in the country. At this point, respondents from both institutions agreed on the main factor that influences the information gap in Kazakh language, that Kazakh does not have enough authority and content on its own, and when it comes to information and news, they are mostly created in Russian and English:

Due to the fact that the Russian language has been mainly used in Kazakhstan for a long time, this has led to a small amount of content in the Kazakh language and now we seem to be at the stage of replenishing this content to bring it to an even level. Therefore, it seems to me that this hinders the spread of the Kazakh language, and it is a matter of time when there will be enough content that is initially created in Kazakh (NU\_R3).

One participant commented that this issue is so prevalent that it puts down roots even in other significant spheres of life such as education and workplace because no science is learnt through Kazakh and does not even have appropriate materials for effective learning to begin. In that connection, the participant implied that it is easier to acquire knowledge in Russian and English:

The Kazakh language fell far behind in technical terms: there is practically no good literature in the Kazakh language and I tried to look and I wanted to basically understand the standing point of the Kazakh language in this area and I practically found nothing good and as when I asked a some of my friends who studied at Kazakh universities, they also say that there is practically nothing good in Kazakh. Nothing is, indeed, available in the Kazakh language for personal development, especially in

technical terms. If we have a Kazakh-speaking student who is interested in technical sciences, he will have to learn Russian and English to get access to the information he needs (NU\_R4).

Whereas students from NU accentuated the lack of information and proper material in the Kazakh language, respondents from ENU observed another issue that results in negligence towards Kazakh language, which may not be purposeful, but the outcome always is the same: Kazakh is not seen by participants as the number one language for informal communication. Thus, when language faces ignorance even from Kazakh language teachers and they fail to produce quality teaching, it might potentially lead to confusion and even discourage learners from developing their mother tongue. It was first put by PhD student from ENU:

I noticed that Kazakh language teachers themselves speak to each other in Russian... Even teachers themselves do not try to somehow, let's say, motivate, somehow attract other Kazakh teachers to speak Kazakh (ENU\_R1).

In addition, two interviewees put forward one more relevant remark, "Kazakh language is losing its pureness", which means that throughout decades Kazakh has lost its initial sound and voice and considerably transformed by absorbing words from other languages and now is completely different from what it used to be in the past. Although such transformation might seem inevitable if we are to progress as a nation and adapt the language to the modern speaking manner, the real picture does not seem to align with participants' expectations and rather become problematic and have a reverse effect:

Nowadays there's a big gap with old Kazakh and new Kazakh. We have new slangs, new words that we change, like take it from Russian language or take it from other language and we do it... but nowadays we lost the identity of Kazakh language because of this slangs and rude words, and we decrease the pureness (ENU\_R4).

The same claim from another participant was supported by the assumption that it might have to do with the Kazakh nation – Kazakh people, in general:

Other nations don't really mix the languages and it's only in Kazakh and Russian (ENU\_R5).

Other than that, the following tables provide additional evidence for the aforementioned hypothesis about the impact of the environment on language choice. When examining the media and situational variances of English language, descriptive analysis also revealed that it is a main tool of communication closely connected to academic settings. Table 19 demonstrates noticeably high mean values for almost all survey items. The highest mean score was for academic purposes ( $M = 5.16$ ,  $SD = 1.227$ ), which makes the English language conventional in educational realm.

**Table 19**

*Media Variance of the English Language*

#	Items	M	SD
5	I write posts on social media	3.16	1.572
6	I read academic papers	5.16	1.227
7	I read for pleasure	4.00	1.394
8	I read posts on social media	4.33	1.262
Overall		4.16	1.098

One student from NU in like manner supported these quantitative findings and stated that English is the language of both science and entertainment due to which the preference is usually given to it:

The English language will provide the widest opportunities, because I am a physicist and I have to read technical literature, technical sciences, and this is much and most developed in the West. Also at the international level, English is considered as an official scientific language. Because of this, this language will provide the best opportunities, and the blogosphere, the Internet, the media, all of this is very much developed in English (NU\_R4).

Furthermore, Table 20 indicates the highest mean values for formal situations where students have to write ( $M = 4.95$ ,  $SD = 1.376$ ) and talk ( $M = 5.03$ ,  $SD = 1.381$ ) to their

professors / principals at their universities, where these numbers range between “Often” and “Usually”. Quite “often” students communicate in English with their friends inside the university ( $M = 3.54$ ,  $SD = 1.423$ ), whereas not so often outside the university ( $M = 2.73$ ,  $SD = 1.358$ ).

**Table 20**

*Situational Variance of the English language*

#	Items	M	SD
1	I write formal letters to professors / principals	4.95	1.376
2	I write personal letters to family members / relatives	1.66	1.154
3	I write personal messages to friends	2.78	1.291
4	I write about intimate topics	2.88	1.593
9	I talk to professors / principals	5.03	1.381
10	I talk to my parents	1.41	.978
11	I talk to my siblings	1.93	1.244
12	I talk to friends / groupmates at the university	3.54	1.423
13	I talk to friends / groupmates outside the university	2.73	1.358
Overall		2.99	.927

In a similar way, interview participants voiced the fact that language environment of their universities indeed affect their choice for Kazakh for the following reasons: English is a medium of instruction for NU students, whereas for ENU it is a required foreign language in trilingual education programs. As a result, all participants of NU without exception stated that they have to learn and speak English as this is the only language that is utilized for studying, talking to their professors, and communicating with wider student population including international students as well. That’s why one respondent stated for a fact, “Everyone speaks only English here”. The second respondent pointed out that because of the language policy of their university they cannot avoid English and not speak it:

In other universities, I think, people mostly speak Russian because I feel like English is not fully integrated there. As for NU, it is obvious that the majority of our specialists are foreigners and because of that the influence of the English language hit us stronger, plus the science we learn also through English (NU\_R4).

This was supported by other students both from NU and ENU, who claimed that they do their studies in English:

Now I'm at the stage of completing my master's degree and I'm doing my studies in English, because all subjects and lectures and writing a thesis are in English (NU\_R1).

All our subjects are held in English language (ENU\_R3).

### **Mixing the English and Russian Languages When Communicating with Peers**

Three participants from both universities stressed the way they talk to their peers and friends specifically in terms of mixing the languages in their repertoire and doing it quite naturally. In other words, young people mostly do not pay attention to how they switch back and forth between two or three languages because as long as it makes sense for them, the conversation flow is smooth and natural. Besides, some things sometimes make better sense in English and gives that authentic feeling when it comes to western jokes and references:

For example, we integrate the English language into our speech when we watch memes on the internet, joke around, or discuss our favorite American shows. We also have some friends who have been abroad and made friends with foreigners, and sometimes we communicate with them in English too (NU\_R4).

To be honest, we use both Russian and English when we talk with our friends (ENU\_R3).

Next section sums up all the major findings and presents them in alignment with research questions.

## **Conclusion**

According to the findings of research question 1 and sub-question A, students' ideologies about Kazakh are positive in terms of its symbolic value and national importance only; yet the general value is a little low in comparison to other languages, especially English, which is associated with only positive ideologies. In that sense, students acknowledge Kazakh language's economic benefits on a local level, but they are not tempted enough to focus solely on Kazakh language and find English more appealing to realize their ambitions as regards to future career. They mentioned that Kazakh significantly lacks when juxtaposed with Russian and English in its adaptability to modern day situations, unpracticality, insufficient quality materials, information delay, and irrelevancy on a global level. Also, they showed hesitation in terms of the need to make the language a requirement for both Kazakhstani citizens and foreign visitors as students find Russian more common and practicable in this regard.

The findings on research question 2 and sub-question A revealed occasional usage of the Kazakh language with family members, especially with their grandparents, however, it is almost never used in academia. On the contrary, English proved to be active means of both communication and education at their institutions and students' choice to use Kazakh is significantly affected because of the language environment of their universities. That said, quantitative data revealed that ENU students use the Kazakh language considerably more often than NU students given the ENU environment being trilingual and Kazakh is used even in formal situations.

## Chapter 5: Discussion

The current chapter is aimed at explaining the results that were discussed in the previous chapter. The findings will be described through their connection with the literature on the topics of language ideologies, language choice, factors that affect language choice, and seeks to answer the three research questions with two sub-questions:

1. What are Kazakhstani students' ideologies regarding Kazakh language?
  - a) How do students perceive the role of the Kazakh language in the context of multilingual education?
2. How frequently do Kazakhstani students choose to speak Kazakh language?
  - a) Is their choice associated with the language environment of their university?

This chapter is organized in accordance with the given order of the research questions and starts with the paragraph regarding the outcomes of the first research question. In order to analyze language choice, Fishman's (1965) domain theory was implemented and for language ideologies – linguistic and non-linguistic forces identified by Spolsky (2004): the sociolinguistic force, the sociocultural force, the socioeconomic force, and the sociopolitical force.

### Research Question 1

The first research question in this study sought to identify Kazakhstani students' language ideologies about the Kazakh language and their perception of the importance of the state language affected by an active promotion of multilingualism and integration of English language into education system. In this regard, the findings show that students' socio-cultural language ideologies are based on their acknowledgement of the importance of the state language and symbolic value that they attach to it. According to PCA and Reliability analysis of the ideologies, the most internally consistent subscale was the component named "Fondness and

support towards Kazakh” ( $\alpha = .88$ ), which was also supported by interview findings. That is, both quantitative and qualitative data demonstrate positive ideas about how the Kazakh language is appreciated as regards its unique features and sounding, its importance as a national treasure and proof of independence. Besides, almost all participants fear the idea of losing the language and want to broaden its use and pass it on to the rising generation because it is tightly connected with their identity. One participant stated, “If we lose our language, we will lose our identity as a nation, and we may simply disappear from the world map as people who do not have their own language”, which endorses Fishman’s (2001) point about language being a “very specific gift, a marker of identity and a specific responsibility vis-à-vis future generations” (p.5). However, when juxtaposed with English and evaluated through trilingualism perspective, the Kazakh language faces little recognition in other spheres of life despite its symbolic significance, which coincides with findings of a survey-based study in the Ukrainian context, where it was found at the time that the Ukrainian language enjoys symbolic support, whereas English appeared to be more influential when it comes to business and travel (Goodman & Lyulkun, 2010).

Accordingly, as for the ideologies regarding English language and trilingualism in Kazakhstan, quantitative data shows positive inclination towards English ( $M = 3.99$ ;  $SD = .766$ ), meaning that they find this language profitable for long term career purposes. This aligns with findings in a Moldovan study in which students expressed more positive evaluation of English as opposed to their first languages (Ciscel et al, 2000) as well as a case in a university in Bangladesh that actively practices EMI that showed how English enjoys recognition from both professors and students and is seen as a language that facilitates access to any information but also job opportunities (Rahman & Singh, 2020). Moreover, in the present study, confident proficiency of three languages was identified by survey participants as favourable for

aforementioned goals ( $M = 3.86$ ,  $SD = 1.068$ ). On the other hand, while elaborating on the question of trilingual education during interviews, some participants demonstrated both an understanding of its benefits and voiced their concerns as to the implementation of the trilingual education program and the lack of qualified teachers as they are “the main engine of reform in either education system” (Tlemissov et al., 2020, p.4; see also Khaldarova & Abdisadyk, 2021).

In addition, one participant touched upon its potential threats to the state language and shared, “The Russian and English languages will just displace Kazakh over time... They are languages that simply dominate. The Kazakh language will simply disappear in the future...”. In a similar fashion, it was stated before that some non-anglophone countries perceived the dominance of English as a threat to their mother tongue (King, 2017). For example, a study conducted in South African context about the position of the mother tongue and its appeal to learners within bilingual programs demonstrated that the language is only associated with ancestors and culture, but it fails to offer more when it comes to modernization and economy. Therefore, an understanding of the mother tongue becomes obscure (Banda, 2000).

Students also mentioned that Kazakh significantly lacks when compared to Russian and English in its inability to adaptability to modern day situations, unpracticality, insufficient quality materials, information delay, and irrelevancy on a global level. Therefore, these shortcomings altogether put the Kazakh language at disadvantage and makes it less reliable and convenient in daily life situations. One respondent explicitly commented, “I think there is no need to wait for Kazakh translation, if there is access to the original language”. In other words, because science is not Kazakh language’s strong suit and Kazakh cannot provide them with wide range of information, they put it under criticism by emphasizing its alleged inapplicability to modern day and academic situations.

Another interesting finding was the interplay of interest and motivation. It is clear that students' interest in the language boosts their motivation to learn and speak Kazakh. One participant stated, "Only Kazakhs need Kazakh language" and made it evident that the Kazakh language for now does not have an appeal for the youth who seek for ambitious opportunities and career advancement overseas. Thus, according to findings, the majority of the students have global plans and do not think that Kazakh will help them achieve these goals; some believe the knowledge of Kazakh makes them marketable in Kazakhstan and in some positions, it gives privilege in terms of salary increase and etc., which depends on students' ambitions whether to stay or go abroad.

### **Research Question 2**

The second research question is aimed at analyzing the frequency of choice that is given to the Kazakh language in different situations. It was also important to reveal if the choice was affected by the language environment of students' institutions as both sites put high emphasis on English and trilingual education. The findings suggest that Kazakh language generally is not used often ( $M = 2.72$ ,  $SD = 1.294$ ). The quantitative data suggests that among all different situations, it is the most common language only at home.

An analysis of the interview data indicates that the usage of Kazakh at home was encouraged by the presence of older people in the family. For students, it appears that Kazakh language is associated with older generation and culture, hence, they speak Kazakh at home to feel connected to them and their past, which was also explained by Fishman's (1965) domain theory, meaning that any language is assigned a specific purpose, space, or group of individuals (as cited in Berriso Genemo, 2021). Subsequently, according to Giles' (2016) accommodation theory (as cited in Coronel-Molina, 2019), we can observe that convergence is habitual for

Kazakhstani students as they purposefully adjust their language to the language of their interlocutor, i.e., their grandparents whose dominant language is Kazakh, which was also once mentioned by Smagulova (2008), who stated how the Kazakh language is commonly used when talking to close people about private topics, and by extension, children in a family that speaks Russian also converge with Kazakh given the dominance of this language in their grandparents' linguistic repertoire. That said, it was also identified that not only family members can be the cause of convergence because the same behavior occurs when students choose to communicate in Kazakh with strangers but only when they are addressed in this language first and they usually do it as an act of kindness.

When it comes to academic settings, Kazakh language is almost never used ( $M = 1.70$ ,  $SD = 1.172$ ) because the language environment of students from both institutions requires the knowledge and utilization of English too ( $M = 5.16$ ,  $SD = 1.227$ ). Despite this, quantitative data shows there is a slight difference, i.e., qualitatively they show a prioritization of English over Kazakh, but this is stronger in the EMI university. In other words, ENU students are more flexible with three languages and the presence of Kazakh is substantial even in academic settings whereas NU environment is restricted to English language only.

In a similar way, regardless of the requirements from universities to know English, students themselves shared a common opinion that English was the language that could grant good opportunities and success in the future. This is observed from extracts from the interviews where participants voiced well-known facts about English saying, "English is considered as an official scientific language and because of this, this language will provide the best opportunities", which is pertinent to the notion made by King (2017) that language choice favors English on a global level as one-third of the planetary population is studying this language. This

only supports the hypothesis, which was proved to be true according to Welch test with a strong effect size of the environment ( $d = 1.27$ ) confirming the choice for Kazakh language is affected by the language environment of the students at the university. The data are almost identical to the findings of the studies about the case of Puerto Rican bilingual community, where it was identified that L1 is an active means of communication in private domains, whereas L2 (English) – in education (Fishman et al., 1971; Greenfield, 1972). Similarly, the study conducted by Ansah (2014) in multilingual education context in Larteh, Ghana demonstrated the usage of mother tongue and English, where the first is common in home and traditional gatherings and the latter is the language of education.

Other than that, quantitative data revealed quite frequent usage of English in situational variance, i.e., with friends and groupmates ( $M = 3.54$ ,  $SD = 1.423$ ) and for their leisure activities ( $M = 4.16$ ,  $SD = 1.098$ ), compared to the usage of Kazakh language ( $M = 2.99$ ,  $SD = 1.568$ ;  $M = 2.26$ ,  $SD = 1.146$ ) in the same situation. In that sense, qualitative findings align with previous local findings on the topic of language choice of Kazakhstani students, which also uncovered a strong association of the youth with western culture and lifestyle (Akynova et al, 2014). However, this is not a phenomenon unique to Kazakhstani context. Earlier, a study conducted in Germany revealed that students expressed how English language greatly contributes to get a broader perspective both for academic and entertainment purposes as the language indeed visibly impacts media and popular youth culture (Erling, 2007).

Next chapter summarizes major findings, presents recommendations and implications, limitations of the study and final thoughts.

## **Chapter 6: Conclusion**

The aim of this mixed-method study was to identify the ideologies about the value and prospects of the Kazakh language in the context of multilingual education and to find out if language choice for Kazakh is affected by ongoing tendency of promoting foreign languages, i.e., English. This research intends to address the following questions: 1) What are Kazakhstani students' ideologies regarding Kazakh language? A) How do students perceive the role of the Kazakh language in the context of multilingual education? 2) How frequently do Kazakhstani students choose to speak Kazakh language? A) Is their choice associated with the language environment of their university?

To answer these questions, two different theoretical frameworks were used: Spolsky's (2004) framework to investigate language ideologies and Fishman's (1965) framework to focus on the language choice. Consequently, this chapter draws some major findings pertinent to each research question and offers some recommendations for different stakeholders in this area.

### **Students' Ideologies regarding the Kazakh Language in Comparison to Other Languages**

First and foremost, much like in many previous either local and international studies, it was confirmed that the dominance of English language is immensely growing on a global level and Kazakhstan is not an exception. Young people here demonstrate positive inclination towards English due to its wide range of opportunities in terms of education, future success and fulfilling individual interest to also get pleasure by being surrounded by this language because of its absorbing content. In other words, the English language is highly appreciated among Kazakhstani students, and it is given more preference due to popular beliefs and ideologies about its prospects. As for Russian, the views were comparatively neutral as it is usually spoken by the vast majority of the population, and it facilitates any communication. In that sense, it was crucial

to determine how different were their ideologies with regards to their own language – Kazakh. Both quantitatively and qualitatively it was confirmed that the Kazakh language is strongly associated with national identity, and it is rather assigned symbolic value, and has no value in other spheres such as education and economic benefits. While students are fond of its character as a language, which include the way it sounds, the vocabulary and meaningful expressions and attach heartfelt emotions to Kazakh, they also acknowledge the complexity of its widespread usage as it does not seem to correspond to contemporary situations whether it is an academic world or media.

Secondly, when juxtaposed with Russian and English, apart from its problems in terms of unpracticality, participants also revealed how much benefit Kazakh gives on the local level. However, they admitted how little there is an appeal for them as almost all participants are hopeful to pursue career somewhere abroad and find English more advantageous for their ambitions to become real.

Finally, quantitative data showed the level of hesitance when it comes to promoting the language beyond the territory of Kazakhstan and make it common even for foreign people. Students generally support the idea of spreading the language in the country and pass it from generation to generation in order to keep it alive and develop a stronger sense of national identity, but they do not find it reasonable to make it a requirement for others. One participant explicitly stated, “Only Kazakhs need Kazakh” whereas others, although not directly, implied that it is not necessary for foreigners to learn Kazakh since we have Russian, which is the language of interethnic communication. That means, ideologies about Kazakh language both positive and negative are prudent and justified by the aforementioned reasons; beliefs about its

importance and prospects leads to conclusion that the language is only powerful with reference to the sense of identity and local advancement but cannot reach the global level for now.

### **The Frequency of Choice Given to Kazakh Impacted by the Language Environment of the University**

Quantitative data tested language choice of the students in different situations: media, role, and situational variances in both institutions and revealed significantly low percentage in favor of frequent usage of Kazakh, meaning that the language is an occasional means of communication. Rare usage involves home settings where they converge to Kazakh as it is a dominant language of their grandparents, and they want to feel connected to them and show respect. However, when two universities were analyzed separately, there was a slight difference in their daily use of Kazakh and the null hypothesis about language choice not being affected by the language environment of the university was statistically significant. That is, NU students with EMI showed little choice for Kazakh in both formal and informal situations whereas it is more active in ENU students' discourse with trilingual education. Qualitatively it was explained by EMI and English-speaking community at NU; hence, there is no room to practice Kazakh as English is a priority language inside the university and the habit of expressing their thoughts either in English or mixing it with Russian is strong even outside. As for ENU, given their trilingual environment, Kazakh language is equally present in their educational and daily life situations although all the lectures and academic papers are written and read in English, which is why quantitatively both institutions indicated frequent choice for English.

Moreover, since findings revealed that science is not perceived as Kazakh language's strong suit, it cannot be chosen for academic purposes since there is a critical insufficiency of quality materials in Kazakh and a delay of translation of the important information which makes

the language untrustworthy and sometimes unnecessary as students have firsthand information in English and Russian.

### **Recommendations and Implications**

As the Kazakh language faces some significant problems with its adaptability to modern day situations which results in other practical languages gaining popularity, there should be governmental involvement and official bodies such as academies to work through the standardization of the language for convenient everyday use (Safran, 2005). Ornstein (1964, as cited in Safran, 2005) also highlighted the vitality of the societal view of the language's association with future prosperity, whether it has the potential to be economically beneficial. That is, in the world of constant changes, for a language to correspond to global demands and stand its ground simultaneously, it should be timely revised, renewed, standardized, and promoted. As a result, it can cover a wide variety of contexts and be considered a fully-fledged means of communication. Hence, people will eventually develop a sense of national identity being substantially defined by their mother tongue, and they will no longer need to seek better prospects from abroad (Shah, 2014).

International research has shown that for a language to be commonly used, it involves increasing the language's status, affluence and revenue, and legitimate authority for the prevalent community's view, a strong presence in the educational domain along with a broad usage in computing and written language and literacy. Besides, great production of new novels, poems, plays, films in the Kazakh language could enrich it with winged words and phrases, speech turns and idioms; there could be meanings that would enter the Kazakh discourse and bring the language to a new level.

In this regard, the former president Nazarbayev has already called for the modernization of the Kazakh language, saying that it is necessary to make the language modern, to seek consensus in terms of terminology, once and for all to resolve the issue of translating well-established international and foreign words into the Kazakh language (Nazarbayev, 2012). Accordingly, the terminology in the Kazakh language, including in science, would be established, and modernized Kazakh literature for children and youth could help the younger generation enter the Kazakh world and boost nationalism.

The popularization of the language and implementation of related policies should be gradual. The leader of the nation, Nursultan Nazarbayev, repeatedly noted in his speeches that the policy of the development of the Kazakh language should not contribute to its rejection, even by the Kazakhs. On the contrary, the language should become a consolidator of the people of Kazakhstan. To do this, the language policy should be carried out competently and consistently, without infringing on any language spoken by the Kazakhstanis (Nazarbayev, 2012).

Besides, the new wave of popular culture in the Kazakh language among the young generation helps raise the prestige of the language. Ultimately, the economic benefit of languages in Kazakhstan should be reversed, meaning that Kazakh should be able to offer more profitable opportunities in labor market and ensure social and career development (Aksholakova & Ismailova, 2013). If such trends take the lead, more people will be proud to demonstrate their Kazakh language skills.

### **Limitations and Recommendations for Further Research**

The main limitation of this study is its inability to cover a wide range of respondents. This study failed to fulfill its initial goal of having an equal sample size and run traditional comparison analysis. Despite conducting alternative tests which helped to compare two

institutions, the experience of such small number of respondents still cannot adequately represent the ideologies about the Kazakh language and language choice that is affected by the environment of the universities. Therefore, it should be noted that there is a chance to generate more accurate and significant results if we spread the research focus and investigate other institutions that implement EMI and trilingual education as it is in our best interest to explore the language situation not only in the capital but in other parts of Kazakhstan as well.

### **Final Reflection**

This study has repeatedly made me realize of how difficult it is for Kazakh language to stand its ground in an ever-changing world today and shine bright on us, the Kazakhs, brighter than any other dominating languages in our country. There is a tendency that we all undeniably acknowledge Kazakh's value from cultural perspectives and show candid fondness to it; we know that without Kazakh the nation would lose its identity and probably wouldn't survive; we all have that genuine love and admiration that holds our heart down whenever we think about it, we know it all, but feelings tend to quickly fade when we are to make rational decisions of what is best and what can profit so as to live our dream lives in the future. While analyzing my survey data and conducting interviews, I felt how participants themselves were feeling bittersweet because of the reality of the language situation in Kazakhstan and despite their desire to speak and nurture Kazakh, usually they give up as the language is complex in nature, it takes time to master pure Kazakh and even more time to express one's thought as easy and sophisticated as they do in other languages. We love Kazakh language not because it is ours but because it is deep in our soul, and it blooms only when watered and taken care of. Despite the challenges of this difficult study, I hopefully was able to bring out insights that were not voiced before or even if there is no novelty, I still believe it will serve as a reminder about the language and our future.

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**Appendix A****Questionnaire – English Language****Consent statement:**

**By taking this survey, you gave your consent to participate in this research study.**

**Part A.****Demographic information**

1. What is your age? \_\_\_\_
2. What is your gender?
  - Male
  - Female
3. Which university do you attend?
  - NU
  - ENU
4. If you choose NU, please select your specialty from the list below:
  - GSB (Graduate School of Business)
  - GSE (Grad School of Education)
  - SEDS (School of Engineering and Digital Sciences)
  - SSH (School of Sciences and Humanities)
  - NUSOM (Nazarbayev University School of Medicine)
  - SMG (School of Mining and Geosciences)
  - GSPP (Graduate School of Public Policy)
5. If you choose ENU, please select your specialty from the list below:
  - International Studies
  - Linguistics
  - Translation Studies (OT)
  - Translation Studies (WT)
  - Digital translation studies
  - Foreign Language: Two Foreign Languages (English as first foreign language)
  - Foreign Language: Two Foreign Languages
6. What language(s) do you speak at home? (Please check all that applies)
  - Kazakh
  - Russian
  - English
  - Uzbek
  - Ukrainian
  - Other (please specify) \_\_\_\_
7. What language(s) do you speak outside of your home? (Please check all that applies)
  - Kazakh
  - Russian

- English
- Uzbek
- Ukrainian
- Other (please specify) \_\_\_\_

8. What language(s) are you exposed to in your university (e.g. dorms, with roommates, groupmates, classmates, etc.)? (Please check all that applies)

- Kazakh
- Russian
- English
- Other (please specify) \_\_\_\_

9. What is / are the language(s) of instruction in your university? (Please check all that applies)

- Kazakh
- Russian
- English
- Other (please specify) \_\_\_\_

10. What is your known or estimated language proficiency?

	Zero	Beginner	Elementary	Pre-intermediate	Intermediate	Upper-intermediate
Kazakh						
Russian						
English						
Other language 1 (specify)						
Other language 2 (specify)						

### Part B. Language choice

**In this part, you will be asked about patterns of language choice identified by Fishman (1965) that lead to choose a particular language. This part of the survey consists of 16 main questions and does not take more than 5 minutes to respond to the questions. Please mark the column according to your answer. Work quickly – record your first impression. There is no right or wrong answer.**

11. I choose to operate in **Kazakh** language when ...

Statements	Always (1)	Usually (2)	Often (3)	Sometimes (4)	Rarely (5)	Never (6)
a. I write formal letters to professors / principals						
b. I write personal messages to family members / relatives						
c. I write personal messages to friends						

d. I write about intimate topics						
e. I write posts on social media						
f. I read academic papers						
g. I read for pleasure						
h. I read posts on social media						
i. I talk to professors / principals						
j. I talk to my parents						
k. I talk to my siblings						
l. I talk to friends / groupmates at the university						
m. I talk to friends / groupmates outside the university						
n. I discuss intimate topics						
o. I talk to myself						
p. I process ideas						

12. I choose to operate in **Russian** language when ...

Statements	Always (1)	Usually (2)	Often (3)	Sometimes (4)	Rarely (5)	Never (6)
a. I write formal letters to professors / principals						
b. I write personal messages to family members / relatives						
c. I write personal messages to friends						
d. I write about intimate topics						
e. I write posts on social media						
f. I read academic papers						
g. I read for pleasure						
h. I read posts on social media						
i. I talk to professors / principals						
j. I talk to my parents						
k. I talk to my siblings						
l. I talk to friends / groupmates at the university						
m. I talk to friends / groupmates outside the university						

n. I discuss intimate topics						
o. I talk to myself						
p. I process ideas						

13. I choose to operate in **English** language when ...

Statements	Always (1)	Usually (2)	Often (3)	Sometimes (4)	Rarely (5)	Never (6)
a. I write formal letters to professors / principals						
b. I write personal messages to family members / relatives						
c. I write personal messages to friends						
d. I write about intimate topics						
e. I write posts on social media						
f. I read academic papers						
g. I read for pleasure						
h. I read posts on social media						
i. I talk to professors / principals						
j. I talk to my parents						
k. I talk to my siblings						
l. I talk to friends / groupmates at the university						
m. I talk to friends / groupmates outside the university						
n. I discuss intimate topics						
o. I talk to myself						
p. I process ideas						

### Part C. Language ideology

**In this part, you will be asked about your language ideologies (beliefs) towards Kazakh, Russian, and English languages. This part of the survey consists of 32 questions and does not take more than 10 minutes to respond to the questions. Please mark the column according to your answer. Work quickly – record your first impression. There is no right or wrong answer.**

14. How would you rate the value of the knowledge of **Kazakh** language on a scale from 1-5?

1	2	3	4	5
Not valuable	Less valuable	Neutral	Valuable	Extremely valuable

15. How would you rate the value of the knowledge of **Russian** language on a scale from 1-5?

1	2	3	4	5
Not valuable	Less valuable	Neutral	Valuable	Extremely valuable

16. How would you rate the value of the knowledge of **English** language on a scale from 1-5?

1	2	3	4	5
Not valuable	Less valuable	Neutral	Valuable	Extremely valuable

17. To what extent do you agree with the following statements about the **Kazakh** language?  
(Adapted from Goodman & Lyulkun, 2010)

Statements	Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
a. I like the way Kazakh language sounds					
b. I like speaking in Kazakh language					
c. I believe that all Kazakh nationals should speak Kazakh language.					
d. I believe that Kazakh language should be used everywhere					
e. Kazakh is a difficult language to learn					
f. There are more prestigious languages in the world than Kazakh					
g. The Kazakh language is a symbol of our national identity					
h. We need to preserve the Kazakh language					
i. If I have children, I want them to speak Kazakh					
j. I think Kazakh language is more valuable than Russian					
k. I think Kazakh language is more valuable than English					
l. I think I can benefit from Kazakh language more					

than from other languages					
m. I like how the government is promoting the Kazakh language					
n. I think all Kazakhs should learn English					

18. To what extent do you agree with the following statements about the **Kazakh, Russian, and English** languages? (Adapted from Goodman & Lyulkun, 2010)

Statements	Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
a. Kazakhstan should have only one official language: Kazakh					
b. Kazakhstan should have two official languages: Kazakh and Russian					
c. To get a good job in Kazakhstan, it is necessary to be trilingual (Kazakh, Russian, and English)					
d. You can get a good job in Kazakhstan if you know only one language					
e. If I know English, it will be easier to get a good job					
f. Citizens of Kazakhstan should learn Kazakh language to communicate with each other					
g. Visitors / non-Kazakhstani citizens should learn Kazakh language to communicate with Kazakh citizens					
h. 10 years from now, Kazakh language will be commonly used in Kazakhstan					
i. 10 years from now, Russian language will be commonly used in Kazakhstan					
j. 10 years from now, English language will be commonly used in Kazakhstan					

k. 10 years from now, three languages (Kazakh, Russian, English) will be commonly used in Kazakhstan					
--	--	--	--	--	--

19. The language I feel very close to is:

- Kazakh
- Russian
- English
- Other (please specify) \_\_\_\_

Thank you for your time!

If you would like to participate in an interview which is aimed at examining the role of the Kazakh language in the context of multilingual education and changing global demands, please leave your phone number or email address below. Your participation is completely voluntary. Your answers will remain anonymous.

Phone number:

Email address:

### **Questionnaire – Kazakh Language**

**Келісім туралы өтініш:**

**Осы сауалнамаға қатыса отырып, сіз осы зерттеуге қатысуға келісім бердіңіз.**

**А Бөлігі.**

**Демографиялық ақпарат**

1. Жасы: \_\_\_\_

2. Жынысы:

- Ер
- Әйел

3. Сіз қай университетте оқисыз?

- НУ
- ЕНУ

4. Егер сіз НУ таңдасаңыз, төмендегі тізімнен өз мамандығыңызды таңдаңыз:

- GSB (Graduate School of Business)
- GSE (Grad School of Education)
- SEDS (School of Engineering and Digital Sciences)
- SSH (School of Sciences and Humanities)
- NUSOM (Nazarbayev University School of Medicine)
- SMG (School of Mining and Geosciences)

- GSPP (Graduate School of Public Policy)

5. Егер сіз ЕНУ таңдасаңыз, төмендегі тізімнен өз мамандығыңызды таңдаңыз:

- International Studies
- Linguistics
- Translation Studies (OT)
- Translation Studies (WT)
- Digital translation studies
- Foreign Language: Two Foreign Languages (English as first foreign language)
- Foreign Language: Two Foreign Languages

6. Сіз үйде қай тілде (тілдерде) сөйлейсіз? (Қажеттінің барлығын белгіңіз)

- Қазақ
- Орыс
- АҒЫЛШЫН
- Өзбек
- Украин
- Басқа (нақтылаңыз) \_\_\_\_

7. Сіз үйден тыс қай тілде (тілдерде) сөйлейсіз? (Қажеттінің барлығын белгіңіз)

- Қазақ
- Орыс
- АҒЫЛШЫН
- Өзбек
- Украин
- Басқа (нақтылаңыз) \_\_\_\_

8. Сіз өзіңіздің университетіңізде (мысалы, жатақханаларда, бөлмедегілермен, сыныптастарыңызбен, топтастарыңызбен және т. б.) қандай тілде (тілдерде) сөйлейсіз? (Қажеттінің барлығын белгіңіз)

- Қазақ
- Орыс
- АҒЫЛШЫН
- Басқа (нақтылаңыз) \_\_\_\_

9. Сіздің университетіңіздегі оқу тілі (тілдері) қандай болып табылады? (Қажеттінің барлығын белгіңіз)

- Қазақ
- Орыс
- АҒЫЛШЫН
- Басқа (нақтылаңыз) \_\_\_\_

10. Сіздің белгілі немесе болжамды тіл деңгейіңіз қандай?

	<b>Zero</b>	<b>Beginner</b>	<b>Elementary</b>	<b>Pre-intermediate</b>	<b>Intermediate</b>	<b>Upper-intermediate</b>
Қазақ						
Орыс						
АҒЫЛШЫН						
Басқа тіл 1						

(нақтылаң ыз)						
Басқа тіл 2 (нақтылаң ыз)						

### Б Бөлігі. Тілдік таңдау

Бұл бөлімде сізден Фишман (1965) анықтаған белгілі бір тілді таңдауға әкелетін тілдік таңдау заңдылықтары туралы сұралады. Сауалнаманың бұл бөлігі 16 негізгі сұрақтан тұрады және оларға жауап беру 5 минуттан аспайды. Жауабыңызға сәйкес бағанды белгілеңіз. Бірден жауап беруге тырысыңыз – алғашқы әсеріңізді белгілеңіз. Дұрыс немесе бұрыс жауап жоқ екендігін есіңізде сақтаңыз.

11. Мен **Қазақ тілін** мына жағдайда қолданғанды жөн көремін ...

Жағдайлар	Әрқашан (1)	Әдетте (2)	Жиі (3)	Кейде (4)	Сирек (5)	Ешқашан (6)
a. Профессорларға / директорларға ресми хат жазғанда						
b. Отбасы мүшелеріне / туыстарыма жеке хабарлама жазғанда						
c. Достарыма жеке хабарлама жазғанда						
d. Жаныма жақын тақырыптар жөнінде жазғанда						
e. Әлеуметтік желілерде пост жазғанда						
f. Ғылыми мақалаларды оқығанда						
g. Бос уақытымда ләззат алу үшін оқығанда						
h. Әлеуметтік желілерде посттарды оқығанда						
i. Профессорлармен / директорлармен сөйлескенде						
j. Ата-анаммен сөйлескенде						
k. Бауырларыммен сөйлескенде						
l. Университеттегі достарыммен / сыныптастарыммен сөйлескенде						
m. Университеттен тыс достарыммен /						

сыныптастарыммен сөйлескенде						
n. Жаныма жақын тақырыптарды талқылағанда						
o. Өз-өзіммен сөйлескенде						
p. Іштей ойланғанда						

12. Мен **Орыс тілін** мына жағдайда қолданғанды жөн көремін ...

Жағдайлар	Әрқашан (1)	Әдетте (2)	Жиі (3)	Кейде (4)	Сирек (5)	Ешқашан (6)
a. Профессорларға / директорларға ресми хат жазғанда						
b. Отбасы мүшелеріне / туыстарыма жеке хабарлама жазғанда						
c. Достарыма жеке хабарлама жазғанда						
d. Жаныма жақын тақырыптар жөнінде жазғанда						
e. Әлеуметтік желілерде пост жазғанда						
f. Ғылыми мақалаларды оқығанда						
g. Бос уақытымда ләззат алу үшін оқығанда						
h. Әлеуметтік желілерде посттарды оқығанда						
i. Профессорлармен / директорлармен сөйлескенде						
j. Ата-анаммен сөйлескенде						
k. Бауырларыммен сөйлескенде						
l. Университеттегі достарыммен / сыныптастарыммен сөйлескенде						
m. Университеттен тыс достарыммен / сыныптастарыммен						

сөйлескенде						
n. Жаныма жақын тақырыптарды талқылағанда						
o. Өз-өзіммен сөйлескенде						
p. Іштей ойланғанда						

## 13. Мен Ағылшын тілін мына жағдайда қолданғанды жөн көремін ...

Жағдайлар	Әрқашан (1)	Әдетте (2)	Жиі (3)	Кейде (4)	Сирек (5)	Ешқашан (6)
a. Профессорларға / директорларға ресми хат жазғанда						
b. Отбасы мүшелеріне / туыстарыма жеке хабарлама жазғанда						
c. Достарыма жеке хабарлама жазғанда						
d. Жаныма жақын тақырыптар жөнінде жазғанда						
e. Әлеуметтік желілерде пост жазғанда						
f. Ғылыми мақалаларды оқығанда						
g. Бос уақытымда ләззат алу үшін оқығанда						
h. Әлеуметтік желілерде посттарды оқығанда						
i. Профессорлармен / директорлармен сөйлескенде						
j. Ата-анаммен сөйлескенде						
k. Бауырларыммен сөйлескенде						
l. Университеттегі достарыммен / сыныптастарыммен сөйлескенде						
m. Университеттен тыс достарыммен / сыныптастарыммен						

сөйлескенде						
п. Жаныма жақын тақырыптарды талқылағанда						
о. Өз-өзіммен сөйлескенде						
р. Іштей ойланғанда						

### С Бөлігі. Тіл идеологиясы

Бұл бөлімде сізден қазақ, орыс және ағылшын тілдеріне қатысты сіздің тілдік идеологияларыңыз (нанымдарыңыз) туралы сұралады. Сауалнаманың бұл бөлігі 32 сұрақтан тұрады және оларға жауап беру 10 минуттан аспайды. Жауабыңызға сәйкес бағанды белгілеңіз. Бірден жауап беруге тырысыңыз – алғашқы әсеріңізді белгілеңіз. Дұрыс немесе бұрыс жауап жоқ екендігін есіңізде сақтаңыз.

14. Қазақ тілін білудің құндылығын 1-ден 5-ке дейінгі шкала бойынша қалай бағалайсыз?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Бағалы емес	Кішкене бағалы	Бейтарап	Бағалы	Өте бағалы

15. Орыс тілін білудің құндылығын 1-ден 5-ке дейінгі шкала бойынша қалай бағалайсыз?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Бағалы емес	Кішкене бағалы	Бейтарап	Бағалы	Өте бағалы

16. Ағылшын тілін білудің құндылығын 1-ден 5-ке дейінгі шкала бойынша қалай бағалайсыз?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Бағалы емес	Кішкене бағалы	Бейтарап	Бағалы	Өте бағалы

17. Сіз қазақ тілі туралы мынадай тұжырымдармен қандай дәрежеде келісесіз?

Тұжырымдама	Мүлде келіспеймін (1)	Келіспеймін (2)	Сенімді емеспін (3)	Келісемін (4)	Толығым ең келісемін (5)
a. Маған қазақ тілінің қалай дыбысталғаны (естілетіндігі) ұнайды					
b. Маған қазақ тілінде сөйлеу ұнайды					
c. Менің ойымша, Қазақстанның барлық азаматтары қазақ тілінде сөйлеуі керек					
d. Қазақ тілі барлық жерде					

қолданылуы керек деп есептеймін					
e. Қазақ тілін үйрену қиын					
f. Қазақ тіліне қарағанда әлемде беделі жоғары тілдер бар					
g. Қазақ тілі – біздің ұлттық сана-сезіміміздің символы					
h. Біз қазақ тілін сақтауымыз керек					
i. Егер менің балаларым болса, мен олардың қазақша сөйлегенін қалаймын					
j. Менің ойымша, Қазақ тілі орыс тіліне қарағанда анағұрлым құнды					
k. Менің ойымша, Қазақ тілі ағылшын тіліне қарағанда анағұрлым құнды					
l. Қазақ тілі маған басқа тілдерге қарағанда көбірек пайда әкеледі деп ойлаймын					
m. Маған үкіметтің қазақ тілін қалай ілгерілететіні ұнайды					
n. Менің ойымша, барлық қазақтар ағылшын тілін үйренуі керек					

18. Сіз **қазақ, орыс және ағылшын** тілдері туралы мынадай тұжырымдармен қандай дәрежеде келісесіз?

Тұжырымдама	Мүлде келіспеймін (1)	Келіспеймін (2)	Сенімді емеспін (3)	Келісемін (4)	Толығымен келісемін (5)
a. Қазақстанда бір ғана ресми тіл болуы тиіс: қазақ тілі					
b. Қазақстанда екі ресми тіл болуы тиіс: қазақ және орыс					
c. Қазақстанда жақсы жұмыс алу үшін үш тілде (қазақ, орыс және					

ағылшын тілдерінде) еркін сөйлей білу керек					
d. Егер сіз тек бір тілді ғана білсеңіз, Қазақстанда жақсы жұмысқа орналаса аласыз					
e. Егер мен ағылшын тілін білсем, жақсы жұмысқа орналасу оңайырақ болады					
f. Қазақстан азаматтары бір-бірімен қарым- қатынас жасау үшін қазақ тілін үйренулері керек					
g. Қазақстан азаматтары болып табылмайтын келушілер (шетелдіктер) Қазақстан азаматтарымен қарым- қатынас жасау үшін қазақ тілін үйренуі керек					
h. 10 жылдан кейін Қазақстанда қазақ тілі кеңінен қолданылатын болады					
i. 10 жылдан кейін орыс тілі Қазақстанда кеңінен қолданылатын болады					
j. 10 жылдан кейін Қазақстанда ағылшын тілі кеңінен қолданылатын болады					
k. 10 жылдан кейін Қазақстанда үш тіл (қазақ, орыс, ағылшын) кеңінен қолданылатын болады					

19. Маған өте жақын тіл – бұл ...

- Қазақ
- Орыс
- АҒЫЛШЫН
- Басқа (нақтылаңыз) \_\_\_\_

Уақыт бөлгеніңіз үшін рахмет!

Егер сіз көптілді білім беру және өзгеріп жатқан жаһандық талаптар контексіндегі қазақ тілінің рөлін зерттеуді мақсат ететін сұхбатқа қатысқыңыз келсе, төменде өзіңіздің телефон нөміріңізді немесе электрондық поштаңызды қалдырыңыз. Сіздің қатысуыңыз толығымен ерікті. Сіздің жауаптарыңыз анонимді сақталады.

Телефон нөмірі:

Электрондық пошта:

### Questionnaire – Russian Language

#### Заявление о согласии:

**Принимая участие в этом опросе, вы дали свое согласие на участие в данном исследовании.**

#### Часть А.

#### Демографическая информация

1. Сколько вам лет? \_\_\_\_
2. Укажите ваш пол
  - Мужской
  - Женский
3. В каком университете вы учитесь?
  - НУ
  - ЕНУ
4. Если вы выбираете НУ, пожалуйста, выберите свою специальность из списка ниже:
  - GSB (Graduate School of Business)
  - GSE (Grad School of Education)
  - SEDS (School of Engineering and Digital Sciences)
  - SSH (School of Sciences and Humanities)
  - NUSOM (Nazarbayev University School of Medicine)
  - SMG (School of Mining and Geosciences)
  - GSPP (Graduate School of Public Policy)
5. Если вы выбираете ЕНУ, пожалуйста, выберите свою специальность из списка ниже:
  - International Studies
  - Linguistics
  - Translation Studies (OT)
  - Translation Studies (WT)
  - Digital translation studies
  - Foreign Language: Two Foreign Languages (English as first foreign language)
  - Foreign Language: Two Foreign Languages
6. На каком языке (языках) вы говорите дома? (Пожалуйста, выберите все, что применимо)
  - Казахский

- Русский
- Английский
- Узбекский
- Украинский
- Другой (пожалуйста, уточните) \_\_\_\_

7. На каком языке (языках) вы говорите за пределами своего дома? (Пожалуйста, выберите все, что применимо)

- Казахский
- Русский
- Английский
- Узбекский
- Украинский
- Другой (пожалуйста, уточните) \_\_\_\_

8. С каким языком (языками) вы сталкиваетесь в своем университете (например, в общежитиях, с соседями по комнате, одногруппниками, одноклассниками и т.д.)? (Пожалуйста, выберите все, что применимо)

- Казахский
- Русский
- Английский
- Другой (пожалуйста, уточните) \_\_\_\_

9. Какой (какие) язык (языки) обучения в вашем университете? (Пожалуйста, выберите все, что применимо)

- Казахский
- Русский
- Английский
- Другой (пожалуйста, уточните) \_\_\_\_

10. Каков ваш известный или предполагаемый уровень владения языком?

	Zero	Beginner	Elementary	Pre-intermediate	Intermediate	Upper-intermediate
Казахский						
Русский						
Английский						
Другой язык 1 (уточните)						
Другой язык 2 (уточните)						

### Часть В. Выбор языка

**В этой части вас спросят о закономерностях выбора языка, выявленных Фишманом (1965), которые приводят к выбору конкретного языка. Эта часть опроса состоит из 16 основных вопросов и занимает не более 5 минут, чтобы ответить на них.**

**Пожалуйста, отметьте колонку в соответствии с вашим ответом. Работайте быстро – запишите свое первое впечатление. Здесь нет правильного или неправильного ответа.**

11. Я предпочитаю функционировать на **казахском** языке, когда ...

Утверждения	Всегда (1)	Обычно (2)	Часто (3)	Иногда (4)	Редко (5)	Никогда (6)
a. Я пишу официальные письма для преподавателей / руководителей						
b. Я пишу личные сообщения для членов семьи / родственников						
c. Я пишу личные сообщения друзьям						
d. Я пишу про личные темы						
e. Я пишу посты в социальных сетях						
f. Я читаю научные статьи						
g. Я читаю для удовольствия						
h. Читаю посты в социальных сетях						
i. Я говорю с преподавателями / руководителями						
j. Я говорю с родителями						
k. Я разговариваю со своими братьями и сестрами						
l. Я разговариваю с друзьями / одногруппниками в университете						
m. Я разговариваю с друзьями / одногруппниками за пределами университета						
n. Я обсуждаю личные темы						
o. Я разговариваю сам с собой						

р. Я обрабатываю идеи (в мыслях)						
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12. Я предпочитаю функционировать на **русском** языке, когда ...

Утверждения	Всегда (1)	Обычно (2)	Часто (3)	Иногда (4)	Редко (5)	Никогда (6)
а. Я пишу официальные письма для преподавателей / руководителей						
б. Я пишу личные сообщения для членов семьи / родственников						
с. Я пишу личные сообщения друзьям						
д. Я пишу про личные темы						
е. Я пишу посты в социальных сетях						
ф. Я читаю научные статьи						
г. Я читаю для удовольствия						
h. Читаю посты в социальных сетях						
i. Я говорю с преподавателями / руководителями						
j. Я говорю с родителями						
к. Я разговариваю со своими братьями и сестрами						
l. Я разговариваю с друзьями / одногруппниками в университете						
m. Я разговариваю с друзьями / одногруппниками за пределами университета						
n. Я обсуждаю личные темы						
о. Я разговариваю сам с собой						

р. Я обрабатываю идеи (в мыслях)						
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13. Я предпочитаю функционировать на **английском** языке, когда ...

Утверждения	Всегда (1)	Обычно (2)	Часто (3)	Иногда (4)	Редко (5)	Никогда (6)
a. Я пишу официальные письма для преподавателей / руководителей						
b. Я пишу личные сообщения для членов семьи / родственников						
c. Я пишу личные сообщения друзьям						
d. Я пишу про личные темы						
e. Я пишу посты в социальных сетях						
f. Я читаю научные статьи						
g. Я читаю для удовольствия						
h. Читаю посты в социальных сетях						
i. Я говорю с преподавателями / руководителями						
j. Я говорю с родителями						
k. Я разговариваю со своими братьями и сестрами						
l. Я разговариваю с друзьями / одногруппниками в университете						
m. Я разговариваю с друзьями / одногруппниками за пределами университета						
n. Я обсуждаю личные темы						
o. Я разговариваю сам с собой						

р. Я обрабатываю идеи (в мыслях)						
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### Часть С. Языковая идеология

В этой части вас спросят о ваших языковых идеологиях (убеждениях) в отношении казахского, русского и английского языков. Эта часть опроса состоит из 32 вопросов и занимает не более 10 минут, чтобы ответить на них. Пожалуйста, отметьте колонку в соответствии с вашим ответом. Работайте быстро – запишите свое первое впечатление. Здесь нет правильного или неправильного ответа.

14. Как бы Вы оценили ценность знания **казахского** языка по шкале от 1 до 5?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Не ценный	Менее ценный	Нейтральный	Ценный	Очень ценный

15. Как бы Вы оценили ценность знания **русского** языка по шкале от 1 до 5?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Не ценный	Менее ценный	Нейтральный	Ценный	Очень ценный

16. Как бы Вы оценили ценность знания **английского** языка по шкале от 1 до 5?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Не ценный	Менее ценный	Нейтральный	Ценный	Очень ценный

17. В какой степени Вы согласны со следующими утверждениями о **казахском** языке?

Утверждения	Категорически не согласен (1)	Не согласен (2)	Не уверен (3)	Согласен (4)	Категорически согласен (5)
a. Мне нравится, как звучит казахский язык					
b. Мне нравится говорить на казахском языке					
c. Я считаю, что все граждане Казахстана должны говорить на казахском языке					
d. Я считаю, что казахский язык должен быть использован везде					
e. Казахский язык трудно выучить					
f. Есть более					

престижные в мире языков, нежели казахский					
g. Казахский язык – это символ нашего национального самосознания					
h. Мы должны сохранить казахский язык					
i. Если у меня будут дети, я хочу, чтобы они говорили по-казахски					
j. Я думаю, что казахский язык более ценен, чем русский					
k. Я думаю, что казахский язык более ценен, чем английский					
l. Я думаю, что казахский язык принесет мне больше пользы, чем другие языки					
m. Мне нравится, как правительство продвигает казахский язык					
n. Я думаю, что все казахи должны изучать английский язык					

18. В какой степени Вы согласны со следующими утверждениями о **казахском, русском и английском** языках?

Утверждения	Категорически не согласен (1)	Не согласен (2)	Не уверен (3)	Согласен (4)	Категорически согласен (5)
a. Казахстан должен иметь только один официальный язык: казахский					
b. Казахстан должен иметь два официальных языка: казахский и					

русский					
с. Чтобы получить хорошую работу в Казахстане, нужно знать три языка (казахский, русский и английский языки)					
d. Вы можете получить хорошую работу в Казахстане, если вы знаете только один язык					
e. Если я знаю английский, мне будет легче получить хорошую работу					
f. Граждане Казахстана должны изучать казахский язык, чтобы общаться друг с другом					
g. Посетители, не являющихся гражданами Казахстана (иностранцы) должны учить казахский язык для общения с гражданами Казахстана					
h. Через 10 лет казахский язык будет широко использоваться в Казахстане					
i. Через 10 лет					

русский язык будет широко использоваться в Казахстане					
j. Через 10 лет английский язык будет широко использоваться в Казахстане					
к. Через 10 лет три языка (казахский, русский, английский) будут широко использоваться в Казахстане					

19. Язык, который мне очень близок, – это

- Казахский
- Русский
- Английский
- Другой (пожалуйста, уточните) \_\_\_\_

Спасибо за уделенное время!

Если Вы хотите принять участие в интервью, целью которого является изучение роли казахского языка в контексте многоязычного образования и меняющихся глобальных требований, пожалуйста, оставьте свой номер телефона или адрес электронной почты ниже. Ваше участие является полностью добровольным. Ваши ответы останутся анонимными.

Номер телефона:

Электронная почта:

## Appendix B

### Interview Protocol – English Language

**Time of interview:**

**Date:**

**Place:** Zoom platform

**Interviewer:** Laura Rakhymbayeva

**Interviewee:** \_\_\_\_ (name will be changed due to confidentiality reasons)

(Before audio recording starts, explain the interviewee the purpose of the study; what will be done with the data to protect confidentiality, duration of the interview, and give interviewee read and sign consent form)

**Part 1.** Icebreaker questions: How are you? How old are you? Place of study. What is your educational degree? What is your first language? – collect general information about the interviewee (2-5 min).

**Part 2.** Main questions: (40-50 min).

**Research objective 1:** To explore students' perceptions of the Kazakh language's value and prospects to identify the impact of the "Trinity of Language" policies nowadays.

**Research objective 2:** To find out if there is negligence to the importance of a state language affected by the ongoing tendency of adopting contemporary global demands.

- How would you evaluate your skills in Kazakh, Russian, English? What opportunities do these languages provide for you?
- How would you describe the status of Kazakh language in Kazakhstan nowadays? Russian? English?
- How would you describe Kazakh language in general (by the way it sounds, vocabulary, expressions, etc.)? In comparison to other languages, to what extent is Kazakh language appealing to you?
- Do you think that the knowledge of only Kazakh language is enough for personal development? Why? Probes: In your opinion, is there anything that Kazakh language lacks in for it to be widely used?
- What is your take on the implementation of the "Trinity of Languages"? Probes: How do you understand the goals of trilingual education?
- Do you think that trilingual education may increase social prestige? If yes, why?
- Do you think the knowledge of Russian and English is more important than Kazakh in the modern world? Probes: Do you believe that Russian and English will grant you career advancement more than Kazakh language?
- To what extent do different teachers in your institution use three languages? Friends? Family? Is there any prevailing language in their repertoire?

- Do you adjust your language to the language of your interlocutor in the communication? If yes, for what purposes?
  - What are the economic benefits of speaking Kazakh language for you? Russian? English? Probes: How does the demand for knowledge of Russian and English affects your desire to speak Kazakh?
  - Do you feel motivated to speak Kazakh language when you have a choice between Kazakh and Russian? Kazakh and English?
  - What language(s) do you associate your future with? Why?
- Part 3. Conclusion: (2-5 min)**
- Is there anything you want to add regarding today's topic?

### Interview Protocol – Kazakh Language

**1 бөлім.** Кіріспе сұрақтар: Қалыңыз қалай? Неше жастасыз? Оқу орныңыз қандай? Сіздің білім деңгейіңіз қандай? Сіздің ана тіліңіз қандай? - сұхбат алушы туралы жалпы ақпарат жинау (2-5 минут).

**2 бөлім.** Басты сұрақтар: (40-50 минут)

- Сіз қазақ, орыс, ағылшын тілдерін меңгеру дағдыларыңызды қалай бағалайсыз? Бұл тілдер Сізге қандай мүмкіндіктер береді?
- Сіз қазіргі уақытта Қазақстандағы қазақ тілінің мәртебесін қалай сипаттайсыз? Орыс тілінің? Ағылшын тілінің?
- Сіз қазақ тілін жалпы қалай сипаттайсыз (естілуі жағынан, лексика, көрнекті сөз тіркестері және т. б. бойынша)? Басқа тілдермен салыстырғанда, сізге Қазақ тілі қаншалықты ұнайды?
- Сіз тек қазақ тілін білу жеке даму үшін жеткілікті деп ойлайсыз ба? Неліктен? Probes: Сіздің ойыңызша, қазақ тілінде оны кеңінен қолдану үшін жетіспейтін нәрсе бар ма?
- “Тілдердің үштұғырлығын” жүзеге асыру туралы сіздің пікіріңіз қандай? Probes: Сіз үштілді білім берудің мақсаттарын қалай түсінесіз?
- Үштілді білім беру әлеуметтік беделді арттыра алады деп ойлайсыз ба? Егер солай болса, не себепті?
- Қазіргі әлемде орыс және ағылшын тілдерін білу қазақ тілінен гөрі маңызды деп ойлайсыз ба? Probes: Орыс және ағылшын тілдері Сізге қазақ тілінен гөрі мансаптық өсуді қамтамасыз етеді деп ойлайсыз ба?
- Сіздің оқу орныңыздағы әртүрлі оқытушылар үш тілді қаншалықты деңгейде қолданады? Достарыңыз? Отбасыңыз? Олардың репертуарында басым тіл бар ма?
- Сіз қарым-қатынастағы әңгімелесушінің тіліне өз тіліңізді бейімдейсіз бе? Олай болса, қандай мақсаттар үшін?
- Қазақ тілін меңгерудің экономикалық артықшылықтары қандай? Орыс тілін ше? Ағылшын тілін? Probes: Орыс және ағылшын тілдерін білуге деген сұраныс сіздің қазақша сөйлеуге деген ықыласыңызға қалай әсер етеді?

- Сіз қазақ және орыс тілдерінің арасында таңдау бар кезде, қазақ тілін таңдауға қаншалықты құлшынасыз? Қазақ және ағылшын арасында ше?
- Сіз өз болашағыңызды қандай тілмен (тілдермен) байланыстырасыз? Неліктен?  
**3 бөлім.** Қорытынды: (2-5 минут)
- Бүгінгі тақырып бойынша қосқыңыз келетін нәрсе бар ма?

### **Interview Protocol – Russian Language**

**Часть 1.** Вступительные вопросы: Как твои дела? Сколько вам лет? Место учебы. Какова ваша образовательная степень? Какой ваш родной язык? – сбор общей информации об интервьюируемом (2–5 минут).

**Часть 2.** Главные вопросы: (40–50 минут)

- Как бы Вы оценили свои навыки владения казахским, русским, английским языками? Какие возможности предоставляют вам эти языки?
  - Как бы Вы описали статус казахского языка в Казахстане в настоящее время? Русского? Английского?
  - Как бы Вы описали казахский язык в целом (по тому, как он звучит, лексике, выражениям и т. д.)? По сравнению с другими языками, в какой степени казахский язык вам нравится?
  - Считаете ли Вы, что знания только казахского языка достаточно для личностного развития? Почему? Probes: На Ваш взгляд, есть ли что-то, чего не хватает казахскому языку для его широкого использования?
  - Как вы относитесь к реализации “Триединства языков”? Probes: Как вы понимаете цели трехязычного образования?
  - Считаете ли Вы, что трехязычное образование может повысить социальный престиж? Если да, то почему?
  - Считаете ли Вы, что знание русского и английского языков в современном мире важнее, чем казахского? Probes: Считаете ли Вы, что русский и английский языки обеспечат вам карьерный рост больше, чем казахский язык?
  - В какой степени разные преподаватели в вашем учебном заведении используют три языка? Друзья? Семья? Есть ли в их репертуаре какой-либо преобладающий язык?
  - Подстраиваете ли вы свой язык под язык вашего собеседника в общении? Если да, то для каких целей?
  - Каковы экономические преимущества владения казахским языком для вас? Русского? Английского? Probes: Как спрос на знание русского и английского языков влияет на Ваше желание говорить по-казахски?
  - Чувствуете ли вы мотивацию говорить на казахском языке, когда у вас есть выбор между казахским и русским языками? Казахским и английским?
  - С каким языком (языками) вы связываете свое будущее? Почему?
- Часть 3.** Заключение: (2–5 минут)

- Есть ли что-нибудь, что вы хотите добавить по сегодняшней теме?

## Appendix C

### INFORMED CONSENT FORM (Interview)

Language Choice and Language Ideologies among Kazakhstani students: The Status of Kazakh Language in the Context of Multilingual Education

**DESCRIPTION:** You are invited to participate in a **research study** on Kazakhstani students' perceptions of the Kazakh language's value and prospects to identify the impact of the "Trinity of Language" policies, whether they are positive or negative. This study will seek to reveal Kazakhstani students' ideologies regarding the role of the Kazakh language in the context of multilingual education and changing global demands and to learn what ideologies shape the choice to use or not use Kazakh language. Participating in this study, you would make a valuable contribution to the development of literature in the research about the ideologies of the Kazakhstani youth towards their mother tongue and their linguistic choice they make in an ever-changing modern world. You will be asked to answer to several specially designed questions and your answers will be recorded on an audio-recorder application on the smartphone to be analyzed. Afterwards, all recordings will be completely erased from every device they had been stored in without any possibility of being accessed by anyone. Your participation is entirely voluntarily and you will have a full right to withdraw from the study at any time.

**TIME INVOLVEMENT:** Your participation will take approximately 40 minutes.

**RISKS AND BENEFITS:** The risks associated with this study are minimal. To guarantee your confidentiality neither your personal information nor your university will be revealed as it will be coded, and the names of the participants will be replaced by pseudonyms so that sharing the information about you and your university will not involve any kind of punishment from your institutions or damage your reputation. Moreover, interview questions are designed in the manner not to cause any psychological damage. As for the benefits, although you will not acquire any direct benefits from the study, it is expected that your participation will expand the research literature in the field about language ideologies and language choice in Kazakhstan in the context of adopting contemporary global demands. Your decision whether or not to participate in this study will not affect your grades in school and future employment.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

### CONTACT INFORMATION:

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Associate Professor Bridget A. Goodman, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(702) 181-02-64

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at ([zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz)).

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

Қазақстандық студенттер арасында Тілдік Таңдау және Тілдік Идеологиялар: Көптілді Білім беру Контексіндегі Қазақ Тілінің Мәртебесі

**СИПАТТАМА:** Сіз “Тілдердің үштұғырлығы” саясатының әсерін, яғни олардың оң немесе терістігін анықтау үшін, қазақстандық студенттердің қазақ тілінің құндылықтары мен болашағына деген көзқарасына бағытталған зерттеу жұмысына шақырылып отырсыз. Бұл зерттеу көптілді білім беру контексіндегі қазақ тілінің рөліне және заманғы жаһандық талаптарға қатысты қазақстандық студенттердің идеологияларын анықтауға, сондай-ақ қандай идеологиялардың қазақ тілін қолдану немесе қолданбауына әкеліп соғатынын зерттеуге бағытталады. Сіздің зерттеуге қатысуыңыз қазақстандық жастардың өз ана тіліне деген көзқарастарын және олардың үнемі өзгерістегі қазіргі әлем талаптарына сәйкес қабылдайтын тілдік таңдауына байланысты әдебиеттің дамуына құнды үлес қосады. Сізден бірнеше арнайы құрастырылған сұрақтарға жауап беру сұралады және жауаптарыңызды талдау үшін смартфондағы дыбыс жазу бағдарламасына жазылады. Осыдан кейін барлық жазбалар барлық сақталған құрылғылардан толығымен жойылады, оларға ешкім қол жеткізе алмайды. Сіздің қатысуыңыз толығымен ерікті түрде болады және сіз кез-келген уақытта зерттеуге қатысудан бас тартуға толық құқығыңыз бар.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен 40 минут уақытыңызды алады.

### **ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН**

**АРТЫҚШЫЛЫҚТАРЫ:** Сіздің анонимділігіңізді қамтамасыз ету үшін сіздің жеке ақпаратыңыз да, оқу орныңыз да атап айтылмайды, өйткені бұл ақпараттар шифрланады және сіздің аты-жөніңіз лақап атпен ауыстырылады. Осылайша өзіңіздің оқу орныңыз жайлы қандай да ақпаратпен бөлісуіңіз өзіңізге білім беруші тарапынан болатын жаза барынша алдын алынады және сіздің беделіңізге нұқсан келтірмейді. Сонымен қатар, сұхбат барысындағы сұрақтары психологиялық зиян келтірмейтіндей етіп жазылған. Зерттеудің пайдасы жайлы айтатын болсақ, қатысушылар ғылыми-зерттеу жұмыстарынан

ешқандай тікелей пайда алмағанына қарамастан, сіздің қатысуыңыз қазіргі заманғы жаһандық талаптарды қабылдау контексінде тілдік идеологиялар және Қазақстандағы тілдік таңдау мәселесі жайлы зерттеу әдебиетінің дамуына үлкен үлес қосады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің оқу орныңыздағы бағаларыңызға және болашақ жұмысыңызға еш әсерін тигізбейді.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

### **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады, Қауымдастырылған Профессор Бриджит Гудман, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(702) 181-02-64

**Дербес байланыс ақпараттары:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен ([zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz)).

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

**ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ**

Выбор Языка и Языковые Идеологии среди Казахстанских студентов: Статус Казахского Языка в Контексте Полиязычного Образования

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании на тему восприятия казахстанскими студентами ценности и перспектив казахского языка, чтобы определить влияние политики “Триединства языков”: являются ли они положительными или отрицательными. Это исследование будет направлено на выявление идеологий казахстанских студентов относительно роли казахского языка в контексте многоязычного образования и меняющихся глобальных требований, а также на изучение того, какие идеологии определяют выбор в пользу использования или не использования казахского языка. Ваше участие в исследовании внесет ценный вклад в развитие литературы по исследованию идеологий казахстанской молодежи по отношению к своему родному языку и их языковому выбору, который им приходится делать в постоянно меняющемся современном мире. Вам будет предложено ответить на несколько специально разработанных вопросов, и ваши ответы будут записаны в приложение для записи звука на смартфоне для последующего анализа. После этого все записи будут полностью удалены со всех устройств, на которых они хранились, без какой-либо возможности доступа к ним со стороны посторонних лиц. Ваше участие является полностью добровольным, и у вас будет полное право отказаться от участия в исследовании в любое время.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует около 40 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с этим исследованием, минимальны. Чтобы гарантировать вашу конфиденциальность, ни ваша личная информация, ни ваш университет не будут раскрыты, поскольку они будут закодированы, а имена участников будут заменены псевдонимами, чтобы обмен информацией о вас и вашем университете не повлек за собой какого-либо наказания со стороны ваших учреждений или ущерба вашей репутации. Более того, вопросы для интервью разработаны таким образом, чтобы не причинять никаких психологических ущербов. Что касается преимуществ несмотря на то, что участники не получают каких-либо прямых выгод от исследования, ожидается, что Ваше участие расширит исследовательскую литературу в области исследования темы языковых идеологий и выбора языка в Казахстане в контексте принятия современных глобальных требований.

Ваше решение о согласии либо отказе в участии никаким образом не повлияет на ваши оценки в учебе и будущую работу.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

**КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителям магистерского тезиса исследователя, используя следующие данные: Ассоциированный Профессор Бриджит Гудман, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(702) 181-02-64

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес ([zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz)).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

**Appendix D***Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup> Total
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	6,761	27,044	27,044	6,761	27,044	27,044	5,660
2	2,504	10,017	37,061	2,504	10,017	37,061	2,483
3	1,700	6,801	43,862	1,700	6,801	43,862	1,510
4	1,520	6,080	49,942	1,520	6,080	49,942	2,649
5	1,422	5,689	55,631	1,422	5,689	55,631	1,922
6	1,196	4,786	60,417	1,196	4,786	60,417	4,025
7	1,128	4,511	64,927				
8	1,123	4,493	69,420				
9	,898	3,592	73,012				
10	,794	3,177	76,189				
11	,765	3,060	79,249				
12	,720	2,878	82,128				
13	,575	2,299	84,426				
14	,529	2,117	86,543				
15	,452	1,806	88,349				
16	,430	1,720	90,069				
17	,408	1,632	91,701				
18	,376	1,503	93,204				
19	,352	1,408	94,612				
20	,324	1,296	95,907				
21	,279	1,117	97,024				
22	,240	,958	97,982				
23	,202	,806	98,788				
24	,182	,727	99,515				
25	,121	,485	100,000				

## Appendix E

### Interview Sample

**- How would you evaluate your skills in Kazakh, Russian, English?**

- My skills... Kazakh I can say that its like more upper-intermediate I can say because sometimes I lack practice in Kazakh language. I mean when I studied at school and when I studied at university, language of instruction was not Kazakh that's why there was like no way to kind of practice, so Kazakh was mostly like practiced and I'm practicing Kazakh now among friends and family members.

**- So, Russian is your dominant language. How about English?**

- English is dominant in my like life, like at work now.

**- What opportunities do these languages provide for you?**

- I think knowing like more languages like Russian and English in addition to Kazakh, it provides more competitiveness in job market because I see that now English is a must have. For example, I studied in English and this really helped for example to participate in different international projects and it was also useful to gain knowledge and participate in different educational opportunities like I don't know internships some, international events, conference, so English for me is like main source of knowledge and source experience and it is my first priority and in my work it is also like as I work at university I need English to communicate with professors, with colleagues and also like... to like work with other universities with international students and so on. For Russian we can say that in KZ Russian lang is also like dominant in different spheres, especially like entertainment. For example, when we watch movies, watch internet content from social media and also in most of companies, Russian language is like language of communication and documentation and that's why mostly from my experience in Astana when we had internships and when I had some job experience all colleges preferred Russian language and we also had different representatives. For example, international colleges, other nationalities, so lingua franca was Russian for all of us, so competitiveness and it's like the second source of knowledge. There are more sources, more websites and books in Russian science for education and for other job-related purposes.

**- How would you describe the status of Kazakh language in Kazakhstan nowadays? Russian? English?**

- For Kazakh language I can say that it is mostly it is like part of national identity. It kinda proves that we are independent country with our own culture, own history and language is like kinda connection of our national code. It's kinda represented on the international arena and it also helps kinda to preserve our culture and our values. Yeah. And because it is mother tongue it also helped to kinda to connect with our family, with friends it mostly informal it's language of uhm... kinda how to say it's language of it's not kinda formal language that we use at work, it's mostly for soul, for listening to music, for talking to different topics other than education, politics and so on.

## Appendix F

### Interview Coding Sample

<p>family and also if we know that KZ is a big country and it also depends on the region where you live in the East or in the South [maybe, uhm... also after maybe promotion of our Kazakh language because when we go to the supermarket, to anywhere where we want to go, their service is always in Russian like waiter or maybe... also in supermarket you will speak in Russian and I think first, you need to teach yourself to speak Kazakh language after maybe... some business like entrepreneurs, they should pay attention to the Kazakh language and after it will improve on the governmental level and we see that it's been only two years when we started transforming our language and if we start it earlier... like we will have effects to this days but it's ongoing process now. Also, it's based on your environment like friends and your like family - it's the main thing, I think.</p> <p>- Well, is there anything that you wish was different about Kazakh language?</p> <p><b>Theme 1:</b> ideology - &gt; convictions / beliefs about Kaz.</p> <p>- Uhm... also, nowadays there's a big gap with old Kazakh and new Kazakh. We have new slangs, new words that we change, like take it from Russian language or take it from other language and we do it, for example, Kazakh is very beautiful when we read our novels and our poems. uhm... but nowadays we lost the identity of Kazakh language because of this slangs and rude words, and we decrease the [...]</p> <p><b>Theme 4:</b> Problems / challenges with Kaz.</p> <p>- So, you're saying that Kazakh language is losing its pureness, right?</p> <p>- Yes-yes, pureness, I think.</p> <p>- What is your take on the implementation of the "Trinity of Languages"? How do you understand the goals of trilingual education?</p> <p><b>Theme 4:</b> Problems / challenges of Trilingual education.</p> <p>- Yeah, I support but do we have qualified teachers that can teach in three languages - that's a big question for me. For example, I support but when I studied at school, we started like study scientific subjects like physics or chemistry in English, but it wasn't successful because our teachers, their quality of their English wasn't so good because, of course, in physics we have their own terminology and in chemistry is the same. It is not enough the knowledge of English, you should know the terminology, but I think I don't know what the situation is at school nowadays, maybe, teachers are qualified in three languages, but, I think, you should teach in three languages like scientific subjects because it will be easier to take information from the internet and other sources. And also the information in English language, when it comes to scientific subjects, it is not hard and we know that how it's hard to study such kind of terminology and we know that maybe when we were at school there was a problem with translation when it came to the terminology like physics and other kind of subjects. But I support this trilingual method. Maybe it will be effective, but it will take time - it's a question of time.</p> <p>- Do you think the knowledge of Russian and English is more important than Kazakh in the modern world?</p>	<p>Laura Rakhymbayeva Place / region is also important for language choice: Kaz - in the South; Rus - in the East</p> <p>Laura Rakhymbayeva The environment is crucial: the majority speaks Rus even in public services</p> <p>Laura Rakhymbayeva Modern Kaz has a lot of borrowing from other languages -&gt; lost it's originality and pureness</p> <p>Laura Rakhymbayeva Teachers are not proficient in Eng -&gt; problematic</p>	<p>- I think, you should know Russian language and English language, but always you should pay more attention to Kazakh language because it's a state language - it's a main language in our country. So, teachers and maybe all people, they should know Kazakh language. I think, but it's based on the people, on the person. I can say that it's your choice, but we should try to know Kazakh language, we should try to study this language. It's important because it's our state language and when we want to show us as a state, as a country in the international arena and world arena, then your language will be the most important.</p> <p>- Do you believe that Russian and English will grant you career advancement more than Kazakh language?</p> <p>- I think, Kazakh language will be more important in future because I started to notice that many young people, they started to use Kazakh language, but they are always having problems with Kazakh language with pronunciation, with some mistakes, but also many people try to use Kazakh language in general and Russian and English languages will be like also main one, but, I think, Kazakh language will be more important in future.</p> <p>- What language you choose to speak with your friends?</p> <p>- Like... uhm... I think, in my family the main language is Kazakh, and I think, in every family you should try to speak Kazakh language because in your family nobody can judge for your language! But when it comes to your friends and your education you will prefer to use the language of your environment, your people that they prefer. For example, I think, I came to the area where my groupmates, they speak in Russian, for example, in my family I use Kazakh language and, in my group, I use Russian language and when I'm at the university I use English language. It's quite interesting, so if like without my family I will face huge problems with my Kazakh language during this education at the university, maybe, I would forget Kazakh language if my in my family I don't speak Kazakh language!</p> <p>- Based on what you said, do you adjust your language to the language of your interlocutor?</p> <p>- Yeah-yeah.</p> <p>- Do you feel motivated to speak Kazakh when there is a choice?</p> <p>- Yes, I pay more attention for Kazakh language.</p> <p>- If there is a choice between Russian and Kazakh? Or Kazakh and English?</p> <p>- Then, I prefer Kazakh language.</p> <p>- The last question is what languages do you associate your future with?</p> <p>- Um... like I always pay attention to Kazakh language as it's a state language, as it's a first language and if maybe if I want to work in the government and in the ministry, I should know Kazakh language and I should pass the exam for Kazakh</p>	<p>Laura Rakhymbayeva You make your own choices</p> <p>Laura Rakhymbayeva No judgement in your family - you can speak your language</p> <p>Laura Rakhymbayeva In a new environment you adjust your language</p> <p>Laura Rakhymbayeva Other than family, the environment makes it impossible to practice Kaz</p>
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