Perspectives of Kazakh Language Teachers towards the Reform of the Latinization of the Kazakh Alphabet in One School in South Kazakhstan

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Submitted in partial fulfillment of the requirements for the degree of

Master of Science

in Educational Leadership

Nazarbayev University Graduate School of Education

June, 2020

Word Count: 19556 words

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29 October 2019

Dear Abay

This letter now confirms that your research project entitled: *Perspectives of Kazakh Language Teachers towards the Reform of the Latinization of the Kazakh Alphabet in One School in South Kazakhstan* 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.

Yours sincerely

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Acknowledgments

Perspectives of Kazakh Language Teachers towards the Reform of the Latinization of

the Kazakh Alphabet in One School in South Kazakhstan

Abstract

The implementation of the policy to Latinize the Kazakh alphabet has commenced in Kazakhstan. There are many social and educational factors which have influenced the policy decision. This research focuses on the perspectives of Kazakh language teachers towards the policy and the process of Latinization in Kazakhstan. The proposed reform has met some resistance because it impacts on the rules of the Kazakh language, especially spelling and orthography. As the central implementers of the policy in classrooms, Kazakh language teachers' opinions play an important role in this process. The purpose of this qualitative study is to reveal the perspectives of Kazakh language teachers on the reform in order to identify the benefits and challenges of implementing the Latinization of the Kazakh alphabet in one school. The central research question is: How is the implementation of the Latinized alphabet for the Kazakh language perceived by Kazakh language teachers in one school in South Kazakhstan?

A qualitative case study design was used for this research, with data collected from seven participants through semi-structured individual interviews at a single convenience site. Purposeful sampling was used to intentionally select Kazakh language teachers with experience relevant to the research question. The findings revealed that the majority of Kazakh language teachers support the transition to the Latin-based Kazakh alphabet, although the Kazakh language teachers receive very little, occasional support from the school administrators, Education Department and Ministry of Education. The age and experience of teachers differentiated their description of the policy intent with older teachers emphasizing political and cultural purposes, while young teachers identified modernization purposes. By understanding the perspectives of Kazakh language teachers, school administrators,

researchers, and policymakers can make informed decisions about how to improve and

support the effective implementation of the Latinization of Kazakh alphabet reform.

Keywords: Kazakh language teachers, Kazakh alphabet, Latinization, Language policy

reform.

Взгляды Учителей Казахского Языка на Реформу по Латинизации Казахского Алфавита в Одной Школе в Южном Казахстане

Аннотация

Политическое решение о латинизации казахского алфавита началось в Казахстане. Существует много социальных и образовательных факторов, которые повлияли на внедрение латинизированного алфавита в Казахстане. Данное исследование фокусируется на процессе латинизации в Казахстане и на взглядах учителей казахского языка к реформе. Предлагаемая реформа встретила некоторое сопротивление, поскольку она влияет на правила казахского языка, особенно в отношении орфографии. Поэтому, как главные исполнители реформы в классах, мнения учителей казахского языка играют важную роль в этом процессе. Целью этого качественного исследования является выявление взглядов учителей казахского языка на реформу, чтобы выявить преимущества и проблемы внедрения латинизации казахского алфавита в одной школе и их классах. Основной вопрос исследования: Как внедрение латинизированного алфавита для казахского языка воспринимается учителями казахского языка в одной школе в южном Казахстане?

Для исследования проблемы использовался единый дизайн исследования конкретного случая. Данные были собраны от семи участников в удобном месте посредством полуструктурированных индивидуальных интервью. В этом исследовании была использована целенаправленная выборка для преднамеренного отбора конкретных лиц - учителей казахского языка, поскольку они могут решить проблему исследования благодаря своим соответствующим знаниям. Результаты показали, что пять учителей казахского языка поддерживают переход к основанному на латинице казахскому алфавиту, а двое – против реформы латинизации. Кроме того, было установлено, что учителя казахского языка получают очень небольшую поддержку или

лишь временную поддержку от заинтересованных сторон. Возраст и опыт учителей отличали описание старших учителей о намерениях реформы, подчеркивающих политические и культурные цели, от молодых учителей, определяющих цели модернизации. Принимая взгляды учителей казахского языка во внимание, школьные администраторы, исследователи и политики могут принимать обоснованные решения о том, как улучшить и поддержать эффективное осуществление реформы латинизации казахского алфавита.

Ключевые слова: учителя казахского языка, казахский алфавит, латинизация, реформа языка.

Оңтүстік Қазақстандағы Бір Мектепте Қазақ Әліпбиін Латындандыру бойынша Реформаға қатысты Қазақ Тілі Мұғалімдерінің Көзқарастары

Аңдатпа

Қазақстанда қазақ әліпбиін латын графикасына көшіру туралы шешім қабылданды. Қазақстанда латын әліпбиін енгізуге ықпал еткен көптеген әлеуметтік және білім беру факторлары бар. Бұл зерттеу Қазақстандағы латындандыру үдерісіне және қазақ тілі мұғалімдерінің осы реформаға қатысты көзқарастарына негізделеді. Ұсынылған реформа біршама қарсылық тудырды, себебі ол қазақ тілінің ережелеріне, әсіресе орфография мен емле ережелеріне әсер етеді. Сондықтан да, сыныптарда реформаның басты орындаушылары ретінде қазақ тілі мұғалімдерінің пікірлері осы үдерісте маңызды рөл атқарады. Бұл сапалы зерттеудің мақсаты бір мектепте және сыныптарда қазақ әліпбиінің латындандырылуын енгізудің артықшылықтары мен мәселелерін білу мақсатында қазақ тілі мұғалімдерінің реформаға қатысты көзқарастарын анықтау болып табылады. Басты зерттеу сұрағы: Оңтүстік Қазақстанның бір мектебінде қазақ тілі мұғалімдері қазақ тілі үшін латын әліпбиін енгізуді қалай қабылдап жатыр?

Бұл мәселені зерттеу үшін осы зерттеуде бірыңғай зерттеу әдіснамасы қолданылды. Деректер жеті қатысушыдан ыңғайлы жерде жартылай құрылымдалған жеке сұхбат арқылы жиналды. Бұл зерттеуде нақты тұлғалар - қазақ тілі мұғалімдерін арнайы іріктеу үшін мақсатты іріктеме әдісі қолданылды, себебі олар зерттеу мәселесін өздерінің тиісті білімдерінің арқасында шеше алады. Зерттеу нәтижелері қазақ тілінің бес мұғалімі латынға негізделген қазақ әліпбиіне көшуді қолдайтынын, ал екеуі латын әліпбиіне қарсы екенін көрсетті. Сонымен қатар, қазақ тілі мұғалімдерінің мүдделі тараптардан өте аз қолдау немесе уақытша қолдау алатыны анықталды. Мұғалімдердің жасы мен тәжірибесі олардың сипаттамаларын екіге бөлді, аға оқытушылар саяси және

мәдени мақсаттарға баса назар аударса, ал жас мұғалімдер модернизациялау

мақсаттарын анықтады. Қазақ тілі мұғалімдерінің көзқарастарын ескере отырып,

мектеп әкімшілері, зерттеушілер мен саясаткерлер қазақ әліпбиін латындандыру

реформасын тиімді жүзеге асыруды қалай жақсарту және қолдау көрсету туралы

дәлелді шешімдер қабылдай алады.

Түйінді сөздер: қазақ тілі мұғалімдері, қазақ әліпбиі, латындандыру, тіл

реформасы.

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Chapter 1. Introduction

1.1. Introduction

Seventy-two years after the introduction of the Kazakh Cyrillic alphabet, a proposal to introduce a Latinized alphabet was proclaimed in 2012. In December 2012, Nursultan Nazarbayev, the first President of Kazakhstan, in his annual State of the Nation Address to the People of Kazakhstan "Kazakhstan – 2050", proclaimed the need to transfer from the Cyrillic to the Latin alphabet by 2025 (Nazarbayev, 2012). Latinization is the process of "giving a Latin or Latinate form to (a word)" (Oxford University Press, 2018). Nazarbayev stressed the importance of the reform for developing and modernizing the Kazakh language and the national identity through the process of Latinization (Sherniyaz, 2017). More recently, Nazarbayev (2017) stated that it is necessary to prepare for teaching the new alphabet, developing textbooks for secondary schools in 2018, and for teaching the first grades with the Latin alphabet in schools in 2022. The alphabet's modernization is considered by many to be central to the sweeping reforms of Kazakhstan's language policy and educational system (MFA, 2017). However, the proposed reform has met some resistance (Illmer, Daniyarov & Rakhimov, 2017).

This research aims to explore the Latinization policy in practice. Haddad and Demsky define policy as "an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions" (as cited in Wake, 2015, p. 3). This definition is important because the purpose of this research is to examine the Latinization policy as an implementation of change process. The policy guides future decisions and actions, in this case, the implementation of the Latinized alphabet at schools in Kazakhstan.

1.2. Background to the alphabet Latinization policy

Kazakh is a Turkic language with its own specific phonemes and sounds (Bazarbayeva, Zhunisbek & Malbakov, 2014), some of which can be found in the Latin alphabets of the Turkmen, Uzbek, Azeri and Turkish languages (Kudaibergenova, 2018). The Kazakh alphabet currently consists of 42 letters which will be replaced by Latin analogues based on their phonetic similarity so that the new alphabet will consist of 32 letters (MFA, 2017).

According to the National Digital History (2017), the Kazakh alphabet has been used since the early Middle Ages because ancient Turkic runic script, which is scientifically known as the Orkhono-Yenisei script, has origins in Eurasia and goes back to the 6th-7th centuries and early Middle Ages. In 1912, the Kazakh alphabet was reformed based on the Arabic graphics of Kazakh scholar Akhmet Baitursynov, who made it available for use by millions of Kazakhs living abroad (National Digital History, 2017). Arabic graphics seemed to hamper the historical progress of the Kazakh language, despite the fact that they played a significant role in the social development of the time (National Digital History, 2017). The main problem of the Arabic system for the Kazakh language was that it did not fully convey the phonetic originality and complicated the work of typesetters (Shonanov, as cited in Sadakbayev, 2018). Therefore, the Kazakh scholar Akhmet Baitursynov removed all Arabic letters that are not used in Kazakh and added some letters peculiar to the Kazakh language (National Digital History, 2017).

At the present time, a Latin alphabet has been implemented or is in the process of implementation in most Turkic-speaking countries of the Commonwealth of Independent States (CIS), including Kazakhstan (Batyrbekkyzy et al., 2018). Latin is the most widespread writing system of alphabets in the world (MFA, 2017). This alphabetic writing system is used by nearly 70 percent of all nations, emphasizing its significance in communicating across the

globe, especially in the sphere of science, business, technology, and education (MFA, 2017). These reasons have motivated the policy of adopting a Latinized alphabet.

Already, in CIS countries, many brands, street signs, and restaurants are using the Latin alphabet (Yergaliyeva, 2018). In Kazakhstan, the 2012 policy announcement has been mandated for full implementation of the Latinized Kazakh alphabet by 2025.

However, the policy decision to implement a Latin alphabet in Kazakhstan is contested. According to Illmer, Daniyarov and Rakhimov (2017), some people are resistant to the policy of Latinization of the Kazakh alphabet, despite the fact that this alphabet reform is believed to be of considerable practical importance by the authorities. It is important for countries to encourage the use of the national or state languages and alphabets, but only 30 % of all languages, including Kazakh, use the Cyrillic alphabet (MFA, 2017).

According to Chsherbakov (2017), despite the explanations and justifications of the authorities, language specialists and linguists continue to discuss and question the need for this reform. Chsherbakov (2017) believes that the justifications given for the policy change are unclear, vague, and without depth. The arguments to support the reform include: Latinization will facilitate students' learning of English; Cyrillic has too many unnecessary letters; and the Latin alphabet will encourage the integration of Kazakhstan into the globalized world (Chsherbakov, 2017). However, Chsherbakov (2017) has countered that: his knowledge of the Latin script did not help him learn French, German or other Latin-based languages; in order to dispose of unnecessary letters, there is no need to change the whole alphabet; and uniting alphabets will not make Kazakh and English mutually intelligible. There is some debate over justifications provided for the policy, with tension between those who see the policy based on ideological justifications and those who present an argument based on the modernization of Kazakhstan's identity (Nazarbayev, 2017).

1.3. Statement of the problem

Teachers are the main policy actors who are also responsible for the implementation of the Latinized alphabet policy. According to Ball et al., (2011), they will be the "narrators, entrepreneurs, outsiders, transactors, enthusiasts, translators, critics, and receivers" (p. 625), of the Latinization policy responsible for its implementation in their teaching practice. However, the teachers believe they are not sufficiently familiar with the new phonological and orthographic laws (Bazarbayeva, Zhunisbek & Malbakov, 2014). As yet, little is known about the attitudes and perspectives of Kazakh language teachers. Only anecdotal information suggests that teachers believe they will require retraining to become familiar with these laws in order to teach their students.

1.4. Purpose of the study

This proposed qualitative research aims to reveal the perspectives of Kazakh language teachers in order to understand and explore the benefits and challenges of implementing the Latinization of the Kazakh alphabet in one school. Understanding the perspectives of Kazakh language teachers will assist school administrators and policymakers to make informed decisions on how to improve and support effective implementation of the Latinization of Kazakh Alphabet. The study will make recommendations that may improve the implementation of the reform.

1.5. Research questions

The following research questions were addressed in this study:

Central research question: How is the implementation of the Latinized alphabet for the Kazakh language perceived by Kazakh language teachers in one school in South Kazakhstan?

Sub-questions:

1. What are the perspectives of Kazakh language teachers working with Kazakh orthography towards the implementation of the Latin-based Kazakh alphabet?

2. What do Kazakh language teachers see as the main benefits and challenges of implementing the Latin-based Kazakh alphabet?

3. What support do Kazakh language teachers perceive as valuable to improve the implementation of the Latinized Kazakh alphabet?

1.6. Significance of the study

As key policy implementers (Ball, 2006), the voices of Kazakh language teachers need to be heard and used to get the best policy outcomes. This research will be beneficial for school administrators and policymakers to make informed decisions about how to improve and support effective implementation of the Latinization of the Kazakh alphabet. By understanding the perspectives and attitudes of Kazakh language teachers, and identifying misunderstandings or misconceptions related to the Latinization of the Kazakh alphabet, the process of implementation and the management of the change process can be improved. Therefore, this research can be a worthwhile contribution to the field of educational research in Kazakhstan and will fill an identified research gap.

1.7. Conclusion and structure of the thesis

This thesis consists of six chapters. The first chapter (Introduction) has described the background to the Latinization policy, the statement of the problem, the purpose of the study, the research questions, and the significance of the study.

The second chapter (Literature review) provides a review of related, previous studies. It contains four sections, reviewing the literature on change management and policy

implementation, the roots and problems of alphabet reform, the implementation of the reform, which focuses on empirical literature, and the different perspectives of stakeholders towards the reform.

The third chapter (Methodology) presents the research design, site and participant selection procedures, outlines the position of the researcher, justifies the data collection tools and data collection procedures, explains the method of data analysis, evaluates the research quality, and addresses the ethical issues of the study.

The fourth chapter (Findings) describes the main findings of the study presented through four themes with the use of participant data: (1) Kazakh language teachers' policy understanding, (2) Support for the Latinization policy and the benefits, (3) Resistance to the Latinization policy and the unintended consequences, and (4) Support for the Kazakh language teachers.

The fifth chapter (Discussion) provides an explanation and interpretation of the findings in relation to previous literature related to the field.

The last chapter (Conclusions and Recommendations) includes a summary of the whole study structured by research questions; makes recommendations for school administrators and policymakers; highlights the significance of the research; identifies the limitations of the study; and outlines the implications for further research.

Chapter 2. Literature Review

2.1. Introduction

The reformation of a national alphabet is a process that has occurred many times over historical periods for Kazakhstan. The purpose of this research was to study the perspectives of Kazakh language teachers in order to explore the benefits and challenges of implementing the Latinization of the Kazakh alphabet in one school. The aim of this literature review is to examine the theoretical and empirical literature related to the roots, problems, ideology, objectives, and influencing factors of the proposed policy reform. The literature review analyzes the challenges and issues of implementing the Latin-based alphabet, the perspectives of different stakeholders, and considers change management related to policy implementation because it is a new reform and has not been fully implemented yet.

The chapter is organized into four sections. In the first section, a conceptual framework of change management and policy implementation is provided. In the second section, the roots and problems of alphabet reform are discussed. In the third section, a discussion of the implementation of the reform is presented. The fourth section focuses on the different perspectives of stakeholders towards the reform. At the end of this chapter, a summary is made of this Literature Review.

2.2. Conceptual framework

This section presents a conceptual framework to outline the understandings on which this study has been designed. In conceptualizing the study, the researcher was drawn to the works related to change management and policy implementation, in particular, Fullan's and Ball's works (Ball, 2006; Fullan, 2007). In other words, the conceptual framework for the study is based on Fullan's change management theory (Fullan, 2007) and Ball's policy implementation theory (Ball, 2006).

Change management. Change refers to the introduction of "new materials, new behaviors and practices, and new beliefs and understandings" (Fullan, 2011, p. 10). In this case, Kazakh language teachers might revise new materials such as curriculum materials on the Latinization of the Kazakh alphabet reform, be retrained, and use new teaching methods in practice. Besides, they might behave differently, show different emotions and reactions towards the new reform, including some acceptance or resistance due to the alteration of their own perspectives and beliefs such as pedagogical assumptions underlying this policy. Fullan (2001) stated that "understanding the change process is less about innovation and more about innovativeness. It is less about strategy and more about strategizing" (p. 31). He means that innovativeness and strategizing are required in order to understand the change process and overcome the challenges of the process. Regarding this, Marris (1975) pointed out that all changes are comprised of loss, anxiety, and struggle, while Schön (1971) added that all changes include "passing through the zones of uncertainty . . . the situation of being at sea, of being lost, of confronting more information than you can handle" (p. 12).

As Fullan (2007) mentioned, the implementation of educational change contains "change in practice" (p. 30) and suggests that professional learning communities should act as a vehicle to provide sufficient support for teachers because they are the key implementers of changes in practice. In order for change to be implemented in practice, certain factors which influence teachers' reactions to change must be understood, such as "excess uncertainty, surprise factor, concerns about future competence and more work" (Fullan, 2007, p. 105). Change occurs as a complex and often quite messy process and takes effort, a considerable amount of time, and requires on-going support (Fullan, 2007). Accordingly, it appears that a teacher has to undergo some part of the planned change in practice with on-going support from professional learning communities in order to understand the concept of change (Fullan,

2007). Thus, Fullan emphasizes that in order to implement real change in schools, teachers

must:

1. Believe the proposed change can occur (motivation).

2. Believe the proposed change makes sense (meaning).

3. Feel they themselves have a meaningful role in the change.

4. Experience some success with the change (as cited in Watson, 2008, p. 3).

In addition, Fullan (2011) identified what he described as "the six secrets of change":

"love your employees, connect peers with purpose, capacity building prevails, learning is the

work, transparency rules, and systems learn" (p. 1). Regarding the second secret, "connect

peers with purpose", Fullan (2011) noted that "purposeful peer interaction within the school is

crucial" (p. 21). Therefore, it is significant when Kazakh language teachers purposefully

collaborate and interact with each other in order to overcome the challenges of the complex

change process.

Certainly, the implementation of real change, that is the full transition from Cyrillic

alphabet to a Latinized alphabet, is a complex issue, requiring the government and its

organizations to make concerted efforts with the help of public participation and support

(Jacob, 2010). As reported by Fullan (2007), there are three phases of a complex change

process (presented in Figure 1):

Phase I—variously labeled initiation, mobilization, or adoption —

consists of the process that leads up to and includes a decision to adopt or

proceed with a change.

Phase II—implementation or initial use (usually the first 2 or 3 years of

use) — involves the first experiences of attempting to put an idea or

reform into practice.

Phase III—called continuation, incorporation, routinization, or

institutionalization — refers to whether the change gets built in as an

ongoing part of the system or disappears by way of a decision to discard

or through attrition (p. 65).

Figure 1. Fullan's first change model. Source: Fullan, 1982
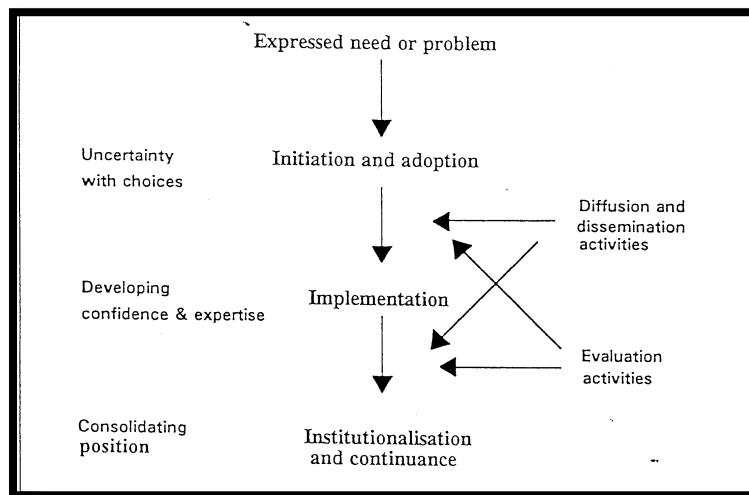
According to this scheme of a change process, Nazarbayev (2012) made a decision to

adopt the transition from Kazakh to the Latin alphabet in the first phase and now the country

is in the second phase and is attempting to put this new reform into practice. However, as the

reform has not been fully implemented yet, the third phase of the change process will take

place after the year 2025 (Nazarbayev, 2012).

Policy implementation. The implementation of a new policy represents the

introduction of a significant change. Ball et al. (2011) highlighted the role of teachers as

enactors and mentioned other roles such as "narrators, entrepreneurs, outsiders, transactors,

enthusiasts, translators, critics, and receivers" (p. 625), who are also responsible for the

implementation of the policy. Ball's work on the enactment of policy provides a conceptual

foundation for this study. Ball (1994) describes three contexts within the policy cycle:

practice, text production, and influence. The context of practice refers to the implementation

of the policy, in this case, it is the Latinization policy. It includes the key policy

implementers, that is Kazakh language teachers, and their acceptance or resistance to the policy and the effect or outcomes of the policy.

Ball's concept of policy cycles can be valuably applied in the study to explore how Kazakh language teachers' perspectives (as potential enactors of change) are related to change management and policy implementation. It might provide information about Kazakh language teachers' perspectives toward Latinizing the Kazakh alphabet, implementing it in the school and teaching students the Latinized Kazakh alphabet, and what needs to be done in order to effectively improve their understanding the Latinization of the Kazakh alphabet during their lessons.

Thus, this conceptual framework of two theories, Fullan's change management theory (Fullan, 2007) and Ball's policy implementation theory (Ball, 2006), will be used to frame the data collection and discuss the main findings of this study.

2.3. Roots and problems of alphabet reform

There are a number of extremely important factors that need to be considered when transferring to the Latinized Kazakh alphabet: 1) the objectives and goals of this reform based on the existing national program, 2) the ideology of the past and present time which leads to its implementation, and 3) the problems that it is meant to solve.

The first factor is connected to the objectives and goals of the reform initiative. According to Nazarbayev (2017), the objectives of this reform were, firstly, to have a final approved version of the Latinized Kazakh alphabet by the end of 2017 through the agency of linguists, scientists, philologists, and the general public; secondly, to train teachers for teaching the new alphabet and producing books for secondary school students; thirdly, to conduct the necessary methodological and organizational work; and finally, to publish textbooks, periodicals, and workflows in the Latin alphabet by 2025 (Nazarbayev, 2017). To

achieve these goals, it is necessary to understand the history and current state of alphabet reforms.

Although there has been relatively little research into the history of Kazakh language reforms, Batyrbekkyzy et al., (2018) provide strong evidence that the alphabet reforms which were previously implemented reduced the pace of social and cultural development of the Kazakh people. In the 1920s, the Soviet government implemented the Cultural Revolution which was intended to eradicate illiteracy and minimize the impact of Islam (Chsherbakov, 2017). If the elimination of the Arabic alphabet in 1929 weakened the religious knowledge of people, switching from Latin to Cyrillic is recognized as a separation from world cultural values (Batyrbekkyzy et al., 2018). This means that the Soviet countries lost their place in the global arena. Taking this into consideration, some people resist the transition of the Kazakh alphabet from Cyrillic to Latin (Kudaibergenova, 2018).

One problem, some argue, is that the Latinization of the alphabet would solve the cumbersomeness of the Kazakh language: many people note that there are a lot of letters, a quarter of which are not used, making it hard and inconvenient to place them on the keyboards of smartphones and computers (Chsherbakov, 2017). For example, in the Kazakh language, 28 original sounds-phonemes are transmitted with 42 letters (Bazarbayeva, Zhunisbek & Malbakov, 2014). Accordingly, it is more challenging for people to learn the Kazakh language than other foreign languages. At present, many computer programmes and databases do not support the Cyrillic text, making it very problematic for technology and IT specialists (MFA, 2017). In a practical manner, those people who use the Latin script to type on smartphones and computers know it is more convenient to use Latin rather than Cyrillic.

Another problem is that in recent times, 7,000 universally recognized terms such as "Internet" have been translated into the Kazakh language as "Ғаламтор" (Galamtor), but not as "Интернет" (Yergaliyeva, 2018). As a consequence, the effectiveness of analogous

translations needs to be reconsidered in order to lead the Kazakh language to the international

terminological level. The Latinization of the Kazakh alphabet will help to address this issue.

However, there is the political background to be considered with the implementation in

Kazakhstan.

The dominant political position that has been advanced by Tyurakulov, in favor of the

transition of the Turkic nations to the Latin script, is that all Turkic people need to interact

with one another in a common Latin script (as cited in Batyrbekkyzy et al., 2018). It is seen as

an opportunity to bring the Kazakh diaspora together on a written level. Generally, Latin is a

prevalent international alphabet, the use of which will contribute to the integration of

Kazakhstan into the global community as a full member. Countries like Turkmenistan,

Uzbekistan, and Azerbaijan switched to the Latin alphabet in the first years after gaining

independence (National Digital History, 2017; Uzman, 2010). Their experiences with this

transition should inform the process in Kazakhstan. However, when changing the Kazakh

alphabet based on the Latin graphics, phonological and orthographic laws should be taken

into consideration (Bazarbayeva, Zhunisbek & Malbakov, 2014).

Another main argument in favor of the transition to the Latin-based alphabet is the

necessity to enhance the national identity of the Kazakhs. In 2007, the Ministry of Education

and Science of the Republic of Kazakhstan developed an analytical note 'On the transfer of

the Kazakh alphabet to Latin' (Batyrbekkyzy et al., 2018). To enhance the national identity,

the authors of this analytical note would like to see the "change of Soviet identity, which still

largely dominates in the national consciousness, to a sovereign identity" (Batyrbekkyzy et al.,

2018, p. 129). Nazarbayev and his presidential administration assume that the Soviet decision

to force the Cyrillic alphabet upon Kazakhs in 1940 was a politically motivated act to damage

the historical Kazakh national identity (Yalinkilicli, 2017). Politically, the transfer to the Latin

alphabet might be understood as a step towards withdrawing from the sphere of Russian

domination, and it should appeal to ethnic Kazakhs. In other words, the real inspiration lies in

building a stronger Kazakh national identity by de-Russifying the Kazakh language

(Yergaliyeva, 2018). The growing demographics and gradual becoming of ethnic Russians a

minority in Kazakhstan directly affects the rate of implementation of this alphabet reform

(Yergaliyeva, 2018). Mass emigration of ethnic Russians is a stimulus to eventually establish

more ethnic Kazakh culture through Latinization (Yergaliyeva, 2018). In short, this reform

initiative is connected with the emigration of Russians and developing the national and

cultural identity of ethnic Kazakhs.

Nazarbayev (2017) states that modernization and industrialization of Kazakhstan is the

primary cause for switching the script from Cyrillic to Latin, to boost the authority and status

of the country in the global arena. The first President then announced that:

> We should make this decision for the sake of our posterity so that they
> could enter into wider global integration. This will enable our children to
> have a better understanding of the English language, the internet, and
> reinforce our desire to modernize the Kazakh language (as cited in
> Sherniyaz, 2017, para. 2).

Thus, he announced the Third Modernization of Kazakhstan, which includes establishing a

new model of economic development that will guarantee the country's competitiveness in the

international arena and help Kazakhstan to be on the list of 30 most-developed countries by

2050 (Nazarbayev, 2012). Nazarbayev (2017) stated that these sizable reforms should be

integrated with the progressive modernization of Kazakhstan's national identity, which will

contribute to political development and economic growth. It is, therefore, reasonable that the

first President has decided that now is a suitable time to start the process of transferring the

Kazakh alphabet from Cyrillic to the Latin script. As a result, the transition to the Latin

alphabet will form a clearer national identity of the Kazakh people. Putting an end to the

Cyrillic alphabet implies the reversal of the past as consistent with the social and cultural

needs of the new Kazakh identity, which stresses the past of nomadic tribes and the country's linguistic uniqueness (Yalinkilicli, 2017).

Schamiloglu supported the first President's initiative: "Now he wants to have a cultural and spiritual modernization" (as cited in Peleschuk, 2017, para. 6). According to MFA (2017), there is a strong case to be made that this transition will bring more economic improvement to the country and help to fortify Kazakhstan's integration into the global economy. International businesses and financial operations occur using the Latin alphabet. Consequently, a country that is willing to intensify its international business and investment reputation, is ready to take measures that lead to its modernization and competitiveness (MFA, 2017).

To summarise, the factors that will play a crucial role in transferring to the Latinized Kazakh alphabet are: 1) the objectives and goals of the Latinization of Kazakh alphabet, 2) the ideology of the past and current time which leads to its implementation, and 3) the problems that this reform is meant to solve.

2.4. Implementation of reform

After analyzing the reasons for the transition from Cyrillic to Latin, it is also essential to consider how this reform is proposed to be implemented in Kazakhstan. Certainly, the full transition from Cyrillic alphabet to a Latinized alphabet is a complex issue, requiring the government to make concerted efforts with the help of public participation and support (Jacob, 2010). This is called a change process (Fullan, 1982). According to Fullan's first change model (Figure 1, p. 10), Nazarbayev (2012) "expressed the need" for transfer from Kazakh to the Latin alphabet, and now the country is on the "Implementation" stage in the change process.

Since the announcement of the policy, some brands have already switched their names to the Latin script: Qazaq Air and Qazaq Bank (Kudaibergenova, 2018). The country's name also might be changed to Qazaqstan (Figure 2). The government is intending to switch to the Latin graphics not only in brands and companies but also in all schools countrywide in the coming years. On August 23, 2018, the head of the Municipal Education Department in Nur-Sultan, Zhangozin, declared at a news conference that in order to teach the Kazakh language, three vocational colleges and five high schools in Nur-Sultan are going to use the Latinized alphabet instead of Cyrillic (Altynbayev, 2018). For example, Bilim Innovation Lyceum for gifted girls is one of the high schools in Nur-Sultan which started to teach the Kazakh language in the Latin graphics in September 2018 (Altynbayev, 2018). Also, the Latin alphabet is being test-driven in Nur-Sultan's school number 76 which is one of the pilot schools in the Kazakh capital city (France24, 2018).

Figure 2. Evolution of the script for Kazakhstan. Source: Illmer, Daniyarov & Rakhimov, 2017

| Russian Cyrillic | Kazakh Cyrillic | current Latin | future Latin? |
| Казахстан | Қазақстан | Kazakhstan | Qazaqstan |
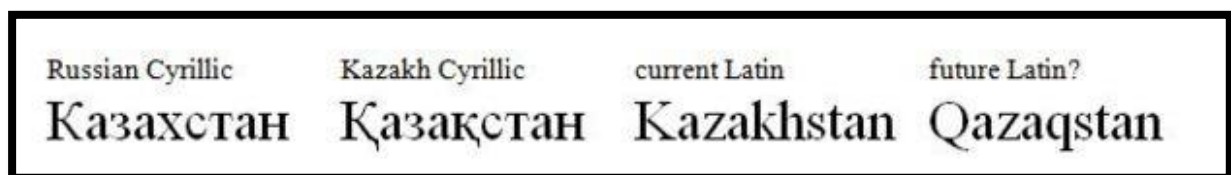
For the present, there are currently a lot of versions of a new alphabet as the language specialists are struggling with the phonological and orthographic laws. Spelling is closely connected to pronunciation. Regarding this provision, there was a discrepancy between the drafts of 28-letter and 31-letter alphabets which were proposed during the spelling reform in 1929 (Iskhan, Dautova & Ospanova, 2014). Following this, the first who stressed the need to reduce the letters in the Kazakh alphabet was Zhubanov (Bazarbayeva, Zhunisbek & Malbakov, 2014). Kudaibergen Zhubanov was a professor of Kazakh Philology at the Kazakh Pedagogical Institute (Bazarbayeva, Zhunisbek & Malbakov, 2014). In 1935, he developed a plan to adjust the Kazakh spelling and orthography of the Latinized alphabet, which aimed to

decrease the number of letters owing to the vowels' double designations and particular designation of soft and hard sounds (Bazarbayeva, Zhunisbek & Malbakov, 2014). Taking the history of Kazakh spelling and orthography into account, the Ministry of Education created a special National Commission with the participation of specialists in the field of linguistics to ensure and monitor the smooth transition until 2025 (MFA, 2017).

Now, this National Commission is working towards the transition to the Latin graphics which supports the first President Nazarbayev's initiative to increase the status of the English language in Kazakhstan, especially among young people, to make sure that they can compete in the international arena (MFA, 2017). The most recent census data appears to suggest that 1.9 million Kazakhs understand English, with approximately half of those speaking it (MFA, 2017). To promote Kazakhstan's competitiveness in the world market further, this number will need to rise.

For that reason, on the 11th of September in 2017, at the Mazhilis meeting in the Parliament, the experts provided a new draft of the Latinized Kazakh alphabet. It consists of 25 Latinized letters and 8 digraphs. However, many linguists and language teachers criticised these digraphs. Then on the 9th of October, the experts presented the first President Nazarbayev with the second version of the alphabet which contained 32 letters (see Figure 3), where some sounded letters specific to the Kazakh language, were symbolized with apostrophes and there were no digraphs (Sherniyaz, 2017). Consequently, on October 27 in 2017, Nazarbayev signed a decree requiring that apostrophes should be used instead of digraphs (Sherniyaz, 2017). Based on this Latin-based alphabet, the word *cherry* will be written as *s'i'i'e* in Kazakh and pronounced as *she-ee-ye* (Higgins, 2018).

In response to this, another letter was sent to the first president by several famous Kazakh philologists who requested him to avoid switching to the "apostrophe alphabet" (Kudaibergenova, 2018, para. 1). They contended that the Kazakh writing system would be

obscured and the Kazakh language status in the country would be weakened by the transition

to this alphabet. In online social networks, the Kazakhstani citizens criticized the word *saebiz*

(carrot) because it sounds like a Russian foul language word; and later discussed and severely

criticized the "unnecessary" alphabet that demanded the use of several apostrophes in one

word to distinguish Kazakh-specific sounds, such as in the word *s'yg'ys'* (east)

(Kudaibergenova, 2018). But with the introduction of a new Latinized alphabet system in

February 2018 (Figure 4), the Kazakh people do not have to type apostrophes on the

keyboards of smartphones, computers and tablets because the new alphabet is more

convenient, with the emphasis on replacing the apostrophes; thus letters such as *a', g', n', o',*

u' and *y'* would be no longer in use and the letters *s'* and *c'* were substituted by digraphs *sh*

and *ch* respectively in such words as *shai, tushshy, ýchılıshe and kaýchýk* (Day Translations,

2018; Egemen Qazaqstan, 2019).

Figure 3. Apostrophe alphabet. Source: Day Translations, 2018

№	Написание	Звук	№	Написание	Звук
1	A a	[а]	17	N' n'	[н], [нг]
2	A' a'	[ә]	18	O o	[о]
3	B b	[б]	19	O' o'	[ө]
4	D d	[д]	20	P p	[п]
5	E e	[е]	21	Q q	[қ]
6	F f	[ф]	22	R r	[р]
7	G g	[г]	23	S s	[с]
8	G' g'	[ғ]	24	S' s'	[ш]
9	H h	[х], [h]	25	C' c'	[ч]
10	I i	[і]	26	T t	[т]
11	I' i'	[и], [й]	27	U u	[ұ]
12	J j	[ж]	28	U' u'	[ү]
13	K k	[к]	29	V v	[в]
14	L l	[л]	30	Y y	[ы]
15	M m	[м]	31	Y' y'	[у]
16	N n	[н]	32	Z z	[з]

Batyrbekkyzy et al., (2018) noted that for the older generation that learnt to write and

read in Cyrillic script - Latinization would cause considerable difficulties and challenges,

whereas the younger generation would experience the lack of textbooks written in the Latin

script. Furthermore, the Cyrillic-based Kazakh alphabet has 33 Russian and nine Kazakh

letters, whereas the Latin alphabet has only 32. The result is that people are confused by how

they should write their own names (Illmer, Daniyarov & Rakhimov, 2017).

Figure 4. New Latinized alphabet. Source: Day Translations,

№	Написание	Звук	№	Написание	Звук
1	A a	[a]	17	Ń ń	[ң]
2	Á á	[ә]	18	O o	[o]
3	B b	[б]	19	Ó ó	[ө]
4	D d	[д]	20	P p	[п]
5	E e	[е]	21	Q q	[қ]
6	F f	[ф]	22	R r	[р]
7	G g	[г]	23	S s	[с]
8	Ǵ ǵ	[ғ]	24	T t	[т]
9	H h	[х], [h]	25	U u	[ұ]
10	I i	[і]	26	Ú ú	[ү]
11	I ı	[н], [й]	27	V v	[в]
12	J j	[ж]	28	Y y	[ы]
13	K k	[к]	29	Ý ý	[у]
14	L l	[л]	30	Z z	[з]
15	M m	[м]	31	Sh sh	[ш]
16	N n	[н]	32	Ch ch	[ч]

It is argued that individual transition problems are negligible in comparison to the

potential economic, cultural, linguistic, psychological, political, and other extralinguistic

factors (Kosmarskii, 2007). Economically, the implementation requires a large investment in

mass printing of books, newspapers, magazines, documents, banknotes, retraining of teachers

and citizens, and replacing street signs (Jacob, 2010). Culturally, it may rupture relations with

the Soviet legacy of the previous generation (Jacob, 2010). Linguistically, it necessitates an

educated group of professional philologists who are not always available at this time in

Kazakhstan (Jacob, 2010). Psychologically, it is difficult to transform the alphabet in a

community with a high number of literate people and strong traditions (Alpatov, 2018).

Politically, it is obvious that Kazakhstan is carrying out a safe policy towards Russia while the

people adhere to the Cyrillic alphabet system (Alpatov, 2018). If the Latinization of the

Kazakh alphabet is successfully implemented after overcoming these influencing factors, it is

necessary to consider the intended and unintended outcomes.

The Latinization of the Kazakh alphabet may result in the Kazakh language expansion and internationalization, and improved international relations of Kazakhstan with other countries. The social function of the Kazakh language might expand; it may become the language of science (Batyrbekkyzy et al., 2018). Perhaps the transition to the Latin alphabet will lead to more financial cooperation between Kazakhstan and other countries (Dotton, 2016).

Looking regionally, the switch might bring Kazakh into alignment with other Turkic languages spoken in Uzbekistan, Turkey, and Azerbaijan which all use a Latin-based alphabet (Jacob 2010; Uzman, 2010). As a consequence, it may make a significant contribution to the function of a sub-branch of the Turkic Council, the International Turkic Academy, in Nur-Sultan (Yalinkilicli, 2017). This council is devoted to the educational experience, scientific studies, and the literature, linguistic and cultural characteristics of Turkic civilization and history (Yalinkilicli, 2017). It is also anticipated to encourage foreign investors to do business in Kazakhstan, which could contribute considerably to the general development of the state and raise the living standard of its citizens (MFA, 2017).

On the other hand, in spite of the expected positive results, Kazakhstan ought to be prepared for unintended negative results of the Latinization process. The substitution of an alphabet may lead to the demolition of cultural-linguistic customs that have been established over decades, to illiteracy and large material expenditures (Kosmarskii, 2007). Owing to illiteracy, the transition might block access to the literature and civilization of previous years and as a result, it may reduce the cultural level of the nation (Jacob, 2010). Purportedly, this alphabet reform might stimulate ethnic Russians to leave Kazakhstan (Yergaliyeva, 2018) and encourage parents to enroll their children in Russian schools instead of Kazakh schools (Dotton, 2016) since this kind of situation has already happened in Uzbekistan during its experience with alphabet reform (Uzman, 2010).

Besides, it may have a powerful impact on the reading culture in Kazakhstan (Chsherbakov, 2017). For instance, for people who are used to reading in the Cyrillic alphabet, Latinization will make reading more challenging, and many may interact less with literature. For the young who will learn to read in the Latin script, there may not be enough books to read, since reprinting all the current literary books published in Cyrillic script may take more years than expected (Chsherbakov, 2017). In summary, great efforts should be made to avoid these unintended outcomes and to ensure that the positive consequences will outweigh the negative results of the implementing Latin-based Kazakh alphabet.

2.5. The perspectives of stakeholders

Another element to consider is the personal reactions to the Latinization of the Kazakh alphabet, based on the practical experience and perspectives of students, parents, employees, teachers, especially Kazakh language teachers, public figures, and other stakeholders in this reform initiative. In other words, it is crucial to analyze what people think about the implementation of this reform and how they react to it. However, it is difficult to evaluate whether this reform initiative will result in the outcomes mentioned in the previous section because it is not planned to be fully implemented until 2025.

It is worrying for some people that Latinization might result in partial or complete illiteracy in either Russian or Kazakh, which may dramatically influence certain groups of the community, and result in concrete economic losses (Chsherbakov, 2017). For example, the older generation, including parents, may not be able to adapt to the new Latin-based Kazakh alphabet, and students of Kazakh-medium schools state that they might graduate from their schools being illiterate in Russian (Chsherbakov, 2017). In this case, they may be inclined to maintain Kazakh as a home language and pay more attention to the Russian language in order

to get a high-quality education. During an interview conducted by Dotton (2016), one employee of the regional department of education in Shymkent said:

> Many are sending their children back to Russian schools. Russian schools have better resources and better-prepared teachers. I have two nieces. The one who attends a Russian school speaks both Russian and Kazakh well, and she possesses much higher knowledge overall than the one who attends a Kazakh school (p. 69).

In addition to this, Latinization may have a profound effect on the employees of private, public, and public-private institutions whose main language of communication and document workflow is Kazakh (Chsherbakov, 2017). Dotton (2016) stated that more than half (60 percent) of the school principals and teachers who attended the Republican Conference meeting of school principals in Shymkent city were opponents of the move from Cyrillic to Latin-based Kazakh alphabet. The primary reason they were against the shift seemed to be the substantial investment required for the transition and preparing specialists (Dotton, 2016).

Regarding the teachers of Kazakh language, they complained that they must be retrained in order to teach reformed and modified linguistic laws and rules of Kazakh language, due to the implementation of Latin script (Chsherbakov, 2017) and in order to conduct effective lessons which is one of the main products of an effective school (Sammons & Bakkum, 2011). A public-school teacher in Almaty, with the experience of teaching the Kazakh language and literature for 37 years, said "I am horrified by the switch. All of our literature is published in Cyrillic, and the switch will result in a generation cut off from their cultural roots" (Mirovalev, 2019, para. 5). In general, the people in Kazakhstan like steadiness, and due to their inaction, comfort zone, and traditions, an ordinary citizen may not be motivated or inspired to learn the new Latin-based Kazakh alphabet (Bazarbayeva, Zhunisbek & Malbakov, 2014). It is difficult to force people to relearn a language and switch to the new graphics. However, there have been dissenters to the view that the implementation of the Latin-based Kazakh alphabet is unnecessary and will cause problems.

Nearly all public figures and some teachers have indicated support for the historical

decision, and their readiness for the process of alphabet modernization (Sherniyaz, 2017). For

instance, Karin, a political scientist said: "Of course, there are those who do not like a new

alphabet. It is unreal to satisfy everybody, and we have seen it during the discussion.

However, the current decision is a breakthrough in the country's development" (Sherniyaz,

2017, para. 11) and Sarym, also a political scientist, said: "We definitely need to move to

Latin graphics. However, it would be better to move to the version that people accept. This

transition is for people, so people should participate in making a decision" (Sherniyaz, 2017,

para. 12). Likewise, Kintsel, Kazakhstan's Teacher of the Year 2018, supported the first

President's view (Omirgazy, 2019, para. 22):

> The transition to the Latin script is the imperative of the time. However,
> we will understand this only when we come into direct contact [with it].
> For example, some time ago Kazakhstan began to publish its own
> textbooks and there was a lot of criticism. However, as experience has
> shown, they became relevant. Textbooks are now at a quite good level.
> Everything requires experience. It will take some time. Everything will
> fall into place and the same Latin alphabet will be successfully
> implemented. According to widespread opinion, Turkic languages sound
> more organic in the Latin script than the Cyrillic one due to the
> specificity of their phonetics.

In summary, some people are ready for the transition from Cyrillic to Latin, whereas

others resist the Latinization policy as they view the difficulties of the implementation. The

people express the view that the implementation of the reform is inevitable and it will

probably have a profound effect on them, both positive and negative.

2.6. Summary

This chapter provided the theoretical background relevant to the Latinization of the

Kazakh alphabet. The practical importance of the reform of the Latinization of the Kazakh

alphabet is not completely understood because there is insufficient information and

transparent justification of the reform. Responses from scholars and practitioners suggest that community opinion about the planned reform is divided.

Today, Latin is the most widespread script and its position is unique in the global arena. The transition from Cyrillic to Latin would solve many problems, such as the cumbersome nature of the current Cyrillic alphabet. It would diminish the identification with Soviet identity, contribute to Kazakhstan's modernization and integration into the world community, and promote interaction with Turkic-speaking countries. In order to successfully implement this reform, and achieve the intended outcomes by 2025, it is important to take into account the history and current state of the Kazakh language, and political, economic and linguistic influences. In addition, various phonological factors impact on the Kazakhstani society and the experience of Turkic-speaking countries should also be taken into account in order to successfully implement this reform.

This literature reviewed has situated the proposed reform to Latinize the Kazakh alphabet within existing conceptual and empirical knowledge. In particular, the reform is seen as a policy initiative and a change process, which can be understood in the conceptual framework of policy implementation and change theories by Ball (2006) and Fullan (2007). The methodology of the study is presented in the next chapter.

Chapter 3. Methodology

3.1. Introduction

This chapter describes and justifies the research design and research methods that were used in this study to understand the perspectives of Kazakh language teachers on the benefits and challenges of implementing the Latinization of Kazakh alphabet in Kazakhstan. This chapter presents the research design, site and participant selection procedures, position of the researcher, data collection tools, data collection procedures, data analysis, evaluation of research quality, and ethical issues of the study.

3.2. Research design

A phenomenological qualitative case study was used to address the research questions. Leedy and Ormrod (2005) state that phenomenological qualitative research aims to describe and understand research phenomena from the participants' perspectives. In this research, the central phenomenon under study is the perspectives of teachers who are teaching Kazakh language and working with Kazakh orthography. There is insufficient information about the Latinization policy in the literature because of the recent arrival of the reform. Therefore, there is a need to learn more about the phenomenon from research participants by analyzing their perspectives towards the Latinization of the Kazakh alphabet, to address the gap in the literature. The Kazakh language teachers' perspectives will provide new ideas about the implementation of the Latinized alphabet.

The epistemology of the researcher in this study is constructivist. The researcher believes that reality is constructed by individuals and groups, that is, in this case, Kazakh language teachers. Reality must be interpreted (Lichtman, 2006) to discover the perspectives and attitudes of Kazakh language teachers towards the Latinization of the Kazakh alphabet. The epistemological position of this study is transactional and subjectivist since there is an

interactive link between the researcher and the object of research so that "the 'findings' are literally created as the investigation proceeds" (Guba & Lincoln, 1994, p. 111). The researcher must engage with the Kazakh language teachers working with Kazakh orthography to explore their views, feelings, and perspectives.

A single case study design was used for this research. In the study, the case was "several individuals separately" (Creswell, 2012, p. 465), that is, the collective of Kazakh language teachers working with Kazakh orthography and implementing the Latinization of the Kazakh alphabet in one school situated in the south region of Kazakhstan. A single case study approach was selected in order to explore the research questions and closely examine the data from the perspectives of participants within a real-life context in one school (Yin, 2014; Zainal, 2007). In other words, this approach is relevant because it provides detailed, comprehensive, extensive, and rich data (Zainal, 2007) about how Kazakh language teachers implement the Latin-based Kazakh alphabet.

3.3. Position of the researcher

The researcher has been employed as an English teacher within the research site for four years. The relationship of the researcher with the participants is that they are language teachers and colleagues in the same school. The researcher is not in any managerial position within the school and has no power to apply duress to Kazakh language teachers to participate in the research. However, the position of the researcher at the school assisted him to gain the trust of the participants, as he was known to each participant for a long time. During the process of the interview, participants were asked not to treat the researcher as a colleague to obtain more relevant data. Conversely, the personal knowledge of participants had the potential to bias the analysis of the researcher. The methods used by the researcher to limit bias will be explained in evaluation of research quality section.

Because the researcher was known, it was also important to take care regarding the confidentiality between participants. To limit knowledge of people's involvement in the study, the researcher conducted the interviews in a place outside of the school.

3.4. Case study site selection

The study was conducted in one secondary school in which the researcher is employed. Therefore, it is a convenience site. It gave an opportunity to the researcher to explore the perspectives of Kazakh language teachers towards implementing Latinization in the school. This is an advantage because the researcher is provided with easy access to the research participants.

The research site is a school mainly with Kazakh as the language of instruction which has been named as an early implementer of the reform. The school meets the reform timeline until 2025 based on the first President of Kazakhstan Nursultan Nazarbayev's statements (Nazarbayev, 2012; Nazarbayev, 2017). The site meets the needs of the research, as this is the region of the country where solid Kazakh is spoken by most people. The researcher contacted the principal to request site access for the study. Appendix A includes the letter of invitation which was provided to the principal.

3.5. Participant selection

For selecting the research participants, qualitative purposeful sampling was chosen. Purposeful sampling was used in this study to intentionally select specific individuals (Creswell, 2012) – Kazakh language teachers because they can address the research problem owing to their relevant knowledge. As the main research question sought to identify the teachers' perspectives towards the implementation of the Latinized alphabet, the study needed

to include Kazakh language teachers who have understandings of the phenomenon in the context of a school, people who would be policy implementers.

First, the principal of the preferred case study school was contacted and provided with an information sheet to request site access. After gaining site access, the researcher disseminated the information letter to all Kazakh language teachers and organized a meeting between the researcher and potential volunteers among Kazakh language teachers. During the meeting, the researcher explained the purpose of the study and that the teachers can choose to take part in the research on a voluntary basis. The Kazakh language teachers who were willing to make a contribution to the research contacted the researcher personally by phone or email as indicated in the information sheet. Seven participants contacted the researcher and volunteered to participate out of a possible pool of eight Kazakh language teachers.

Appendix B includes the information and consent form which was provided to potential participants (in both English and Kazakh languages). The document ensured that participants were informed about the purpose of the study and their rights to withdraw at any time. It is essential that participation in research is a voluntary action. The information sheet emphasized the possible benefits for the school administration, Kazakh language teachers, policymakers, and researchers. It is of primary ethical importance not to violate the rights of the participants and to inform them about the research procedures.

3.6. Data collection tools

The main data collection instrument in this study is the researcher. The planned study used one qualitative data collection tool — semi-structured individual interviews as they provide the researcher with an opportunity "to delve deeply into a topic and to understand thoroughly the answers provided" (Harrell & Bradley, 2009, p. 27). Individual interviews helped the researcher to obtain detailed information about the phenomenon since the

researcher asked questions and recorded a response only from one research participant at a time. A semi-structured interview was used to focus the interview on the issue as well as to give the flexibility to adapt the questions to teachers' different perspectives and "to ensure that the researcher covers the correct material" (Harrell & Bradley, 2009, p. 27). During the interview, the researcher used an interview protocol supplied in both English and Kazakh languages (refer to Appendix C) which consists of interview information and instructions, interview questions, and some space to take notes and write reflections (Creswell, 2012).

Each interview lasted for approximately 60 minutes. Participants were asked to consent to the audio recording of the interview. The interviews were conducted in the Kazakh language because all teachers are Kazakh language teachers and Kazakh is the main language of instruction in the school. The interviews were transcribed and translated into English by the researcher.

3.7. Data collection procedures

After receiving ethical approval from the Nazarbayev University Graduate School of Education Ethics Committee, the researcher contacted the site gatekeeper, the principal, to request site access for the study (Creswell, 2012). An official consent form with the description of the details of the planned research was sent to the principal. A letter of permission from NUGSE to conduct the research was also attached to the consent form (Appendix B).

A meeting with the principal of the case study school was held to discuss the details of the research. With the principal's permission, the researcher organized a meeting with the Kazakh language teachers. Those who were willing to make a contribution to the research and interested in the study contacted the researcher personally.

Before the interview, participants were given an information sheet and written consent form to sign. They were assured about their confidentiality. Teachers were given complete information about the voluntary nature of their participation and their right to withdraw at any time. The participants were informed that the study involved minimal risks and the benefits of their participation were described. A suitable time and place off the school grounds for the interviews were negotiated with the participants by phone or email.

The interviews were conducted in the Kazakh language. The interviews were translated into English by the researcher. Because of the semi-structured interview, the participants were asked open-ended questions, follow-up questions, and probing questions concerning their perspectives towards the Latinization of the Kazakh alphabet. The researcher wrote reflections and took notes during the interviews. The researcher thanked the research participants at the end of the interview.

3.8. Data analysis

The researcher analyzed the qualitative data in five steps: "compiling, disassembling, reassembling, interpreting, and concluding" (Castleberry & Nolen, 2018, p. 808). Firstly, the process of analyzing the collected data started while interviewing selected participants. During the interview, the researcher was involved in a discussion and analyzed the changing reactions, emotions, and perspectives of the participants by asking probing and follow-up questions. The researcher transcribed verbatim audio recordings, organized the data, de-identified and read each transcript to become familiar with them, and sent them to each teacher to validate the accuracy of the information (member checking of data) (Creswell, 2012). Member checking of data is "a process in which the researcher asks one or more participants in the study to check the accuracy of the account" (Creswell, 2012, p. 259). All the participants accepted their transcripts as accurate records of the interview. Secondly, the

researcher translated the transcripts into English, coded each transcript, and identified higher

order categories (refer to a sample of a coded transcript and a list of the codes in Appendix

D). Appendix D includes an audit trail of the systematic and cognitive processes of data

analysis that the researcher has used to arrive at the findings.

     After that, the researcher combined all the transcripts into 'data display' or 'summary'

tables (refer to a sample of a summary matrix in Appendix D), extracted some excerpts from

the data, and viewed them in relation to and in concert with each other. Thirdly, the researcher

looked for patterns in the responses of the participants and put the codes and categories into

context with each other. Fourthly and fifthly, the researcher interpreted the data to create four

themes that respond to the research questions and purpose of the study. In sum, the obtained

qualitative data from individual interview transcripts and notes were analyzed through the

open coding, common ideas, and emerging themes.

3.9. Evaluation of research quality

     Guba and Lincoln (1994) proposed two sets of important criteria to evaluate the

quality of qualitative research: "the trustworthiness criteria of credibility" and "the

authenticity criteria of fairness" (p. 114). As an instrument of data collection and data

analysis, the researcher is responsible for the trustworthiness and authenticity of the data:

objectivity and credibility of the findings (Creswell, 2012; Lichtman, 2006). Therefore, the

researcher sent the interview transcripts to the Kazakh language teachers during the data

analysis and then sent the findings to the participants after the data analysis in order to

validate them and avoid potential sources of bias. Validating findings implies that the

researcher evaluates the credibility of the findings using such strategies as member checking

(Creswell, 2012). Therefore, the study identified possible sources of bias and adopted the

strategy of member checking to prevent knowledge of the participants from influencing the

interpretation of the data and minimize any potential negative impact of the researcher's own bias on the study. As a result, all the participants accepted their transcripts as accurate records of the interview and the findings as credible.

3.10. Ethical issues

The study was conducted in accordance with the ethical standards of Nazarbayev University, including informed consent and confidentiality. The name of the school was not indicated in the study. The names, workplace, and other identifying information about the participants were removed, so that the participants' identity remained anonymous to everyone other than the researcher and all of the participants' data were confidential. Information collected during the interview was used for research purposes only. The interview was conducted in a place outside of the school to ensure participants' confidentiality.

The place and time for the interview were known only by the participants and the researcher.

All data collected is stored in the researcher's personal computer protected by a password. Only the researcher has access to the records and collected data. Five years after finishing the study, the researcher will delete all the recorded interviews, consent forms, notes, and the list of participants which are kept separate from the other information.

It is essential to consider that participation in research is a voluntary action. The participants could withdraw from the study at any time up until the finalization of the thesis. They were asked to sign the provided consent form which ensures that they are informed about the purpose of the study and their right to withdraw at any time.

Participants were likely to experience only minimal risks. The potential risk was the loss of time of participants from conducting interviews. To address this issue, the researcher conducted interviews at the most suitable time for the participants. The researcher informed

the participants of their right not to answer any questions they were not comfortable with and about their right to withdraw at any time during the research. The research did not gather personal sensitive information.

No tangible compensation was given to the participants. A copy of the research results is available at the conclusion of the study (a digital copy of the final version of the study was disseminated to the participants by email).

3.11. Summary

This chapter provided detailed information on the methodology of the research. A qualitative research design was used to explore the Kazakh language teachers' perspectives about the benefits and challenges of implementing the Latinization of the Kazakh alphabet in one school. The school in South Kazakhstan was chosen as a convenience site as the researcher is employed in this institution. Purposeful sampling was applied to select participants from the research site who had relevant knowledge. The semi-structured individual interview was used as the main tool for data collection. All interviews were audiotaped, transcribed verbatim, and translated into English. The qualitative data were coded and categorized into four themes that were analyzed and discussed in relation to previous literature. The research was conducted in accordance with the ethical standards required by Nazarbayev University.

In the next chapter, the main findings of this study are presented.

Chapter 4. Findings

4.1. Introduction

This chapter presents the findings of the research study on the perspectives of Kazakh language teachers towards the Latinization of the Kazakh alphabet. The main research question was: How is the implementation of the Latinized alphabet for the Kazakh language perceived by Kazakh language teachers in one school in South Kazakhstan? The guiding questions were: (1) What are the perspectives of Kazakh language teachers working with Kazakh orthography towards the implementation of the Latin-based Kazakh alphabet? (2) What do Kazakh language teachers see as the main benefits and challenges of implementing the Latin-based Kazakh alphabet? (3) What support do Kazakh language teachers perceive as valuable to improve the implementation of the Latinized Kazakh alphabet?

In this chapter, the findings from interview data collected from seven participants at one school site are presented. The data has revealed the following four themes: (1) Kazakh language teachers' policy understanding, (2) Support for the Latinization policy and the benefits, (3) Resistance to the Latinization policy and the unintended consequences, and (4) Support for the Kazakh language teachers. At the end of this chapter, a summary of the findings on the perspectives of Kazakh language teachers towards the Latinization of the Kazakh alphabet is presented. The findings will be presented using supporting quotes from participants. Each participant has been assigned a number to protect their identity. They are represented as Participant 1, for example.

4.2. Kazakh language teachers' policy understanding

This section presents Kazakh language teachers' understanding of the policy to Latinize the Kazakh alphabet. 'Understanding' means how teachers perceive the aims of the Latinization policy.

All Kazakh language teachers were able to elaborate the purpose and aims of the policy, however, the intent of the policy was perceived in different ways. The dominant views of the policy intent were political, economic, and cultural, such as overcoming Russian colonialism or the Soviet legacy, preserving national identity, creating unity and a common cultural heritage, meeting global needs, and becoming more economically competitive. While five older and more experienced teachers identified an escape from Russian colonialism and the assertion of national identity as the policy intent, two younger teachers were more likely to think about globalization and modernization.

The most dominant view of the policy intent, mentioned by three of the seven participants, was to overcome Russian colonialism. Participant 1 said: "I think the only way out of the political bondage that has been left behind by the colonial policy and out of Russia's influence is to transition to this Latin graphic". In the same way, Participants 2 and 7 believed that the aim of the policy is to overcome the Soviet legacy: "However, the taste of yesterday's Soviet policy is still felt" (Participant 2) and "The transition to the Latin alphabet allows us to break free from Russian politics" (Participant 7).

Related to the idea of overthrowing the Soviet legacy is the desire to assert an Independent Kazakh identity. Three out of seven teachers believed that the aim of the Latinization policy is to preserve Kazakh national identity. For example, Participant 5 said: "The reform is aimed at enhancing the prestige of the native language and the revival of our national values, which are passed from generation to generation by language". Moreover, Participant 6 asserted that the policy aims to create unity and a common cultural heritage with all Turkic peoples: "The main aim of the policy is to live together with the Turkic peoples and have our common inseparable inheritance". Participant 6 added that linguistic identity and modernizing the language are also the main aims of the policy: "Russian specific letters and

sounds are not in line with our national articulation, and as we sometimes see the negative effects of these sounds, especially the Kazakh pronunciation of human names is distorted".

In contrast, Participant 4 put emphasis on globalization: "The purpose of the policy is to be open to the world and have access to scientific news and works written in Latin". Similarly, Participant 3 pointed out that the policy aims at developing the country economically: "The main goal of transitioning the alphabet to Latin is to enter the top 30 developed countries".

A unique view was presented by Participant 4 who believed that there is a hidden agenda associated with the reform, the opportunity for personal profiteering: "In my opinion, every reform is based on some individuals' specific interests and interests in making a profit". From this quote, Participant 4 might mean that creating a reform is a good way of making money for people in the government.

Overall, all participants perceive that the reform of the Kazakh alphabet has political, economic, and cultural purposes. The age and experience of teachers differentiated their description of the policy intent with older teachers emphasizing political and cultural purposes, while young teachers identified modernization purposes.

4.3. Support for the Latinization policy and the benefits

This section provides findings about the level of support for the Latinization policy and the perceived benefits of implementing the Latin-based Kazakh alphabet. The participants' responses were categorized into two subthemes: (1) Support for the Latinization policy, and (2) Benefits of the Latinization policy. The reform was perceived to be likely to impact on different stakeholder groups in different ways.

Support for the Latinization policy. Five of the seven Kazakh language teachers support the transition to the Latinized Kazakh alphabet, believing the policy goals are

worthwhile. These teachers believed that the policy will keep the linguistic identity of

Kazakhstan. Participant 1 said:

> I prefer to switch from Cyrillic to Latin. I think it is OK to remove the
> Russian specific letters from the Latinized Kazakh alphabet. This is
> because, first of all, we are dealing with a problem of natural linguistic
> identity, and secondly, we will be able to reduce the number of letters
> representing foreign sounds in our language and preserve the natural
> identity of the Kazakh language.

This quote demonstrates Participant 1's supports for the transition and removal of the Russian

specific letters. Similarly, Participant 5 said:

> I want our independent country to have Latinized Kazakh writing, instead
> of using Russian writing. So I have a good idea that the rules of the
> Kazakh language, the spelling rules will change. I do not object to the
> removal of the letters ч, ц, ш, щ, ю, я, э, ъ, ь, ё from the Latin alphabet.

Moreover, Participant 6 said: "Of course, if the alphabet changes, the rules will also change,

and I think it is alright.".

Despite Participant 7's support for the policy, s/he does not believe in a successful

outcome of the policy change: "I support the transition to the Latin alphabet, but it seems to

me that we will not be moving to the Latin alphabet any time soon. Kazakhstan is not yet

ready to change its alphabet, or the need has stopped for unknown reasons".

To sum up, the majority of Kazakh language teachers support the transition to the

Latin-based Kazakh alphabet, the change of spelling rules and orthographic rules of the

Kazakh language and the removal of the Russian specific letters from the Latinized Kazakh

alphabet. Whilst two of the seven Kazakh language teachers resisted the Latinization policy,

five teachers believed the reform should be supported. Only one teacher expressed doubt

regarding the successful implementation of the reform.

Benefits of the Latinization policy. This subsection presents findings about the

benefits the Kazakh language teachers perceived for the country, teachers, and students. The

identified benefits are (1) Strengthening linguistic identity, (2) The internationalization of the language, (3) Increased literacy, (4) Improved status of the language, and (5) Improvements to teaching and the school system. It is important to highlight that these benefits are interlinked so that each benefit may lead to another benefit.

Strengthening linguistic identity. All five older and more experienced Kazakh language teachers believed that the Latinization of the Kazakh alphabet is beneficial for the country in terms of preserving and strengthening the Kazakh linguistic identity. For example, Participant 1 said: "First of all, linguistic identity. We will able to reduce the number of letters used to describe the sound of a foreign language so that we can keep the language pure". Interestingly, even though Participant 3 does not support the transition to the Latin alphabet, s/he highlighted one benefit in terms of national language identity: "Moving to the Latin alphabet can only help get rid of the Russian-specific sounds in the Kazakh alphabet".

The internationalization of the Language. According to the teachers, another benefit of implementing the Latin-based Kazakh alphabet for the country is the internationalization of the Kazakh language. This was mentioned by four out of seven participants.

Latinization of the alphabet was viewed as potentially strengthening relations with neighbouring countries, especially Turkic countries. Latinizing the Kazakh language was considered a way of internationalizing it by expanding the scope of the Kazakh language, creating unity, with the potential to attract foreigners and revive common Turkic literature. For instance, Participant 1 reported: "The transition to the Latin alphabet opens the way for the internationalization of the Kazakh language. The Turkic nations use mainly Latin. It will certainly help us to strengthen our political, economic, and cultural relationships with them". Participant 6 added:

> Firstly, it would bring Turkic peoples closer together, and secondly, our national sound would save us from being influenced by neighboring countries. For that reason, the transition to the Latin alphabet could

contribute to the revival of common literature among the ancient Turkic
peoples.

Participant 7 linked the internationalization of the language to the development of science and education in Kazakhstan, with the ability to produce economic benefits: "The transition to the Latin alphabet will give an opportunity for the development of science and education and will obviously expand the scope of the Kazakh language". This participant highlighted the economic benefit as a result of internationalization.

While Participant 4 is opposed to the reform, s/he also noted potential economic benefits: "Foreigners may get used to it quickly, and then the number of visitors to our country will increase" This Participant maintained that the benefit "the internationalization of the language" will lead to other economic benefits, such as the "Opportunity for foreigners to learn the Kazakh language" and "Increase in a stream of tourists or visitors". It means that the internationalization will lead to increased tourism in Kazakhstan.

Increased literacy. Four of the seven teachers responded that the Latinization of the Kazakh alphabet may increase student literacy rates in Kazakh and foreign languages. Participant 1 highlighted that the students will be educated and fluent in writing in the Kazakh language: "I think that future generations, especially my students, will be educated so that they will be able to write fluently in the pure Latinized Kazakh language. Consequently, our school will be proud of its own students". Participant 5 believed that students will learn the language and increase their literacy with the help of not only teachers but also their parents: "It is important to keep in mind that students will learn the language together as they study with their parents". This participant added that Latinization will help students to learn English more easily and modernize the language: "It will help our future generation to master English and the Internet, and most importantly, to modernize the Kazakh language". Moreover, Participant 6 raised the issue of speech clogging which hinders the literacy rate of students. By 'speech clogging', the participant means mixing foreign words, borrowed words, slangs,

dialects, and jargon in one language. Therefore, this teacher hopes that the Latinization will contribute to a decrease in students' speech clogging: "I think that children's speech clogging will be diminished". This is also reflected in the response of Participant 7: "I think the clogging of the language will stop". They believed that eliminating speech clogging will improve students' literacy.

The participants noted that the ease of learning the language will lead to improved literacy. Participant 5 said: "Our students love and study foreign languages such as English and German. If the Kazakh language is also written in Latin letters, it will be better and easier". Likewise, Participant 6 pointed out that the students' will be closer to the Kazakh language: "They are learning Latin Cyrillic so they can read and write correctly, which means that they are closer to the Kazakh language as well".

Improved status of the language. In addition to the benefit of 'increased literacy', these participants reported another benefit, students' increased respect for and interest in learning the Kazakh language, especially for Russianized students. For instance, according to Participant 6: "Russianized children from cities will begin to pay more attention to the Kazakh language as they do not want to fail and remain in school next year, which will increase children's respect for the Kazakh language".

Improvements to teaching and the school system. Three of the seven teachers noted that the Latinization of the Kazakh alphabet is beneficial for them in terms of improving their teaching, making it more convenient and easier, and improving the school system by modernizing school programs. Participant 1 said: "Teaching the Kazakh language will be easier and not confusing because unnecessary rules, foreign letters and sounds in the Cyrillic alphabet will be reduced and damaged grammar based on the functional literacy will be restored". This suggests that the Latinization of the Kazakh alphabet will strengthen the linguistic identity, that is, make the language pure and restore the natural Kazakh grammar,

which, as a result, will improve teaching the Kazakh language. In the same way, Participant 2 said: "I think owing to the reduction of the number of letter signs and removal of unnecessary words, such issues as teaching writing and teaching how to write correctly and will find their solutions". In addition, according to Participant 5, the modernization of school programs plays a significant role in improving the school system. In other words, s/he emphasized the importance of modernizing school programs by implementing the Latin-based Kazakh alphabet in the school: "Latinization of the Kazakh language will obviously have an impact on the modernization of school programs".

4.4. Resistance to the Latinization policy and the unintended consequences

This section provides information on teachers' resistance to the Latinization policy and their identification of unintended consequences of the policy. The section consists of the following two subthemes: (1) Resistance to the Latinization policy, and (2) Unintended consequences of the Latinization policy. As mentioned in the previous section, the reform was perceived to be likely to impact on various stakeholders in different ways.

Resistance to the Latinization policy. Two of the seven Kazakh language teachers are totally resistant to the new policy on the Latinization of the Kazakh alphabet despite the fact that they can elaborate the purpose and aims of the policy and note some benefits for the policy. These female and more experienced Kazakh language teachers claimed that they were against the transition to the Latin alphabet and the change of Kazakh spelling and orthography. They reported that they had become accustomed to the Cyrillic and perceived that to be closer to the Kazakh identity. In this regard, Participant 3 believed that it is better to stay in the Cyrillic alphabet:

> The Latin alphabet was used from 1929 to 1940 and was changed to
> Cyrillic in 1940. The decision was well and right and proved the
> formation of the Kazakh as a language. Therefore, I prefer not to switch
> to the Latin alphabet and to stay in this Cyrillic language. Unless the

Latin alphabet is used, it is better that the current Kazakh language rules should be used now, substantiated, and validated by scholars. Since my opinion is not to change to the Latin alphabet and to stay in the Cyrillic alphabet, I think it is best to keep using the Russian letters ч, ц, ш, щ, ю, я, э, ъ, ь, ё in the Cyrillic Kazakh alphabet.

Participant 3 further explained that "The letters mentioned above are found only in borrowings. Many of these words have a Kazakh equivalent. And the range of letters used in the borrowed words does not cause any difficulties". In other words, this respondent believed that there is no need to change the alphabet as the Cyrillic letters do not cause any challenges.

Participant 4 supported Participant 3's position and added that this reform is based on some individuals' interests in the government. S/he emphasized the conspiracy theory as a political intent of the Latinization policy and believed that there is a hidden agenda associated with the reform, the opportunity for personal profiteering.

In contrast, it is interesting to note that while Participant 2 supports the transition s/he opposes the removal of the Russian letters from the alphabet: "Yes, I do support the transition. In general, there are several reasons for the transition to the Latin alphabet in the country, but honestly, I am against the removal of these Russian specific letters from the alphabet". This Kazakh language teacher expounds that "The fact is that the removal of these letters will inevitably make it difficult for foreign words to be spelled in the age of globalization".

In sum, only a third of participants were totally resistant and one had some reservations about a specific aspect of the reform. These teachers expressed some uncertainty and doubt towards the necessity of the reform of the Latinization of the Kazakh alphabet and indicated their resistance to the changes, while still recognizing some of the benefits of the policy.

Unintended consequences of the Latinization policy. This subsection presents data on the significant challenges that teachers perceive for the country, teachers, and students

during implementing the Latin-based Kazakh alphabet. The identified challenges are (1)
Negative impact on the well-being and capacity in the broader community, (2) Lack of time,
(3) Fear of loss of competence, and (4) Lack of teaching and learning resources. It is
important to mention that the Kazakh language teachers reported that unintended
consequences of the process of implementation have impact on their teaching and students.

Negative impact on the well-being and capacity in the broader community.
According to five teachers, there may be negative consequences beyond the school system
while implementing the Latin-based Kazakh alphabet. The suggested problems included:
decreased levels of Kazakh literacy and increased public illiteracy, challenges for older
learners to adapt, Russian-speaking people's resistance, and broken connections among
Kazakh generations.

Firstly, Participant 1 expounded the view that existing poor levels of Kazakh literacy
will be exacerbated by the Latinization of the alphabet: "It is now well-known that if all
Kazakhs do not speak Kazakh, they will have difficulty moving to Latin quickly". This
indicates that all Kazakhs should be fluent in the Kazakh language in order to transition to the
Latin alphabet without any challenges. Participant 4 expressed a concern, also reflected by
Participant 6, that public illiteracy will increase, paid educational centres will appear and
literate people will make profits:

> My view is that illiteracy will increase, as in the first phase of Soviet
> government. Some paid educational centres will appear, which will help
> you to increase your literacy, so that literate people will be financially
> profitable.

This suggests that this unintended consequence, the social issue of public illiteracy, will create
a causal chain of other unintended consequences (Figure 5).

Figure 5. The causal chain of unintended consequences of the Latinization reform
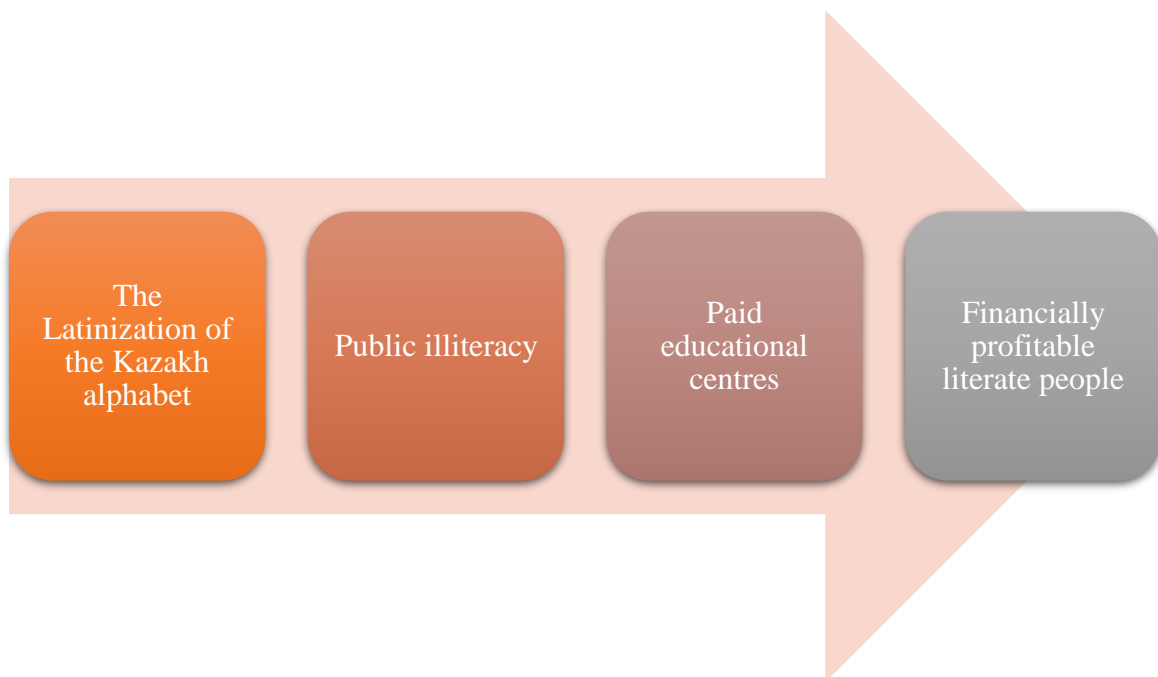
Secondly, Participant 2 singled out the older generation and said that they will continue to use Cyrillic as it will be difficult for them to learn Latin: "I suppose that many people will continue to choose Cyrillic since it is difficult for many middle and upper-middle-class representatives to read and write in Latin".

Thirdly, there is a bigger issue that the policy change may produce social division rather than integration by alienating the Russified population. For example, "Russian-speaking people seem to be less interested in learning the Kazakh language due to the fact that there will be two types of writing in the country" (Participant 2). This Participant was supported by Participant 6 who also thought that Russian-speaking people's interest in the Kazakh language will decrease dramatically because of the difficulty of learning a new alphabet. However, this teacher adds that the Russian-speakers will be unable to challenge the policy and may adopt the alphabet from duress. Participant 6 said: "No one will be able to challenge the law if you are forced as a civil servant".

A further negative outcome – division and increased russification was identified. Participant 3 said:

> Parents, instead of beginning with the Latin alphabet, will transfer their children to Russian-language schools because they are afraid of challenges. This opinion came from my acquaintances, as there are six families who were planning to choose this option. As a result, six children became Russian-speaking. And how many people in the country have such ideas?

This quote demonstrates the fear that parents have difficulties that the reform will cause. There is a fear that contrary to the policy intention of strengthening national identity, society might become more Russianized because of the reform.

Finally, despite the policy intention to unify Kazakhs with Turkic nations, it was suggested that the connections between Kazakh generations will be broken. Participant 4 said: "the next young generation is more likely to be disconnected from the spiritual values of the older generation. Except for science and education spheres, ordinary people cannot read Latin texts. So, I think the connection between the Kazakh generations will be broken".

To sum up, the teachers reported some unintended social consequences that Kazakhstan may face during implementing the Latin-based Kazakh alphabet: decreased levels of Kazakh literacy and public illiteracy, the challenges for older learners to adapt, Russian-speaking people's resistance, and broken connections among Kazakh generations.

Lack of time. The increased time required for the reform was noted as directly impacting on teachers. Three out of seven teachers reported that upskilling will require additional time. Participant 1 said: "It will be time-consuming to check my students' formative and summative assessments in Latin", while Participant 2 said: "the given time frame for the formative and summative assessments is limited. I think they will need some more extra time to write in Latin". Moreover, Participant 3 believed that: "I will lose time by explaining to the students in front of me the spelling rules of those Latin letters instead of explaining the subject program". They asserted that it will be difficult for students to write in Latin and for teachers to read their works in Latin which, as a consequence, will take longer

time for students to complete tasks and longer for teachers to assess their work. This suggests that there are the issues of reduced time for the elements of the curriculum – reduced instructional time, increased teacher time for assessment, and additional time needed for professional development.

Besides, Participant 4 claimed that teachers, especially Soviet-era teachers, are afraid of learning new skills: learning a new alphabet and reading in Latin. The participant said: "Teachers will have hard times learning it. We won't be able to read fast enough; we will have some trouble until our eyes get used to it. It would be difficult for teachers who were educated in the Soviet era". The participant is concerned that teachers are going to be overloaded with different workshops, seminars, and special courses to be retrained because of a lack of knowledge which, as a consequence, will take their energy and time. Regarding the retraining of Kazakh language teachers, Participant 5 said: "I think the biggest challenge in implementing this reform at school is that of retraining Kazakh language teachers and training specialists in Latin alphabet".

Fear of loss of competence. Three of the seven teachers are afraid of losing competence and face as they master the new skills of the Latin alphabet. For instance, Participant 2 stated that their colleagues are afraid to make a mistake and be ashamed in front of the students: "Some of our colleagues ask: "What if I make a mistake while writing in Latin on the board and my students will correct me?"

Teachers, especially teachers educated in the Soviet period, are afraid of making mistakes and being ashamed in front of their students and being overloaded with different trainings on which they will spend much time and energy.

The participants were also mindful that students may have the same reskilling issues. For example, Participant 1 reported about this: "Of course, the change of the rules, spelling rules and orthographic rules of the Kazakh language would be difficult for the younger

generation, for those students who have not yet learned the spelling and grammar rules of the Kazakh language at school". This suggests that it will be challenging to learn and use Latin for those students who have not a thorough knowledge of the spelling and grammar rules of the Kazakh language yet. Due to the lack of knowledge, students may struggle with pronouncing the sounds correctly. Regarding this, Participant 3 said: "In the transition to the Latin alphabet, students may be confused by the pronunciation of sounds and may experience difficulty in learning a language". This means that this would impact on teaching, that is, teachers will need upskilling to change their pedagogical approaches to teach their students new skills.

Lack of teaching and learning resources. Three out of seven teachers reported that teachers and students may not have access to adequate resources, such as textbooks written in Latin. Participant 1 said: "Probably a problem with textbooks. Because, even the existing textbooks in Cyrillic are not available in sufficient copies right now, I have a big concern regarding how to print enough available textbooks in the Latin alphabet". Participant 5 noted printing and reissuing problems: "The reason is that all books will have to be reissued. There will be an issue of printing, not two thousand, not a few as of today, but ten thousand, hundred thousand copies which must be sufficient and accessible to all schools and all regional libraries". Participant 7 affirmed these responses: "Obviously, it will cause challenges such as a shortage of necessary resources".

In conclusion, this reform requires teachers and students to learn together to overcome the challenges that they may face. Teachers fear that the reform may change the status of teachers and the relationship between teachers and students.

4.5. Support for the Kazakh language teachers

This section provides information on the support that teachers currently receive and perceive as valuable from the principal, school administration, local Education Department and Ministry of Education to improve the implementation of the Latinized Kazakh alphabet in the school. However, the Kazakh language teachers said that they receive very little support. The section consists of the following two subthemes: (1) Valued support from stakeholders, and (2) Teachers' recommendations for additional support from stakeholders.

Valued support from stakeholders. Five Kazakh language teachers reported that they receive some support in terms of short-term events, such as Kazakh Language Week, seminars, extra preparation time, the appointment of a responsible specialist, and resources, such as the worksheets of the Latin alphabet and Latinized inscriptions.

These five Kazakh language teachers said that they organize different in-school activities for students with the support of the school administration. Participant 1 said: "For the students of grades 8-9, seminars such as "Latin graphics" and "Text linguistics" are organized. As part of the in-school Kazakh Language Week, writing essays and writing dictations in Latin graphics are organized". As a result, by preparing for and organizing these activities, the teachers themselves gain knowledge of the Latin alphabet and improve their teaching. However, as mentioned above, the challenges are that the teachers have to spend extra time on these extracurricular activities and find the necessary resources. To address the problem of 'a lack of time', the school administration allocates extra preparation time to help teachers to teach Latin: "The school administration also includes extra academic hours to the curriculum that will allow students to master Latin graphics". Moreover, the teachers noted: "the Department of Education conducts seminars and trainings at the regional level".

Five participants also noted the appointment of a specialist responsible for the systematic implementation of the Latinized Kazakh alphabet in the school. For example,

Participant 3 and Participant 7 said: "There is a specialist who is responsible for competent and systematic implementation of Latin graphics". In other words, on behalf of the school administration and the Department of Education, the specialist is responsible for organizing and monitoring the curricular and extracurricular activities for both teachers and students in the school.

Besides, these participants reported that the administration saturates the school environment with the Latin script and assists the teachers and students with an immersion approach. For instance, Participant 2 said: "Learning programs were organized to study Latin graphics, and the worksheets of Latin graphics were hung in each room. Through these activities, teachers and students are learning to write in Latin". Participant 4 supported other participants and added that Latinized inscriptions which are exhibited in the school: "Some inscriptions in the school such as the mission and vision of the school have been changed to Latin". In addition to the Latinized mission and vision of the school, Participant 3 said: "The Latin version of the national anthem and state emblem was hung in the specific places". As a result, the teachers and students can see those inscriptions and read them every day.

To sum up, the teachers asserted that they receive some support and help from the specialist, school administration, and local Department of Education. Consequently, the teachers and students, as co-learners, can gain some knowledge of the Latin alphabet and improve their teaching and learning.

Teachers' recommendations for additional support from stakeholders. All seven Kazakh language teachers said that they receive very little or only occasional support. In other words, they reported that almost all organized activities in the school are occasional, not ongoing. They complained that this level of support is not enough to become confident and overcome their fear. They expressed a need for additional support from the stakeholders. Specifically, they requested support from the principal, school administration, local Education

Department and Ministry of Education with the provision of continuing professional development, enough information through media, more academic hours for teaching the Latinized Kazakh language, reduction of teacher workload, and the provision of quality textbooks and manuals.

All seven participants requested access to additional professional development. Participant 4 said: "Trainings for quick reading and trainings that will help us to quickly learn the new orthographic rules of the Kazakh language", while Participant 2 said: "arrange special courses for learning Latin". Participant 2 added that they need to be provided with complete information through the media: "Then, the general public should also be provided with enough information, explanation and additional courses through the media". In this case, it will be useful not only for Kazakh language teachers but also for all people in the country.

Moreover, all participants pointed out that they need more academic support from the stakeholders. For example, Participant 5 said: "I think they should increase the number of academic hours, reduce the load on the teacher, support the provision of quality textbooks and the necessary manuals for teachers". This indicates that they need more academic hours or additional lessons included in the curriculum in order to have extra time to explain the Latinized Kazakh alphabet. Participants requested reduced workloads in order to pay more attention to Latin and to develop appropriate resources.

Overall, the participants expressed the hope that they will receive valued support from stakeholders in terms of regular trainings, sufficient information through media, more Kazakh language lessons, reduction of workload, and provision with quality resources.

4.6. Summary

This chapter presented the findings of the research study on the perspectives of Kazakh language teachers towards the Latinization of the Kazakh alphabet, its benefits and

challenges for the country, teachers and students, and what support they receive in one school in South Kazakhstan.

Firstly, the teachers can elaborate the purpose and aims of the policy, five of them support the transition, whereas two of them resist the policy. There are some issues of the different understandings about the policy intent. The age and experience of teachers differentiated their description of the policy intent with older teachers emphasizing political and cultural purposes, while young teachers identified modernization purposes. Secondly, the benefits of the Latinization policy are strengthening linguistic identity, the internationalization of the language, increased literacy, and increased interest in learning the Kazakh language, improved status of the language, and improvements to teaching and the school system. However, the challenges are the negative impact of the Latinization policy on the well-being and capacity in the broader community, lack of time, lack of teaching and learning resources, and fear of loss of competence.

Thirdly, it is found that the Kazakh language teachers receive very little support or only occasional support. Therefore, they asked for support from the stakeholders and gave them some recommendations on what support Kazakh language teachers can receive to improve the implementation of the Latinized Kazakh alphabet.

In the next chapter, these findings will be discussed with connection to the existing knowledge in this field.

Chapter 5. Discussion

5.1. Introduction

In the previous chapter, the major findings of this research were reported. The results demonstrated that the majority of teachers support the implementation of the Latinization policy. Despite their support for the policy, challenges were identified with the implementation and teachers made recommendations to improve the implementation of the change process. The parts of the reform that were most discussed by the participants related to the letters, sounds, spelling, and orthography.

This chapter discusses and explains the findings by connecting the results of the study to those reported in the literature review. The discussion chapter is divided into three sections according to the guiding research questions: (1) Kazakh language teachers' perspectives towards Latinization, (2) Benefits and unintended consequences of the Latinization policy, and (3) Support for the Kazakh language teachers.

5.2. Kazakh language teachers' perspectives towards the Latinization

According to the findings, all seven Kazakh language teachers were able to elaborate the purpose and aims of the policy. They expressed that the aims of the policy are political, economic, and cultural, such as overcoming Russian colonialism or the Soviet legacy, preserving national identity, creating unity and common cultural heritage, meeting global needs, and becoming more economically competitive. Most teachers supported and understood the Latinization of the Kazakh alphabet as a valuable process, emphasizing the variety of benefits for the country, teachers, and students. A minority of teachers were philosophically resistant to the change, highlighting challenges associated with the implementation of the Latin-based Kazakh alphabet. These findings are similar to those of other researchers who studied teacher perspectives regarding this reform (Batyrbekkyzy et al.,

2018; Bazarbayeva, Zhunisbek & Malbakov, 2014; Chsherbakov, 2017; Dotton, 2016; Jacob, 2010; Mirovalev, 2019; Omirgazy, 2019; Uzman, 2010; Yalinkilicli, 2017; Yergaliyeva, 2018).

Consistent with the findings of Yalinkilicli (2017), two participants highlighted that the aim of the policy is to overcome Russian colonialism or the Soviet legacy. Yalinkilicli (2017) states that the transfer to the Latin alphabet might be understood as a step towards withdrawing from the sphere of Russian domination. Jacob (2010) affirms that the policy may imply rupturing relations with the Soviet legacy, while Batyrbekkyzy et al., (2018) agrees that the aim of the policy is to see the "change of Soviet identity, which still largely dominates in the national consciousness" (p. 129).

Consistent with Yergaliyeva (2018), three participants reported that the aim of the policy is to preserve national identity. Yergaliyeva (2018) claimed that the inspiration for the policy lies in building a stronger Kazakh national identity by de-Russifying the Kazakh language. Nazarbayev (2017) also stated that this sizable reform should be integrated with the progressive modernization of Kazakhstan's national identity, that will contribute to political development and economic growth. He viewed that the Soviet decision to force the Cyrillic alphabet upon Kazakhs in 1940 was a politically motivated act to damage historical Kazakh national identity (Yalinkilicli, 2017).

Consistent with the findings of Batyrbekkyzy et al., (2018), two participants said that the aim of the policy is to create unity and common cultural heritage with all Turkic peoples. Regarding this, Tyurakulov is in favor of the transition of the Turkic nations to the Latin script, indicating that all the Turkic people need to interact with one another on a common Latin script (as cited in Batyrbekkyzy et al., 2018). Jacob (2010) and Uzman (2010) also pointed out that the switching might bring Kazakh in alignment with other Turkic languages spoken in Uzbekistan, Turkey, and Azerbaijan which all use the Latin-based alphabet.

Consistent with Nazarbayev (2017), three participants put emphasis on globalization, opening Kazakhstan to the world, and facilitating the economic development of the country. Nazarbayev (2017) stated that modernization and industrialization of Kazakhstan is the primary cause for switching the script from Cyrillic to Latin in order to boost the authority and status of the country in the global arena and MFA's (2017) statement that there is a strong case to be made that this transition will bring more economic improvement to the country and help to fortify Kazakhstan's integration into the global economy.

Most teachers supported the transition to the Latin-based Kazakh alphabet as they understood the importance of the policy and its goals. Five participants supported the change of spelling rules and orthographic rules of the Kazakh language, and the removal of the Russian specific letters from the Latinized Kazakh alphabet: ч, ц, ш, щ, ю, я, э, ъ, ь, ё. They valued the reduction of foreign sounds and the opportunity to enhance the natural identity of the Kazakh language. This matches the findings of Omirgazy (2019) where Alexander Kintsel, Kazakhstan's Teacher of the Year 2018, supported the first President's view and emphasized that the transition to the Latin script is a matter of time and that the Turkic languages sound more organic in the Latin script than the Cyrillic one due to the specificity of their phonetics.

As the majority of teachers are supportive, they are likely to facilitate the enactment. Ball's work on the enactment of the policy provided a conceptual foundation for this study. The Kazakh language teachers are the policy actors enacting the espoused policy (Ball, 1994); therefore, they are responsible for the successful implementation of the policy. Ball (1994) describes three contexts within the policy cycle: practice, text production, and influence. The context of practice refers to the implementation of the policy, in this case, it is the Latinization policy. It includes the key policy implementers, that is Kazakh language teachers, and their acceptance or resistance to the policy and the effect or outcomes of the policy. Similarly,

these policy actors, who are implementing an alphabet change, seem to have accepted the need for the change because they are predominantly supportive of the policy, but they are having to deal with the personal issues such as the fear, doubt, and loss of competence (Marris, 1975; Schön, 1971).

Two participants who resisted the change expressed doubt about the necessity of the Latinization of the Kazakh alphabet, claiming that the Cyrillic letters do not cause challenges to the learning of the Kazakh language or the wellbeing of the nation. The views of these participants were partially consistent with the findings of Dotton (2016) that more than half (60 percent) of the school principals and teachers who attended the republican conference meeting of school principals in Shymkent city did not support the transition and were opponents of the move from Cyrillic to the Latin-based Kazakh alphabet. However, in this study, these views were in the minority. The majority of Kazakh language teachers supported the transition to the Latin alphabet. Perhaps the level of acceptance has improved over the last four years – it might be that the "tide has turned". The primary reason identified by Dotton (2016) for school principal opposition to the policy was the amount of investment required for the transition and preparing specialists. Moreover, these results are consistent with the findings of Chsherbakov (2017) who noted that the teachers complained that they must be retrained in order to teach reformed and modified linguistic laws and rules of the Kazakh language.

Thus, as Fullan recommended, in order for these two Kazakh language teachers to dispel their doubts about the necessity of the Latinization policy and implement real change in the school, they must:

1. Believe the proposed change can occur (motivation).

2. Believe the proposed change makes sense (meaning).

3. Feel they themselves have a meaningful role in the change.

4. Experience some success with the change (as cited in Watson, 2008, p. 3).

5.3. Benefits and unintended consequences of the Latinization policy

Participants of the study reported many benefits and challenges of implementing the Latinization of the Kazakh alphabet in the school. Regarding the benefits, they highlighted that the Latinization of the Kazakh alphabet will strengthen the Kazakh linguistic identity and internationalize the Kazakh language, increase the literacy rate of students and their interest in learning the Kazakh language, improve the status of it, and make improvements to the school system and teaching of Kazakh language teachers. Regarding the challenges, they emphasized that negative consequences beyond the school system will appear, the Kazakh language teachers are afraid of the challenges and have to spend extra time to implement the Latin alphabet and students will face some difficulties due to the lack of resources and knowledge.

Benefits of the Latinization policy. Five participants replied that the Latinization of the Kazakh alphabet is beneficial in terms of preserving and strengthening the Kazakh language's linguistic identity. They stated that the Latinization will internationalize the Kazakh language, improve the relationship with other countries, and attract foreigners' attention. In this regard, Chsherbakov (2017) stated that there are a lot of letters, a quarter of which are not used, making it hard and inconvenient to place them on the keyboards of smartphones and computers. Batyrbekkyzy et al., (2018) suggested that the social function of the Kazakh language might expand; it may become the language of science, while Dotton (2016) added that the transition to the Latin alphabet will lead to more financial cooperation between Kazakhstan and other countries.

Another significant benefit is that the policy will make improvements to teaching of Kazakh language teachers and the school system. Three teachers described that the Latinization of the Kazakh alphabet is beneficial in terms of improving their teaching, making

it more convenient and easier, and improving the school system by modernizing school programs which in turn contributes to improving teaching. Five secondary schools, such as Bilim Innovation Lyceum for gifted girls and school number 76 and three vocational colleges in Nur-Sultan city, started using the Latin alphabet instead of Cyrillic to teach the Kazakh language (Altynbayev, 2018).

It is worth mentioning that four participants responded that the Latinization of the Kazakh alphabet is beneficial for students in terms of increasing their literacy rate. They highlighted the fact that the students will be educated and fluent in writing in the Kazakh language and modernize the language and learn English more easily. Moreover, they claimed that Latinization will contribute to a decrease in students' speech clogging. In addition to the benefit of 'increased literacy', another benefit to mention is that the Latinization of the Kazakh language will increase students', especially Russianized students', respect for and interest in learning the Kazakh language. Chsherbakov (2017) found that students of Kazakh-medium schools state that they might graduate from their schools being literate and fluent in Kazakh.

Unintended consequences of the Latinization policy. The most frequently mentioned challenges identified in the implementation for the policy are the negative impact of the Latinization policy on the well-being and capacity in the broader community, lack of time, fear of loss of competence, and lack of teaching and learning resources. Some challenges are common for both teachers and students.

According to five teachers' responses, various negative consequences beyond the school system were identified that the country may face during implementing the Latin-based Kazakh alphabet, for example, decreased levels of Kazakh literacy and public illiteracy, the challenges for older learners to adapt, Russian-speaking people's resistance, and broken connections among Kazakh generations. These findings are similar to those identified by

other researchers who studied the negative consequences of this reform (Batyrbekkyzy et al., 2018; Chsherbakov, 2017; Dotton, 2016; Jacob, 2010; Kosmarskii, 2007; Mirovalev, 2019; Yergaliyeva, 2018).

Two participants expressed that public illiteracy will increase, paid educational centres will appear, and literate people will make profits. In this regard, Chsherbakov (2017) and Kosmarskii (2007) indicated that it is worrying for some people that the Latinization might result in partial or complete public illiteracy in either Russian or Kazakh, which may dramatically influence certain groups of the community, such as Soviet and older generation, and result in concrete economic losses because of large expenditures.

The participants gave the older generation special attention as they said that this generation will continue to use Cyrillic as it will be difficult for them to learn Latin. This is consistent with the findings of Batyrbekkyzy et al., (2018) and Chsherbakov (2017) who noted that for the older generation that learnt to write and read in Cyrillic script – Latinization would cause considerable difficulties and challenges, as a result, they will find it difficult to adapt to the new Latin-based Kazakh alphabet.

Moreover, it is worth noting that this alphabet reform might stimulate ethnic Russians to leave Kazakhstan (Yergaliyeva, 2018) and encourage parents to enroll their children in Russian schools instead of Kazakh schools (Dotton, 2016). This matches the findings of this study that Russian-speaking people resist the change and parents are afraid of difficulties that the reform will cause.

Lastly, according to the responses, it was interesting to see the view that the connections between the Kazakh generations will be broken owing to this reform, consistent with the view of Kosmarskii (2007) who mentioned that the substitution of an alphabet may lead to the demolition of cultural-linguistic customs that have been established over decades. Jacob (2010) asserted that the transition might block access to the literature and civilization of

previous years, and as a result, it may reduce the cultural level of the nation. Mirovalev (2019) found too that the switch will result in a generation cut off from their cultural roots.

As change occurs as a complex and often quite messy process, and takes effort and a considerable amount of time (Fullan, 2007), the issue of 'lack of time' is also mentioned by the participants. In other words, the Kazakh language teachers complained that they will have to spend more time writing in Latin, checking students' works, and explaining the new spelling rules of the Latinized Kazakh language. Besides, the Kazakh language teachers, especially Soviet-era teachers, are afraid of making mistakes and being ashamed in front of their students and being overloaded with different special courses and trainings on which they will spend much time and energy. In this regard, Marris (1975) pointed out that all changes are comprised of loss, anxiety, and struggle, while Schön (1971) added that all changes include "passing through the zones of uncertainty . . . the situation of being at sea, of being lost, of confronting more information than you can handle" (p. 12). Therefore, in order for change to be implemented in practice, certain factors which influence teachers' reactions to change must be understood, such as "excess uncertainty, surprise factor, concerns about future competence and more work" (Fullan, 2007, p. 105)

During the implementation of this reform, teachers and students may not be provided with enough resources, such as textbooks written in Latin, which also can be a challenge for teachers as they cannot teach due to a lack of or a limited number of resources and textbooks. Similarly, Batyrbekkyzy et al., (2018) and Chsherbakov (2017) highlighted that the younger generation who will learn to read in the Latin script would experience a lack of textbooks written in the Latin script since reprinting all the current literary books published in Cyrillic script may take more years than expected.

5.4. Support for the Kazakh language teachers

As Fullan (2007) mentioned, the implementation of educational change contains "change in practice" (p. 30); he suggests that professional learning communities should act as a vehicle to provide sufficient support for teachers because they are the key implementers of changes in practice. Change occurs as a complex and often quite messy process and takes effort, and requires on-going support (Fullan, 2007). Five Kazakh language teachers reported that they received some support and help from the professional learning communities, that is stakeholders, in terms of different short-term events, such as Kazakh Language Week, seminars, extra preparation time, the appointment of a responsible specialist, and resources, such as worksheets of the Latin alphabet and Latinized inscriptions.

One of the groups of policy actors identified as responsible for on-going support are transactors (Ball et al., 2011; Ball et al., 2012). Ball et al., (2012) described transactors as being facilitators and supporters. In other words, transactors are stakeholders such as managers, administrators, principals, and specialist support staff who support enactors, key implementers of policy. Therefore, the Kazakh language teachers, as the enactors and key implementers of the Latinization policy, need to receive dedicated support from the transactors, that is, the professional learning communities, in order to improve the implementation of the Latinized Kazakh alphabet in the school. Fullan (2011) noted that "Purposeful peer interaction within the school is crucial" (p. 21). Therefore, it is significant when the Kazakh language teachers purposefully collaborate with the transactors in order to overcome the challenges of the complex change process. However, all of the Kazakh language teachers said that the support from the transactors was insufficient and not on-going. They recommended additional support from the principal, school administration, local Education Department, and the Ministry of Education. Specifically, they requested support from these stakeholders with the provision of continuing professional development, enough

information through media, more academic hours for teaching the Latinized Kazakh language, reduction of teacher workload, and the provision of quality textbooks and manuals.

5.5. Summary

In this chapter, the major findings of this research study were discussed and interpreted in relation to the change management theory (Fullan, 2007) and policy implementation theory (Ball, 2006). The perspectives of the Kazakh language teachers towards the Latinization policy were based on these theories. The findings were compared with the existing literature and many consistencies were found.

The findings show that all Kazakh language teachers understand how the Latinization policy is enacted and change implemented because they can elaborate the purpose and aims of the policy in many various ways, identifying most of the policy intentions identified by scholars. Five teachers support the transition to the Latin-based Kazakh alphabet, whereas two resisted the policy implementation, however, the level of support for the policy was higher than noted four years earlier than Dutton (2016).

Comparing the Kazakh language teachers' perspectives towards the benefits and unintended consequences of the Latinization policy with other research studies, it was concluded that their perspectives are consistent with the existing scholarly literature.

Synthesizing participants' perspectives towards the support that they receive with the literature review, it is found that they receive very little or only occasional support. Therefore, as the scholars asserted that sufficient support should be provided to the Kazakh language teachers, they requested additional support from the transactors.

In the next chapter, the study will be concluded by presenting recommendations for practice and further research.

Chapter 6. Conclusions and Recommendations

6.1. Introduction

The purpose of the study was to examine the perspectives of Kazakh language teachers of implementing the Latinization of the Kazakh alphabet in the school in order to understand and explore their understandings of the policy and their perspectives about the benefits and challenges. This chapter summarizes the main findings of the study by revisiting the research questions of this study and making recommendations for policy, practice and further research.

The main research question was: How is the implementation of the Latinized alphabet for the Kazakh language perceived by Kazakh language teachers in one school in South Kazakhstan? and guiding questions were: (1) What are the perspectives of Kazakh language teachers working with Kazakh orthography towards the implementation of the Latin-based Kazakh alphabet? (2) What do Kazakh language teachers see as the main benefits and challenges of implementing the Latin-based Kazakh alphabet? (3) What support do Kazakh language teachers perceive as valuable to improve the implementation of the Latinized Kazakh alphabet?

This chapter consists of five sections. The first summarizes the main findings that are structured by the research questions. The second part includes some recommendations for professional learning communities. The third part highlights the significance of the research. The fourth section presents the limitations of the study and implications for further research. The last section consists of a summary of the entire thesis.

6.2. Summary of the main findings

Guiding Research Question 1: What are the perspectives of Kazakh language teachers working with Kazakh orthography towards the implementation of the Latin-

based Kazakh alphabet? The findings of this study suggest that all Kazakh language teachers can elaborate the purpose and aims of the policy, specifically identifying political, economic, and cultural motivations for the policy. Political motivations were described as overcoming Russian colonialism or the Soviet legacy, preserving national identity, and a conspiracy theory. Economic motivations were described as meeting global needs and becoming more economically competitive. Cultural motivations were described as creating unity and a common cultural heritage. Whilst five Kazakh language teachers supported the transition to the Latin-based Kazakh alphabet, one of them expressed doubt regarding the successful implementation of the reform. However, two Kazakh language teachers were totally resistant.

Research Question 2: What do Kazakh language teachers see as the main benefits
and challenges of implementing the Latin-based Kazakh alphabet? The study revealed
that the reform was perceived to have likely impact on different stakeholder groups in different ways. The Kazakh language teachers highlighted the benefits and challenges for the country, for teachers and for students. They see strengthening the Kazakh linguistic identity, the internationalization of the language, students' increased literacy and interest in learning the Kazakh language, improved status of the language, and improvements to teaching and the school system as the main benefits of implementing the Latin-based Kazakh alphabet. However, they also reported various unintended consequences that the country, teachers, and students may face during the implementation of the Latinization of the Kazakh alphabet. The most frequently mentioned challenges are the negative impact of the Latinization policy on the well-being and capacity in the broader community, lack of time, teachers' fear of loss of competence, and lack of teaching and learning resources. Some challenges are common for both teachers and students.

Research Question 3: What support do Kazakh language teachers perceive as valuable to improve the implementation of the Latinized Kazakh alphabet? Five Kazakh language teachers reported that they receive some support and help in terms of short-term events, such as Kazakh Language Week, seminars, extra preparation time, the appointment of a responsible specialist in the systematic implementation of the Latinized Kazakh alphabet in the school, and resources, such as the worksheets of the Latin alphabet and Latinized inscriptions. However, it is found that all seven Kazakh language teachers said that they receive insufficient support. In other words, they reported that almost all organized activities in the school are occasional, not ongoing. Therefore, they requested additional support from the principal, school administration, local Education Department and Ministry of Education to improve the implementation of the Latinized Kazakh alphabet in the school. They gave these professional learning communities some recommendations on what sufficient support Kazakh language teachers can receive and perceive as valuable to improve the implementation of the Latinized Kazakh alphabet. These recommendations will be discussed in the next section.

6.3. Recommendations for professional learning communities

Given the perception of insufficient support from the principal, school administration, local Education Department, and the Ministry of Education, the Kazakh language teachers recommended additional support, particularly the provision of continuing professional development and the creation of professional learning communities, additional information through the media, more academic hours for teaching the Latinized Kazakh language, reduction of teacher workload, and the provision of quality textbooks and manuals.

The Kazakh language teachers requested access to additional professional development, such as quality learning courses, trainings, seminars, and workshops. They said that they need to be provided with complete information about the peculiarities and nuances

of the process of Latinization through the media. The research participants also need more academic hours or additional lessons included in the curriculum in order to have extra time to explain the Latinized Kazakh alphabet. Moreover, they requested reduced workloads in order to pay more attention to Latin and to develop appropriate teaching and learning resources.

By understanding the perspectives and recommendations of the Kazakh language teachers, and taking the benefits and unintended consequences of the Latinization policy into consideration, school administrators, researchers, and policymakers can make informed decisions on how to improve and support the effective implementation of the Latinization of Kazakh Alphabet reform in the country, schools, and classrooms.

6.4. Significance of the research

As key policy implementers (Ball, 2006), the voices of Kazakh language teachers need to be heard and used to get the best policy outcomes. By understanding the perspectives and attitudes of Kazakh language teachers, and identifying misunderstandings or misconceptions related to the Latinization of the Kazakh alphabet, the process of implementation and the management of the change process can be improved.

The study has succeeded in answering the main research question and guiding research questions, and arrived at significant findings. Also, this research has achieved successful results in raising the Latinization policy issues, analyzing existing theoretical and empirical studies, using appropriate research methods for data collection and analysis, and making recommendations for school administrators and policymakers. The findings of this study have the potential to help these stakeholders to make informed decisions on how to improve and support the effective implementation of the Latinization of the Kazakh Alphabet reform.

For school administrators, this study will help to improve the school system and create conditions for teachers to develop their skills needed for teaching the Latinized Kazakh

language. For policymakers, this research provides data that reflects the school context through the stance of Kazakh language teachers about the Latinization policy. The findings present a real picture of one school's practice of implementing the Latin-based Kazakh alphabet that is helpful in making policy amendments. The data of this study was analyzed through the conceptual framework; the change theories applied in this study can be applicable to the content development of Kazakh language teachers' training programs. Therefore, this research can make an influential and worthwhile contribution to the field of educational research in Kazakhstan that will fill an identified research gap.

6.5. Limitations of the study and implications for further research

Although this research makes a valuable contribution to the knowledge of Kazakh language teachers' perspectives, benefits, and challenges of implementing the Latinized Kazakh alphabet, there are some limitations to this study which further research can address in the future.

One of the most important limitations is that there is a lack of empirical literature and research on the Latinization of the Kazakh Alphabet because it is a new reform that has not been fully implemented yet. In other words, there is a lack of empirical studies that have been done in other contexts that show the impact of changing an alphabet.

Since a single site was used in this research, there was a shared experience of Kazakh language teachers who work in one school in south Kazakhstan. Therefore, the findings of this study cannot be generalized to other teachers and schools in Kazakhstan. Further multiple site studies should be conducted in many other schools across Kazakhstan.

Another limitation of this study was the participant selection because only seven participants volunteered to participate in the research. The sample size is too small to make significant conclusions. It is recommended that further research includes more teachers who

teach not only the Kazakh language but also other subjects in order to see how the policy is being implemented in other subject conditions. The semi-structured individual interview was the only data collection tool that was used; for further research, it would be better to make lesson observations of Kazakh language teachers working with Kazakh orthography and analyze school curriculum and the Latinization policy documents.

6.6. Summary of the entire thesis

This thesis has presented a study of Kazakh language teachers' perspectives about the benefits and challenges of implementing the Latinization of the Kazakh alphabet in the country, and schools. In six chapters, the thesis has covered the introduction of the research, the review of previous literature, the methodology that was applied, the findings, and the discussion of the findings in relation to previous literature.

As this research has limitations, some recommendations for policy and further research were made. Further multiple site studies should be conducted in many other schools and contexts across Kazakhstan that show the impact of changing an alphabet. Also, in order to see the whole picture of the process of Latinization, it is recommended that further research includes more teachers who teach not only the Kazakh language but also other subjects using additional research methods, such as lesson observations of Kazakh language teachers, and analyses of the school curriculum and the Latinization policy documents.

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Appendices

Appendix A: Letter of Invitation

Dear [.......],

My name is Abay Seitkadyrov, and I am a Master Student in Educational Leadership: School Education at Nazarbayev University. I am conducting research on the field of education under the supervision of Elaine Sharplin – Professor of Graduate School of Education (GSE) at Nazarbayev University. The topic of my research thesis is "Perspectives of Kazakh Language Teachers towards the Reform of the Latinization of the Kazakh Alphabet in One School in South Kazakhstan".

The Nazarbayev University Institutional Research Ethics Committee has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee of the GSE.

Aims of the Research

The purpose of this study is to understand the perspectives of Kazakh language teachers about the benefits and challenges of implementing the Latinization of the Kazakh alphabet in the school.

Significance of the Research Project

As key policy implementers (Ball, 2006), the voice of Kazakh language teachers needs to be heard and used to get the best policy outcomes. This research will be beneficial for school administrations, researchers and policymakers to make decisions to improve and support the effective implementation of the Latinization of Kazakh Alphabet reform. By understanding the perspectives of Kazakh language teachers and by identifying any misunderstandings or misconceptions related to the Latinization of the Kazakh alphabet, the process of Latinization and the management of the change process can be improved.

Research Plan and Method

The planned study will use individual interviews with Kazakh language teachers who have understandings of the phenomenon in a school context. Each interview will last for approximately 60 minutes. The interviews will be audio recorded. The interview will aim at gaining information on Kazakh language teachers' perspectives and creating discussions about how they understand Latinization, how they implement Latin-based Kazakh alphabet, the benefits and challenges they face and the support they need to overcome those challenges and improve the implementation of the Latinized Kazakh alphabet in the school.

All information collected will be treated in strictest confidence and neither the school nor individual learners will be identifiable in any reports that are written. This means that I cannot provide you with any information about people who volunteer for this study. Participants may

withdraw from the study at any time. The role of the school is voluntary and the School Principal may decide to withdraw the school's participation at any time.

Attached for your information are copies of the Participant Information Sheet, Consent Form and interview questions.

Thank you for taking the time to read this information. If you would like more information about any aspect of this study, please contact me on the details below or my supervisor Elaine Sharplin, elaine.sharplin@nu.edu.kz, +7777192 9961.

Best regards,
Abay Seitkadyrov
abay.seitkadyrov@nu.edu.kz
+77077087374

Consent
Please sign the consent giving your written approval for me to conduct my study in your school.

I _____

        Give my voluntary consent to conduct this study at my school. I realize the educational purpose of this study. I understand that participation of the school and staff in the study is voluntary. I have read the NUGSE Ethics Approval, Information sheet in the Invitation letter and received answers to all my questions.

        I am aware that if I am not comfortable with how the research is conducted, or if any problems arise with the research or the rights of participants, I can contact the Research Committee of the Graduate School of the Nazarbayev University at gse_researchcommittee@nu.edu.kz

Principal:

Signature _____   Date _____

Researcher:

Signature _____   Date _____

Appendix B: Written Informed Consent Form

Introduction. You are invited to participate in a research study entitled "Perspectives of Kazakh Language Teachers towards the Reform of the Latinization of the Kazakh Alphabet in One School in South Kazakhstan". You are receiving this information because you are a Kazakh language teacher working with Kazakh orthography. This form is part of a process known as informed consent and allows you to understand this study before deciding whether or not to take part.

Time involvement: Your participation will take approximately 60 minutes.

Procedures. The purpose of this study is to understand the perspectives of Kazakh language teachers about the benefits and challenges of implementing the Latinization of the Kazakh alphabet in the school. If you choose to participate, you will be asked questions concerning your perspectives towards the Latinization of the Kazakh alphabet.

Risks. You are likely to experience only minimal risks. The potential risk is the loss of your time from conducting the interview. To address this issue, I will conduct the interview at the most suitable time for you. I will inform you, of your rights not to answer any questions you are not comfortable with and about your right to withdraw at any time during the research. The research does not gather personally sensitive information.

Benefits. As important people in the implementation process, the voice of Kazakh language teachers needs to be heard and used to get the best policy outcomes. By participating in this study, your voice will be heard and anonymously reported. This research will be beneficial for school administrations, researchers and policymakers to make decisions to improve and support the effective implementation of the Latinization of the Kazakh Alphabet reform. By understanding the perspectives and attitudes of Kazakh language teachers, the process of implementation and the management of the change process can be improved.

Compensation. No tangible compensation will be given to you. A copy of the research results will be available at the conclusion of the study (a digital copy of the final version of the study will be disseminated to you by email).

Confidentiality & Privacy. The study will be conducted in accordance with the ethical standards of Nazarbayev University. The name of the school will not be indicated in the study. Your names, workplace and other identifying information about you will be removed, so that your identity will remain anonymous to everyone other than the researcher and all of your data will be confidential. Information collected during the interview will be used for research purposes only. The interview will be conducted in a place outside of the school in order to ensure your anonymity. The place and time for the interview will be known only by you and me. All data collected will be stored in my personal computer protected by a password. Only I will have access to the records and collected data. After five years after finishing the study, I will delete all the recorded interviews, consent forms, notes and the list of participants.

Voluntary Nature of the Study. It is essential to consider that participation in research is a voluntary action. You are free to withdraw from the study at any time up until the finalization

of the thesis. You are asked to sign the provided consent form which ensures that you are informed about the purpose of the study and your rights to withdraw at any time.

Points of Contact. It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator, Abay Seitkadyrov, abay.seitkadyrov@nu.edu.kz, +77077087374 should be contacted. Any other questions or concerns may be addressed to the Master's Thesis Supervisor for this student work, Elaine Sharplin, elaine.sharplin@nu.edu.kz or Nazarbayev University Institutional Research Ethics Committee, resethics@nu.edu.kz.

Statement of Consent.
I, _____,
Give my voluntary consent to participate in this study.
The researcher has clearly explained to me the background information and objectives of the study and what my participation in this study involves.
I understand that my participation in this study is voluntary. I can at any time, and without giving any reasons, withdraw my consent, and this will not have any negative consequences for myself.
I understand that the information collected during this study will be treated confidentially.

Signature: _____ Date: _____

I, _____,

Give my voluntary consent for the audio recording of the interview.

Signature: _____ Date: _____

Researcher:
Signed_____ Date_____

Қосымша B: Зерттеу жұмысы келесімінің ақпараттық формасы

Сипаттама. Сізді «Оңтүстік Қазақстандағы бір мектепте қазақ әліпбиін латындандыру бойынша реформаға қатысты қазақ тілі мұғалімдерінің көзқарастары» атты зерттеу жұмысына қатысуға шақырамыз. Сіз бұл ақпаратты қазақ тілі орфографиясымен жұмыс жасайтын қазақ тілі мұғалімі болғандықтан алып отырсыз. Бұл форма ақпараттандырылған келісім деп аталатын процестің бөлігі болып табылады және қатысуға не қатыспауға шешім қабылдамас бұрын сізге осы зерттеуді түсінуге мүмкіндік береді.

Өткізілетін уақыты. Сұхбат сұрақтарына жауап беру шамамен 60 минут уақытыңызды алуы мүмкін.

Зерттеуді жүргізу жолдары. Бұл зерттеудің мақсаты - қазақ тілі мұғалімдерінің мектепте және олардың сыныптарында қазақ әліпбиін латындандыруды енгізудің артықшылықтары мен қиыншылықтары туралы көзқарастарын түсіну. Егер сіз қатысуға шешім қабылдасаңыз, сізге қазақ әліпбиін латындандыру бойынша көзқарастарыңыз туралы сұрақтар қойылады.

Қауіптер. Сіз ең минималды қауіптерге тап болуыңыз мүмкін. Ықтимал қауіп - сұхбат жүргізуден уақытты жоғалту. Бұл мәселені шешу үшін мен сізге ыңғайлы уақытта сұхбат жүргіземін. Сізге кез келген сұрақтарға жауап бермеу құқығыңыз туралы және зерттеу кезінде кез келген уақытта бас тарту құқығыңыз туралы хабарлаймын. Зерттеу жеке құпия ақпаратты жинамайды.

Артықшылықтары. Жүзеге асыру процесінде маңызды адамдар ретінде, жақсы саяси нәтижелер алу үшін қазақ тілі мұғалімдерінің көзқарастары ескерулері керек. Осы зерттеуге қатысу арқылы сіздің дауысыңыз ескеріліп, жасырын түрде хабарланады. Бұл зерттеу мектеп әкімшілігіне, зерттеушілерге және саясаткерлерге Қазақ тілін латын әліпбиіне көшуін тиімді жүзеге асыруға шешім қабылдауға пайдалы болады. Қазақ тілі мұғалімдерінің көзқарастарын түсіну арқылы өзгеру процесін жетілдіруге болады.

Өтемақы. Сізге ешқандай өтемақы берілмейді. Зерттеу нәтижелерінің көшірмесі зерттеу аяқталғаннан кейін қол жетімді болады (зерттеудің соңғы нұсқасының сандық көшірмесі сізге электрондық пошта арқылы таратылады).

Құпиялылық. Зерттеу Назарбаев Университетінің этикалық нормаларына сәйкес жүргізіледі. Оқу орнында мектептің атауы көрсетілмейді. Сіздің аты-жөніңіз, жұмыс орныңыз және сізді анықтайтын басқа ақпарат та жойылады, осылайша сіздің жеке басыңыз зерттеушіден басқаларға белгісіз болып қалады және сіздің барлық деректеріңіз құпия болады. Сұхбат барысында жиналған ақпарат тек зерттеу мақсатында пайдаланылады. Сұхбат сіздің құпиялылығыңызды қамтамасыз ету үшін мектептен тыс жерде өткізіледі. Сұхбаттасудың орны мен уақытын тек сіз бен мен білетін боламыз. Барлық жиналған деректер парольмен қорғалған және менің жеке компьютерімде сақталады. Тек мен жазбаларға және жиналған мәліметтерге қол жеткізе аламын. Зерттеуді аяқтағаннан кейін, бес жылдан кейін мен жазылған барлық сұхбаттарды, келісім формаларын, жазбаларды және қатысушылар тізімін жоямын.

Зерттеуге өз еркімен қатысу туралы. Зерттеуге қатысу ерікті әрекет болып табылатындығын ескеру қажет. Зерттеу аяқталғанға дейін кез келген уақытта

зерттеуден шығуға болады. Берілген келісім формасына қол қоясыз, ол сізге зерттеу мақсаты туралы және кез-келген уақытта бас тарту құқығыңыз туралы хабарлайды.

Байланыс ақпараты. Осы зерттеуге қатысты қандай-да бір сұрақтарыңыз немесе ескертулеріңіз туындаған жағдайда немесе ғылыми зерттеулерге байланысты қауіп төнгенде, негізгі зерттеушіге, Абай Сейткадыров, abay.seitkadyrov@nu.edu.kz, +77077087374, хабарласу қажет. Студенттік жұмыс бойынша кез-келген сұрақтар бойынша магистрлік диссертацияның ғылыми жетекшісіне, Элин Шарплин, elaine.sharplin@nu.edu.kz немесе Назарбаев Университетінің Институционалды ғылыми-этикалық комитетіне, resethics@nu.edu.kz жүгінуге болады.

Келісім туралы мәлімдеме.

Мен, _____,

      Осы зерттеуге қатысуға өзімнің ерікті келісімімді беремін. Сұхбаттың аудио жазбасына өзімнің ерікті келісімімді беремін.

      Зерттеуші маған зерттеудің негізгі мәліметтері мен мақсаттарын және менің осы зерттеуге қатысуымның мәнін нақты түсіндірді.

      Менің бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен кез-келген уақытта және ешқандай себепсіз өз келісімімді қайтарып ала аламын, және бұл өзім үшін ешқандай кері әсерін тигізбейді.

      Осы зерттеу барысында жиналған ақпараттың құпия түрде сақталатынын түсінемін.

Қолы: _____ Күні: _____

Зерттеуші:
Қолы: _____ Күні: _____

Appendix C: Interview Protocol

Research: Perspectives of Kazakh Language Teachers towards the Reform of the Latinization of the Kazakh Alphabet in One School in South Kazakhstan

Time of interview:
Date:
Place:
Interviewee:

      Good morning/afternoon/evening! I am very thankful that you volunteered to participate in this research which purpose is to understand the perspectives of Kazakh language teachers about the benefits and challenges of implementing the Latinization of the Kazakh alphabet in the school.
      To achieve this purpose, I am going to conduct seven interviews with different teachers of one school in south Kazakhstan. I hope to receive full and outspoken answers form my interviewees. Please, be assured that all data collected will be confidential and your answers stay anonymous. Our interview will be tape-recorded with your permission and stored in a password protected file which will be subsequently destroyed after transcribing. The interview will be about an hour long.

Please read again and sign the consent form.

[Ask the interviewee's permission to use the tape recorder]

[Test the tape recorder]

Interview questions:

1. How many years have you been a Kazakh language teacher? *Follow-up question:* At how many places have you worked until now?
2. What challenges do you face as a Kazakh language teacher?
3. What do you know about the policy to implement the Latinization of Kazakh Alphabet? *Follow-up question:* What do you think the aims of the policy are?
4. What are your thoughts about the planned shift from the Cyrillic alphabet to the Latin alphabet?
5. What is your attitude towards the fact that the rules of the Kazakh language, especially spelling rules and orthographic rules are going to change? *Follow-up question:* What do you think about the removal of the following Russian specific letters [ч, ц, ш, щ, ю, я, э, ъ, ь, ё] from the Latinized Kazakh alphabet?
6. Do you support the idea of the Latin alphabet transition? Why or why not?
7. How will the planned shift from Cyrillic to Latin contribute to Kazakh language proficiency?
8. What language problems in Kazakh do you think the Latin alphabet can solve?
9. How will the Latinization of the Kazakh alphabet impact on Russian language use in Kazakhstan?
10. What impact might the switch from the Cyrillic to the Latin alphabet have on your teaching?
11. How do you think the 'Latinization' policy is going to affect Kazakh language learning?

12. What impact might the switch from the Cyrillic to the Latin alphabet have on your students?
13. Do you think you need additional training to teach Latinized Kazakh language? *Follow-up questions:* What types of trainings do you need?
14. In the school, what work is being done to start preparatory work to transit to the Latin alphabet?
15. What do you see as the main benefits of implementing Latin-based Kazakh alphabet in the school? *Follow-up question:* In your opinion, how will your school benefit from this transition?
16. What might be the biggest challenges in implementing this reform in the school?
17. What do you think will be the outcomes of the introduction of the Latin alphabet in the Kazakh language? Will it be successful?
18. What support do you perceive as valuable from the principal, school administration, local Education Department and Ministry of Education to improve the implementation of the Latinized Kazakh alphabet in the school and your classroom?

[Thank respondents for participating in the interview. Assure them again about the confidentiality of the collected data]

Notes and reflections:

Қосымша C: Сұхбаттасу хаттамасы

Зерттеу: Оңтүстік Қазақстандағы бір мектепте қазақ әліпбиін латындандыру бойынша реформаға қатысты қазақ тілі мұғалімдерінің көзқарастары

Сұхбаттасу уақыты:
Күні:
Өткізілетін орны:
Сұхбат алушы:

 Қайырлы таң/күн/кеш! Сіздің осы зерттеуге қатысқаныңызға үлкен алғысымды білдіремін. Зерттеудің мақсаты қазақ тілі мұғалімдерінің мектепте және олардың сыныптарында латын әліпбиін енгізудің артықшылықтары мен қиындықтары туралы көзқарастарын түсіну.
 Осы мақсатқа жету үшін мен Қазақстанның оңтүстігіндегі бір мектептің әртүрлі мұғалімдерімен жеті сұхбат өткізбекшімін. Сұхбат алушылардан толық және анық жауаптар аламын деп үміттенемін. Жиналған барлық мәліметтер құпия болатындығына және сіздің жауаптарыңыз жасырын болатынына сенімді болыңыз. Біздің сұхбатымыз сіздің рұқсатыңызбен үнжазбаға жазылады және құпия сөзбен қорғалған файлда сақталады, ол транскрипциядан кейін жойылады. Сұхбат шамамен бір сағатқа созылады.

Қайта оқып, келісім формасына қол қойыңыз.

[Сұхбат берушіден үнжазбаны пайдалануға рұқсат сұра]

[Үнжазбаны тексеріп көр]

Сұхбат сұрақтары:

1. Сіз қазақ тілі мұғалімі болып жұмыс істеп келе жатқаныңызға қанша жыл болды? *Қосымша сұрақ:* Осы уақытқа дейін сіз қанша жерде жұмыс істедіңіз?
2. Сіз қазақ тілі мұғалімі ретінде қандай қиындықтарға кезігесіз?
3. Қазақ әліпбиін латынтандыруды енгізу саясаты туралы не білесіз? *Қосымша сұрақ:* Сіздің ойыңызша, саясаттың мақсаты не?
4. Кирилл әліпбиінен латын әліпбиіне көшу туралы пікіріңіз қандай?
5. Қазақ тілі ережелері, әсіресе емлесінің ережелері мен орфографиялық ережелер өзгеретініне сіздің көзқарасыңыз қандай? *Қосымша сұрақ:* Латынданған қазақ алфавитінен келесі орысша әріптердің [ч, ц, ш, щ, ю, я, э, ъ, ь, ё] алынып тасталуы туралы не ойлайсыз?
6. Латын әліпбиіне көшуді қолдайсыз ба? Не үшін?
7. Кириллицадан латынға көшу қазақ тілін меңгеруге қалай әсер етеді?
8. Латын әліпбиіне көшу қазақ тіліндегі қандай мәселелерді шеше алады деп ойлайсыз?
9. Қазақ алфавитінің латинизациясы Қазақстанда орыс тілін қолдануға қалай әсер етеді?
10. Кириллицадан латын әліпбиіне көшу сіздің сабақ беруіңізге қандай әсер етуі мүмкін?
11. Латындандыру саясаты қазақ тілін үйренуге қалай әсер етеді деп ойлайсыз?

12. Кириллицадан латын әліпбиіне көшу сіздің студенттеріңізге қандай әсер етуі мүмкін?

13. Латындалған қазақ тілін оқыту үшін сізге қосымша тренингтер қажет деп ойлайсыз ба? *Қосымша сұрақ:* Сізге қандай тренингтер қажет?

14. Латын әліпбиіне көшуге дайындық жұмыстарын бастау үшін мектепте қандай жұмыстар жүргізілуде?

15. Латын негізіндегі қазақ алфавитін мектепке енгізудің басты артықшылығы ретінде не көресіз? *Қосымша сұрақ:* Сіздің ойыңызша, бұл ауысудан сіздің мектебіңіз қандай пайда көреді?

16. Бұл реформаны мектепте жүзеге асырудағы ең үлкен қиындықтар қандай болуы мүмкін?

17. Латын әліпбиін қазақ тіліне енгізудің нәтижелері қандай болады деп ойлайсыз? Ол сәтті бола ма?

18. Латын қарпіне негізделген қазақ әліпбиінің мектепте және сыныпта қолданылуын жақсарту үшін сіз директор, мектеп әкімшілігі, жергілікті білім департаменті және Білім және Ғылым министрлігі тарапынан қандай қолдау аласыз?

[Сұхбатқа қатысқандары үшін рахмет айт. Жиналған деректердің құпиялылығы туралы оларды тағы бір рет ескерт]

Ескертпелер мен пікірлер:

Appendix D: Data Analysis Audit Trail

1. A sample of a coded transcript

Participant 3	Coding	Notes
1. How many years have you been a Kazakh language teacher? *Follow-up question:* At how many places have you worked until now? *I have been a teacher of the Kazakh language for ==15 years.== I came here ==immediately after university.==*	Exp: 15y Cont: 1 sch	
2. What challenges do you face as a Kazakh language teacher? *In recent years, it has become difficult that students ==do not read== literary works and the classics in the Kazakh language.*	Ch – stud – do not read lit works	
3. What do you know about the policy to implement the Latinization of Kazakh Alphabet? *Follow-up question:* What do you think the aims of the policy are? *It is stated that ==first graders== in the ==2020== academic year will ==start writing in the Latin alphabet==, but on December 5 of the current year, due to the fact that the new alphabet has ==not yet been approved, teaching in the Latin== alphabet has been ==delayed== in Kazakhstani schools, said ==Minister of Education and Science== Askhat Aimagambetov.* *The main goal of transitioning the alphabet to Latin is to enter the ==top 30 developed countries== and ==get rid of non-Kazakh characters== such as в, е, п, ф, х, һ, ц, ч, щ, ь, ъ, э, ю, я. The ==Latin== alphabet is ==prevalent in the world arena==.*	Pol Know: Background Knowledge: 2020 – 1st graders – writing in Latin Not approved alphabet – delayed teaching in Latin – MoES Reason: Associated with development – top 30 countries Reason: Removing non-Kazakh characters	

4.	What are your thoughts about the planned shift from the Cyrillic alphabet to the Latin alphabet?	Reason: Latin's superiority	
	Due to the fact that the state language in Kazakhstan, the Kazakh language is going to be changed, but not the official language, the Russian, it is ==at risk of losing the pure Kazakh language now,== *as* ==parents,== *instead of beginning with the Latin alphabet, will transfer their* ==children== *to* ==Russian-language schools== *because they are afraid of challenges. This opinion came from my acquaintances, as there are* ==6 families== *who were planning to choose this option. As a result,* ==6 children became Russian-speaking.== *And how many people in the country have such ideas?!*	Ch: losing pure Kazakh lang Ch: children to Russian-lang schools – ex: 6 families	
5.	What is your attitude towards the fact that the rules of the Kazakh language, especially spelling rules and orthographic rules are going to change? *Follow-up question:* What do you think about the removal of the following Russian specific letters [ч, ц, ш, щ, ю, я, э, ъ, ь, ё] from the Latinized Kazakh alphabet? *Unless the Latin alphabet is used, it is better that the* ==current Kazakh language rules should be used now,== *substantiated and validated by scholars. Since my opinion is not to change to the Latin alphabet and* ==to stay in the Cyrillic alphabet,== *I think it is best to* ==keep using those letters.== *The* ==letters== *mentioned above are found only in* ==borrowings.== *Many of these words have a* ==Kazakh==	Attitude: against the change of rules Attitude: against the transition Attitude: against the removal	

equivalent. And the range of letters used in the borrowed words do not cause any difficulties.	Rus spec letters in borrowings – Kaz equivalent – no difficulty
6. Do you support the idea of the Latin alphabet transition? Why or why not? *The Latin alphabet was used from 1929 to 1940, and was changed to Cyrillic in 1940. The decision was well and right and proved the formation of the Kazakh as a language. Therefore, I prefer not to switch to the Latin alphabet and to stay in this Cyrillic language.*	Back know: Latin – 1929-1940 Cyrillic – 1940 – form of Kaz as lang Attitude: against the transition
7. How will the planned shift from Cyrillic to Latin contribute to Kazakh language proficiency? *Moving from Cyrillic to Latin will definitely make it difficult for us to master the Kazakh language, whether will you learn a new Latin alphabet or learn the language? If the Cyrillic alphabet does not change, a Russian-speaking person will focus only on learning the Kazakh language.*	Contr: lang proficiency Ch: mastering the lang – learning alphabet or lang? Cyrillic – Russian-speaking people – learning only Kaz lang
8. What language problems in Kazakh do you think the Latin alphabet can solve? *Moving to the Latin alphabet can only help get rid of the Russian-specific sounds in the Kazakh alphabet. Other goals can also be achieved without moving from Cyrillic to Latin.*	Solving lang problems: Only removing Russian-specific sounds Other problems – without transition
9. How will the Latinization of the Kazakh alphabet impact on Russian language use in Kazakhstan?	

The Latin alphabet has ==nothing to do with Russian.== This is because the Russian language is in tandem with the Kazakh language that has been replaced with the Latin alphabet.	No impact on Russian lang
On the contrary, it is more likely to cause the ==weakening of our state language.==	Impact on Kazakh lang – weakening
10. What impact might the switch from the Cyrillic to the Latin alphabet have on your teaching?	Impact on teaching
It will definitely have a ==negative effect on my teaching.==	Neg impact on teaching
Because I will ==lose time== by ==explaining== to the students in front of me the ==spelling rules== of those Latin letters instead of ==explaining the subject program.== Kazakh-specific ==sounds== may ==be mispronounced== by my ==students.==	Ch: losing time – explaining new rules – not explaining subject program Ch – stud – mispronunciation – kaz-specific sounds
11. How do you think the 'Latinization' policy is going to affect Kazakh language learning?	Impact on learning
Moving from Cyrillic to Latin will definitely make it ==difficult== for us to ==master the Kazakh language,== whether will you ==learn== a new Latin ==alphabet== or learn the ==language?== If the Cyrillic alphabet does not change, a ==Russian-speaking person== will focus only on learning the Kazakh language.	Ch: mastering the lang – learning alphabet or lang? Cyrillic – Russian-speaking people – learning only Kaz lang
12. What impact might the switch from the Cyrillic to the Latin alphabet have on your students?	Impact on students
In the transition to the Latin alphabet, ==students== may be ==confused== by the ==pronunciation== of sounds and may experience ==difficulty in learning a language.== Even if you	Neg impact on learning Ch – stud – confuse – mispronunciation Ch – stud – diff in learning Ch – losing time – explaining Latin

spend ==a few hours teaching== during the lessons, ==the topics== you need to teach may be left out of the program.	Ch: not enough time for explaining lesson topics
13. Do you think you need additional training to teach Latinized Kazakh language? *Follow-up questions:* What types of trainings do you need? *If the authorities make a decision and move to the Latin alphabet, I will need ==training and special courses== to master the alphabet. Training should be conducted by professionals. We need courses that are ==well-researched== and conducted by ==knowledgeable professionals== rather than peers who, like myself, are not full-fledged (today some of the courses due to updated content are run by colleagues who have not fully mastered the program).*	Trainings: necessary to learn the changes Well-researched, trainings – by specialists
14. In the school, what work is being done to start preparatory work to transit to the Latin alphabet? *There are drafts of the ==Latin alphabet== in the places where the school crowds go and on ==the door of each classroom.== From the curriculum program, ==the circle== "Latin Graphics" is conducted 1 hour per week. There is a ==specialist== who is responsible for competent and systematic implementation of Latin graphics. Students and staff of lyceum-boarding school are writing local, national-republican ==dictations== in Latin alphabet. There are ==stands== in the Latin alphabet. Also, the Latin version of the ==national anthem== and ==state emblem== were hung in the specific places.*	Preparatory work at school Latin alphabet in each room Circles Specialist Dictations Stands in Latin Nat anthem/state emblem in Latin

15. What do you see as the main benefits of implementing Latin-based Kazakh alphabet in the school? *Follow-up question:* In your opinion, how will your school benefit from this transition? *Since my opinion is one of the fundamentally* ==opposed opinions== *to the transition to the Latin alphabet, I would point out only a few of the abovementioned* ==disadvantages== *of the transition.*	Benefits for school: Only disadvantages
16. What might be the biggest challenges in implementing this reform in the school? *There is a risk that the* ==quality== *of knowledge of* ==Kazakh language== *and literature at school will* ==decrease.==	Biggest challenge: Qual of Kaz lang/lit lessons decreases
17. What do you think will be the outcomes of the introduction of the Latin alphabet in the Kazakh language? Will it be successful? *The answer to this question also comes from the* ==opposite== *opinions.*	Outcomes – not successful – opposite
18. What support do you perceive as valuable from the principal, school administration, local Education Department and Ministry of Education to improve the implementation of the Latinized Kazakh alphabet in the school and your classroom? *In the case of deciding to switch to the Latin alphabet, if the teaching teams consist of* ==well-trained, well-qualified and literate professionals,== *who have proved and justified the*	Stakeholders' support: Rec: Trainings by well-qualified professionals – no fear, perspective changes

advantages of the Latin alphabet, defended their projects in front of the people, and those who are not in dispute, then I feel that my ==fears will be diminished== and that I will ==change my perspective== that this reform will be one of the successful reforms which will be the guarantee a bright future. And if it is just a project that is left to the ==indifferent people== to turn the reform into a successful business, I would ==prefer to stay in the Cyrillic== alphabet which was the ==symbol of 80-year-old classical literature.==	Indiff people – prefer Cyrillic Back know: Cyrillic – symbol of 80-year-old class lit.	

2. A list of the codes

Case Attributes

Age

Experience: 15 years

Gender: Female

Year Level

Coding categories

1. What are the perspectives of Kazakh language teachers working with Kazakh orthography towards the implementation of the Latin-based Kazakh alphabet?

Policy Knowledge

> 2020 – 1st graders – writing in Latin

> Not approved alphabet – delayed teaching in Latin – MoES

> Latin – 1929-1940

> Cyrillic – 1940 – form of Kaz as lang

> Cyrillic – symbol of 80-year-old class lit.

Reasons for policy change

        Associated with development – top 30 countries

        Removing non-Kazakh characters

        Latin's superiority

Attitudes

        Against the change of rules

        Against the transition

        Against the removal of Russian letters

        Outcomes – not successful – opposite

Reactions

        Rus spec letters in borrowings – Kaz equivalent – no difficulty

        Cyrillic – Russian-speaking people – learning only Kaz lang

        No impact on Russian lang

        Neg impact on teaching

        Neg impact on learning

        Outcomes – not successful – opposite

2. What do Kazakh language teachers see as the main benefits and challenges of implementing the Latin-based Kazakh alphabet?

Benefits (includes the reasons)

        Only removing Russian-specific sounds

        Only disadvantages for the school

Challenges

        Stud – do not read lit works

        Losing pure Kazakh lang

Children to Russian-lang schools – ex: 6 families

Mastering the lang – learning alphabet or lang?

Impact on Kazakh lang – weakening

Losing time – explaining new rules – not explaining subject program

Stud – mispronunciation – Kaz-specific sounds

Stud – confuse – mispronunciation Ch – stud – diff in learning

Losing time – explaining Latin

Not enough time for explaining lesson topics

Qual of Kaz lang/lit lessons decreases

3. What support do Kazakh language teachers perceive as valuable to improve the implementation of the Latinized Kazakh alphabet?

Support

Latin alphabet in each room

Circles

Specialist

Dictations

Stands in Latin

Nat anthem/state emblem in Latin

Recommendations

Trainings: necessary to learn the changes

Well-researched, trainings – by specialists

Trainings by well-qualified professionals – no fear, perspective changes

3. A sample of a summary matrix

	P1	P1 Quotes	P2	P2 Quotes
Demographics	33y exp 1 sch f	*I have been teaching at school for 33 years. I have worked only in one school.*	17y exp 2 uni, 1 sch f	*I have been working as a teacher of the Kazakh language and literature for 16 years and 9 months. I worked at 3 places. Two of them are universities and one is a school.*
Policy Understanding **Reasons**	Political Overcoming Russian Colonialism Economic National identity Linguistic identity Globalization Relationships with other countries Linguistic Relationships Cultural heritage Creating Unity Associated with development	*Maybe big politics and big economy. I think the only way out of the spiritual bondage that has been left behind by the colonial policy and out of Russia's influence is to transition to this Latin graphics. At the same time, one common way to coexist with all Turkic peoples is to use a common alphabet.*	National Identity Lang adaptation Meeting the global needs Overcoming Soviet legacy National revival Pure Kazakh alphabet Contradiction to the lang nature	*In my opinion, the Latinization of the current Kazakh alphabet is to preserve our national identity in the age of globalization and to adapt the language to meet the needs of a new age… However, the taste of yesterday's Soviet policy is still felt. I think the transition to the Latin alphabet had to be implemented in order to be a complete national revival.*

Attitudes	Well supported Support/Positive No challenge Supports the removal of Russian letters Supports the transition Latin's superiority Outcomes – not successful at the beginning	*1) I prefer to switch from Cyrillic to Latin.* *2) I think it is OK to remove the Russian specific letters from the Latinized Kazakh alphabet.* *3) I support the transition to the Latin alphabet.*	Importance of writing Linguists/Intellectuals' support Positive reaction Against the removal of Russian letters Supports the transition Successful/positive result	*1) Honestly, I am against the removal of these Russian letters from the alphabet.* *2) Yes, I do. In general, there are several reasons for the transition to the Latin alphabet in the country…*
Reactions	Fluency in nat lang – quick/easy move to Latin More sounds, fewer signs No impact on Russian lang Positive impact on learning	*1) I think it will not have any impact as they are two different languages.* *2) I think it has a positive impact on learning Kazakh language through Latin graphics.*	More sounds, fewer signs Nat lang Kaz – no challenges to learn the Latinized lang Fluency in English – easy adaptation to write in Latin No impact on Russian lang Neg impact on learning Neg impact on teaching	*From my point of view, writing in Russian language and literature lessons is going to be in the same Cyrillic alphabet…*
Challenges	Time Fear Students' literary language comprehension Young generation – no knowledge of rules Moving to Latin - if no full lang prof Checking form/sum assessments in Latin Printing enough available Textbooks in Latin	*1) it can be a challenge for me to check my students' formative and summative assessments in Latin.* *2) Probably a problem with textbooks. Because, when even the existing textbooks in Cyrillic are not available in sufficient copies right now, I have a big concern regarding how to print enough available textbooks in the Latin alphabet.*	No def system for teaching grammar No spec system of reading in line with his periods Use Latin – middle/upper class reps – choose Cyrillic Fear: afraid to make a mistake Shame in front of the students Russian-speaking people – less interestedness – two types of writing	*1) I suppose that many people will continue to choose Cyrillic since it is difficult for many middle and upper middle class representatives to read and write in Latin.* *2) Some of our colleagues ask: "What if I make a mistake while writing in Latin on the board and my students will correct me?"* *3) the given time frame for the formative and summative*

			Limited time for form/sum assessments Extra time to write in Latin Not enough Kazakh lang hours	*assessments is limited. I think they will need some more extra time to write in Latin.*
Benefits	Language internationalization Reducing unnecessary rules Reducing foreign letters/sounds Language cleanliness Writing reform – restoring damaged grammar Educated students Fluency in Latinized Kazakh lang School's pride	*first of all, cleanliness of the language. We will able to reduce the number of letters used to describe the sound of a foreign language so that we can keep the language pure. Secondly, unnecessary rules will be reduced when teaching Kazakh. Third, the transition to the Latin alphabet opens the way for the internationalization of the Kazakh language… Fourth, the Turkic nations use mainly Latin. It will certainly help us to strengthen our spiritual, cultural, scientific, and economic relationships with them.*	Reduction of signs Mastering writing Writing correctly Removing unnecessary words	*I think owing to the reduction of the number of letter signs, such problems as mastering writing, knowing how to write correctly and removing unnecessary words will find their solutions.*
Support	Time Professional Learning Resources Preparatory work Different circles Kazakh lang week Dep of Educ - Regional seminars, trainings	*1) Specifically, for the students of grades 8-9 there are circles "Latin graphics" and "Text linguistics". As part of the In-School Kazakh Language Week, writing essays and writing dictation*	Circles Latin alphabet in each room	*Circles were organized to study Latin graphics, and Latin graphics were hung in each room. Through these activities, students are learning to write in Latin.*

	School admin – curriculum sections	*in Latin graphics are organized.* *2) the Department of Education conducts seminars, trainings at the regional level. The school administration also devotes hours to the sections of the curriculum that will allow students to master Latin graphics.*		
Recommendations	Trainings: necessary to learn the changes	*Of course, I think it is necessary. I think it is necessary to learn the changes in the spelling and orthographic rules of the Kazakh language.*	Trainings: necessary to learn the changes Provision of gen public with enough info through media To add more Kazakh lang hours To arrange special courses	*1) Then, the general public should also be provided with enough information, explanation and additional course through media.* *2) I hope they will increase the number of academic hours of the Kazakh language and arrange special courses for learning Latin.*