

**The Impact of Kazakh Language Latinization (KLL) on People's Attitudes Towards
Students' Learning in the State Language**

Yerkegali Yerdembek

Submitted in partial fulfilment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

June, 2020

Word Count: 23, 060

AUTHOR AGREEMENT

By signing and submitting this license, I Yerkegali Yerdembek (the author or copyright owner) grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.



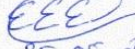
Author's signature:

25.05.2020.

Date:

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed: 
Date: 25.05.2020.



53 Kabanbay Batyr Ave.
010000 Astana,
Republic of Kazakhstan
October 2019

Dear Yerkegali Yerdembek,

This letter now confirms that your research project entitled:

*The Impact of Kazakh Language Latinization (KLL) on People's Attitudes
Towards Students' Learning in the State Language*

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

A handwritten signature in cursive script, appearing to read 'Elaine Sharplin'.

Sulushash Kerimkulova

On behalf of Elaine Sharplin

Chair of the GSE Research Committee
Professor
Graduate School of Education
Nazarbayev University

Block C3, Room 5006
Office: +7 (7172) 70 9371
Mobile: +7 777 1929961
email: elaine.sharplin@nu.edu.kz



Acknowledgements

I wish to express my sincere gratitude to Nazarbayev University Graduate School of Education for giving me the great opportunities of becoming a researcher and completing this master thesis. Initially, I would like to thank supervisor Professor Sulushash Kerimkulova for amazing support during the whole thesis journey and lessons in doing research. I also would like to say thank you to Professor Bridget Goodman for unveiling the field of multilingual education for me.

I also thank my academic English instructors Robert Gordyn and Miriam Sciala for their expert assistance in the way of improving my writing skills. Special thanks to my family, for supporting me in stressful times and for rejoicing at my progress.

Abstract

The Impact of Kazakh Language Latinization (KLL) on People's Attitudes Towards Students' Learning in The State Language

A script modification is considered as one of the essential aspects of language development. An analysis of script modification shows how language-in-education policy will be suited under the new alphabet and new changes that affect education process. These changes impact on people's attitudes towards learning in a particular language. Since the Kazakh language alphabet and education in the state language are planned to fully switch to Latin script, there was an opportunity to examine how KLL impacts on people's attitudes towards education in newly scripted state language.

KLL has become one of the debated topics discussed in media, particularly, in online newspapers, due to different people's reactions towards a new script. Hence, the current research, firstly, examined how KLL impacted on people's attitudes towards students' learning in LKL. Secondly, the study investigated the governmental readiness in providing education in LKL that reflected in people's attitudes reflected in online newspapers. Specifically, since the research design is discourse analysis based on qualitative approach, the research sample included 77 articles from the online newspapers Egemen Kazakhstan, Zhas Alash, Vremya and Azattyk Radio within the period from 2017 to 2019.

Discourse analysis of these articles of online newspapers revealed people's positive, neutral, and negative attitudes towards students' learning in LKL. Positive attitudes towards Latinized Kazakh language (LKL) are presented mostly in public-policy oriented Egemen Kazakhstan newspaper articles, while the negative attitudes and people's critique to the national unpreparedness in implementing LKL in education are provided in more radical online newspapers' articles and comments. However, through the analysis of media attitudes by basing its theoretical basis, the study identified that the share of positive and negative attitudes depended on genre, purpose, and content of newspapers. Thus, the results of the study imply the

necessity of basing on people's attitudes to develop and successfully implement LKL in education.

Аннотация

Влияние Латинизации казахского языка на отношение людей к обучению студентов на государственном языке

Модификация скриптов рассматривается как один из существенных аспектов развития языка. Анализ модификации письменности показывает, как языковая политика в образовании будет соответствовать новому алфавиту и новым изменениям, влияющим на образовательный процесс. Эти изменения влияют на отношение людей к обучению на том или ином языке. Поскольку казахский алфавит и образование на государственном языке планируется полностью перейти на латиницу, появилась возможность изучить, как латинизации казахского языка влияет на отношение людей к образованию на новом государственном языке.

Латинизации казахского языка стал одной из обсуждаемых тем в средствах массовой информации, в частности, в онлайн газетах, из-за различных реакций людей на новый скрипт. Таким образом, данное исследование, во-первых, исследовала, как латинизации казахского языка влияет на отношение людей к обучению студентов в на латинизированном казахском языке. Во-вторых, в ходе исследования была изучена готовность правительства к предоставлению образования в латинизированном казахском языке, отраженных в отношении людей к данному процессу, которые выражены статьях онлайн газетах. В частности, поскольку дизайн исследования представляет собой дискурс-анализ, основанный на качественном подходе, в выборку исследования вошли 77 статей из онлайн газет "Егемен Казахстан", "Жас Алаш", "Время" и Радио "Азаттык" за период с 2017 по 2019 год.

Дискурсный анализ этих статей онлайн газет выявил позитивное, нейтральное и негативное отношение людей к обучению студентов в латинизированном казахском языке. Позитивное отношение к латинизированному казахскому языку представлено в основном в общественно-ориентированных газетных статьях "Егемен Казахстан", а

негативное отношение и критика народа к национальной неподготовленности к внедрению латинизированного казахского языка образование в более радикальных статьях и комментариях онлайн газет. Однако в результате анализа медийных отношения людей на основе их теоретического обоснования было установлено, что доля положительных и отрицательных установок зависит от жанра, цели и содержания газет. Таким образом, результаты проведенного исследования предполагают необходимость опираться на отношение людей к разработке и успешному внедрению латинизированного казахского языка в образовании.

Аңдатпа

Қазақ тілі латындану үрдісінің студенттердің мемлекеттік тілде білім алуына деген адамдардың қатынасына әсер етуі

Скрипттердің модификациясы тіл дамуының маңызды аспектілерінің бірі ретінде қарастырылады. Жазу модификациясы үрдісін талдау арқылы білім берудегі тіл саясатының жаңа әліпбиге және сол әліпбиде білім беру үдерісіне әсер ететін жаңа өзгерістерді жан-жақты саралай аламыз. Бұл өзгерістер адамдардың қандай да бір тілде оқуға деген қарым-қатынасына да әсер ететіні сөзсіз. Қазақ тілінің әліпбиі мен мемлекеттік тілдегі білім беру толығымен латын әліпбиіне көшу жоспарланғандықтан, қазақ тілінің латын әліпбиі адамдардың жаңа мемлекеттік тілдегі білімге деген қарым-қатынасына қалай әсер ететінін анықтау пайда болды.

Қазақ тілінің латын әліпбиі бұқаралық ақпарат құралдарында, атап айтқанда, онлайн газеттерде, адамдардың жаңа скриптке деген әр түрлі қатынастарына байланысты талқыланатын тақырыптардың біріне айналды. Осылайша, бұл зерттеу, біріншіден, қазақ тілінің латындану үрдісінің студенттердің латындалған мемлекеттік тілде білім алуына деген адамдардың қатынасын анықтады. Екіншіден, зерттеу барысында онлайн газеттер мақалаларында көрсетілген адамдардың қатынастарында байқалған латын тілінде білім беруге мемлекеттік дайындығы зерттелді. Зерттеу сапалық тәсілдерге негізделген дискурстық талдау болғандықтан, зерттеу нысаны ретінде "Егемен Қазақстан", "Жас Алаш", "Время" және "Азаттық радиосы" онлайн гезеттеріндегі 2017-2019 жылдар аралығындағы 77 мақала алынды.

Онлайн газеттердің аталмыш мақалаларын дискурстық талдау арқылы адамдардың қазақ тілінде студенттерді оқытуға деген позитивті, бейтарап және негативті қарым-қатынастары анықталған болатын. Латын әліпбиіндегі қазақ тілінде студенттердің білім алуына деген оң көзқарастар негізінен "Егемен Қазақстан" газеті мақалаларында байқалса, ал аталмыш оқуға деген және оны қамтамасыз етуге бағытталған мемлекеттік дайық

шараларына деген негативті көзқарастар мен айтылған сыни пікірлер радикалды онлайн газеттердің мақалаларында анықталған болатын. Алайда, адамдардың медиадағы қарым-қатынастарын олардың теориялық негіздемесінің негізінде саралау арқылы позитивті және негативті қатынастардың болуы газеттердің жанрлары, мақсаттары мен мазмұнына байланысты екені анықталды. Осылайша, жұмыстың зерттеу нәтижелері латындалған қазақ тілінде білім беру жүйесінің қалайша енгізіліп және сәтті түрде жүзеге асыру үшін қандай жолдарда сүйену қажеттігін болжайды.

Table of Contents

Chapter 1. Introduction.....	1
Background Information.....	2
The Research Problem.....	6
The Purpose of the Study.....	8
The Research Questions.....	8
Significance of the Study.....	8
Outline of the Study.....	9
Chapter 2. Literature Review.....	11
Main concepts used in the study.....	11
The concept of attitudes.....	12.
Language attitudes.....	12.
The measurement of language attitudes in research.....	13.
The concept of ortography reform.....	14.
The political factors.....	15.
The educational factors.....	15
The concept of readiness.....	16
The concept of Kazakh Language Latinization (KLL).....	18
The conceptual framework of the study.....	20
Conclusion.....	21
Chapter 3. Methodology.....	22.
Research Design.....	22
Sample and Site.....	23
Data Collection Instruments.....	26
Data Collection Procedures.....	26
Data Analysis.....	28
Ethical Considerations.....	28
Conclusion.....	29
Chapter 4. Findings.....	30
Positive attitudes to students' learning in LKL.....	31
Negative attitudes towards students' learning in LKL.....	35
The level of the government readiness in providing education in LKL.....	39
Provision of teaching resources.....	39
Provision of human resources.....	40

Piloting and testing learning in LKL	41
Timeline of LKL implementation	41
Chapter 5. Discussion	45
RQ1: How does Latinization of the Kazakh language impact on people’s attitudes to students’ attitudes ?	45
Positive attitudes: benefits of learning in LKL	46
Negative attitudes towards students’ learning in LKL.....	54
RQ2: Ho do people’s attitudes reflect the readiness of the government to provide education in the newly scripted Kazakh language?	60
Provision of teaching resources.....	60
Provision of human resources	63
Piloting and testing learning in the LKL.....	64
Timeline of LKL implementation	65
Chapter 6. Conclusion	67.
Achieving the Research Purpose	67
Limitations	69
Recommendations.....	69
References	71

Chapter 1. Introduction

Being a complex system, language has not only pure linguistic issues but, is also closely linked with such features that have non-linguistic patterns and are related to the social domain such as language policy, communication, language in education, and language planning all of which influence the development of society (Ferguson, 2006). In this way, any development of language is tightly connected to changes in social life. This pattern is seen especially from its significant impact on economic, educational, and cultural dimensions (Wardhaugh, 2011).

Linguistic changes also impact its social aspects particularly policy and planning in education, communication and culture (Liddicoat & Baldauf, 2008). Such processes of a purely linguistic nature within the language system as 'graphization', 'standardization', and the selection and development of scripts (alphabets) have functions which significantly affect other aspects of language ideology. Through analyzing the functionality of these processes, Cobarrubias (1983) claims that they have a significant impact on the ideology of language, its policy in a particular context, attitudes, usage, and the beliefs of people about the language, overall, on its entire system of development in society. Some scholars (Clyne, 1992; Kurtboke 1987; Fishman, 2006) assert that a script modification is considered as one of the essential aspects of language development. This is because script modification, firstly, presents the crucial changes in a language situation of a particular country that has been affected by economic, social, and political factors (Fishman, 2006). Secondly, by examining the script modification, there is an opportunity to investigate how language-in-education policy will be suitable under the new alphabet and the changes that affect educational processes (Baldauf & Kaplan, 2005). McKenzie (2014) adds that change involving the script has a significant impact on people's attitudes towards a particular language and the learning that occurs in the process. Therefore, according to some scholars' studies (Grosjean, 1982; Ryan, & Bradac, 1994; Garrett, 2010), language attitude is closely related to language education. Notably, some researchers (Garret, 2010; Bohner & Dickel, 2011; McKenzie, 2014) claim that through the analysis of the different

stakeholders' language attitudes there exists the opportunity to examine the status and prestige of concrete languages in the educational system.

Language attitudes can be observed and examined through different ways such as surveying, interviewing, and an analysis of interpersonal communication and statements from the media (Heaton, 2018). The latter is especially important for examination, especially in today's globalized world because people have open access to various informational sources in which provide a reaction to a phenomenon or event through their quotes, comments, and statements. Reyes (2013) claims that attitudes reflected in the media (TV news, online newspapers, social networks, visual platforms) are rich sources of information and are appropriate for researchers to gather data from while investigating the current language situation in any place. Since the script modification would be an occurrence at the national level in any country (Joshi & Aaron, 2006), it would be one of the widely discussed topics in society because some people would like to feel involved in that process (Malone, 2004). Therefore, by examining the attitudes presented in the media, there is an opportunity how changes in a script can impact people's thoughts, beliefs, and viewpoints on the education that is provided in a particular language (Cook & Bassetti, 2005). Accordingly, the current research investigates the role of script modification in shaping people's attitudes about learning in the state language in the Kazakhstani context. Mainly, it aims to examine the impact of Kazakh language Latinization (KLL) on people's attitudes towards students' learning in the state language.

This chapter initially provides background information about KLL in Kazakhstan by focusing on vital governmental steps in implementing the Latinized Kazakh language (LKL) in education. After that, the research problem, research purpose and questions are provided in the next sections. Before providing the outline of the whole thesis, the significance of the current study is presented.

Background Information

The transition of the Kazakh language alphabet from Cyrillic to Latin is, on the one hand, a unique step in Kazakh language development in the XXI century. However, on the other hand, the transition has historical precedents that occurred in the last century during the Soviet period (Fierman, 2009). As some scholars (Zhunisbek, 2008; Dyatlenko, 2008; Mamyrbekova, 2012; Mamyrova, 2012; Syzdykova, 2013) claim, the first experience of the shift to the Latin alphabet was as a middle stage of the russification process that implemented the Arabic-Cyrillic script replacement. As a result, the changes in the alphabet had an impact on Kazakh language structure, language development, and also attitudes to its usage in daily life. It was only after the gaining of independence from the Union of Soviet Socialist Republics (USSR) in 1991, that the question of the transition to another script was raised.

In the post-Soviet era, the Kazakhstani government attempted to elevate the status and prestige of the Kazakh language in all spheres (education, politics, economic, and culture). According to Fierman (2009), in the first decade of independence, the language situation was unusual due to the proportion of Kazakh language knowledge where the rate of Russian language was about 37.7%. Hence, even though the Kazakh language is considered as the state language, the Russian language has the status of being the language of interethnic communication and is popular and highly used among the people of the country (Smagulova, 2008). Further, according to the constitution that was adopted in 1995, the status of Russian was raised from the language of interethnic communication to the official language. As Pavlenko (2006) states, language policy and planning in the country was based on asymmetrical bilingualism which means the imbalance of knowledge and use of the Kazakh and Russian languages. Therefore, the government immediately started to increase the status and usage of the state language in administration, business, education, and economics.

A first steps involved a discussion about the alphabetic shift to the Latin script (Kadirova, 2018) that was started in 2006 when ex-President of Kazakhstan, Nazarbayev, mentioned the importance of script replacement as a factor of Kazakh language development

(Landau & Kellner-Heinkele, 2012). However, the more vigorous steps took place after his decree (2017), which stated that the Kazakh language alphabet was to be fully transferred from the Cyrillic to the Latin script by 2025. Before this, Nazarbayev (2017) claimed the importance of KLL to the national context in his article "Look to the future: modernization of public consciousness". In this article, he stated the political, economic, cultural, social, and educational advantages of that process as a necessary step for the country's development (Nazarbayev, 2017). The transition to the Latin alphabet was discussed repeatedly at the state level and by experts in this area (Kimanova, 2011; Saduakasov, 2013; Kamar, 2019), and eventually revealed numerous KLL benefits for education, international relations and culture (Dotton, 2016; Soylemez, 2017; Yergaliyeva, 2018).

This is, firstly, essential due to the fact that all relationships in today's globalized world like those revolving around modern technology, world relations, and achievements of modern science are built around the Latin alphabet (Wallace, 2011). Consequently, KLL can create conditions for the Kazakh language to integrate more easily into the modern world, and to be recognized in education, business and culture (Nazarbayev, 2017). Secondly, given that many Turkic countries (Uzbekistan, Tajikistan, Turkey, Azerbaijan) have already switched to the Latin alphabet, based on their experience, the current transition may be successful as the Kazakh language has common linguistic patterns with theirs. Moreover, according to proponents of KLL, it is more than just a change of alphabet; it also has a substantial impact on the functions of the state language, which will ultimately help Kazakhstan to be distinctive in the international society (Kadirova, 2018).

In the case of Kazakh language Latin script, the government, in collaboration with scholars of the Baitursynov Language Institution, proposed three different variants of the LKL (Kamar, 2019). The first and second variants were presented in 2017, but the government did not approve any of them due to people's negative attitudes towards them. People did not support the proposed variants because of the linguistic difficulties they posed to reading, writing, and

their use in daily life. As an additional complication, people point to their complexity in using the Internet search system, and the banking system (Kadirova, 2018; Yergaliyeva, 2018). The government approved the third variant proposed in February 2018 because of the improvements and modifications made according to people's responses. After that, the policymakers started to design ways to implement the LKL in the educational and other spheres.

Considering that KLL will be an essential aspect of the educational system, the decree of the former president was amended on February 19, 2018, and a new version of the Kazakh alphabet based on Latin graphics was approved. There were also amendments in the decree of the Minister of Education and Science on the schedule of the transition to the Latin alphabet lasting until 2025 at all levels of education (Sagadiyev, 2018). According to this decree (Sagadiyev, 2018), all educational institutions will be converted to providing education in the Latin alphabet by 2025 as per the schedule. There were also amendments in the "State Program of Education and Science Development for 2016-2019" where the government added such key objectives of KLL as adopting a new script, the development of legislative documents and regulations for Latinization (MoES, 2017), in "The Strategic Plan for the Development of Kazakhstan until 2025" with key objectives like training cadre (teachers) to teach the Latin script, and the preparation of textbooks for secondary schools (Nazarbayev, 2018).

In the case of national preparedness, the National Commission, headed by the Prime Minister who is responsible for the process of translation of the Kazakh language alphabet to the Latin script, was set up. This commission involved four working groups that are responsible for spelling, methodical, terminological, technical and informational issues of KLL with a focus on education. Moreover, in order to explain the future learning process of students in LKL, the National Commission held explanatory work among people from all regions of the country. Besides, the government prepared learning courses for learning the Latinized Kazakh alphabet (LKA) that was based on an approved version for teachers, educators, and specialists in the educational sphere. As a result, in the first half of 2018, 380 teachers completed that course well,

which shows the relevance of governmental preparedness. Furthermore, the methodological focus group created 50 learning videos to study LKL for all people.

Following the schedule proposed by MoES, secondary, technical-vocational, and higher educational levels will gradually switch to education in the newly scripted Kazakh language from 2020 to 2025 (Sagadiev, 2018). However, as Minister of Science and Education Aimagambetov (2019) argues, the success of this transition and education in the LKL depends on the appropriateness of the approved Latin script, which still requires improvements. Also, policymakers and the National Commission are planning to observe and evaluate the initial steps of the transition, which means that in cases of drawbacks in the implementation, the schedule of transition can be deferred to a later date.

Research Problem

Despite all the benefits of KLL, the decision to switch to the Latin alphabet has caused a heated debate about its success (Yermekova, Odanova, Zhangabayeva, Esenbayeva & Akylbayeva, 2018). First of all, it is necessary to mention that debates related to the transition to the Latin script began after Nazarbayev's speech at the Assembly of Peoples of Kazakhstan in 2006 (Kimanova, 2011). At that time, people's concerns and thoughts were general, so they had no specific aims to discuss. This is because the government had only proposed to replace the Cyrillic script with Latin; however, the particular directions, trends, and goals had not yet been proposed (Zhunisbek, 2008; Dyatlenko, 2008; Saduakasov, 2013). As Kimanova (2011) and Dotton (2016) point out, from 1991, the discussion referring to the possible Latinized Kazakh alphabet covered mainly linguistic and political issues till 2017. In the case of linguistic issues, scholars and experts supported KLL because it could revive the linguistic nature of the Kazakh language by improving and developing its structure and language rules as a part of a Kazakhization process (O'Callaghan, 2010). Also, people's reactions were either positive or negative due to Kazakhstan's political role in the international arena (Kadirova, 2018). KLL supporters listed such advantages as the facilitation of foreign language studies, its importance in

international communication, and the rapprochement of Turkic countries. Adversely, opponents of KLL mostly stated the importance of Cyrillic as the factor of connecting with Russia (Saduakasov, 2013).

Nowadays, people have different attitudes towards KLL and learning in the newly scripted state language. A clear picture of this can be seen from the media and Internet, where people's reactions reflect either positive, neutral, or negative attitudes towards education in the LKL. The reasons for these varying attitudes related to a particular script can have different roots that could be political, cultural, educational, or economic (Karan, 2006). However, as Daniels (2006) points out, the absence or lack of consensus among people related to script replacement can lead to negative consequences to language development, social life, and education. This is because it presents the hidden problems or drawbacks of the script that are yet unsolved by the government. Hence, it can have a negative impact on the implementation of the script on the educational system (Coulmas, 2003; Malone, 2004). As a result, by examining the impact of KLL on people's attitudes towards learning in the LKL, we can identify its drawbacks and benefits to education.

As Kadirova (2018) claims, the issues raised relating to KLL remained unfinished and unsolved for years, and this can be considered as one of the reasons for the political unpreparedness in implementing LKL in educational and other spheres. Hence, through the analysis of studies related to KLL, script replacement and people's attitudes, there is an opportunity to investigate the readiness of the government in providing education in the newly scripted state language.

As some scholars (Berry, 1958; Smalley, 1964; Malone, 2004) point out, "unfortunately, educational (or pedagogical) factors usually carry less weight with decision-makers as other factors" (Karan, 1996). In this way, different stakeholders' attitudes can present the predominance of the factors taking place in the current KLL process. Considering that the key stakeholders who use new scripts are students, potential authors and teachers, by examining

attitudes reflected in the media there are opportunities to analyze these stakeholders' social involvement in the KLL process and how policymakers take the people's opinions in implementation of LKL in education into account. Moreover, it is essential to investigate how qualitatively LKL meets pedagogical standards of education. This reform continues to be implemented without the coordination of the people and with the absence of their opinion. As Reyes (2007) points out, many problems in implementing spelling reforms in education usually emerge when teachers, students, parents do not influence it. As a result, some changes in alphabets may not correspond to pedagogical standards and the perceptions of people.

Research Purpose

The research purpose is to investigate through a discourse analysis of articles from three newspapers "Egemen Kazakhstan", "Zhas Alash" and "Azattyk Radio" the impact of Kazakh language Latinization on people's attitudes towards students' learning in the state language and the readiness of the government to provide education in a newly scripted Kazakh language.

Research Questions

To reach the research purpose, this study will be guided by the following research questions:

1. How does Latinization of the Kazakh language impact people's attitudes to students' learning in the state language?
2. How do people's attitudes reflect the readiness of government institutions to provide education in the newly scripted the Kazakh language?

Significance of the Study

The current research is significant for several reasons. First of all, the researcher community in the educational and linguistic spheres will benefit from this research because it can contribute to the literature that covers issues of language learning, and language-in-policy and planning in Kazakhstan. Furthermore, it can determine areas and dimensions for further research. The current research will provide empirical data on different stakeholders' attitudes

towards learning in the Latinized Kazakh language reflected in online newspapers. By filling this gap, the information presented in this study can be beneficial for those who are seeking information about the impact of the script replacement process, particularly, Latinization on people's attitudes towards the language learning process.

Secondly, the study can be beneficial for policymakers to read as this could help them to learn about and understand different people's opinions and attitudes towards the government's work in completing the process of Latinization. An analysis of findings will be significant for policymakers to help them realize the importance of social involvement in any implementation process on education because the knowledge of people's voices and responses raises the awareness and significance of every step of reform implementation.

Lastly, the research can be beneficial for students who study in linguistic and educational disciplines due its consisting of an analysis and discussion of theoretical concepts, studies, and ideas covering issues in these disciplines.

Thesis Outline

After introducing the theoretical and political background of Kazakh language Latinization as the framework of the study and providing the purpose and research questions in the this introductory chapter,, in the following chapter, an analysis of the foreign and Kazakhstani research literature related to language attitudes and its impact on scripts and their modifications, particularly Latinization, and its relation to the education field as well as to language planning and policy is provided. There is also a discussion of the reasons for the significance of discourse analysis in this study. In Chapter Three, the explanation of discourse analysis as a research design, a description of the research sample and data collection instruments (content analysis) are presented. This chapter also presents the data collection procedures and the data analysis of the current research. Chapter Four reports on the acquired findings on people's attitudes towards students' learning in the newly scripted Kazakh language. The obtained results of the research are structured according to the research purpose and

questions. In Chapter Five, the analysis and interpretations of the four online newspapers and comments about the language attitudes of people to KLL in the context of students learning in the state language from proven examples from the data analysis and its relation similar studies are presented. In the concluding chapter, a discussion about the limitations of the study and suggestions for further research are provided.

Chapter 2. Literature Review

This chapter provides a review of relevant literature that is appropriate to the research topic. Since the current research aimed to investigate how Kazakh language Latinization (KLL) impacts on people's attitudes towards students' learning in the state language, the following research questions were posed:

RQ1: How does KLL impact people's attitudes toward students' learning in the state language?

RQ2: How do people's attitudes reflect the readiness of government in providing education in the newly scripted state language?

In light of research questions, that chapter further presents the analysis of concepts such as language attitudes to learning, particularly in the state language as well, orthography reform which is focused on answering the first question. Meanwhile, the review of the concept of readiness and its reflection by attitudes is related to the second research question. In addition, considering that the research design is discourse analysis, that chapter also presents brief information about it and how it is related to the conceptual framework. Therefore, the analysis of relevant sources in this chapter is provided by sections in the following order.

In the first section, the overview of used concepts in that study is presented briefly. The second section presents a brief analysis of the vital policy texts that are related to the transition from Cyrillic to the Latin alphabet in the Kazakh language.

Just before the conclusion, the third section presents the conceptual framework concerning research questions and analysis of some studies and concepts related to it.

Main Concepts Used in the Study

This section provides an analysis of the key concepts that are relevant for that research because it helps us to construct its theoretical basis. These include the concept of attitudes in general and more specifically, attitudes to learning in a particular language.

Considering that it is a broad term, it needs more extended analysis of its aspects: approaches, and measurements in the research. By determining and examining in-depth all these aspects, we can choose from them the appropriate one for our study. This section, further, analyses such concepts as orthography reform, that are related to the first research question, and concept of readiness in light of the second research question.

The concept of attitudes. According to some scholarly studies (Sarnoff, 1970; Fasold, 1997; Eagly & Chaiken, 1993; Ajzen 2005; Johnson & Boynton, 2010), the concept of attitudes is a broad term, and it is mainly considered in the field of social psychology. However, as Lanos (2014) points out, that concept can be examined in different fields of science such as politics, sociology, linguistics, education. Therefore, studies related to it are beneficial in the measurement of people's interaction, reactions to particular things, their decisions and actions in social life (Perloff, 2003). Attitudes is a wide-ranging term, accordingly, there are various interpretations and definitions of that concept (Fasold, 1997). As a core definition, some scholars use Sarnoff's definition of attitudes that is defined as a "disposition to react favorably or unfavorably to a class of objects" (1970, p.76). As regards to the current study, it bases on this definition, because it aims to examine whether different stakeholders' are reflected as positively, neutrally, and negatively to the student's learning in the newly scripted state language. Besides, it is essential to focus on language attitudes and attitudes to learning in a particular language that is relevant for research purpose and questions.

Language attitudes. Although there are some definitions of language attitudes from different perspectives, the current research uses Richards' interpretation that defined as "expressions of positive or negative feelings towards a language that reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status" (1992, p.199). It is because, firstly, it encompasses positive and negative reactions that may occur by people, which in that research should be examined. Secondly, it also covers the level of complexity of language learning. It is important because we seek to examine how

KLL impacts on different stakeholder's attitudes. Mainly, how complicated or straightforward people's thoughts reflect the learning in the Latinized Kazakh language (LKL). Finally, the importance and status of language are also relevant in this way; the research examines attitudes toward learning in the state language.

Further, by focusing on research areas introduced by Baker (1992), we focus on the following one of them 1) attitudes to language learning; 2) language preference. The first area involves learning in a particular language, while our research examines education in the LKL. In the second area, language preference is considered as people's favor or choice using a particular in concrete settings. It is significant for the current research since it investigates people's attitudes of using LKL in education. In sum, we can conclude that any language attitudes not only refer to languages in linguistic perspectives but also encompass language learning that is relevant for the current research. Further, to get a full picture of how attitudes can be examined in the context of that study, there is a need to examine its measurements.

The measurement of language attitudes in research.

Considering that language attitudes have been established as a wide-ranged concept in different fields of science like psychology, linguistics, politics, economics, it has particular measure methods in research (McKenzie, 2014). After some studies (Byrnes, Kiger & Manning, 1997) conducted since the 1960s, there are three types of methods categorized: the societal treatment approach, the direct approach and the indirect approach (Cooper & Fishman, 1974). Each of these approaches has particular limitations and advantages depending on the target sample and specific aspects of the research. In light of our research, the societal treatment approach is appropriate to use. First of all, the direct approach mostly includes self – reports, "where participants are asked to describe their attitudes, which can be further classified as quantitative or qualitative" (Talos, 2014. p.124). In this way, our research does not involve human subjects; therefore, this type of approach is not suited. Secondly, we investigate people's attitudes from online newspapers; there is no direct observation or analysis of it. The indirect

approach, on the other hand, is aimed to analyze attitudes from without assessing it directly (Wells & Petty, 1980). Considering that our research design is discourse analysis, the societal treatment approach is the most appropriate measure in investigating people's attitudes indirectly and from online newspapers. Firstly, according to Liebscher and Dailey-O'Cain (2009), this measure is suited for discourse-based studies. Secondly, it is designed to be unobtrusive and the researchers themselves infer the attitudes of the informants from their observed behavior or document analysis (Mckenzie, 2014). Besides, it suits our data analysis instrument - content analysis, because it involves "a content analysis of the status and/or the stereotypical associations of languages and language varieties and their speakers" (Garrett, 2003. p.16). Considering all these aspects of that approach, it is beneficial for study during the data analysis period. Besides the attitudes and language attitudes, it is essential how KLL impacts on it; therefore, we discuss such concepts as orthography reforms and.

The concept of orthography reforms

Since the current research investigates how KLL impacts on people's attitudes, there is a need to analyze the orthography reform and revision. Firstly, KLL is an example of orthographic changes; therefore, examining that concept is essential due to identifying its central issues. Consequently, it allows us to focus on and analyze other studies related to the Latinization process in-depth. Secondly, issues about the orthography revision are mainly related to the stakeholders. Revisions often occur after different reactions of people towards this type of reforms. Then, we can identify the main aspects and factors that affect attitudes. Initially, Karan (1996) argues that any changes in orthography can be explained by analyzing its reforms and revision. These two concepts, in turn, are inseparable, because the term reform means changes that are made by the government, while revision is considered as a particular result due to attitudes or reactions of the different stakeholders (Coulmas, 2000). To analyze these terms in-depth, there is a need to examine factors that impact on orthography reforms and revisions. Therefore, we focus on the following factors: a) political; b) educational (Karan, 1996).

Political factors. According to some studies (Smalley, 1964; Harris and Hodges, 1995; Baker, 1997; Eira, 1998 ;), political factors are one of the essential factors that effect on orthography changes because language development issues are mainly political (Harris and Hodges, 1995). The status and prestige of a particular language always depend on language policy and planning that are designed by authorities (Eira, 1998). It is also essential to focus on the context of orthography changes. In the case of the current research, we emphasize on colonial and post-colonial political contexts that relate to the Kazakhstani situation.

As Eira (1998) points out, implementing a new orthography system often means "cutting off old affiliations and establishing a new identity" that serve political purposes (p.176). In the colonial context, such countries USSR, UK, USA made changes in the writing system to improve their languages by focusing on education and literacy in particular. As a result, it helped them to adopt their political ideology through changing scripts of colonial languages into their ones (Ager, 2006). For example, alphabets of all post-soviet countries such as Kazakhstan, Uzbekistan, and Turkmenistan were changed from Arabic to Cyrillic (Shadrikov & Pakhomov, 1999). As a result, the USSR could raise the status of the Russian language by making it a medium of instruction in the whole education system. In the case of our study, we also consider the political discourse as the main factor of orthography reform in the case of KLL. It is because such political factors that impact on it as integration into the international area by raising the status of the Kazakh language, making connections with other Turkic countries who use the Latin alphabet, revitalizing the national language through abandoning of colonial spelling traditions are important should be considered.

Educational factors. The language development through orthography reforms is tightly connected with the education system, and the success or failure of a particular writing system changes can be seen in a student's ability to read and write in the new script (Smalley, 1964). Berry (1968) argues that the efficiency of the new script depends on how language policy consistent with pedagogical principles. In this way, there is a need to examine how the

government takes into consideration the needs of key clients who are to use the orthography such as learners, potential authors, and teachers, usually have little or no political influence.

Therefore, in the current research by examining different stakeholders' attitudes, we can identify how pedagogical principles comply with orthography reforms that are designed by the government. In this way, the current research analyses it through 'learnability' criteria that was proposed by Malone (2004), that evaluate a new writing system in the case of its ease or difficulty to use in the learning process.

In sum, we are analyzing the concepts such as attitudes and language attitudes (definitions, models, measurements as well), orthography reform and revision that relate to the first research question. In the next part, the research focuses on the concept of readiness that regards the second research question.

The concept of Kazakh Language Latinization

Since the background information related to KLL is provided in the introductory chapter, in this section of the current chapter, the necessary studies referring to KLL are analyzed.

The concept of KLL is not a new one due to its roots having been started at the beginning of the XX century. Since that time, KLL processes have been investigated from different perspectives such as those of culture, education, linguistics, and politics (Kadirova, 2018). In the case of the current research, KLL is mainly considered in terms of educational and language issues, and there are some studies that can enable an analysis and discussion of the findings of the study to answer the research questions. Considering that the main concepts of the research are language attitudes, readiness, and orthography, studies that have been analyzed through these perspectives are provided.

In comparison, very little research has examined people's language attitudes towards KLL and education in a newly developed script; however, there are some studies that have indicates people's thoughts and reactions towards KLL (Kimanova, 2011; Mamyrova, 2012; Saduakasov, 2013; Dotton, 2016; Kadirova, 2018; Yergaliyeva, 2018). Despite the fact that these

studies examined people's reactions and attitudes in different perspectives, there are also some similarities between them.

Initially, there are no definitions of KLL reflected in research; hence, the majority of scholars consider KLL as the transition or script replacement of the Kazakh language alphabet from the Cyrillic to the Latin script.

Initially, there is a necessity to note that some scholars (Kimanova, 2011; Mamyrova, 2012; Saduakasov, 2013; Dotton, 2016; Kadirova, 2018; Yergaliyeva, 2018) examined people's thoughts on different versions of the Latin script that have been introduced by the government in different years. Only a few studies (Kadirova, 2018; Yergaliyeva, 2018) analyzed the current KLL process discussed in our study. However, the following issues surrounding KLL have been found in some studies: a) linguistic issues; b) technological issues; and c) educational issues.

In the case of linguistic issues, almost all scholars examined people's attitudes towards the possible Latin script (Kimanova, 2011; Saduakasov, 2013; Dotton, 2016) and towards the current scripts that have been introduced since October 2017 (Kadirova, 2018; Yergaliyeva, 2018). In sum, one of the most discussed issues was the difficulty these scripts posed in reading and writing processes. As a result, if some people focused on Latin letters that corresponded with Kazakh language laws, others paid attention to the letters' visual features. Moreover, in both cases, stakeholders' attitudes and beliefs are based on a comparison with the experience of other Turkic countries. In addition, there were differences of attitudes that were dependent on the ages of people. Kadirova (2018) points out that adults considered KLL as a difficult process to adopt in different spheres of social life, while young people thought that the transition to the Latin script is not challenging or difficult.

In the case of technological issues, some people assume that KLL facilitates the technological progress in education (Saduakasov, 2013; Dotton, 2016). Yet, there are some negative reactions towards KLL in education where the language of instruction in secondary

schools is concerned (Kimanova, 2011; Dotton, 2016). If some stakeholders think that KLL improves the quality of education in the Kazakh language, others claim that it will be difficult for students to learn in the newly scripted Kazakh language. In sum, it is seen that the related local studies examine important issues of KLL.

The Concept of Readiness

According to Redding and Catalanello (1994), "Readiness represents a state of permanent, organization-wide preparedness for large-scale, systemic change" (p. 110). From this general definition, it is seen that this term relates to significant changes. While KLL can be considered an example of orthography changes, in the current research, the main focus will be on the readiness of the government in providing education in the LKL. It is also important to observe how this is reflected by different stakeholders' attitudes. Therefore, there is a need to examine readiness from the perspectives of the authorities as well as other stakeholders in the educational context. There is no particular definition of that concept in the educational sphere; accordingly, we emphasize those studies which have examined orthography reforms in connection with education policy issues. However, in the case of readiness in the school education context, Full (1982), connects it with the relevance and resources to make change happen. Therefore, for the purposes of our study, we accept the following definitions of readiness: "Relevance includes the interaction of the need, the clarity of the innovation and its utility, or what it has to offer teachers and students"; readiness "involves the school's practical and conceptual capacity to initiate, develop or adopt a given innovation"; and lastly, resources "concern the accumulation of and provision of support as a part of the change process" (Full, 1982 p. 64). According to the definition, readiness involves capacity in practice and conceptualization, and resources for key stakeholders as main concepts. In this way, we can connect these components of readiness with orthography reform factors to analyze the concept from different stakeholders' perspectives. According to Karan (1996), we notice that the term preparedness can be considered as readiness from governmental perspectives. He also argues that

the success or failure of orthography reform implementation can be affected by both the government's preparation to implement it and the readiness of key stakeholders such teachers, linguists, students, and parents to receive changes to the new script and subsequently use it (Karan, 1996). Therefore, after the analysis of some studies (Smalley, 1964; Fishman, 1988; Baker, 1997; Malone, 2004), he proposes the following points of the readiness of the government to implement a successful reform and the acceptance of the people, which can be used in the current research.

Regarding the first point, it is crucial to involve the key stakeholders before implementing a particular orthography reform in the educational sector, which shows that the government is ready to adopt changes in a successful way. Accordingly, Datnow (2000) assumes that the government should be interested in seeking the support of different stakeholders at each level of the policy implementation process. In this case, since the key actors and clients of the orthography reform are in the educational and pedagogical sectors, it is crucial to involve them in the implementation process and take into account their attitudes and thoughts towards the design of the orthography. Moreover, in order to avoid misunderstandings with citizens and further possible problems, it is important to take measures as early as possible (Haddad and Demsky, 1995).

Secondly, from a governmental approach to the writing system, readiness can also be seen as a work in progress. In this case, measures need to be taken to help the government avert adverse negative reactions on the part of stakeholders and be prepared for consequent revisions and spontaneous policy implementation processes. All in all, policymakers have the opportunity to receive feedback from key actors about particular reforms at an early stage of their implementation (Suggett, 2011).

Thirdly, it is also crucial to take measures for testing and piloting a reform before its full implementation into the educational sector. This allows people to evaluate the quality of the reform and thus be prepared for future changes (Cerna, 2014). In the case of the current research,

before the implementation of KLL in education, people can test a new script in reading and writing, which helps them adapt to learning in the new script. Moreover, they can compare learning in LKL with education in the Cyrillic script, and identify the potential benefits and drawbacks of learning in each.

Lastly, the successful implementation of any reform needs financial, technological and human support (OECD, 2010). These resources are necessary for several reasons. First, funding allows for the provision of technological and teaching resources; in other words, it is a cornerstone that helps implement reform at all stages. Also, if human resources include qualified specialists, teachers, and educators, technological provisions can include all types of computer equipment that facilitate the adoption of the reform within modern realities. In sum, we can identify the governmental readiness in providing education in the LKL by focusing on these points.

The Conceptual Framework of the Study

As a conceptual framework of the study, the current research bases on expectancy-value (EV) model of attitudes (Fishbein & Ajzen, 1975; Ajzen, 1991; Rosenberg, 1956) an integrated framework for orthography reform proposed by Smalley (1964). Firstly, the EV model of attitudes includes the following components: a) belief; b) expectancy; c) value (Fishbein & Ajzen, 1975). Belief in terms of attitudes is considered as a system of knowledge towards an attitudinal object and shapes people's attitudes (Ajzen, 1991). Expectancy relates to those things what people would like to consider, while value attributes of attitudinal objects. This model identifies that both positive and negative attitudes are depend on beliefs and values of people (Maio & Haddock, 2004). In the case of current research, people might have different beliefs about the KLL and LKL in education; hence, these beliefs shape positive, neutral, and negative attitudes. Besides, by analyzing language attitudes through EV models, there is an opportunity to examine various factors and aspects of script replacement that impacts on people's attitudes by identifying their expectancies and values.

Secondly, the findings related to students' learning in LKL are analyzed through an integrated framework for orthography reform proposed by Smalley (1964) that includes the following criteria: a) "maximum motivation"; b) "maximum representation"; c) "maximum ease of learning"; d) "maximum ease of transfer"; e) "maximum reproduction" (Smalley, 1964, as cited in Karan, 1996, p. 67). Each of these criteria identifies the success of particular scripts in terms of linguistic and educational issues. Through analysis of findings according to these criteria, there is an opportunity to identify the discourse of people's attitudes.

Conclusion

Overall, the chapter has provided an analysis of the main concepts of the study, such as attitudes, language attitudes, script, orthography reform Latinization, Kazakh language Latinization. In the case of language attitudes, we also focused on its main aspects like definitions, measurements in the research. In the case of measurement, societal treatment suits the research design, discourse analysis.

Considering that KLL is related to the linguistic part of the language, we aimed to investigate such concepts as script, alphabet, writing system, and orthography. Accordingly, by distinguishing them, we conclude that script is a more appropriate concept that describes KLL in-depth.

In the case of KLL, it is seen that there are no particular and local studies conducted about its relation to education. Therefore, in order to obtain a piece of particular information about that issue, we focus on descriptive articles that mainly covered linguistic and historical issues of KLL. The analysis shows a quite limited range of studies relating to these issues; there is a need for more empirical studies. As a conceptual framework, the current research uses Smalley (1964) integrated framework of evaluating for the alphabet reforms based on sociolinguistic, psycholinguistics and educational criteria and EV model that language attitudes.

Chapter 3. Methodology

The purpose of the current study is to investigate the impact of Kazakh language Latinization (KLL) of the alphabet on people's attitudes towards students' learning in the state language. To achieve this purpose, the study poses the following questions:

1. How does the Latinization of the Kazakh language impact people's attitudes towards students learning in the state language?

2. How do people's attitudes reflect the readiness of government institutions to provide education in the newly scripted Kazakh language?

Thus, this chapter aims to explain and provide justification for the research design applied in this qualitative study. Besides, the chapter provides information related to the sampling strategies, the participants and the research site. Next, the research instrument is discussed in more detail and is followed by a discussion of data collection and data analysis procedures. The subsequent section addresses possible ethical issues along with ways of eliminating or minimizing them. The chapter concludes by highlighting and summarizing the key points.

Research design

To investigate the impact of KLL on people's attitudes toward students learning in the state language, discourse analysis (DA) based on the qualitative methods approach has been chosen as a research design. The appropriateness of DA is, firstly, it aims to analyze "larger language units, such as whole conversations or written communications" (Fasold, 1990, p.36). This is useful for our study because we aimed to investigate people's attitudes towards learning in the Latinized state language through the analysis of texts. Secondly, discourse analysis is also concerned with how people use language in specific social contexts and the factors that influence their use of language (Shiffrin, 1994). Moreover, as Daramola (2005) points out, by using DA we "enable to reveal the hidden motives and reasons behind texts" (p. 75) these features of DA

make is suitable for the purposes of the current study that are useful in analyzing written texts in depth.

DA includes various approaches like rhetorical political analysis, discursive psychology, interpretive structuralism, and critical discourse analysis (Glynos, Howarth & Speed, 2009). Among these approaches, interpretive structuralism or interpretative analysis (IA) was chosen as the appropriate one to use in our study. By using IA, we can identify 'the constructive role of language in social life and its connection and affect to actor's thoughts and actions' (Haracleus, 2006, p.126). Furthermore, investigating separate texts provides us with the opportunity to identify people's attitudes about language comprehensively and in detail rather than representationally upon research purpose and questions (Philips & Hardy, 2002). Finally, IA is an efficient way to examine changes in any process and people's reactions to it during a particular time period (Fairclough, 1992). In the case of the current research, the DA approach allows us to analyze the role of the state language in student's learning and how KLL impacts people's attitudes towards students learning in the LKL. Since the timeline of the texts used for the research sample is three years; interpretative analysis examines possible changes in people's attitudes towards LKL education, which helps us to construct the full picture of the process.

Sample and Site

This section aims to describe the research site, along with the sampling strategy. To identify people's attitudes toward learning in the Latinized Kazakh language and the impact of Latinization on it, 77 online articles from four online newspapers "Egemen Kazakhstan", "Zhas Alash", "Azattyk radio" and Vremya were selected. There are also 100 online comments on Azattyk Radio that were selected as a research sample. For this research, purposive sampling for the selection of the newspapers was chosen because of its advantages for selecting various types of documents or diverse variations that have emerged as adaptations to different conditions. Through this type of sample strategy, we can also "identify important common patterns that cut across variations" (Palys, 2008, p.26).

The choice of these newspapers is justified by the following reasons: Firstly, these online newspapers are the most popular and leading online media sources in the country. Secondly, they can represent varying views as they are different in their official status: "Egemen Kazakhstan" is the public newspaper "which is the most influential, the most popular publication among the Kazakh-language press in Kazakhstan, "that started by the ministry of information and public accord" (Alozie, 2011, p.65). Also, it was the first to publish the Decrees of the President of the Republic of Kazakhstan, governmental resolutions, and laws and legal acts of Parliament. Conversely, "Zhas Alash" and "Vremya" are private opposition newspapers that publish analytical and informational articles on all of the government's political processes such as laws, decrees, resolutions, and legal acts by expressing the people's views concerning these. In case of "Azattyk Radio", it is sponsored by the US government and aimed at transmitting and analyzing information of a mainly political nature in Eastern Europe, Central Asia and the Middle East, where Miller (2003) points out, freedom of the press is restricted by the authorities or has not yet become a norm of public life. In the last century, it functioned as a radio station; however, today, it is mostly recognized as an online newspaper (Cone, 1999).

In the case of the time period analyzed for this research, the focus is on the calendar years 2017-2019 for several significant reasons. Firstly, according to the decree of the former president of Kazakhstan, Nazarbayev, the Kazakh language alphabet was to be switched entirely from the Cyrillic to the Latin script (Kadirova, 2018). Hence, people's language attitudes presented in online articles and comments at the beginning of the KLL reform are essential for examining the initial reactions of different stakeholders. Accordingly, through DA, possible changes in attitudes from 2017 to 2019 might be identified. Secondly, the second and third versions of the Latinized Kazakh language (LKL) were introduced by the government in 2018; therefore, it is essential to examine how these linguistic alterations of the script influenced people's attitudes (Yergaliyeva, 2018). Lastly, there were some measures and related LKL

implementations on education in 2019 (Kadirova, 2018), which might provide valuable findings according to the research questions.

Considering that "Egemen Kazakhstan" and "Azattyk radio" publishes articles every day and "Zhas Alash" and "Vremya" twice a week, it is challenging to search and analyze every source from them from 2017 to 2019. For example, the former two sources contain 850 articles in sum and the latter 240. Thus, according to the research purpose and questions, narrowing the sample used in the current study enables a focus on those sources that are not just related to the linguistic features of the presented process and attitudes to it, but also covers educational issues in the Latinized Kazakh language. The particular focus is on those months, when the government made important decisions about Latinization and its role in education. In particular, the introduction of three Latin scripts, laws, resolutions, political speeches and events related to it will be considered.

The four online newspapers "Egemen Kazakhstan", "Zhas Alash", "Azattyk radio", and "Vremya" were selected as the research sites. We determined the chosen research site selection for the following reasons: firstly, we chose the online versions of these newspapers even though they have hard copies, as they are easily accessible due to the open access to their official websites. Also, it gave us a chance to use ourtime productively during data collection procedures, because a search through the printed versions would take a relatively long time. Secondly, there was no need to obtain official permission to use them for scientific purposes. Thirdly, to purposefully search for the necessary articles, we could use an online search engine by entering keywords. Moreover, given that we chose materials published from September 2017 2019 inclusively, this platform would be convenient for finding the necessary materials on time rather than searching among their hard copy versions. Moreover, it allowed us to analyze readers' comments to find out their attitude to students being taught in the Latinized state language and the readiness of educational institutions to introduce the Latin alphabet into the educational system.

Data Collection Instruments

For the purpose of obtaining a full picture for this research and analyzing articles in-depth, document analysis was used as a data collection instrument. The appropriateness of this is that it can complement the discourse analysis according to its research purpose and questions (Feltham-King and Macleod, 2016). Discourse analysis is a well-established qualitative research methodology, one of the goals of which is the interpretation and in-depth analysis of written texts (Jorgensen & Philips, 2002). In our case, its effectiveness in data collection and analysis can be enhanced through the careful supplementation of document analysis.

First of all, considering that we will collect data by purposeful sampling, this instrument is the most effective for analyzing articles separately (according to our research purpose and questions) by coding and abstracting the essential information from the context (Elo & Kyngas, 2009). To achieve this goal, the qualitative content analysis includes, first of all, 'open coding' through which we can make notes and collect key ideas from every article by searching keywords, phrases, important dates related to our research questions (Elo & Kyngas, 2007). Secondly, by 'grouping', there is an opportunity to reduce the number of keynotes collected from the 'open coding' process to connect similar points and also make a distinction with different ones (Barnard, 1991). Finally, in the stage of 'abstraction', we can conclude a particular article and also identify the attitudes of people presented in it. Finally, as Harwood and Garry (2003) point out, one of the useful aspects of qualitative content analysis is that it is always used in such types of documents as newspapers, magazines, and policy documents on laws, decrees, resolutions that relate to our target sample.

Data Collection Procedures

Despite the fact that the current research does not include human participants and there is no need to get Ethical approval from the Research Committee, as other students I started gather necessary data for the study from the 3 December and until the 13 December 2020. Initially, with

the purpose to ensure a rigorous and accurate data collection process and further verification of research results, I got we searched for materials according to our selected time from September 2017 to 2019 inclusive. Initially, with the purpose of ensuring a rigorous and accurate data collection process and further verification of the research results, we needed to search for materials within our selected time period from September 2017 to 2019 inclusively. First of all, the necessary online newspapers were selected and articles from each newspaper were collected. Due to the challenges involved in reading and collecting every article about Kazakh language Latinization, the selection was based on those articles reflecting such themes as learning in the Latin script and attitudes to education in the Latinized state language.

Secondly, in order to find the necessary information to from each of them, the following keywords are used and searched three languages (English, Kazakh, and Russian): «Латын әліпбиі» (Latin script), «әліпбинің өзгеруі» (The modification of the alphabet), «латын нұсқасындағы қазақ тілі» (Latinized Kazakh language), «латын және мемлекеттік тіл» (Latin and the state language), «білім берудегі латын әліпбиі» (Latin script in education), «латын және халық көзқарасы» (people's attitudes toward Latin), and «латын жайлы пікірлер» (views about Latin). This algorithm was used to collect comments that reflect people's attitudes below the articles. In this way, we could read and select the most appropriate ones to find the necessary materials related to the themes of the articles. As a result, we were able to find direct links between the information presented in the articles and the comments.

In the next stage, the selected content was narrowed down in order to identify the key findings. Firstly, the general notes and critical points of every article was presented through open coding (Harwood & Garry, 2003). Secondly, by grouping (combining the similar themes) the number of points to obtain the most necessary ideas were decreased (Elo & Kyngas, 2007). Finally, the stage of abstraction (combining similar themes grouped into the larger theme), particularly to conduct an investigation of the attitudes of people and comparing those with

common goals was completed (Barnard, 1991). In sum, the data collected via these methods proved convenient for the data analysis procedures.

Data Analysis

This section describes the way the collected data was analyzed and examined.

Several steps that were taken to analyze the qualitative data. First of all, the collected data was prepared for data analysis (Creswell, 2014). The sub-themes, as revealed from the coding were combined into larger themes (Harwood & Garry, 2003). Next, these themes were categorized through the following two prisms: positive and negative attitudes. The findings were then systematized according to the research questions.

Next, the data analysis focused on online newspapers and online comments in order to identify the share of positive and negative attitudes in these sources. After that, we focused on stakeholders who stated their attitudes in online articles to find out the newspapers in which they were predominant.

After that, the findings were analyzed and discussed according to the expectancy-value (EV) model of attitudes and integrated framework for orthography reform (Smalley, 1964). During this analysis, we analyzed factors of the orthography reform process that mostly affected people attitudes. In sum, the analyzed findings corresponded to particular discourses of orthography development (Eira, 1998). At the end, we compared the findings of the first and second research questions separately to answer them fully.

Ethical Considerations

Considering that my research thesis did not involve human subjects, there was no necessity to provide any documents related to the protection of anonymity or procedures to ensure confidentiality. Moreover, taking into account that I investigated public and private newspapers, which are in open access, it was not necessary to seek permission to use them. In sum, this research posed no special risks to people. Therefore it provided no assurance of anonymity or confidentiality.

As was mentioned before, this research did not involve human subjects or any participants for the work to be conducted. We worked with written texts and used public and private newspapers that everyone has open access to. Considering that I would just examine people's attitudes indirectly, my work has no risks. However, taking into account that this study will be read by other people, I needed to, firstly, use all the collected information accurately and without falsification in order not to mislead people. Secondly, I accurately analyzed the data, without any bias from my personal views, attitudes, and emotions. Also, before conducting research, I passed the Collaborative Institutional Training Initiative (CITI) training organized by NUGSE, which is aimed to educate students and faculty staff on issues that involve human participants. In sum, the ethics form for the current study was discussed with thesis supervisor and approved by the NUGSE Research Committee

Conclusion

This chapter has provided the description of and justification for the qualitative research approach along with the discourse analysis design applied in the study. Initially, the appropriateness of the selected research design was explained. Then, the research samples were justified according to a purposeful sampling strategy. The chapter also dealt with the discussion of the research site, which was 77 articles from four online newspapers "Egemen Kazakhstan", "Azattyk Radio", "Zhas Alash", "Vremya" and 100 online comments of "Azattyk Radio". The chapter also outlined the data collection and analysis procedure and addressed the ethical considerations. The following chapter deals with the results of the study, along with the discussion of those results.

Chapter 4. Findings

The previous chapter provided the methodology applied to collect qualitative data, while this chapter reveals the main findings of the study based on collected data. Since the research purpose is to investigate the impact of Kazakh Language Latinization (KLL) on people's attitudes towards students' learning in the state language, the following research questions are posed:

RQ1: How does Latinization of the Kazakh language impact on people's attitudes to students' learning in the state language?

RQ2: How do people's attitudes reflect the readiness of the government to provide education in the newly scripted the Kazakh language?

The current research followed the qualitative design. Since discourse analysis (DA) was chosen as a research design, 77 articles from the republican online newspapers Egemen Kazakhstan (EK), Zhas Alash (ZA), Azattyk Radio (AR), and Vremya (V) and 100 online comments from Azattyk Radio were selected as appropriate research sample. It is because that DA focuses on examining and analysis on written texts, particularly, documents, newspapers (Yule & Brown, 2008). The data from these sources were collected by selecting the necessary information according to research purpose and research questions.

According to results of data analysis, three themes reflecting major findings were identified: 1) The benefits of learning in the Latinized Kazakh language (LKL); 2) negative attitudes towards students' learning in the LKL; 3) the level of government readiness in providing education in LKL.

The first two of them are related to the first research question and the last one fall under the second research question. Initially, that chapter presents findings for the first research question summarized under such themes as people's positive and negative attitudes towards students' learning in the LKL. Afterwards, the chapter shifts to the second research question and

examines the findings on the theme of the readiness of the government in providing education in the LKL. In conclusion, the chapter provides the lists of major findings.

People's attitudes to students' learning in the LKL

The findings from the discourse analysis of the selected newspaper articles and online comments reveal that KLL impacted differently on people's attitudes to students' learning in the Latinized state language. While many of them reveal positive attitudes to LKL, there are voices that sound as negative. Many of them indicate their attitudes positively considering LKL as beneficial for students' learning process, while others' attitudes presented negative views. This section presents findings that answer the first research question under three categories:

1. Positive attitudes of people towards students' learning in the LKL through the prism of reported benefits of learning in LKL;
2. Negative attitudes presented under the following sub-categories: inconsistency with TL education reform, LKL education as a victim of the political game, and the decrease in the student's literacy;

Positive attitudes: benefits of learning in LKL

Findings on people's positive attitudes towards learning in Latinized Kazakh language are presented under the following four sub-themes that reflect benefits lying behind these attitudes as found through discourse analysis: 1) opportunity to easily learn science disciplines; 2) quick acquisition of English and Kazakh languages; 3) access to a variety of international sources; 4) raise of education quality in the Kazakh language.

Firstly, the findings reveal that students' learning in the LKL is considered beneficial by different stakeholders as it provides opportunities for easy learning of science disciplines. These findings were presented mostly in Egemen Kazakhstan newspaper articles and some in articles of Vremya. The following comments expressed by different stakeholders support this finding:

"...Since it [KLL] allows studying Latin graphics and going to the world educational space in such disciplines like Mathematics, Physics, Chemistry, Biology, and Computer Science" (Educator (E) 1, EK, 2017).

"This step (KLL), in turn, opens up new horizons for domestic science, will allow us [Kazakhstani people] to quickly enter the global scientific database of measurements and acquire science disciplines in education" (Scholar (Sc) 1, EK, 2018).

"Considering that most of the scientific articles were written mainly in English, it would be easier for students to learn scientific disciplines" (Journalist (J) 1, EK, 2019).

As quotes reveal, different stakeholders (educator, scholar, journalist) not only point out to the importance of LKL education as an opportunity to easily learn science disciplines but also claim that learning in LKL can improve the domestic science. It is important to note that this finding is continuously found in the public EK newspaper articles across all three years under study.

The similar view is found in Vremya newspaper but only in from the one article: "It will be easier for the younger generation to get all the innovations of science through the learning in the Latinized Kazakh language (Head of the public organization" (HPO 1), V, 2017). The given an example shows that private online newspaper Vremya also consider learning in LKL as beneficial in studying science disciplines for youth but in comparison with government policy-oriented newspaper Egemen Kazakhstan, this idea is expressed only in one article and by the head of the public organization.

In the case of a more radical Azattyk Radio newspaper, though no particular positive attitudes were revealed in the articles in relation to this finding, they were presented in online comments. For example: "*In education, it [learning in LKL] is very convenient for studying science disciplines*" (Comment # 56, AR, 2018), "*In the case of science disciplines at school, I hope it [student's learning in LKL] will be beneficial for students*" (Comment # 59, AR, 2018), "*For computer programs' coding, mathematics, chemistry, and other sciences it [learning in LKL] is useful*" (Comment #68, AR, 2018). From these examples, it is seen that different stakeholders have positive attitudes to students' studying in newly scripted state language by viewing the benefits of learning in the LKL because of its 'usefulness', 'convenience', and 'easiness' for students in studying science disciplines such as Mathematics, Physics, Chemistry,

Biology, and Computer Science in the Latinized state language. Also, there is a necessity to mention that these positive attitudes presented in comments only in 2018.

In conclusion, the findings presented in that section shows that student's learning in LKL is beneficial for learners in studying science disciplines. From one hand, different stakeholders' positive attitudes revealed in both radical (Vremya) and public policy-oriented (Egemen Kazakhstan) online newspapers, from another hand, Egemen Kazakhstan consists more positive statements and thoughts about students' learning in LKL. Besides, quotes from EK were from stakeholders of different spheres (education, policy, science, and media) and presented in different years (2017-2019), while Vremya is represented only by one article published in 2018.

Secondly, some stakeholders believe that learning in the LKL is beneficial for developing student's language skills, particularly for quicker acquisition of English and Kazakh languages. For instance, despite the absence of positive attitudes related to that theme in articles of Azattyk radio, in online comments of that newspaper, there are thoughts that studying in LKL significantly contributes to improving their English language level proficiency. For example: "*Students can learn English faster through Latin, and will be able to get information much faster and more accurately in it*" (Comment # 46, AR, 2018), "*It [education in the LKL] is useful for learning English*" (Comment # 79, AR, 2018). These comments reflect positive attitudes to LKL, pointing out to the efficiency of learning in LKL for English acquisition.

The similar picture is seen from the following EK articles' statements: "It [education in newly scripted state language] will create the conditions for future generations to master the English language perfectly" (Writer (W) 1, EK, 2017), "Our children can improve English language more quickly than now" (Policymaker (Pm) 1, EK, 2018). In these statements, both policymaker and writer emphasizes on future prospective of LKL education in case of English language learning.

Besides improving English skills, learning in the LKL was perceived as beneficial for learning the Kazakh language by youth. We can see it from a discourse analysis of statements of

the head of organizations that were presented in EK newspaper articles: "Transition to the education in Latin alphabet makes it much easier for the younger generation and foreigners to learn the Kazakh language" (HPO 2, EK, 2017), "The youth side can quickly learn the Kazakh language" (Head of the educational institution (HEI) 1, EK, 2017).

There are also many similar views expressed by different people through online comments to articles that support the given point: "Learning in the Kazakh language will become better" (Comment #29, AR, 2017). It is important to note that voices in support of learning in LKL for quicker acquisition of English and Kazakh languages by youth were sound only in policy-oriented newspaper Egemen Kazakhstan articles and Azattyk Radio comments but not found in radical online newspapers.

Thirdly, the discourse analysis revealed the next benefit of studying in the LKL findings in access to a variety of international sources of knowledge, information space and information exchange that was started by some stakeholders. This finding was presented only in 0 articles of Egemen Kazakhstan. The following extracts from the articles illustrate this finding:

"Considering that everything new is written in a Latin alphabet, it helps youth to get knowledge and know the necessary information from international sources like scientific books, magazines, and websites". (Sc 2, EK, 2017)

"The Kazakh language [Latinized Kazakh language] will be an effective way to integrate into the international information space through computer technologies". (HEI 2, EK, 2017)

"This step [transition to LKL education] opens the way to the tendency of the Kazakh language to the world education, science and information space'. (Head of research institutions (HRI) 1, EK, 2018)

One more benefit of studying in the LKL reflecting positive attitude to LKL that was mostly discussed by higher education institutions is related to the rise of the education quality in the state language and its prestige. Different stakeholders reflect that issue from perspectives of influence and status of the Kazakh language. For example, the following quotes support this finding: "The information in Latinized Kazakh language can broaden its potential; therefore

education in that language will get a high prestige (HEI, EK, 2017), "*Transition to the Latin alphabet will allow the Kazakh language to reach the international level, particularly its role in education, by raising its quality as well*" (HEI 4, EK, 2017), "*The quality of the education in the state language will be immediately risen by transition the Latin script*" (Comment # 44, AR, 2018).

In conclusion, this section provided a discourse analysis of findings that presented people's positive attitudes through the prism of reported benefits of learning in LKL. Firstly, as benefits of LKL education, different stakeholders considered following advantages: 1) opportunity to easily learn science disciplines; 2) quick acquisition of English and Kazakh languages; 3) access to a variety of international sources; 4) raise of education quality in the Kazakh language. In this case, all four findings were revealed in Egemen Kazakhstan articles. And in Azattyk Radio online comments except for the third one. Among online radical newspapers, only Vremya provided findings that present benefits of learning in LKL as an opportunity to learn science disciplines easily. Also, findings show that students' learning in LKL is supported by a wide range of advocates of KLL in education: educators, scholars, journalists, heads of public organizations, heads of research and educational institutions, writers, and policymakers.

Negative attitudes towards students' learning in LKL

Along with positive attitudes towards students' learning in the LKL, the findings also reveal some negative attitudes on studying in it that were reported by many stakeholders. The following four main themes emerged in discourse across all the newspapers: a) difficulties in learning in the LKL; b) inconsistency with trilingual education (TL) reform; c) LKL education as a victim of political game; and d) the decrease in students' literacy.

In regards to the first theme related to difficulties in learning in LKL, the findings are presented under the next sub-themes: 1) linguistic difficulties of studying in the LKL; 2) technical difficulties of the studying in the LKL.

Much of the discourse is about linguistic difficulties in learning in the LKL, with the emphasis on the difficulty of newly script variants. For example, people mainly criticize the digraphics, apostrophes, and akuts of the LKL that can make learning in it more complex. The following quotes from AR articles support these findings: "*The researcher believes that neither the digraphic version nor the apostrophic version matches the linguistics laws of the Kazakh language that creates difficulties for learning the Latinized state language*" (J 2, AR, 2017), "*It is not acceptable to learn in the Kazakh language with apostrophes*" (J 3, AR, 2017).

Also, it is seen from the following example that the government approves digraphic alphabet without people's agreement:

"Although the digraphic alphabet, which denotes one sound with two letters, was supported by the deputies, the society has a contradictory opinion. Some researchers who took part in the presentation in the Parliament said that there was pressure on them later, and hopes for a broad discussion in the Parliament were not justified" (J 4, AR, 2018).

The following quote from AR online comments reflect this finding in a similar vein:

"*Akut in the new alphabet is similar to the sign proposed earlier by the institute of linguistics. There also have some disadvantages for learning Kazakh language*" (Comment #18, AR, 2018);

The discourse also revealed linguistic difficulties negatively affecting student's psychological state that reduces their desire to learn in the LKL: "*Digraphs will spoil the mood of students to study in the Kazakh language*" (Comment #33, AR, 2018).

The resemble picture we can see from ZA articles' examples which present linguistic difficulties of the LKL has a negative impact on students: "*Learning in the apostrophic Kazakh language will make our children mankurts[]*" (Parent (P), ZA, 2017), "*This [learning in LKL] will lead to the degradation of our youth since there is trilingualism in education, which means that they will learn Kazakh in Latin with apostrophes, English without it and Russian in Cyrillic.*" In this case, among linguistic difficulties, findings present that learning in the current LKL can be a reason for students' demotivation to learn in the state language and the formation of a generation of mankurts.

In the case of technical difficulties, the negative attitudes cover mainly on such issues as inconsistency with the computer recognition, for example: "The government needs to think carefully about the linguistic and technological analysis to make in education, particularly, how productively students can study in the newly scripted Kazakh language through computer technologies" (Comment #39, AR, 2018), "*We need to make many improvements, especially in terms of computer technologies that crucial for education system*" (Comment #82, AR, 2019), "*In order to avoid problems in the educational process, a huge number of details still need to be completed in terms of the learning process through computers*" (Comment #55, AR, 2018); In order to avoid problems in the educational process many details still need to be completed. Particularly, there are worries by some people about the inconvenience in typing on the keyboard.

The second theme revealed from discourse reflecting negative attitudes towards LKL reflects people's worries about the inconsistency of studying in the LKL within trilingual education reform. These thoughts are especially clearly presented in comments of the AR newspaper, and in articles published in the ZA newspaper. In the following example, one stakeholder shows confusion about the connection of KLL and trilingual education: "*I think it is impossible to coexist of education in Latinized Kazakh language and trilingual education reform. It is because each of the reforms has different aims and education systems that can be coordinated*" (J 5, ZA, 2017).

There is a general tendency in the discourse across most of the newspapers in which change of the state language to Latin script is viewed as a "victim" of a political game. The findings also show that KLL reform is connected with political games by authorities; consequently, some people have negative attitudes about learning in the LKL that cause threats to the education system. For example: "*Currently, people think that this reform [transition to the Latin alphabet] is only a political game, and also a tool to move away from the influence of*

Russia and the Russian world. If this is the truth, this ill-conceived reform will have consequences for education and students as well" (J 6, AR, 2018).

From the AR comments, people argue that the government pays attention to the political side of KLL instead that education in LKL: *"This is a purely political step; there is little emphasis on education" (Comment #86, AR, 2019).* As one of the examples, the next statement from the ZA shows the similar veins: *"If we go at this pace [if the government continues support LKL in education], education in the native and only state language will be deteriorated. The education system will fall victim to political games" (PM 3, ZA, 2017).*

Another theme that emerged from the discourse analysis reflecting people's negative attitudes is connected to their concern about the decrease in students' literacy level that learning in LKL can cause. Regarding that theme, findings indicate that due to learning in the LKL, the literacy level can decrease among students. This is seen from the people's attitudes presented in the AR comments. For example, the following worries focus on the literacy in the Kazakh language: *"The level of the students' literacy of the Kazakh language will be decreased" (Comment #22, AR, 2017), "I do not see anything good in this [learning in the LKL], it will reduce the literacy in the Kazakh language in the education sector" (Comment # 58, AR, 2018).* While the one stakeholder emphasizes the necessity to the base of other countries to avoid the possible literacy decrease in education level: *"We all know that in some countries such as Uzbekistan, Turkmenistan, and Turkey, the decrease of literacy of both elder and the younger generation was diminished." (Comment # 28, AR, 2017).* Overall, it is seen that the negative attitudes related to the literacy issue cover not only impact on education in general but also decrease in literacy in the state language as well.

In sum, the negative attitudes reflect the following discourses related to LKL education:

1. Linguistic and technical difficulties;
2. inconsistency with trilingual education;
3. LKL education as a political game;

4. the decrease in students' literacy.

If the first and fourth aspects contradict to the following aspect that is labelled as 'the suitability of an alphabet and orthography to the language it is reflecting' and shows that LKL is challenging to learn, other aspects are related political and educational factors. Also, the findings are reflected in online radical newspapers and online comments. In compared with findings that reflected the benefits of students' learning in LKL, there are fewer stakeholders who against LKL education. In articles of Azattyk Radio, most of the stakeholders are journalists, while some statements in other radical newspapers from parents, educators and policymakers. Findings are reflected in all three years (2017-2019)

The level of government readiness in providing education in LKL

This section presents the findings that answer the second research question, which is aimed at identifying the level of government readiness to provide education in the LKL. The findings of that section are divided into themes that illustrate different levels of readiness in providing education in the LKL as viewed by various stakeholders. Discourse analysis of statements and quotes presented in online articles and comments show that, on the one hand, the government takes steps to ensure the readiness of the country to study the newly scripted state language, while on the other hand, a discourse that the level of readiness of policymakers is not sufficient to implement LKL in education. Hence, this section presents findings through the following prisms: a) provision of teaching resources; b) provision of human resources; c) piloting and testing LKL education; c) timeline of implementation;

Provision of teaching sources. The findings from EK articles show that the government is on the process of preparing the necessary literature and other informational sources that are useful for people. For example: "*The government will set up a working group on introduction of the Latin alphabet for the Kazakh language scientific and methodological work is carried out to prepare and distribute educational and methodological and other necessary literature to the population*" (Pm 6, EK, 2017). From this statement, it is seen that the government took the first

steps in providing sources. Along with educational resources, the following findings indicate the level of governmental readiness in providing internet and technological sources via internet: "*We are putting the focus on activating advertising works such as special portals and converters with automatic copying of texts to the Latin alphabet that will be helpful for all people, and also students in education process future*" (Policymaker 6, EK, 2017).

In addition, there is a testing material that can evaluate the situation before implementation. The following example supports that previous statement: "*We also have a long process of 7 years, including a two-year testing material. Pay as much attention as possible to how to prepare for the upcoming season*" HO 4, EK, 2017). These findings indicate that the government readiness in the beginning, and also do not show the concrete standards and criteria of teaching sources.

There are also critics related to the absence of scientific and methodological approach in implementing new LKL education. One of the worries addressed to the lack of scientific approach in terms of linguistics, mainly, is related to Latin alphabet: "*The new scientific approach to this issue should be extremely responsible and extremely cautious. We should make it as convenient as possible for the younger generation to adopt a new style of writing*" (T 5, AR, 2017). Besides, there are also voices, though single ones, on the absence of methodology that teachers needs and also argues about lack of teachers who can teach in the LKL: "*They want to implement it in education, but there is no methodology for teachers, and even current teachers can not immediately get used to it or at least teach new youth*" (Comment #40, AR, 2018). Also, some people think that not only teachers, but there is a need for some qualified specialists who make contributions in implementing issues. In sum, by presenting the main findings of that section, we see that all these concerns about readiness are reflected in all newspapers, except for Egemen Kazakhstan.

Provision of human resources. The findings show that the government has started to promote learning in LKL, and began to train teachers and other specialists. For instance, there

are some centers in the big cities and regions that were created to help to train teachers able to teach in LKL: *"This center will teach the national language in the Latin alphabet, for example through training seminars, training courses, online consultations of linguists. The focus will be on teachers and specialists who work tightly with students"* (Sc 4, EK, 2017). Besides, from the next example, we can see that the government emphasizes improving the preparation issues before full implementation in education level: *"We need to spread it (explain) widely among the population, improve the training system, and introduce it to the general public. If the state supports the mass media and internet agencies and starts carrying out relevant events, then publishing organizations will be given a new orientation."* (HO, EK, 2018). In sum, taking into account all examples mentioned above, we can see that the government readiness in providing education in the LKL is presented only in EK articles.

Piloting and testing of LKL in education. The findings show that of the preparational issues in implementing education in the LKL, it is piloting and testing a new alphabet in order to analyze how students can study in the LKL. According to the following example, the government takes into consideration all the necessary factors related to students' ability in learning: *"The analysis of text frequencies in the study of the Kazakh language is used when considering the tasks of students in various grammatical disciplines. Thus, information about the student's ability to communicate will be available from these texts, depending on age, grammar, and writing style"* (Sc 4, EK, 2018).

Also, some issues include young people's involvement during testing. For instance, the government recognizes the importance of knowing students' opinions and suggestions about learning in the LKL that is presented in the next statement: *"Most of the participants of the testing are young people. Respondents who took part in the testing expressed their suggestions about the shortcomings encountered on the keyboard"* (MSC 1, EK, 2019).

Timeline of LKL implementation. Many findings show that people worry about the timeline of implementation of LKL in education level, considering that it is unrealistic and that it

is early to do it. For example, some people think that the implementation schedule is not convenient for the learning process and has negative on students' performance cause they will not be ready to study in the LKL: "*Learning in Latinized Kazakh language will become more complicated because the new schedule is not suitable for training; consequently students will be not ready to study in it*" (Comment # 20, AR, 2017). According to the following comment, it covers the necessity to take into consideration all levels of education. Implementation schedule that oriented by 2025 is early to implement: "*It is too early to transfer everything to Latin alphabet, even in stages until 2025, since there are many schools, colleges, and universities*" (Comment # 35, AR, 2018). However, among comments, the journalists of Azattyk Radio also show the people's attitudes about the particular readiness of education in the LKL. For example: "*The government should plan carefully and fix the education in the LKL before implementing it in educational institutions*" (J 6, AR, 2017). This type of attitude presents the absence of a clear plan of implementing: "*The government and authorities have no clear plan how to perfectly adopt a new system [education in the LKL]*" (Sc 6, ZA, 2019).

Summary of major findings:

Some stakeholders tend to think that KLL is beneficial for education, particularly for studying in the newly scripted state language. Accordingly, they have some positive attitudes towards learning in LKL that revealed through the following prisms: a) ease learning of science disciplines; b) quick acquisition of English and Kazakh languages; c) access to international information sources; d) raise of quality in the Kazakh language. These sub-themes are mainly reflected in public policy-oriented online newspaper Egemen Kazakhstan, some of them partially presented in online comments of Azattyk Radio, and one finding is provided in Vremya. In the case of the timeline, people's support for students' learning in LKL is given in all three years (2017-2019). Despite that findings are mainly reflected in government-owned online newspaper Egemen Kazakhstan; there are

different ranges of stakeholders (an educator, journalists, writers, heads of educational and research institutions, policymakers) who advocate KLL in the education system. They found learning in LKL as useful, convenient, ease, universal and appropriate in future for students in terms of benefits listed above.

2. The findings show that people also have different negative attitudes towards student's learning in the LKL. The finding highlights that the negative aspects of LKL education take place in the cases of difficulties of the learning process, inconsistency with trilingual education reform, LKL education as a political game, and student's literacy decrease. In contrary with positive attitudes, these ones mostly reflected in both articles and comment of Azattyk Radio. Some stakeholders' attitudes presented in Zhas Alash and a few in Vremya. As listed above, people's arguments were contradicted to LKL education benefits presented in the first section; however, negative views were reflected through prisms of political, linguistic, and educational perspectives. In this section, people also criticized three scripts of LKL in order to show the complexity of education in newly scripted state language by focusing its linguistic and technical incompletes. In the case of the timeline, findings are also, as in the first section, are reflected in all three years (2017-2019). Besides, it is seen that in Azattyk Radio articles, most of the stakeholders who opposite LKL education for students are journalists. In other online newspapers' articles, statements are given by teachers, parents, journalists, educators, and heads of public organizations.
3. These major findings indicate that level of government readiness in providing education in LKL is reflected by both people's positive and negative attitudes. Positive attitudes that present the progress of the government in taking measures in proving LKL education are reflected in Egemen Kazakhstan articles, while people's critiques towards the governmental unpreparedness are mostly presented

in other radical online and online comments of Azattyk Radio. Findings are presented through the following themes: a) provision of teaching sources; b) provision of human sources; c) piloting and testing LKL education; c) timeline of implementation. If findings presented EK show that the government readiness in progress in providing education in LKL, while negative reactions of people that the government is not ready.

By analyzing the finding answering the first research question, the chapter has shown that people have both negative and positive attitudes towards in the LKL. The findings show benefits in the LKL education such as the opportunity to learn science disciplines quickly, quick acquisition English and other foreign languages, access to a variety of international sources and raise of education quality in the Kazakh language. In the case of negative attitudes, people criticize learning in the LKL in the following reasons: difficulties in learning in the LKL, inconsistency with trilingual education, learning in the LKL as a victim of a political game, the decrease of the student's literacy. Mostly positive attitudes are shown in the EK newspaper articles and AR online comments, while others mainly cover negative attitudes. In the case of the second research question, we can see both readiness and preparedness of the government in providing education in the LKL that is reflected by different stakeholders. Readiness is presented in EK articles; however, AR, ZA, V present criticism by people. All these findings are analyzed in the next discussion chapter.

Chapter 5. Discussion

The research purpose of the current thesis is to investigate how Kazakh language Latinization (KLL) impacts on people's attitudes towards students' learning in the state language. The study includes two research questions, in which the first one reveals the impact of ...the people's attitudes towards student's learning in the Latinized Kazakh language (LKL), and the second question examines how these attitudes reflect the governmental readiness in providing education in the LKL.

The current research is based on qualitative discourse analysis research design. The document analysis is used as a data collection instrument during gathering the 77 articles from online public policy-oriented newspaper Egemen Kazakhstan (EK), and radical online newspapers Azattyk Radio (AR), Zhas Alash (ZA), and Vremya (V) in the years of 2017-2019. As a research sample, that study also collected 100 online comments from AR. The main findings are provided explicitly in the previous chapter, while their analysis and discussion are provided in this chapter according to research questions. In order to answer research questions, findings are interpreted, connected with the relevant concepts and juxtaposed with the integrated framework of evaluating for the alphabet reforms based on sociolinguistic, psycholinguistics and educational criteria that were proposed by Malone (2004) and the expectancy-value (EV) model of attitudes (Fishbein & Ajzen, 1975; Ajzen, 1991; Rosenberg, 1956). Besides, the findings that indicated the governmental readiness in providing LKL education are analyzed through relevant sources provided in the literature review chapter. Before the conclusion, the similarities and differences of findings are analyzed across different newspapers and stakeholders. The chapter concludes with the discussion of the main ideas and presents overall answers to research questions.

RQ1: How does Latinization of the Kazakh language impact on people's attitudes to students' learning in the state language?

This section provides the discussion and analysis of findings that answer the first research question which examines different stakeholders' attitudes towards students' learning in the LKL. As the previous chapter presented, people's attitudes related to the learning in the LKL are varied. Firstly, this section discusses people's positive attitudes. Notably, it starts with an analysis of the theme named as 'the benefits of learning in LKL'. Secondly, it shifts to a discussion of negative attitudes towards learning in LKL. By answering the first research question, the current research bases expectancy-value (EV) and integrated framework for the orthography of Smalley (1964) as a conceptual framework to discuss attitudes.

Positive attitudes: benefits of learning in LKL. Some stakeholders tend to think that KLL is beneficial for education, particularly for studying in the newly scripted state language. Accordingly, they have some positive attitudes towards students' learning in LKL. The finding reveals the following two major sub-themes that provide the benefits in the LKL: 1) opportunity to easily learn science disciplines; 2) quick acquisition of English and Kazakh languages; 3) access to a variety of international sources; 4) raise of education quality in the Kazakh language. First of all, some people assume that studying at LKL is beneficial for students to learn science disciplines for some reasons. Initially, some of them claim that vast scientific sources are written mainly in English; hence, learning in LKL helps youth to study such disciplines as Mathematics, Physics, and Biology can be easily acquired if these subjects will be conducted in the newly scripted state language. In this case, it is seen that people connect the Latin script with English because of English as a popular language of science written in that alphabet. According to domestic studies (Kimanova, 2011; Saduakasov, 2013; Kadirova, 2018), some people agree with the fact that implementation of KLL in education raises the quality science disciplines in the Kazakh language. The similar findings revealed in Dotton's (2016) study, which presents more than half interview participants claim that domestic science and studying science will be improved by implementing KLL in education. Contrary, in the current research, the mentioned benefits of student's learning in LKL presented only in public policy-oriented Egemen

Kazakhstan newspaper articles and only one article of Vremya. It shows that positive attitudes related to learning science disciplines through LKL education easily revealed mainly in one online newspaper out of four. However, despite the absence of those findings in Azattyk radio and Zhas Alash newspapers, there are also no negative attitudes or critiques related that aspect of the student's learning in LKL. Moreover, people's statements referred to benefits of LKL education in studying science disciplines were provided Azattyk Radio online comments.

In comparison with previous Kazakhstani studies (Kimanova, 2011; Saduakasov, 2013; Dotton, 2016; Kadirova, 2018), it is seen that in media (online newspapers in our case) not all people think that LKL education leads to ease learning science disciplines rather than people who participated in an interview and survey-based research works. However, as Heaton (2018) points out, people's positive or negative attitudes in media towards particular things or events always depends on genre, content, and policy of news that take place. For example, according to results of research examined orthography reform in Spain (Reyes, 2009); people's negative attitudes were mainly negative in website comments, while in other public and private newspapers most of the people had no critics towards the government orthography reform. Accordingly, it is seen that despite the positive attitudes towards LKL education through the prism of learning science disciplines mostly presented in public policy-oriented Egemen Kazakhstan articles, there are also people whom agreements reflected in Azattyk radio online articles. Moreover, these benefits of LKL education were claimed by different stakeholders (journalists, educators, scholars) from the introducing KLL in 2017 till 2019 (excluding).

According to the integrated framework of Smalley (1964), the findings that indicate the benefits of LKL education through the prism of ease learning of science disciplines refer to 'maximum motivation' criteria of the orthography. It is because the progress in studying science in the state language motivates people to learn in the new Script. Also, by analyzing positive attitudes given above through expectancy-value (EV) model, it is clear that, firstly, different stakeholders support LKL in education due to their belief on its benefits. Secondly, the

development of studying science disciplines in the Kazakh language through Latin is considered as a value what positive language attitudes relate to. It is clearly seen that the attitudes are influenced by the educational factor of KLL based on motivation criteria.

Secondly, some stakeholders have positive attitudes towards learning in the LKL because they see it beneficial for helping students to acquire English and Kazakh languages quicker and better. Some of them think that Latin letters and learning in the newly scripted the Kazakh language create conditions to acquire English quicker and better than it was in the Cyrillic script. One of the main factors that affect people's attitudes is the visual representation of the Script. According to Berry (1958), the visual representation has a significant influence on people's script choice. The previous statement was supported by Mattingly (2001) who claims that the visual representation of the Script relates to aesthetics criteria of the orthography process which also refers to 'maximum motivation' of Smalley framework (1964). It is because people associate a particular script with languages that are written in it. Accordingly, since such popular languages as English, French, and Spanish are associated with Latin script that can create favourable conditions in psychological preparedness lead to success in foreign language acquisition (Gardner, 1985). By examining the given finding, Latin Script is considered as a favourable condition for learning in LKL that leads to acquiring English quicker. In the current research, the findings that revealed the benefits mentioned above are presented only in public policy-oriented in online articles of Egemen Kazakhstan newspaper and in an online comment of Azattyk Radio. Findings revealed in articles indicate that stakeholders from the government mainly support LKL education benefit as one of the in quicker acquisitions of English. The similar vein is presented Latinization reform in Tatarstan, where the Ministry of Education of that country supported script replacement due to its advantage for students in learning English and other European languages (Goble, 2000). Besides, the Latinization in Azerbaijan was also considered as the favourable condition in English language acquisition in the education system (Bayatly, 1997).

Alternatively, a few people think positively that through learning in the new Latinized script, Russian-speaking students can easily learn the Kazakh language. However, by analyzing the different stakeholder's thoughts from online comments and newspaper articles, there are no particular reasons and explanations for why it would be easier than before. Although Eira (1998) examined a similar situation in Turkey, where the status and prestige of the Turkish was increased due to the transition to the Latin script, she explains it with the change of people's attitudes towards the state language and education in it. Baker (1997) also adds that language attitudes to a particular language change due to social, political, educational and economic modifications. In this way, some scholars (Harris and Hodges 1995; Coulmas, 1999; Rice, 1996, Eira, 1998) argue that language development in the form script replacement is tightly connected with those modifications that lead to the language attitudes changes towards the state (official, national) language. As a result, in the Kazakhstani case, people think that attitudes can be changed to the Kazakh language, in which learning in the LKL helps students to acquire Kazakh better. In sum, according to EV model of attitudes (Fishbein & Ajzen, 1975; Ajzen, 1991; Rosenberg, 1956), people's positive attitudes have emerged from their belief that LKL education has positive attributes through prism quicker acquisition of English and Kazakh languages. By correlating findings with that model, it is seen that the value of these attitudes has educational issues in the prism of students' language acquisition process in education and linguistic issues. According to Smalley (1964), the findings presented above relate to maximum motivation criteria because, firstly, quick and easy acquisition of English and Kazakh languages motivate people to support students' learning in LKL; secondly, the possible raise of the state language prestige also impact on different stakeholders' positive attitudes towards education. Thirdly, people state that education in the LKL opens access to international informational sources. This finding supports the previous one but considers the benefits of the student's learning in LKL broader than just learning science disciplines and foreign languages. Initially, people claim that everything new in the world is written in Latin script. Primarily, students who

seek information always use social networks and internet sources which links are in Latin script. It is clearly seen from the following quote: "Considering that everything new is written in a Latin alphabet, it helps youth to get knowledge and know the necessary information from international sources like scientific books, magazines, and websites" (Sc 2, EK, 2017). Besides, a few ones mention about the technological advances of LKL education, for example: "In the era of globalization, Latin graphics became an alphabet that served as the basis for writing the world and shows that, according to the new information technology, the most flexible, and convenient for information exchange" (HPO 3, EK, 2018). The findings support the results of another study (Khasanova, 1997) conducted in Tatarstan where almost all computer specialists have come out in favour of the Latin alphabet in preference to the Cyrillic alphabet "with its relative isolation from the world computer information system" (p.52). Also, they agreed that the Latin script would be beneficial for students to seeking information in educational purposes. The only difference that in the current research statements above is reflected by not only computer specialists but also by stakeholders of different spheres. In the case of Uzbekistan, policymakers, scholars, and education reflected their positive attitudes towards Latinization of Uzbek language in education in order to modernize information searching in schools and higher education institutions (Lindau & Kellner-Heinkele, 2001). However, considering that script replacement reforms in Tatarstan and Uzbekistan were at the beginning of XX century, not all people realized the importance of Latinization in education through the prism of access international informational sources, but according to findings found in online articles of Egemen Kazakhstan and online comments of Azattyk Radio people consider LKL education as beneficial for students in seeking information because it is requirements of modernity. Also, Baker (1997) states that technological advantages in learning in a particular language give it an advantage and effect positively it is to people's attitudes. Therefore, the finding shows that this advantage raises the quality of LKL education. The findings support the research of Saduakasov (2013) in which participants listed benefits of KLL in education, mainly, development informational technologies

in LKL. According to the EV model of attitudes, people's beliefs have emerged from their knowledge of modern world requirements such as the necessity of informational technologies in accessing to informational sources in education. Accordingly, people's value is the development of searching for information sources for students, and LKL education can fulfil their expectancy. In the orthography framework (Smalley, 1964), findings relate to the following criteria: a) maximum motivation and b) maximum Ease of Transfer. In the former case, open access to international informational sources can be considered as a motivation to support LKL education. In the latter, the information in other languages can be easy transferred to newly scripted state language.

Lastly, some stakeholders tend to think that education in LKL can improve the status and prestige of the Kazakh language that develop the quality of the learning process in the state language. Primarily, these findings were presented by heads of a higher education institution that believe Latin alphabet, firstly, raises the prestige of the state language, and, secondly, broadens its information base. For example, the following quotes support this finding: "The information in Latinized Kazakh language can broaden its potential; therefore education in that language will get a high prestige (HEI, EK, 2017). These findings were found only Egemen Kazakhstan online articles and online comments of Azattyk Radio.

In sum, since the research design of the current study is discourse analysis (DA), the findings analyzed above relate to particular discourses. According to Eira (1998), there are common six discourses that impinge on orthography issues: a) scientific; b) political, c) religious, d) technological, e) historical and e) pedagogical (Eira 1998, p. 36). However, Easton (2007) argues that discourses can vary according to different reactions of people towards orthography reform, and discourses depend on aspects of orthography. Hence, since the main focus of the search on education issues, different discourses from varying classifications of authors are selected to classify findings.

Firstly, ease students' learning of science disciplines relates to the discourse of scientism (Barron, Bruce & Nunan 2002; Eira 2000; Pennycook 2002) due to findings present development science disciplines as one of the main values indicated in people's attitudes towards LKL education. By linking orthography and scientism discourse, Frost (1992) claims that the scientific side of orthography has educational, linguistic, and social aspects. In the case of current findings, the benefits of LKL education given above refer mainly to the educational aspect of scientism discourse. We can conclude that because that aspect in the prism of ease learning of science disciplines motivates people's to support LKL education.

Secondly, quick acquisition of the English language and open access to international information sources are related to the discourse of globalization (westernization) (Hall, 2002) for several reasons. First of all, considering English as one of the important languages in education and deeming a value to its development present that people take into account trends of globalization in case of orthography. Secondly, access to international information sources also presents that globalization consideration as value and motivation to promote LKL in education. In comparison with findings of a similar study (Sebba, 2006), Latinization is also considered as an advantage for education in such countries as Tatarstan, Uzbekistan, Azerbaijan, and findings are referred not only to globalization but also technology discourse. However, Irvine & Gal (2000) argue that technology issues of orthography should be under globalization discourse due to technological progress is driven globalization, while Seifart (2006) claims that discourse of technology can be independent discourse if people's statements consist only advances of technology. In the case of current research, people's statements mentioned modern technologies as a tool of seeking information; hence, we refer it to the discourse of globalization. As a result, by connecting these.

Ease acquisition of Kazakh language and raise of quality in education in Kazakh can be analyzed under the discourse of national identity. It is seen from people's statements that assume the Kazakh language development in terms of education. Parekh (1994) states that national

identity discourse in case of language is mainly examined in political aspects of language policy because it is the field of research of political sciences. However, Johnson (2000) claims that education reforms can be a tool of raising status and prestige of national language, which is seen from the current research findings.

In sum, three discourses are revealed according to DA analysis: a) discourse of scientism, b) discourse of globalization, and c) discourse of national identity. Considering all discourses has a particular aim (Foucault, 1970), these three listed above are related to education aspect of orthography which also has to include motivation for people to support student's learning in LKL. In conclusion, this section provided a discussion of findings that answer the first research question, particularly, analyzed positive attitudes towards students' learning in LKL. Initially, section analyzed the following findings that indicate positive attitudes according to the expectancy-value (EV) model that based on belief perspective (that suits under language attitudes and integrated framework for orthography reform proposed by Smalley (1964). Further, according to analysis, all findings are indicated in online articles of Egemen Kazakhstan newspaper; contrary, findings of three out of four sub-themes are revealed in online comments of more radical Azattyk Radio. Only one find provided in the article of Vremya newspaper. By basing on Smalley's (1964) framework, all benefits of LKL education indicated in that section are related to "maximum motivation" criteria. It is because such benefits as an opportunity to learn science disciplines easily, quick acquisition of English and Kazakh languages; access to a variety of international sources and raise of education quality in the Kazakh language are considered as a motivation for people to support students' learning in LKL. By correlating these advantages with the EV model of attitudes, people's beliefs are based on the experience of script replacements of other countries, and the possible success of LKL education lead to values that people expected. In addition, advantages of access to a variety of international sources relate 'maximum ease of transfer' criteria due to information can be transferred from other languages to the newly scripted Kazakh language through LKL education.

Negative attitudes towards students' learning in LKL. Among positive attitudes towards students' learning in LKL, there are also negative ones that reflected by different stakeholders. First of all, the negative attitudes that reveal the linguistic and technical difficulties in learning in the LKL. The first discourse is about linguistic features of the Latin script such aspects as the digraphics, apostrophes, and akuts that make education in the LKL more difficult. People think that these difficulties lead to failure in the learning process because students cannot easily learn some letters; as a result, this misunderstanding leads to low academic performance. The similar situation can be seen from the Coulmas' work (1999), where such linguistic difficulties are labelled as a "linguistic inadequacy". He included the next its aspects: 1) "pure governmental decision"; 2) "the discrepancy between the script and the language" (Coulmas, 1999, p. 167). In the first case, a particular government may have a specific purpose with script replacement reform; however, there may not be the people's involvement and different stakeholder's consent. In other words, the authorities do not discuss the reform with people about the Script, especially, with such key clients of script replacement as educators, teachers, students, and parents. As Kadirova (2018) states, the same scenery took place in Kazakhstan, where from 2017 to 2019, the Latin script of the Kazakh language was changed three times. Findings presented in online articles of Azattyk Radio, Zhas Alash, and Vremya reveal that people think that learning in LKL will be difficult for students due to complexity of the new Script. They focus on that government started to introduce the KLL reform without discussion with people, accordingly, three options of the LKL are not completely developed to be implemented in education. Statements provided in articles (AR, ZA, and V) and online comments present the people's disagreement with LKL letters, especially, with diacritics, akuts, and digraphs that make the LKL and education process in the state more difficult than it was in the Cyrillic script. In comparison with the similar local study (Dotton, 2016), in which interview participants stated about that KLL process is always discussed by a small circle of people: policymakers, deputies, and a few scholars, they did not ask people's opinion about the new Script and possible education

system in it LKL. The findings of current research partially support the previous research (Saduakasov, 2013; Dotton, 2016), but according to people's statements, the current KLL reform is a purely governmental decision. These types of statements are mainly presented in articles of Zhas Alash and online comments of Azattyk radio. Also, the similar findings are found in other foreign studies (Rice, 1998; Robinson and Gadelii, 2003; Niyomugabo & Uwizeyimana, 2016), where research participants and respondents claimed about the absence of community involvement of orthography reform process. According to EV model of attitudes, people's belief is that they have rights to influence to a governmental decision in case of LKL education because all of them, especially, school and university students will learn in LKL. Hence, the absence of involvement in the script replacement creates negative attitudes towards studying in the newly scripted state language. In the case of an integrated framework for orthography (Smalley, 1964), mismatch with the "community involvement in the decision-making process" criteria. Some scholars (Smalley, 1964; Rice, 1998; Robinson and Gadelii, 2003; Malone, 2004) assume that a criterion is an aspect of the social factor in designing and implementing a particular script. As a result, by examining beliefs, attitudes, expectancy, values of people reflected in negative language attitudes, the findings relate to discourse to discourse of belonging (Eira, 1998).

In the second case, DA of findings presented the linguistic features digraphics, apostrophes, and akuts mismatch with linguistic nature and laws of Kazakh language, which, further, can lead to student's psychological strain by decreasing their enthusiasm to learn. This statement is supported by Dotton (2016) and Kadirova (2018) studies, where in the first more than half interview participants disagreed with studying in LKL with linguistic features graphics, apostrophes, and adults. Interview participants claimed that it would be difficult to use the Kazakh language in different domains, especially in science. According to Smalley (1964), that problem of LKL mismatches with "maximum ease of learning" criteria of the framework. By building that criteria, Malone (2004) state that pure linguistic difficulties have a negative impact on people because these difficulties create "the discrepancy between the script and the language".

She also claims that discrepancy emerges when Script does not meet to the following orthography reform requirements: a) "representing the sounds of the language accurately"; b) "easy as possible to learn"; c) "simplicity for the sake of readability and ease of writing" (Malone, 2004, p.233). In the EV model, people's belief is that the linguistic features of the LKL should be appropriate to study in the newly scripted state language.

People also have negative attitudes on that issue in the case of technical difficulties. They mainly criticized education in the LKL due to it has no concrete advantages in the case of technical advances and innovations. They think that the learning process in the newly scripted state language requires technological equipment. It is because such things as informational technologies, computers, and converters can help students to adapt to the new system quickly and make the learning process more productively. The attitudes reflected in the online comments and articles from the Azattyk Radio show that LKL is not still coordinated with computer keyboards that make study in it difficult. According to different stakeholders, until special computer programs are developed for quick search of information, convenient control of keys on computers and other gadgets, learning on LKL will be difficult and not approved by the people. The similar statements are reflected in Saduakasov (2013) study that shows struggling of most people with technical difficulties related to LKL. If one-third of respondents claim that usual changes in the alphabet are the main problem in adopting computer technologies in LKL education, while others argue that technical difficulties of LKL education depend on linguistic challenges of the LKL. However, most of the respondents in another research (Kadirova, 2018) have a neutral position about that issue, because they tend to think that it needs time to adopt technical advantages in LKL education. In this case, Baker (1997) argues that in countries of the Third World where script replacements and orthography reform were implemented with lack of technological support the processes took a long time and in some cases were unsuccessful. According to the EV model of attitudes, people believe that LKL education should be supported by technological advantages that will help for successful implementation in education. It also can

increase the value of KLL reform in the education system and impacts positively on people's attitudes. In the case of the integrated framework (Smalley, 1964), the findings relate to "maximum ease of transfer" criteria in case technical factors. It is because the appropriate writing system should be ease adaptable and transferable to computer and information technology system in order to be developed in the modern world (Wolff, 2000). These findings revealed negative attitudes through the prism of technical difficulties related to the discourse of technology due to stakeholders' statements are directed to technological possibilities of LKL in education.

The second sub-theme raised in the discourse, reflecting negative attitudes towards LKL reflects people's worries about the inconsistency of studying in the LKL within trilingual education reform. The findings related to that issue are mainly presented in the articles from the Azattyk Radio and Vremya. In comparison with other sub-themes, there are only a few statements about that issue. Besides, previous studies and research related script replacement have no findings and theories about that issue. Particularly, some people are a little bit confused with which Script the students will study. It is because considering that LKL education-related only to Kazakh medium instruction, according to TL reform, Kazakh language, Kazakh literature, and History of Kazakhstan will be teach in LKL, but geography and World history in Cyrillic, and other is English Latin. It is seen that this scenery of LKL education coexistence with TL reform confuses people (MoES, 2011). The importance of this issue is because trilingual education reform has an extreme significance in the education system, and will be implemented among the country in future (MoES, 2015). Therefore, people have a particular critique of the consistency of trilingual education and LKL education. By correlating these findings with EV model of attitudes, it is seen that people believe that strategic reforms such as TL and KLL should coexist in education, but their negative attitudes emerge from a misunderstanding of language-in-education policy that was not explained by the government. Also, the value of LKL might be decreased due to only a few courses will be taught in the newly scripted state language.

According to the integrated framework of orthography (Smalley, 1964), people's worries discussed above relate to "maximum ease of transfer" criteria in case of political factors. It is because the appropriate Script should be transferable on the education system in correlation with other education reforms (Malone, 2004).

Thirdly, according to a few statements reflected in articles from AR, ZA, and V, and presented from online comments from the AR, some people tend to think that KLL and learning in the LKL are considered as the political game. The findings show there are negative attitudes towards education in the LKL political aspects of that reform could have negative consequences on the learning process in future. Firstly, some stakeholders argue that the government pays attention to the political side of KLL by not taking into account the educational aspects. The following quote from online AR online comments supports that statement: "This is a purely political step; there is little emphasis on education" (Comment #86, AR, 2019). Secondly, different stakeholders think that is one kind of way to move away from any possible Russian influence. We also notice that 'moving away from Russian world' means not only distancing away from economic and political impact, but also from the Russian language. It is because, through KLL, there will be a chance to develop the Kazakh language in all spheres of life by raising its status and prestige (Nazarbayev, 2017). On that basis, people think the politicization of KLL will lead to the negative circumstances in learning in the state language: "If we go at this pace, education in the native and only state language will be deteriorated. The education system will fall victim to political games" (PM 3, ZA, 2017). According to Saduakasov (2013) and Yergaliyeva (2018), the political aspect of KLL depends on the geopolitical factor that based relations of Kazakhstan with Russia. The current support the findings previous research (Saduakasov, 2013), only 20% respondents mentioned the political aspect of LKL education; in other studies (Kimanova, 2011; Dotton, 2016; Yergaliyeva, 2018), people did not talk about it. According to the EV model of language attitudes, in this case, people's belief is that KLL reform should be a way for language and education development through being implemented in

education. Hence, negative attitudes emerge from thinking that KLL is a step of the political game which means that findings relate to political discourse.

The final sub-theme reflected in findings indicates that the literacy level can be decreased among students during the learning process in the LKL. In this way, people's worry is related to literacy in the Kazakh language. People compare script replacements in other countries, particularly, they focus on other Turkic countries experiences, and afraid of the possible negative scenery that can be repeated in Kazakhstan. The findings partially support previously local studies (Kimanova, 2011; Saduakasov, 2013; Dotton, 2016; Kadirova, 2018; Yergaliyeva, 2018) where survey respondents and interview participants worried about the possible literacy decrease in LKL among students for several reasons. Some people think that information in LKL will be insufficient for students to learn courses and study (Dotton, 2016; Kadirova, 2018). Also, people assume that it takes time to adapt to LKL in education to that level which was in Cyrillic. These findings relate to the discourse of literacy.

In sum, through analysis of people's negative attitudes presented in online articles of newspapers Azattyk Radio, Zhas Alash, Vremya and online comments of AR, the findings are analyzed according to the first research question and conceptual frameworks of the study. Initially, there is a need to mention that people's negative attitudes reflected in all articles of more radical online newspapers, excluding policy-oriented newspaper Egemen Kazakhstan. Further, according to the conceptual framework proposed by Smalley (1964) findings are analyzed under such orthography criteria (Smalley, 1964; Malone, 2004) as "maximum ease of learning (linguistic difficulties, the decrease of students' literacy) and "maximum ease to transfer" (technical difficulties, inconsistency with TL reform). It helps us to identify which aspects LKL do not correspond with appropriate orthography according to some stakeholders. Also, as factors that are impacted towards negative attitudes were political (inconsistency with TL reform), technical (technical difficulties), social (people's involvement), and linguistic (linguistic difficulties) aspects. In sum, by analyzing these findings through prism orthography

criteria, we labelled them as following discourses: a) political discourse (LKL reform as a political game and inconsistency with TL reform); b) discourse of belonging (community involvement in the decision-making process); c) discourse of technology (technical difficulties); and d) discourse of literacy (decrease of the student's literacy).

RQ2: How do people's attitudes reflect the readiness of the government to provide education in the newly scripted the Kazakh language?

This section answers to the second research question that examines how different stakeholders' attitudes presented in online articles of Egemen Kazakhstan, Zhas Alash, Azattyk Radio, Vremya and online comments of Azattyk Radio reflect the governmental readiness in providing education in the newly scripted state language. There are no particular conceptual frameworks that investigate the governmental readiness in implementing and providing orthography reform in education; however, findings are analyzed according to the criteria of orthography implementation introduced by Karan (1996). Then, the analyzed findings are correlated with the framework on education policy implementation proposed by OECD (2017). Discourse analysis (DA) of findings reveals that there are both positive and negative attitudes towards the level of governmental readiness in providing LKL education that indicates preparedness and unpreparedness of implementation measures. Hence, this section discusses findings through the prism of the following issues: 1) a provision of teaching resources; 2) a provision of human resources; 3) testing and piloting orthography, and 4) timeline of implementation.

Provision of teaching resources. According to findings presented in articles of public policy-oriented newspaper Egemen Kazakhstan, the government is on the process of preparing the necessary literature and other informational sources that are useful for people. From one had, here are no statements and plans from policymakers how these sources will design and according to which standards will be evaluated. From another hand, statements from policymakers about the provision of teaching sources are presented in 2017, when the KLL reform was just

introduced, and the government had no plans for implementation LKL in education, it explains why the government had no particular readiness in of provision of teaching resources. The similar vein is seen from study-related script replacement in Korea (Kim-Renaud, 2000), where there are people's statements that reflect confusion related to the absence of information about future books in Hangeul. Nevertheless, Kim-Renaud (2000) claims that in the beginning and introducing of a particular script in education, there is an understanding that the government only plans to prepare books or other educational sources of information. The findings support some similar studies (Henze, 1977; Ercilasun, 1999; Clement, 2006; Sebba, 2006 ;) examined governmental readiness in other Turkic countries. According to Clement (2006), in Turkmenistan, the government started to introduce the new Latin script to people but adopted that Script only after several years because of linguistics difficulties and absence of textbooks, necessary literature and information sources in education. The similar vein is seen from the situation presented in Tatarstan (Sebba, 2006) and Azerbaijan (Bayatly, 1997) where there were no teaching resources to study disciplines in newly Script. As Smalley (1990) points out, it is understandable the slow progress or temporary absence of teaching resources at the beginning of introducing of new Script. Findings presented in articles of 2018 and 2019 shows the progress of the government in creating teaching sources. Policymakers, in collaboration with National commission experts, created websites "Qazlatyn" that explains the important features of LKL in terms of terminology, grammar, lexicology and spelling rules of letters of the new Latinized script.

Even there is a progress in attempting to create necessary literature in terms of teaching and learning LKL; there are no particular findings that involve or quotes statements that present in which textbooks students will study in LKL, how these sources will be evaluated and when the government will design it. In sum, planning and a little progress in providing teaching sources are presented in online articles of Egemen Kazakhstan, which shows that the government is not completely ready, but preparational measures are in progress. According to criteria of

orthography reform implementation (Karan, 1996), the tendency presented in EK articles relates to "implementation as a process over time" criteria which means that measures in providing information and teaching sources are an ongoing process. Hence, the current measures of the Kazakhstani government are understandable in that stage. In the case of policy implementation framework (OECD, 2017), the findings relate to sources and tools criteria. In this way, Wurzburg (2010) points out that the readiness of the government in implementing a particular policy or reform should involve the full preparedness of sources (human, teaching, financial, technological), but when the government have no special preparation to implement reform. It is seen from the experience of the Turkic countries (Henze, 1977; Ercilasun, 1999; Clement, 2006; Sebba, 2006). However, in contrast to other Turkic countries, the transition to the Latin script in Kazakhstan has been discussed for several times from 1991 (Mamyrova, 2012; Kadirova, 2018) which shows little preparation to the transition. Moreover, as Fullan (2015) claims, in the modern world, there are fewer complexities that make educational reform implementing process difficult due to technological and financial advantages in compared with the previous century. In the case of teaching sources, a few people have negatively stated about the absence of scientific and methodological approach of LKL education. According to a few stakeholders, the problem related to these approaches is the roots of absence in providing teaching resources. As presented in articles and online comment of Azattyk Radio, stakeholders worry that it is lack of scientific approach in terms of linguistics. The following quote of teacher supports the previous statement: «The new scientific approach to this issue should be extremely responsible and extremely cautious. We should make it as convenient as possible for the younger generation to adopt a new style of writing. The ideal option is "one letter-one sound" or at least some options with the spelling "two letters-one sound" (T 5, AR, 2017). Besides, one stakeholder mentions the absence of methodology that teachers needs and also argues about the lack of teachers who can teach in the LKL. According to two statements, it is seen that there is few information related to critique unpreparedness of the government in providing education in terms of teaching sources.

All in all, the findings referred to teaching resources related to the discourse of economics and findings that reveal an absence of methodological and scientific approach relate discourse of scientism.

Provision of human sources. The findings presented in articles of EK reveal that the government on the process of providing human resources: qualified specialists, experts, teachers, and scholars. According to policymakers, these steps were taken from the beginning of KLL introducing in 2017. In that time, the government in collaboration with language development departments, firstly, started to do explanatory works among people in all regions of the country in order to promote the LKL in different spheres, especially, in education. The same tendency took place in Tatarstan at the beginning of the transition to the Latin script (Sebba, 2006). The government of that country started Script of replacement with an explanation of its importance. Secondly, the government began to train teachers and other specialists. For instance, there are some centres in big cities and regions that help to train teacher and specialists. At the end of 2018, approximately 2000 school teachers passed a special preparation. Also, as findings present, the National Commission, in collaboration with the Ministry of Science and Education since 2018 started to prepare experts in term LKL education and researchers in directions terminology, phonology, and pedagogy. According to policymakers, the results of these measures and steps in providing human resources in terms of LKL education can be seen when piloting classes will start education in LKL. In the case of policy implementation framework (OECD, 2017), these findings relate to sources criteria and can be considered as a discourse of economics.

In sum, taking into account all examples mentioned above, we can see that the government readiness in providing education in the LKL is presented only in EK articles. Among findings that present the government readiness in providing education in the LKL, there are also some findings addressed to criticize the unpreparedness in that issue by different stakeholders. Almost all of them are presented in the comments and articles of Azattyk radio,

and articles of Zhas Alash and Vremya. These findings mainly cover the same issues that were presented in previous paragraphs, such as implementing education in the LKL, absence of scientific approach, and preparation of the specialists. These findings related to the discourse of economics.

Piloting and testing learning in the LKL. The findings show that of the preparational issues in implementing education in the LKL, it is piloting and testing a new alphabet in order to analyze how students can study in the LKL. Firstly, the government takes into consideration all the necessary factors related to students' ability in learning. As important measures, the government is started to test LKL in education by doing experiments, interviews and surveys among students and teachers. The similar situation was in France and Germany (Ball, 1999), where the national commission took some measures to identify the appropriateness of the orthography reforms. Also, a study conducted in India (Grand'Eury, 1994) shows the government at the beginning of orthography reform in collaboration with scholars and educators did the same steps. However, in comparison, the level readiness of other countries with Kazakhstan, it is clear that such countries as France, Germany, and Spain used more different techniques and methods to test students. For example, in France, the government in collaboration with higher institutions tested different groups of students in order to know the appropriate of the Script in education and research in cases of emotions, beliefs, and experiences. In all stages, observers could identify how to script replacement can impact on students' attitudes and how these attitudes reflect preparedness of the government in implementing Script in education. By analyzing findings through the lens of studies given above, it is seen that the government is on progress in piloting and testing KLL. However, policymakers did not report particular results. For example, from the next statement, it is seen that measures related piloting and testing, firstly, examined student's perceptions toward KLL; secondly, it presents that to which factors the government focused on, but it shows the process, not the progress: "*Most of the participants of the testing are young people. Respondents who took part in the testing expressed their*

suggestions about the shortcomings encountered on the keyboard and gave their attitudes about the further learning in the newly scripted state language" (MSC 1, EK, 2019).

Timeline of LKL implementation. Many findings show that people worry about the timeline of implementation of LKL in education level because it is early to do it. For example, some people think that the implementation schedule is not convenient for the learning process and has negative on students because they will not be ready to study in the LKL. Fuster and Köster (2016) point out that the government should revise the measures in order to successfully implement script replacement in education or have to revise the timeline of implementation. In the case of our findings, they revealed that people think KLL implementation in education is too early. Especially, it is seen from all radical online newspapers and online comments. According to Wurzburg (2010), a timeline of concrete reform implementation should depend on successfully piloting and testing. From one hand, as findings show, the government is on progress on implementing KLL according to the timeline (by 2025), and take into account all aspects and factors of implementation in education issues. However, findings from the radical online newspapers present that people think that the government implies KLL in education early, by not taking account problems of the Script and lack of various resources. In the case of policy implementation framework (OECD, 2017), these findings relate to "timing" criteria and can be considered as a discourse of economics.

In conclusion, that chapter is aimed to analyze the findings according to research questions and conceptual framework. Discourse analysis of findings shows that student's learning in LKL is beneficial for learners in studying science disciplines, learning English and Kazakh languages, to get information question people's positive attitudes shows that LKL education can improve the quality the learning process in the state language. In the case of the first research question, among positive attitudes, there were also negative reactions towards education in LKL. The benefits of students' learning in LKL mainly presented in Egemen Kazakhstan online newspaper, while negative ones are provided in articles and comment on

other radical newspapers. All these findings are analyzed through the prism of a conceptual framework. In case of the second research question, the findings presented that the government is in progress to implement LKL in education; however, people's critiques present that the level of preparation just in the beginning stage.

Chapter 6. Conclusion

This chapter provides overall summary of the findings that were discussed and analyzed in the discussion chapter. Initially, it examines the findings of the study in the light of achieving the research purpose and research questions. Further, the chapter provides the limitations of the study in order to demonstrate the researchers' awareness of the weaknesses that help them in future research. Finally, recommendations based on an accumulation of chapters related to literature review, methodology, findings, and discussion are provided. All these things are expected to contribute to future research.

Achieving the Research Purpose

The study posed the following questions:

RQ1. How does Latinization of the Kazakh language impact on people's attitudes to students' learning in the state language?

RQ2. How do people's attitudes reflect the readiness of government to provide education in the newly scripted the Kazakh language?

In case of the first research question, there are both positive and negative attitudes presented in online articles and online comments. In case of positive ones, the finding reveals the following two major sub-themes that provide the benefits in the LKL: 1) opportunity to easily learn science disciplines; 2) quick acquisition of English and Kazakh languages; 3) access to a variety of international sources; 4) raise of education quality in the Kazakh language. As a result, three discourses are revealed according to DA analysis: a) discourse of scientism, b) discourse of globalization, and c) discourse of national identity. Considering all discourses has a particular aim (Foucault, 1970), these three listed above are related to education aspect of orthography which also has to include motivation for people to support student's learning in LKL. In conclusion, this section provided a discussion of findings that answer the first research question, particularly, analyzed positive attitudes towards students' learning in LKL. Initially, section

analyzed the following findings that indicate positive attitudes according to the expectancy-value (EV) model that based on belief perspective (Fishbein & Ajzen, 1975; Ajzen, 1991; Rosenberg, 1956) that suits under language attitudes and integrated framework for orthography reform proposed by Smalley (1964). Further, according to analysis, all findings are indicated in online articles of Egemen Kazakhstan newspaper; contrary, findings of three out of four sub-themes are revealed in online comments of more radical Azattyk Radio. Only one find provided in the article of Vremya newspaper. By basing on Smalley's (1964) framework, all benefits of LKL education indicated in that section are related to "maximum motivation" criteria. It is because such benefits as an opportunity to learn science disciplines easily, quick acquisition of English and Kazakh languages; access to a variety of international sources and raise of education quality in the Kazakh language are considered as a motivation for people to support students' learning in LKL. By correlating these advantages with the EV model of attitudes, people's beliefs are based on the experience of script replacements of other countries, and the possible success of LKL education lead to values that people expected. In addition, advantages of access to a variety of international sources relate 'maximum ease of transfer' criteria due to information can be transferred from other languages to the newly scripted Kazakh language through LKL education. In sum, through analysis of people's negative attitudes presented in online articles of newspapers Azattyk Radio, Zhas Alash, Vremya and online comments of AR, the following findings are analyzed according to the first research question and conceptual frameworks of the study: 1) difficulties in learning in the LKL; 2) inconsistency with trilingual education reform; 3) learning in the LKL as a victim of political game; and 4) the decrease of students' literacy. These sub-themes of the negative attitudes are discussed and examined according to EV model of attitudes and integrated framework for orthography (Smalley, 1964).

The study revealed that the negative attitudes reflected in all articles of more radical online newspapers excluding policy-oriented newspaper Egemen Kazakhstan. Further, according to conceptual framework proposed by Smalley (1964) findings are analyzed under such

orthography criteria (Smalley, 1964; Malone, 2004) as “maximum ease of learn” (linguistic difficulties, the decrease of students’ literacy) and “maximum ease to transfer” (technical difficulties, inconsistency with TL reform). As a result, there was an opportunity to identify to identify which aspects LKL do not correspond with appropriate orthography according to some stakeholders. Also, as factors that are impacted towards negative attitudes were political (inconsistency with TL reform), technical (technical difficulties), social (people’s involvement), and linguistic (linguistic difficulties) aspects. In sum, by analyzing these findings through prism orthography criteria we labeled them as following discourses: a) political discourse (LKL reform as political game and inconsistency with TL reform); b) discourse of belonging (community involvement in decision making process); c) discourse of technology (technical difficulties); and d) discourse of literacy (decrease of the student’s literacy).

Limitations

The study has several limitations that have to be taken into consideration. Firstly, the study was theoretical and conceptual framework. It is because that there are few theoretical studies and empirical studies related to KLL that made the analysis and discussion of findings. The concepts of language attitudes, KLL, and readiness are complicated to be in one framework. Also, the models of language attitudes are mostly related to linguistics rather than language education. Hence, the findings analyzed through V model were comparatively framed. Lastly, considering the research design is discourse analysis, the findings did not give a full picture of people’s attitudes.

Recommendations

The current research concludes with some recommendations for further studies that might be added to them. First of all, it is suggested to conduct more in-depth of mix methods study. By doing this, it will be possible to have the discussion of wider range of attitudes due to using indirect or direct measures of attitudes. In this, it will be good to use surveys and interviews that

help to investigate people's beliefs, feelings and knowledge of the attitudinal object more deeply.

As a result, a full picture of attitudes might be emerged from research.

Secondly, by basing on mix or quantitative approach studies, it is suggested to use such software as SPSS and NVIVO that help to gather wider range of data. Moreover, it allows analyzing findings from different angles: gender, age, education, etc. In addition, using this software will be very convenient during coding, grouping and abstraction of data.

In conclude, I hope that this study shed a light on the beliefs of different stakeholders about KLL and students' learning in LKL. By using the findings of study, it might be possible to revise the attitudes towards learning in newly scripted state language. The study highlights the importance of the governmental readiness and also to see both pros and cons of KLL in future education system, and how people impact on its development. Overall, this study can inform various educational stakeholders about the significance to doing research in terms of KLL and how important to be qualified specialist during transition to Latin script and its implementation in education system.

References

- Ager, S. (2006). *Omniglot: The Online Encyclopedia of Writing Systems & Languages*.
Simon Ager.
- Ajzen, I. (2005). Laws of human behavior: Symmetry, compatibility, and attitude-behavior correspondence. *Multivariate research strategies*, 3-19.
- Balk, M., & Janhunen, J. (1999). A new approach to the Romanization of Written Mongol. *Studia Orientalia Electronica*, 87, 17-28.
- Baker, C. (1992). *Attitudes and language* (Vol. 83). Multilingual Matters.
- Berry, J. (1968). The making of alphabets. *Readings in the Sociology of the Language, La Haya: Mouton de Gruyter*, 737-53.
- Bohner, G., & Dickel, N. (2011). Attitudes and attitude change. *Annual review of psychology*, 62, 391-417.
- Brown, G. & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Byrnes, D. A., Kiger, G., & Manning, M. L. (1997). Teachers' attitudes about language diversity. *Teaching and teacher education*, 13(6), 637-644.
- Cargile, A. C., Giles, H., Ryan, E. B., & Bradac, J. J. (1994). Language attitudes as a social process: A conceptual model and new directions. *Language & Communication*, 14(3), 211-236.
- Cerna, L. (2014). Trust: what it is and why it matters for governance and education.
- Clement, V. (2006). Trends in secular and religious education in Turkmenistan. *Seattle: National Bureau of Asian Research*.

- Clyne, M. (1992). Linguistic and sociolinguistic aspects of language contact, maintenance and loss. *Maintenance and loss of minority languages, 1*, 17.
- Coulmas, F. (2000). Language questions reflect changing times. *The Japan Times*, 26, 2000.
- Cooper, R. L., & Fishman, J. A. (1974). The study of language attitudes. *International journal of the sociology of language*, 1974(3), 5-20.
- Cobarrubias, J. (1983). Ethical issues in status planning. *Progress in language planning: International perspectives*, 41-85.
- Daniels, P. T., & Bright, W. (Eds.). (1996). *The world's writing systems*. Oxford University Press on Demand.
- Daramola., A. (2001) 'Text Linguistics.' In Adeleke, A. F. and Osoba, G. O. (Eds.) *The English Compendium 1 and 2*. Lagos: Dept. of English, LASU.
- Datnow, A. (2000). Power and politics in the adoption of school reform models. *Educational Evaluation and Policy Analysis*, 22(4), 357-374.
- Dotton, Z. (2016). Language Policy and Language Planning in Kazakhstan: About the Proposed Shift from the Cyrillic Alphabet to the Latin Alphabet.
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt brace Jovanovich college publishers.
- Eira, C. (1998). Authority and discourse: Towards a model for orthography selection. *Written Language & Literacy*, 1(2), 171-224.
- Fasold, R. W. (1997). Motivations and Attitudes Influencing Vernacular Literacy: Four African. *Vernacular literacy: A re-evaluation*, (13), 246.

- Fasold, R. (1990). *Sociolinguistics of Language*. Oxford: Blackwell
- Feltham-King, T., & Macleod, C. (2016). How content analysis may complement and extend the insights of discourse analysis: an example of research on constructions of abortion in South African newspapers 1978–2005. *International journal of qualitative methods*, 15(1), 1609406915624575.
- Fairclough, N. (1992). Discourse and text: Linguistic and intertextual analysis within discourse analysis. *Discourse & Society*, 3(2), 193-217.
- Ferguson, G. (2006). *Language planning and education*. Edinburgh University Press.
- Fishman, J. A. (2006). *Language loyalty, language planning, and language revitalization: Recent writings and reflections from Joshua A. Fishman* (Vol. 59). Multilingual Matters.
- Fishman, A. (1988). *Amish Literacy: What and How It Means*. Heinemann Educational Books, Inc., 70 Court Street, Portsmouth, NH 03801.
- Garrett, P. (2010). *Attitudes to language*. Cambridge University Press.
- Garrett, P., Coupland, N., & Williams, A. (2003). *Investigating language attitudes: Social meanings of dialect, ethnicity and performance*. University of Wales Press.
- Glynos, J., Howarth, D., Norval, A., & Speed, E. (2009). *Discourse analysis: varieties and methods*. ESRC National Centre for Research Methods Review paper. *NCRM/014*.
- Grzybowski, S., & Kornelsen, J. (2013). Rural health services: finding the light at the end of the tunnel. *Healthcare Policy*, 8(3), 10.

- Harris, T. L., & Hodges, R. E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Order Department, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139 (Book No. 138: \$25 members, \$35 nonmembers).
- Harwood, T. G., & Garry, T. (2003). An overview of content analysis. *The marketing review*, 3(4), 479-498.
- Heracleous, L. (2006). *Discourse, interpretation, organization*. Cambridge University Press.
- Heaton, H. (2018). *Media influence on implicit and explicit language attitudes* (Doctoral dissertation).
- Johnson, B. T., & Boynton, M. H. (2010). Putting attitudes in their place: Behavioral prediction in the face of competing variables. *The psychology of attitudes and attitude change*, 19-38.
- Jørgensen, M. & Phillips, L.J. (2002). *Discourse analysis as theory and method*. Retrieved from: <https://ezproxy.nu.edu.kz:2133/10.4135/9781849208871>
- Kadirova, R. B. (2018). *The Sociolinguistic Attitudes of Kazakhs Towards the Latin Alphabet and Orthography Reform in Kazakh*.
- Kaplan, R. B., & Baldauf, R. B. (Eds.). (2005). *Language planning and policy in Europe. Multilingual matters*.
- Karan, E. (2006). *Writing system development and reform: A process* (Doctoral dissertation, University of North Dakota).
- Kellner-Heinkele, B., & Landau, J. M. (2012). *Language politics in contemporary Central Asia: National and ethnic identity and the Soviet legacy*. IB Tauris.

- Kimanova, L. (2010). Analysis of Arguments in the Public Debate on the Alphabet Change in bilingual Kazakhstan. *Gaziantep University Journal of Social Sciences*, 10(3), 1021-1035.
- Krippendorff, K. (1980). *Content Analysis: an introduction to its methodology*. Beverly Hills, Calif.: Sage.
- Liddicoat, A., & Baldauf, R. B. (Eds.). (2008). *Language planning and policy: Language planning in local contexts*. Multilingual Matters.
- Liebscher, G., & Dailey-O'Cain, J. (2009). Language attitudes in interaction 1. *Journal of sociolinguistics*, 13(2), 195-222.
- Matuszkiewicz, R. (2010). The language issue in Kazakhstan—institutionalizing new ethnic relations after independence. *Economic and environmental studies*, 10(2), 211-227.
- McKenzie, C. T. (2014). Dental student attitudes towards communication skills instruction and clinical application. *Journal of dental education*, 78(10), 1388-1396.
- Malone, S. E. (2004). *Manual for developing literacy and adult education programmes in minority language communities*. Unesco Asia and Pacific Regional Bureau for Education.
- Nazarbayev, N. (2017). Third modernization of Kazakhstan: global competitiveness. *Message from the President of the Republic of Kazakhstan NA Nazarbayeva to the people of Kazakhstan/Yelorda*.
- Nusche, D., Wurzburg, G., & Naughton, B. (2010). *OECD Reviews of Migrant Education: Denmark 2010*. OECD Publishing.

- Palys, T. (2008). Purposive sampling. *The Sage encyclopedia of qualitative research methods*, 2(1), 697-8.
- Perloff, R. M. (2003). *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century* (2e druk). Retrieved February, 10, 2017.
- Philips, S.U. (2015). Language ideologies. In D. Tannen, H.E. Hamilton & D. Schiffrin (Eds.), *The Handbook of Discourse Analysis* (2nd ed., pp.557-576). UK: Wiley Blackwell.
- Phillips, N., & Hardy, C. (2002). *Discourse analysis: Investigating processes of social construction* (Vol. 50). Sage Publications.
- Smagulova, J. (2008). Language policies of kazakhization and their influence on language attitudes and use. *International journal of bilingual education and bilingualism*, 11(3-4), 440-475.
- Schiffrin, D. (1994). *Approaches to Discourse Analysis*. Cambridge,
- Raizen, E. (1989). Romanization of the Hebrew script: Ideology, attempts and failure.
- Reyes, A. (2013). Don't touch my language: attitudes toward institutional language reforms. *Current Issues in Language Planning*, 14(2), 337-357.
- Redding, J. C., & Catalanello, R. F. (1994). Call for learning organisations. *Strategic Readiness: The Making of the Learning Organisation*, Jossey-Bass, San Francisco, CA, 1-14.
- Rosenberg, M., & Hovland, C. I. (1960). *Research on Communication and Attitude*, Coated in Triandi, 1971. *Attitude and Attitude Change*.

- Smalley, W. A. (1964). Writing systems and their characteristics. *Orthography Studies: Articles on New Writing Systems*.
- Sarnoff, I. (1970). Social attitudes and the resolution of motivational conflict. *Attitudes. Harmondsworth: Penguin*, 271-282.
- Shadrikov, V., & Pakhomov, N. (1999). Literacy in Russia and the Former USSR. *Literacy: An International Handbook, DA Wagner, RL Venezky and BV Street (eds.)*, 391-395.
- Sebba, M. (2006). Ideology and alphabets in the former USSR. *Language Problems and Language Planning*, 30(2), 99-125.
- Suggett, D. (2011). The implementation challenge: strategy is only as good as its execution. *Occasional paper*, (15).
- Tanayeva, L. (2007). The Politics of the Latin alphabet in Kazakhstan. *ALPPI Annual of Language & Politics and Politics of Identity*, 1(01), 79-84.
- Yergaliyeva, A. (2018). Kazakhstan's Language Reform. Retrieved from <https://cpb-us-w2.wpmucdn.com/about.illinoisstate.edu/dist/e/34/files/2019/09/Yergaliyeva.pdf>
- Wallace, R. (2011). A formal approach to evolution as self-referential language. *BioSystems*, 106(1), 36-44.
- Wardhaugh, R. (2011). *An introduction to sociolinguistics* (Vol. 28). John Wiley & Sons.
- Wells, G. L., & Petty, R. E. (1980). The effects of overhead movements on persuasion: Compatibility and incompatibility of responses. *Basic and applied social psychology*, 1(3), 219-230.

