Linguistic Discrimination and Language Anxiety of Kazakh Russian-dominant

Speakers within a Kazakh-Speaking Environment

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Dear Nariman Amantayev,

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

Yours sincerely

Bridget Goodman

Bridget Goodman

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Abstract

Linguistic Discrimination and Language Anxiety of Kazakh Russian-dominant

Speakers within a Kazakh-Speaking Environment

Modern Kazakhstan, a bilingual (Kazakh-Russian) country in Central Asia, formerly part of the Soviet Union, only gained its independence in 1991 after the dissolution of the USSR. Hence, the Soviet Union intervened in Kazakhstan's school curriculum for 60 years in the form of Russification, resulting in the majority of the urban and rural population of Northern Kazakhstan being primarily Russian speaking. Still today, much of this population does not know their ethnic language, Kazakh, and faces linguistic discrimination as a result.

Consequently, the purpose of this mixed-methods study was to investigate the perceived linguistic discrimination and language anxiety experienced by ethnic Kazakh Russian-dominant speakers from a Kazakh-speaking environment and the impact of both phenomena on Kazakh language learning attitudes by addressing the following questions: 1) To what extent have Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their low Kazakh proficiency? 2) To what extent does linguistic discrimination provoke language anxiety? 3) How do the gender, work status, and education levels of participants correlate with anxiety and linguistic discrimination? 4) How does perceived language discrimination from ethnic Kazakh speakers affect Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language?

The results of the ANOVA analysis suggest a strong negative relationship between levels of proficiency in Kazakh and perceived linguistic discrimination (PLD). Additionally, a Pearson product-moment correlation coefficient report underlines a strong positive correlation between PLD and language anxiety. The qualitative findings highlighted that most interviewees have a positive attitude towards the Kazakh language

and its learning despite their low proficiency and PLD from high-proficiency Kazakh speakers. This result has not previously appeared in the literature on language attitude, hence enhancing knowledge in this field.

Keywords: perceived linguistic discrimination (PLD), language anxiety, language learning attitude.

Аннотация

Қазіргі Қазақстан-бұрын Кеңес Одағының құрамына кірген және КСРО ыдырағаннан кейін 1991 жылы ғана тәуелсіздік алған Орталық Азиядағы екі тілді (орыс-қазақ) мемлекет. Кеңес Одағының Қазақстандағы мектеп бағдарламасын орыс тіліне аудару түріндегі саясаты 60 жылға созылып, нәтижесінде Солтүстік Қазақстанның қала және ауыл тұрғындарының көпшілігі негізінен орыс тілді болды. Осылайша, осы уақытқа дейін Солтүстік өңір халқының көп бөлігі өзінің этникалық тілін, қазақ тілін, білмейді және нәтижесінде тілдік дискриминациямен соқтығысады.

Аралас әдістерді пайдалана отырып жүргізілген осы зерттеудің мақсаты қазақ тілді ортада орыс тілінде сөйлейтін этникалық қазақтар бастан кешіретін тілдік дискриминацияны және тілдік алаңдаушылықты және екі құбылыстың да қазақ тілін үйренуге деген көзқарасына әсерін мына мәселелерді шешу арқылы зерттеу болды: 1) Қазақстандық бір қалада орыс тілінде сөйлейтін этникалық қазақтар өздерінің қазақ тілін төмен меңгергендері үшін тілдік дискриминацияны қаншалықты дәрежеде сезінеді? 2) Тілдік дискриминация тілдік алаңдаушылықты қаншалықты тудырады? 3) Қатысушылардың жынысы, жұмыс мәртебесі және білім деңгейі алаңдаушылық және тілдік дискриминациямен қалай байланысты? 4) Этникалық қазақтар тарапынан қабылданатын тілдік дискриминация орыс тілінде сөйлейтін этникалық қазақтардың қазақ тілін үйренуге деген қарым-қатынасына қалай әсер етеді?

Дисперсиялық талдау (ANOVA) нәтижелеріне сәйкес, қабылданатын тілдік дискриминация (PLD) қазақ тілін меңгеру деңгейлері мен PLD арасындағы күшті теріс өзара байланысты көрсетеді. Сонымен қатар, Пирсонның сызықтық корреляция коэффициенті PLD мен тілдік алаңдаушылық арасындағы күшті оң корреляцияны көрсетеді. Сапалы зерттеудің нәтижелері сауалнамаға жауап берушілердің көпшілігі

тілді меңгеру деңгейінің төмендігі мен тілдік кемсітушілікке қарамастан, қазақ тіліне және оны оқып-үйренуге оң қарайтындығын көрсетті. Бұл нәтиже бұрын әдебиетте тілдік тұрғыдан сипатталмаған. Сондықтан зерттеу нәтижелері осы саладағы білімнің кеңеюіне ықпал етеді.

Түйінді сөздер: тілдік дискриминация (PLD), тілдік алаңдаушылық, тіл үйренуге деген көзқарас.

Аннотация

Современный Казахстан – двуязычная (русско-казахская) страна в Центральной Азии, ранее входившая в состав Советского Союза, и получившая независимость только в 1991 году после распада СССР. Таким образом, вмешательство Советского Союза в форме русификации школьной программы Казахстана длилось в течение 60 лет, в результате чего большинство городского и сельского населения Северного Казахстана было в основном русскоязычным. До сих пор большая часть этого населения не знает своего этнического языка, казахского, и в результате чего сталкивается с языковой дискриминацией.

Таким образом, целью этого исследования с использованием смешанных методов было изучить воспринимаемую языковую дискриминацию и языковую тревогу, испытываемую этническими казахами, говорящими по-русски, в казахоязычной среде, и влияние обоих явлений на отношение к изучению казахского языка путем решения следующих вопросов: 1) В какой степени этнические казахи, говорящие по-русски в одном казахстанском городе испытывают языковую дискриминацию из-за их низкого владения казахским языком? 2) В какой степени языковая дискриминация провоцирует языковую тревогу? 3) Как пол, статус работы и уровень образования участников коррелируют с тревожностью и языковой дискриминацией? 4) Как воспринимаемая языковая дискриминация со стороны этнических казахов влияет на отношение этнических казахов говорящих по-русски, к изучению казахского языка?

Согласно результатам дисперсионного анализа (ANOVA), уровень владения казахским языком негативно коррелирует с воспринимаемой языковой дискриминацией (PLD). Кроме того, линейный коэффициент корреляции Пирсона подчеркивает сильную положительную корреляцию между PLD и языковой тревожностью. Результаты качественного исследования показали, что большинство

опрошенных респондентов положительно относятся к казахскому языку и его изучению, несмотря на низкий уровень владения языком и языковую дискриминацию. Этот результат ранее не был описан в литературе по языковому отношению, что способствует расширению знаний в этой области.

Ключевые слова: воспринимаемая языковая дискриминация (PLD), языковая тревога, отношение к изучению языка.

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Chapter 1: Introduction

"Particular language varieties and accents, speech disfluency, and nonstandard grammar are often regarded as indicators of low intelligence, relational disharmony, and social unacceptability" (Clément & Gardner, 2001; Lippi-Green, 1996, as cited in Ng, 2007, p. 108). For instance, an employer could be prejudiced towards immigrants with a low proficiency of the host language seeing them as being underqualified, or a restauranteur could believe that employees with certain accents might ruin the reputation of a restaurant. This phenomenon of linguistic discrimination takes place all over the world, even at the level of government policy - the Basque and Catalan languages were limited in Francoist Spain from 1939 to 1965, and the Kurdish language has been restricted by law in Syria (Sinclair & Kajjo, 2011). Christofides and Swidinsky (2010) described the Canadian case of the linguistic discrimination of the French-speaking population by the Anglophones and noted that, at the time of writing, there was still a correlation between language and level of income - the latter earn more while Francophones earn less. The existing research in this field is primarily conducted in the contexts of the relationship between two different ethnicities that usually inhabit the same territory, for example, white Americans and Mexicans in the USA (Bonilla-Silva, 2002). However, whether the part of an ethnic group with low proficiency in the native language experiences language anxiety due to linguistic discrimination from the same ethnic group with high proficiency in this language, and how both language anxiety and linguistic discrimination can affect attitudes towards learning the mother tongue is still unexplored.

Statement of the Problem

Starting in the 1930s, the Soviet Union undertook the Russification policy in all schools across the USSR, including Kazakhstan (Montgomery, 2013). This 60-year intervention into the school curriculum left its mark; the consequences of this policy, which was only canceled in 1991 with the dissolution of the USSR, can still be observed

today. Research has shown that the "Russification of urban Kazakhs is pervasive; most Kazakhs in urban areas surveyed throughout the 1980s and 1990s showed very low rates of fluency in Kazakh and little familiarity with Kazakh history" (Dave, 1996, as cited in Sharygin & Guillot, 2013, p. 3). According to Smagulova (2006), "knowledge of Russian is widespread among non-Russian ethnic groups" (p. 304); for a significant number of ethnic Kazakhs, Russian is a first language. However, nowadays with the strengthening of the status of the Kazakh language in the country, the number of Kazakhs who are learning their mother tongue is gradually increasing, and currently, those ethnic Kazakhs who have been raised in Kazakhstan since 1991 but who have not acquired the language might experience social pressure from the former as a form of linguistic discrimination. There is a special term coined by Kazakhs regarding those who do not know or poorly understand the mother tongue - *шала қазақ* (shala Kazakh – Half-Kazakh). The term is pejorative and interpreted as a negative towards Kazakhs with low Kazakh language proficiency, who are hence perceived as not being true patriots, or those who have forgotten their roots, while in fact these people were often born in cities that were, traditionally, mostly Russian-speaking at a time when "half the population of the country consisted of the Russian-speaking "settler" groups", and "nearly two-thirds of urban Kazakhs speak Russian as their first language" (Dave, 1996, p. 52). The existing confrontation between Kazakh- and Russian-dominant speakers was pointed out in the speech of the former President of the Republic of Kazakhstan Nazarbayev (2013), in which he urged heads of government agencies not to infringe on the rights of Kazakhstanis on the basis of language:

> Where the majority of the population is Kazakh, you can switch to the
> state language in communication. Everyone in these regions knows the
> Kazakh language: in Atyrau, Mangistau, Kyzylorda, South Kazakhstan,
> Zhambyl, Almaty, West Kazakhstan, and Aktobe regions (...) In some
> areas of the Central and Northern regions, there are mostly Russian-

speakers. Let them speak Russian, but at the same time, there should be simultaneous translation in public conversation. So that no one is offended, sit, listen to this translation, or the print media printed the same thing in Russian. We do not have to infringe on anyone, it is not difficult, it is possible to do. (para. 1)

Despite Article 14 of Paragraph 2 of the Constitution of the Republic of Kazakhstan, which declares: "No one may be subjected to any discrimination based on origin, social, official or property status, gender, race, nationality, language, attitude to religion, beliefs, place of residence or any other circumstances", and articles 6 and 7 of Law on Languages (1997), which stated that every citizen of the country has the right to freely choose the language they use and to be protected against the infringement of rights on the basis of language, these language problems are still present. A recent case in the public sphere took place in April 2018 when a Turkish citizen shamed employees of a local bank in the Kazakh language because of their ignorance of the mother tongue. The Kazakh-language news portal Abai.kz commented on this situation (translated from Kazakh) - "It is a shame for the country. 30 years after the Declaration of Independence, and the workers, who are Kazakhs, could not speak a word in Kazakh" (Kaysar, 2018, para. 2). The comments that appeared under this news story are also divided. On the website of this information agency, readers were mostly supportive towards the demand of the Turk to receive service in the national language, while readers of other Russian-language news portals saw the story as threatening and provocative. In other words, this case divided the country into two camps - on the one hand, there were those who supported the Turk, mostly ethnic Kazakhs with Kazakh as their first language (L1), and on the other, citizens, mostly L1 Russian-speakers, who condemned his behavior, and who referred to the violation of language laws and the Constitution. This second group primarily consisted of both ethnic Kazakhs and Russians, where the former often experience the reproach of

other Kazakhs who are more fluent in the Kazakh language and the escalation of psychological pressure for not knowing their mother tongue. Moreover, it is worth noting that, despite Russian having the status of being the official language, in Kazakhstani reality it is practically impossible to obtain a job in government agencies without the Kazakh language (Aksholakova & Ismailova, 2013), even for Kazakh ethnic people, which also threatens the socio-economic interests of non-Kazakh speakers.

Previous studies have pointed out that linguistic discrimination could "lead to socio-affective issues such as anxiety" (Vanegas Rojas et al., 2016, p. 138). According to Schwartz (1972), language anxiety "could be observed in various situations that require communicating in the target language and expressing one's individual opinions using the foreign/second language" (as cited in Hakim, 2019, p.66) and can suppress all kinds of language learning processes (Hakim, 2019), thus possibly affecting Kazakh language learning within the educational context of the country. Zheng (2008) added that language anxiety is also "a reflection of a side effect caused by linguistic deficiency in processing language input" (p .4). Recent evidence from other contexts suggests that "a large number of students who have experienced linguistic discrimination due to their low proficiency show a great deal of anxiety when compared to those with high-proficiency levels" (Vanegas Rojas et al., 2016, p. 138). According to Zheng (2008), language anxiety is "closely associated with attitudes and motivation" (p. 3), and thus could be a cause of language learning failure.

Although these research studies suggest a connection between linguistic discrimination, language anxiety, and language learning, what is not yet clear is the relationship between the first two factors and the gender, work status, and educational background of participants, as well as all three factors for speakers of a mother tongue as a second language (L2).

Purpose of the Study

The purpose of this mixed-methods study is to investigate the perceived linguistic discrimination and language anxiety experienced by the ethnic Kazakh Russian-dominant speakers from the Kazakh-speaking environment and explores the impact of both phenomena on Kazakh language learning attitudes.

Research Questions

This research seeks to address the following questions:

1.   To what extent have Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their low Kazakh proficiency?

2.   To what extent does linguistic discrimination provoke language anxiety?

3.   How do the gender, work status, and education of participants correlate with anxiety and linguistic discrimination?

4.   How does perceived language discrimination from ethnic Kazakh speakers affect Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language?

Significance of the Study

The obtained data could help to define the reasons behind language discrimination in Kazakhstan and elaborate programs to prevent it and its negative consequences. The outcomes of the present study could provide recommendations for stakeholders and policymakers with respect to language policy as well as help educators and curriculum developers to more precisely understand the role of language anxiety in the learning of the Kazakh language and suggest the development of better language learning programs.

Outline of the Study

The present thesis research consists of six chapters: introduction, literature review, methodology, findings, discussion, and conclusion. The introduction chapter presents the background of the given study, which includes the statement of the problem, purpose, and significance of the study, as well as the research questions. The literature review chapter considers publications on the topics of linguistic discrimination, language anxiety, and

language learning attitude, which are used as a basis for the conceptual framework of the present study. In turn, the methodology chapter provides background information with respect to the research methods that were utilized in the study, and includes research design, sampling strategy, data collection, and analysis as well as ethical considerations. Next, the findings chapter examines both quantitative and qualitative outcomes, while the discussion chapter considers these results. Finally, the conclusion chapter provides recommendations for policymakers and educators based on the analysis of received data.

Chapter 2: Literature Review

The aim of the following chapter is to analyze the concepts of linguistic discrimination, language anxiety, and language learning attitude while elaborating on empirical research within each topic area. Also, considered are the concepts of linguistic discrimination, language anxiety, and language learning attitudes in the context of Kazakhstan, which help to elaborate on the purpose of the given study – to investigate the perceived linguistic discrimination and experienced language anxiety of ethnic Kazakh Russian-dominant speakers in the Kazakh-speaking environment and explore the impact of both phenomena on Kazakh language learning attitude – and help to answer the research questions:

1.   To what extent have Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their low Kazakh proficiency?

2.   To what extent does linguistic discrimination provoke language anxiety?

3.   How do the gender, work status, and education of participants correlate with anxiety and linguistic discrimination?

4.   How does perceived language discrimination from ethnic Kazakh speakers affect Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language?

The conceptual framework that links all three concepts and hypothesizes relationships between them will also be provided in this chapter.

Linguistic Discrimination

Discrimination based on the grounds of language, also known as linguicism, glottophobia, linguistic racism, or languagism, is not a well-studied phenomenon in modern language policy, as research in the field of discrimination is primarily focused on racial/ethnic fields (Wei et al., 2012). Researchers in the field of linguistics and language education (e.g., Albarello & Rubini, 2015; Barwell, 2003; Cobas & Feagin, 2008; Dovchin, 2020; Johnson & VanBrackle, 2012; Wei et al., 2012) attribute the original

definition of the concept to Skutnabb-Kangas (1988), who describes it as "ideologies and structures which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and non-material) between groups which are defined on the basis of language (on the basis of their mother tongues)" (p.13).

According to Lippi-Green (1997), discrimination based on language could manifest daily in different sites such as schools, restaurants, shopping centers, and workplaces. The following extracts depict cases of linguistic discrimination in an educational context: "One professor didn't like me because my English was bad. He was impatient" (Lee & Rice, 2007, p. 397), and:

> "I know the first time I can't understand [because] my English is not too good. But if I ask questions the professor will say, 'I don't understand' and so that makes me very embarrassed. I don't ask questions anymore. I ask other students. I don't ask the professor. I just talk to other student" (Lee & Rice, 2007, p. 397).

Researchers report that there is a multitude of possible adverse health and emotional consequences to linguistic discrimination. Interview-based research conducted by Lee and Rice (2007) reports that discomfort, inferiority complex, feeling of ignoring, and the feelings of disrespect are some of the consequences of perceived linguistic discrimination. Yoo et al. (2009), in their quantitative study on language discrimination, argued that perceived linguicism is correlated with chronic health conditions in patients, which include heart disease, cancer, diabetes, anxiety, depression, obesity, and asthma, and concluded that "the impact of language discrimination can be cumulative and longstanding" (Wei et al., 2012, p .341).

Linguistic Discrimination in Education

In 2003, Patten and Kymlicka considered linguistic human rights (LHR) (Skutnabb-Kangas & Phillipson, 2017) from an educational perspective and argued that this movement has to be oriented primarily towards providing rights for all students to obtain

primary education in their mother tongue. In the same year, the necessity of investigating linguistic human rights violations at the school level was confirmed by Barwell (2003), who argued that in order to obtain systematic education, speakers of minority languages were compelled to learn the dominant language. Such a practice leads to the devaluation of minority languages, even though "granting linguistic rights to minorities reduces conflict potential, rather than creating it" (Phillipson, 2010, pp. 7-8). Thus, granting linguistic rights in education could prevent further development of linguicism and use of language as a legally sanctioned tool for discrimination.

Exemplification of the linguistic discrimination in educational settings where government agencies create conditions for the appearance of linguicism can be found in the work of American researchers. In a study which set out to examine linguistic discrimination in education policy, Viesca (2013) demonstrated "how racialized state policies ensure inequity through linguicism" (p. 20) through standardized tests. In this research, the author argued that multilingual learners of public schools in Massachusetts have nearly "no chance of passing any of the content area standardized assessments administered in English" (p. 19) not because of low content knowledge, but due to low English language proficiency, and pointed out the impossibility of "using standardized assessments in a language students have not yet mastered" (p. 19). As noted by Viesca (2013), "while race can no longer be an explicit tool for legally perpetuating white supremacy, this study demonstrates how racialized state policies ensure inequity through linguicism" (p. 20), and thus limits multilingual learners' opportunities for academic growth in educational institution settings. As was argued by Mitchell (2013), such practices separate multilingual learners "into lower track classes" (p. 351), where they are no longer considered as equal to native language speakers and "not receiving the same quality of education" (p. 351), even if the school positions itself as one that treats all students the same. Possible explanations for such discriminatory attitudes may lie in

"educational technicism ideology", which positions "non-dominant students as deficient" (Stevens 2009, as cited in Viesca, 2013, p. 10), and thus frames multilingual students as defective. In the Kazakhstani context, students with moderate or low levels of proficiency in Kazakh (usually students from Russophone families who represent a minority) in Kazakh-speaking schools could be perceived as defective due to their lack of Kazakh language skills, and by that may demonstrate low academic performance; however as in America the real reasons for this may lie in the communication hindrances rather than the content knowledge. By that, without reconsidering the assessment process in educational institutions, a government creates conditions for discrimination in schools.

Language discrimination of Russian-dominant ethnic Kazakhs by other Kazakhs might also be interpreted through a "raciolinguistic ideology" that considers the issues that lie between language, race, and inequality. Raciolinguistic ideologies in educational settings are elaborated in the work of language education researchers Flores and Rosa (2015), who argue that "appropriate" language, or as indicated in their article, the "standard English" variety used by white people, may cause difficulties for language-minoritized students in education. Particularly in language education, this is expressed in the form of expecting non-white students to model their language practices in the framework of appropriate language, whereas the white speaking subject "continues to perceive their language use in racialized ways" (p. 149) even when the former use "appropriate" language. Generally, they indicated that the white subjects who view non-whites through a raciolinguistic lens "interpret the linguistic practices of language-minoritized populations as deviant based on their racial positioning in society as opposed to any objective characteristics of their language use" (p.151).

The issues of raciolinguistics were also considered in a recent work on linguistic racism by Dovchin (2020), in which she described the recent case of the physical abuse of young Aboriginal Australian inmates by an officer of a detention center in the Northern

Territory, which lasted for five years. Even though such mistreatment was based on many other factors, one of the inmates reported that linguistic racism was a crucial factor of this abuse, and added "I have witnessed officers abusing young Aboriginal men in here and putting them down because they can't speak English properly" (p.773). In the last century, Fanon (1970) considered a similar idea regarding the interconnection between race and language. He described the fact that in the context of Caribbean colonialism, white French speakers refused to treat black French-speakers as equal interlocutors and rejected their rights as lawful speakers. Additionally, such discrimination also appeared in the form of the former disparaging their intellectual ability.

The raciolinguistic approach has an ambivalent position in the Kazakhstani context. From the perspective of the present study that investigates discrimination within the frame of one ethnicity, there is no room in Kazakhstan for linguistic racism among Kazakhs, as they are one race. However, a weakness with this argument lies at its core – sometimes Kazakhs with high proficiency in the mother tongue may expect the same proficient level in the Kazakh language from other Kazakhs who are Russian-dominant speakers. Such the attitude may lead Kazakhs to engage in views and behaviors similar to those between different races, and Kazakhs with low proficiency in the language might be "subjects to slurs or jokes" (Ruiz et al., 2020).

Language Anxiety

Despite the fact that the area of language anxiety is well-studied, the manifestation of psychological pressure on those who do not speak their native language as language anxiety, and their attitudes towards learning this language as a result of language anxiety, has not been studied thus far. The present study, however, is investigating anxiety both inside and outside of the education field using a comprehensive approach, and by that do not consider specific components of it. The most related and significant studies on this topic were conducted in the field of second/foreign language education and examined the

phenomenon of language anxiety alone. MacIntyre (1999) described language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language" (p. 27). Horwitz (2001) argued that "clinical experience, empirical findings, and personal reports all attest to the existence of anxiety reactions with respect to language learning in some individuals" (p. 112) and can inhibit second/foreign language learning processes. The phenomenon whereby language anxiety is caused by learning a second or foreign language is referred to as second/foreign language anxiety (Hakim, 2019, p. 65). In their significant work, Horwitz et al. (1986) defined foreign language anxiety "as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). It has been widely acknowledged by multiple researchers (Aida, 1994; Cheng, 1994; Onwuegbuzie et al., 2000; Phillips, 1992; Von Worde, 1998) that language anxiety has a negative correlation with second/foreign language learning, thus, decreasing the effects of anxiety could facilitate language learning processes.

Researchers in the fields of education and psychology have distinguished three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety (MacIntyre & Gardner, 1991; Zheng & Cheng, 2018). The first type – trait anxiety – is related to an individual personal trait and described by Scovel (1978) as a "more permanent predisposition to be anxious" (p. 137), while state anxiety emerges in a "particular moment under a particular circumstance" (Luo, 2013, p. 442). The third type of language anxiety situation-specific, is located in the middle of the anxiety continuum, and reflects "the probability of becoming anxious in a particular type of situation" (Zheng, 2008, p. 2). Eventually, it is widely acknowledged that language anxiety belongs to the situation-specific anxiety type (MacIntyre, 1998) as is "limited to the language learning situation" (Horwitz et al., 1986, p. 125).

Empirical Research on Language Anxiety

The first study that served as a base for systematic research on language anxiety was conducted in 1972 by a group of scientists under the direction of Professor Guiora. It was reported that, according to the findings, "the ingestion of small amounts of alcohol, under certain circumstances, does lead to increased ability to authentically pronounce a second language" (Guiora et al., 1972, p. 426). However, Horwitz suggests that a possible explanation for these results may be that "moderate alcohol consumption relaxed the participants and thereby contributed to better pronunciation" (2010, p. 156).

At the beginning of the 1970s, the first studies on language anxiety unsuccessfully attempted to assess the impact of anxiety on second/foreign language learning by using quantitative methods, "but these efforts have met with mixed results" (Horwitz et al., 1986, p. 125). Chastain (1975) and Kleinmann (1977) associated these results with the incorrect conceptualization of "foreign language anxiety as a transfer of other types of anxiety" (as cited in Luo, 2013, p. 443), such as test anxiety and communication anxiety. In turn, Scovel (1978) pointed to "incomplete correlations between anxiety and measures of language proficiency" (p. 132), which is reflected by the choice of inappropriate measuring tools for a specific type of anxiety. He concluded that "language researchers should be specific about the type of anxiety they are measuring and recommended that anxiety studies take note of the myriad of types of anxiety that had been identified" (Horwitz, 2001, p. 113).

Von Worde (1998), in his research with students of diverse foreign language classrooms, listed several sources for emerging language anxiety. He argued that participants of his study reported the fear of being selected in speaking tasks and mocked through error correction, incomprehension of lessons and their assignments. Also, it was argued that "the presence of native speakers could make them more anxious than usual" (as cited in Kayaoğlu & Sağlamel, 2013, p. 144). Tanveer (2007) added that factors extrinsic to the classroom, such as social and cultural environments, also could provoke language

anxiety. This can be illustrated by data from research on foreign language use anxiety among international teaching assistants, who reported that Asian learners (especially Chinese and Korean learners) "generally, had higher levels of foreign language use anxiety than other groups of language learners" (Lim, 2004, p. 7). The reasons for this, according to Yan (2004), may lie in "the influence of Confucian doctrines, and the perception of teachers and parents as authority figures" (as cited in Zheng & Cheng, 2018, p. 2) of Asian students. Such attributes are also applicable to Kazakhstani students, as their Eastern traditions are strongly related to oriental culture.

Recent studies on language anxiety and gender revealed differences between male and female participants. According to Gao et al. (2020), female respondents reported a higher level of anxiety during their first and sophomore years than males. The outcome of this research is consistent with the findings of McLean and Anderson (2009), who indicate a generally higher level of anxiety among females.

Language Learning Attitude

Achievement of high proficiency in language learning depends not only on the intellectual capacity of an individual but also on their attitude towards the language (Abidin et al., 2012). Hence, one of the key prerequisites of successful second/foreign language learning is the attitude towards the language (Smith, 1971; Walqui, 2000; Gömleksiz, 2010). Attitude can be described as a set of beliefs "developed in a due course of time in a given sociocultural setting" (Verma, 2008, p. 6), which is associated with thoughts, feelings and emotions of particular individuals (Brown, 2000). Montaño and Kasprzyk (2015) reported that:

> Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive

attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. (p. 71)

A similar conclusion was made by Horwitz (2001), who argued that negative attitude towards language is positively correlated with "negative emotional reactions to language learning" (p.114) and may lead to class anxiety (Ratnawati & Ismail, 2003, as cited in Mat & Yunus, 2014). Thus, attitude towards language could positively or negatively affect the language learning process – negative attitudes towards language "can weaken learners' motivation and hinder learning, whereas positive attitudes can do the opposite" (Merisuo-Storm, 2007, p. 10). For instance, according to Oroujlou and Vahedi (2011), attitudes develop within the frame of environment and can be generalized. For example, a negative attitude towards a particular nation, its culture, and food could be generalized into a negative attitude for its language (Richards & Schmidt, 2013). Thus, a negative experience in the form of linguistic discrimination perceived by one ethnic group (e.g., Kazakh) may lead to the construction of a malevolent attitude towards this ethnic group and their language.

Walqui (2000) assert that learners' language attitudes could be imposed by peers, the educational institutions in which they study, the environment, and society. In particular, it has been reported by Gardner (1968), that:

relationships between the parents' attitudes and the students' orientations suggest that the student's orientation grows out of a family-wide orientation and consequently that to some extent the degree of skill which the student attains in a second language will be dependent upon the attitudinal atmosphere in the home concerning the other linguistic group. (p. 144)

Empirical Research on Language Learning Attitude

This section is aimed at considering the main factors of research on language learning attitudes. Four decades after Gardner's research, an existing association between parents and children's language attitudes was confirmed by the empirical research of Bartram (2006a). According to findings, parental attitudes towards particular languages play a crucial role in children's attitudes to these languages. Specifically, in cases where parents demonstrate positive attitudes towards a foreign language, the role model of positive orientation is reflected in the children's orientation towards learning this language, and vice versa. Also, the author asserts that parental knowledge of an additional foreign/second language plays a significant role in children's attitudes towards language learning.

In an investigation into motivation for language learning, Al-Tamimi and Shuib (2009) concluded that motivation for learning a foreign/second language is primarily based on the attitudes towards this language, and thus language attitudes are responsible for the success or hindrance of language learning. In research conducted by Kiptui and Mbugua (2009), negative language attitudes towards English was the key factor of low language proficiency among students of secondary schools in Kenya (as cited in Tella et al., 2010).

Another study considers the contribution of educational institutions towards the language attitudes of students. As reported by Baker (1992), in cases when schools value and cherish a language, and the culture which is intertwined with that language, students are more likely to build positive attitudes. However, there is a study that reported inverse correlation. It has been suggested by Oroujlou and Vahedi (2011) that students may generalize their negative orientation towards the school setting and all it includes, such as teachers and home tasks, and projects this onto language learning classes.

Language attitude with respect to a particular language can also facilitate or complicate understanding between two interlocutors. Lindemann (2002) investigated "how listeners' attitudes about non-native accents might influence their comprehension of the

speech of non-native speakers of English" (p. 419) and found a correlation between positive attitudes towards non-native speakers and successful interaction with them. According to her findings, the positive or negative attitude to the interlocutor with a different first language can affect the quality of their relationship and acceptance of each other.

These studies could be a particular case of the attitude's construction feature proposed by Brown (2000), Walqui (2000), and Oroujlou and Vahedi (2011), which considers the environmental contribution to emerging language attitude. Although the depth of the relationship between linguistic discrimination and language anxiety as environmental and internal contributors to language attitude has not yet been considered in a single study, this could provide an in-depth view on attitude towards language learning.

Language Policy, Linguistic Discrimination, Language Anxiety, and Language Learning Attitudes in Kazakhstan

This section identifies remarkable omissions in the language legislative system of Kazakhstan that create conditions for linguistic discrimination and considers the Kazakhstani context of the studied phenomena.

Language policy in Kazakhstan is regulated by two documents – the Constitution (1995) and the Law "About languages in the Republic of Kazakhstan" (1997), also known as the "Law on Languages". However, different interpretations of the Language Laws sometimes take place. For example, Article 5 of the Law of Languages declared that "in the state organizations and local government bodies on an equal basis with Kazakh, Russian is officially used". However, Article 11 (about the language of answers to addresses of citizens) states that "replies of the state and non-state organizations to addresses of citizens and other documents are given in state language or in address language." Thus, using the conjunction "or" legitimizes both options and could create a legal ground for neglecting the Russian language, even despite its official status.

Another example of the legal basis for linguistic discrimination may be found in the potential closure of a Russian-speaking school in Kazakhstan. In 2017, the Director of the Institute of Linguistics named after A. Baitursynov of the Ministry of Education and Science of Kazakhstan, Y. Kazhybek, stated that all schools in the country should be Kazakh-speaking, while in 2019 after the closing of the last Kazakh school in Russia, former employee of the Presidential Administration of the Republic of Kazakhstan, A. Shuraev, stated that he was entitled to demand that the "government take mirror measures and close all fifteen hundred Russian schools in Kazakhstan" (Zolotaya Orda, 2019), and although such statements have not been implemented, the fact that people who hold such positions in the government voice them raises concerns.

The present generation of urban Kazakhs was raised predominantly by monolingual Russian-speaking parents from the Soviet Union (Mehisto & Genesee, 2015), which in turn may affect children's attitudes towards learning the Kazakh language. This may be explained by research by Bartram (2006b), who reported that parental knowledge of an additional foreign/second language may play a significant role in children's attitudes towards language learning. Also, research from Askarova (2019) and Klimchenko (2020) argued that low competencies of teaching staff and low quality of Kazakh language textbooks may contribute to negative associations with Kazakh. However, at the same time, data from Smagulova (2008) and Akanova (2017) indicate the increasing positive attitudes towards the Kazakh language among the modern citizens of Kazakhstan.

As for language anxiety when speaking Kazakh, there is no research to date that might be used for the present study. Moreover, it is has to be noted that all research in this field outside Kazakhstan considers the anxiety of speaking in second/foreign languages. On the one hand, it does not contradict the present research as the Kazakh language is considered as the second language for the subjects of the research. This is confirmed by Mehisto and Genesee, which reported that "Kazakh is not necessarily the first or strongest

language of substantial numbers of Kazakhs" (2015, p. 112). On the other hand, none of these studies consider the anxiety of speaking in the mother tongue.

Also, another limitation of the above-mentioned studies is that they do not consider the additional sense of shame that Kazakhs with low proficiency in the mother tongue are likely experience because of the psychological pressure of Kazakhs with high proficiency in the Kazakh language. Liyanage and Canagarajah (2019) explain such behavior as the "desire to maintain one's heritage language or community identity" (p. 4) and that which can provoke shame for using Russian or any language other than Kazakh. This may be a distinct language anxiety of the mother tongue as a type of anxiety that needs its own inquiry.

Conceptual Framework

This section reviews literature on the relationship between concepts of linguistic discrimination, language anxiety, and language learning attitude that forms the basis for the conceptual framework of the present study.

Previous studies have reported that there is a confirmed positive association between perceived linguistic discrimination and anxiety. Swagler and Ellis (2003), as well as Lee and Rice (2007), argued that perceived linguistic discrimination might lead individuals to feel inferior and anxious. Later, these findings were confirmed by evidence from a study by Wei et al. (2012), which reports that language discrimination can significantly predict depression and anxiety in individuals.

Whereas the negative correlation between language anxiety and language learning attitude was asserted by a number of researchers, such as Al-Tamimi and Shuib (2009), Horwitz (2001), Kiptui and Mbugua (2009), Mat and Yunus (2014), and Merisuo-Storm (2007), there is no existing research on the relationship between perceived linguistic discrimination and attitudes towards language learning, although what can be suggested from that mentioned above is that linguistic discrimination can be mediated by language

anxiety. However, it seems possible to elaborate on Brown's (2000), Walqui's (2000), and Oroujlou and Vahedi's (2011) observations that language attitude could also be constructed by the society in which linguistic discrimination takes place. In other words, attitudes towards language learning might be affected by perceived linguistic discrimination – for this assumption, the relationship between these variables is marked by the dotted arrows.

The following illustration (Figure 1) depicts the conceptual framework of this study.

Figure 1

Conceptual framework

Linguistic Discrimination		Language Anxiety
perceived due to insufficient proficiency in the mother tongue	→	as a negative emotional reaction aroused due to perceived linguistic discrimination or low language proficiency

Negative Language Learning Attitude
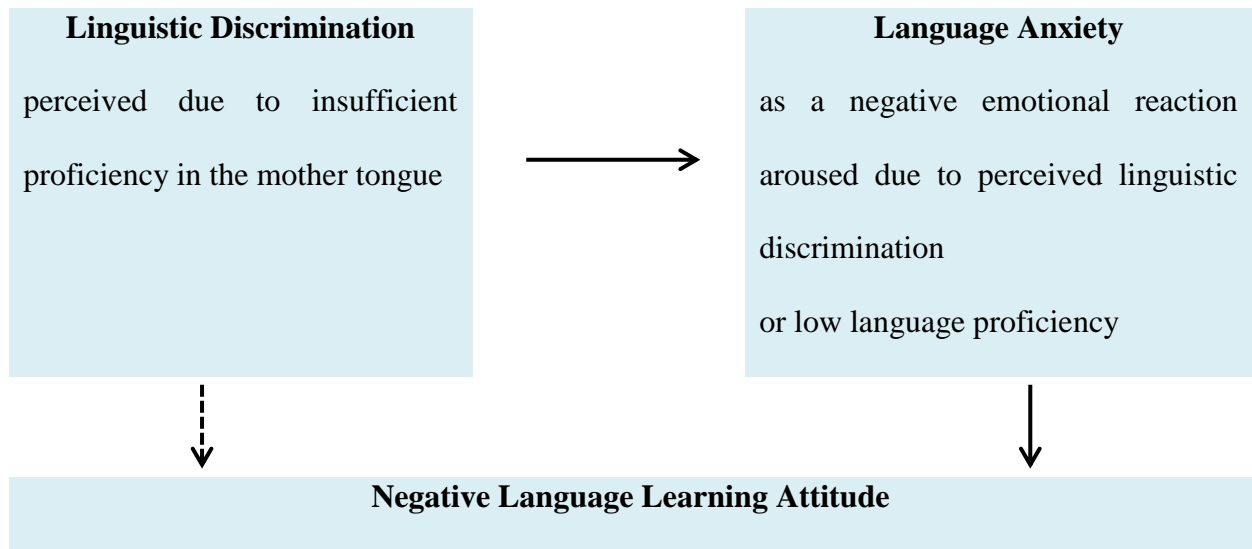
Thus, in the context of this study, perceived linguistic discrimination from ethnic Kazakhs with high proficiency in the Kazakh language and language anxiety during speaking Kazakh by ethnic Kazakhs with low proficiency are considered as predictors for negative attitude towards learning the Kazakh language.

Conclusion

This chapter presented the literature on the topics of linguistic discrimination, language anxiety, and language learning attitude and considered the empirical studies in these fields. Also, based on the reviewed literature, this chapter constructed the conceptual framework for the current study which will be examined through this research.

Chapter 3: Methodology

The present chapter provides a methodological overview of the given research. I start by introducing the chosen method of the research, its design and sample strategy. The chapter continues with a section on the data collection instruments used. The data collection procedures section provides an overview on gathering and storing information, and the data analysis describes the statistical approaches and methods used to analyze the data. Ethical considerations end the chapter.

Research Methodology

In this section, I justify the chosen approach for conducting the research. Mixed methods were adopted for this study, which is described as a strategy for gathering, evaluating, and combining quantitative and qualitative data in order to achieve a deeper understanding of the studied phenomena (Ivankova et al., 2006). This is seen as the best method for investigation because this type of research "provides better inferences and minimizes unimethod bias" more than quantitative or qualitative alone (Teddlie & Tashakkori, 2009, as cited in Subedi, 2016, p.571). In the context of the current study, the mixed-methods approach aimed at examining research questions comprehensively by using quantitative and qualitative analyses.

Research Design

The sequential explanatory design was used in this mixed-methods research. It "implies collecting and analyzing first the quantitative and then qualitative data in two consecutive phases within the one study" (Ivankova et al., 2006, p. 4). The sequential explanatory design is one of the most practical ways to address two research questions and use qualitative data to support quantitative findings in one study. Subedi (2016) argued that the purpose of using the sequential design is that "the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend or explain the general

picture" (p.571). This research study uses quantitative research aimed at defining linguistic discrimination, language anxiety and the correlation between them, whereas qualitative analysis was used in order to elaborate findings from quantitative data and gain insights about the extent to which linguistic discrimination and language anxiety affect the language learning attitudes of Kazakh Russian-dominant speakers towards the Kazakh language.

I used one method for each part of data collection - as a part of quantitative research methods of data collection the study exploited the survey, whereas the semi-structured interview was used as the qualitative method of data collection. The research uses qualitative analysis to refine findings from quantitative data and gain insights about the extent of perceived linguistic discrimination and language anxiety affecting attitudes towards learning the Kazakh language.

Sampling Strategy and Final Sample Characteristics

The target population of this research is ethnic Kazakh Russian-dominant speakers with self-reported low proficiency in the Kazakh language and Russian as L1, who have graduated from at least one educational institution (school, college, university) and who are at least 18 years old. This information was notified in advance on the main screen of the online survey (see Appendix A). The "age" line of a survey (see Appendix B) was blank, thus the participants were allowed to enter any numbers in the section. Later, all responses of those who were under 18 were removed.

The overall score for Kazakh proficiency ranges from 4 as the lowest level of proficiency and 20 as the highest. These numbers are based on a self-reported language proficiency scale (see Appendix B, Question 8) that consists of four sub-scale skills: listening, speaking, reading, and writing. The answers for the four subscales range from 1 to 5, where the numbers represent the following values:

1 – Elementary

2 – Pre-Intermediate

3 – Intermediate

4 – Upper-Intermediate

5 – Advanced

Thus, it was decided to label values from 4 to 9 as the lowest level, 10-15 as moderate, and 16-20 as the highest level of proficiency in the Kazakh language.

The recruitment of survey participants was conducted through social networks such as vk.com (one of the biggest Russian-speaking social networks), Facebook and Instagram. A post with an invitation to participation in the research was placed in online public groups, such as "Nur-Sultan news", "Nur-Sultan – What? Where? When?", and other online communities, and advertised as being targeted towards ethnic Kazakhs who have indicated Russian as their first language on their "My profile" page.

The criteria for the interview participants were based on homogeneous sampling – six females from those who completed the questionnaire were chosen according to their common traits which were reflected in their surveys. The reason for choosing only females as interview participants is because they presented the majority of the sample and provided typical responses for the survey part of the research (see Table 1 below). The determination of the common traits was based on their high overall scores for PLD and language anxiety (see Findings chapter).

Site

The given research took place in Nur-Sultan, which is the capital of Kazakhstan and is located in the northern part of the country. The city is considered to be a primarily Russian-speaking urban area of Kazakhstan. However, the increasing inner work migration (Aitzhanova, 2020; Inbusiness.kz, 2019) from rural (mostly Kazakh-speaking) areas to Nur-Sultan could increase the social pressure on Kazakh Russian-dominant speakers in the

sense of linguistic discrimination. Thus, nowadays the capital could experience a rise in language-based discrimination.

Sample size for survey (quantitative part)

According to the Statistics Committee of the Republic of Kazakhstan for 2019 (as cited in Ethnic Map of Kazakhstan, 2019), Kazakhs remain the fastest-growing ethnic group. From the beginning of 2018, Kazakhs increased by 255 thousand people (+0.51 %) and today the percentage of Kazakhs as the main ethnic group is 70.23% of the total population of the country. The number of Kazakhs continues to grow in all regions of the country, which is also due in part to the immigration of Oralmans (ethnic descendants of Kazakhs who immigrated abroad in past centuries that have returned to Kazakhstan since independence), who according to Toktau (2017), depending on the country they are migrating from, are not proficient in Russian but in Kazakh. However, the proportion of primarily Russian-speaking Kazakhs among the entire population is blurred. According to the results of the "Annual study of the population's mastery of the state language" (2017), in 2017, 83.1% of the Kazakhstani population spoke the Kazakh language; however, a survey conducted by bureau of public opinion "Demoscope" argues that only 52% of the Kazakhstan population speak the state language (Demos.kz, 2017).

The difficulty of identifying the percentage of Kazakh speakers is confirmed by Tengrinews and Sport of the Republic of Kazakhstan, A. Mukhamediuly, in 2018, in which he referred to the results of the annual research and reported that "more than 80 percent of Kazakhstan citizens speak the state language" (How many citizens of the Republic of Kazakhstan speak the Kazakh language, 2018, para.1), while representatives of local social movement "Memlekettik til" (State language) assume that 60% of the Kazakh-ethnic population has no proficiency either in reading or in writing in Kazakh (Central Asia Monitor, 2018, para.1). Therefore, the statement of the ex-Minister received a great public response - the population ridiculed the given statistical data. Moreover, the ex-Minister did

not explain which "annual research" he meant, and how language proficiency was evaluated.

Based on the above, even knowing the ratio of the Kazakh-ethnic population, which was 79.8% (906 391) as of 2020 (Committee on Statistics, 2020), the calculation of Russophone Kazakhs was unreliable. As a result, due to a lack of data regarding the number of Kazakhs who do not speak the Kazakh language, the determination of required participants by the original population size seemed impossible. Hence, Yamane's (1967) formula) for determining sample size:

$$n = \frac{N}{1 + Nd^2}$$

and Krejcie and Morgan's (1970) formula:

$$s = \frac{x^2 NP(1 - P)}{d^2(N - 1) + x^2 p(1 - p)}$$

wherein both N stands for the population size, do not seem suitable. For this reason, I decided to approach this in the opposite way and determine the sample size by Cochran's (2009) formula for proportions:

$$n = \frac{Z^2 pq}{e^2}$$

Where:

- n is the necessary sample size;
- e is the margin of error;
- p is the standard deviation;
- q is $1 - p$;
- Z stands for the Z-score (confidence level).

This helps me to determine the target sample size for the quantitative part of the research (survey) without knowing the quantitative data regarding Kazakh Russian-dominant

speakers. The value for confidence level was taken from the Z score table. There are three most common values for Z:

- 1.645 for the desired confidence level of 90%;

- 1.96 for the desired confidence level of 95%;

- 2.576 for the desired confidence level of 99%.

For this study, I used 95% of confidence as the standard normal deviation (1.96), for the margin of error (also known as a confidence interval) 0.5 = ±5%, which is "the range in which the true value of the population is estimated to be" (Israel, 1992, p.1), and .5 as the safe value for standard deviation. A confidence interval of 95% and a margin of error of .05 is the typical accepted value by researchers, accounting for the fact that we will never have access to the real world in a perfect form (post-positive paradigm). Thus, my formula appears as:

$$\frac{(1.96)^2(.5)(.5)}{(.05)^2} = 385 \text{ participants}$$

Overall, 357 respondents completed the online survey. Due to the impossibility of conducting analysis on language anxiety with participants who skipped the Language Anxiety test (PRCA-24), it was decided to eliminate participants with missing scores from the sample ($n = 167$). Also, according to data from the age question, there were 10 participants under 18 years old at the time of conducting the survey. After excluding underage participants from the survey, 180 participants remained. The target population of this research is ethnic Kazakhs; hence, 23 participants of other ethnicities were excluded from the sample. It was decided to leave participants who have at least one ethnic Kazakh parent. The given research took place in the capital of Kazakhstan. Thus, all 28 respondents who indicated a city of residence other than Nur-Sultan or Astana (former name of the city) were eliminated.

In total, 129 participants met the sampling criteria for this study. Gender composition, employment status, and level of education of participants are presented in Table 2 (Data analysis section). The majority of respondents (66.7 %) are females. The majority of participants are working in full- (89) and part-time (14) jobs – 79.8% percent of participants in total. According to descriptive statistics, more than half of all participants possess a bachelor's degree (78) or higher, 36 participants possess a master's degree, and one possesses at least a Ph.D. These data indicate that 95.3% of participants graduated from an educational institution.

Sample size for interview (qualitative part)

Since the sample size for the survey was identified, it was equally crucial to determine the required number of interview participants for the second part of the data collection. For this, I appealed data saturation, which is "most commonly employed concept for estimating sample sizes in qualitative research" (Guest et al., 2020, p.1), and which aims to suggest when data collection is sufficient and no new additional information arises from interviews (Fofana et al., 2020).

Notwithstanding that, due to the influence of many factors that can affect saturation and continuing debates about the sufficient size of a sample among researchers (Mason, 2010), the data from an article by Guest et al., (2006) that examined sixty in-depth interviews report that "saturation occurred within the first twelve interviews, although basic elements for metathemes were present as early as six interviews" (p. 59). Later, the same findings were reported in the work of Francis et al. (2010). However, more recent research based on 54 qualitative studies argued that "the probability of identifying a concept (theme) among a sample of six individuals is greater than 99% if that concept is shared among 55% of the larger study population" (Galvin, 2015, as cited in Guest et al., 2020, p.3), which fully corresponds with the sample that was selected from the survey and

shared one theme for participating. Thus, six participants were selected for the interview (Table 1).

Table 1

List of interview participants

Participant pseudonym	Overall Kazakh language proficiency	Gender
Participant A	8 (low)	Female
Participant B	9 (low)	Female
Participant C	12 (moderate)	Female
Participant D	9 (low)	Female
Participant E	7 (low)	Female
Participant F	8 (low)	Female

Instrumentation

The instruments described below are aimed at answering the research questions. As was mentioned in the Introduction chapter, the novelty of this study lies in shedding light on language discrimination within a single ethnic group. In order to construct a solid foundation for the study and define a strict framework for research in the context of Kazakhstan, it was decided to utilize the Perceived Language Discrimination Scale and Personal Report of Communication Apprehension and adapt each to the needs of the quantitative research. Hence, both scales have undergone minor changes to conform to the Kazakhstani context and answer the research questions.

The interview protocol used open-ended questions and semi-structured methods, which allow more freedom for interviewees when answering questions, while staying within the framework of the topic.

Perceived Language Discrimination Scale

The Perceived Language Discrimination Scale (PLDS hereinafter) was first

introduced by American scholars (Wei, Wang, & Ku, 2012) and aimed to measure the language discrimination experienced by international students in USA universities and its correlation with depression, anxiety, self-esteem, and life satisfaction. The data from their research suggest that "perceived language discrimination had a large positive association with perceived racial discrimination, a moderate negative association with perceived English proficiency, and a relatively weak association with social desirability" (Wei et al., 2012, p. 340). The original PLDS consists of seven self-report questions using a 5-point Likert Scale (Brill, 2008) that measures the level of perceived linguistic discrimination experienced by international students with English as a second language. For this research, English language was changed to Kazakh as a second language for Kazakh Russian-dominant speakers (see Appendix B, part B). Also, for this study, four additional questions were added: disrespect, mocking, accent reaction, and other forms of linguistic discrimination from Kazakhs with high proficiency. The reason for including these questions is to investigate the possible additional impact of PLD on Kazakhs with low proficiency in the Kazakh language. Also, this extension helped to analyze the possible contribution of linguistic discrimination towards language anxiety in the interview stage and collect information about studied phenomena.

Personal Report of Communication Apprehension

In order to shed light on the language anxiety that Kazakhs with low proficiency in Kazakh experience while speaking this language, an adapted version of the Personal Report of Communication Apprehension (PRCA-24 hereinafter) was utilized. Originally, the scale is aimed at measuring the level of communication apprehension which is defined as a "person's level of fear or anxiety associated with any form of communication with other people" (McCroskey, 1982, p. 139) and consisted of 24 reflective statements using a 5-point Likert Scale, ranging from strongly agree to strongly disagree.

According to Casado and Dereshiwsky (2001), there are three major methods of

measuring language anxiety: behavioral tests, subjects' self-report of internal feelings and reactions, and physiological tests (blood pressure tests or heart rate monitoring). Zheng (2008) asserted that "participants' self-reports are utilized most often in examining the anxiety phenomenon" (p. 3), which is used in the present research in the form of an adapted version of the Personal Report of Communication Apprehension (McCroskey, 1982).

In order to examine the language anxiety of Kazakh Russian-dominant speakers when speaking the Kazakh language, it was decided to adapt PRCA-24 to a specific language context. Thus, all initial questions of the original scale include specifications for the Kazakh language for the current research (see Appendix B, part C).

Questionnaire

The survey consists of three blocks of questions: demographics, PLDS, and PRCA-24. The first block includes demographics questions that are aimed at collecting general background information about respondents, such as age, gender, level of education, and work status; the second block contain questions regarding linguistic discrimination, and the third block consists of questions about language anxiety. At the end of the last block, there is a consent form for a further interview where respondents gave their contact information in order to participate in an interview that helped to obtain additional details in order to interpret the findings. Thus, it allowed me to recruit the required number of potential interviewees for the qualitative research method.

Even though the questions are used in a new context, questionnaires were tested in previous studies and all of the adapt items in each scale are seen to constitute reliability on a single scale.

Semi-structured interview

For the qualitative research part, I used a semi-structured interview (see Appendix C), which Fontana and Frey (2000) described as "one of the most powerful ways in which

we try to understand our fellow human beings" (p. 645). This interview consists of open-ended questions "so that the participants can best voice their experiences unconstrained by any perspectives of the researcher" (Creswell, 2014 p. 240). This approach creates more space for interviewees without inducing participants to possible variations of response, and at the same time allows me to stay within the frame of the research topic. Despite the fact that Creswell (2014) describes one-on-one interviews as time-consuming, it is an essential method in social science that helps reveal the gaps when examining a phenomenon. One of the reasons why one-on-one interviews demand so much time lies in the construction of rapport. Jacob and Furgerson (2012) explain that, in order to receive all of the benefits of this method, a well-established rapport between interviewer and interviewee is required. Such engagement could eventually reflect in the quality and comprehensiveness of the interviewee's answers. Particular to this study, the researcher's low proficiency in Kazakh language may be used as a common ground for creating a rapport between him and the participant.

The purpose of the interview as qualitative data is that it aims to consider the quantitative data and interpret it in order to "provide a more elaborated understanding of the phenomenon of interest (including its context) and, as well, to gain greater confidence in the conclusions generated by the evaluation study" (Caracelli, 2007, as cited in Johnson et al., 2007). The interview questions are classified into two main categories: questions that are aimed at enhancing understanding of the quantitative data and questions that are aimed at collecting data regarding language learning attitude. The interview protocol can be seen in Appendix C.

Data Collection Procedures

After obtaining permission from the GSE Ethics Committee to conduct the study, participants were invited to complete the questionnaire online on a voluntary basis. The invitation that includes information for the potential participants, the consent form (see

Appendix D) with the potential risks of the research, and an explanation of the purposes of the study were sent through social networks. The questionnaire was conducted online via the Qualtrics survey platform because it is more efficient in terms of time and cost, safer during the pandemic of COVID-19, allowed me to include many participants without restrictions on their number, and did not limit me to a particular institutional context. Also, the interfaces of this platform differ from others by its usability and friendliness towards the respondents. A link for this survey was sent through the email and published on social networks. The questionnaire was distributed and completed anonymously. However, at the end, respondents gave their permission to be contacted for further interviews by filling a line which was located at the bottom of the questionnaire. Contact information of participants was displayed in the completed survey and available only to the researcher.

After reaching the initial target sample size, six interview participants were recruited from the online survey. The semi-structured interviews were audio-recorded with the permission of the participants and lasted no longer than an hour. Five interviews were conducted via the Zoom online platform, while one was carried out in person in compliance with all sanitary and hygienic standards. Both questionnaires and interviews were conducted in the Russian language due to the dominant-Russian speaking sample of the research.

Data Analysis

The quantitative data from the survey was entered into the SPSS program to make the statistical calculations. Before analyzing the data, it was crucial to determine if there were any errors or missing values in the downloaded database as these omissions could negatively affect the results of the research. The data were inspected for scores outside of the accepted range using the "sort cases" function of SPSS and checked for omitted information.

For the analysis of data, descriptive and inferential statistics are used. According to Creswell (2014), descriptive statistics seek to "describe trends in the data to a single variable or question" (p. 202), whereas inferential statistics "compare two or more groups on the independent variable in terms of the dependent variable" (p. 202). Thus, a frequency analysis of descriptive statistics was used in order to indicate general tendencies (mean, mode, and median) of the participants' answers to the Demographic Block of the questionnaire. It provides the number of occurrences of chosen answers of nominal (gender) and ordinal (level of education, work status, and language proficiency) variables.

Table 2

Gender, employment, and educational composition of participants

Variable	Frequency	Percent
	n	%
Gender		
Male	43	33.3
Female	86	66.7
Total	129	100.0
Employment status		
Employed Full-Time	89	69.0
Employed Part-Time/Combine work with study	14	10.9
Seeking opportunities	8	6.2
Prefer not to say	18	14.0
Total	129	100.0
Level of education		

High School	4	3.1
Vocational Diploma	8	6.2
Bachelor's Degree	78	60.5
Master's Degree	36	27.9
Ph.D. or higher	1	.8
Prefer not to say	2	1.6
Total	129	100.0

For inferential statistics, regression analysis, specifically a one-way analysis of variance (ANOVA), was used in order to identify a correlation between language proficiency, level of education, work status, and PLD, as well as between these variables and language anxiety. The decision of using ANOVA is justified by the need to compare differences in means among more than two variables (Sawyer, 2009). An independent-samples t-test was used to compare gender with PLD and language anxiety. This type of analysis was utilized as it allows the comparison of differences in means between two variables (Sedgwick, 2010). A Pearson product-moment correlation coefficient was utilized to evaluate the relationship between the perceived linguistic discrimination and language anxiety of participants, as it is aimed at predicting the impact of one continuous variable on another continuous variable.

The NVivo program was used to analyze qualitative data and manage "nonnumerical, unstructured data" (Creswell, 2014, p. 267). Thus, by using this program I was able to "narrowing data into few themes" (Creswell, 2014, p. 267), in accordance with research questions. Hence, the themes were categorized such as Extent of linguistic discrimination, Linguistic discrimination and language anxiety, Gender, work status, education, and Kazakh language learning attitude. For coding interview transcripts, I used two widely known qualitative study approaches - in vivo and descriptive coding.

According to Saldana (2011), the first one is used for compiling interviewees' own words, while the latter is used to recap the answers more widely with phrases.

Ethical Considerations

Participation in questionnaires and interviews was on a voluntary basis. All the information gathered from the survey and the interviews is kept confidential and stored on a personal computer with a password without shared access. The participants' personal information is not reflected in the survey, except in cases where they provided their contact information for the interview. However, even in these cases, all contact information is protected and inaccessible in an offline database. Each person that participated in the survey and/or the interview of the study was tagged with a number code instead of their name. Interview data are also kept confidential. Before the interview, participants were reminded about the voluntary basis of the research and their right to stop the interview at any point.

The risks and benefits of the research were explained. The potential risks of the study lie in the psychological discomfort of the participants during the interview due to possible painful or uncomfortable experiences of linguistic discrimination in the past. To reduce these risks and remove the psychological burden, it was explained to participants their right to stop the interview or questionnaire at any point and quit the study at any time. Also, they were given the right to choose a convenient time and place for the interview, which also allowed them to feel more confident in a habitual environment.

The benefits of the present research consist of the obtained data that could help scholars and educational stakeholders of Kazakhstan understand language discrimination in Kazakhstan among one ethnic group and develop programs to prevent this and its negative consequences, such as language anxiety or possible negative attitudes toward learning Kazakh. Also, it will enable a more precise understanding of the reasons that hinder the learning of the Kazakh language.

Conclusion

The methodology chapter considered the techniques and instruments that are used to conduct the present study. Also, this chapter defined the number of required participants, site, and methods of collecting and analyzing the obtained data. Next, in the Findings chapter, this analyzed data will be considered.

Chapter 4: Findings

This chapter provides the analysis of the results of the study, which aimed to examine the following research questions:

1. To what extent have Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their Kazakh proficiency?

2. To what extent does linguistic discrimination provoke language anxiety?

3. How do the gender, work status, and education of participants correlate with anxiety and linguistic discrimination?

4. How does perceived language discrimination from ethnic Kazakh speakers affect Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language?

These questions will be answered through the mixed methods approach, in which the first three questions will be examined by the quantitative method and will then be considered through the qualitative analysis, whereas the last question will be considered through the prism of a qualitative approach. This chapter is organized in alignment with the logical sequential order, where the first research question begins the chapter, and the fourth research question ends it. Every research question section is accompanied by descriptive statistics. Furthermore, the question is analyzed in accordance with the chosen method for inferential statistics described in the Methodology chapter. The analysis, according to these questions, will show that there is a significant effect of Kazakh language proficiency on PLD and there is a strong positive correlation between PLD and language anxiety. The qualitative findings will also reveal that the vast majority of the interviewees have a positive attitude towards the Kazakh language and its learning, even despite their low proficiency in it and PLD.

Findings according to Research Questions

Research Question 1. To what extent have Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their Kazakh proficiency?

Before answering the first research question, it was necessary to determine an overall score for the linguistic discrimination of each participant that is required for analysis. For linguistic discrimination, I started tabulating scores for the eleven items of the PLDS with the value "5" for the answer "Strongly agree", "4" for "Agree", "3" for "Neutral", "2" for "Disagree", and "1" for "Strongly disagree". Thus, the overall score for linguistic discrimination varies from 11 to 55, where scores from 11 to 22 represent the absence of linguistic discrimination of participants as these scores only comprise the combination of answers "Disagree" or "Strongly Disagree", scores from 44 to 55 represent the answer combinations of "Agree" and "Strongly Agree" and indicate a high level of linguistic discrimination. The range from 23 to 43 indicates a moderate level of PLD.

According to the descriptive statistics, the mean value of PLD among participants (M=30.93, SD=11.02) indicates a moderate level of PLD among the sample. However, after the detailed breakdown of participants in accordance with their level of proficiency, the results suggest an inverse relationship between the two variables (see Table 3 and Figure 2).

Table 3

Descriptive statistics of PLD by three levels of proficiency in the Kazakh language

Proficiency level	N	Mean PLD	SD
High	30	27.73	11.53
Moderate	51	36.21	9.92
Low	41	41.02	6.85

	Total	122	35.74	10.65

The other 7 participants declined to answer the question on proficiency.

Figure 2

Relationship between proficiency in the Kazakh language and PLD
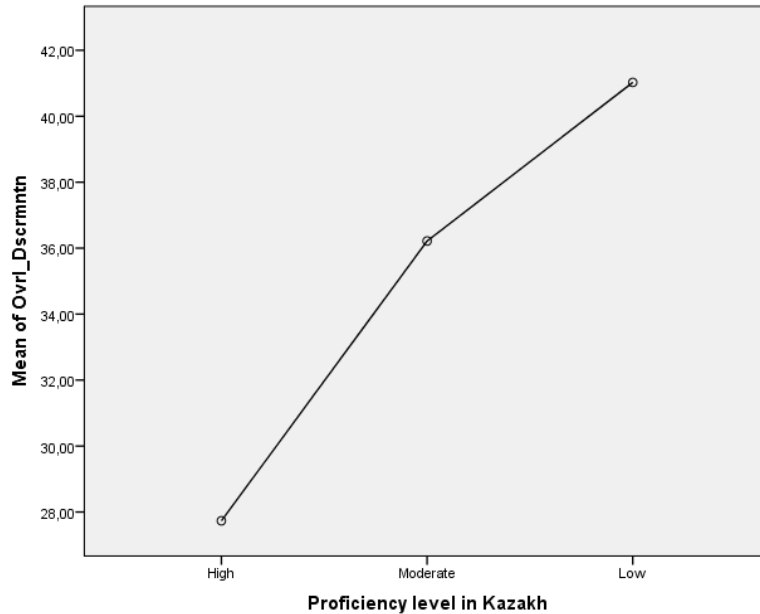
A one-way analysis of variance (ANOVA) was conducted to compare the effect of participants' levels of Kazakh language proficiency to their linguistic discrimination experience (Table 4), where the independent variable is respondents' level of proficiency in the Kazakh language. There was a significant effect of Kazakh language proficiency on PLD at the $p < 0.05$ level for the three values [$F (2, 119) = 17.18$, $p = 0.000$]. Post hoc comparisons using the Tukey HSD test were carried out. There was a significant difference between High and Moderate levels ($p = 0.000$). There was also a significant difference between participants with Moderate and Low levels of proficiency in Kazakh ($p = 0.044$).

Table 4

ANOVA test results for statistical difference between proficiency in the Kazakh language and PLD

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3079.653	2	1539.827	17.181	.000
Within Groups	10665.470	119	89.626		
Total	13745.123	121			

These results suggest that there is a strong negative relationship between levels of proficiency in Kazakh and PLD – the lower the level of proficiency in the Kazakh language, the more a respondent experiences discrimination. This finding is also in alignment with the qualitative data presented below.

Extract № 1. Participant C, with overall Kazakh language proficiency score at 12 (moderate).

> Well, I felt language discrimination all the time, you might say. At the university, when I was studying, the guys there, the girls from Shymkent (south, mostly Kazakh-speaking region), constantly make fun of me. When you try to talk to them in Kazakh-they laugh, "Oh, what an accent", Ugh, like it's better not to talk. In general, more conscious people, on the contrary, do not say anything. They say that you will learn, you just need to be more with Kazakh-speaking people.

This extract describes a case of linguistic discrimination in an education institution. However, participants also reported cases of PLD while using public transport and taxi services of Nur-Sultan. The next participant, F, with an overall Kazakh language proficiency score of 8 (low), mentioned PLD in a taxi:

Extract № 2:

> There was a case when I was on public transport, in a taxi and the driver when I told him, for example, the address or answered

> something to his questions in Russian; he aggressively answered me in
>
> Kazakh - why don't you speak Kazakh?

Another Interviewee, A, with an overall Kazakh language proficiency score of 8 (low), also reported about the PLD on the public transport of Nur-Sultan. Extract № 3:

> On the bus, even some passengers told me in Kazakh that I was a
>
> Kazakh, I should know the Kazakh language. I believe that in these
>
> cases, I experienced discrimination in my own direction, as I was
>
> embarrassed, and I felt a little anxiety for being addressed in this way
>
> that is, it was more in an aggressive form, presented more
>
> aggressively.

It might be assumed that discriminators represent the middle-low economic status because the people discriminating are taxi drivers and bus passengers. According to the interview data of the six participants, all of them experienced discrimination based on language in similar settings. Furthermore, these settings and social gathering places where interaction between people is required – universities and public transport – are sites with a potentially high level of linguistic discrimination.

Research Question 2. To what extent does linguistic discrimination provoke language anxiety?

Before answering the second research question, it was necessary to ascertain an overall score for language anxiety results. The total score was calculated according to the PRCA-24 questionnaire, where four subscales of communication contexts (group discussions, meetings, interpersonal conversations, and public speaking) were calculated first, and then the sum of all the four subscores provided the overall communication apprehension score. The values for answers were tabulated in the same way as for the PLD

scale: a score of "5" for "Strongly agree", "4" for "Agree", "3" for "Neutral", "2" for "Disagree", and "1" for "Strongly disagree". Subscales were calculated by a formula provided by McCroskey et al. (1985) and interpreted according to this formula, for:

Group discussions = items (2 + 4 + 6) – items (1 + 3 + 5) + 18;

Meetings = items (8 + 9 + 12) – items (7 + 10 + 11) + 18;

Interpersonal conversations = items (14 + 16 + 17) – items (13 + 15 + 18) + 18;

Public speaking = items (19 + 21 + 23) – items (20 + 22 + 24) + 18;

According to three levels of communication apprehension classification, the overall scores range from 24 to 120, where scores between 24 and 55 indicate a low, between 55 and 83 a moderate, and between 83 and 120 indicate a high level of communication apprehension. The mean value (M=89, SD=21.87) indicates a high level of language anxiety among participants when speaking Kazakh.

To answer the second research question, a Pearson product-moment correlation coefficient was computed to assess the relationship between PLD and language anxiety (Table 5). There is a strong positive correlation between the two variables (r=.68, n=129, p<.001). Overall, this means that the level of PLD is positively correlated with language anxiety while speaking Kazakh (Figure 3).

Table 5

Bivariate correlation between PLD and language anxiety

		Language anxiety	PLD
Language anxiety	Pearson Correlation	1	.676[**]
	Sig. (2-tailed)		.000
	N	129	129
PLD	Pearson Correlation	.676[**]	1

| | Sig. (2-tailed) | .000 | |
| | N | 129 | 129 |

**Correlation is significant at the 0.01 level (2-tailed).

Figure 3

Positive correlation between PLD and language anxiety
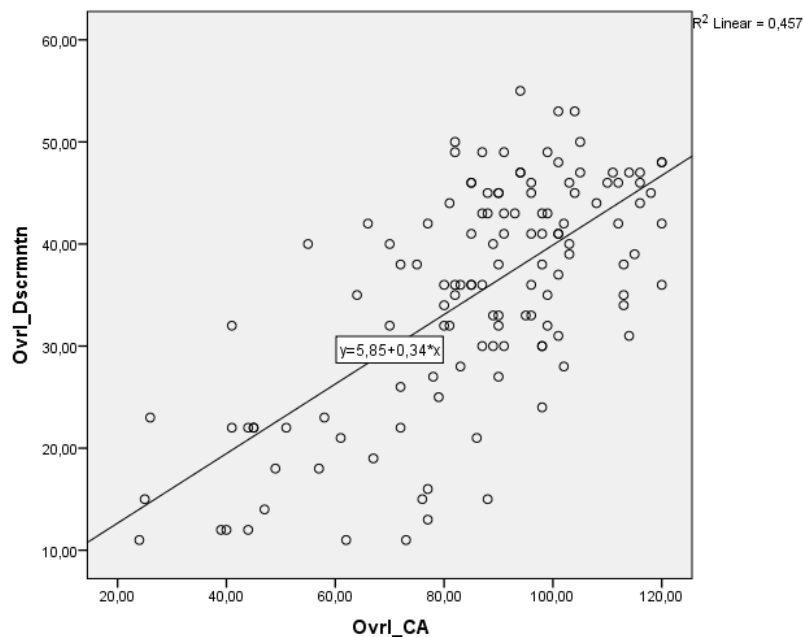
While the quantitative findings of the current research suggest that there is a strong positive correlation between PLD and language anxiety when speaking the Kazakh language, the finding of correlation does not prove causality. The respondents were asked about the nature and roots of their language anxiety and identified other factors that were not connected directly to linguistic discrimination.

Participant F connects her language anxiety with social and government pressure and issues with Kazakh language education. Extract № 4:

All (Kazakhs) believe that the Kazakh language is the native language, but at the same time, it is also the state language. And therefore, probably, from educational institutions, from school, we are taught that everyone should know the Kazakh language, and therefore when a person does not develop his knowledge in the Kazakh language, he

begins to experience a certain, not even anxiety, but more, probably, shame. Shame mixed with a sense of anxiety when he speaks in Kazakh. It needs to develop another educational program, yes, I am sure.

Participant B also considers the roots for her anxiety while speaking the Kazakh language with limited opportunities to learn the language "correctly" and the language barrier. Extract № 5:

The fact is that I think I have a language barrier because I learned Kazakh at school. Due to the fact that there is no practice, so I probably do not speak it. I know the rules, I know how to speak correctly, but I hear that I speak with an accent, and so it bothers me. I worry that other people will laugh at the way I speak.

The other interviewee, participant C, with a moderate level of proficiency in Kazakh, reports that because she makes mistakes in Kazakh, PLD makes her feel anxious while speaking. Extract № 6:

I constantly feel anxiety, it seems as if you speak incorrectly, letters, pronunciation, everything on people's faces, for example, it is clear that they are unpleasant when you distort (Kazakh language)... You know, on the one hand, I understand that now the government is more inclined to politicization of the Kazakh language, maybe even its nationalization. But with this people beginning to aggressively set up against those who have a poor command of the Kazakh language and I feel it.

Like the previous respondents, Participant D, A, and F argued that their anxiety while speaking in Kazakh originates in fear of being mocked due to their low proficiency

in the language. Even though the quantitative findings suggest that there is a strong direct positive relationship between PLD and language anxiety, from the provided excerpts it can be seen that the majority of the interview respondents also tend to connect their language anxiety with the low proficiency in their mother tongue. Hence, the one-way ANOVA was conducted to compare the effect of participants' levels of Kazakh language proficiency with their language anxiety (see Table 6 and Table 7). There was a significant effect of Kazakh language proficiency on language anxiety at the $p< 0.05$ level for the three values [F (2, 119) = 29.58, p =0.000]. Post hoc comparisons using the Tukey HSD test were conducted. There was a significant difference between Low and Moderate levels (p = 0.000). There was also a significant difference between participants with High and Moderate levels of proficiency in Kazakh (p = 0.008).

Table 6

Descriptive statistics of language anxiety by three levels of proficiency in the Kazakh language

Proficiency level	N	Mean language anxiety	SD
High	30	66.80	25,14
Moderate	51	88.31	16,26
Low	41	99.68	12,74
Total	122	86.84	21,69

Table 7

ANOVA test results for statistical difference between proficiency in the Kazakh language and language anxiety

	Sum of Squares	df	MeanSquare	F	Sig.
Between Groups	18921.383	2	9460.691	29.586	.000
Within Groups	38052.658	119	319.770		
Total	56974.041	121			

These outcomes suggest that there is a strong negative relationship between levels of proficiency in Kazakh and language anxiety – the lower the level of proficiency in the Kazakh language, the more a respondent experiences language anxiety.

Research Question 3. How do the gender, work status, and education of participants correlate with anxiety and linguistic discrimination?

I decided to divide this question into two sub-points: in the first, I will examine the correlation between the gender, work status, and education of participants with PLD, while in the second, I will examine correlations between these variables and language anxiety.

PLD and its correlation with gender, work status, and education

An independent-samples t-test was conducted to compare PLD between male and female participants (Table 8). There was no significant difference in the scores for males ($M = 33.27$, $SD = 11.74$) and females ($M = 29.75$, $SD = 10.51$); $t(127) = 1.72$, $p = .087$, $d = 0.31$) (Table 9). These results suggest that there is no relationship between gender and perceived linguistic discrimination.

Table 8

The difference in PLD among genders

Gender	N	Mean	Std. Deviation	Std. Error

				Mean
Male	43	33.27	11.74	1.79
Female	86	29.75	10.51	1.13

Table 9

Independent-samples t-test for PLD and genders

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.006	.318	1.725	127	.087	3.52326	2.04279	-.51906	7.56558
Equal variances not assumed			1.662	76.362	.101	3.52326	2.11975	-.69827	7.74478

A one-way between subjects ANOVA was conducted to compare the effect of participants' work status on perceived linguistic discrimination for values: Employed Full-Time ($M = 35.25$, $SD = 10.96$, $n = 89$), Employed Part-Time/Combine work with study ($M = 36.64$, $SD = 6.44$, $n = 14$), Seeking opportunities ($M = 28.62$, $SD = 13.75$, $n = 8$), and Prefer not to say ($M = 35.77$, $SD = 12.67$, $n = 18$). There was no significant effect of work status on perceived linguistic discrimination at the $p > 0.05$ level for the four values [$F(3, 125) = 1.041$, $p = .377$] (Table 10).

Table 10

One-way ANOVA for participants' work status and PLD

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	379.116	3	126.372	1.041	.377
Within Groups	15169.257	125	121.354		
Total	15548.372	128			

The same result was found when comparing participants' levels of education and PLD values: High School ($M = 42$, $SD = 5.29$, $n = 4$), Vocational Diploma ($M = 28.62$, $SD = 15.91$, $n = 8$), Bachelor's Degree ($M = 35.15$, $SD = 11.10$, $n = 78$), Master's Degree ($M = 36.08$, $SD = 9.61$, $n = 36$), Ph.D. or higher ($M = 15$, $n = 1$), and Prefer not to say ($M = 35.50$, $SD = 0.70$, $n = 2$). There was no significant effect of level of education on PLD at the $p > 0.05$ level for the four values [$F (3, 125) = 1.628$, $p =.158$] (Table 11).

Table 11

One-way ANOVA for participants' level of education and PLD

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	965.093	5	193.019	1.628	.158
Within Groups	14583.279	123	118.563		
Total	15548.372	128			

Language anxiety and its correlation with gender, work status, and education

In order to compare the overall score of language anxiety between genders, an independent-samples t-test was utilized (Table 12). There was a significant difference in the scores for males ($M =77.97$, $SD = 3.52$, $n = 43$) and females ($M = 89.70$, $SD = 2.18$, $n = 86$); $t (127) = -2.95$, $p = .004$, $d = 4.11$) (Table 13). These results suggest that there is a relationship between language anxiety and gender.

Table 12

Descriptive statistics for gender and language anxiety

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	43	77.97	23.09	3.52
Female	86	89.70	20.26	2.18

Table 13

Independent-samples t-test for language anxiety and genders

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal Variances assumed	2.070	.153	-2.957	127	.004	-11.73256	3.96787	-19.58426	-3.88085
Equal Variances not assumed			-2.831	75.071	.006	-11.73256	4.14502	-19.98973	-3.47539

Although there is a significant relationship between gender and language anxiety, it does not indicate if the effect is strong or weak. I calculated it by the formula for Cohen's *d,* where d = (mean of group 1 – mean for group 2) / pooled standard deviation. Pooled standard deviation = (standard deviation of group 1 + standard deviation of group 2) / 2.

0 – 0.20 = weak effect

0.21 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

> 1.00 = strong effect

Pooled standard deviation = (3.52 + 2.18) / 2 = 2.85

d = (77.97 – 89.70) / 2.85 = 4.11 (strong effect)

Taken together, these results suggest that female respondents experience a high level (90 out of 83 to 120) of language anxiety when speaking Kazakh, while male participants demonstrate a moderate level (78 out of 55 to 83) of language anxiety.

A one-way between subjects ANOVA was conducted to compare the effect of participants' work status on language anxiety: Employed Full-Time (M = 86.04, SD = 19.97, n = 89), Employed Part-Time/Combine work with study (M = 94.07, SD = 19.21, n = 14), Seeking opportunities (M = 68.50, SD = 26.20, n = 8), and Prefer not to say (M = 85.83, SD = 27.84, n = 18). There was no significant effect of work status on language anxiety at the $p > 0.05$ level for the four values [$F(3, 125)$ = 2.41, p =.070] (Table 14).

Table 14

One-way ANOVA for participants' work status and language anxiety

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3357.511	3	1119.170	2.416	.070

Within Groups	57907.249	125	463.258
Total	61264.760	128	

Another one-way ANOVA was conducted to compare the effect of participants' levels of education on language anxiety for values: High School (M = 98, SD = 6.16, n = 4), Vocational Diploma (M = 66.75, SD = 26.99, n = 8), Bachelor's Degree (M = 86.02, SD = 22.87, n = 78), Master's Degree (M = 88.88, SD = 18.03, n = 36), Ph.D. or higher (M = 88, n = 1), and Prefer not to say (M = 72, SD = 11.31, n = 2). There was no significant effect of level of education on language anxiety at the p > 0.05 level for the four values [$F(5, 123)$ = 1.825, p =.113] (Table 15).

Table 15

One-way ANOVA for participants' education level and language anxiety

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4231.755	5	846.351	1.825	.113
Within Groups	57033.004	123	463.683		
Total	61264.760	128			

The qualitative data on variables such as work status and education of participants are not elaborated on in this chapter as there are no correlations between these variables and language anxiety with linguistic discrimination. The qualitative data of gender and anxiety do not provide further explanation for any of above-mentioned findings.

Research Question 4. How does perceived language discrimination from ethnic Kazakh speakers affect Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language?

Language learning attitude towards the Kazakh language and PLD

Analysis of interviews revealed varying findings on Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language with reference to perceived linguistic discrimination.

On the one hand, the interview data revealed that most of the respondents attempt not to link their attitudes towards the Kazakh language and the way they are discriminated against for not knowing this language. For instance, this can be seen in the following extract:

Extract № 7. Participant C, with overall Kazakh language proficiency score at 12 (moderate).

> Well, my desire doesn't depend on discrimination. I want to learn it myself so that I know it myself because I think even when I hear such TV presenters as Leyla Sultan when they speak Kazakh very beautifully, and I like my language, I want to understand songs and literature in this language. Basically, discrimination comes from taxi drivers, such people, or very adult and very categorical. They always say "What a Kazakh are you if you don't even know your mother-tongue"? And the desire is there, regardless of discrimination.

This can also be seen in extract № 8, with participant B, whose overall Kazakh language proficiency score is 9 (low).

> In general, in my life, I am such a person that does not care what others think about me. But there is something in this that is really ... in order not to get into such situations anymore, you still need to learn the language, and know it. Moreover, we live in Kazakhstan - this is the main state language and you need to know it, I understand this and make some ...attempts to do this at least. And not just sit there and say- they offended me, and then I sit and do not know the language.

How stupid of me that would be. But again, this is not the main motivation why I study the language - so that I don't get hurt anymore… Yes, I plan to stay and live in Kazakhstan, so I believe that I should know the state language to... in the career plan I have more opportunities with Kazakh to find a good job.

Thus, from the given quotes, it is clearly seen that, primarily, respondents' desires to learn the language are connected to the language itself as it is the "state language" or a "beautiful language'. Although they are discriminated against by other Kazakh-speaking people, their motivation to learn the language is a separate issue.

However, two of the respondents noticed that even though attitude depends mainly on an individual, pressure from society for not having proficiency in a language might demotivate them to learn that language. This idea can be seen in the following extracts:

Extract: № 9. Participant A with an overall Kazakh language proficiency score of 8 (low).

Yes, there is demotivation. They (other Kazakhs with high proficiency in the language) even called me mankurt (the term is used to refer to a person who has lost touch with their historical, national roots, who has forgotten about their kinship (Brewer, 2015)). I think it depends on the way of providing information, namely that I should learn the Kazakh language, and it seems to me that every person should come to this by himself, rather than other outsiders, society…by manipulating and shaming someone...that is, it is more demotivating.

Extract: № 10. Participant F, with an overall Kazakh language proficiency score of 8 (low):

…desire to learn Kazakh is certainly there, but it is not so accessible. Even with a tutor, if you do something in terms of grammar, I tell you, I'm doing great. The arrangement of sentences...but, this pronunciation, and the fact that a lot of words need to be known... And so there are no problems with grammar. I can translate, I can do all that, and I can read documents. I look in the dictionary a couple of times, but I can't talk at all.

More interestingly, the participant who characterized PLD as a demotivation factor for learning the Kazakh language and who does not intend to learn Kazakh in the future perceived the legislative status (requirement to know Kazakh for specific types of job) of the Kazakh language in a negative way: "(I am not going to learn the Kazakh language) only if there is an urgent need…then yes, well, I will need to learn Kazakh, but in other cases, if I work or study in a non-Kazakh-speaking environment, then I do not see the need to learn Kazakh".

Also, during the interviews, respondents were asked to share their opinions on how attitudes towards learning the Kazakh language may be improved and how PLD can be solved in the context of the government. Participant A considered this issue from the educational perspective and argued that teaching approaches and curriculum have to be improved. Extract № 11:

Well, it seems to me that first of all everything begins with education, with primary classes. The approach of teachers is most likely, perhaps, to motivate students to learn the Kazakh language, that is, to develop some other educational program, because for example, can I say yes about my experience? Now I work as a tutor for primary school students and when I help them with their homework in the Kazakh language, for example, I think that for their level, since they are

studying in a Russian-speaking class, for their level, the level of the Kazakh language that is taught in primary classes, it is very difficult, in my understanding, that is, for me, since I myself experience and have experienced problems with learning the Kazakh language, it seems to me that the information is presented very quickly and is not fully explained why it is necessary and how to use it. That is, some basic phrases are given, basic rules, but not applicable.

Furthermore, Participant A explained that her answer was determined by her past when she was discriminated against by her Kazakh teachers and eventually experienced a sense of shame and anxiety when speaking Kazakh: (extract № 12)

I feel a little anxious when they (teachers) start to put pressure on me that I don't speak Kazakh, or, for example, in academic life, for example, when I was at school, I was in a Russian school, in a Russian class, but some subjects were taught in Kazakh, such as the history of Kazakhstan and geography. Well, since I've been studying in Russian all my life, history and geography were more difficult for me in Kazakh, and at the same time I felt ... I was shamed by the teachers, and therefore I feel a certain anxiety to answer in Kazakh.

Another interviewee, Participant D, argued that people should not "be so categorical", and try to respond in the language in which they received the question, and that the government has to assist them in "spreading this message". (extract № 13)

Government, I think, should support, because in the tik-tok (social network) there are such videos where Nazarbayev and Tokayev (former and current presidents of Kazakhstan, respectively) say, if you are approached in Russian, please respond in Russian. And so you

spread it, show it, well, the more people talk about it, we have a free
country. If it is difficult there, such serious questions are difficult to
explain in Kazakh if you do not know the language well. And
problems, for example, need to be solved. You can explain it in
Russian, but not in Kazakh. So I think the government should help
spread the message that you can't be so categorical. It is not my fault
that I have a Russian environment, and that I lived in the west of
Kazakhstan, and there are more Russians there, there are Russian
people living nearby. It's not my fault that everyone spoke Russian at
home, and that I have a Russian environment, and that I lived in the
west of Kazakhstan, and there are more Russians there, and there are
Russians living nearby. And the fact that I went to a Russian school,
it's not my fault that I don't know it (Kazakh).

For the sake of clarity, it should be noted that by the word "categorical", the
participant meant "to think all Kazakhs should speak only Kazakh".

To sum up, analysis of the interviews revealed no direct connection between PLD
and attitudes towards learning a language; however, participants report that teaching
methods in educational institutions and improved curriculum in Kazakh language classes
may affect students' attitudes and motivation towards learning the language.

Conclusion

According to the results of research question 1, there is a strong negative
relationship between levels of proficiency in the Kazakh language and PLD. In other
words, respondents with low proficiency in Kazakh experienced high level of PLD, and
vice versa. Interview participants reported that, in most cases, they experienced PLD from
taxi drivers, on buses, and in educational institutions.

The data of research questions 2 and 3 revealed that linguistic discrimination has no correlation with gender, work status, and level of participants' education. Nevertheless, the data suggest that there is a strong positive correlation between PLD and language anxiety, and a strong correlation between gender and language anxiety.

Regarding the findings on attitudes (research question 4), it was discovered that PLD has ambiguous implications for language learning attitudes and cannot be considered as a cause for willingness/unwillingness to learn the mother tongue. However, according to the interviews, educational approaches may influence students' attitudes to learn a language.

Chapter 5: Discussion

The present chapter is aimed at interpreting the outcomes that were considered in the previous chapter. The findings will be discussed through their connection with the literature on the topics of PLD, language anxiety, and language learning attitudes, and seeks to answer the four research questions:

1.   To what extent have Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their low Kazakh proficiency?

2.   To what extent does linguistic discrimination provoke language anxiety?

3.   How do the gender, work status, and the education level of participants correlate with anxiety and linguistic discrimination?

4.   How does perceived language discrimination from ethnic Kazakh speakers affect Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language?

Also, along with that, in this chapter I will consider whether the relationship outlined in the conceptual framework is supported by the findings. This chapter is structured in accordance with the sequence of the research questions and starts with the section considering the outcomes of the first research question.

Research Question 1

The first question in this study sought to determine the extent to which Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their low proficiency in Kazakh. In this regard, the findings show a moderate level of PLD among the studied sample. Furthermore, the data suggest that there is a strong negative relationship between levels of proficiency in Kazakh and PLD – the lower the level of proficiency in the Kazakh language, the more frequently a respondent experiences discrimination. These findings suggest that low proficiency in the Kazakh language could be a predictor of PLD; hence, this study confirms that the level of proficiency in a language is associated with the level of discrimination towards the speaker.

An analysis of the interview data suggests that discrimination was mostly experienced in educational settings and other areas of social gathering. There is a combination of two possible explanations for this result: inner migration and the raciolinguistic ideologies of newcomers. Historically, as it was mentioned in the introduction chapter, in the northern part of Kazakhstan, and particularly in Nur-Sultan, the Russian language is associated with more political and economic power than in other regions of Kazakhstan; however, the capital of Kazakhstan is now experiencing increasing inner migration from rural Kazakh-speaking areas (Aitzhanova, 2020; Inbusiness.kz, 2019). According to the data from the interview participants, the majority of discriminators share a raciolinguistic ideology (Flores & Rosa, 2015), which suggests that an ethnic Kazakh who does not know the Kazakh language cannot be considered as a "real" Kazakh. This is observed in extracts from the interviews where respondents report that they were called "mankurt" for answering a question posed in Kazakh in the Russian language and that sometimes native Kazakhs told them "What kind of Kazakh are you if you don't even know your mother-tongue?" which confirms the participants' concern that Kazakhs with high proficiency in the Kazakh language expect the same level of proficiency from Russophone Kazakhs, thus supporting the idea of linguistic racism occurring within one race. Thus, it seems possible to consider that linguistic discrimination in Nur-Sultan is caused by the confrontation of the linguistic diversity of the city and the raciolinguistic ideology of newcomers.

Research Question 2

The second research question is aimed at examining the extent to which linguistic discrimination provokes language anxiety. The findings suggest that there is a strong positive correlation between the two variables (r=.68, n=129, p<.001). In other words, this means that the level of PLD is positively correlated with language anxiety while speaking Kazakh. The findings observed in this study mirror those of previous studies that have

revealed positive relationship between PLD and anxiety (Lee & Rice, 2007; Swagler & Ellis, 2003; Wei et al., 2012). What is surprising is that the qualitative analysis of the interviews revealed a discrepancy between the quantitative and qualitative findings in that the vast majority of respondents connected their language anxiety to their low proficiency in the Kazakh language rather than PLD directly. However, the possible explanation for this discrepancy is that PLD and language proficiency are interrelated variables; as we know from RQ 1, there is a strong negative relationship between them.

According to data from the interview participants, it was also confirmed that language anxiety indeed refers to the situation-specific type of anxiety. The findings suggest that the respondents experienced language anxiety in specific situations in which they were either being evaluated or in which they were under pressure. Thus, this study produced results that corroborate the findings of previous work by Luo (2013), MacIntyre and Gardner (1991), and Zheng and Cheng (2018) and do not confirm the suggestion that language anxiety while speaking a mother tongue could be considered as a distinct type of anxiety that requires separate examination; rather, in the context of Kazakhstan, where ethnic Kazakhs might not speak their ethnic mother tongue as a first language, it can be investigated as a case of foreign language anxiety.

Research Question 3.

How do the gender, work status, and education of participants correlate with anxiety and linguistic discrimination?

The results suggest that female respondents experience a high level (90 out of 83 to 120) of language anxiety when speaking Kazakh, while male participants demonstrate a moderate level (78 out of 55 to 83) of language anxiety. This finding is in agreement with McLean and Anderson's (2009) findings, which showed that "women report greater fear" (p. 496) and confirms their observations which showed that women tend to experience higher trait (general) anxiety levels. The results are also in accordance with the recent

studies on anxiety and gender differences, which showed that "female students encountered significantly higher levels of anxiety than males" (Gao et al., 2020, p. 295) during the first two years in college.

Results of the independent-sample t-test on relationships between linguistic discrimination and gender revealed no association between the two variables; also, the one-way ANOVA demonstrated no significant effect of work status and education on PLD and language anxiety.

Research Question 4.

The fourth question in this research sought to investigate how perceived language discrimination from ethnic Kazakh speakers affects Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language. In this respect, the majority of respondents do not tend to link their PLD with a language learning attitude.

Surprisingly, all interview respondents perceive the educational system and teachers' practice in classrooms as a hindrance rather than a help towards Kazakh language learning and consider that "it needs to develop another educational program". This finding supports recent research by Askarova (2019) and Klimchenko (2020), who reported that the incompetence of teaching staff and the low quality of Kazakh language textbooks are considered as one of the factors for a negative association with the Kazakh language. Moreover, teachers' shaming for not knowing the ethnic language discourages students from learning a language. Furthermore, the participants do not feel supported by the government; according to one of the interviewees the government's steps towards the "politicization" and "nationalization" of the Kazakh language led to "people beginning to aggressively set up against those who have a poor command of the Kazakh language".

One unanticipated finding of this research was that the absolute majority of the interviewees have a positive attitude towards the Kazakh language and learning it despite their low proficiency in it and PLD from Kazakhs with high proficiency in Kazakh. This

result has not previously been described in the literature on language attitude and questions the relevance of the outcomes from Abidin et al. (2012), Gömleksiz (2010), Merisuo-Storm (2007), Smith (1971), and Walqui (2000), who proposed that success in language learning heavily depends on the attitudes towards the language, to Kazakhstani context. Also, it could be argued that these findings are not relevant when it comes to mother tongue as a foreign language.

The reason why language learning attitudes remains positive after PLD may be explained by the three symbolic and material factors outlined below.

Mother Tongue as Marker of Identity

Even though the Russian language was the L1 for all interview participants, they tend to perceive the Kazakh language as a mother tongue even at levels of proficiency as low as L2 or L3. Also, the respondents identified Kazakh as their identity and marked it as a "beautiful language" and "my language". It seems possible that these results are due to the Kazakh language being the ethnic language of the participants.

Increased Prestige of the Kazakh Language

Kazakh is becoming an attractive language for young people. The interview participants mentioned the increasing number of high-quality Kazakh songs and shows in the digital space that arouse interest among interview participants. Public figures and their creative bodies contribute to this. This is emphasized in the following extracts from interviews: "I want to understand songs and literature in this language" and "…when I hear such TV presenters as Leyla Sultan when they speak Kazakh very beautifully". The present findings seem to be consistent with other research, which found that "Kazakh is gaining social prestige" (Smagulova, 2008, p. 468), and that citizens of Kazakhstan have positive attitudes towards the Kazakh language (Akanova, 2017).

Career Advantage

As was previously mentioned, the Kazakh language provides several career opportunities such as permission to work and hold high positions in state bodies and the quasi-public sector. The interview participants reported that the Kazakh language might help them to realize possible opportunities in their careers: "Yes, I plan to stay and live in Kazakhstan, so I believe that I should know the state language to... in the career plan I have more opportunities with Kazakh to find a good job".

Consideration of conceptual framework

Overall, this combination of results provides some support for the conceptual framework of the current research (see Chapter 2), in which linguistic discrimination caused by low proficiency in a language leads to increasing language anxiety. However, the results of this study did not show a direct connection between PLD or language anxiety and language attitudes, even though a few interview participants reported PLD as a demotivation factor for learning the Kazakh language. Thus, it could be concluded that PLD has no direct association with attitude towards learning a language.

Chapter 6: Conclusion

The purpose of this mixed-methods study was to investigate the perceived linguistic discrimination and language anxiety experienced by ethnic Kazakh Russian-dominant speakers from the Kazakh-speaking environment and explore the impact of both phenomena on Kazakh language learning attitudes. This research seeks to address the following questions: 1) To what extent have Russian-dominant ethnic Kazakhs in one Kazakhstani city experienced linguistic discrimination due to their low Kazakh proficiency? 2) To what extent does linguistic discrimination provoke language anxiety? 3) How do the gender, work status, and education level of participants correlate with anxiety and linguistic discrimination? 4) How does perceived language discrimination from ethnic Kazakh speakers affect Russian-dominant ethnic Kazakhs' attitudes towards learning the Kazakh language?

This chapter consists of four sections. The first two are the Summary of the Main Findings and Recommendations and Implications, in which I consider the possible solutions for solving the language anxiety and linguistic discrimination issues from the perspective of the government and teachers. The third section provides Limitations and Recommendations for Further Research, which consider the research limitations that have to be taken into account while conducting this study and recommendations for future research that might be conducted based on the present findings. Ultimately, the fourth section is a Final Reflection, which presents my own reflection on this study: as a researcher and as a Russian-dominant speaker and ethnic Kazakh.

Summary of the Main Findings

The current study found a strong negative relationship between levels of proficiency in Kazakh and PLD. Additionally, the correlation coefficient analysis report underlines a strong positive correlation between PLD and language anxiety. The qualitative findings highlighted that most interviewees have a positive attitude towards the Kazakh

language and its learning despite their low proficiency and PLD from high-proficiency Kazakhs, which is not in alignment with the proposed conceptual framework of the present research.

Recommendations and Implications

Recommendations for Language Policymakers

The qualitative analysis of interview participants suggests that the government campaign of implementing the Kazakh language could be perceived as aggressive and lead to the opposite results. For example, language policy influenced on the language ideology of some ethnic Kazakh-dominant speakers of Nur-Sultan and made them "aggressively set up against those who have a poor command of the Kazakh language".

The government should do more to build an inclusive culture at all levels of society. Citizens need to be informed that not knowing the Kazakh language is acceptable. Such orientation may stimulate a positive attitude towards Kazakh language learners and help the latter practice it without fear of being mocked. This could be achieved, for instance, through Public Service Announcement (PSA) programs, which could include the sociopolitical context of the country where the Soviet past and the language shift could be mentioned. The main idea is to increase understanding among citizens about the differences in their backgrounds. Such an approach could not only stop a confrontation between citizens but rather unite them, which resonates with the national policy of unity. Thus, unless the government moderates its language policy, the language discrimination issue will not be solved.

Recommendations for Education/Teachers

According to qualitative data from the interviews, educational approaches may influence students' attitudes to learn a language. In accordance with the findings, educators were one group of aggressors in linguistic discrimination of ethnic Kazakhs with low proficiency in the language. Humiliation and mocking of a child for not knowing any

language, including their mother tongue, goes against the teachers' code of ethics. There are a number of important changes which could be made to address this issue. The first and foremost is beginning with teachers as they are the main agents of language policy in education, and consist in reminding teachers of the high moral and ethical requirements inherent in their work. The government needs to conduct professional development with teaching staff and introduce them to courses of tolerance that could include a chapter of the socio-political context of the country, in which it could be explained what it means to live in the north of the country.

The next recommendation refers to teaching assessment, as approaches to this could play an important role in students' performance and make a difference. The data indicate that respondents experienced language anxiety in specific situations in which they are either evaluated or put under pressure. A usual, language class may be considered as a site in which research participants experienced linguistic discrimination and anxiety. In order to help their low proficiency, and for students to perform their best, teachers should consider the following recommendations. The qualitative data indicate, that the "level of the Kazakh language that is taught in primary classes, it is very difficult". Teachers and curriculum developers have to be mindful of students' language levels – this helps teachers to assess the complexity of a task that could potentially be solved by the student. A task which is too difficult might increase a student's anxiety level and affect further academic performance. Another important practical implication is that teachers should not criticize students in public and evaluate students' tasks in a way that only student and teacher know the grades. Finally, teachers need to consider changing their assessment methods from result-oriented to effort and aspiration-oriented, which could support their students in their achievements.

Also, the results of this investigation show that teachers should pay special attention to students who are frightened of speaking Kazakh as they might sound not

"proper". Interview participants reported that fear of making mistakes or pronouncing Kazakh with an accent may inhibit them from using the Kazakh language in daily life. Language teachers should be considerate about such language idealization of their students and encourage them to speak without any restrictions. Thus, educators should motivate those learners who are afraid of making mistakes to feel free to make mistakes in order to acquire communication skills and move them away from standard language idealization. These implications are aimed at creating a less formal and non-evaluating environment in language classes and could help teachers in reducing language anxiety among students.

Limitations and Recommendations for Further Research

A number of caveats need to be noted regarding the present study that may affect future studies. The generalizability of these results is subject to certain limitations. For instance, the results of the given research were obtained in Nur-Sultan city and cannot be generalized to the whole population of Kazakhstan or beyond. The second limitation of this study is that it does not independently assess the language levels of participants, and thus their language level reports may undergo the individuals' bias towards their language levels and be over or underrated. The scope of this study was also limited in terms of the required number of participants, which is not reflected in its "quality" as even with a relatively small sample all correlations were statistically significant and strong.

In contrast to earlier findings, from Oroujlou and Vahedi (2011), Richards and Schmidt (2013), and Walqui (2000), who report about environmental contribution to emerging language attitude, the data of the present study reports that participants tend to preserve their positive attitudes towards learning the language even after the negative environmental impact in the sense of PLD. Future studies on the current topic are therefore recommended.

Despite the data suggesting that both males and females perceived linguistic discrimination equally, the quantitative data reports that females tend to experience a

higher level of language anxiety than males. Further investigation into gender research is strongly recommended. Also, further research is needed with a wider geographic and ethnic representativeness of the sample.

Final Reflection

The topic of the given study is complex, and these issues could not be solved momentarily. It requires systematic effort and support of every citizen of the Republic and its government and could be achieved only with the growth of social consciousness. This research allowed me, probably for the first time, to step out of my own vision of "stupid Kazakhs, who are laughing at their compatriots" (however, this study does not say there are not any) and realize that I may not need to learn language because I was told to do so, but rather because this beautiful language needs me. Because it is trying to survive and rise from the ashes. Through this research, I can see how brave and bright people around me might be. People like me. People who have not lost the courage to love their language even after discrimination, and even with the fear to speak or even use this language. They managed to save this sense of "ownership" of the language they were never proficient in. The sense I once lost. They save it as a part of themselves. Kazakh language for them is their history, their pain, and their love, but never "just a language". And this viability of the Kazakh language is not the government's achievement. It is artists, musicians, singers, and writers, as well as content and filmmakers who have made my language more attractive without any language policies forcing its implementation – despite all efforts that the government and some educators have put into increasing the status and usage of the Kazakh language, people still love it.

We all understand that we need to speak our mother tongue, but now I can feel why. I had to spend two years conducting this research to feel it.

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Appendix A

Information before Online Survey – English Language

If you are ethnic Kazakh Russian-dominant speakers with low proficiency in the Kazakh language, who graduated from at least one educational institution (school, college, university), and who at least 18 years old, please, read the consent form below and participate in the survey.

Appendix A

Information before Online Survey – Russian Language

Если вы являетесь русскоговорящим этническим казахом, с низким уровнем владения казахским языком, окончившим хотя бы одно учебное заведение (школу, колледж, университет) и достигшим 18-летнего возраста, пожалуйста, ознакомьтесь с приведенной ниже формой согласия и примите участие в опросе.

Appendix B

Questionnaire English Language

Part A. Demographic questions

1. Age: ....

2. Gender: (dropdown list)

A. Male

B. Female

C. Other

3. Level of Education (what is the highest degree you have completed?) (dropdown

    list)

A. High School

B. Vocational Diploma

C. Bachelor's Degree

D. Master's Degree

E Ph.D. or higher

F. Prefer not to say

G. Other (please, specify) …………………………………………………....

4. Ethnicity:…………………………………………………………………...

5. Employment status: (dropdown list)

A. Employed Full-Time

B. Employed Part-Time

C. Seeking opportunities

D. Retired

E. Prefer not to say

F. Other (please, specify) …………………………………………………....

6. City of residence: ………………………………………………………

7. City of origin: …………………………………………………………

8. How would you rate your level of proficiency in the following languages? Use the scale:

To mark the level, please write the number accordingly:

5 – Advanced

4 – Upper-Intermediate

3 – Intermediate

2 – Pre-Intermediate

1 – Elementary

Language	Speaking	Reading	Writing	Listening
Russian				
Kazakh				
English				
Other (please, specify): _____				

9. What is the language you acquired first? : (dropdown list)

   A. Russian

   B. Kazakh

Part B. Perceived Linguistic Discrimination

Adapt scale of Perceived Linguistic Discrimination Scale by Wei, Wang, and Ku (2012).

In this part, you will be asked about the discrimination you have experienced or experiencing during your speaking in the Kazakh language. This part of the survey

consists of 11 questions. Please, mark the column according to your answer. Work quickly – record your first impression. There is no right or wrong answer.

№	Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	When I try to speak in Kazakh…					
1	…my opinions or ideas are not taken seriously.					
2	…some Kazakhs avoid talking to me.					
3	…some Kazakhs ignore me.					
4	…some Kazakhs treat me as if I don't know anything.					
5	…I feel rejected by other Kazakhs.					
6	…some Kazakhs look down on me.					
7	…some Kazakhs are annoyed by it.					
8	…some Kazakhs are disrespectful to me.					
9	…I am mocked by other Kazakhs with higher proficiency in Kazakh					
10	…some Kazakhs mock me because of my accent in Kazakh					
11	Sometimes Kazakhs shame me for not knowing my national language.					

Part C. Language Anxiety

Adapt scale of PRCA-24 by McCroskey, Beatty, Kearney, and Plax (1985).

In this part, you will be asked about the anxiety you have experienced or experiencing during your speaking in the Kazakh language. This part of the survey consists of 24

questions. Please, mark the column according to your answer. Work quickly – record your first impression. There is no right or wrong answer.

№	Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I dislike participating in group discussions in the Kazakh language.					
2	Generally, I am comfortable while participating in group discussions in the Kazakh language.					
3	I am tense and nervous while participating in group discussions in the Kazakh language.					
4	I like to get involved in group discussions in the Kazakh language.					
5	Engaging in a group discussion in the Kazakh language with new people makes me tense and nervous.					
6	I am calm and relaxed while participating in group discussions in the Kazakh language.					
7	Generally, I am nervous when I have to participate in a meeting in the Kazakh language.					
8	Usually I am calm and relaxed while participating in meetings in the Kazakh language.					

9	I am very calm and relaxed when I am called upon to express an opinion in the Kazakh language at a meeting.					
10	I am afraid to express myself in the Kazakh language at meetings.					
11	Communicating at meetings in the Kazakh language usually makes me uncomfortable.					
12	I am very relaxed when answering questions at a meeting in the Kazakh language.					
13	While participating in a conversation with a new acquaintance in the Kazakh language, I feel very nervous.					
14	I have no fear of speaking up in conversations in the Kazakh language.					
15	Ordinarily I am very tense and nervous in conversations in the Kazakh language.					
16	Ordinarily I am very calm and relaxed in conversations in the Kazakh language.					
17	While conversing with a new acquaintance in the Kazakh language, I feel very relaxed.					
18	I'm afraid to speak up in conversations in the Kazakh language.					
19	I have no fear of giving a speech in the Kazakh language.					
20	Certain parts of my body feel very tense and					

	rigid while giving a speech in the Kazakh language.				
21	I feel relaxed while giving a speech in the Kazakh language.				
22	My thoughts become confused and jumbled when I am giving a speech in the Kazakh language.				
23	I face the prospect of giving a speech in the Kazakh language with confidence.				
24	While giving a speech in the Kazakh language, I get so nervous I forget facts I really know.				

We are thank you for your time!

If you would like to participate in an interview that aimed at examining the degree of affection of perceived language discrimination and language anxiety on the attitude towards learning the Kazakh language, please write your contact details below

_____

Appendix B:

Questionnaire – Russian Language

Часть А. Демографические вопросы

1. Возраст: ....

2. Пол: (выпадающий список)

A. Мужской

B. Женский

C. Другой

3. Уровень образования (какова высшая степень, которую вы завершили??) (выпадающий список)

A. Школа

B. Колледж

C. Бакалавр

D. Магистр

E. Ph.D./докторантура или выше

F. Предпочитаю не указывать

G. Другое (пожалуйста, уточните)…………………………………………….......................

4. Национальность:……………………………………………………………

5. Занятость: (выпадающий список)

A. Полный рабочий день

B. Частичная занятость

C. В поисках работы

D. На пенсии

E. Предпочитаю не указывать

F. Другое (пожалуйста, уточните) ………………………………………………

6. Город проживания: ………………………………………………………

7. Место рождения: …………………………………………………………

8. Как бы вы оценили свой уровень владения следующими языками? Используйте шкалу:

Пожалуйста, укажите в цифрах:

5 – Продвинутый

4 – Выше среднего

3 – Средний

2 – Ниже среднего

1 – Элементарный уровень

Язык	Говорение	Чтение	Письмо	Аудирование
Русский язык				
Казахский язык				
Английский язык				
Другой (пожалуйста, уточните): _____				

9. Какой язык вы выучили первым? (выпадающий список)

А. Русский язык

В. Казахский язык

Часть Б. Воспринимаемая Языковая Дискриминация

Адаптированная Шкала Воспринимаемой Языковой Дискриминации Вэй, Ванга и Ку (2012)

В этой части вас спросят о дискриминации, которую вы испытали или испытываете во время вашего разговора на казахском языке. Эта часть опроса состоит из 11 вопросов. Пожалуйста, отметьте колонку соответствующую вашему ответу.

№	Вопрос	Полностью согласен	Согласен	Нейтрально	Не согласен	Полностью не согласен
	Когда я пытаюсь говорить на казахском языке…					
1	…моё мнение или идеи не воспринимают всерьёз.					
2	…некоторые казахи избегают разговора со мной					
3	… некоторые казахи игнорируют меня.					
4	… некоторые казахи относятся ко мне так, словно я ничего не знаю.					
5	… я чувствую себя отвергнутым другими казахами.					
6	…некоторые казахи смотрят на меня свысока.					
7	…это раздражает некоторых казахов.					

8	… некоторые казахи относятся ко мне неуважительно.					
9	… другие казахи с более высоким уровнем владения казахским насмехаются надо мной.					
10	… некоторые казахи издеваются надо мной из-за моего казахского акцента					
11	Иногда казахи стыдят меня за то, что я не знаю своего родного языка.					

Часть В. Языковая Тревожность

Адаптированная шкала PRCA-24 МакКроски, Битти, Керни и Плакса (1985)

В этой части вас спросят о тревожности, которую вы испытали или испытываете во время вашего разговора на казахском языке. Эта часть опроса состоит из 10 вопросов. Пожалуйста, отметьте колонку соответствующую вашему ответу.

№	Вопрос	Полностью согласен	Согласен	Нейтрально	Не согласен	Полностью не согласен
1	Мне не нравится участвовать в групповых дискуссиях на казахском языке.					

2	Обычно мне комфортно участвовать в групповых дискуссиях на казахском языке.					
3	Я напряжен и нервничаю когда участвую в групповых дискуссиях на казахском языке.					
4	Мне нравится участвовать в групповых дискуссиях на казахском языке.					
5	Я напряжен и нервничаю когда участвую в групповых дискуссиях на казахском языке с новыми людьми.					
6	Я спокоен и расслаблен, участвуя в групповых дискуссиях на казахском языке.					
7	Обычно я нервничаю, когда мне приходится участвовать во встречах на казахском языке.					
8	Обычно я спокоен и расслаблен, участвуя в совещаниях на казахском языке.					

9	Я очень спокоен и расслаблен, когда меня просят высказать свое мнение на казахском языке на совещании.					
10	Я боюсь выражать своё мнение на казахском языке на совещаниях.					
11	Общение на встречах на казахском языке обычно вызывает у меня дискомфорт.					
12	Я очень расслаблен, когда отвечаю на вопросы при встрече на казахском языке.					
13	Участвуя в разговоре с новым знакомым на казахском языке, я очень нервничаю.					
14	Я не боюсь участвовать в разговорах на казахском языке.					
15	Обычно я напряжен и нервничаю когда участвую в разговорах на казахском языке.					
16	Обычно, я очень спокоен и расслаблен участвуя в разговорах на казахском языке.					
17	Разговаривая с новым					

	знакомым на казахском языке, я чувствую себя очень расслабленно.				
18	Я боюсь участвовать в разговорах на казахском языке.				
19	Я не боюсь произносить речь на казахском языке.				
20	Когда я говорю на казахском языке, я чувствую как моё тело напряженно.				
21	Я чувствую себя расслабленным, произнося речь на казахском языке.				
22	Мои мысли путаются, когда я выступаю с речью на казахском языке.				
23	Я с уверенностью смотрю на возможность выступления на казахском языке.				
24	Я так нервничаю, произнося речь на казахском языке, что забываю факты, которые знаю.				
	Мы благодарим Вас за Ваше время! Если Вы хотите принять участие в интервью, направленному на изучение степени влияния				

языковой дискриминации и языковой тревожности на отношение к казахскому языку, пожалуйста, напишите Ваши контактные данные.

_____

Appendix C

Interview Protocol – English Language

Time of interview:

Date:

Place:

Interviewer: Nariman Amantayev

Interviewee: _____ (name will be changed due to confidentially reasons)

(Before tape recorder will be turned on, explain the interviewee the purpose of the study; what will be done with the data to protect confidentiality, how long the interview will take, and give interviewee read and sign consent form).

I.   Icebreaker questions, such as how are you? Where are you from? How old are you? What is your educational degree? What is your first language? Place of work (study) - collect general information about the interviewee (2-5 min).

II.   Main questions: (40 - 50 min)

- How would you rate your Kazakh language proficiency? How does your knowledge of Kazakh affect your everyday life?

- Have you ever felt discriminated against by others because of your Kazakh? Can you please share with me any of your experiences of linguistic discrimination?

- What do you feel when you ask a stranger Kazakh person (man on a bus stop, a seller in the shop, taxi driver) about something in Russian, but receive an answer in Kazakh?

- Do you have anxiety about speaking in Kazakh? In your opinion, what is the root of your anxiety during speaking in Kazakh? What else has possibly impacted on your fear of speaking Kazakh?

- In your opinion, how should the government react to cases of everyday language discrimination in Kazakhstan?

- In your opinion, what should the government undertake in order to facilitate the learning of the Kazakh language?

- Are you planning to learn Kazakh in a near future? Why or why not?

    a. Have your experiences with discrimination or being mocked affected your desire to learn Kazakh/speak Kazakh better?

    b. How does your fear of speaking Kazakh influence your desire to learn Kazakh?

III.   Conclusion: (2-5 min)

- Is there anything you want to add regarding our talk?

Appendix C

Interview Protocol – Russian Language

Вопросы для интервью

Общие вопросы, такие как – Как дела? Откуда вы родом? Сколько вам лет? Какое у вас образование? Какой ваш первый язык? Место работы (учёбы) – сбор общей информации об интервьюируемом (2-5 минут).

Основные вопросы: (40 - 50 минут)

- Как бы вы оценили свое владение казахским языком? Как ваше знание казахского языка влияет на вашу повседневную жизнь?

- Чувствовали ли вы когда-нибудь дискриминацию со стороны других людей из-за вашего казахского языка? Не могли бы вы поделиться со мной своим опытом языковой дискриминации?

- Что вы чувствуете, когда спрашиваете незнакомого человека (казаха), например на автобусной остановке, продавца в магазине или таксиста о чем-то на русском языке, но получаете ответ на казахском?

- Испытываете ли вы тревогу во время разговора на казахском языке? На ваш взгляд, в чем корень вашего беспокойства во время разговора на казахском языке? Что еще, возможно, повлияло на ваш страх говорить по-казахски?

- Как, по вашему мнению, государство должно реагировать на случаи повседневной языковой дискриминации в Казахстане?

- На ваш взгляд, что должно предпринять правительство для того, чтобы облегчить изучение казахского языка?

- Планируете ли вы в ближайшем будущем изучать казахский язык? Почему или почему нет?

a. Повлиял ли ваш опыт дискриминации или насмешек на ваше желание лучше выучить казахский язык/говорить по-казахски?

b. Как ваш страх говорить по-казахски влияет на ваше желание изучать казахский язык?

Заключение: (2-5 минут)

- Есть ли что-нибудь, что вы хотели бы добавить?

Appendix D

Consent Form – English Language

INFORMED CONSENT FORM

**Linguistic Discrimination and Language Anxiety of Kazakh Russian-dominant
Speakers within a Kazakh-Speaking Environment**

DESCRIPTION: You are invited to participate in a research study on linguistic discrimination in the Kazakh-speaking environment. This study will investigate to what extent ethnic Kazakh Russian-dominant speakers experience linguistic discrimination and how it is led to their language anxiety and attitude towards learning Kazakh. You will be asked to fill out an anonymous questionnaire that includes 3 blocks of questions: demographic questions, questions regarding linguistic discrimination, and questions about language anxiety. Also, you will be asked about possible voluntary participation in an online/on-site interview that will be audiotaped.

TIME INVOLVEMENT: Your participation will take approximately 10 minutes for filling out the questionnaire and, if invited, around one hour for the interview.

RISKS AND BENEFITS: The risks associated with this study are the psychological discomfort of participants during the interview due to possible painful or uncomfortable experiences of linguistic discrimination in the past. The benefits which may reasonably be expected to result from this study lie in understanding the language discrimination in Kazakhstan among one ethnic group and elaborate programs to prevent it and its negative consequences such as language anxiety; also the benefits of this research is in exploring the implications of language anxiety and linguistic discrimination for attitude towards learning the Kazakh language. Your decision whether or not to participate in this study is entirely voluntary and will not affect your social or economic status.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to

withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

LANGUAGE: The questionnaire and the interview will be offered in Russian.

CONTACT INFORMATION:

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

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

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

• I have carefully read the information provided;

• I have been given full information regarding the purpose and procedures of the study;

• I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;

• I understand that I am free to withdraw from the study at any time without giving a reason;

• With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____ **Date**: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental

Consent Form and have it signed by at least one of his/her parent(s) or guardian(s). In addition, the child must give assent to participate in the research. Both parent consent and child assent scripts should be included with this application.

Appendix D

Consent Form – Russian Language

ФОРМА СОГЛАСИЯ

Лингвистическая Дискриминация и Языковая Тревожность Русскоговорящих Казахов в Казахоязычной среде

ОПИСАНИЕ: Вы приглашены принять участие в научном исследовании по проблеме языковой дискриминации в казахскоязычной среде. Это исследование будет изучать, в какой степени этнические казахи, говорящие преимущественно на русском языке, испытывают языковую дискриминацию, как это приводит к языковой тревоге и отношению к изучению казахского языка. Вам будет предложено заполнить анонимную анкету, которая включает в себя 3 блока вопросов: демографические вопросы, вопросы, касающиеся языковой дискриминации, и вопросы о языковой тревожности. Кроме того, вас спросят о возможности добровольного участия в онлайн/физическом интервью, которое будет записано на аудио.

ВРЕМЯ: У вас уйдёт около 10 минут на заполнение анкеты и, если вас пригласят, около одного часа на собеседование.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с этим исследованием, заключаются в психологическом дискомфорте участников во время интервью из-за возможного болезненного или дискомфортного опыта языковой дискриминации в прошлом. Преимущества, которые можно ожидать в результате этого исследования, заключаются в понимании языковой дискриминации в Казахстане среди одной этнической группы и разработке программ по её предотвращению, а также её негативных последствий, таких как языковая тревога. Также преимущества этого исследования заключаются в изучении последствий языковой тревоги и языковой дискриминации для отношения к изучению казахского языка. Ваше решение о том,

участвовать или нет в этом исследовании, является полностью добровольным и не повлияет на ваш социальный или экономический статус.

ПРАВА УЧАСТНИКА: Если вы прочитали эту форму и решили принять участие в данном проекте, пожалуйста, поймите, что ваше участие является добровольным, и Вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафных санкций или потери льгот, на которые вы имеете иное право. Альтернативой является отказ от участия. Вы имеете право отказаться отвечать на конкретные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных совещаниях или опубликованы в научных журналах.

ЯЗЫК: Анкета и интервью будут предложены на русском языке.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с научным руководителем магистерской диссертации по данной студенческой работе профессором Бриджит Гудман, bridget.goodman@nu.edu.kz, +7 (702) 181-02-64.

Независимый Контакт: Если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо проблемы, жалобы или общие вопросы по поводу исследования или ваших прав как участника, пожалуйста, свяжитесь с исследовательским комитетом NUGSE по электронному адресу gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите эту форму согласия, если вы согласны участвовать в этом исследовании.

• Я внимательно прочитал предоставленную информацию;

• Мне была предоставлена полная информация о целях и процедурах исследования;

• Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому другому;

• Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин;

• С полным знанием всего вышесказанного, я согласен, по своей собственной воле, принять участие в этом исследовании.

Подпись: _____ Дата: _____

Дополнительную копию данной подписанной и датированной формы согласия вы можете оставить себе.

В соответствии с законодательством Республики Казахстан ребенком считается физическое лицо, не достигшее 18-летнего возраста. Любой участник, подпадающий под эту категорию, должен получить бланк родительского согласия и подписать его, по крайней мере, одним из своих родителей или опекунов. Кроме того, ребенок должен дать согласие на участие в исследовании. Как родительское согласие, так и дочерние сценарии согласия должны быть включены в это приложение.