

IMAGINED IDENTITIES AND INVESTMENT IN KAZAKH LEARNING

**Imagined Identities and Investment:
Learning Kazakh in a Russian-Medium School in Kazakhstan**

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Ethical Approval

**Extract from the Decision of
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For the Full Board Review
№ 131 – November 1, 2021**

Having reviewed the information and put it for consideration by the NU IREC Chair Professor Elaine Sharplin, Nazarbayev University Institutional Research Ethics Committee has **DECIDED**:

To approve Saltanat Dochshanova’s research proposal “Imagined Identities and Investment: Learning Kazakh in a Russian-Medium School in Kazakhstan”.

Date of Approval: November 11, 2021

IREC №: 459/08102021

IREC Secretary



Dilara Sarbassova,
Head of Research Compliance and
Integrity Office / Office of Provost

CITI Training Certificate



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Abstract

Imagined Identities and Investment:

Learning Kazakh in a Russian-Medium School in Kazakhstan

As part of the efforts to revitalize the Kazakh language, the Kazakhstani government has exercised specific language policies to increase the number of Kazakh speakers (Smagulova, 2021) and articulated the intentions of further linguistic development, modernization, and promotion of Kazakh in a national program (Ministry of Education and Science of the Republic of Kazakhstan, 2019). Nonetheless, despite these activities, empirical studies report disparity in Kazakh language acquisition among the students in schools with Russian medium instruction (RMI) (Gumarova, 2017) and reveal the learners' perceived experiences of Kazakh learning in RMI schools as insufficient for the language skills development (Mukhamediyeva, 2021). Thus, the problem of teaching and learning Kazakh in the RMI context remains to be one area that requires further scholarly attention. Therefore, the purpose of this study was to explore the influence of learners' imagined identities on their language investment through the inquiry into the schoolchildren's experiences of learning Kazakh at a Russian-medium school in Nur-Sultan. As for the research instruments, narrative writing and semi-structured interviews were used to collect data from six student participants of Grades 10 and 11, and one Kazakh teacher. The findings demonstrated that the participants' imagined identities appeared to be inconsistent throughout their early, middle, and present stages of learning Kazakh at school. This has subsequently resulted in differing extents of investment or disinvestment in the Kazakh language across their schooling. The study also looked into the participants' ambivalent investment in Kazakh through the prism of the macro-level (socialization practices) and micro-level (classroom practices) drivers identified in the conceptual framework. Thus, it was revealed that micro-and macro-level variables play a

substantial role in either encouraging or disabling language learners' possibilities to develop powerful imagined identities that could potentially result in comprehensive Kazakh learning investment. Overall, taking note of the findings, the ideas for further research and pedagogical implications were made for teachers and policymakers.

Аңдатпа

Қиялдағы Идентификация және Инвестиция:

Қазақстандағы Орыс Тілді Мектептерде Қазақ Тілін Үйрену

Қазақ тілін жаңғырту жөніндегі іс-шаралар аясында Қазақстан үкіметі қазақ тілін меңгерген азаматтардың санын арттыру мақсатымен тіл саясаты саласындағы шараларды жүзеге асырды (Смағұлова, 2021). Сонымен қатар, ұлттық бағдарламада қазақ тілін одан әрі дамыту, жаңғырту және насихаттау жоспарларын белгіледі (Қазақстан Республикасы Білім және ғылым министрлігі, 2019). Алайда, жүргізіліп жатқан іс-шараларға қарамастан, эмпирикалық зерттеулер орыс тілді мектептердегі оқушылардың қазақ тілін меңгеру деңгейі бірдей еместігін көрсетті (Гумарова, 2017). Зерттеулер, сондай-ақ, орыс тілді мектеп түлектерінің мектепте қазақ тілін оқыту тәжірибесін тілдік дағдыларды дамыту үшін тиімсіз деп санайтынын атап өтеді (Мухамедиева, 2021). Сондықтан, орыс тілінде оқытатын мектептерде қазақ тілін оқыту мәселесі ғылыми тұрғыдан назар аударуды қажет етеді. Осы орайда, бұл зерттеудің мақсаты – Нұр-Сұлтан қаласындағы орыс тілді мектепте қазақ тілін оқып жатқан оқушыларының тәжірибесін зерделеу арқылы студенттердің қиялындағы идентификацияның олардың қазақ тілге байланысты инвестициясына әсерін талдау. Зерттеуге 10 және 11 сыныптардағы алты оқушы және бір қазақ тілі мұғалімі қатысты. Деректерді жинау үшін жартылай құрылымдалған сұхбаттар мен жеке эсселер пайдаланылды. Зерттеу нәтижелері мектептегі қазақ тілін үйренудің ерте, орта және қазіргі кезеңдерінде қатысушылардың қиялдағы идентификациясы өзгергенін көрсетті. Кейіннен бұл тілдік инвестицияның әртүрлі ауқымда болуына немесе мектепте қазақ тілін оқыту аясында олардан бас тартуға әкелді. Бұл зерттеу сонымен қатар концептуалды негізде ұсынылған макродеңгейдегі (әлеуметтену) және микродеңгейдегі

(сыныптағы іс-әрекеттер) факторлардың призмасы арқылы қатысушылардың қазақ тіліне инвестициясын зерттеді. Осылайша, микро- және макро-деңгейдегі айнымалылар тіл үйренушілердің қазақ тілін үйренуге ауқымды инвестиция салуға әкелетін бағыттаушы немесе оны шектеуші күшті қиялдық идентификацияларды анықтады. Жалпы алғанда, осы зерттеудің нәтижелерін ескере отырып, мұғалімдер мен саясаткерлер үшін педагогикалық ұсыныстар мен одан әрі зерттеуге тұрарлық идеялар әзірленді.

Аннотация

Воображаемые Идентичности и Инвестиция:

Изучение Казахского Языка в Школе с Русским Языком Обучения в Казахстане

В рамках деятельности по возрождению казахского языка, правительство Казахстана осуществило систему мероприятий в сфере языковой политики с целью увеличения числа граждан владеющих казахским языком (Смагулова, 2021), а также отразило намерения о дальнейшем развитии, модернизации и продвижении казахского языка в национальной программе (Министерство образования и науки Республики Казахстан, 2019). Однако, несмотря на проводимые мероприятия, эмпирические исследования указывают на неоднородный уровень владения казахским языком у учащихся школ с русским языком обучения (Гумарова, 2017). Исследования также отмечают, что выпускники русскоязычных школ считают свой опыт обучения казахскому языку в школе неэффективным для развития языковых навыков (Мухамедиева, 2021). Таким образом, проблема преподавания и изучения казахского языка в контексте школ с русским языком обучения требует научного внимания. Следовательно, целью данного исследования является анализ влияния воображаемых идентичностей учащихся на их языковые инвестиции посредством исследования опыта школьников, изучающих казахский язык в школе с русским языком обучения в г. Нур-Султан. В исследовании участвовали шесть учащихся 10 и 11 классов, а также учитель казахского языка. Для сбора данных использовались полуструктурированные интервью и письменные повествования. Результаты исследования показали, что воображаемые идентичности участников менялись на протяжении раннего, среднего и текущего этапов изучения казахского языка в школе. Впоследствии, это привело к разным масштабам языковых инвестиций или же отказу от них в рамках обучения казахскому языку в

школе. Данное исследование также рассмотрело инвестиции участников в казахский язык через призму факторов макроуровня (социализация) и микроуровня (занятия в классе), представленных в концептуальной основе. Таким образом, было выявлено, что переменные микро- и макроуровня играют существенную роль как в направлении, так и в ограничении возможностей изучающих язык развивать мощные воображаемые идентичности, которые потенциально могут привести к обширным инвестициям в изучение казахского языка. В целом, принимая к сведению выводы данного исследования, педагогические рекомендации и идеи для дальнейших исследований были разработаны для учителей, а также для лиц, определяющих политику.

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Chapter 1: Introduction

More than twenty-five years ago, Bonny Norton began publishing her groundbreaking work on social identity, investment, and language learning (Norton Peirce, 1995). Subsequently, these notions have become influential in applied linguistics and have attracted a significant amount of scholarly attention in the field of second language acquisition (SLA) (Darvin & Norton, 2015).

At the heart of Norton's research (Norton Peirce, 1995) and that of other poststructuralists is the understanding of language learning being the site of challenge and reconstruction of learner identities. Therefore, in alignment with the conception of identities as multiple and changing, the theory of investment explains learners' complex relationship with the target language and their desires to speak it as subject to change over time and space (Darvin & Norton, 2016). Central to such a relationship are imagined communities and imagined identities of learners that account for the desired membership or sense of self they expect to achieve from their investment in language learning (Norton Peirce, 1995; Pavlenko & Norton, 2007). Thus, the theory of investment can explain how both the desire and resistance to speak a target language may signal inequitable social conditions. Drawing on the poststructural view on language and language learning (Norton Peirce, 1995; Weedon, 1996), this study explores the influence of imagined identities on learners' investment in learning Kazakh in a Russian-medium school in Nur-Sultan, Kazakhstan.

Background Information

After the dissolution of the Union of Soviet Socialist Republics (USSR), Kazakhstan, among other post-Soviet countries, emphasized the development and strengthening of the role of its national language as a salient tool toward identity and nation-building (Dave, 2007; Fierman,

2005). In the early 1990s, fourteen newly independent states developed and vitalized their titular languages, which had lost social prestige in favor of Russian under Soviet rule (Pavlenko, 2008a). Thus, since gaining independence in 1991, Kazakhstan has recognized the development of Kazakh, the sole state language, as a matter of central priority.

The restoration of Kazakh as a national language has been actively articulated in state documents and promoted by state officials. For example, in 2007, in his annual address to the nation, the first president of the Republic of Kazakhstan introduced the “Trinity of Languages” project to promote Kazakh, Russian, and English (Nazarbayev, 2007). Notably, the first president emphasized that mastery of Kazakh was “a moral imperative” for all Kazakhstani citizens (Karabassova, 2020, p. 42). In a similar manner, the development of the Kazakh language was accentuated in The National Program for Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020. After the program was recognized as being complete, the initiative was subsequently passed on to its successor for the next five years, The National Program for Implementation of Language Policy in the Republic of Kazakhstan for 2020-2025. Notably, some of the objectives of the recent program include modernization of Kazakh, its further linguistic development, and promotion as the language for interethnic communication (Ministry of Education and Science of the Republic of Kazakhstan, 2019). Nonetheless, for the Kazakh language to take the position of the language of interethnic communication in Kazakhstan, a decline in the use of Russian in that regard would have to occur. It should be noted that, for a period of about fifty years, Russian “was assigned a central role in fostering rapprochement (*sblizhenie*) of the many nationalities inhabiting the USSR” (Fierman, 2006, p. 98). Concurrently, the teaching of Kazakh in Soviet schools was guided by the radical educational reforms of the 1950s that had cancelled the obligatory teaching of Kazakh

in Russian schools and no longer promoted the schooling of children in their native language (Smagulova, 2008). In the meantime, schools with Kazakh medium instruction (KMI) in urban areas were barely present (Smagulova, 2008). Therefore, Fierman (2006) reports that owing to several demographic and linguistic reasons, the urban population of Soviet Kazakhstan demonstrated fluency in the Russian language, instead of Kazakh, which made the “need for raising the level of Kazakh skills an urban problem” (Fierman, 2005, p. 406).

Problem Statement

The dominance of the Russian language in urban areas remains present in modern Kazakhstan. Amid the seemingly active promotion of the state language, Russian continues to be a “language of soft power” (Goodman & Karabassova, 2018, p. 148) and is still linked to more advantageous social opportunities (Pavlenko, 2008b; Smagulova, 2021). While there is a reported increase in the number of Kazakh-medium schools in the largest city of Kazakhstan, Almaty, Smagulova (2021) claims that such a trend merely accounts for the increased popularity of Kazakh among Russian speakers and is a byproduct of urbanization. Additionally, Karabassova (2020) noted that the realization of the trilingual policy has promoted the learning of Russian among Kazakh speakers and that of English among Russophones, which, according to Smagulova (2021), exacerbates current issues of inequality and linguistic elitism.

Previous research conducted in classrooms with Russian medium instruction (RMI) in two cities in Kazakhstan shed light on the disparity in the Kazakh language proficiency among students (Gumarova, 2017). Anecdotal evidence suggests that such a dynamic could be prominent in the northern and eastern regions of Kazakhstan, which have been predominantly populated by Russian speakers. According to Jašina-Schäfer (2019), “the northern and the

northeastern regions are home to other ethnic groups like Russians and heavily Russified Ukrainians, Germans, and Poles”, where people “still hold on to their Russianness” (p. 39).

Therefore, amidst the increase in the number of KMI schools across Kazakhstan, and Kazakh gradually becoming the language of school-talk (Smagulova, 2008), the disparity in the proficiency in Kazakh among Russian-speaking schoolchildren is still present. Similarly, another study reported the Russian-speaking undergraduate students’ perception of their experiences of learning Kazakh at school “to be insufficient for Kazakh language proficiency development” (Mukhamediyeva, 2021, p. 78). Thus, the problem of teaching and learning Kazakh in the Russian-dominant context remains to be one area that is in need of further scholarly attention.

Purpose of the Study

In order to situate Norton’s conceptualization of imagined identities, communities, and language learning investment into the Kazakhstani context with regard to learning Kazakh, it is important to consider the abovementioned features of the existing linguistic situation in Kazakhstan. In the process of revitalizing the Kazakh language, the government exercised status-planning, prestige-building, corpus-planning, and language-in-education policies to increase the number of Kazakh speakers (Smagulova, 2021). However, Goodman and Karabassova (2018) argue that language-in-education policies in Kazakhstan are implemented in a top-down manner, which Hornberger (2009) asserts as being insufficient when bottom-up support is lacking. Therefore, the research of “local school sites and students’ lived experiences” is necessary to shed light on the challenges faced by the “stakeholders on the ground” (Ahn & Smagulova, 2019, p. 274).

In a language classroom, the target language community can be viewed as an amalgam of historically established communities existing alongside those constructed in learners’

imaginings (Norton, 2010). The latter represent the desired “future affiliations and identifications” of language learners (Kanno & Norton, 2003, p. 244), which, according to Kanno and Norton (2003), can provide a better understanding of their investment in the target language. Therefore, the purpose of the current research is to explore the influence of imagined identities on learners’ investment in learning Kazakh in a Russian-medium school in Nur-Sultan, Kazakhstan.

Research Questions

To achieve the purpose of this study, the following research questions were developed:

1. What are the imagined identities of students while learning Kazakh at school?
2. How do the students’ imagined identities influence their investment in learning Kazakh at school?

Significance of the Study

The current study is the first school-based research conducted on learners’ investment in learning Kazakh in an RMI school in Kazakhstan. Thus, this study might be considered unique, and it may be of interest to various stakeholders. To illustrate, the findings could provide stakeholders with information on how the dynamic imagined identities of urban Russian-speaking students influence their deliberate choices to make a commitment to engage in or refrain from Kazakh learning practices. Besides, this research could potentially trace the theoretical and conceptual rootedness of the problem. Moreover, the findings of this study could shed light on the overall teaching and learning experiences and challenges faced by Russian-speaking schoolchildren while learning Kazakh. Such information could be considered during the process of organizing course content, developing teaching and learning materials, and providing teachers with important insights into the experiences of learners. Moreover, while

there exist research on the relationship between language learners' imagined identities and investment conducted mostly in the context of learning English as a foreign language, the given study may present unique findings on learning Kazakh and, therefore, contribute to the body of knowledge on languages other than English.

Outline of the Study

This chapter provided the background information related to the given research and stated the problem and the purpose of this study. It also introduced the research questions and discussed the significance of this study. The next chapter, therefore, analyzes the central concepts of this research: identity, investment, imagined communities, and imagined identities in language learning. The literature review also looks into the work underpinned by these notions and introduces the conceptual framework for this study. Next, the third chapter presents the methodology of the given research and, therefore, explains the research design, research site, sampling, data collection instruments and procedures, data analysis, and ethical considerations. The fourth chapter introduces this study's main findings, which are further discussed with reference to the conceptual framework and related literature in the fifth chapter. Lastly, the final chapter draws the main conclusions of the given study and presents its limitations. It also considers implications for future research and provides recommendations for different stakeholders.

Chapter 2: Literature Review

This chapter is dedicated to a review of central concepts of this study and the work conducted across various contexts underpinned by the notions of imagined identity and investment. As both concepts represent the core of the given research, it is essential that this literature review provides a critical account of the theories that deploy the two concepts. Thus, this chapter first takes a look at the poststructuralist position on language, language learning, and learners. Subsequently, stemming from the poststructuralist understanding of language, the concept of identity as well as its implications for the research in language learning are discussed. Following that, this literature review explains the notion of investment in more detail. Next, an overview of the concepts of imagined communities and imagined identities in relation to language investment is provided. Finally, this literature review presents the conceptual framework that is employed in this study to look into the influence of contextual variables on the learners' imagined identities and investment in learning Kazakh in a Russian-medium school in Kazakhstan.

The Poststructuralist View on Language Learning

There are several theories that explain language learning. In particular, the current research study is inspired by poststructural conceptualizations of language, language learning, and language learners (Norton, 2000, 2001; Norton Peirce, 1995; Pavlenko, 2003; Weedon, 1996). Drawing on the work of Bakhtin (1981), who believed that the entity of language is manifested solely within its use, the poststructural theory treats the notion of language as the social practice “in the context of complex and often unequal social relationships” (Norton, 2019, p. 301). In other words, the poststructuralist view on language is that of the site where one experiences struggle in the process of communicating meaning to their collocutors (Bakhtin,

1981; Bakhtin, 1986). Language learning, therefore, engages the identities of its learners in the activities not limited to the acquisition of languages' bounded entities and systems; it as well invites learners to participate in a sophisticated social practice where meaning and value ascribed to language speakers influence those allocated to the language they produce.

Notably, before the poststructuralist theories gained momentum in the field of second language (L2) learning, structuralist theories had dominated the field. Perceiving language as still and delimited to its systems and entities, in their research, structuralists mainly focused on learners' cognitive abilities in the pursuit of the "mastery of stable patterns and structures" of a second language (Helm, 2018, p. 20). Remarkably, such an ambivalent position toward the conceptualization of language learners was criticized by Firth and Wagner (1997). The scholars expressed their concern that the structuralist research diminished learners' "social identities to 'subjects', or at best to a binary distinction between natives and nonnatives/learners" (Firth & Wagner, 1997, p. 288). In other words, the research regarded the 'learner' characteristic as central over other important social roles and identities learners brought in the process of L2 learning. Similarly, the structuralist research treated identity as one of the many learner variables (Helm, 2018; Pennycook, 2001).

Subsequently, the end of the twentieth century marked the decline of the cognitivist theories, and socio-cultural context became central to the research in language learning. This social turn (Block, 2003), shed light on the built-up discontent among the scholarship with the placement of second language learning within the psycholinguistic approach that regarded language learning as an uncomplicated process with generalizable characteristics extending to all L2 learners (Ortega, 2009). To illustrate, Norton (2019) reflected on how the available body of research concerning language learning accumulated by the 1990s did not demonstrate the real

classroom and learner experiences she had encountered in her practice. Therefore, she turned to broader social science research that recognized the interconnectedness of “language, the social mechanisms of power, and the exercise of human agency” and treated these notions in a wider scope (Norton, 2019, p. 300).

Accordingly, the more recent research, particularly that in the context of learning English as an L2, demonstrate the adoption of sociocultural theories that entail the transition from exploring the process of language learning as fundamentally cognitive (Norton, 2000; Norton & Toohey, 2001; Zuengler & Miller, 2006). Such a transition resulted in the emergence of the following theories of language learning: the socio-cultural theory proposed by Vygotsky, conversation analysis, language socialization, and the identity theory (Wu, 2017). In particular, the scholarship has extensively drawn on the latter to research the sophisticated phenomenon of language learning. Thus, identity, being an SLA construct, is discussed in the following section.

Identity and Language Learning

The poststructuralist understanding of language learning is that of the site where learners’ identities are being challenged and, therefore, reconstructed. Thus, over the past several decades, there has been a growing trend in researching identity. One of the manifestations of that is the emergence of the Journal of language, identity and education in the early 2000s (Hajar, 2017). Indeed, extensive scholarly attention to identity studies has informed the areas of learning, teaching, and researching language (Norton & De Costa, 2018). While the conceptions of identity in language learning have changed over time, the more recent work is consistent with “sociocultural, poststructural, and critical theory” (Norton, 2012, p. 1). In other words, at the basis of the conceptualization of identity in language learning research is the connection of learning processes to wider social settings.

Linked to the poststructuralist understanding of the social entity of language is the notion of identity formation. Block (2007) suggests identity to be “socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project in dress, bodily movements, actions and language” (p. 32). Similarly, Norton (2013) defines the concept as the way one “understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future” (p. 45).

Christine Weedon’s (1987) ideas about the interplay of identities, social power, and language learning resulted in the notion of subjectivity that accounts for “the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation in the world” (p. 28). Notably, the notion of subjectivity explains the relations of power ever-present in discourse situations and how individuals can be both subject to and be the subject of socially constructed relations of power (Weedon, 1987; Weedon, 1996).

Weedon’s (1987) notion of subjectivity could be exemplified in Norton Peirce’s (1995) groundbreaking study on immigrant women in Canada. Eva, a research participant, reported to have felt humiliated when in a discourse with her Anglophone colleague, Gail, she failed to reciprocate to the statement made about a famous TV personality. While Norton Peirce (1995) argued that the question “How come you don’t know him. Don’t you watch TV” (p. 13) was of a rhetorical nature, the unequal relations of power among Eva, the immigrant, and Gail, the Anglophone, established that it was Gail who held the power to control the dynamics of that interaction. Within this discourse, Eva was in the position of reduced power as she was subject to socially and historically embedded coercive power relations between immigrants and local native speakers. Understanding her own position within this interaction, Eva became silent as this interaction yet again reasserted her identity as an immigrant. As Bucholtz and Hall (2005) define

identity as “the social positioning of self and other” (p. 586), it is notable, that the participation in such ambivalent discursive activities constantly creates an impact on one’s identity by contesting and reconstructing their sense of self (Block, 2007; Block, 2014).

The research conducted by Norton Peirce (1995) and other work underpinned by poststructuralist theories emphasize the central characteristics of identity as of the construct subjected to change and to be “performed and negotiated through interactions with others in situated contexts, facilitated and constrained by power relations” (Helm, 2018, p. 23). Therefore, learner identities can be as well understood as “multiple, changing, and a site of struggle” (Norton & Toohey, 2011, p. 414).

To address the growing interest in the identity research, Bucholtz and Hall (2005) put forward their framework for identity analysis grounded on five principles: emergence, positionality, indexicality, relationality, and partialness. Their framework for a more comprehensive understanding of identity draws on the extensive research across various fields of language study such as sociolinguistics, linguistic anthropology, discourse analysis, and social psychology (Bucholtz & Hall, 2005). Moreover, once identity is understood as an entity constructed in the course of interaction, one should consider the types of relations these interactions entail. While the most studied relations are those of sameness and difference, Bucholtz and Hall (2005) assert that the relations of realness and fakeness as well as those of power and disempowerment should be researched, too.

Examining learner identities as the constructs contested and reshaped within interaction can demonstrate how certain activities and contexts can potentially disable language learners’ possibilities to interact. Respectively, practices and settings can be created with the purpose of providing learners with improved opportunities for interaction, engagement, and positioning of

their identities. In a language classroom, it is teachers who hold the agency to implement pedagogical practices that could provide their learners with more powerful positions than those they are subjected to in and outside of the classroom (Helm, 2018).

For instance, identity texts have gained significant attention in transformative pedagogical practices, particularly in the classrooms where students come from diverse linguistic, cultural, and social backgrounds (Cummins et al., 2011). The process of creating dual language identity texts in a multilingual classroom can engage students and teachers in the activity that negotiates their identities, and, therefore, empowers them. Thus, teachers can adapt pedagogical practices that will encourage learners “to showcase their linguistic, intellectual, and creative talents, thereby repudiating the inferior status frequently occupied in the wider society by their communities” (Cummins et al., 2011, p. 42). In a similar fashion, reflecting on her extensive research on identity, literacy, and teaching English, Norton (2010) asserts that once language learners have “a sense of ownership over meaning-making” (p. 1), their identities as learners will be enhanced, which, in turn, will increase their participation in literacy practices.

Additionally, drawing on the literature in education psychology and related disciplines, Schachter and Rich (2011) propose the identity education framework which refers to educators’ deliberate involvement with students’ identities and the related processes. It is believed that educators’ purposeful engagement in the aspects of identity-related processes of their students could be influential in promoting desired educational goals (Schachter and Rich, 2011).

Overall, in the course of the past several decades, the identity research have turned into a prominent notion in the field of language study to account for the processes inclusive to and extending beyond the context of language learning (Cummins et al., 2015). Furthermore, the

construct of investment, which arose from the notion of identity and language learning, is discussed in the following section in more detail.

Investment

Since Norton Peirce (1995) published her influential work on social identity, investment, and language learning, she has challenged the essentialist theories that regard learners as binary entities with a fixed set of characteristics (e.g., motivated or unmotivated, extroverted or introverted, etc.). Drawing on the poststructuralist theories of language and identity, Norton Peirce (1995) argued that language learners possess “a complex social identity that must be understood with reference to large and frequently inequitable social structures” (p. 579) that are manifested in the course of daily interactions. Moreover, within the identity theory, the notion of investment was constructed to account for a learner’s complex journey of learning a language in a real changing world. Therefore, the research on investment is believed to explain learners’ relationship to a target language and their ambivalent desires to speak it in socially and historically situated contexts (Norton, 2000; Norton, 2013). While the sociological notion of investment is considered to complement the psychological concept of motivation in the second language learning research (Dörnyei & Ushioda, 2009), investment is primarily believed to connect the historically and socially framed relationship between language learners’ identities and their dedication to learning (Darvin & Norton, 2015). As stated by Kramsch (2013), investment highlights “human agency and identity in engaging with the task at hand, in accumulating economic and symbolic capital, in having stakes in the endeavor and in persevering in that endeavor” (p. 195). In a similar way, investment can be interpreted as “the degree to which people actively put symbolic, material and other resources into their language

learning based on a kind of cost-benefit assessment, and in light of their desires and hopes” (Duff, 2012, p. 413).

Overall, the construct of investment aims to break through the established binary characteristics of a language learner by inviting the conditions of relations of power in the equation. For instance, a student may be highly motivated yet resist to engage in classroom practices if they threaten his or her sense of self. Therefore, unlike research in motivation, the studies on language investment view a learner as one in constant interaction with the world and its unequal relations of power. In other words, learners’ multiple identities, their relationship to and desires toward L2 are seen to be in a state of flux. Thus, Norton Peirce (1995) argued that a deliberate choice of a language learner to speak or not to speak may as well signal their resistance toward inequitable social context.

It is notable that the construct of investment is informed by Bourdieu’s (1977, 1984) economic metaphors, such as the notion of cultural capital, which “has differential exchange value in varied social fields” (Norton, 2010, p. 3). Therefore, in the context of language learning, investment accounts for a learner’s deliberate efforts put in L2 with the aim of gaining access to diverse “symbolic and material resources, which will in turn increase the value of their cultural capital and social power” (Darvin & Norton, 2016, p. 20). In this connection, Pittaway (2004, p. 203) argues that if a learner’s environment does not support or guide him or her, “language learner’s investment can be trampled upon by outside forces or go unrealized for lack of expression”. For that reason, language instructors can exercise their agency to empower their learners’ identities, “which can then be leveraged in the service of helping learners achieve a return on their investment” (Pittaway, 2004, p. 204).

Another consideration in the study of investment is Bourdieu's (1991) claim that language learners aim to be regarded as legitimate speakers by a certain group of people, an imagined community, with whom learners eventually desire to interact or be affiliated with (Anderson, 1991). Thus, Bourdieu (1991) stated that being accepted into the desired community means having obtained the "appropriate symbolic, cultural, and linguistic capital" (Pittaway, 2004, p. 204).

Expanding the argument of identity and language investment is Norton and Darvin's (2015) model of investment which was developed to address the changes in language learning under the influence of the shifts in global economics, power distribution, increasing globalization, and advancements in technology. Alongside identity, the model of investment includes the constructs of ideology and capital. Norton and Darvin (2015) claim that with the digital age comes the transformation of the language learning spaces which "continue to multiply and evolve with distinct and increasingly invisible structures of power" (p. 51). Therefore, the model of investment attempts to expand the analysis of micro-level structures of power in communicative practices toward an analysis of "the systemic patterns of control that recurring communicative practices are indexical of" (Norton and Darvin, 2015, p. 51).

Overall, Norton and Toohey (2011) state that investment in L2 can be understood through learners' investment in imagined communities which, in turn, assumes investment in imagined identities. Therefore, the next section discusses an amalgam of these constructs in the context of L2 learning.

Imagined Communities, Imagined Identities, and Investment

The notion of imagined community was coined by Anderson (1983) in his groundbreaking work where he put forward a redefinition of nationalism in terms of the

relationships people construct with communities. Anderson (1983) claimed that a nation should not be viewed as a territory with boundaries, but rather as an imagined political community for “the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear them, yet in the minds of each lives the image of their communication” (Anderson, 1983, p. 49). Wenger (1998), in turn, claimed that imagination is as significant in the process of learning as participating in a situated community is. Therefore, it is not only a tangible community in which a learner is engaged, but also the one created in his or her imagination that can construct his or her “mode of belonging” (Wenger, 1998, p. 187). Subsequently, Norton (2001) incorporated these concepts into the context of language learning and suggested that learners are not limited to communities they have tangible access to (e.g., a classroom, university, language course), as the communities that exist in learners’ imagination have a substantial impact on their learning, too. Norton (2010) states that through imagining connecting with other people, learners are able to experience a sense of togetherness with individuals they have never met and contribute to prospective bonds that make sense in their imagination. Seen in this light, unlike fantasies, imagined communities and imagined identities that learners assume in relation to L2 serve as a mental image of a probable outcome that can result from language learning. This mental image, in turn, is thought to further promote the learning process as it can potentially bring about a change in learners’ identities and their learning paths (Kanno & Norton, 2003; Norton, 2001).

Norton Peirce’s (1995) study of immigrant women in Canada serves as one such pioneer research paper that shed light on the ways second language learners’ imagined communities alongside the tangible ones affected the extent to which they invested in their target language and, as a result, yielded varying learning outcomes. Similarly, while researching Taiwanese

graduate students in the USA, Chang (2011) found that the students' investment in L2 was significantly influenced by their professional experiences and their imagined identities. Therefore, the participants were reported to have selectively directed their efforts toward a particular language skill that would "generate the most profit valued in their imagined communities" (Chang, 2011, p. 225). One graduate student demonstrated high investment in improving their writing in the academic genre, while showing very little interest in developing speaking. Such an example of selective investment was driven by the participant's pursuit of a teaching career in academia upon their graduation (Chang, 2011).

The findings from Wu's (2017) qualitative study of three English language learners in Taiwan reveal that the participants' imagined identities, being in a state flux, can differently influence the learners' investment across different learning stages. Incidentally, it was also reported that English learners' imagined identities which were confined to the formal context of school learning facilitated less investment than those constructed with hopes to become an expert English user or an English teacher. It was found that learners' identities that transcended beyond an identity as a good language learner but rather were developed in relation to the participants' future academic and career aspirations encouraged these students to invest in the target language. Notably, their high investment was pronounced in both formal and informal learning settings.

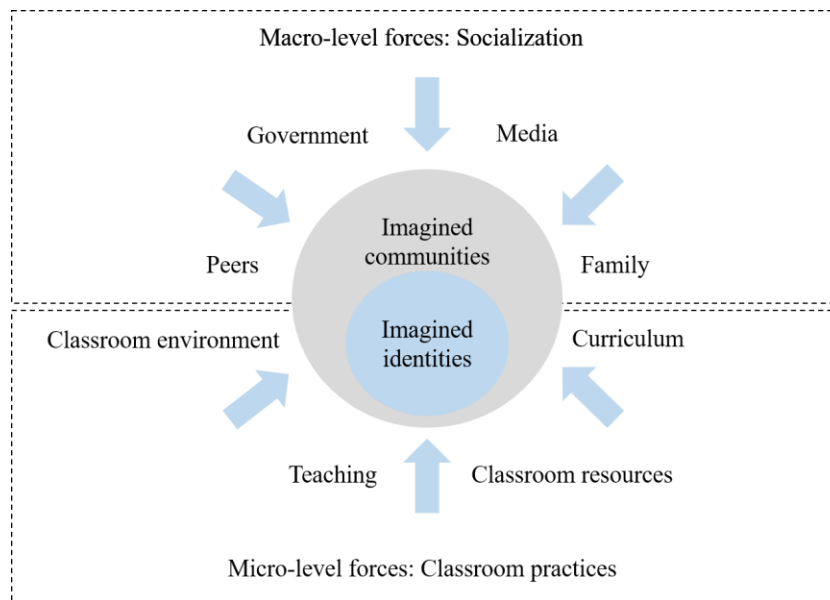
Overall, the research on the interplay of imagined communities, imagined identities, and investment have shed light on unique experiences of language learners, considering their individual projections of themselves in the future as well as their respective historically and socioculturally situated contexts. The subsequent section, therefore, introduces the conceptual framework that guides the discussion of the findings in this study.

Conceptual Framework

As stated previously, drawing on the poststructuralist theories of language learning, this study relies on an understanding of language learner identities to be “multiple, changing, and a site of struggle” (Norton & Toohey, 2011, p. 414). Therefore, identity, a construct in a state of flux, is subject to various influences. Similarly, with identity being fluid, language learners’ investment in a target language is as complex, contradictory, and in a state of flux, for it is dependent on the dynamical negotiation of power in a number of areas (Norton, 2013; Norton Peirce, 1995).

Figure 1

Conceptual Framework



As this study is aimed at investigating the influence of schoolchildren’s imagined identities on their investment in learning Kazakh at a Russian-medium school, it is deemed crucial to consider the participants’ situated contexts with different variables at play. On one hand, language learners’ investment may be affected by a desired sense of self that learners construct in their imagination and hope to obtain in the future. On the other hand, these processes of identity construction and concomitant language investment are not isolated from but rather are

subjected to the influences of external factors. Therefore, this study develops a two-level framework to look into the participants' identity construction and subsequent language investment through the prism of macro-and micro-level forces (see Figure 1).

As seen from Figure 1, at the heart of the framework lie the constructs of imagined identities and imagined communities. These notions, in turn, are believed to be subject to a constant influence of classroom practices and outside of classroom socialization. Thus, the macro-level forces concern the variables of socialization inclusive to that with their peers, government, media, and family, whereas the micro-level forces deal with the influences inherent to a language classroom, such as classroom environment, teaching, classroom resources, and curriculum (see Figure 1).

Conclusion

In general, this chapter provided an outline of the concepts deemed central to this study. First, it looked at the poststructuralist position on language learning and its learners. Next, this literature review thoroughly discussed the construct of identity and that of investment. After that, the chapter focused on the concepts of imagined communities and imagined identities in relation to language investment. Finally, the conceptual framework that is employed in this study to look into the influence of students' imagined identities on their investment in learning Kazakh a Russian-medium school was presented. Overall, this chapter laid the foundation of the theoretical underpinnings that further guide the researcher toward addressing the research questions of this study.

Chapter 3: Methodology

The preceding chapter illustrated the concepts of imagined identities and investment in second language learning which are deemed central to this research study. Therefore, considering the theoretical background that underpins this study, this Methodology chapter discusses the actions undertaken to gather the necessary information to answer the following research questions:

1. What are the imagined identities of students while learning Kazakh at school?
2. How do the students' imagined identities influence their investment in learning Kazakh at school?

Thus, this chapter first elaborates on the research design of the study. Then it describes the research site and sampling methods. Next, the data collection instruments, data collection, and data analysis procedures are explained. Finally, this chapter discusses the issues related to ethical considerations.

Research Design

This section demonstrates the research approach and design adopted for this study. To explore the influence of imagined identities of students on their investment in learning Kazakh at a Russian-medium school, the qualitative research approach has been chosen as the most suitable one. This approach implies the data collection to take the form of words rather than numbers (Bryman, 2008), which are characteristic of quantitative research. Therefore, through its rather verbal approach, a qualitative inquiry allows for the understanding of actions and meanings in the light of the unique conditions in which they transpire (Maxwell, 2013).

While Hammersley (2013) accentuates “the role of subjectivity in the research process” (p. 12) guided by the qualitative lens, Dworkin (2012) argues that this research approach is

“concerned with garnering an in-depth understanding of a phenomenon” (p. 1319). Notably, this research study is not aimed at generalizing its findings to a broader population, which is not anticipated from a qualitative inquiry (Leung, 2015). In the case of this research study, the qualitative approach is chosen to shed light on the unique experiences of schoolchildren while learning Kazakh in a Russian-medium school.

As the given study requires access to various data collection instruments, allowing for multiple forms of data that focus on the subjects’ multifold standpoints and meanings (Creswell & Poth, 2018), narrative writing and semi-structured interviews have been chosen as instruments for data collection in this qualitative study. It is believed that the collection of the text data “provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them” (Creswell, 2014, p. 223). Thus, in this study, the text data is presented in the form of narrative writing pieces collected from student participants. As social-research topics often demand “a more extensive qualitative data...to gain deeper insights into the experiences and perceptions” (Winwood, 2019, p. 13-14) of research subjects, semi-structured interviews are believed to be the most appropriate as they allow for a less formalized interaction between a researcher and participants. Moreover, as this study focuses on exploring the influence of learners’ imagined identities on their second language learning experiences, it is crucial to recognize the multiplicity of perspectives and emerging factors so as not to draw the “cause-and-effect relationships” but rather provide a holistic understanding of the interactions involved, which is characteristic of a qualitative research design (Creswell & Poth, 2018, p. 109).

Research Site

This study was conducted at a state Russian-medium school in Nur-Sultan, the capital of Kazakhstan located in the north-central part of the country. According to the official website of

the Electronic government of the Republic of Kazakhstan (n.d.), there are 89 state schools registered in Nur-Sultan. Among them are 33 schools with Kazakh medium instruction, 11 schools that provide education in Russian, 45 schools where education in both Kazakh- and Russian-medium is available, and a school with Kazakh medium and English medium instruction (Electronic government of the Republic of Kazakhstan, n.d.). As the research site of this study is a Russian-medium school in Nur-Sultan, it is important to mention that such a choice was motivated by the amount of the Russian-speaking population that have been historically concentrated in the north and the northeast of Kazakhstan (Jašina-Schäfer, 2021).

Sampling

The sampling strategy applied in this research is purposeful homogeneous sampling. Purposeful sampling allows the selection of “information-rich” sites and individuals for the study (Patton, 1990, p. 169). According to Dörnyei (2007), it is believed to “provide rich and varied insights into the phenomenon...to maximize what we can learn” (p. 126). Meanwhile, the homogeneous type of purposeful sampling allows for a deliberate selection of “individuals or sites based on membership in a subgroup that has defining characteristics” (Creswell, 2014, p. 208). Therefore, qualitative data in this study was collected from six schoolchildren in Grades 10 and 11 and one Kazakh teacher at a Russian-medium school in Kazakhstan. While this research mainly focuses on learner experiences rather than those of teachers, it was considered important to look at the perspectives of Kazakh teachers with regard to their students’ experiences and investment in learning Kazakh at a Russian-medium school.

In the case of the homogeneous sampling strategy, all research participants should belong to the same subgroup and share valid experiences concerning the research (Creswell, 2014; Dörnyei, 2007), therefore, certain characteristics of subjects should be outlined before the

recruitment process. In this connection, all participants were expected to study or teach at the same Russian-medium school in Nur-Sultan at the moment of data collection. In particular, it was decided that the student participants had to be schoolchildren in Grades 10 and 11. Their dominant language should be other than Kazakh, and they are expected to have been learning Kazakh as a subject at the moment of data collection. The rationale for recruiting schoolchildren in Grades 10 and 11 is justified by the amount of their exposure to Kazakh through formal instruction at school as well as by their level of cognitive, social, and emotional development. Therefore, the approximate age of student participants in this study is 15-17 years old. As for the recruitment of teacher participants, it was decided that they should have experience teaching Kazakh as a subject in a Russian-medium school for at least three years at the moment of data collection. No other criteria, such as gender or ethnic group, were established with regard to the participant pool.

Data Collection Instruments

The qualitative data in this study was collected through narrative writing and semi-structured interviews. In particular, the student participants were asked to provide answers to a set of guiding questions in the form of narrative writing (See Appendix A). It was decided that obtaining such data prior to conducting interviews could help the researcher get acquainted with the student participants and their overall experiences in relation to learning Kazakh. According to Pavlenko (2001), such first-person narratives “are unique and rich sources of information about the relationship between language and identity in L2 learning and socialization” (p. 167). Notably, narrative research and narrative inquiry instruments are seen as relatively new approaches to qualitative research, which, in educational research, have been linked with teacher bio-and autobiographies (Moen, 2006). However, in the case of this study, collecting data from

student participants through narrative writing is believed to provide a better understanding of private learning experiences communicated in the subjects' own words. In addition, by providing the participants with guiding questions, the researcher could encourage the participants to include the most relevant data for the study, which, according to Barkhuizen and Wette (2008), ensures a more structured and effective manner of using this instrument of data collection.

Another instrument of data collection in this qualitative study is a semi-structured one-on-one interview. According to Dörnyei (2007), an interview is applied the most often in qualitative inquiries as it "is a known communication routine" and is a recurrent part of socializing activities (p. 134). As this study involves children, it was important to create the conditions in which the participants could feel the most comfortable sharing their learning experiences. Therefore, less formalized semi-structured interviews were chosen as a data collection tool.

As noted by Winwood (2019), in comparison to structured interviews, the semi-structured ones are believed to help develop a rapport between a researcher and interviewees, as the latter would be more inclined to share their stories with someone they believe is interested in them and their experiences. Similarly, adopting semi-structured interviews could offer a researcher an opportunity to engage in dialogue with the research subjects, where central issues could be jointly identified and further explored (Winwood, 2019). Moreover, semi-structured interviews allow a researcher to ask additional questions for clarification purposes (Silverman, 2017). In addition, adopting semi-structured interviews also allowed the researcher to ask the student participants supplementary questions based on their written narratives. Thus, the interview protocols were developed in advance and were shared with the research participants prior to their interviews (see Appendix B).

Data Collection Procedures

The data collection for this research study was originally intended to take place on-site in a face-to-face format. However, due to the exacerbation of the epidemiological situation in relation to the COVID-19 outbreak across Kazakhstan in January 2022, the recruitment and data collection processes took place online. Thus, once the permission to conduct the study from the Institutional Research Ethics Committee was acquired, the researcher emailed the management of the research site to obtain permission to conduct the study. In the email, the researcher communicated the information about herself as a master's student at the Nazarbayev University Graduate School of Education and about the nature of this study including its purpose, risks and benefits, and the criteria for the participants' recruitment. The researcher also highlighted the voluntary and confidential nature of this research.

Upon receiving access to the research site, the researcher shared a recruitment letter with the gatekeeper and asked them to distribute it among the target population via WhatsApp (see Appendix C). Next, students and teachers who expressed their interest in the study and contacted the researcher by WhatsApp, were provided with more information about this research, including its purpose, benefits and risks, and the ethical principles guiding this research. The researcher also made sure the participants understood their participation was voluntary and they could withdraw from the study at any time.

Following that, the participants received documents of informed consent, which were developed in three languages: Kazakh, Russian, and English (see Appendix D). The underage students received minor participant assent forms, while their parents or legal guardians were asked to sign a parent consent form to express their agreement to have their child participate in this study. The informed consent included the information about the interviews being recorded

for further transcribing and data analysis purposes. Along with sharing the consent forms with the participants, the researcher attached guiding questions for narrative writing and interview protocols so that the participants and parents could have access to more detailed information about the data collection before deciding to allow or decline their or their child's participation.

Overall, six schoolchildren and one teacher agreed to participate in this study. Upon collecting signed informed consent forms from a teacher participant and parents or legal guardians of minor participants and receiving the schoolchildren's informed assent, the researcher negotiated the day and time for an interview with every participant. In the meantime, the student participants were given a week to write their narratives based on guiding questions. Upon collecting their written narratives and getting acquainted with their contents, semi-structured one-on-one interviews were conducted with six schoolchildren and a Kazakh teacher over a video-conferencing platform, Zoom.

Creswell (2014) notes that while "asking detailed questions, ethical issues are likely to arise that need to be anticipated" (p. 228). Thus, at the beginning of each interview, the researcher briefly covered the general information about the study and reminded the research subjects about the protection of their rights, including the voluntary nature of their participation, freedom not to answer to certain questions, and the possibility to withdraw from the study at any time. All the interview protocols were developed in Kazakh, Russian, and English, and the participants had an opportunity to be interviewed in one of these languages.

As the participants' permission to have their interviews recorded was obtained via informed consent forms, the researcher reminded the participants that the recording was being made for later transcription and data analysis. Overall, during the process of data collection, seven semi-structured one-on-one interviews were conducted and recorded over Zoom. All the

interviews lasted approximately thirty minutes. Six interviews with student participants were conducted in Russian, and one interview with a Kazakh teacher was conducted in Kazakh. At the end of each interview, the researcher thanked the participants for their contribution to this study and reminded them that the data collected during this research study would be stored and analyzed in alignment with the ethical guidelines of conducting research.

Data Analysis Procedures

In the process of data analysis, Braun and Clarke's (2006) six-phase thematic analysis (TA) model was adopted. Clarke and Braun (2016) define TA as "a method for identifying, analyzing, and interpreting patterns of meaning ('themes') within qualitative data" (p. 1). Notably, TA is viewed as a remarkably flexible approach to analyzing data as it can be tailored for the demands of a specific study while providing a rich, thorough, and sophisticated report of data (Braun & Clarke, 2006; King, 2004).

According to Braun and Clarke (2006), since TA does not call for in-depth knowledge of the theories and technologies of qualitative approaches, it offers a comparatively accessible method of data analysis that can be used by the researchers who are at the beginning of their research careers. Fundamentally, TA is a tool for "identifying what is common to the way a topic is talked or written about and...making sense of those commonalities" (Braun & Clarke, 2012, p. 57). Thus, adopting Braun and Clarke's (2006) thematic analysis, the data set in this study was analyzed according to the six following phases:

1. The first step of data analysis signifies becoming familiarized with the information obtained in the process of data collection. In particular, "familiarization involves critical engagement with the data" (Braun et al., 2016, p. 8). For this purpose, the researcher first transcribed all the interviews into an e-document (see Appendix E).

- Through reading collected narrative writing pieces and the interview transcriptions, the researcher took notes of the patterns emerging across the data set.
2. The second phase entails generating initial codes. After getting familiarized with the data, the researcher proceeded to systematical study of the information through inductive coding. In other words, inductive coding implies creating codes based on the patterns that appear from data obtained from participants, whereas in deductive coding, themes emerge from a theoretical framework (Fereday & Muir-Cochrane, 2006). During this phase, coding involves analytical reading and tagging pieces of data that comply with questions of a particular study. At this point, it is important to read each data item thoroughly and repeatedly to recognize and organize the information that could be of possible relevance to the research questions.
 3. Searching for themes. This phase implies transitioning from codes to themes that capture a significant chunk of data and depict “some level of patterned response or meaning within the data set” (Braun & Clarke, 2006, p. 82). Thus, the researcher reviewed the data coded in the previous phase to single out the areas where codes overlapped and demonstrated similar features. During this stage of data analysis, a total of five themes were identified.
 4. The next phase deals with reviewing potential themes. In other words, this stage is devoted to “quality checking” (Braun & Clarke, 2012, p. 65). Thus, the researcher reread the themes generated in the preceding stage to check whether they cover the most significant and pertinent information in relation to the research questions of this study.

5. In this phase, themes should be defined and assigned names in alignment with the narrative the researcher aims to retain in the presentation of findings. Therefore, the researcher analyzed the themes with regard to their focus, cohesion, and relevance to the two research questions.
6. During the last phase of TA, the researcher produced an analytic report of the findings. At this stage, the researcher made sure the report, based on the data analysis, provided a gripping story that is clear, critical, and relevant to the focus and theoretical underpinnings of the study.

Finally, over the course of data analysis, the researcher recognized two themes for reporting the students' imagined identities and three themes for explaining the influence of imagined identities on their investment in learning Kazakh at school.

Ethical Considerations

According to Hammersley and Traianou (2012), the underlying principle of conducting research is to produce knowledge that is pertinent, valuable, and significant. In line with this principle, while conducting research, it is important to be concerned with ethical matters (Creswell, 2014). As ethical decisions are context-dependent, this study was developed in adherence to the ethical considerations deemed significant to research with human subjects and the ethical principles safeguarded by the Nazarbayev University Institutional Research Ethics Committee. Additionally, the researcher has completed the CITI program course, which is required for conducting a study that involves human subjects.

As stated by Patton (2002), several ethical issues should be considered in the course of the research, namely, reciprocity, assessment of risk, confidentiality, informed consent, data access, and ownership. Thus, the researcher first provided verified information about herself to

the participants during the recruitment phase. All the participants were issued a document of informed consent, wherein they were informed about the study's purpose, confidentiality, benefits, and risks. In addition, the participants were informed of their right to withdraw from the study at any time.

To ensure the participants' confidentiality, each of them was assigned an alias that has been used throughout data analysis and data reporting (Creswell, 2014). All the identifying data of the research site and participants was hidden. Moreover, all the obtained information, including the recordings of interviews in the format of audio data, the text data obtained through informed consent forms, narrative essays, and transcriptions of the interviews, were kept on the researcher's personal computer in a folder secured by password and will be deleted upon the completion of the research study. All the paper documentation related to this study was destroyed. These measures shall guarantee that only the researcher has access to the data. Furthermore, the participants were offered to receive a copy of this study once it will have been published.

As educational research involving children "recognizes the value which their experiences, perspectives and ideas bring to an investigation" (Lambert, 2019, p. 42), the rights of children participants should be protected while the risks associated with the study ought to be minimized. Thus, the researcher took the necessary measures to develop the questions for the written narratives and interviews that would not cause any potential psychological discomfort or harm. All participants were informed that if they experience discomfort at any stage of data collection, they are entitled to their right to withdraw from the study. In addition, to protect the children participants, the researcher told them that she would withdraw their participation in this research if circumstances that warrant doing so arose. Furthermore, all the participants were

informed that their participation in this study would not be reported to the school administration, their peers, and colleagues, therefore, it would not influence their status and academic performance at school. To ensure that, the data was obtained in a one-on-one setting.

Conclusion

This chapter provided an in-depth discussion of research methods applied in this study. First, it explained the rationale for the research design and research site. Next, it described the sampling methods and the instruments for data collection. After that, the procedures of data collection and analysis were elaborated on in detail. Finally, the chapter discussed ethical considerations in relation to this study.

Thus, this qualitative study adopts two instruments of data collection, namely, narrative writing and semi-structured one-on-one interviews. Overall, six schoolchildren and one teacher participant took part in this study. In order to ensure the protection of rights of all participants, as well as to adhere to ethical considerations of research involving human subjects, an official approval to conduct this research was granted by the Nazarbayev University Institutional Research Ethics Committee.

Chapter 4: Findings

This chapter presents the main findings from the data obtained from the narrative writings collected from six student participants as well as from semi-structured interviews conducted with the student participants and one teacher of the Kazakh language. To explore imagined identities of schoolchildren and their influence on investment in learning Kazakh at a Russian-medium school, the data collection and subsequent analysis were guided by two research questions:

1. What are the imagined identities of students while learning Kazakh at school?
2. How do the students' imagined identities influence their investment in learning Kazakh at school?

Thus, this chapter presents an analytic narrative of the findings analyzed in accordance with Braun & Clarke's (2012) six-phase thematic analysis framework, which was described in Chapter 3.

Biographical Account of the Research Participants

A total of six schoolchildren in Grades 10 and 11 and one Kazakh teacher participated in this study. The participants in this study were all female. To protect the identities of the research participants, they were assigned pseudonyms.

The student participants in this research study, Anna, Karolina, Victoria, Tanya, Masha, and Alexandra, are Kazakhstani citizens who live in Nur-Sultan, where they attend a Russian-medium school. Three student participants are ethnic Russians, one is an ethnic Romanian, one student comes from a family with Slavic and Korean origins, and one is from a family of German and Ukrainian origins. All the schoolchildren participating in this study come from Russian-speaking families. Due to the variety of languages being offered at the school they attend, their

linguistic repertoire is multilingual. Table 1 demonstrates the languages spoken by the participants in the order based on their self-reported level of competence in each language. Notably, the majority of the student participants were introduced to the Kazakh language in kindergarten, except for Tanya, who started learning Kazakh in elementary school (see Table 1).

Table 1

Biographical Account of Student Participants

Name	Grade	Dominant language	Gender	Linguistic repertoire
Anna	11	Russian	Female	Russian, English, Ukrainian, Kazakh, Polish
Karolina	10	Russian	Female	Russian, English, Ukrainian, Kazakh, Polish
Victoria	10	Russian	Female	Russian, Kazakh, Ukrainian, English, Polish
Tanya	11	Russian	Female	Russian, English, Italian, Ukrainian, Kazakh, Polish

Masha	10	Russian	Female	Russian, English, Ukrainian, Polish, Kazakh
Alexandra	10	Russian	Female	Russian, English, Ukrainian, German, Kazakh, Polish

The teacher participant in this research, Karima, is an ethnic Kazakh who was born in Uzbekistan. In 2001, she returned to her historical motherland, Kazakhstan, where she has been living and working as a teacher of Kazakh in a Russian-medium school. Karima has 26 years of professional experience, 16 years of which she has spent teaching at a school in Nur-Sultan (see Table 2).

Table 2

Biographical Account of Teacher Participants

Name	Dominant language	Gender	Professional experience	Linguistic repertoire
Karima	Kazakh	Female	26 years	Kazakh, Uzbek, Russian

Research Question 1: What are the Imagined Identities of Students while Learning Kazakh at School?

This section provides two key themes derived from the data in relation to the first research question, which was aimed at identifying the imagined identities the students develop while learning Kazakh at a Russian-medium school. The first theme discussed is the imagined identity as non-speakers of Kazakh. It should be noted that driven by the poststructuralist theory,

this study discerns the learners' identities as dynamic and ever-reconstructing, therefore, the first theme illustrates the current imagined identities of the student participants in Grades 10 and 11. More specifically, exploring the participants' present imagined identities is assumed to explain the learners' most recent attitudes and intentions toward studying Kazakh at school. In the meantime, the learners' imagined identities across early, middle, and present learning stages are discussed in more detail in the second research question. Further, Norton (2013) asserts that the communities the learners imagine to be bonded with in the future, referred to as imagined communities, predispose the trajectories the learners knowingly undertake toward either investment or disinvestment in a target language. Thus, it is deemed crucial for this study to explore the learners' perceived and imagined community of the Kazakh language as it could shed light on what the learners consider to be imaginable or non-imaginable with regard to the Kazakh language and the community of its speakers. Therefore, the second theme in relation to the first research question deals with the imagined community of the Kazakh language and its speakers.

Imagined Identity as Non-Speakers of Kazakh

The purpose of the first research question was to explore the identities the student participants constructed in their imagination in connection with learning Kazakh at school. Pertaining to such imagined identities, Norton and Toohey (2011) assert that "there is a focus on the future when learners imagine who they might be, and who their communities might be, when they learn a language" (p. 422). Therefore, in order to reveal the participants' imagined identities, they were asked to elaborate on the role of Kazakh in their lives at present and in the future. It was discovered that most of the students participating in this study do not envision themselves as future speakers of Kazakh despite their acknowledgment of the value the language has in Kazakhstan on a state level. In other words, the communities and affiliations the

participants imagined obtaining membership of in the future granted neither social, economic, nor cultural capital to the knowledge of the Kazakh language. For instance, one of the respondents in Grade 10, Masha, when asked about an identity she imagined for herself as a potential speaker of Kazakh, outlined that she had never considered the Kazakh language as a part of her life.

Extract 1:

Well, I honestly never imagined anything for myself, I mean, I had never envisioned that Kazakh would play a role in my life. From the very childhood I realized that I did not want to use and speak this language. It just so happened that I live here...I simply do not see the Kazakh language in my life. (Masha, February 7, 2022)

Extract 1 depicts Masha's imagined identity as a non-speaker of Kazakh, which the participant reported to have been shaped in her childhood. It is evident that while the participant's place of birth and current residence may implicate the presence of the Kazakh language in her life, it is Masha's forward-looking hopes and plans constructed in her imagination that predetermined the future with the Kazakh language in it as the unimaginable one for her.

Similar to Masha, Anna, who was in Grade 11 at the moment of data collection, pointed out in her written narrative that the lack of demand for the Kazakh language in her future had been creating certain challenges in learning Kazakh at school: "I think one of the difficulties was that I gradually lost the desire to improve my level of the Kazakh language, because I believe that it will not be useful to me in the future" (Anna, January 27, 2022). In addition, when asked about the role of Kazakh in her life five years from now, Anna got puzzled yet asserted that speaking this language did not align with her plans for the future.

Extract 2:

I think Kazakh will not play a role in my life in the future. Well, I sometimes contemplate it. In particular, right now, I am thinking, what if my life turns the other way and I will

regret it and think that I should have studied Kazakh. But in principle, now, I do not think that I will need Kazakh in the future, I do not plan on that. (Anna, January 27, 2022)

Anna's imagined identity as a non-user of Kazakh is apparent in Extract 2, where the participant is speculating about the possible outcomes of her limited investment in Kazakh at school. While pointing out that in her future, she may potentially regret not having effectively invested in the language provided that her plans and arrangements are not realized the way she expects, it is evident that it is precisely the future that Anna hopes and imagines having upon graduation that has had a direct influence on her disinvestment in learning the Kazakh language.

In a similar manner, another participant, Tanya, also a student in Grade 11, shared that Kazakh was not the language she envisioned herself speaking in the future. Therefore, holding onto the imagined identity as a prospective non-speaker of Kazakh, when she came across difficulties in learning Kazakh at school, she did not try to adopt a way to cope with them. Tanya reported that after a rather successful experience of learning Kazakh in elementary school, in secondary school, she started facing certain challenges, which she ascribed to the change of the Kazakh language instructor, whose teaching was less encouraging and effective than that of her elementary school instructor.

Extract 3:

And when I actually started experiencing difficulties, when I realized that I did not understand anything when I would come into the class, I simply decided to shut off from it. But I never tried to get rid of the challenges, because at that moment I came to realize that I will move abroad after graduating from school and will never speak Kazakh...In principle, it is a useless experience for me. Why would I need to know it and fill my head with it. (Tanya, February 1, 2022)

Extract 3 demonstrates how Tanya's imagined identity as a prospective non-speaker of Kazakh coupled with discouraging teaching practices resulted in the participant's further disinterest in investing in the language. In other words, it could be hypothesized that Tanya's teacher did not

provide an enabling environment for the student to invest in the Kazakh language, which consequently brought about a deliberate withdrawal of the learner's efforts.

Essentially, there is a commonality reported by the vast majority of the participants who believe that their future study plans and employment prospects would not demand knowledge of Kazakh. In particular, all the six student participants revealed their intentions of pursuing bachelor's degree in foreign countries, such as Russia, European countries, and the United States of America. Therefore, the participants reported the desire to retain their multilingual identities in the future by learning additional languages or expanding their knowledge of those that are already a part of their linguistic repertoire. For instance, in her written narrative, Karolina, who was in Grade 10 at the moment of data collection, shared that she imagined herself speaking Russian, English, and Korean in the future, while Masha's narrative writing revealed her wishes to improve her skills in English and learn Czech as she was considering a possibility to obtain education in the Czech Republic. Similarly, Alexandra spoke about her plans to master the German and English languages due to her plans to move to Germany for study purposes.

As the schoolchildren did not envision themselves being the speakers of Kazakh, they attributed a respective role to this language in their lives at present. It was revealed that the role, value, and influence of the Kazakh language were not enacted in their daily lives as the exposure to and the usage of the language barely extended beyond the language classroom at school. For instance, Alexandra, Grade 10, claimed that she did not regard Kazakh as a language but treated it merely as a school subject. While recognizing the importance of the Kazakh language on the state level, she did not assign a role to this language in her life as she revealed her plans to move to another country. Similarly, Masha reported that the role of Kazakh in her life was limited to classroom practices and occasional usage of the language when translating names of bus stops or

some items in a shop. Besides, two respondents (Karolina and Anna) affirmed that the role ascribed to Kazakh in their lives at present is powered by their aspiration to successfully complete the school program as well as by infrequent contact with the language outside the school. Thus, Anna, who is to graduate soon, highlighted that the central matter in relation to Kazakh at present is that of school examination, whereas Karolina asserted possessing sufficient speaking skills in the language to maintain a conversation in Kazakh on a bus or in a shop if needed.

In her professional experience, Karima has observed various attitudes of her learners towards the language. She, alongside other teachers of Kazakh as a second language in the schools with Russian medium instruction, gives the Kazakh lessons five hours a week to each cohort. When interviewed about her students' imagined identities, she asserted that many envision their future without the presence of the Kazakh language in it as they want to obtain a degree abroad. In particular, Karima felt emotionally downhearted, revealing that Kazakh is regarded as a school subject rather than an instrument of socialization by some students.

Extract 4:

Yes, simply as a subject. Of course, it is very unfortunate because I teach them so much. The government gives me 5 hours a week to teach Kazakh... And I tell my students, "You do not need to hire a tutor, there are five hours a week, we teach you for free, study, why don't you study?" There are students who do study, but they are very few. If there are 15 students in a class, only five will study. (Karima, February 6, 2022)

Overall, five student participants shared the imagined identity as prospective non-speakers of Kazakh, except for Victoria, Grade 10, who attributed an important role to Kazakh in her life both at present and in the future. It should be noted that Victoria's imagined identity shifted from a prospective non-speaker of Kazakh to a prospective speaker of the language when she transitioned to secondary school. She revealed that she did not understand the need to learn

Kazakh in elementary school since she could speak Russian. However, a change in her socialization practices and interaction with members of a community exposed to the language influenced her to reconsider the role Kazakh could potentially play in her life.

Extract 5:

Well, I think its role is big because we live in Kazakhstan, where we have to, first of all, study it for communication purposes so that we understand the people who do not know Russian. Also, we need Kazakh to get admitted to a university and for future employment. (Victoria, January 29, 2022)

Therefore, when asked about the languages she envisioned herself speaking in the future, in her narrative writing, Victoria mentioned Russian, Kazakh, and English and shared her aspiration to learn Italian. Despite her intention to move to Russia for further education purposes, she imagined that she would speak Kazakh when visiting her mother in Nur-Sultan or finding a job in Kazakhstan.

Overall, the findings revealed that the vast majority of Russian-speaking students in Grade 10 and 11 who participated in this study do not imagine themselves as prospective speakers of Kazakh. While attributing their imagined identity as non-users of the language to their aspirations to relocate abroad for educational and employment purposes, the participants reported treating the Kazakh language solely as a subject at school rather than as a socialization tool at this stage of their learning experience. In addition, it was revealed that the student participants, who already possess the knowledge of several languages, aspire to invest in their multilingual repertoire in the future. While five participants did not list Kazakh as the language they imagine using in the time ahead, Victoria shared imagining Kazakh to be one of the languages she plans to speak in her future. The following section discusses the community of the Kazakh language and its speakers as imagined by the research participants.

Imagined Community of the Kazakh Language and Its Speakers

In the previous section, the imagined identities of the six schoolchildren who participated in this study were introduced. While the vast majority of the research participants imagined themselves as non-speakers of Kazakh in the future, one participant revealed an imagined identity as a prospective Kazakh speaker. Thus, in line with the imagined identities presented in the previous section, this part of the chapter describes what the participants imagine about the Kazakh language, particularly regarding what they consider imaginable or unimaginable in relation to the language and community of its speakers. Notably, the findings revealed that some participants imagine the Kazakh language to be strongly associated with the history, appearance, culture, and customs of ethnic Kazakhs.

For instance, when discussing the contents of the textbooks through which Kazakh is taught at a Russian-medium school, one of the participants attributed certain topics to be more suitable and appropriate for the instruction of Kazakh, while other topics were described as unrelated ones.

Extract 6:

These days our textbooks have very difficult topics, which I believe do not fit the instruction of Kazakh. For example, right now, we are studying the topic of tourism. I think that such topics, like, renting accommodation, are not suitable for learning Kazakh. I mean, this is not the merit of the Kazakh language, they are just Russian texts translated into Kazakh which makes them difficult to understand...If we were taught through the topics that were closely linked to the Kazakh language and Kazakh culture, I believe it would be more appropriate rather than doing it through some third-party topics unrelated to the language and by translating such topics to a language which is alien to us. (Tanya, February 1, 2022)

Revealing a sensible critique of the complexity of the course contents, attitudinally, Extract 6 also reveals Tanya's standpoint with regard to what she imagines to be suitable and not suitable

in relation to the Kazakh language and its instruction. Remarkably, the participant does not find the topics such as the process of renting to be imaginable with regard to Kazakh. In other words, it is unimaginable for Tanya to learn about tourism and accommodation through the medium of the Kazakh language so as to employ this knowledge in further socialization practices. Imagining the Kazakh language as an entity solely bound to the discussion of the Kazakh culture, the participant disregards the prior function of this language as an instrument for socialization.

When discussing the contents of learning materials, another participant, Alexandra, shared an opinion that the information about political leaders displayed in the textbooks was excessive. Thus, she also suggested that it was necessary to spark the interest in Kazakh among young learners by delving into the life of ancestors, history, customs, and development of the Kazakh language.

It should be noted that such a perception of the language could be attributed to the contents and the instruction the schoolchildren had been exposed to while learning Kazakh in kindergarten and at school. Thus, when asked about the image of a person who speaks Kazakh, Anna reported that the image was associated with the historical figures whom she had been taught about through the textbooks.

Extract 7:

In the process of learning Kazakh following the school curriculum, there is a lot of information about prominent people, some great thinkers, Abai Qunanbaiuly, in particular. We even have a subject called Abaitanu. I think it is the image of the people who made a big contribution to our country, those who developed this language. Those who did not only learn the language themselves but also helped others in doing so.
(Anna, January 27, 2022)

In a similar fashion, another respondent, Karolina, revealed that her image of a Kazakh speaker was a tall, beautiful girl with dark hair: “I wanted to have dark hair because I really liked

the appearance of Kazakh girls at that time, and I aspired to be that girl when I was in elementary school” (Karolina, January 28, 2022). When asked the same question, Alexandra shared the memory of a Kazakh folk fairy tale cartoon named “Aldar köse” as an image associated with the Kazakh language since she had seen this cartoon many times as a child. Victoria’s image of a Kazakh speaker is that of her caretaker in the kindergarten who, despite being a woman of Russian origin, could speak Kazakh very well, which the student characterized to be “interesting and unusual” (Victoria, January 29, 2022).

In general, exploring the respondents’ perceived imagined community of the Kazakh language and its speakers provided significant information about possible limitations of the curriculum designing and prestige planning of the Kazakh language. In other words, looking into what the participants perceive and imagine in relation to Kazakh and its speakers is deemed crucial in understanding to what extent language learners are given possibilities to consider the membership of such communities to be imaginable for themselves. Recognizing an investment in an imagined community as an immediate investment in a learner’s imagined identity (Norton, 2013), it seems that one’s unwillingness to obtain a membership of a language’s community will single out the possibilities for a learner to desire to imagine themselves as a potential speaker of the language.

Research Question 2: How Do the Students’ Imagined Identities Influence Their Investment in Learning Kazakh at School?

This section provides three key themes drawn from the data in relation to the second research question, which was aimed at exploring the influence of the schoolchildren’s imagined identities on their investment in learning Kazakh at a Russian-medium school. Thus, it discusses the language learning investment throughout the student participants’ early (kindergarten and

elementary school years), middle (secondary school), and present (Grade 10 and 11) learning stages in relation to their corresponding investment in Kazakh. Since the learners' imagined identities were being reconstructed across time and space while studying at school, it is important for this study to elaborate on the learners' investment or disinvestment stirred by their dynamic identities development throughout the three central learning stages.

Early Learning Stage: Encouragement and Engagement

The study findings reveal that most of the students had a similar experience of learning Kazakh at the kindergarten and elementary-school level. Most students reported that learning was effective and uncomplicated during this phase. Apart from Karolina, all the students started learning Kazakh in a Russian-medium environment, whether in elementary school or kindergarten. However, for Karolina, the language of instruction in her kindergarten was Kazakh. She shared that she could speak Kazakh very well at that time, and her Russian-speaking parents sometimes did not understand her when she spoke Kazakh. When asked about the reasoning behind her parents sending her to a Kazakh-medium kindergarten, she shared that they wanted to make it easier for her further studies as her parents had experienced challenges while learning Kazakh at school. Overall, Karolina's positive experiences in learning Kazakh were maintained in elementary school, where she was assisted by her parents and supporting teachers. The participant recalled reading books in Kazakh during her early learning stage and shared memories of a positive classroom environment she had at that time.

Extract 8:

For example, in elementary school, when we had Kazakh lessons, the classroom was very spacious, the aura was very rich, there was a very interesting feeling before every lesson. I remember our teacher was not tall, she always smiled at us, explained the new material very well, and it was very interesting to come to every lesson. (Karolina, January 28, 2022)

Similar to Karolina, all the participants attributed their early Kazakh learning experiences to be uncomplicated and effective. The participants shared that teaching and learning took place in a game-like environment where the learning content was practiced through various engaging activities. To illustrate, in her written narrative, Masha claimed her early learning stage to be successful as she had begun studying Kazakh at the age of three in kindergarten, where she was taught songs and simple phrases in Kazakh. When in elementary school, Masha was encouraged by her teacher, although she revealed to have withdrawn her investment in learning the language in Grade 3.

Extract 9:

I think that our teacher in Grade 4 contributed to my efforts in learning Kazakh. She praised me for my success and did not mark my grades down. She helped me, although already in Grade 3, I stopped trying to learn the Kazakh language. Back in kindergarten, I was often told that I was good at reciting poetry in Kazakh and had no Russian accent, and because of this I liked learning Kazakh. (Masha, February 7, 2022)

In her narrative writing and interview, another participant, Tanya, revealed to have had a high investment in learning Kazakh in elementary school. At that time, she imagined becoming a confident speaker of Kazakh as well as obtaining membership in the Kazakh community as she revealed to have envisioned her future self, family, and children being immersed in the Kazakh culture. Tanya, whose father is of Slavic origin and mother is an ethnic Korean, shared to have enjoyed the Kazakh culture for its values, customs, and traditions as they were close to those cherished in her family. Moreover, the student revealed that her high investment in learning Kazakh in elementary school was surprising to her family. When asked about the factors for such interest in the language back then, Tanya attributed her investment to her teacher, who was very effective and supportive.

Extract 10:

In elementary school, it was a very successful experience for me, I really liked it. I had a really great teacher who instilled in me a love for the Kazakh language. I studied for every lesson, I tried to learn something by myself and made efforts to listen to music and watch TV in the Kazakh language. My parents and relatives were always surprised by such a zeal for this language that I had, because we don't have anyone in the family who speaks Kazakh, and in general, I don't have Kazakhs in my family. (Tanya, February 1, 2022)

In particular, when asked about the driving factors for her investment, Tanya very expressively highlighted how the admiration for the Kazakh culture affected her learning as well as hopes and plans she had for her future when she was in elementary school.

Extract 11:

Perhaps it was the factor of immersion in the Kazakh culture for me. I really liked this culture, I liked it when they told us about some customs or national games. I liked it when they talked about family values because it felt close to me. In my family, in principle, the family values are the same. I understood that this culture was close to me: from my childhood, I was instilled with the same values that the Kazakhs have, so it was just something native to me. I thought, "Well, yes, this culture is close to me," especially because I live in Kazakhstan and I can speak this language. I really wanted to stay here and always wanted to achieve something in Kazakhstan in order to develop this country. Because when I was little, I was told about what a prosperous country we have, that we have so many things, this wide land where you can create, and of course, I dreamed of becoming some kind of outstanding personality so that they would also talk about me, so that I could contribute to the development of my country. (Tanya, February 1, 2022)

Overall, all the participants revealed to have had a high investment in learning Kazakh during their early learning stage. The factors the schoolchildren attributed to having influenced their investment ranged from positive experiences connected with their first Kazakh language instructors to support from their families and personal interest in Kazakh that was instilled and developed in kindergarten and elementary school. Pertaining to the abovementioned factors, the

Kazakh teacher Karima shared her observation that schoolchildren's eagerness and subsequent investment are generally higher in elementary school as it is the phase where the students' parents are usually present and actively involved in their children's studying process. In addition, the teacher reported that the students' investment gradually declines once they enter Grade 5, which Karima characterized as a stage of a lesser involvement from the parents' side as well as a change in a language instructor in secondary school.

Middle Learning Stage: Teachers' Ineffectiveness and Increasing Complexity

It should be noted that the middle Kazakh learning stage is accompanied by the general transition of students from elementary to secondary school, which is commonly characterized by a drastic change in the overall learning environment. In other words, when shifting to secondary school in Grade 5, schoolchildren leave behind their teachers, classrooms, and learning conditions they grew accustomed to in elementary school. Therefore, all student respondents reported having faced certain learning challenges in relation to Kazakh in secondary school which resulted in a lesser investment in the language.

Although Victoria and Karolina faced some learning difficulties linked with increased demand for the Kazakh language course, the participants had a rather positive learning experience and were able to maintain their investment in learning the language in the middle learning stage, too. The withdrawal of investment demonstrated by the other schoolchildren during secondary school was reported to be linked to the increasing complexity of learning content and course expectations, which the students and the teacher participant, Karima, attributed to the ever-changing course curricula, as well as to the ineffectiveness of Kazakh teachers. To illustrate, Masha's positive learning experiences in relation to Kazakh from the early learning stages were replaced by the ineffectual conduct of her new Kazakh teacher in

secondary school. In her written narrative, the participant revealed that the teacher raised her voice at students when they failed to recite by heart the rules and poems they could not apprehend. Masha shared that she was yelled at and complained about by her teacher when she questioned the effectiveness of merely memorizing the materials. Thus, the middle learning stage for Masha was characterized by feelings of panic and fear of being reprimanded.

Extract 12:

In Grade 6, everything got even worse, I was transferred to another subgroup. The new teacher completely repulsed any desire to learn Kazakh. I have never experienced such panic and anxiety as I have during her lessons. She brought almost everyone in the class to tears at least once. Because of all these events, now I cannot memorize anything in Kazakh at all, everything just goes out of my head and nothing works out, and it's unlikely that it will ever work out. My mom thinks that after all these experiences I have some kind of a trauma, because of which I cannot learn Kazakh, and I no longer have the desire to try to. (Masha, February 7, 2022)

Notably, there is a commonality in the participants' experiences with new teachers in secondary school as it was found that the relationship the students established with their teachers had a direct influence on their subsequent investment or non-investment in the Kazakh language. In other words, since the majority of the schoolchildren in this research study regarded the Kazakh language only as a school subject, the role of a classroom environment, more specifically, teacher practices and teacher treatment, was particularly crucial. For instance, Alexandra affirmed that throughout her studies at school, her relationship with the Kazakh language and succeeding investment were shaped by the relationships she had with her Kazakh teachers. Another participant, Anna, reported having had rather positive experiences with teachers throughout her studies at school. When asked about possible reasons for Kazakh teachers to get angry with students, Anna hypothesized that the Kazakh teachers, who are usually

native speakers of the language and are ethnic Kazakhs, may experience bitterness due to the learners' unwillingness to invest in the language.

Extract 13:

Well, I don't know if this is the case everywhere or not, but it seems to me that in many schools, Kazakh is taught by people for whom it is a native language. And therefore, I don't know, maybe it upsets the teachers that we don't know something or that we don't want to learn something, that we don't understand something, that's why, well, all teachers sometimes get angry. (Anna, January 27, 2022)

In the case of Tanya, dissatisfaction with her new teacher in secondary school coupled with insensitive treatment of shaming encountered in public places resulted in the shift in her imagined identity as a future speaker of Kazakh to that as a non-user of the language and succeeding non-investment. Her teacher, who was reported to have had little investment in teaching, was demanding and demonstrated biased conduct toward speakers of Russian. In addition, Tanya, who, due to her Asian appearance is oftentimes wrongfully assumed to be Kazakh, revealed that people, usually elders, sometimes shame her for speaking Russian and not Kazakh in public. Such insensitive treatment has been a recurrent episode in her social experiences since the participant turned 10.

Extract 14:

When, for example, I ask for something in a shop and they respond to me in Kazakh, I say "I don't understand Kazakh, can you, please, answer in Russian?" Then a salesperson, as well as people from the queue, for instance, some seniors, would say "Oh, what a shame, how you live in Kazakhstan and do not know our language". (Tanya, February 1, 2022)

Overall, one of the main commonalities shared by the respondents during the middle learning stage is the influence of the Kazakh language teachers as well as their conduct in the classrooms on the decisions the students take in relation to investment or non-investment in

learning Kazakh. In her interview, Karima also shared her concerns about the influence of teachers on the learning environment.

Extract 15:

Frankly speaking, there may be some cons coming from the side of teachers, from our side. Maybe, we sometimes loosen our grip while teaching, maybe we get tired of learners when they ask something or when they do not perform well. When you try to be strict, speaking about the language, maybe it can be perceived as nationalistic. Our headmaster, who has big respect for the Kazakh language, says “If there are five hours of Kazakh a week, how come some children cannot speak it?” It is actually the very question that we think about a lot. (Karima, February 6, 2022)

Present Learning Stage: Disinvestment and Surrender

Concerning the current imagined identities of the schoolchildren participants discussed in the findings to the first research question, it was revealed that the majority did not envision themselves as potential speakers of Kazakh. Mainly, their limited contribution to studying the language at present was reported to be linked with their plans and hopes for their future as well as for the lack of exposure to the language and the absence of demand to speak Kazakh outside the language classroom. For example, when discussing her rather restricted investment in Kazakh, Anna drew a parallel between studying English and Kazakh to depict the absence of the exposure to the latter outside of school as the central hindrance toward a more thorough learning.

Extract 16:

As the majority want to move abroad, it is important that knowledge of a language is called for, like, for work or for communication purposes. If you move abroad, you need to communicate with the people in another country or to be able to simply live there. But in the case of Kazakh, I have been speaking Russian since my childhood and since there are no problems and no demand in learning Kazakh - I am not talking about acquiring the language just to an extent, but more so about mastering the language to the point of the

ability to speak it freely – I think there is no such a demand for that. (Anna, January 27, 2022)

Extract 17:

Well, I think, what hinders the learning is that I do not meet Kazakh in my everyday life outside of school. Social media is in Russian. I speak Russian to my friends... I am not exposed to Kazakh which I think is a detrimental factor to learning. But if I needed it, for example, if I had been working part-time somewhere where Kazakh was demanded, I believe, it would have positively influenced my learning. (Anna, January 27, 2022)

Karolina, who was able to speak Kazakh very well in her early learning stage, shared that the demand for this language in her life gradually decreased as she had been immersed in a predominantly Russian-speaking environment ever since she had entered school. While Karolina revealed that her speaking abilities were enough to maintain day-to-day interactions with the speakers of Kazakh on a bus or in a shop, she also emphasized that the need to speak Kazakh was declining since “even ethnic Kazakhs speak Russian” (Karolina, January 28, 2022).

Similarly, when reporting that her social circle consisted mostly of her friends of Kazakh origin, Tanya emphasized that since they also spoke Russian, she did not have anyone to speak Kazakh with.

In addition, Masha also revealed that socialization practices did not encourage her to invest in Kazakh as none of her friends planned to live in Kazakhstan or learn the Kazakh language. While she acknowledged the active promotion of Kazakh in mass media, she claimed that such activities had never encouraged her to study the language. Remarkably, while being able to get by with the knowledge of Russian as a student at school, Masha shared her belief that finding a job in Kazakhstan in the future would be challenging for her.

Extract 18:

I do not see myself living in this society. I mean, at some point, I do not have a choice of living here because even if I want to get employed here, even as a salesperson in a shop, I

will still have to know Kazakh. You have to know Kazakh everywhere, so it turns out I do not have a future here, therefore, I do not imagine such a future for myself. (Masha, February 7, 2022)

While the participants shared that the lack of exposure and requirement of Kazakh outside of school discouraged them from taking action to learn the language, Victoria reported that immersion in the environment where Kazakh was spoken served as a stimulating factor for her.

Extract 19:

One of the factors was probably that when everyone in the class speaks Kazakh, and you are the only one who cannot, it stimulates you so that you are not thought less of. This is probably the only factor. (Victoria, January 29, 2022)

Another participant, Alexandra, reported a similar view in terms of the factors that could potentially increase her investment in learning Kazakh.

Extract 20:

Well, while shopping, you sometimes hear people speaking Kazakh, although rarely, but sometimes you hear people speaking Kazakh in the street. And so when you do not understand the language, you want to study it. Even though it happens, it is a very rare occurrence. (Alexandra, February 15, 2022)

The teacher of Kazakh, Karima, highlighted the importance of social environment, such as family and friends as variables playing a crucial role in her students' experiences of learning Kazakh at school. More specifically, discussing the influence of a family on the actions students undertake toward investing or not investing in learning the Kazakh language, Karima asserted that there is a direct dependence between the position a student's parents have toward a language with that of a student.

Extract 21:

For instance, a student may say "I do not need the Kazakh language. Kazakh is needed in Kazakhstan, and I am leaving Kazakhstan". Some students want to leave abroad, so they

say that they do not need Kazakh. I believe that these are the words of students' parents. If parents say such things, children will not find the need to study certain things. For example, a good-performing student, influenced by such words, will demonstrate a drastic decrease in their performance. As I said, everything starts with a family. The attitude learners have toward a language is dependent on the attitude their parents have toward that language because children are flexible, they are like plasticine. (Karima, February 6, 2022)

Such an assertion is exemplified by Alexandra who discussed her parents' influence on her language learning experience as follows: "My parents say that if I want to stay here in Kazakhstan, I need to study Kazakh, but if I want to move away, it is important to concentrate on learning a foreign language" (Alexandra, February 15, 2022). While Karima revealed that such attitudes bring about certain challenges to the process of learning and teaching, she reported having attempted to tackle such issues by communicating openly with her students.

Extract 22:

I tell my students "Children, tomorrow you will leave school, in order to keep a good relationship among us, let us at least try, I will accept any answer you give me, let us show some respect and awaken some patriotic feelings. It starts within our families. Let us try to change our attitudes toward the language". It seems that students understand me, however, since it wasn't like that from the beginning of their learning journeys, there are such difficulties. (Karima, February 6, 2022)

Overall, it was revealed that all the participants shared an understanding that the environment a learner is immersed in plays a significant role in their investment or non-investment in a language. In other words, the student participants and the teacher respondent were unanimous in the opinion that the lack of students' exposure to Kazakh outside the language classroom, as well as favorable conditions that enable and celebrate the usage of Russian in various social domains, contribute to the decisions learners make with regard to non-investment in Kazakh. Accentuating the influence of social factors, Karima asserted: "When we

go outside, we speak Russian. We have the environment, but the relationships in this environment are being established in Russian” (Karima, February 6, 2022).

Conclusion

Summing up the findings in this study, it was found that the majority of the Russian-speaking schoolchildren who participated in this study revealed an imagined identity as potential non-speakers of the Kazakh language. Notably, this imagined identity appears to be constantly in flux and inconsistent throughout the participants’ schooling journey. For the sake of analysis, the researcher has mapped such influx in different stages: early, middle, and present learning stages. As illustrated in the preceding chapter, some participants reported to have shifted from an imagined identity as a speaker of Kazakh to that as a non-speaker or vice versa under the influence of various factors.

The early learning stage is commonly characterized by active engagement and interest in learning the language that the teacher participant asserts to be generally inherent in the learning practices of schoolchildren in elementary school. The students reported to have made higher investment in the Kazakh language, mobilized largely because of effective teaching and support that they received from their parents and first language instructors. In contrast, the middle learning stage is described as a period of tension and complexities. In other words, as a part of general learning challenges caused by the transition from elementary to secondary school, the participants recollected facing difficulties stirred by the increased complexity of the content materials of the Kazakh course as well as by ineffective teaching and biased conduct of their language instructors. Therefore, the vast majority of student participants revealed to have withdrawn their investment in Kazakh during the middle learning stage. Finally, the present

learning stage is characterized by the participants' limited investment stimulated by their aspirations to obtain education and develop their careers outside of Kazakhstan.

The findings revealed that the learners' plans and desired affiliations in the future do not call for the knowledge of Kazakh, therefore, at the current stage, their investment in the language is confined to the completion of the school program. In addition, the students report their socialization practices which are carried out in the Russian language as another detrimental factor for the need to invest in Kazakh. It is important to note that while one student participant listed Kazakh as the language she imagines herself speaking in the future when visiting Kazakhstan or for further employment purposes, no differences in the investment in the Kazakh language were revealed in comparison with that of the students who do not imagine using the language in the future.

Chapter 5: Discussion

The preceding chapter presented the main findings from the qualitative data gathered from the six student participants' narrative writings as well as from semi-structured interviews conducted with the student participants and one Kazakh language teacher. To attain the purpose of the current study which lies in exploring the influence of schoolchildren's imagined identities on their investment in learning the Kazakh language in a Russian-medium school, the following research questions were developed:

1. What are the imagined identities of students while learning Kazakh at school?
2. How do the students' imagined identities influence their investment in learning Kazakh at school?

Overall, the findings reveal that despite the commonality in the schoolchildren's present imagined identity as a non-speaker of Kazakh, their imagined identities and consequent investment in Kazakh varied across shifting learning stages. In particular, their language learning trajectories were also characterized by the influence of different variables in their respective situated contexts. This chapter, therefore, is dedicated to the discussion of the findings through the prism of literature pertaining to the topic of the study and the conceptual framework presented in the literature review.

In particular, in this study it was found that there are two driving factors which are influential in language learners' identity construction and concomitant language investment, namely macro-and micro-level forces. While the macro-level forces concern the influence of language learners' socialization including that with their peers, government, media, and family, the micro-level forces deal with variables such as classroom environment, teaching, classroom resources, and curriculum. Thus, the following sections first discuss the participants'

disinvestment in Kazakh in relation to their imagined identities and imagined communities. After that, the findings are considered in light of the influence of micro and macro-level forces at play in learners' identity construction and investment in the Kazakh language.

Limited Investment in Kazakh: Learners' Imagined Identities and Imagined Communities

The findings reveal that five out of six student respondents arrived at the final stage of their learning trajectories at school with a pursuit of not using the Kazakh language in their future. Notably, the participants indicated their plans to relocate to foreign countries for studies as one of the factors for their current investment in Kazakh to be constrained to inactive participation in the context of the school program or to have been withdrawn completely. Imagining their prospective destinations abroad where Kazakh is not spoken, the students constructed certain imagined communities and identities elsewhere, thereby choosing to invest in other languages while questioning the usefulness and practicality of investing in Kazakh. As can be seen from the analysis, the learners' desired image and understanding of themselves is that of students and residents of other countries, such as Russia, the USA, and the countries of Europe; thus, these identities projected for the future have significantly impacted the students' agency leading them to make deliberate decisions with regard to disinvestment in the Kazakh language.

The participants' selective allocation of their resources and efforts toward certain educational practices and deliberate reluctance to invest in others could be explained by Wenger's (1998) assertion that our identities are not only structured through the practices we participate in, but also by those that we abstain from. Therefore, "our identities are constituted not only by what we are but also by what we are not" (Wenger, 1998, p. 164). In this regard, it could be argued, that by refraining from participating in the educational practices associated with the Kazakh language, the students were investing in the construction of their identities. Seen in

this light, the participants' intentional withdrawal of efforts from learning Kazakh potentially brought them closer to the imagined identities they invest in elsewhere in relation to other languages and desired imagined communities they wish to become affiliated with. In this connection, it could be argued that identity formation in relation to Kazakh as L2 and its offerings are seen as less attractive by the participants than those offered by other languages.

Overall, the students' limited efforts toward Kazakh stirred by their individual aspirations for themselves in the future seem to explain Norton Peirce's (1995) argument that investment in a language takes place with an understanding that it will bring a broader range of symbolic and material resources anticipated to enhance the value of learners' cultural capital and social power. The current study, in turn, provides significant evidence of learners' disinvestment due to the perceived unlikelihood of landing a valuable payback from the investment in Kazakh.

The findings of this study also illustrate that a desire for membership in an imagined community associated with a certain lifestyle the students imagine to lead in the future has been one of the central influences of the learners' disinvestment in Kazakh. Remarkably, although one participant expressed that she may regret her disinvestment in Kazakh in the future, her desired sense of self and the community she imagines attaining membership of were inhibiting factors in her investment in the language. This finding resonates with the claim that despite imagined communities and identities being neither visible nor tangible, they are "no less real than ones in which learners have daily engagement and might even have a stronger impact on their current actions and investment" (Kanno & Norton, 2003, p. 242). Similarly, in the study about Korean immigrants in Canada, Song (2010) revealed that the participants placed their imaginations in the practice of their daily lives and linked with communities outside their situated and immediate realities.

In addition, studying the participants' identity construction and subsequent investment in terms of their early, middle, and present learning stages, allowed for the recognition of central variables that either encourage or inhibit the participants' imagination with respect to their L2 identities formation and investment in the Kazakh language. As the findings suggest, the transition from a positive experience in the early learning stage toward a more challenging phase the participants encounter in the middle stage shed light on the issues of classroom practices. Therefore, the following section discusses the influence of micro-level forces on the participants' limited investment in the Kazakh language that is aptly demonstrated in secondary school.

Limited Investment in Kazakh: The Influence of Micro-Level Drivers

This section takes a look at the influence of classroom practices, namely micro-level forces, including variables such as classroom environment, teaching, classroom resources, and curriculum. As seen from the findings, the participants' selective and strategic investment in their linguistic repertoire is influenced by the exercise of a learner agency in response to specific contextual conditions. Conceptualized as a "socioculturally mediated capacity to act" (Ahearn, 2001, p. 112), the learner agency was demonstrated when Anna, Alexandra, Tanya, and Masha intentionally withdrew their investment during the middle learning stage. While the increasing complexity of the course content and course expectations brought about various learning challenges during secondary school, the participants were not able to rely on their language instructors' support due to their discouraging practices and biased conduct. The teaching approach that was encountered by the participants in secondary school did not seem to extend beyond a mere transfer of linguistic knowledge in comparison with a more engaging classroom environment in elementary school that had resulted in a higher investment. Feared by being reprimanded or scolded by their teachers, some participants adopted a utilitarian attitude by

investing in the tasks, e.g. memorizing the materials, solely with the aim of meeting course expectations while sacrificing the comprehension of the studied content.

Overall, not having been encouraged to develop language learning strategies, seen as learners' deliberate actions for "active, self-regulated improvement of language learning" (Oxford et al., 2014, p. 30), that could help them deal with academic hardships, Masha and Tanya agentively took a turn toward resistance to the Kazakh language which has been maintained onward. Seen in this light, it could be argued that language instructors, while being the main gatekeepers to the L2 community for language learners, became the very source of the participants' resistant acts, diminishing their possibilities to develop effective investment in learning the Kazakh language.

Unlike Anna, Alexandra, Tanya, and Masha, two other participants, Victoria and Karolina, reported to have maintained their investment in Kazakh during the middle learning stage, and one of the contributors to that has been an overall positive classroom environment in secondary school. As reaffirmed in the findings of this study, the contribution of a teacher is a central force toward effective education. Therefore, it is of high importance to study ways that could facilitate teachers' personal and professional development in order to create the conditions for their work to be more effective, gratifying, and acknowledged.

As Kanno (2003) claims that "schools are powerful social agents that can create images of communities for their children's future and give these visions flesh and blood" (p. 295), it could be argued that the curriculum and teaching practices encountered by the participants did not provide them with the opportunities to develop a potent imagined identity as a fluent Kazakh speaker, which could have resulted in a more comprehensive investment in their Kazakh learning. Similarly, other studies also suggested that social intuitional practices and arrangements

may hinder or enable language learners' possibilities for identity construction (Kanno & Norton, 2003; Norton & Toohey, 2011; Wu, 2017). Moving from the influences of the micro-level, the next part of the chapter discusses the socialization variables at play in the participants' Kazakh language learning.

Limited Investment in Kazakh: The Influence of Macro-Level Drivers

This section looks into the influence of macro-level forces inclusive to socialization with peers, government, media, and family. It should be noted that unlike the body of literature conducted in the context with regard to English as L2, where language learners' livelihood in a foreign country may have depended on their mastery of L2 (Hajar, 2017; Norton Peirce, 1995; Norton, 2001; Song, 2010), in this study, the Russian-speaking participants' disinvestment in Kazakh hardly ever restrains their participation in situated communities in which the Russian language enjoys soft power. Remarkably, the respondents revealed that their socialization practices (e.g., communication with friends, family, and interaction with media) are carried out in Russian highlighting their very infrequent contact with Kazakh. According to Fierman (2005), during the Soviet period, acquisition of Kazakh was a prevailing problem in the urban areas. As seen from the findings of the current study, the problem of insufficient skills of Kazakh among urban populations may still continue to be a challenge in contemporary Kazakhstan.

Evidently, three decades through independence of Kazakhstan, the state language of the country is still not the desired language for socialization used by the Russian-speaking representatives of nontitular ethnic groups in Nur-Sultan. This raises an issue of language policy and planning which governments undertake so as to "influence, if not change, ways of speaking or literacy practices within a society" (Baldauf Jr. & Richard, 2004, p. 1). Despite the activities, such as, language-in-education policies, status-planning, prestige-building, and corpus-planning,

undertaken by the Kazakhstani government in attempts to revitalize the Kazakh language (Smagulova, 2021), the findings reveal that the exercised measures may have not penetrated all the communities within the population of the country in the same way.

Another such example is the prestige or image planning. As suggested in previous studies, a high sociocultural value of the target language is linked with higher language investments among language learners. For instance, in Wu's (2017) study of three high-achieving EFL learners in Taiwan, the socio-cultural value of English that is perceived as a language with more prestige and possibilities became a source of influence that changed the participants' imagined identities toward those encouraging a more pronounced investment in the language. As Blackledge (2005) asserts, language ideology, power dynamics, and political influence all play a role in language choice. A high-status language has political and cultural capital, and, like a highly valued monetary currency, everyone wants to study it for professional, socioeconomic, or sociocultural gain (Evans, 2016). In this connection, the findings of this study raise an issue of such a value of the Kazakh language that needs to be addressed further.

Moreover, as seen from the findings, the respondents in this study strongly associate the Kazakh language with the Kazakh ethnicity, its history, culture, and even the appearance of ethnic Kazakhs. Connecting Anderson's analysis of imagination as a social process to the problem of language policy and planning, it is worth mentioning that authorities have the power to "do the imagining for the rest of their fellow citizens, offering them certain identity options and leaving other options" as inconceivable (Pavlenko & Norton, 2007, p. 590). Thus, it could be hypothesized that the exercised language policy and planning activities with regard to increasing the number of speakers of the Kazakh language did not expand the image of a Kazakh language

speaker to that which is inclusive toward various ethnic identities, their history, culture, and appearance.

Another variable of the macro-level is family. The findings revealed a significant role parents play in their children's investment in the Kazakh language. As affirmed by the Kazakh teacher, Karima, the students' parents' beliefs about L2 and their overall involvement can either encourage or disable language learners from investing in certain educational practices. In particular, in her professional practice, Karima has witnessed the parents' standpoint in relation to Kazakh as the language their children would not need in the future. Attitudinally, it could be argued how such parental beliefs may restrict language learners from forming a more powerful imagined identity with regard to the Kazakh language that could result in concomitant high language investment. To illustrate, Teng's (2019) study on learner identity and investment of three Chinese college students majoring in English, demonstrates how one of the participants' parents' idea of perceived benefits in learning English became one of the factors that encouraged her to choose English as a college major. This, in turn, reaffirms a strong link between parents' influence on their children's imagined identity formation and their investment in L2.

Conclusion

This chapter discussed the major findings of the study. These include the participants' limited investment stirred by their imagined identities and imagined communities, and the influence of micro-level and macro-level forces on the identity formation and language investment. It was discussed that alongside the identities the participants imagine for themselves in the future, their limited investment is as well explained through the prism of the factors inherent to socialization and classroom practices. Thus, teacher practices and curriculum that significantly impact the overall classroom environment were discussed as the central micro-level

variables. As for the macro-level driving forces, the soft power of the Russian language, language policy and planning enacted by the government, and the influence of the schoolchildren's families on their L2 investment were discussed. This chapter, therefore, illustrated the dynamic and continually changing nature of identity and its influence on language investment manifested in the trajectories undertaken by learners to achieve their L2 goals.

Chapter 6: Conclusion

The previous chapter discussed the major findings drawing on the data obtained from the narrative writings and semi-structured interviews conducted with six student participants and one Kazakh language teacher. As this study was aimed at exploring the influence of schoolchildren's imagined identities on their investment in studying Kazakh at a Russian-medium school, the following research questions were put forward:

1. What are the imagined identities of students while learning Kazakh at school?
2. How do the students' imagined identities influence their investment in learning Kazakh at school?

Therefore, this chapter presents the main conclusions and limitations of this study. After that, implications for further research and recommendations for different stakeholders are made.

Main Conclusions of the Study

Firstly, this study provided significant evidence to the claim that language learners' identities and communities constructed in their imagination are as influential in their concomitant L2 investment as their actual practices in situated communities are. It was found that the participants' imagined identities, being in a state of flux, appeared to be fluid and somewhat dynamic throughout their overall experience of learning Kazakh at school. Such imagined identity construction processes and their subsequent influence on language learning investment were best illustrated in the context of three learning stages: early, middle, and present.

Thus, during the early learning stage, the participants were generally engaged and interested in learning the Kazakh language. Most of them reported to have had a pronounced imagined identity as a Kazakh speaker and envisioned attaining fluency in this language in the future. However, there occurred a shift from an imagined identity as a speaker of Kazakh toward

that as a non-speaker of the language. As the middle learning stage appeared to be the period of tension and challenges sparked by the increased complexity of the Kazakh language course and ineffective teaching, the majority of the schoolchildren agentively withdrew their investment in Kazakh. This exemplifies the participants' exercise of learner agency in response to specific contextual conditions.

Notably, the resistance toward Kazakh, strongly marked in Masha and Tanya's cases, has been maintained by the two participants up to the present learning stage. In general, the present learning stage is characterized by the participants' limited investment or its withdrawal due to their future plans to move abroad and become students and residents of foreign countries where Kazakh is not used. Therefore, at the final learning stage, the desired sense of self and the sense of belonging to certain communities that the participants construct in their imagination have been the dominant factors leading to disinvestment in the Kazakh language.

However, as the second conclusion suggests, across the three learning stages, the participants' imagined identities were also subject to the influences of classroom practices, which this study defines as micro-level forces. In particular, the transition from positive learning experiences the participants had in the early learning stage to the challenges encountered during the middle stage attests to the role of the micro-level variables. These include classroom environment, teaching, classroom resources, and curriculum. It is argued that these factors play a substantial role in the formation of imagined identities by either restricting or empowering language learners to develop a range of identities to attain comprehensive investment in learning the Kazakh language. In the case of this study, ineffective teaching practices and biased conduct of language instructors resulted in the learners' diminished possibilities to develop effective investment in the Kazakh language.

Another substantive conclusion concerns the influence of socialization. It was found that all the participants unanimously believe that the environment in which a learner is immersed, can potentially play a significant role in their investment or disinvestment in L2. In this connection, the participants' limited investment in Kazakh was also analyzed through the prism of the following variables: socialization with peers, government, media, and family. Thus, it was revealed that family appears to be a powerful influence on the participants' investment in the Kazakh language that either encourage or limit them from participating in certain educational practices. As stated by the teacher participant, parental beliefs and attitudes toward Kazakh are directly demonstrated in their children's investment in the language. To illustrate, one of the participants shared her parents' belief that if she wants to stay in Kazakhstan, she needs to invest in this language, but if she wants to move abroad, she should concentrate on other foreign languages.

In addition, all the participants report the lack for the need to invest in Kazakh to be due to the strong presence of the Russian language in their socialization practices (communication with peers and family, engagement with the media, etc.). In this regard, it was argued that the language policy and planning measures may have not been successful enough to address the problem of insufficient skills of Kazakh among urban populations. The schoolchildren's perceived idea of Kazakh as of the language related solely to the Kazakh ethnicity, its history, culture, and the appearance of ethnic Kazakhs could also signal ineffective image planning policies. Evidently, image planning activities did not illustrate a Kazakh language speaker as one whose image encompasses individuals of various ethnicities, cultures, and appearances. This, in turn, may potentially decrease the learners' possibilities to develop powerful imagined identities and investment in relation to the Kazakh language.

Overall, the implementation of the framework of imagined identities and investment delineated the unique experiences encountered by the Russian-speaking schoolchildren while learning Kazakh. This study also provided sufficient evidence to demonstrate the influence of imagined identities to disinvestment in L2. Moreover, it highlighted the micro-and macro-level contextual factors that can be influential in the processes of identity development and concomitant language investment.

Limitations and Implications for Further Research

Deploying from the central findings drawn from this study, this section considers its limitations. One of the limitations of this study lies in the small sample size. Due to the worsening of the epidemiological situation sparked by the COVID-19 outbreak at the moment of data collection, in January 2022, the researcher could not personally attend the research site for recruitment purposes. Consequently, these circumstances forced the researcher to reduce sample size considering the challenges involved with recruitment of participants remotely. Another limitation concerning the epidemiological situation lies in the inability to adopt observation as a data collection instrument which could provide unique data of the participants' learning experiences. Overall, the limitations do not allow for the findings obtained in this study to be representative of other students' experiences of learning Kazakh in a Russian-medium school. Furthermore, the study may be limited due to the lack of empirical research on imagined identities and investment conducted in the setting of the Kazakh language.

Considering the findings and limitations of this study, implications for further research are put forward. First, longitudinal research exploring the influence of Russian-speaking schoolchildren's imagined identities on their Kazakh learning could be conducted with a bigger number of research sites and larger sample size. With different forms of research design and data

collection instruments, more research may be conducted at various educational institutions across various levels. To illustrate, a mixed-method approach might be utilized to look into correlations and varied patterns of the studied phenomena in different parts of the country. A questionnaire survey and classroom observations might help reveal more interesting insights. Furthermore, since the participants' imagined identities and concomitant investment were different across early, middle, and present learning stages, the studies exploring Russian-speaking schoolchildren's experiences of learning Kazakh during specific learning stages could be conducted to get an in-depth understanding of the influence of various variables on language learning.

Recommendations

Based on the results and conclusions of this study, this section puts forward the following recommendations for stakeholders. First, as demonstrated in the findings, the participants' imagined identities profoundly guided them to make deliberate decisions with regard to their language investment or disinvestment, thereby, reconstructing their Kazakh learning trajectories. Thus, it is recommended that language teachers study and take into consideration their learners' imagined identities in order to develop engaging learning materials that would encourage the students to relate their personal, educational, and professional aspirations to language acquisition. It is also recommended for policymakers and language teachers to critically review the Kazakh language curriculum and teaching practices to identify whether they would encourage or limit students' imagination in relation to the studied language.

Admittedly, the role of a language teacher is crucial in learners' effective acquisition of a target language. Therefore, in order to create conditions for effective teaching and learning experiences, it is important to conduct more research on the ways to facilitate teachers' personal

and professional development. In addition, teachers need to be reminded and sensitized to the fact that in the context of the language classroom, it is they who hold the agency of implementing transformative pedagogical practices that will provide their learners with various possibilities for identities development and will engage with the learners' imagination to attain high language investment.

At policy level, teacher training may be useful for teachers; particularly that educating teachers about the significance of investment as a critical conceptual/theoretical construct in their overall teaching and learning scheme. This is deemed important for there is an array of complex reasons and variables at play in either students' investment or disinvestment in Kazakh language learning. Finally, it is suggested for policymakers to revisit the language planning and policy activities and develop measures to further promote the sociocultural, economic, and political value of the Kazakh language.

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Appendix A

Guiding Questions for the Written Narratives

1. Please, share some general information about yourself and your family (e.g., where you come from, your parents' occupation, your family composition, etc.).
2. What languages do you speak? (e.g., at home, at school, with your friends from school, with your friends outside of school, etc.)
3. When and how did you start learning Kazakh?
4. What factors (things/experiences/events/people, etc.) have best promoted your efforts to learn Kazakh at school?
5. What factors (things/experiences/events/people, etc.) have discouraged your efforts to learn Kazakh at school?
6. Have you ever had any challenges in learning Kazakh at school?
7. If so, how did these challenges affect your effort to learn Kazakh at school?
8. How would you rate your Kazakh proficiency as of today?
9. Please, describe your overall experience of learning Kazakh at school in a few sentences (Think about how the classroom environment, teacher, teaching materials, etc. could positively or negatively affect your learning of the Kazakh language at school).
10. What do you imagine yourself doing in 5 years from now? (E.g., what you do, where you live and work/study, what languages you speak, etc.)

Жеке Эсселерге арналған Сұрақтар

1. Өзіңіз және отбасыңыз туралы жалпы ақпаратпен бөлісіңіз (мысалы, сіз қайдансыз, ата-анаңыз не істейді, сіздің отбасыңыздың құрамы қандай және т.б.).
2. Сіз қандай тілдерде сөйлейсіз (мысалы, үйде, мектепте, мектептегі достарыңызбен, мектептен тыс достарыңызбен және т.б.)?
3. Қазақ тілін үйренуді қашан және қалай бастадыңыз?
4. Мектепте қазақ тілін үйренуге қандай факторлар (оқиғалар, адамдар және т.б.) жақсы ықпал етті?
5. Мектепте қазақ тілін үйренуге қандай факторлар (оқиғалар, адамдар және т.б.) кедергі болды?
6. Мектепте қазақ тілін үйренуде қиындықтар болды ма?
7. Егер солай болса, бұл қиындықтар мектепте қазақ тілін үйренуге қалай әсер етті?
8. Сіз қазақ тілін білу деңгейіңізді қалай бағалар едіңіз?
9. Жалпы мектепте қазақ тілін үйрену тәжірибеңізді бірнеше сөйлеммен сипаттаңыз (сыныптағы атмосфера, мұғалім, оқу-әдістемелік құралдар т.б. мектептегі қазақ тілін үйренуге қалай оң немесе теріс әсер ететіні туралы ойланыңыз).
10. 5 жылдан кейін не істеймін деп ойлайсыз (мысалы, сіз қандай іспен айналысасыз, қайда тұрасыз, қандай жұмыс жасайсыз / оқисыз, қандай тілде сөйлейсіз және т.б.)?

Вопросы для Письменных Повествований

1. Поделитесь, пожалуйста, общей информацией о себе и своей семье (например, откуда Вы, чем занимаются Ваши родители, состав Вашей семьи и т. д.).
2. На каких языках Вы говорите (например, дома, в школе, с друзьями из школы, с друзьями вне школы и т. д.)?
3. Когда и как Вы начали учить казахский язык?
4. Какие факторы (случаи/события /люди и т. п.) лучше всего способствовали Вашему старанию в изучении казахского языка в школе?
5. Какие факторы (случаи/события /люди и т. п.) препятствовали Вашим усилиям в изучении казахского языка в школе?
6. Были ли у Вас сложности при изучении казахского языка в школе?
7. Если да, то как эти сложности повлияли на прилагаемые Вами усилия в изучении казахского языка в школе?
8. Как бы Вы оценили уровень своего владения казахским языком на сегодняшний день?
9. Пожалуйста, изложите в нескольких предложениях Ваш опыт изучения казахского языка в школе в целом (Подумайте о том, как атмосфера в классе, учитель, учебные материалы и т.п. могли позитивно или негативно повлиять на Ваше изучение казахского языка в школе).
10. Чем, по-Вашему, Вы будете заниматься через 5 лет (Например, какой деятельностью Вы занимаетесь, где живете, работаете / учитесь, на каких языках говорите и т. п.)?

Appendix B

Interview Protocol

Time of interview:

Date:

Place:

Researcher: Saltanat Dochshanova

Participant: Student

Questions:

1. Background questions based on the individual essay.
2. How would you describe your relationship with the Kazakh language (i.e. its role, value or influence in your life)?
3. How would you define the role of the Kazakh language in your life in the past and today?
4. When you started learning Kazakh, what image or identity did you envision for yourself as a potential speaker of the Kazakh language?
5. How has that image constructed in your imagination changed over time while learning Kazakh at school?
6. What factors have stimulated your efforts to learn Kazakh at school?
7. How has the classroom environment (e.g., teachers, teaching methodology, learning materials, etc.) encouraged or discouraged your efforts to learn Kazakh at school?
8. How have other external factors (e.g., socialization, family, media, friends, etc.) encouraged or discouraged your efforts to learn Kazakh at school?
9. When you imagine your future self, what role does the Kazakh language play in your desired future self's life?
10. Other relevant questions.

Сұхбат Протоколы

Интервью уақыты:

Күні:

Өткізу жері:

Интервьюер: Салтанат Доцанова

Сұхбат алушы: Оқушы

Сұрақтары:

1. Қатысушының жеке эссесіне негізделген жалпы сұрақтар.
2. Сіз қазақ тіліне деген көзқарасыңызды қалай сипаттар едіңіз, яғни, оның сіздің өмірдегі рөлі, маңызы немесе әсері?
3. Сіздің ойыңызша, бұрын қазақ тілінің сіздің өміріңіздегі рөлі қандай болды? Сіздің ойыңызша, қазақ тілінің бүгінгі өміріңізде алатын орны қандай?
4. Сіз қазақ тілін үйренуді бастаған кезде, сіз қазақ тілінде сөйлейтін адамның қандай бейнесін елестеттіңіз?
5. Мектепте қазақ тілін оқу барысында бұл ойдан шығарылған бейне қалай өзгерді?
6. Мектепте қазақ тілін үйренуге талпынуыңызға қандай факторлар ықпал етті?
7. Сыныптағы атмосфера (мысалы, мұғалімдер, оқыту әдістері, оқу материалдары және т.б.) мектепте қазақ тілін үйренуге талпыныстарыңызды қалай жеңілдетті немесе кедергі келтірді?
8. Басқа сыртқы факторлар (мысалы, әлеуметтену, отбасы, БАҚ, достар және т.б.) мектепте қазақ тілін үйренуге қалай көмектесті немесе кедергі келтірді?
9. Өзіңізді болашақта елестеткенде, қазақ тілі сіздің өміріңізде қандай рөл атқарады?
10. Басқа қатысты сұрақтар.

Интервью Протокол

Время интервью:

Дата:

Место:

Интервьюер: Салтанат Доцанова

Интервьюируемый: Студент

Вопросы:

1. Общие вопросы на основе письменного повествования участника.
2. Как бы Вы описали свое отношение к казахскому языку, т.е. его роль, ценность или влияние в Вашей жизни?
3. По-Вашему, какова роль казахского языка в Вашей жизни в прошлом и сегодня?
4. Когда Вы начали изучать казахский язык, какой образ человека, говорящего на казахском языке, Вы себе представляли?
5. Как этот образ, созданный в Вашем воображении, изменился с течением времени во время изучения казахского языка в школе?
6. Какие факторы способствовали Вашим усилиям в изучении казахского языка в школе?
7. Как атмосфера в классе (например, учителя, методика преподавания, учебные материалы и т. п.) способствовала или препятствовала Вашим усилиям в изучении казахского языка в школе?
8. Как другие внешние факторы (например, социализация, семья, средства массовой информации, друзья и т. п.) способствовали или препятствовали Вашим в изучении казахского языка в школе?
9. Когда Вы представляете себя в будущем, какую роль казахский язык играет в Вашей жизни в будущем?
10. Другие актуальные вопросы.

Interview Protocol

Time of interview:

Date:

Place:

Researcher: Saltanat Dochshanova

Participant: Teacher

Questions:

1. Please, share some general information about yourself and professional experience.
2. In general, how would you describe the process of teaching and learning the Kazakh language at a Russian-medium school?
3. How would you rate the proficiency in the Kazakh language among the graduating students at a Russian-medium school?
4. What challenges do you face while teaching Kazakh at a Russian-medium school?
5. In your opinion, what challenges do your Russian-speaking learners face while learning Kazakh?
6. How would you define the role of the Kazakh language in the life of your learners?
7. Based on your experience, what aspirations or desired future affiliations encourage learners' effort to learn Kazakh at school?
8. Based on your experience, what aspirations or desired future affiliations discourage learners' effort to learn Kazakh at school?
9. What other factors have encouraged or discouraged your learners' efforts to learn Kazakh at school?
10. In your opinion, how does the classroom environment (e.g., teachers, teaching methodology, learning materials, etc.) encourage or discourage your learners' efforts to learn Kazakh at school?
11. In your opinion, how do other external factors (e.g., socialization, family, media, friends, etc.) encourage or discourage your learners' efforts to learn Kazakh at school?
12. Other relevant questions.

Сұхбат Протоколы

Интервью уақыты:

Күні:

Өткізу жері:

Интервьюер: Салтанат Доцанова

Сұхбат алушы: Мұғалім

Сұрақтары:

1. Өзіңіз туралы және кәсіби тәжірибеңіз туралы жалпы ақпаратпен бөлісіңіз.
2. Жалпы, орыс тілінде оқытатын мектепте қазақ тілін оқыту үдерісін қалай түсіндірер едіңіз?
3. Орыс тілінде оқытатын мектептердің түлектерінің қазақ тілін меңгеру деңгейі қалай бағалар едіңіз?
4. Орыс тілінде оқытылатын мектепте қазақ тілін оқытуда қандай қиындықтарға тап боласыз?
5. Сіздің ойыңызша, сіздің орыс тілде сөйлейтін студенттеріңіз қазақ тілін үйренуде қандай қиындықтарға тап болады?
6. Сіздің ойыңызша, оқушыларыңыздың өмірінде қазақ тілі қандай рөл атқарады?
7. Сіздің тәжірибеңізге сүйене отырып, болашақтағы қандай идеялар сіздің оқушыларды мектепте қазақ тілін үйренуге ынталандырады?
8. Сіздің тәжірибеңізге сүйене отырып, сіздің оқушыларыңызға мектепте қазақ тілін үйренуге болашақ туралы қандай идеялар кедергі келтіреді?
9. Мектепте оқушылардың қазақ тілін үйренуге деген ұмтылысын тағы қандай факторлар ынталандырды немесе тежеді?
10. Сіздің ойыңызша, сыныптағы атмосфера (мысалы, мұғалімдер, оқыту әдістері, оқу материалдары және т.б.) сіздің оқушылардың мектепте қазақ тілін үйренуге талпынуына қалай әсер етеді немесе керісінше кедергі келтіреді?
11. Сіздің ойыңызша, сіздің оқушыларыңыздың мектепте қазақ тілін үйренуіне қандай басқа сыртқы факторлар ықпал етеді (мысалы, әлеуметтену, отбасы, БАҚ, достар және т.б.)?
12. Басқа қатысты сұрақтар.

Интервью Протокол

Время интервью:

Дата:

Место:

Интервьюер: Салтанат Доцанова

Интервьюируемый: Учитель

Вопросы:

1. Поделитесь, пожалуйста, общей информацией о себе и своем профессиональном опыте.
2. В целом, как бы Вы описали процесс изучения казахского языка в школе с русским языком обучения?
3. Как бы Вы оценили уровень владения казахским языком среди выпускников школы с русским языком обучения?
4. С какими трудностями Вы сталкиваетесь при преподавании казахского языка в школе с русским языком обучения?
5. По Вашему мнению, с какими трудностями сталкиваются Ваши русскоязычные ученики при изучении казахского языка?
6. По Вашему мнению, какую роль играет казахский язык в жизни Ваших учеников?
7. Исходя из Вашего опыта, какие представления о своем будущем побуждают Ваших учащихся изучать казахский язык в школе?
8. Исходя из Вашего опыта, какие представления о своем будущем мешают Вашим учащимся изучать казахский язык в школе?
9. Какие другие факторы поощряли или препятствовали стремлению Ваших учащихся изучать казахский язык в школе?
10. По Вашему мнению, как атмосфера в классе (например, учителя, методика преподавания, учебные материалы и т. п.) способствует или препятствует усилиям Ваших учеников в изучении казахского языка в школе?
11. По Вашему мнению, какие другие внешние факторы (например, социализация, семья, средства массовой информации, друзья и т. п.) способствуют или препятствуют усилиям Ваших учеников в изучении казахского языка в школе?
12. Другие актуальные вопросы.

Appendix C

Recruitment Letter

Dear teachers, students and their parents!

There is a wonderful opportunity for you to make a valuable contribution to the knowledge and understanding of the experiences of students while learning Kazakh at a Russian-medium school. My name is Saltanat Dochshanova and I am a second year master's student at the Nazarbayev University Graduate School of Education. I invite you to participate in my research study entitled **“Imagined Identities and Investment: Learning Kazakh in a Russian-Medium School in Kazakhstan”**.

Purpose of the study: In the context of language learning, learners' imagined identities represent desired images and identifications constructed in learners' imaginations. These imagined identities can change over time and space and impact learners' actions to invest in language learning. With this in mind, this study will attempt to reveal the Russian-speaking learners' first-hand experiences of learning Kazakh at school.

This is an exciting opportunity to make your experiences count:

- 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.
- Any information that is obtained during this study will be kept confidential to the fullest extent possible. All efforts, within reason, will be made to keep your personal information in your research record confidential.

Procedures and time involvement: The study requires students in Grades 10-11 to write a narrative (a short essay) reflecting on their experiences of learning Kazakh at school and then participate in a one-on-one 30-minute interview. The teachers of Kazakh will participate in one individual interview of about 30 minutes. More details about the study, participants' rights, and confidentiality will be provided to those who express their interest in participating in this study.

Contact information: If you would like to participate in this study, please contact the researcher, Saltanat Dochshanova at +7 (707) 296-27-65, saltanat.dochshanova@nu.edu.kz. A consent form will be sent to you upon receiving your expression of interest, and the researcher will provide you with further details about the study, your rights as a participant, and confidentiality protocols. If you have any other questions, please contact the researcher.

Зерттеуге Қатысушыларды Тарту үшін Хат

Құрметті ұстаздар, оқушылар және олардың ата-аналары!

Сізде орыс тілінде оқытылатын мектепте оқушылардың қазақ тілін үйрену тәжірибесін зерттеуге құнды үлес қосуға үлкен мүмкіндік бар. Менің атым Салтанат Дошанова, мен Назарбаев Университетінің Жоғары Білім Мектебінің екінші курсына оқимын. Мен сізді **«Қиялдағы Идентификация және Инвестиция: Қазақстандағы Орыс Тілді Мектептерде Қазақ Тілін Үйрену»** тақырыбындағы зерттеу жұмысыма қатысуға шақырамын.

Зерттеу мақсаты: Тіл үйрену жағдайында оқушылардың қиялдағы идентификациясы - бұл оқушылардың қиялында жасалған болжалды идеялар мен идентификациялар. Бұл қиялдағы идентификациялар уақыт өте келе өзгеруі мүмкін және оқушылардың тіл үйрену әрекеттеріне әсер етуі мүмкін. Осылайша, бұл зерттеу мектепте қазақ тілін үйренудегі орыс тілді оқушылардың жеке тәжірибесін жарықтандыруға тырысады.

Бұл сіздің жеке тәжірибеңізбен бөлісудің тамаша мүмкіндігі.

- Сіздің зерттеуге қатысуыңыз ерікті түрде жүзеге асады және кез келген уақытта келісімді қайтаруға немесе қатысуды тоқтатуға құқығыңыз бар.
- Осы зерттеу барысында алынған кез келген ақпарат мүмкіндігінше құпия сақталады. Зерттеудің барлық кезеңінде сіздің жеке ақпаратыңыздың құпиялылығын сақтау үшін барлық күш -жігер жұмсалады.

Қатысу тәртібі және уақыты: Зерттеу шеңберінде 10-11 сынып оқушыларына мектепте қазақ тілін үйрену тәжірибесі туралы шағын эссе жазу, сондай-ақ 30 минуттық жеке сұхбатқа қатысу ұсынылады. Қазақ тілі мұғалімдері шамамен 30 минуттық жеке сұхбатқа қатысуға шақырылады. Осы зерттеуге қатысуға қызығушылық білдіретіндерге зерттеу, қатысушылардың құқықтары мен құпиялылығы туралы толығырақ ақпарат беріледі.

Байланыс ақпараты: Егер сіз осы зерттеуге қатысқыңыз келсе, +7 (707) 296-27-65 телефонына немесе saltanat.dochshanova@nu.edu.kz электронды поштасына зерттеуші Салтанат Дошановаға хабарласыңыз. Сізге келісім нысаны жіберіледі; зерттеуші сізге зерттеу туралы барлық ақпаратты, қатысушы ретіндегі құқықтарыңызды және құпиялылық хаттамаларын береді. Қосымша сұрақтарыңыз болса, зерттеушіге хабарласа аласыз.

Письмо для Привлечения Участников Исследования

Уважаемые учителя, учащиеся и их родители!

У Вас есть прекрасная возможность внести ценный вклад в исследование опыта учащихся в изучении казахского языка в школе с русским языком обучения. Меня зовут Дошанова Салтанат и я являюсь студенткой второго курса магистратуры в Высшей Школе Образования Назарбаев Университете. Я приглашаю Вас принять участие в моем исследовании на тему **«Воображаемые Идентичности и Инвестиция: Изучение Казахского Языка в Школе с Русским Языком Обучения в Казахстане»**.

Цель исследования: В контексте изучения языка, воображаемые идентичности учащихся представляют собой желаемые образы и идентификации, созданные в их воображении. Эти воображаемые идентичности могут меняться с течением времени и влиять на предпринимаемые действия учащихся в изучение языка. Таким образом, в данном исследовании будет предпринята попытка пролить свет на личный опыт русскоязычных учащихся при изучении казахского языка в школе.

Это прекрасная возможность поделиться своим личным опытом.

- Ваше участие в исследовании является строго добровольным, и Вы имеете право отозвать свое согласие или прекратить участие в любое время.
- Любая информация, полученная в ходе этого исследования, будет оставаться конфиденциальной в максимально возможной степени. В разумных пределах будут предприняты все усилия для сохранения конфиденциальности Вашей личной информации на всех этапах проведения данного исследования.

Процедуры и время участия: В рамках исследования учащимся 10-11-х классов будет предложено написать небольшое эссе, отражающее свой опыт изучения казахского языка в школе, а также принять участие в 30-минутном индивидуальном интервью. Учителя казахского языка будут приглашены к участию в индивидуальном интервью продолжительностью около 30 минут. Более подробная информация об исследовании, правах участников и конфиденциальности будет предоставлена тем, кто выразит свою заинтересованность в участии в этом исследовании.

Контактная информация: Если Вы хотите принять участие в этом исследовании, пожалуйста, свяжитесь с исследователем Дошановой Салтанат по телефону +7 (707) 296-27-65, или по адресу электронной почты saltanat.dochshanova@nu.edu.kz. Вам будет отправлена форма согласия; исследователь также предоставит Вам всю необходимую информацию об исследовании, Ваших правах как участника и протоколах конфиденциальности. Если у Вас есть дополнительные вопросы, Вы можете обратиться к исследователю.

Appendix D

Informed Consent Form

You are invited to participate in a research study entitled “**Imagined Identities and Investment: Learning Kazakh in a Russian-Medium School in Kazakhstan**”.

Procedures: In this qualitative research study, you will be asked to participate in a one-on-one interview containing approximately 10-15 questions about the experiences of learning Kazakh at a Russian-medium school. When participating in the interview, you can choose English, Russian, or Kazakh, according to your preference. The researcher will tape-record the interview only upon receiving your agreement. Your personal information, including your name and the school’s name, will be confidential in all stages of the data reporting. The findings from this research will be presented in the researcher’s master’s thesis, and may also be published for scientific or professional purposes.

Your participation in this research study will take approximately 30 minutes. The following table illustrates the data collection activities:

Time	Data collection tool	Duration
January 10-31, 2022	Individual interview	30 minutes

Risks: To minimize any risks associated with the participation in this study, your personal information, including your name and the name of the school will not be disclosed. Additionally, your participation in this research is entirely voluntary. If you decide to participate, your participation will not influence your status or employment as any obtained information from the interview will not be shared with the school administration. The time of the interview will be discussed with you individually so as not to intervene with your schedule. Your participation in this research study is not anticipated to cause any potential psychological discomfort or harm. You have the right to refuse to answer particular questions. If you experience any discomfort at any stage of this study or decide not to participate, you can withdraw from this research study at any time. Your decision whether or not to participate in this study will not affect your employment or status.

Benefits: Anticipated benefits from this study are being able to share personal experiences about learning Kazakh at school in a research that can potentially expand the understanding of the impact of imagined identities on language learning investment in the unique Kazakhstani context.

Compensation: No tangible compensation will be given. A copy of the research results will be available at the conclusion of the study. If you wish to obtain a copy of this research study, inform the researcher.

Confidentiality & Privacy: Any information that is obtained during this study will be kept confidential to the full extent possible. All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed. Your personal information, including your name and the school’s name, will be hidden and substituted with pseudonyms in all stages of the data reporting. All signed consent forms as well as all written

and printed documentation related to this study will be scanned and the paper documents will be destroyed. The researcher will keep all electronic data collected during this study on her personal computer in a password-secured folder.

Voluntary Nature of the Study: Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice.

Points of Contact: It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator, Saltanat Dochshanova, +7 (707) 296-27-65, saltanat.dochshanova@nu.edu.kz should be contacted. Any other questions or concerns may be addressed to the supervisor of this thesis Dr Syed Abdul Manan, syed.manan@nu.edu.kz or the Nazarbayev University Institutional Research Ethics Committee, resethics@nu.edu.kz.

Statement of Consent:

I, _____,

Give my voluntary consent to participate in this study.

The researcher clearly explained to me the background information and objectives of the study and what my participation in this study involves.

I understand that my participation in this study is voluntary. I can at any time and without giving any reasons withdraw my consent, and this will not have any negative consequences for myself.

I give my permission to audio record the interview.

I understand that the information collected during this study will be treated confidentially.

Signature: _____ Date: _____

Researcher:

Signed _____ Date _____

Зерттеу Жұмысы Келісімнің Ақпараттық Формасы

Сіз «Қиялдағы Идентификация және Инвестиция: Қазақстандағы Орыс Тілді Мектептерде Қазақ Тілін Үйрену» атты зерттеуге қатысуға шақырылып отырсыз.

Сипаттама: Бұл сапалы зерттеуде сізден орыс тілінде оқытатын мектепте қазақ тілін үйрену тәжірибесі туралы 10-15 сұрақтан тұратын жеке сұхбатқа қатысу сұралады. Сізге ыңғайлы болу үшін сұхбатқа қатысу кезінде ағылшын, орыс немесе қазақ тілін таңдауға болады. Зерттеуші сұхбатты сіз келісім бергенде ғана жазады. Сіздің жеке ақпаратыңыз, оның ішінде сіздің аты-жөніңіз бен мектептің аты осы зерттеудің барлық кезеңінде құпия сақталады. Зерттеу нәтижелері зерттеушінің магистрлік диссертациясында ұсынылады, сонымен қатар ғылыми немесе кәсіби мақсатта жариялануы мүмкін.

Өткізілетін уақыты: Сіздің қатысуыңыз шамамен 30 минут уақытыңызды алады. Зерттеуге арналған мәліметтерді жинау процедуралары келесі кестеде берілген:

Өткізілетін уақыты	Мәліметтерді жинау құралы	Ұзақтығы
Қаңтар 10-31, 2022	Жеке сұхбат	30 минут

Зерттеу жұмысына қатысудың қауіптері: Осы зерттеуге қатысумен байланысты кез келген тәуекелдерді азайту үшін, сіздің жеке ақпаратыңыз, оның ішінде сіздің аты-жөніңіз бен мектеп аты жарияланбайды. Сонымен қатар, бұл зерттеуге қатысу ерікті болып табылады. Егер сіз осы зерттеуге қатысуды таңдасаңыз, сіздің қатысуыңыз сіздің мәртебеңізге әсер етпейді, өйткені жеке сұхбаттан алынған ақпарат мектеп әкімшілігіне берілмейді. Сізге ыңғайлы болу үшін және сіздің кестеңізге кедергі келтірмеу үшін сұхбаттың уақыты мен күні сізбен жеке талқыланады. Сіздің бұл зерттеуге қатысуыңыз ықтимал психологиялық ыңғайсыздық немесе зиян келтіреді деп күтелмейді. Және де, сіздің белгілі бір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Егер сіз осы зерттеудің кез келген кезеңінде ыңғайсыздық сезінсеңіз немесе қатысудан бас тартсаңыз, қатысудан кез келген уақытта бас тарта аласыз. Сіздің бұл зерттеуге қатысу туралы шешіміңіз сіздің мәртебеңізге әсер етпейді.

Зерттеу жұмысына қатысудың артықтылықтары: Зерттеудің болжалды артықшылықтары мынандай: мектептегі қазақ тілін үйрену тәжірибесімен бөлісу. Бұл Қазақстандағы бірегей жағдайда қиялдағы идентификация және инвестицияның қазақ тілін үйренуге әсерін айқындауға көмектеседі.

Сыйақы: Бұл зерттеуге қатысу қатысушыларға материалдық сыйақы берілмейді. Зерттеу нәтижелерінің көшірмесі зерттеу аяқталғаннан кейін қол жетімді болады. Егер сіз осы зерттеудің көшірмесін алғыңыз келсе, оны тергеушіге хабарлауға болады.

Құпиялылық: Бұл зерттеу барысында алынған кез келген ақпарат мүмкіндігінше құпия болып қалады. Зерттеу жазбаларында сіздің жеке ақпаратыңыздың құпиялылығын сақтау үшін барлық күш -жігер жұмсалады, бірақ толық құпиялылыққа кепілдік берілмейді. Сіздің жеке ақпаратыңыз, оның ішінде сіздің аты-жөніңіз бен мектептің аты, жасырылады

және зерттеудің барлық кезеңінде бүркеншік атпен ауыстырылады. Барлық қойылған келісімнің барлық бланкілері, сондай-ақ осы зерттеуге қатысты барлық жазбаша және баспа құжаттар сканерленеді және қағаз құжаттары жойылады. Зерттеуші осы зерттеу барысында жиналған барлық электрондық деректерді жеке компьютерде парольмен қорғалған компьютердегі папкада сақтайды.

Зерттеудің ерікті сипаты: Сіз бұл зерттеуге қатысуыңыз ерікті түрде екенін түсінуіңіз керек. Егер келіссеңіз, сіз әрқашан келісімді қайтарып алуға және қатысуды кез келген уақытта тоқтатуға құқығыңыз бар.

Байланыс ақпараты: Егер сізде осы зерттеуге, оның процедураларына, оның қауіптері мен арылықтарына қатысты сұрақтарыңыз, ескертулеріңіз немесе шағымдарыңыз болса, +7 (707) 296-27-65 бойынша зерттеуші Доцанова Салтанатпен, сондай-ақ saltanat.dochshanova@nu.edu.kz электронды поштасы арқылы хабарласа аласыз. Сонымен қатар, осы магистрлік диссертацияның ғылыми кеңесшісі, доктор Сайед Абдул Мананға, syed.manan@nu.edu.kz сондай-ақ resethics@nu.edu.kz электронды поштасы бойынша Назарбаев Университетінің Институционалдық зерттеулер этикасы комитетіне хабарласа аласыз.

Келісім мәлімдемесі:

Мен, _____,

бұл зерттеуге қатысуға ерікті келісім беремін. Зерттеуші маған зерттеудің ақпараты мен міндеттерін, сонымен қатар менің зерттеуге қатысуымның нені білдіретінін түсіндірді.

Мен сұхбатты аудиожазбаға жазуға рұқсат беремін.

Мен бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен келісімді кез келген уақытта және ешқандай себепсіз қайтара аламын, бұл мен үшін теріс салдарға әкелмейді.

Мен бұл зерттеу арқылы жиналған ақпарат құпия түрде өңделетінін түсінемін.

Қолы: _____ Күні: _____

Зерттеуші:

Қолы: _____ Күні: _____

Форма Информированного Согласия

Вы приглашены принять участие в исследовании на тему **«Воображаемые Идентичности и Инвестиция: Изучение Казахского Языка в Школе с Русским Языком Обучения в Казахстане»**.

Описание: В этом качественном исследовании Вам будет предложено принять участие в индивидуальном интервью, содержащем примерно 10-15 вопросов об опыте изучения казахского языка в школе с русским языком обучения. Для Вашего удобства Вы можете выбрать английский, русский или казахский язык при участии в интервью. Исследователь будет записывать интервью только с Вашего согласия. Ваша личная информация, включая Ваше имя и название учебного заведения, будет конфиденциальной на всех этапах представления данных в данном исследовании. Результаты исследования будут представлены в магистерской диссертации исследователя, а также могут быть опубликованы в научных или профессиональных целях.

Время участия: Ваше участие займет около 30 минут. Процедуры по сбору данных для исследования представлены в следующей таблице:

Время	Инструмент для сбора данных	Продолжительность
10-31 января, 2022	Индивидуальное интервью	30 минут

Риски: Чтобы свести к минимуму любые риски, связанные с участием в данном исследовании, Ваша личная информация, включая Ваше имя и название школы, не будет разглашаться. Кроме того, участие в данном исследовании полностью добровольно. Если Вы примете решение участвовать в данном исследовании, Ваше участие не повлияет на Ваш статус или занятость, поскольку любая информация, полученная в ходе собеседования, не будет передана администрации школы. Для Вашего удобства время и дата интервью будет обсуждаться с Вами индивидуально и не будет мешать Вашему графику. Ожидается, что Ваше участие в этом исследовании не вызовет какого-либо потенциального психологического дискомфорта или вреда. За Вами также остается право отказаться от ответа на определенные вопросы. Если Вы испытываете дискомфорт на любом этапе этого исследования или принимаете решение не участвовать, Вы можете отозвать свое участие в любое время. Ваше решение об участии в этом исследовании не повлияет на Вашу занятость или статус.

Преимущества: В качестве ожидаемых преимуществ в результате исследования можно рассматривать возможность поделиться своим личным опытом преподавания казахского языка в школе в рамках исследования, которое потенциально может расширить понимание влияния воображаемой идентичности на инвестиции в изучение языка в уникальном контексте Казахстана.

Вознаграждение: Участие в данном исследовании не предусматривает материального вознаграждения участников. Копия результатов исследования будет доступна по завершении исследования. Если Вы хотите получить копию этого исследования, Вы можете сообщить об этом исследователю.

Конфиденциальность: Любая информация, полученная в ходе этого исследования, будет оставаться конфиденциальной в максимально возможной степени. В разумных пределах будут предприняты все усилия для сохранения конфиденциальности Вашей личной информации в записях исследования, но полная конфиденциальность не может быть гарантирована. Ваша личная информация, включая Ваше имя и название учебного заведения, будет скрыта и заменена псевдонимами на всех этапах представления данных. Все подписанные формы согласия, а также вся письменная и печатная документация, относящаяся к этому исследованию, будут отсканированы, а бумажные документы уничтожены. Исследователь будет хранить все электронные данные, собранные во время этого исследования, на своем персональном компьютере в защищенной паролем папке.

Добровольный характер исследования: Вы должны понимать, что Ваше участие в этом исследовании является строго добровольным. В случае Вашего согласия, за Вами всегда остается право его отозвать и прекратить участие в любое время.

Контактная информация: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедур его проведения, его рисков и преимуществ, Вы можете связаться с исследователем, Дошановой Салтанат, по номеру +7 (707) 296-27-65, а также по электронной почте saltanat.dochshanova@nu.edu.kz. Вы также можете связаться с научным руководителем данной магистерской диссертации, доктором Сайед Абдул Манан, syed.manan@nu.edu.kz, а также с Комитетом институциональной этики научных исследований «Назарбаев Университета» по электронному адресу resethics@nu.edu.kz.

Заявление о согласии:

Я, _____,

даю добровольное согласие на участие в этом исследовании.

Исследователь четко объяснил мне информацию и цели исследования, а также то, что включает в себя мое участие в этом исследовании.

Я понимаю, что мое участие в этом исследовании является добровольным. Я могу в любой момент и без объяснения причин отозвать свое согласие, и это не будет иметь для меня никаких негативных последствий.

Я даю свое разрешение на аудиозапись интервью.

Я понимаю, что информация, собранная в ходе этого исследования, будет обрабатываться конфиденциально.

Подпись: _____ Дата: _____

Исследователь:

Подпись: _____ Дата: _____

Parental Informed Consent Form

Your child is invited to participate in a research study entitled “**Imagined Identities and Investment: Learning Kazakh in a Russian-Medium School in Kazakhstan**”.

Procedures: In this qualitative research study, your child will be asked to write a narrative (a short essay) reflecting on their experiences of learning Kazakh at school and then participate in a one-on-one interview. When writing the essay and participating in the post-interview, your child can choose English, Russian, or Kazakh, according to your child’s preference. To facilitate the writing of the essay, guiding questions will be provided. The researcher will tape-record the interview only upon receiving your child’s agreement. Your child’s personal information, including their name and the school’s name, will be confidential in all stages of the data reporting. The findings from this research will be presented in the researcher’s master’s thesis, and may also be published for scientific or professional purposes.

Your child’s participation in this research study will take approximately 90 minutes. The following table illustrates the data collection activities:

Time	Data collection tool	Duration
January 10-31, 2022	An essay about your experiences of learning Kazakh at school	60 minutes
	Individual interview	30 minutes

Risks: To minimize any risks associated with the participation in this study, your child’s personal information, including their name and the name of the school will not be disclosed. Additionally, your child’s participation in this research is entirely voluntary. If you decide to consent to have your child participate in this study, their participation it will not influence their status or academic performance at school as any obtained information from the essay and the interview will not be shared with the school administration or teachers. The time of the interview will be discussed with your child individually so as not to intervene with their attendance at school. Your child’s participation in this research study is not anticipated to cause any potential psychological discomfort or harm. Your child will have the right to refuse to answer particular questions. If your child experiences any discomfort at any stage of this study or decides not to participate, they can withdraw from this research study at any time. Your child’s decision whether or not to participate in this study will not affect their academic performance, status or attendance at school.

Benefits: Anticipated benefits from this study are being able to share personal experiences about learning Kazakh at school in the research that can potentially expand the understanding of the impact of imagined identities on language learning investment in the unique Kazakhstani context.

Compensation: No tangible compensation will be given. A copy of the research results will be available at the conclusion of the study. If you wish to obtain a copy of this research study, inform the researcher.

Confidentiality & Privacy: Any information that is obtained during this study will be kept confidential to the full extent possible. All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed. Your child's personal information, including their name and the school's name, will be hidden and substituted with pseudonyms in all stages of the data reporting. All signed consent forms as well as all written and printed documentation related to this study will be scanned and the paper documents will be destroyed. The researcher will keep all electronic data collected during this study on her personal computer in a password-secured folder.

Voluntary Nature of the Study: Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice.

Points of Contact: It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator, Saltanat Dochshanova, +7 (707) 296-27-65, saltanat.dochshanova@nu.edu.kz should be contacted. Any other questions or concerns may be addressed to the supervisor of this thesis Dr Syed Abdul Manan, syed.manan@nu.edu.kz, or the Nazarbayev University Institutional Research Ethics Committee, resethics@nu.edu.kz

Statement of Consent:

I, _____,

Give my voluntary consent to have my child participate in this study.

The researcher clearly explained to me the background information and objectives of the study and what my child's participation in this study involves.

I understand that my child's participation in this study is voluntary. I can at any time and without giving any reasons withdraw my consent, and this will not have any negative consequences for myself and my child.

I give my permission to audio record the interview.

I understand that the information collected during this study will be treated confidentially.

Signature(s) of Parent(s) or Guardian: _____

Date: _____

Researcher:

Signed _____ Date _____

Ата-Ананың Зерттеу Жұмысы Келісімнің Ақпараттық Формасы

Сіздің балаңыз «Қиялдағы Идентификация және Инвестиция: Қазақстандағы Орыс Тілді Мектептерде Қазақ Тілін Үйрену» атты зерттеуге қатысуға шақырылып отыр.

Сипаттама: Бұл сапалы зерттеуде сіздің балаңызға мектепте қазақ тілін үйрену тәжірибесін шағын эссе түрінде ұсынуға, сондай-ақ жеке сұхбатқа қатысуға қатысу ұсынылады. Сіздің балаңызға ыңғайлы болу үшін эссе жазу және сұхбатқа қатысу кезінде ағылшын, орыс немесе қазақ тілін таңдауға болады. Эссе жазуды жеңілдету үшін сіздің балаңызға бағыттаушы сұрақтар беріледі. Зерттеуші сұхбатты балаңыз келісім бергенде ғана жазады. Сіздің балаңыздың жеке ақпараты, оның ішінде аты-жөні мен мектептің аты осы зерттеудің барлық кезеңінде құпия сақталады. Зерттеу нәтижелері зерттеушінің магистрлік диссертациясында ұсынылады, сонымен қатар ғылыми немесе кәсіби мақсатта жариялануы мүмкін.

Өткізілетін уақыты: Сіздің балаңыздың қатысуы шамамен 90 минут минутты алады. Зерттеуге арналған мәліметтерді жинау процедуралары келесі кестеде берілген:

Өткізілетін уақыты	Мәліметтерді жинау құралы	Ұзақтығы
Қаңтар 10-31, 2022	Мектепте қазақ тілін үйрену тәжірибеңіз туралы эссе	60 минут
	Жеке сұхбат	30 минут

Зерттеу жұмысына қатысудың қауіптері: Осы зерттеуге қатысумен байланысты кез келген тәуекелдерді азайту үшін, сіздің балаңыздың жеке ақпараты, оның ішінде аты-жөні мен мектеп аты жарияланбайды. Сонымен қатар, бұл зерттеуге қатысу ерікті болып табылады. Егер сіз балаңыздың осы зерттеуге қатысуына рұқсат берсеніз, балаңыздың қатысуы оның мәртебесіне немесе оқу үлгерісіне әсер етпейді, өйткені эссе мен жеке сұхбаттан алынған ақпарат мектеп әкімшілігіне немесе мұғалімдерге берілмейді. Балаңыз ыңғайлы болу үшін және оның сабаққа қатысуға кедергі келтірмеу үшін сұхбаттың уақыты мен күні балаңызбен жеке талқыланады. Сіздің балаңыздың бұл зерттеуге қатысуы ықтимал психологиялық ыңғайсыздық немесе зиян келтіреді деп күтелмейді. Және де, сіздің балаңыздың белгілі бір сұрақтарға жауап беруден бас тартуға құқығы бар. Егер балаңыз осы зерттеудің кез келген кезеңінде ыңғайсыздық сезінсе немесе қатысудан бас тартса, қатысудан кез келген уақытта бас тарта алады. Сіздің балаңыздың бұл зерттеуге қатысуы туралы шешіміңіз оның оқу үлгеріміне, мәртебесіне немесе мектепке қатысуына әсер етпейді.

Зерттеу жұмысына қатысудың артықтылықтары: Зерттеудің болжалды артықшылықтары мынандай: мектептегі қазақ тілін үйрену тәжірибесімен бөлісу. Бұл Қазақстандағы бірегей жағдайда қиялдағы идентификация және инвестицияның қазақ тілін үйренуге әсерін айқындауға көмектеседі.

Сыйақы: Бұл зерттеуге қатысу қатысушыларға материалдық сыйақы берілмейді. Зерттеу нәтижелерінің көшірмесі зерттеу аяқталғаннан кейін қол жетімді болады. Егер сіз осы зерттеудің көшірмесін алғыңыз келсе, оны тергеушіге хабарлауға болады.

Құпиялылық: Бұл зерттеу барысында алынған кез келген ақпарат мүмкіндігінше құпия болып қалады. Зерттеу жазбаларында балаңыздың жеке ақпаратының құпиялылығын сақтау үшін барлық күш -жігер жұмсалады, бірақ толық құпиялылыққа кепілдік берілмейді. Балаңыздың жеке ақпараты, оның ішінде аты-жөні мен мектептің аты, жасырылады және зерттеудің барлық кезеңінде бүркеншік атпен ауыстырылады. Барлық қойылған келісімнің барлық бланкілері, сондай-ақ осы зерттеуге қатысты барлық жазбаша және баспа құжаттар сканерленеді және қағаз құжаттары жойылады. Зерттеуші осы зерттеу барысында жиналған барлық электрондық деректерді жеке компьютерде парольмен қорғалған компьютердегі папкада сақтайды.

Зерттеудің ерікті сипаты: Сіз бұл зерттеуге балаңыздың қатысуы ерікті түрде екенін түсінуіңіз керек. Егер келіссеніз, сіз әрқашан келісімді қайтарып алуға және қатысуды кез келген уақытта тоқтатуға құқығыңыз бар.

Байланыс ақпараты: Егер сізде осы зерттеуге, оның процедураларына, оның қауіптері мен арылықтарына қатысты сұрақтарыңыз, ескертулеріңіз немесе шағымдарыңыз болса, +7 (707) 296-27-65 бойынша зерттеуші Дошанова Салтанатпен, сондай-ақ saltanat.dochshanova@nu.edu.kz электронды поштасы арқылы хабарласа аласыз. Сонымен қатар, осы магистрлік диссертацияның ғылыми кеңесшісі, доктор Сайед Абдул Мананға, syed.manan@nu.edu.kz, сондай-ақ resethics@nu.edu.kz электронды поштасы бойынша Назарбаев Университетінің Институционалдық зерттеулер этикасы комитетіне хабарласа аласыз.

Келісім мәлімдемесі:

Мен, _____, баламның бұл зерттеуге қатысуына ерікті келісім беремін. Зерттеуші маған зерттеудің ақпараты мен міндеттерін, сонымен қатар менің зерттеуге қатысуымның нені білдіретінін түсіндірді. Мен бұл зерттеуге баламның қатысуы ерікті екенін түсінемін. Мен келісімді кез келген уақытта және ешқандай себепсіз қайтара аламын, бұл менің балам үшін теріс салдарға әкелмейді.

Мен сұхбатты аудиожазбаға жазуға рұқсат беремін.

Мен бұл зерттеу арқылы жиналған ақпарат құпия түрде өңделетінін түсінемін.

Ата-ананың (қамқоршының) қолы: _____

Күні: _____

Зерттеуші:

Қолы: _____ Күні: _____

Форма Информированного Согласия Родителей

Ваш ребенок приглашен принять участие в исследовании на тему **«Воображаемые Идентичности и Инвестиция: Изучение Казахского Языка в Школе с Русским Языком Обучения в Казахстане»**.

Описание: В этом качественном исследовании Вашему ребенку будет предложено принять участие в изложении своего опыта изучения казахского языка в школе в формате небольшого эссе, а в формате индивидуального интервью. Язык написания эссе, а также проведения интервью может быть английский, русский или казахский, исходя из предпочтения Вашего ребенка. Для облегчения написания эссе будут также предоставлены наводящие вопросы. Исследователь будет записывать интервью только с согласия Вашего ребенка. Личная информация Вашего ребенка, включая его/её имя и название учебного заведения, будет конфиденциальной на всех этапах представления данных в данном исследовании. Результаты исследования будут представлены в магистерской диссертации исследователя, а также могут быть опубликованы в научных или профессиональных целях.

Участие Вашего ребенка в данном исследовании займет около 90 минут. Процедуры по сбору данных для исследования представлены в следующей таблице:

Время	Инструмент для сбора данных	Продолжительность
10-31 января, 2022	Эссе о Вашем опыте изучения казахского языка в школе	60 минут
	Индивидуальное интервью	30 минут

Риски: Чтобы свести к минимуму любые риски, связанные с участием в данном исследовании, личная информация Вашего ребенка, включая его/её имя и название школы, не будет разглашаться. Кроме того, участие в данном исследовании полностью добровольно. Если Вы согласитесь на участие Вашего ребенка в данном исследовании, участие Вашего ребенка не повлияет на его/её статус или успеваемость в школе, поскольку любая информация, полученная из эссе и личного интервью, не будет передана администрации школы или учителям. Для удобства Вашего ребенка время и дата интервью будет обсуждаться индивидуально и не будет мешать его/её посещаемости занятий в школе. Ожидается, что участие Вашего ребенка в этом исследовании не вызовет какого-либо потенциального психологического дискомфорта или вреда. За Вашим ребенком также остается право отказаться от ответа на определенные вопросы. Если Ваш ребенок испытывает дискомфорт на любом этапе этого исследования или примет решение не участвовать, Вы можете отозвать свое согласие в любое время. Ваше решение об участии Вашего ребенка в этом исследовании не повлияет на его/её успеваемость, статус или посещаемость в школе.

Преимущества: В качестве ожидаемых преимуществ в результате исследования можно рассматривать возможность поделиться своим личным опытом изучения казахского языка в школе в рамках исследования, которое потенциально может расширить понимание влияния воображаемой идентичности на инвестицию в изучение языка в уникальном контексте Казахстана.

Вознаграждение: Участие в данном исследовании не предусматривает материального вознаграждения участников. Копия результатов исследования будет доступна по завершении исследования. Если Вы хотите получить копию этого исследования, Вы можете сообщить об этом исследователю.

Конфиденциальность: Любая информация, полученная в ходе этого исследования, будет оставаться конфиденциальной в максимально возможной степени. В разумных пределах будут предприняты все усилия для сохранения конфиденциальности личной информации Вашего ребенка в записях исследования, но полная конфиденциальность не может быть гарантирована. Личная информация Вашего ребенка, включая его/ее имя и название учебного заведения, будет скрыта и заменена псевдонимами на всех этапах представления данных. Все подписанные формы согласия, а также вся письменная и печатная документация, относящаяся к этому исследованию, будут отсканированы, а бумажные документы уничтожены. Исследователь будет хранить все электронные данные, собранные во время этого исследования, на своем персональном компьютере в защищенной паролем папке.

Добровольный характер исследования: Вы должны понимать, что участие Вашего ребенка в этом исследовании является строго добровольным. В случае Вашего согласия, за Вами всегда остается право его отозвать и прекратить участие Вашего ребенка в любое время.

Контактная информация: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедур его проведения, его рисков и преимуществ, Вы можете связаться с исследователем, Дощановой Салтанат, по номеру +7 (707) 296-27-65, а также по электронной почте saltanat.dochshanova@nu.edu.kz. Вы также можете связаться с научным руководителем данной магистерской диссертации, доктором Сайед Абдул Манан, syed.manan@nu.edu.kz, а также с Комитетом институциональной этики научных исследований «Назарбаев Университета» по электронному адресу resethics@nu.edu.kz.

Заявление о согласии:

Я, _____,

даю добровольное согласие на участие моего ребенка в этом исследовании.

Исследователь четко объяснил мне информацию и цели исследования, а также то, что включает в себя мое участие в этом исследовании.

Я понимаю, что участие моего ребенка в этом исследовании является добровольным. Я могу в любой момент и без объяснения причин отозвать свое согласие, и это не будет иметь никаких негативных последствий для моего ребенка.

Я даю свое разрешение на аудиозапись интервью.

Я понимаю, что информация, собранная в ходе этого исследования, будет обрабатываться конфиденциально.

Подпись родителя(-ей) или опекуна(-ов) : _____

Дата: _____

Исследователь:

Подпись: _____ Дата: _____

Assent Form

You are asked to participate in a research study entitled “**Imagined Identities and Investment: Learning Kazakh in a Russian-Medium School in Kazakhstan**” conducted by Saltanat Dochshanova from the Graduate School of Education at the Nazarbayev University (NU). You were selected as a possible participant in this study because you are a student in Grade 10/11 in a Russian-medium school in a city in Kazakhstan. Your participation in this research study is voluntary.

Why is this study being done? While learning a language, learners usually have certain ideas about the way the process of learning their target language can potentially influence them, their lives, and their understanding of themselves. Such images, including learners’ desired identifications or aspirations about their future, constructed in their imaginations, can be understood as a manifestation of their imagined identities. While learners’ imagined identities can change over time and space, they are also believed to have an impact on learners’ actions to contribute to their learning. Therefore, the actions that language-learners deliberately take can be understood as their investment in the process of learning a language. With this in mind, this research study will attempt to look into the Russian-speaking learners’ first hand experiences of learning Kazakh at a Russian-medium school by exploring their imagined identities and their influence on language-learning investment.

What will happen if I take part in this research study? Please, talk this over with your parents before you decide whether or not to participate. We will also ask your parents to give their permission for you to take part in this study. But even if your parents say “yes” you can still decide not to do this. If you volunteer to participate in this study, you will be asked to write a narrative (a short essay) reflecting on your experiences of learning Kazakh at school and then participate in a one-on-one interview. When writing the essay and participating in the post-interview, you can choose English, Russian, or Kazakh, according to your preference. To facilitate the writing of the essay, you will be provided with guiding questions. The researcher will tape-record the interview only upon receiving your agreement. Your personal information, including your name and the school’s name, will be confidential in all stages of the data reporting. The findings from this research will be presented in the researcher’s master’s thesis, and may also be published for scientific or professional purposes.

How long will I be in the research study? Your participation in this research study will take approximately 90 minutes. The following table illustrates the data collection activities:

Time	Data collection tool	Duration
January 10-31, 2022	An essay about your experiences of learning Kazakh at school	60 minutes
	Individual interview	30 minutes

Are there any potential risks or discomforts that I can expect from this study? To minimize any risks associated with the participation in this study, your personal information, including your name and the name of the school will not be disclosed. Additionally, your participation in this research is entirely voluntary. If you decide to participate, your participation will not influence your status or academic performance at school as any obtained information from the essay and the interview will not be shared with the school administration or teachers. The time of the interview will be discussed with you individually so as not to intervene with your attendance at school. Your participation in this research study is not anticipated to cause any potential psychological discomfort or harm. You have the right to refuse to answer particular questions. If you experience any discomfort at any stage of this study or decide not to participate, you can withdraw from this research study at any time. Your decision whether or not to participate in this study will not affect your academic performance, status or attendance at school.

Are there any potential benefits if I participate? Anticipated benefits from this study are being able to share your personal experiences about learning Kazakh at school in the research that can potentially expand the understanding of the impact of imagined identities on language learning investment in the unique Kazakhstani context.

Will I receive any payment if I participate in this study? You will receive no payment for your participation.

Will information about me and my participation be kept confidential? Any information that is obtained in connection with this study and that identify you will remain confidential. It will be disclosed only with your permission or as required by law. Your personal information, including your name and the school's name, will be hidden and substituted with pseudonyms in all stages of the data reporting. All signed consent forms as well as all written and printed documentation related to this study will be scanned and the paper documents will be destroyed. The researcher will keep all electronic data collected during this study on her personal computer in a password-secured folder.

Withdrawal of participation by the investigator. The investigator may withdraw you from participating in this research if circumstances arise which warrant doing so. If you experience any discomfort at any stage of this study, you may have to drop out, even if you would like to continue. The investigator will make the decision and let you know if it is not possible for you to continue.

What are my rights if I take part in this study? You may withdraw your assent at any time and discontinue participation without penalty or loss of benefits to which you were otherwise entitled. You can choose whether or not you want to be in this study. If you volunteer to be in this study, you may leave the study at any time without consequences of any kind. You are not waiving any of your legal rights if you choose to be in this research study. You may refuse to answer any questions that you do not want to answer and still remain in the study.

Who can answer questions I might have about this study? In the event of a research related injury, please immediately contact one of the researchers listed below. If you have any questions, comments or concerns about the research, you can talk to the researcher. Please contact Saltanat Dochshanova at +7 (707) 296-27-65 or saltanat.dochshanova@nu.edu.kz. If you wish to ask

questions about your rights as a research participant or if you wish to voice any problems or concerns you may have about the study to someone other than the researchers, please write an email to IREC at resethics@nu.edu.kz.

Statement of assent:

I, _____,

give my voluntary assent to participate in this study.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I give my permission to audio record the interview. I have been given a copy of this form.

Signature of person obtaining assent:

In my judgment the participant is voluntarily and knowingly agreeing to participate in this research study.

Name of Person Obtaining Assent

Contact Number

Signature of Person Obtaining Assent

Date

Кәмелетке Толмаған Баланың Зерттеуге Қатысуға Келісімі

Сіз «Қиялдағы Идентификация және Инвестиция: Қазақстандағы Орыс Тілді Мектептерде Қазақ Тілін Үйрену» атты зерттеуге қатысуға шақырылып отырсыз. Бұл зерттеуді Назарбаев Университетінің Жоғары білім беру мектебінің студенті Дошанова Салтанат жүргізеді. Сіз осы зерттеудің әлеуетті қатысушысы ретінде таңдалдыңыз, себебі сіз Семей қаласындағы орыс тілді мектептің 10-11 сынып оқушысыз. Сіздің бұл зерттеуге қатысуыңыз ерікті.

Неліктен бұл зерттеу жүргізіліп жатыр? Тілді үйрену кезінде, әдетте, үйренушілер белгілі бір тілді үйрену процесінің оларға, олардың өмірлеріне және өздерін түсінуіне қалай әсер ететіні туралы белгілі бір түсінікке ие болады. Мұндай бейнелер, соның ішінде студенттердің қалаған бейнелері немесе олардың қиялында құрастырылған болашақ көріністері олардың елестететін тұлғаларының көрінісі болып табылады. Студенттердің елестететін тұлғалары уақыт өте келе өзгеруі мүмкін болғанымен, олар оқушылардың тіл үйрену әрекеттеріне де әсер етеді деп есептеледі. Сондықтан оқушылардың тілді меңгеру барысында әдейі жасайтын әрекеттерін олардың оқуға салған инвестициясы ретінде қарастыруға болады. Осылайша, бұл зерттеу орыстілді мектептегі орыстілді оқушылардың қазақ тілін үйренудегі жеке тәжірибесін олардың қиялдағы тұлғалық ерекшеліктерін және оқушылардың тілді меңгерудегі іс-әрекетіне ықпалын тексеру арқылы зерттеуге талпыныс болады.

Егер мен осы зерттеуге қатыссам не болады? Қатысу-қатыспауды шешпес бұрын, мұны ата-анаңызбен талқылаңыз. Мен де сездің зерттеуге қатысуыңыз үшін ата-анаңыздан рұқсат сұраймын. Есіңізде болсын, ата-анаңыз «иә» десе де, сіз одан бас тарта аласыз. Егер сіз ерікті түрде зерттеуге қатысуға келіссеңіз, сізге мектепте қазақ тілін үйрену тәжірибеңізді шағын эссе түрінде ұсынуға, сондай-ақ жеке сұхбатқа қатысуға қатысу ұсынылады. Сізге ыңғайлы болу үшін эссе жазу және сұхбатқа қатысу кезінде ағылшын, орыс немесе қазақ тілін таңдауға болады. Эссе жазуды жеңілдету үшін сізге бағыттаушы сұрақтар беріледі. Зерттеуші сұхбатты сіз келісім бергенде ғана жазады. Сіздің жеке ақпаратыңыз, оның ішінде сіздің аты-жөніңіз бен мектептің аты осы зерттеудің барлық кезеңінде құпия сақталады. Зерттеу нәтижелері зерттеушінің магистрлік диссертациясында ұсынылады, сонымен қатар ғылыми немесе кәсіби мақсатта жариялануы мүмкін.

Мен зерттеуге қанша уақыт қатысамын? Сіздің қатысуыңыз шамамен 90 минут уақытыңызды алады. Зерттеуге арналған мәліметтерді жинау процедуралары келесі кестеде берілген:

Өткізілетін уақыты	Мәліметтерді жинау құралы	Ұзақтығы
Қаңтар 10-31, 2022	Мектепте қазақ тілін үйрену тәжірибеңіз туралы эссе	60 минут
	Жеке сұхбат	30 минут

Мен бұл зерттеуден күтуге болатын ықтимал қауіптері мен артықшылықтары бар ма? Осы зерттеуге қатысумен байланысты кез келген тәуекелдерді азайту үшін, сіздің жеке ақпаратыңыз, оның ішінде сіздің аты-жөніңіз бен мектеп аты жарияланбайды. Сонымен қатар, бұл зерттеуге қатысу ерікті болып табылады. Егер сіз осы зерттеуге қатысуды таңдасаңыз, сіздің қатысуыңыз сіздің мәртебеңізге немесе оқу үлгеріңізге әсер етпейді, өйткені әссе мен жеке сұхбаттан алынған ақпарат мектеп әкімшілігіне немесе мұғалімдерге берілмейді. Сізге ыңғайлы болу үшін және сіздің сабаққа қатысуыңызға кедергі келтірмеу үшін сұхбаттың уақыты мен күні сізбен жеке талқыланады. Сіздің бұл зерттеуге қатысуыңыз ықтимал психологиялық ыңғайсыздық немесе зиян келтіреді деп күтелмейді. Және де, сіздің белгілі бір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Егер сіз осы зерттеудің кез келген кезеңінде ыңғайсыздық сезінсеңіз немесе қатысудан бас тартсаңыз, қатысудан кез келген уақытта бас тарта аласыз. Сіздің бұл зерттеуге қатысу туралы шешіміңіз сіздің оқу үлгеріміңізге, мәртебеңізге немесе мектепке қатысуыңызға әсер етпейді.

Менің зерттеуге қатысудың қандай да бір пайдасы бар ма? Зерттеудің болжалды артықшылықтары мынандай: мектептегі қазақ тілін үйрену тәжірибесімен бөлісу. Бұл Қазақстандағы бірегей жағдайда қиялдағы идентификация және инвестицияның қазақ тілін үйренуге әсерін айқындауға көмектеседі.

Егер мен осы зерттеуге қатысатын болсам, қандай да бір сыйақы аламын ба? Бұл зерттеуге қатысу қатысушыларға материалдық сыйақы берілмейді.

Мен және менің қатысуым туралы ақпарат құпия бола ма? Бұл зерттеу барысында алынған кез келген ақпарат мүмкіндігінше құпия болып қалады. Зерттеу жазбаларында сіздің жеке ақпаратыңыздың құпиялылығын сақтау үшін барлық күш -жігер жұмсалады, бірақ толық құпиялылыққа кепілдік берілмейді. Сіздің жеке ақпаратыңыз, оның ішінде сіздің аты-жөніңіз бен мектептің аты, жасырылады және зерттеудің барлық кезеңінде бүркеншік атпен ауыстырылады. Барлық қойылған келісімнің барлық бланкілері, сондай-ақ осы зерттеуге қатысты барлық жазбаша және баспа құжаттар сканерленеді және қағаз құжаттары жойылады. Зерттеуші осы зерттеу барысында жиналған барлық электрондық деректерді жеке компьютерде парольмен қорғалған компьютердегі папкада сақтайды.

Сіздің қатысудан бас тарту туралы зерттеушінің шешімі. Егер қажет жағдайлар туындаса, зерттеуші сіздің зерттеуге қатысудан бас тарта алады. Егер сіз осы зерттеудің кез келген кезеңінде ыңғайсыздық сезінсеңіз, жалғастыруды қаласаңыз да, қатысудан бас тартуға тура келуі мүмкін. Зерттеуші шешім қабылдайды және сіздің одан әрі қатысуыңыз мүмкін болмаған жағдайда сізге хабарлайды.

Егер мен осы зерттеуге қатыссам, менің құқықтарым қандай? Сіз кез келген уақытта келісіміңізді қайтарып алып, жазаға тартылмай немесе өзіңізге тиесілі артықшылықтарды жоғалтпай зерттеуге қатысуды тоқтата аласыз. Бұл зерттеуге қатысу немесе қатыспау сіздің таңдауыңызда. Егер сіз өз еркіңізбен осы зерттеуге қатысуға келіссеңіз, қатысуды кез келген уақытта салдарсыз тоқтата аласыз. Егер сіз осы зерттеуге қатысуды таңдасаңыз, сіз заңды құқықтарыңыздан бас тартпайсыз. Сіз сондай-ақ жауап бергіңіз келмейтін сұрақтарға жауап беруден бас тарта аласыз.

Бұл зерттеу бойынша менің сұрақтарыма кім жауап бере алады? Егер сізде зерттеуге қатысты сұрақтарыңыз, пікірлеріңіз немесе алаңдаушылықтарыңыз болса, зерттеуші Салтанат Дошановамен +7 (707) 296-27-65 немесе saltanat.dochshanova@nu.edu.kz электрондық поштасы бойынша сөйлесе аласыз. Егер сіз зерттеушіден басқа біреуге зерттеуге қатысушы ретінде сіздің құқықтарыңыз туралы сұрақтар қойғыңыз келсе немесе зерттеуге байланысты туындауы мүмкін кез келген алаңдаушылықты немесе алаңдаушылықты білдіргіңіз келсе, Назарбаев Университетінің Институционалды Зерттеу Этика Комитетіне электрондық хат жаза аласыз: resethics@nu.edu.kz.

Келісім беру:

Мен, _____,
осы зерттеуге қатысуға өз еркіммен келісім беремін. Жоғарыдағы процедураларды түсінемін. Менің сұрақтарыма қанағаттанарлық жауап берілді. Мен сұхбатты аудиожазбаға жазуға рұқсат беремін. Маған бұл форманың көшірмесі берілді.

Келісім алып жатқан тұлғаның қолы:

Менің ойымша, қатысушы өз еркімен және біле тұра осы зерттеуге қатысуға келіседі.

_____ Байланыс нөмірі

_____ Келісім алып жатқан тұлғаның қолы Күні

Форма Согласия Несовершеннолетнего Ребенка на Участие в Исследовании

Вы приглашены принять участие в исследовании на тему **«Воображаемые Идентичности и Инвестиция: Изучение Казахского Языка в Школе с Русским Языком Обучения в Казахстане»**, которое проводится исследователем Дошановой Салтанат, студентки Высшей школы образования Назарбаев Университета (НУ). Вы были выбраны в качестве возможного участника этого исследования, поскольку Вы являетесь учеником 10-11 класса в школе с русским языком обучения в Казахстане. Ваше участие в этом исследовании является добровольным.

Почему проводится это исследование? Изучая язык, учащиеся обычно имеют определенные представления о том, как процесс изучения определенного языка может потенциально повлиять на них, их жизнь и их понимание самих себя. Такие образы, включая желаемые образы учащихся или представления о будущем, сконструированные в их воображении, являются проявлением их воображаемых идентичностей. Несмотря на то, что воображаемые личности учащихся могут меняться с течением времени, считается, что они также влияют на предпринимаемые учащимися действия, направленные на изучение языка. Следовательно, действия, которые учащиеся намеренно предпринимают в процессе изучения языка, можно рассматривать как их инвестицию в обучение. Таким образом, в данном исследовании будет предпринята попытка изучить личный опыт русскоязычных учащихся при изучении казахского языка в русскоязычной школе путем изучения их воображаемых идентичностей и их влияния на предпринимаемые учащимися действия для изучения языка.

Что будет, если я приму участие в этом исследовании? Пожалуйста, прежде чем Вы решите, участвовать или нет, обсудите это со своими родителями. Я также попрошу разрешение Ваших родителей на Ваше участие в данном исследовании. Помните, что, даже если ваши родители скажут «да», Вы все равно можете отказаться от участия. Если Вы добровольно согласитесь принять участие в исследовании, Вам будет предложено письменно изложить свой опыт изучения казахского языка в школе в формате небольшого эссе, а также принять участие в индивидуальном собеседовании. Для Вашего удобства Вы можете выбрать английский, русский или казахский язык при написании эссе и участии в интервью. Для облегчения написания эссе Вам будут предоставлены наводящие вопросы. Исследователь будет записывать интервью только с Вашего согласия. Ваша личная информация, включая Ваше имя и название учебного заведения, будет конфиденциальной на всех этапах представления данных в данном исследовании. Результаты исследования будут представлены в магистерской диссертации исследователя, а также могут быть опубликованы в научных или профессиональных целях.

Как долго я буду участвовать в исследовании? Ваше участие займет около 90 минут. Процедуры по сбору данных для исследования представлены в следующей таблице:

Время	Инструмент для сбора данных	Продолжительность
10-31 января, 2022	Эссе о Вашем опыте изучения казахского языка в школе	60 минут
	Индивидуальное интервью	30 минут

Есть ли какие-либо потенциальные риски или неудобства, которые я могу ожидать от этого исследования? Чтобы свести к минимуму любые риски, связанные с участием в данном исследовании, Ваша личная информация, включая Ваше имя и название школы, не будет разглашаться. Кроме того, участие в данном исследовании полностью добровольно. Если Вы примете решение участвовать в данном исследовании, Ваше участие не повлияет на Ваш статус или успеваемость в школе, поскольку любая информация, полученная из эссе и личного интервью, не будет передана администрации школы или учителям. Для Вашего удобства время и дата интервью будет обсуждаться с Вами индивидуально и не будет мешать Вашей посещаемости занятий в школе. Ожидается, что Ваше участие в этом исследовании не вызовет какого-либо потенциального психологического дискомфорта или вреда. За Вами также остается право отказаться от ответа на определенные вопросы. Если Вы испытываете дискомфорт на любом этапе этого исследования или принимаете решение не участвовать, Вы можете отозвать свое участие в любое время. Ваше решение об участии в этом исследовании не повлияет на Вашу успеваемость, статус или посещаемость в школе.

Есть ли какие-либо потенциальные преимущества моего участия в исследовании? В качестве ожидаемых преимуществ в результате исследования можно рассматривать возможность поделиться своим личным опытом изучения казахского языка в школе в рамках исследования, которое потенциально может расширить понимание влияния воображаемой идентичности на инвестиции в изучение языка в уникальном контексте Казахстана.

Получу ли я какую-либо оплату, если буду участвовать в этом исследовании? Участие в данном исследовании не предусматривает материального вознаграждения участников.

Будет ли информация обо мне и моем участии конфиденциальной? Любая информация, полученная в рамках этого исследования и позволяющая установить Вашу личность, останется конфиденциальной. Информация будет раскрыта только лишь с Вашего разрешения или в соответствии с требованиями закона. Ваша личная информация, включая Ваше имя и название учебного заведения, будет скрыта и заменена псевдонимами на всех этапах представления данных. Все подписанные формы согласия, а также вся письменная и печатная документация, относящаяся к этому исследованию, будут отсканированы, а бумажные документы уничтожены. Исследователь будет хранить все электронные данные,

собранные во время этого исследования, на своем персональном компьютере в защищенной паролем папке.

Решение исследователя об отмене Вашего участия. Исследователь может отозвать Ваше участие в этом исследовании, если возникнут обстоятельства, требующие этого. Если Вы испытываете дискомфорт на любом этапе этого исследования, Вам, возможно, придется отказаться от участия, даже если Вы захотите продолжить. Исследователь примет решение и сообщит Вам, если Ваше дальнейшее участие является невозможным.

Каковы мои права, если я приму участие в этом исследовании? Вы можете отозвать свое согласие в любое время и прекратить участие без штрафа или потери преимуществ, на которые имеете право. У Вас есть право выбора участвовать или не участвовать в данном исследовании. Если Вы добровольно согласитесь принять участие в этом исследовании, Вы можете остановить свое участие в любое время без каких-либо последствий. Вы не отказываетесь от своих законных прав, если решите принять участие в этом исследовании. Вы также можете отказаться отвечать на любые вопросы, на которые не хотите отвечать, и при этом остаться в исследовании.

Кто может ответить на мои вопросы об этом исследовании? Если у Вас есть какие-либо вопросы, комментарии или опасения по поводу исследования, Вы можете поговорить с исследователем, Салтанат Дошановой по телефону +7 (707) 296-27-65 или по электронному адресу saltanat.dochshanova@nu.edu.kz. Если Вы хотите задать вопросы о своих правах как участника исследования или высказать любые проблемы или опасения, которые могут возникнуть в связи с исследованием, кому-либо, кроме исследователя, напишите электронное письмо в Комитет институциональной этики научных исследований «Назарбаев Университета» по электронному адресу resethics@nu.edu.kz.

Согласие к участию:

Я, _____, понимаю описанные выше процедуры и даю свое добровольное согласие на участие в исследовании. На мои вопросы были даны удовлетворительные ответы. Я даю свое разрешение на аудиозапись интервью. Мне дали копию этой формы.

Подпись лица, получающего согласие:

По моему мнению, участник добровольно и сознательно соглашается участвовать в этом исследовании.

Имя лица, получающего согласие

Контактный номер

Подпись лица, получающего согласие

Дата

Appendix E

Transcription Sample of Interview

Researcher: Thank you for your interest in participating in this study. To begin with, could you tell me about your experience of learning the Kazakh language, from the moment you were introduced to this language up to this day?

Participant: Well, I was introduced to the language in kindergarten, probably, or in elementary school. Well, in elementary school it was somehow easy, then it became much more difficult.

Researcher: Why did it get much more difficult?

Participant: Well, first of all, because the educational program is constantly changing, the books are constantly changing. I have had a lot of different teachers as I have changed schools. That might have also... There are different requirements from different teachers - this might have also played a role.

Researcher: Good. Let us then talk about your attitude to the Kazakh language, that is, its role, value and influence in your life.

Participant: Well, in general, language is definitely very important for the state, for the nation. Any language is history, it is the culture of a state, just like the Kazakh language, it is important. But in our country there is such a situation that there are more Russian speakers. Now, of course, there is more information translated into Kazakh, there is more news in Kazakh, well, and so on. But it was not very common before. And it so happened that no one really dealt with this issue at the school level. Now, of course, this type of work has been stepped up, but it should have been done from the very beginning. Because I practically do not know the Kazakh language.

Researcher: Well, despite, perhaps, your proficiency level in the Kazakh language, how would you describe your attitude to this language? And how would you describe its role?

Participant: Well, the attitude... I consider Kazakh not as a language in general, but probably as a subject at school, and therefore the attitude towards the language is dependent on the relationship with a teacher. My relationship with the Kazakh teacher is not very good now, and therefore the attitude is not very positive. But I have nothing against the language as a whole.

Researcher: Understood. Well, then we have determined the role of Kazakh, and its role is a school subject, just like other subjects, like, mathematics, chemistry, and so on, right?

Participant: Yes.

Researcher: Let us talk about the value or the influence of the Kazakh language in your life.

Participant: In general, there is no influence outside the school, because I always speak Russian with friends, family, classmates, or sometimes English on the Internet. Or when I go to German courses - I speak German there. I don't speak Kazakh at all.

Researcher: What do you think is the role of Kazakh in your life in the past and today? Has it changed or has it remained the same?

Participant: Well, the role has probably become less positive, because before, well, last year, I studied at a different school, I had a different teacher and I had a more positive attitude towards the language, and now I don't really like the teacher, and the attitude is like - it got worse.

Researcher: In this case, has the role of the Kazakh language changed for you, say, last year and this year?

Participant: Well, the role... In my life, it has not changed because all my life I have spoken only Russian with everyone.

Researcher: Understood, that is, the role of the Kazakh language has been stable throughout your life – its role is what you study within the school program, and the influence of this language, in principle, does not extend beyond the school?

Participant: Right.

Researcher: Let us move on to the fourth question. This is a question about imagined identities. Perhaps, when you first got introduced to the language, when you began to study it, was there some kind of an image that you imagined? Maybe, you imagined yourself speaking this language in the future, or did you imagine something else?

Participant: Well, not really, but basically, it may sound funny, but the image that pops up in relation to the Kazakh language is this cartoon with Aldar Kose. This image pops up. Because this cartoon is often shown to children, and I have seen it many times. Well, that is it.

Researcher: And yourself, for example? That is, when you study the language at school, for example, or when you just started learning Kazakh at school, did you have an image of yourself in the future, that you would someday, for example, reach some level of language proficiency in Kazakh and would to speak it?

Participant: To be honest, no.

Researcher: In this case, did that image change, maybe at the beginning you imagined yourself speaking the Kazakh language, or you did not imagine anything like that from the very beginning?

Participant: Well, perhaps it can change often, because when you often get good grades, then somehow there is more desire to learn, and then you start to get lazy again and the desire disappears again.

Researcher: Understood, that is, encouragement in the form of good grades, in principle, positively affects your efforts to some extent?

Participant: Yes.

Researcher: We smoothly moved on to the topic of factors. You noted receiving good grades as an encouraging factor. What other factors have contributed to your efforts in learning the Kazakh language at school?

Participant: Well, only the grades, to be honest, that is it.

Researcher: Maybe, for example, your family tells you something?

Participant: Well, it is only because of the grades that my parents tell me that I need to study Kazakh.

Researcher: Let's talk about the atmosphere in the classroom...

Participant: Well, going back to the previous question, my parents tell me to learn the Kazakh language if I want to stay here further, and if I want to leave, then I need to concentrate more on a foreign language.

Researcher: Now if we talk about the atmosphere in the classroom, for example, teachers, teaching methods, study materials, your textbooks and all that, how have they helped or hindered your efforts to learn the Kazakh language at school? You can list both facilitating and hindering factors.

Participant: Well, I just wanted to say that, for example, it is better to add at least some segments in Russian into the elementary school textbooks, because many children go to the first grade without even knowing Kazakh at all. And they see new letters, new words, and they hear new sounds for the first time. So it seems to me that the textbooks need to include at least some information in Russian. And so, well, now, I do not know if I can talk much about politics, but it seems to me that in the textbooks, they write too much about political leaders, which is a bit repulsive.

Researcher: Understood. Probably, this may be some information that is not of interest?

Participant: Well, yes, probably, the Ministry of Education needs to look at what exactly children in different age groups like and maybe then there will be more interest.

Researcher: That is, can we say that the uninteresting content of textbooks can hinder the efforts of students in learning the language?

Participant: Well, of course, you can write about patriotism, but it should not be on every page of the textbook, everything in moderation.

Researcher: If we talk about teachers, in your personal experience, how have the teachers contributed to your language learning efforts?

Participant: Well, I have had quite a lot of Kazakh teachers, and the influence of teachers is really significant, because it all depends on the teacher's attitude towards you. Sometimes teachers just do not care about their students, they are only concerned with delivering the course content and leaving. But there are other teachers who are interested in children and in giving them knowledge, and in this case, one can also get more motivated to learn.

Researcher: So, you have witnessed both types of teachers?

Participant: Yes.

Researcher: But specifically in terms of the ways of teaching, what could contribute to, and what could hinder your efforts?

Participant: Many teachers who do not really care about their subject, for example, Kazakh teachers, they speak Russian a lot. We still need more spoken language, because basically... Well, we live in Kazakhstan, we need speaking skills in this language.