

**Family Language Policy for Early Trilingualism in Kazakhstan: Parents' Beliefs about
Children's Multilingual Development**

Anara Zhanseitova

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

May, 2023

Word Count: 22535

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53 Kabanbay Batyr Ave.
Astana 010000
Republic of Kazakhstan
10 October 2022

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

Yours sincerely,


Syed Abdul Manan

On behalf of:

Dr Matthew Courtney, *PhD*
Chair, GSE Ethics Committee
Graduate School of Education
Nazarbayev University

Block C3, Room M027
Office: +7 (7172) 70 6659
Mobile: +7 708 274 9564
email: matthew.courtney@nu.edu.kz, gse.irec@nu.edu.kz

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Acknowledgment

The journey was long, and challenging, but interesting, just as our professors promised us initially.

First, I want to thank myself for going through the challenges and doing my best to improve my work just because I wanted to, and not because it will be checked. Then, I want to thank my dearest spouse, who supported me through all ups and downs. I am infinitely grateful for the life that I met such an intelligent man. And I am even more grateful that he is my husband. And surely, I want to express my gratitude to my family just for being my family – I love you all wholeheartedly.

I also want to thank my cohort – MA 2021-2023 – you all are the best people. Without you, this master's degree would not be as enjoyable as it was (the program is great and all, but people make it so much better). Specifically, I want to thank all the people I have study-buddied with, you made studying much better and easier!

Last (but certainly not the least!), I want to thank my supervisor, Syed Abdul Manan, who was always available to answer questions and support the journey yet allowed me to feel responsible for my work, without intervening in my freedom in creating and exploring. Parallely, I want to thank my academic English instructor, Ainur Almukhambetova, for being there and supporting me from the beginning till the very end, for helping to solve every issue I came across.

Abstract

Family Language Policy for Early Trilingualism in Kazakhstan: Parents' Beliefs about Children's Multilingual Development

Kazakhstan actively promotes trilingual education, encouraging the acquisition of the Kazakh, Russian, and English languages within its educational system. However, there may be imbalances in the exposure of children to each of these three languages in society, which might result in uneven multilingual development. Thus, parental involvement is essential for sustaining early trilingualism and preparing the children for trilingual education, but the parents' beliefs about multilingual development may influence the effectiveness of the family language practices aimed at early trilingualism. The study aimed to explore this issue from the perspective of parental beliefs using the research questions which focus on understanding parental beliefs about multilingual development, identifying the factors that shape these beliefs, and exploring how these beliefs shape FLP practices. The study employed qualitative methods with data collection instruments of written narratives and semi-structured interviews. Seven parents practicing FLP for early trilingualism with their children participated in this study, and the data were analyzed using thematic analysis. The findings suggested that participants do not pursue multilingualism for its own sake, but rather because they understand that each of the three languages is vital to different life aspects. The findings also indicated that beliefs play an essential role in shaping language usage patterns. The influencing factors were complex and diverse, with a possible connection with Kazakhstan's historical and political background. The implication of the study is a possible contribution to a better understanding of the promotion of multilingualism in the Kazakhstani context using the parental beliefs' perspective. This study's results may be used as an informational basis for further research on the family language policy for early trilingualism. Recommendations were made for parents to consider starting a conscious approach to FLP, for trilingual

education policy implementers to use the understanding of parents' values and attitudes to design relevant and efficient programs, and for policymakers to include parents as an important stakeholder in the educational system.

Аңдатпа

Қазақстандағы ерте үштілділікке арналған отбасылық тіл саясаты: ата-аналардың балалардың көптілді дамуы туралы сенімдері

Қазақстан өз білім беру жүйесінде қазақ, орыс және ағылшын тілдерін меңгеруді ынталандыру мақсатымен үштілді білім беруді белсенді түрде дамытуда. Алайда қоғамда осы үш тілдің әрқайсысы әр түрлі деңгейде кездесуі мүмкін, бұл көптілді дамудың біркелкі болуына кедергі болуы мүмкін. Сондықтан, ерте үштілділі дамуға қол жеткізу және балаларды үш тілде білім алуға дайындау үшін ата-аналардың бұл үдеріске қатысуы өте маңызды. Бірақ, ата-аналардың көптілді дамытуға қатысты сенімдері ерте үштілділікке бағытталған отбасылық тіл тәжірибесінің тиімділігіне әсер етуі мүмкін. Осы зерттеу жұмысы ата-аналардың көптілді даму туралы сенімдерін түсінуге, осы сенімдерді қалыптастыратын факторларды анықтауға және осы сенімдердің отбасылық тіл тәжірибелерін қалай қалыптастыратынын анықтауға бағытталған зерттеу сұрақтарын пайдалана отырып, ата-ана сенімдері тұрғысынан осы мәселені зерттеуге бағытталған. Зерттеу жазбаша баяндау мен жартылай құрылымдық сұхбат құралдары арқылы сапалық әдістерді қолданды. Бұл зерттеуге балаларымен ерте үштілділік үшін отбасылық тіл саясаты тәжірибесін қолданатын жеті ата-ана қатысты және деректер тақырыптық талдау арқылы талданды. Зерттеудің нәтижелері бойынша, қатысушылар көптілділік дамуға көптілді болу үшін ғана ұмтылмайды, керісінше, үш тілдің әрқайсысы өмірдің сан түрлі аспектілері үшін маңызды екенін түсінгеннен көптілділікке ұмтылады. Нәтижелер сонымен қатар ата-аналардың көптілділік пен тілді қолдану аясы туралы сенімдерін қалыптастыруда көзқарастардың маңызды рөл атқаратынын көрсетеді. Әсер етуші факторлар күрделі және алуан түрлі екені, әрі олардың Қазақстанның тарихи және саяси жағдайымен байланысы бар болуы ықтимал екені анықталды. Зерттеудің салдары ата-ана көзқарасы арқылы Қазақстан

контекстінде көптілділікті ілгерілетуді жақсырақ түсінуге ықтимал үлесінде жатыр. Бұл зерттеудің нәтижелері ерте үштілділікке қатысты отбасылық тіл саясатын одан әрі зерттеу үшін ақпараттық негіз ретінде пайдаланылуы мүмкін. Ата-аналарға отбасылық тіл саясатын саналы түрде ұстануды қарастыру, үштілді білім беру саясатын жүзеге асырушылар үшін ата-ананың құндылықтары мен қарым-қатынасына сәйкес және тиімді бағдарламаларды әзірлеу үшін пайдалану және саясаткерлерге ата-аналарды білім беру жүйесіне маңызды мүдделі тарап ретінде қосу сияқты бірнеше ұсыныстар жасалды.

Аннотация

Семейная языковая политика раннего трехязычия в Казахстане: представления родителей о полиязычном развитии детей

Казахстан активно продвигает трехязычное образование, поощряя изучение казахского, русского и английского языков в рамках своей образовательной системы. Тем не менее, в обществе может быть дисбаланс в использовании каждого из этих трех языков, что может привести к неравномерности многоязычного развития. Таким образом, участие родителей в этом процессе необходимо для поддержания раннего трехязычия и подготовки детей к трехязычному обучению, но убеждения родителей о полиязычном развитии могут влиять на эффективность семейных языковых практик, направленных на раннее трехязычие. Это исследование направлено на изучение этого вопроса с точки зрения родительских убеждений с использованием исследовательских вопросов, которые сосредоточены на понимании родительских убеждений о многоязычном развитии, выявлении влияющих факторов, формирующих эти убеждения, и изучении того, как эти убеждения влияют на практику семейной языковой политики. В исследовании используются качественные методы с такими инструментами сбора данных как письменные рассказы и полуструктурированные интервью. В этом исследовании приняли участие семь родителей, которые практикуют семейную языковую политику для раннего трехязычия со своими детьми, и собранные данные были проанализированы с использованием тематического анализа. Результаты показывают, что участники не стремятся к многоязычию ради самого многоязычия, а скорее понимают, что каждый из трех языков важен для различных аспектов их жизни. Результаты также показывают, что установки играют важную роль в формировании родительских представлений о многоязычии и сфере использования языка. Влияющие факторы оказались сложными и разнообразными, с возможной

связью с историческим и политическим фоном Казахстана. Последствия исследования заключаются в возможном вкладе в лучшее понимание продвижения многоязычия в контексте Казахстана с точки зрения родительских убеждений. Результаты данного исследования могут быть использованы в качестве информационной основы для дальнейших исследований языковой политики семьи в отношении раннего трехязычия. Было сделано несколько рекомендаций, такие как: родителям рассмотреть возможность осознанного подхода к семейной языковой политике; лицам, реализующим политику трехязычного образования, использовать понимание ценностей и отношения родителей для разработки актуальных и эффективных программ; а политикам, включить родителей в качестве важной заинтересованной стороны в процесс образования.

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Introduction

Background Information

Kazakhstan has been continuously developing its educational system since gaining independence in 1991 (Karabassova, 2018, 2021; Ayazbayeva, 2017). The country's historical and political background played a significant role in the direction of these developmental reforms, either through ideological perspectives or socio-economic circumstances. One of the vast historical factors is Kazakhstan's existence under the Union of Soviet Socialist Republics (USSR) till 1991. Under the USSR, Kazakhstan experienced various educational changes and obligations, the most prominent of which was the Russification policy.

Starting from the 1930s, the Russian language becomes compulsory to learn in secondary schools (Karabassova, 2020, Smagulova, 2008). According to Suleimenova (1994, as cited in Smagulova, 2008), Kazakh-speaking professionals were not given any benefits anymore starting from 1941. That way, the social and political environment in USSR raised the prestige of the Russian language compared to the Kazakh language, which made the Russian language "a power-holding language in Kazakhstan" for a long time (Karabassova, 2021, p.557). The Russian language started dominating in many areas as education and day-to-day speaking (Karabassova, 2021). In the 1950s, the Kazakh language was "totally repressed" and the share of Kazakh schools and universities diminished vastly (Karabassova, 2020, p. 40). After that, the Kazakh language was not taught as a subject since 1955 and the Soviet government cut the funding of Kazakh schools (Karabassova, 2020). All these actions, aimed at the russification of the Kazakh nation, considerably affected the linguistic context at that time. Russian was the primary language of education, and the Kazakh language was constrained. Society also started preferring the Russian language for its economic and political benefits.

After gaining independence in 1991, Kazakhstan tried to implement Kazakhization policies to recover and raise the overall status of the Kazakh language in society (Karabassova, 2021). The government decided to confidently implement and promote Kazakhization policy through different means because the Kazakh language was in the position of a “minority language in its own titular republic long enough” (Smagulova, 2008, p. 449). The Kazakh language gained its national status in 1989 and then, in 1995 the Constitution of the Republic of Kazakhstan stated that “The Kazakh language is the national language of the Republic of Kazakhstan” (Law of the Republic of Kazakhstan Concerning languages in the Republic of Kazakhstan, 1997).

One of the most significant decisions was to oblige candidates for highly symbolic positions, such as the President of the country, to know the Kazakh language at a proficient level (Smagulova, 2008). This proficient level refers to the “ability to read and write accurately and to express ideas and speak publicly effortlessly, without any difficulties” (Smagulova, 2008, p.451). Additionally, the Kazakhization process continued by transmitting all the state paperwork to the Kazakh language. The Kazakh language was planned to be included in all spheres of state development, so it was crucial to establish its official language status. The unification of the Kazakh language was also conducted through standardization so that the language could “fully meet the new demands placed upon it” (Smagulova, 2008, p. 453). Finally, the share of Kazakh medium of instruction (KMI) schools and universities started to increase. There was a 24% increase in the percentage of students studying in Kazakh-language schools from 1988 to 2006 (Smagulova, 2008). Generally, the Kazakh language started its revitalization process.

On top of that, the first president Nursultan Nazarbayev (2007) emphasized the importance of the English language in the modern world. As a result, a trilingual education

policy was introduced: “Kazakh as the state language, Russian as the language of interethnic communication, and English as the language of integration into the global economy” (Nazarbayev, 2007). This policy was mainly introducing the English language because Kazakhstan was always a multinational country where the communication language was historically established as the Russian language (Smagulova, 2008). This trilingual education policy is designed for Kazakhstani people to acquire three languages in school settings, even though each language’s share in a student’s repertoire may differ due to different levels of exposure or other factors. However, the government attempts to provide an opportunity for developing trilingualism. These developments are also bound to affect family language planning in general, and parents’ role in particular as to how parents plan for the trilingual development of their children. As such, children’s multilingual development may depend on their parents’ language beliefs and language attitudes. Parents’ role could be influential in managing and determining their children's language practices and multilingual development following the current trilingual education policy. Thus, multilingual families experience the need to establish certain linguistic arrangements on which language to use and when, and these decisions result in the family language policy (FLP) in the aggregate (Hollebeke et al., 2020). Against this backdrop, this research seeks to focus on the role of FLP and parents’ language beliefs and attitudes in the development of their children in the context of early trilingualism in Kazakhstan.

Problem Statement

Kazakhstan promotes trilingual education that begins in preschool, and while this provides children with the opportunity to learn Kazakh, Russian, and English languages at a young age, there may be imbalances in terms of exposure to each language. These imbalances may result in children developing only academic competence in one language and, for instance, only communicative competence in others. Therefore, in monitoring children’s

language development, parents' involvement in the implementation of FLP may be critical in sustaining the holistic development of early trilingualism (Piller & Gerber, 2018). The effectiveness of FLP, on the other hand, largely depends on parents' beliefs about multilingual development. Meanwhile, FLP is currently not discussed enough in connection with trilingual education policy in Kazakhstan, therefore, this study aims to explore this connection from a parental beliefs perspective. This is done through the analysis of the interrelation between parents' beliefs, the factors which shape beliefs, and their FLP practices. Given the scarcity of research on this topic in the Kazakhstani context, this study is deemed important to gain a better understanding of family language planning and parental beliefs about early multilingual development in the country.

Purpose of the Study

The purpose of this study is to explore the situation with the family language policies for early trilingualism in Kazakhstan from the perspective of parental beliefs about multilingualism. To be precise, it is aimed to a) understand what the beliefs of parents on multilingual development are, b) identify what factors shape these beliefs, and c) how the beliefs mentioned above shape the Family Language Policies of families.

Research Questions

1. What are the beliefs of parents about their children's multilingual development?
 - a. What are the influencing factors that shape these beliefs?

2. How do participating parents' beliefs on multilingualism shape their family language policy (i.e., linguistic practices of a family)?

Significance of the Study

The importance of this study lies in shedding light on parental beliefs and practices in relation to family language policy for early trilingualism in Kazakhstan. The study explores how parents perceive the concept of multilingualism, what factors shaped their beliefs, and how their beliefs influence their language plans and practices for their children's multilingual development. This is the first step in exploring the role of the FLP in early trilingual development in Kazakhstan. The study's findings may assist researchers, educators, and policymakers in better understanding some parents' perspectives and attitudes toward trilingualism, as well as the role of families in supporting multilingualism in Kazakhstan. Furthermore, the study's findings can be used to help develop effective strategies for promoting multilingualism in early childhood education in Kazakhstan and other similar contexts. Educators and policymakers can design culturally relevant and appropriate programs to support children's multilingual development in the early years by understanding how parents perceive and value trilingualism. Overall, the significance of this study lies in its potential to contribute to a better understanding of how to promote multilingualism in Kazakhstan and other contexts with similar linguistic diversity.

Outline of the Study

The thesis consists of six chapters. The first chapter is an introduction to the thesis, which includes a description of the background information on the research context, research problem, research purpose, research questions, and the significance of the study. The second chapter is a literature review section, which outlines the conceptual framework and reviews the existing literature on the related topics. Chapter three covers the methodology of the thesis and consists of research design, research procedures, and analysis. The findings of the research are presented in Chapter 4, while the discussion of the results is covered in Chapter 5. Lastly, chapter 6 includes the conclusion of the thesis, together with the limitations and implications of the study.

Literature Review

This chapter reviews existing literature on FLP and multilingualism around the world. It starts by focusing on the central concepts of the research and describing the conceptual framework, then covers the international studies done in the related fields, covering components of FLP, factors affecting FLP and multilingual development, and the outcomes of these phenomena. Then, it reviews the available research done in these fields in the Kazakhstani context.

Central Concepts of the Research

The concepts central to the research are multilingualism and family language policy. First, this section revises the literature available about multilingualism. Then, it is narrowed down to early trilingualism, and the literature is reviewed about the definitions of this concept. Second, the section presents studies about the family language policy. Afterward, the two components of FLP central to the current study are reviewed: language beliefs and language practices.

Multilingualism

Multilingualism has been researched under the framework of bilingualism for some time because bilingual acquisition started emerging as a research field a long time ago in comparison with the trilingual (or multilingual) acquisition (Barnes, 2006). In her review of bilingual and multilingual education, Cenoz (2012) defines multilingual education as “an umbrella term that includes bilingual education as its most common type but also refers to other types of multilingual education with three or more languages” (p. 2). Similarly, multilingual acquisition refers to acquiring two or more languages, while bilingual acquisition includes exactly two languages. In other words, multilingualism is the ability to use more than one language in day-to-day life.

The vast research has been done in the field of the benefits of multilingualism and had shown that multilingual development can lead to cognitive, linguistic, and socio-cultural benefits (e.g., Adesope et al., 2010; Bialystok et al., 2012). For instance, Adesope et al. (2010) conducted a meta-analysis of 63 studies that explored the cognitive correlates of bilingualism and reported that “bilingualism is reliably associated with several cognitive outcomes, including increased attentional control, working memory, metalinguistic awareness, and abstract and symbolic representation skill” (p. 207). Actively using multiple languages may also have benefits such as the protection of older people from cognitive decline (Kroll and Dussias, 2017). There are also other possible cognitive benefits of multilingualism, like enhanced executive control, cognitive flexibility, attentional control, and increased metalinguistic awareness (Bialystok, 2017). However, all these benefits of multilingualism may vary depending on various factors such as acquisition age, the languages, exposure amount to these languages, and other factors (Paradis et al., 2021).

However, there are also challenges to multilingualism in addition to its benefits. Namely, there may be language dominance, language mixing, and language loss in connection with multilingual development. Language dominance is the tendency to prefer one language over the other by a multilingual, which can result in an imbalance in multilingual development (Paradis et al., 2021). This may create some difficulties for the parents in ensuring active early trilingualism. Language mixing is when a multilingual speaker uses the elements from one language in a sentence in another language (Myers-Scotton, 2006). Language mixing may lead to miscommunication or confusion, especially in the early ages. Lastly, language loss is a process of weakening or losing the language because of the lack of usage or absence of opportunities for the usage of the language (King, 2000). This may be an issue when the language has a low level of presence in society, which may affect the exposure amount.

Early Trilingual Development

This research considers trilingual acquisition, which is the acquisition of three languages – in our case, Kazakh, Russian, and English. All the literature above is applied to this concept, the only difference is that early trilingual development is a narrower term that includes the exact number of languages (three) learned. Concerning the age of acquiring these languages, early trilingualism has multiple possible scenarios for development with different exposure and timing factors. Barnes (2006) describes two main types of acquisition order formula for early trilingualism suggested by Cenoz (2001): first is when all three languages are acquired simultaneously starting from birth, and second, is when a child first acquires two languages at home and only later adds the third language due to schooling. The first case, when the third language is introduced simultaneously with the first two languages, is defined by Quay (2001) as ‘trilingual first language acquisition.’ In both cases, however, early trilingualism is outlined as having three languages in the repertoire at an early age.

Family Language Policy

This research explores the early trilingualism developed in family settings, therefore, it is important to define family language policy which directly affects the way early trilingual development happens. The wide conceptualization of FLP in literature started at the beginning of the 21st century. The field of FLP first emerged as a result of a link between child language acquisition and bilingual development (King and Fogle, 2013). Currently, this field has expanded to a more complex one, including a “broader range of families, languages, and social contexts,” referring to the family as a dynamic system, and also incorporating trilingualism and multilingualism (King and Fogle, 2013, p. 172).

As for the topical definitions of the concept, King et al. (2008) describe FLP as “overt, explicit decisions about how language is allocated within family communication” (p. 907).

However, most of the time, families do not purposefully plan their family language policies (Caldas, 2012). Instead, they just maintain linguistic practices that have been historically formed due to political or social circumstances in their country. According to Caldas (2012), “the sociolinguistic reality is that family language policies lie along a continuum ranging from the highly planned and orchestrated, to the invisible, laissez-faire practices of most families” (p. 352). In other words, family language policy is a concept that is measured on the continuum rather than categorized.

Language Beliefs and Language Practices

Spolsky’s (2004) framework for language policy (LP) is taken as the framework basis for the concept of family language policy in this research because the literature on FLP has been adapting this framework for language policy widely (e.g., Hollebeke et al., 2020; Kaveh, 2020; Yin et al., 2021). According to Spolsky (2004), LP consists of three components: beliefs, practices, and management. These three components are applied to family settings in the following way. Language beliefs are ideologies or beliefs families generally hold about how valuable and prestigious a language in a society is (Kaveh, 2020). In other words, “language ideology is language policy with the manager left out, what people think *should be done*” (Spolsky, 2004, p.14). Language practices in a family may or may not correspond to the beliefs of the family, but overall, this component is explained as “*what people actually do*” and what linguistic choices they make (Spolsky, 2004, p. 14). This is what people practice linguistically in family settings (Hollebeke et al., 2020; Yin et al., 2021). Lastly, language management is any attempt to shape language practices and usage. That is what parents choose to implement for adjusting the linguistic practices of their children and themselves (Kaveh, 2020; Yin et al., 2021).

The current research takes two components of FLP – beliefs and practices and explores the connection between them in the context of early trilingualism. The reason for focusing on these two components is the potential impact of parental linguistic beliefs on linguistic practices in a family. Research has shown that parental beliefs and practices may have an impact on a child's language development. For example, parents that provide a rich linguistic environment for their children and who are frequently engaged in verbal interactions with children can promote the acquisition of languages and the development of vocabulary (Hoff, 2006). Additionally, parents' attitudes and beliefs about bilingualism can influence the success of the bilingual acquisition of children (García-Sierra et al., 2016). That is why the study chose to focus on the connection between beliefs and practices.

Conceptual Framework

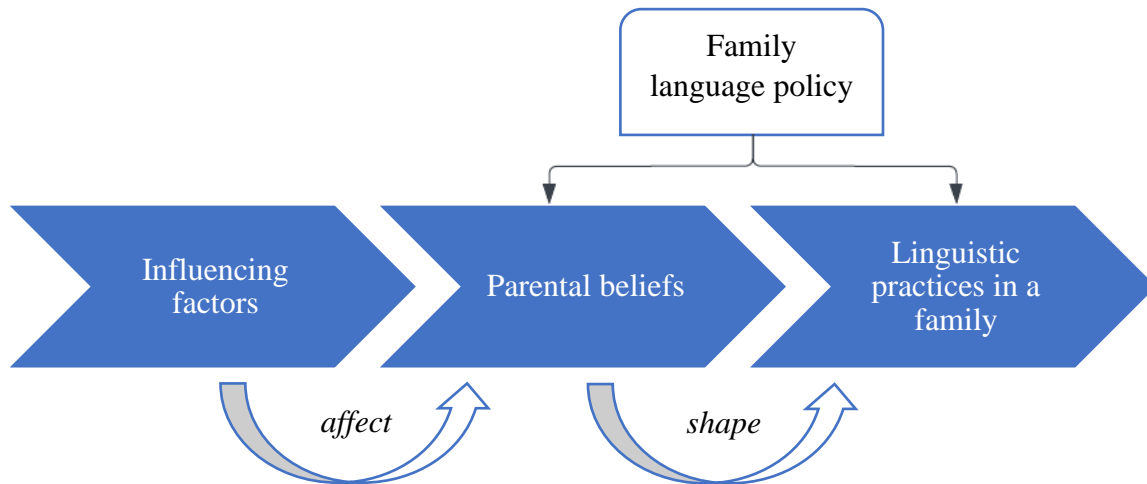
Before researching on such important and vast notions as FLP and early trilingualism, it is crucial to establish a conceptual framework for the research. Thus, the current research is based on the conceptualizations which were described above, with the adaptation of these concepts to the local context and the scope of the research. More precisely, the concept of FLP is largely based on Spolsky's (2004) framework for language policy, concerning the adaptations of this framework to the family context by other researchers, which were discussed above.

The conceptual framework of this research is presented in a visual form below in Figure 1. The three main concepts are chosen according to the research questions. The concept of influencing factors is derived from the research question №1a (What are the factors that shape these beliefs?), the concept of parental beliefs from the research question №1 (What are the beliefs of parents about their children's multilingual development?), and the concept of linguistic practices in a family is derived from research question №2 (How do

the beliefs of the participating parents about multilingualism shape their family language policy (i.e., the linguistic practices of a family)?).

Figure 1

Conceptual framework



These three concepts form cause-effect relations as such: influencing factors affect parental beliefs, and parental beliefs shape the linguistic practices in a family, this relation is shown by blue arrows under the boxes in Figure 1. The parental beliefs and linguistic practices are taken from the components of the FLP, which is illustrated by the black arrows above the boxes in Figure 1. This conceptual framework serves as a basis for the theoretical part of the research and guides the researcher in the exploration of this field. The research questions and data collection instruments were based on and aligned with this conceptual framework.

Family Language Policy: Factors and Outcomes

The review of research on FLP suggests two main themes: a) the factors which influence the formation and success of FLP, and b) the outcomes and effects of the FLP. This section will focus on these two themes one by one.

Factors Influencing FLP

Much research effort has been dedicated to the exploration of the factors which can influence the way certain linguistic beliefs and practices are shaped, leading to the establishment of the FLP (e.g., Curdt-Christiansen & Huang, 2020; Curdt-Christiansen, 2013; Smith-Christmas, 2016). All in all, these factors can be divided into external and internal factors regarding their connection to the family language policy. External factors do not directly depend on the family itself and include economic, political, and environmental factors, while internal factors are directly related to the family, i.e., its structure and background (Curdt-Christiansen, 2013).

The research on external factors suggests that recommendations from other people may influence the decisions regarding the FLP (Okita, 2002, as cited in Hollebeke et al., 2020). This also echoes the work of Caldas (2012), who emphasizes similar external factors, for example, language socialization (as peers in the preschool will influence the linguistic experience of the child) and the schooling options (as parents need to decide if they want to raise their children multiliterate or multilingual). Similarly, the availability of public education and the cultural significance of the languages in society is an important factor, as it directly influences the family decisions on language practices (Curdt-Christiansen, 2009; Curdt-Christiansen & Huang, 2020; King et al., 2008). Lastly, digital media is an emerging but crucial factor that is affecting many spheres of our lives, including FLP (Curdt-Christiansen & Huang, 2020).

The internal factors include the following influences: emotional factors (relationships in a family), identity factors (ethnolinguistic origins), cultural factors, parental impact and beliefs (the role and responsibilities of a parent), and child agency (children's role and actions) (Curdt-Christiansen & Huang, 2020). More specifically, these also include parents'

expectations (Curd-Christiansen, 2009) and the sociological backgrounds of families (Caldas, 2012) which may concern parents' personal experiences with their linguistic repertoire, the linguistic experiences of other family members, and family size (more siblings in a family entail less control of the linguistic practices of a child).

Spolsky (2004), on the other hand, highlights four types of factors that influence the emergence of linguistic beliefs: sociolinguistic, sociocultural, socioeconomic, and sociopolitical. Sociolinguistic factors are those which impact the beliefs about which languages are acceptable or not; sociocultural factors are factors that influence the values attributed to different languages; sociopolitical factors are which come from the policies and political factors; socioeconomic factors are the factors that consider the economic benefits of different languages (Ayazbayeva, 2017). These four types of factors in combination with the internal and external factors discussed above are taken as the directional basis for exploring the factors influencing parental beliefs.

Outcomes of FLP

Previous research findings suggest that family language planning plays an important role in a child's multilingual language development, especially oral language development (e.g., Piller & Gerber, 2018; Yin et al., 2021). Some authors argue that FLP "shapes children's developmental trajectories" and that children's school accomplishments are associated with FLP at home (King et al., 2008, p.907). Curdt-Christiansen & Huang (2020) argue that an FLP that includes conscious home language maintenance correlates with "a harmonious and cohesive family relationship" (p. 180). King et al. (2008) emphasize the linguistic outcomes of the FLP, which may include the cognitive development and educational achievements of a child.

Additionally, FLP is claimed to be important for language maintenance as well. Hollebeke et al. (2020), for instance, explored the connection between FLP and linguistic outcomes both in terms of an individual and a family. They systematically analyzed 191 research works in this field and derived their conclusion based on different types of outcomes: linguistic outcomes such as proficiency, language use, and language maintenance; socio-emotional outcomes such as emotional language use, linguistic and overall well-being; cognitive outcomes as conceptual knowledge, linguistic creativity, reading speed, and accuracy (Hollebeke et al., 2020). The authors concluded that “FLP does play a crucial role in explaining observed outcomes” (Hollebeke et al., 2020, p.29), i.e., especially linguistic, and cognitive outcomes. The socio-emotional outcomes, however, seem to be more indirectly derived from FLP practices through linguistic outcomes, in other words, socio-economic outcomes may be treated as derivative (or secondary) outcomes (Hollebeke et al., 2020).

Factors Affecting Early Trilingual Development

There is a plethora of research conducted on the exploration of the factors which affect the early trilingual or multilingual development of children. One of the most discussed factors in the literature is the input quality and quantity, which is known to be a crucial factor influencing the active multilingual development of a child (e.g., Arnaus Gil et al., 2020; Barnes, 2006; Quay, 2001). Arnaus Gil et al. (2020), for instance, highlighted the importance of the quality of input of minority language in family settings for developing active trilingualism in children. Quantity of input is important to sustain the minimum requirement for language acquisition, but more is needed to sustain functional multilingualism. Quality of input, in contrast, is important for supporting active multilingualism but is also not enough alone. As opposed, fostering a linguistic and cultural environment in addition to the institutional environment plays an essential role in active multilingualism.

The literature review also identified home support as an important factor affecting the multilingual development of children through the conversational style of the interactions (Arnaus Gil et al., 2020; Chevalier, 2012), the language choice of parents at home and parental discourse types (Quay, 2001). Chevalier (2012) discusses the role of parents or caregivers in early trilingualism: she argues that the interactional style (i.e., intensive, encouraging, and motivating interaction) of communication with children plays a crucial role in developing active trilingualism.

The presence of social factors has also been explored by many authors, among which the most prevalent factors are institutional support (Arnaus Gil et al., 2020), socio-economic status (Yin et al., 2021), the dominance of the language in society and L2 status (Barnes, 2006). According to Arnaus Gil et al. (2020), when the majority language of society is supported at home, it negatively affects the child's competence development of a minority language. This may become one of the obstacles to developing active bi- or trilingualism. Furthermore, the usage of a minority language at home may be decisive in developing active multilingualism but cannot guarantee it due to the individual peculiarities of children (Arnaus Gil et al., 2020). Lastly, there is also research evidence that early multilingual development is also affected by some linguistic factors. For instance, Barnes (2006) and Cenoz (2001) highlighted the relevance of the cross-linguistic influence, whereas Chevalier (2008) emphasized the importance of the type of exposure to the language. Cenoz (2001) also claims that the distance between languages influences multilingual development.

Overall, multilingual development and its success depend on various factors such as the age of acquisition, language input, language attitudes, and motivation. For example, the age of acquisition may affect the multilingual development process (Barnes, 2006; Singleton, 2005). Language input, which is what the learner receives and processes in the target language, is claimed to be an important factor by many authors (see for example Arnaus Gil

et al., 2020; Barnes, 2006; Chevalier, 2008; Quay, 2001; Unsworth, 2013). Additionally, motivation and positive attitudes toward languages may lead to better language learning outcomes (Gardner, 2001).

Research in the Kazakhstani Context

The research in Kazakhstan lacks studies on family language policy. However, there are several studies worth mentioning that connect to this research from several perspectives. First of all, several studies on trilingual education policy explore the issue from the implementation, conceptualization, and outcome evaluation perspectives (see for example Karabassova, 2021; Ayazbayeva, 2017). Language ideologies and beliefs are other fields where several research works were done mainly in connection with the post-soviet changes. Smagulova (2017) discussed how implicit ideologies were promoted and established during the Kazakhization process. Meanwhile, Ayazbayeva (2017) explores the situation with trilingual education in Kazakhstan from the perspective of parents by researching their opinions and perceptions. Ayazbayeva (2017) suggests that the rationale for exploring the parents' perspective is that the implementation and acceptance of the language policy are largely based on the parents' opinions. She concluded that the trilingual policy is yet to influence the opinions and ideologies of parents. Additionally, parents are threatened by the trilingual policy because they believe that it is leading to the Kazakh language's loss. In conclusion, the author suggests that more awareness among parents is needed about the goals and values of trilingual education policy. However, since the study was done 6 years ago, there may already be some changes in the beliefs of parents concerning the trilingual education policy. Another study by Kambatyrova (2022) suggests exactly that: the findings illustrated that most of the parents "support the trilingual education policy from the political, economic and cultural perspectives" (p. 2). She also outlined that these parents believe that the introduction of teaching in three languages should be gradual to avoid challenging

children, because “the academic ability and giftedness of children, according to parents, determine children’s successful studying in English and in three languages in general” (Kambatyrova, 2022, p. 12). The current study will try to explore parental beliefs in a similar manner to these studies, but not limiting the research to trilingual education policy.

Catedral and Djuraeva (2018), on the other hand, focus on the connection between language ideologies and FLP from a new perspective. The authors use the notion of ‘chronotopes’ to describe the images of linguistic ideologies according to time, space, and moral personhood. These may include personhood in terms of a nation, i.e., as a part of a post-soviet country or as a part of an independent country, as the authors call it. They construct this model on the idea that parental ideologies about languages have a considerable influence on linguistic practices. According to this model of “chronotopes,” people’s linguistic practices are defined by how they imagine being a “moral” unit of a certain community. For instance, Kazakhstani people seek to become “patriots and multifaceted moral people,” as the authors describe (p. 4). The method of exploring this topic in Central Asian countries is an ethnographic study, which included “semi-structured interviews, casual conversations, field notes, online data, and participant observation” (p. 5). From the results of this study, the authors concluded that language ideologies and beliefs ought to be explored in a more detailed and contextual way by analyzing the chronotopes.

Another study done by Amantay et al. (2017) have touched upon the revitalization policy of Kazakh language and the parents’ ideologies on this matter. The results of this study have shown that although all four participating families acknowledged the significance of the Kazakh language and supported the idea of revitalization of the language, the linguistic practices varied: some families did not use Kazakh language at all, while some had Kazakh language as the only language in use (Amantay et al., 2017). The authors also concluded that

some participants associated the Kazakh language with the culture and history, which they connected with a deep and significant role of languages (Amantay et al., 2017). A separate study on a similar topic by Valieva et al. (2019) explored the influence of three different factors on their language usage practices: citizen's beliefs, community practices, and intervention practices (p. 862). They found that the influence of beliefs is higher than the other two factors (Valieva et al., 2019). Additionally, the findings showed that the main factors which identify these beliefs are if the language is widely spoken in society or is necessary to use.

To conclude, the Kazakhstani context has separate studies done on the topics of language ideologies and language policy, trilingual education policy, parental beliefs, and family language policy. These studies help to lay the basis of background information on the Kazakhization policies, trilingual education policy implementation and parents' beliefs about it, language ideologies and influencing factors. In summary, some parents are threatened by the trilingual education policy because they fear that it will negatively affect the maintenance of the Kazakh language. Some parents, on the other hand, support the trilingual education, but believe it should be introduced gradually. Concerning the revitalization of the Kazakh language, parents consider it important, but their linguistic practices are not always aligned with it. Generally, parents seem to connect the Kazakh language with the culture and history of the nation. Lastly, beliefs are found to be more influencing on the language use than community and intervention practices.

Methodology

This study aimed to explore the situation with FLPs on early trilingualism in the Kazakhstani context and, more specifically, parental beliefs about the multilingual development of children and the influencing factors. This chapter describes the methodology guiding this research study. The chapter is organized into the following sections: (a) research design, (b) research site, (c) research sample, (d) data collection tools, (e) data collection procedures, (f) data analysis, (g) ethical issues, and (h) summary.

Research Design

The research approach was qualitative, which studies “things in their natural settings” (Denzin & Lincoln, 2013, p.7). It was suitable for answering research questions because of its exploratory and flexible nature (Dörnyei, 2007). A qualitative research design is also a good fit because this study focuses on the beliefs of the parents, and beliefs cannot be easily quantified. These beliefs of the parents may vary, and the variables of this research are thus ambiguous, which makes the qualitative approach the best start (Creswell, 2012). The approach allows a researcher to “explore a problem and develop a detailed understanding of a central phenomenon” (Creswell, 2012, p. 16). Since the fields of FLP and parents’ beliefs about children’s multilingual development lack research in Kazakhstan, it is important to explore in-depth the current issues in these fields and deduce the thematic directions for establishing the research foundation for this particular context.

Research Site

The research was conducted in three cities in Kazakhstan – Almaty, Astana, and Kokshetau. The selected locations were suitable for finding families who practice FLP as these cities are urban areas in Kazakhstan, where families who might practice trilingualism live. Additionally, as this research uses interviews as a research tool, the research site was

chosen by the geographical locations available for the researcher, for the feasibility of face-to-face interview choice for the participants.

Research Sample

The chosen population for this research was parents who currently practice any FLP for children's early trilingualism. In other words, families, where young children are learning three languages (Kazakh, Russian, and English) or where parents are at least attempting to establish an early trilingual development for their children, are the research sample of this study. Therefore, the sampling strategy used in this study was purposeful sampling, when "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2012, p.206). This strategy was suitable because the research population is specific and cannot be positioned or detected by larger-scale groups in society. The sampling strategy was criterion sampling, which allows the researcher to recruit participants "who meet some specific predetermined criteria" (Dörnyei, 2007, p. 128). There were two main criteria for the recruitment: 1) the participants' child(-ren) should be at least trilingual (Kazakh, Russian, and English), and 2) this trilingualism should be purposefully obtained. The participants were recruited by asking several questions to ensure they satisfy these two criteria, via different feasible informational channels (social networks and chats with parents). According to Dörnyei (2007), the sufficient number of participants for the qualitative study would be from 6 to 10. For this study, 7 participants were found and recruited.

Data Collection Tools

There were two data collection instruments in this research: written narratives and interviews. The written narratives were obtained in the form of participants' linguistic biographies or autobiographies, which are defined by Pavlenko (2007) as "life histories that focus on the languages of the speaker and discuss how and why these languages were

acquired, used, or abandoned” (p. 165). The participants were expected to write a narrative based on the guiding questions the researcher provides (see Appendix A). These guiding questions included some background questions as well as questions about general linguistic beliefs and practices. This instrument focused on “exploring the experiences of the individual” (Creswell, 2012, p. 507) and helped to get “the participants' own descriptions and interpretations of events and behaviour” (Dörnyei, 2007, p.157). This helped the researcher to gather preliminary information about the participants and their language beliefs and practices. This step also allowed for conducting more narrowly focused interviews later on.

The second data collection instrument was a semi-structured interview (Dörnyei, 2007), as the topic required a data tool that is flexible and open to discussions (see Appendix B). More precisely, a semi-structured interview consisted of questions and probes prepared beforehand but did not limit the interviewer if additional questions arise (Dörnyei, 2007). The interview was conducted either online or face-to-face, depending on the convenience of the participants. The interview protocol contained 10-14 questions and lasted approximately 30-60 minutes. This sequence of instruments allowed the researcher to gather deeper information about the participating families' linguistic beliefs and practices.

Data Collection Procedures

The data collection procedure started at the end of November after the approval of the GSE Ethics Committee and lasted till January 23rd. First, the recruited participants were provided with information about this research. They were asked to sign the informed consent form (Appendix C), which included information on the purpose of the study, what is expected from the participants, the degree of confidentiality, and the possible risks of the research process to the participants (Dörnyei, 2007). Then, the participants were asked to write a narrative about their and their children's linguistic experiences based on the guiding questions. The researcher sent to them the list of guiding questions (see Appendix A)

electronically (either via WhatsApp or email). They were notified that the questions include hints and examples in brackets or italics. The researcher explained to them what they need to do, and that the researcher is available to support their writing process via messengers. This step helped to obtain general background information about them and preliminary information about their linguistic experiences (Pavlenko, 2007). Participants were given one week to write their narratives so that they could have an extended time for thinking and describing their experiences. After that, the researcher used the written narratives for preparing and adapting the interview (using probes) to maximize the resourcefulness of the interview answers. Secondly, the researcher conducted interviews with parents to obtain more in-depth information on the parents' beliefs about multilingual development, background and contextual factors behind these beliefs, and language practices in the family to construct the overall picture of the FLP on early trilingualism. After gaining consent from the participants, the interviews were audio-recorded either via a suitable app (Zoom and WhatsApp) online or a voice recorder in the event of face-to-face interviews.

Data Analysis

The data analysis was based on the six steps of thematic analysis of the qualitative data by Braun and Clarke (2006), which consists of six phases, which will be described below.

Phase 1: Familiarizing with the Data

This phase is based on one of the most important aspects of data analysis: becoming acquainted with the collected data. Immersion in the data was done by actively reading and searching for meanings and general patterns. Before starting the coding process, it was important to read through the collected data at least once to find potential patterns and ideas. This phase was critical and could not be skipped because it laid the foundation for the data

analysis as a whole. For this purpose, the researcher transcribed all the data and read through it to get familiar with it.

Phase 2: Generating Initial Codes

After getting acquainted with the data, this phase of analysis focused on the generation of initial codes from it. These initial codes determined the interesting data patterns and features that were further evaluated meaningfully. This phase helped to organize the data into meaningful groups and patterns. Coding could be done manually or using software, and this study used NVivo software to generate codes.

Phase 3: Searching for Themes

This phase moved the analysis from initial codes to identifying potential themes. The codes generated in the last phase were now organized into potential themes and were grouped within the identified themes. To categorize the codes, visual representation in the forms of a table and mind map was used (see Appendix D and Table 1).

Phase 4: Reviewing Themes

Phase 4 focuses on refining the candidate themes that were identified in the previous phase. This included reviewing the codes grouped in each of the potential themes to ensure that data within themes cohere meaningfully together and that the distinctions between themes are clear and identifiable. For this purpose, the researcher reviewed the coded data extracts and checked them for a coherent pattern.

Phase 5: Defining and Naming Themes

The fifth phase includes defining and refining the themes that emerged in the last phase. This entails determining the essence of each theme and the data it included. In this phase, the researcher performed a detailed analysis of each theme to identify the story it tells

and how it fits into the overall story. The sub-themes were also identified to help organize the large and complex themes.

Phase 6: Producing the Report

During this last phase, it is crucial to consider the structure of the report and to ensure that it is well organized to present the themes coherently. For this purpose, the researcher discussed each theme in its section with the relevant data extracts to illustrate the key points.

Ethical Issues

The participants' confidentiality was kept throughout the research. During the data collection, the participants were assigned pseudonyms and these pseudonyms were used in the data analysis and report. The research results and the conclusion were checked for the elements which might identify the participants to the readers (Dörnyei, 2007). Any specific and detailed information which might give a hint for recognizing this family was not included in the study results. There may be a risk of breaching the confidentiality of the participants due to audio recordings' storage after the research has been done. Therefore, firstly, the data was secured with a password through a zip archive, and secondly, will be stored only for one year for further possible research purposes. Also, the data is stored in a password-protected device to ensure no access to the data to anyone except the researcher.

There were no significant risks associated with the research for the participants. By adhering to all ethical procedures and guidelines, the minor risks connected with maintaining the participants' confidentiality were managed. However, as this research includes an exploration of personal practices and beliefs, it involved ethical issues which needed to be addressed (Dörnyei, 2007). More precisely, the interview included questions about family as in their linguistic practices and unconscious language ideologies. These queries may be sensitive to some people because language beliefs are closely related to the personal beliefs

of people, interpersonal relations, traditions, and other possibly sensitive topics. Thus, it was important to minimize the risk of making the participants uncomfortable. For that, participants were informed that their participation in the research is fully voluntary and that if they wish to withdraw from the research, they may do so at any stage of the process. Additionally, the researcher ensured that the participants know that they do not have to answer all questions and may refrain from answering questions that they find sensitive. The semi-structured type of interview allowed the researcher to skip some questions if the participant wanted to skip them. As Dörnyei (2007) claims, the research shall, first of all, consider the need to protect participants from any physical or mental harm which may occur as a result of participation in the research.

Summary

This chapter has discussed the research design, participants and research site, data collection instruments and procedures, data analysis process, and ethical considerations of the research. The research is qualitative with written narratives and interviews as data collection instruments. Since the collected data was large and deep, the approach to the analysis was chosen to be a six-step qualitative data analysis as described in Creswell (2012). The findings and discussion gained from the analysis were reported in the next sections.

Findings

This study aimed to explore the family language policies for early trilingualism from the perspective of the parent's beliefs about the multilingual development of their children.

For this purpose, the following research questions were used:

1. What are the beliefs of parents about their children's multilingual development?
 - a. What are the factors that shape these beliefs?
2. How do the beliefs of the participating parents about multilingualism shape their family language policy (i.e., the linguistic practices of a family)?

The previous chapter described the methodology of this study, including the research design, instruments, and procedures. This chapter focuses on the findings of the study. The findings are organized correspondingly with the themes extracted from the data, and Table 1 below presents the themes and subthemes which were identified from the data. The chapter is organized into several sections which group the themes as presented in the table.

Table 1

The visual representation of the themes

Theme	Subtheme
Beliefs of parents about the multilingual development of their children (RQ1).	
General beliefs about multilingual development	
Parents' positive beliefs about multilingual development	<ul style="list-style-type: none"> ○ Advantages of multilingualism ○ Benefits for upbringing ○ Other positive beliefs
Parents' negative beliefs about multilingual development	<ul style="list-style-type: none"> ○ Difficulties of multilingual development ○ Parents' concerns associated with multilingual development

 Factors that shape the beliefs of parents about multilingual development (RQ1a).

Political factors	<ul style="list-style-type: none"> ○ The Soviet influence ○ The shift since Independence ○ The trilingual education policy as a motivator
Economic factors	<ul style="list-style-type: none"> ○ Job and educational opportunities ○ Globalization
Family and society-related factors	<ul style="list-style-type: none"> ○ The Influence of the Nuclear Family ○ The influence of Extended family ○ The Influence of Child's Social Interactions. ○ The influence of Society
Environmental factors	<ul style="list-style-type: none"> ○ The influence of the internet and media ○ Cultural context
Individual factors	<ul style="list-style-type: none"> ○ Personal interest ○ Influence of educational experience ○ Attitudes toward the Kazakh language ○ Attitudes toward the Russian language ○ Attitudes toward the English language

 Linguistic practices in a family shaped by beliefs and factors (RQ2)

The Kazakh language practices

The Russian language practices

The English language practices

Beliefs of Parents about the Multilingual Development of their Children

The findings in this section are organized around three main directions, which were then organized into subsections: general, positive, and negative parental beliefs about the multilingual development of children.

General Beliefs about Multilingual Development

The first theme captures the parents' general understanding of multilingualism and multilingual development. This theme is presented first as it is important to understand how

the parents understand these concepts before presenting their positive and negative beliefs about multilingual development.

A common view amongst participants was that multilingual development refers to obtaining *speaking competence* in several languages. While one participant stated that multilingualism is *using* several languages in daily life, the other touched upon the degree of competence needed for multilingual development: “Speaking well and expressing opinions in these languages is multilingualism, in my opinion” (Participant 1, November 30, 2022).

The analysis identified different opinions about the number of languages in which linguistic development can be considered multilingual. Three of interviewed participants reported that multilingual development starts with four and more languages mastered. Another three respondents think that developing three or more languages is considered multilingual development. Only one parent indicated that two or more languages are enough for the person to develop as a multilingual.

These two extracts show that participating parents do not consider themselves to be multilingual because they know only two or three languages respectively: “No, I don't think so, because I only know two languages in real life. I do not consider myself multilingual.” (Participant 3, December 3, 2022); “I don't [consider myself multilingual]. I speak only three languages fluently.” (Participant 6, January 15, 2023). These beliefs are important in exploring how parents' beliefs about the multilingual development of their children may have some connections with how they perceive themselves in terms of multilingualism.

Only one parent of those interviewed reported that she considers multilingualism and multilingual development to be different in essence. She claimed that multilingualism is about the person's talent to learn languages: “Well, this is when a person simply, you know, has such a talent, when he grasps many languages on the fly, he can calmly speak on them.

Well, some kind of innate inclinations in a person.” (Participant 4, December 24, 2022).

Meanwhile, multilingual development, according to her, is purposeful learning of several languages:

Multilingual development is when the goal is already purposefully set in the family, or the child must develop knowledge of several languages. And this is how I differentiate them [multilingualism and multilingual development]. That is, here, in the first case, it comes from external motivation. That is, parents or the environment motivate a person [to learn languages]. And in the second case, it is internal, from within a person, that a desire is obtained (Participant 4, December 24, 2022).

The last but equally important finding is obtained from the answers of one parent about the typology of multilingual development. To be precise, Participant 5 indicated that multilingual development is not only about individuals, but it is also about families, countries, or communities:

Multilingual development, I understand, is the development of languages in one person's life, I would say so, so it's maybe not one person but the family too. So, in the country, for some communities, multilingual development is not just about the person but to look narrowly, I would say that person develops languages with the help of the environment so, it's all interconnected. (Participant 5, January 12, 2023).

This section presented the general beliefs of the participants, which could not be classified as either positive or negative beliefs. Overall, it included parents' definitions of multilingual development, the appropriate number of languages needed for multilingualism, as perceived by parents, and other related beliefs. The study shows that parents display a limited understanding of multilingual development and hold the view that multilingual development starts with mastering at least three languages.

Parents' Positive Beliefs about Multilingual Development

This theme includes the positive aspects of multilingual development that parents revealed. The beliefs about multilingual development were largely positive in most of the participants' answers. Mainly, these beliefs could be categorized into the following subthemes: advantages of multilingualism, beneficial effects of bringing up children, and other positive beliefs.

Advantages of multilingualism. The majority of codes from the interview data were associated with this subtheme, as can be described as advantages, benefits, or gains that children can obtain from multilingual development. Generally, most of the parents reported similar views describing the advantages of multilingual development. They used such descriptions as “it will benefit them [children] in the long run”, “there are only benefits”, and “there are way more beneficial effects than harmful ones”. One parent thinks that multilingual development will generally help children in their lives.

Five parents highlighted some economic advantages associated with multilingual development. For instance, some of them believe that multilingual development positively influences the education of their children, although participants' opinions varied. For instance, one parent thinks that multilingual development helps children in school. Another two parents believe that it is advantageous in terms of the resources available for children in different languages:

For example, it is related to his studies or projects, or if he participates in some research, it often requires a comprehensive search for information. Therefore, he knows three languages and can get information related to his project in each language. I think this is useful. (Participant 3, December 3, 2022).

Another economic advantage of multilingual development that parents reported is job-related advantages. One parent thinks that it is beneficial for working with various documentation. Two other parents indicated that multilingual development may be

advantageous during and for work: “Well, firstly, this is beneficial in professional activity, I think, because in the future they will work as specialists somewhere.” (Participant 7, January 23, 2023). This extract shows how one parent believes that multilingual development is beneficial for children as future professionals or specialists.

The majority of parents also have indicated the social advantages of multilingual development of children. For example, three parents highlighted the benefit of multilingual development for opening opportunities to travel or even live abroad.

In short, with Google, you can even travel with a translator to help, you can live anywhere with it. But still, when you know the language, it's completely different. That is why we are now in a century when, thanks to the Internet, everything is available. Here, it seems to me, if a person is multilingual, then this is really cool. (Participant 2, December 1, 2022).

This extract illustrates how a parent values the advantage of multilingual development for being able to travel and use the languages you know fully. Another social advantage that was found in the data is communication. This group of opinions includes mostly communication and relationships with different people – relatives, society, and people from other countries. Several parents believe that it is important to know languages and to be multilingual to be in good relationships with other people.

One interesting discovery about the benefits of multilingual development is that some parents associate multilingualism with freedom. This included different types of freedom. One parent has indicated that multilingual development gives freedom of communication and “geographic freedom”. She thinks that freedom of communication consecutively brings freedom of education and learning: “Well, first of all, it is freedom of communication. And that is freedom of learning. That is, you can choose what language you want to study in.” (Participant 2, December 1, 2022). Another parent agrees with this opinion, as she also claims

that multilingual development gives freedom of choice when using educational materials and literature. In other words, both these parents associate multilingual development with the freedom of learning.

Benefits for upbringing. Apart from the advantages that multilingual development can bring to the lives of children, parents also discussed some positive effects of multilingual development on the personality and general upbringing of their children. Overall, all parents answered this question differently, even though they all agreed that there are beneficial effects on the way a child grows up as an individual. One parent believes that multilingual development promotes personal growth and increases self-confidence: “A person who can freely convey his thoughts and understand others, without the use of outside translators, has a great advantage, such as ... inner self-confidence.” (Participant 4, December 24, 2022). As she claims, this beneficial effect is obtained when competence in those languages is good enough to not need translators. Another parent mentioned that multilingual development positively impacts the thinking ways of a child: “Learning in three languages fosters a sense of inner and external unity by forcing you to think in three distinct ways.” (Participant 1, November 30, 2022). Participant 7 has a similar opinion: she thinks that multilingual development widens the horizons of a child, and not only at the local level but also at the global, international level (January 23, 2023). However, she takes responsibility for these effects, claiming that it will be a positive effect only if she “chooses the appropriate content” that her children get. Meanwhile, another parent noticed that her child illustrates two positive effects of growing up with three languages in his repertoire: a good memory and better speaking skills.

Other positive beliefs. Several parents expressed some generally positive beliefs about multilingual development. All three of them agreed upon the point that all languages in

a multilingual repertoire are important both for themselves and their children. One of the parents even affirmed that this is how perfect multilingualism should be:

I see this equal importance [of languages] and I see this perfect multilingualism is how it should be. So, see the concept that should be in our minds, and everyone's minds in a multilingual country. So, everyone should think so. (Participant 5, January 12, 2023).

Another small but still very important observation that one parent expressed is that kids acquire languages better than adults. She compared it to the property of the sponge to absorb water: "Since I understand that a child in her childhood is like a sponge, absorbs everything and learns much faster than an adult." (Participant 4, December 24, 2022). This belief was expressed in the context of this parent's decision on the early introduction of different languages into the repertoire of her child.

This theme included the positive parental beliefs about multilingual development, which illustrates that parents are generally positively inclined towards the multilingual development of their children. Mainly this was shown by the statements about the beneficial effects on upbringing such as personal growth, increased self-confidence, and development of different thinking ways, and claims about the advantages of multilingualism in fields such as education, job, and literature.

Parents' Negative Beliefs about Multilingual Development

Difficulties of Multilingual Development. The first difficulty upon which several parents agreed is the unwillingness of a child to speak the Kazakh language in particular. As they state, their children do not express a desire to use the Kazakh language in their daily lives, even though some of these children go to the Kazakh Medium of Instruction schools. This matter was further probed to understand the reasons underlying this 'unwillingness to speak the Kazakh language', and parents were asked the reasons why they think it is

happening with their children. Two parents reported that they believe that this unwillingness is the result of a too-late introduction to the Kazakh language to their children's repertoire:

For example, we spoke Russian all the time. And now we are trying to introduce him to the Kazakh language. But, of course, he has some resistance. He tells me "I don't need Kazakhstanchik" (meaning that I don't need Kazakh language). That is, if there is resistance [towards the Kazakh language]. And if [I introduced Kazakh] from birth? Or if he heard spoken Kazakh language from birth, it would be much easier.

(Participant 2, December 1, 2022).

In this extract, a parent talked about her 4-year-old son, who does not want any Kazakh language in their conversations. This, as a parent explains, is a strong resistance to using and learning the Kazakh language which was created because they did not introduce the Kazakh language earlier. As they explained, they have mainly relied on the school for the introduction of the Kazakh language into the repertoire of their children because they do not often speak Kazakh themselves. However, with two of the elder children, this family has used private tutoring classes in the Kazakh language to support learning in school. So, the youngest child started learning the Kazakh language only in kindergarten, which the parents believe was a bit late for the introduction of the Kazakh language. Another parent also talked about the importance of the introduction time in her own experience, as she describes how her first-born child has difficulties with the Kazakh language in comparison to her second-born child, who learns and uses Kazakh much easier because of the early introduction.

Another difficulty of multilingual development at an early age that one respondent mentioned is the absence of the English language in the linguistic environment in our country. She says that her child can practice and use Kazakh and Russian languages freely, but when it comes to the English language, there are no people who speak English around them. Another parent mentioned the same difficulty but about the Kazakh language exposure. As this participant claims, in their environment, there is not much Kazakh language used,

which makes it more difficult to learn and practice. This family is from Kokshetau, a city in the northern part of Kazakhstan. As the participant describes, the majority of the people living here have the Russian language as their first language. This may relate to the historical background of Kazakhstan being a part of the USSR and the degree to which different parts of Kazakhstan were under the influence of the Russification policies.

Generally, a couple of parents expressed their opinion that raising kids multilingually is a difficult process overall for the children, especially in the very beginning. One parent was worried that learning different subjects in different languages in school may be overwhelming for young children. Furthermore, one participant believes that the internet makes it even more difficult to raise children multilingually because the internet influences children's linguistic exposure and practice a lot.

But still, this Internet addiction in children goes too far. And so, the Russian language is being introduced more, the language is being introduced faster. Well, no matter how we try, of course, to speak to them in Kazakh... well, at least the elders speak. But the younger ones, of course, are already more difficult to remake, because this is all the same content, it already has a very strong influence. (Participant 7, January 23, 2023).

The internet was revealed to be a very strong influence according to the data, for example, the extract above shows how this parent struggles to encourage their kids to speak the Kazakh language because the dominant language of the content they consume on the internet happens to be Russian. The other parts of the data from all the parents also illustrated a big impact from the internet, but this is discussed in a separate section below – the Internet or content.

Overall, the surprising revelation from the data was that many parents highlighted how the internet hugely affects the linguistic repertoires of their children. While some parents discussed the positive usage of the internet, such as catching up on new words in the English

language, others expressed their worries about how the Kazakh language gets suppressed by the abundance of the Russian language in the content the children consume on the internet.

Parents' concerns associated with multilingual development. Several parents expressed their worries about the risks of raising children multilingually. Two respondents expressed their concerns about a child's speech development as a result of introducing multiple languages simultaneously in early childhood. One parent reported that her child had a slight speech development delay because of exposure to several languages at the same time.

Our doctor, the speech therapist, said that it was because of these differences, the difference between home and kindergarten and he recommended to switch kindergarten in order to know that our child could speak one language. (Participant 6, January 15, 2023).

However, as this parent shared, they continued raising their child multilingually, and his speech started developing normally in a couple of years. The other parent did not report any specific issues with her child's speech development, but she reported that earlier she was concerned that multilingual development could lead to confusion or delay in language acquisition, but then she understood that it is just a 'myth':

I thought that maybe it will be better to speak only Russian or only Kazakh, at least for their first three-four years because I thought that it will be better for their speech development. After all, we have this stereotype that if a kid starts to learn, like three or four languages at once, it will be very harmful to their speech development, right? But it is a stereotype, it's a myth. So, then I realized that it is not true, that it's wrong. So now I can talk about the benefits of raising multilingual kids. So that is why I'm doing everything I can do. (Participant 1, November 30, 2022).

One parent also expressed fears about the potential loss of the Kazakh national identity and language as a result of multilingual development. This parent felt that exposing her child to multiple languages would diminish his connection to his national identity and culture:

And today it worries me very much that these [Kazakh] traditions may end on us, those who do not know the Kazakh language well. Therefore, it is simply necessary for our nation... And now, at the moment, I understand that anyway, it is more important to preserve the Kazakh language, to know and teach it to your children. It's necessary, it's crucial. Otherwise, it seems to me, you can lose your nation.

(Participant 2, December 1, 2022).

Especially in our context, she highlights, the Kazakh language may be in a diminished position in comparison with the Russian language since their children are exposed to the Russian language much more than they are to the Kazakh language.

Finally, one participant expressed concerns about the potential risk of mixing languages during the process of multilingual development. This parent was worried that her child might not be able to separate or distinguish between different languages, leading to confusion and difficulties in communication. This is seen as a risk for her young child because she thinks that mixing languages is not a good thing: “It makes me sad because we need to speak clearly one language at a time.” (Participant 6, January 15, 2023). In this extract, she talked about her own ‘mixing of languages’, which she is afraid will be the same for her child because of the exposure to all three languages at the same time.

To sum up, it was identified that some parents hold concerns about potential risks associated with multilingual development: speech development delay, loss of national identity, and mixing languages.

Factors Shaping Parents’ Beliefs about Multilingual Development

This section focuses on the influencing factors which shape parents’ beliefs about multilingual development. The section is organized by five main themes reported in subsequent subsections: political factors, family-related factors, linguistic entrepreneurship and economic factors, and individual factors.

Political Factors

This theme is based on the information about political events and contexts that these parents experienced, and which influenced their beliefs. This includes three subthemes: (1) the Soviet influence; (2) the shift since independence; (3) the trilingual education policy as a motivator. These three units were categorized as political factors because they describe political decisions that the governments made, and that affected parents' beliefs.

The Soviet Influence. Several parents have mentioned the USSR and the historical background of Kazakhstan in the USSR while talking about the factors which shaped their beliefs. Three of the parents reported that their childhood was in '*USSR times*' and their beliefs have a connection to their linguistic practices of the time. Two of them claimed that while being a part of the USSR, the Russian language was prevalent in their day-to-day lives more than the Kazakh language was. Mainly they touched upon this when talking about why they used Russian more in their childhoods. Another parent described the influence of the USSR on the literature which was available for education:

Now, before independence, as you know, we studied only Russian textbooks. We paid a lot of attention to the Russian language. There was not much literature in the Kazakh language. We had to read it translating it from Russian. Therefore, there was no great need for textbooks in the Kazakh language. (Participant 3, December 3, 2022).

In this extract, the participant discusses how there was no literature available in the Kazakh language, and because of this, they had to study the literature in the Russian language. She brought this up when she described how she needed literature in the Russian language for advancing her education level, for which it was necessary to start learning and using the Russian language. Similarly, another parent also described how she felt like in the post-Soviet years when the society largely welcomed Russian-speaking people. She says: "As

a child, I used Russian as a tool to communicate with strangers. There was a belief in our school that it is better to speak Russian because everyone would be happy to answer your questions. How silly I was!” (Participant 6, January 15, 2023). This comment demonstrates her Russian-favoring beliefs from her childhood. The participant also shared that her friends also favored the Russian language and tried to persuade her to go to the Russian medium of instruction school with them. All of this made her think that the Russian language was better.

In summary, this section has shown the data that connected the parents’ beliefs to the Soviet influence. This included the availability of the literature only in the Russian language, which resulted in the necessity of the Russian language to advance education levels. Additionally, this section described how the Soviet Union affected the beliefs about the prestige of the Russian language, which one participant highlighted by describing her childhood beliefs.

The Shift since Independence. Only a few parents connected their linguistic beliefs with the gaining of the Independence of Kazakhstan and with the Kazakhization policies. One parent referred back to their family’s past, indicating that her father needed to start using the Kazakh language more rather than the Russian language that he went to school with.

I was born back in 1987 when our country was still part of the USSR. The Union broke apart when I was only 4 years old, but nevertheless, the echoes of time remained in places audible. ... At home, we adhered to the rule that we need to speak in Kazakh. ... My father graduated from a Russian school, but he, as a Kazakh, still needed to switch to his native language. (Participant 4, December 24, 2022).

She mentioned it when explaining the reasons why their family had a Kazakh-language-only policy at home. Also, she mentioned that she was a little child when the USSR dissolution happened, so this practice of enforcing the Kazakh language in a family happened around gaining Independence years. Another parent did not refer to the past, instead, she

mentioned noticing a pattern of ‘Kazakhization’ happening in society nowadays. She connects it with the realization of the importance of the Kazakh language against the background of the prevalence of the Russian language in our society, especially on the issue of mixing Russian and Kazakh languages: “Russian is becoming a mixing language with Kazakh. Frankly, I speak both Kazakh and Russian at the same time and it really makes me sad. Unfortunately, I do it unconsciously. But I’m working on it.” (Participant 6, January 15, 2023). The mixing of these languages is seen as a negative practice by that parent about the Kazakh language since she mainly refers to the Kazakh language practices. She reported that now she tries to speak Kazakh with strangers and in all possible interactions within society: “But Kazakh will always be in the first place. Now I try to speak Kazakh with strangers. For instance, when I get into a taxi, I say hello in Kazakh. When I go to restaurants, I ask for a menu, bill, etc. in Kazakh. ... I have a blog on Instagram, and I sometimes try to write things in Kazakh only” (Participant 6, January 15, 2023).

To sum up, this section reported the findings on some parental beliefs being changed since Kazakhstan gained independence and a pattern of Kazakhization happening in society. One parent noted that mixing Kazakh and Russian languages is negative, thus they are making efforts to speak more Kazakh in everyday interactions.

The Trilingual Education Policy as a Motivator. Almost all of the participants mentioned the influence that the trilingual education policy had either on their beliefs or on their decisions regarding the linguistic practices of their children. This had been discussed by participants mainly as a political reform that made them think about their linguistic practices in a family. In other words, not the addition of the English language to the education policy has a major influence on the beliefs of the participating parents, but the state-level reform’s ideology of the trinity of languages.

The majority of participants reported the positive influence of the policy on their lives. Two of them claimed that the introduction of this policy acted as a motivator: to make children learn three languages for one parent and to learn the Kazakh language for another parent. They both see the long-term benefits of the policy. Another parent believes that this policy gives an ‘ocean of opportunities’ and she reported that she already sees positive results from her older children. However, she also noted that the policy would even be better if it would start from a very young age. She suggests “more engaging and interesting cartoons in three languages for the youngest children” for it to work for the youngest too (Participant 2, December 1, 2022). Another participant’s opinion differs in that matter - she thinks that even though trilingualism is a demand of modern times, “it is better to teach young people another language after they have mastered their own language” (Participant 3, December 3, 2022). Lastly, one parent mentioned how this trilingual education policy directly affected her beliefs about the multilingual development of her children.

The awareness of this policy gives the direction of bilingualism which I consider very helpful for our brain and social prosperity. When the first child was born, there was not so much attention from the government, maybe. As I understood, I didn't realize the seriousness maybe, but when, after four years I saw this policy and I just realized that it was so important for living in the country. So, this influenced my decision too. (Participant 5, January 12, 2023).

This extract illustrates how this parent connects her decision on their family language policy with the introduction of a trilingual education policy. She compared the experiences she had with the first child to the beliefs she obtained with the introduction of the trilingual education policy and decided that it was a positive influence that helped her with the linguistic decisions with a second child.

Economic Factors

This section includes factors related to the economy, or in other words, to linguistic entrepreneurship. Linguistic entrepreneurship is “an act of aligning with the moral imperative to strategically exploit language-related resources for enhancing one’s worth in the world” (De Costa, Park, & Wee, 2016, p.1). This theme will cover all the beliefs which were connected to languages being a resource for economic or entrepreneurial advancement. In other words, when language learning is motivated by a job, education, or other economic factors such as being competitive in a globalized world.

Job and educational opportunities. The data provided some insights into the influence of job opportunities on parental beliefs about multilingual development. In one parent’s case, the desire to apply for a job in an international organization where English proficiency is required has motivated them to learn the language:

I hope to apply for a job in an international organization where I could practice my English. ... regarding the importance of English, maybe the opportunities that will emerge in my future have influenced my learning English. And yeah, so my motivation here is also instrumental. (Participant 1, November 30, 2022).

This excerpt, as the participant also points out, illustrates the practical reasons why they choose to learn the language. Similarly, the English proficiency of another parent is believed to be crucial to their ability to pursue higher education and improve employment opportunities. It is also the current primary means of communication at her employment. This shows how their motivation and opinions about the languages that are essential in life are influenced by their chances of employment, which in turn affects their career prospects. Another parent added that the work requirements could force families to learn a specific language. She reports from her experience that Kazakh families learn Russian when working in places where Russian is the main language: “Even if they are a Kazakh family, I guess

[they speak Russian] because they work in the places where Russian is in the first place.”

(Participant 6, January 15, 2023).

This section highlights the practical aspect of learning a language that can increase job opportunities. It is evident that job prospects play a crucial role in parental beliefs, as they acknowledge the importance of learning a language that can enhance their career prospects. Thus, these findings suggest that the instrumental motivation behind learning a language is more pronounced when it comes to job opportunities.

Globalization. The globalized world has also had some impact on parental beliefs. One respondent emphasized the need to be mobile, global, and adaptable to trends for future success. Consecutively, she believes that multilingual development is a necessity in the modern globalized world. According to her, English is the primary language to emphasize and learn, as it is necessary for comfortable travel, communication, and feeling at ease in a globalized world:

Well, English, of course, is the first language we focus on because I now adhere to the policy that the earth was created for humanity, for every person, and I instill this view in it that it should not be tied to Kazakhstan, not even to our mainland, but she must be a person of the whole planet. Therefore, to travel freely, communicate, and feel comfortable, she must know English, as it is now in the first place. (Participant 4, December 24, 2022).

Another parent stresses the value of studying English as a first foreign language because it can lead to new opportunities and horizons. One more parent points out that learning English is essential for studying and exploring the world. All three parents place a high priority on English as a crucial language for their kids' multilingual development, highlighting the significance of this language over the world. They see it as a tool that will enable their kids to adapt better and succeed in the globalized world. According to these

parents, knowing English well is valuable and can provide one an advantage in many areas of life.

Family and Society-Related Factors

This theme included all the family and society-related factors to a child's multilingual development. This theme is divided into four subthemes: the influence of the nuclear family, the influence of the extended family, the influence of the child's social interactions, and the influence of society.

The Influence of the Nuclear Family. This sub-theme presents findings that were connected with the nuclear family, including the parents and siblings or any other family members who live together in one household. One of the most significant factors shared by one of the participants was the strong ideological view of the father towards the Kazakh language, which led to the internalization of the belief that the Kazakh language is necessary for Kazakh people to know:

Because my father had a very powerful model sense towards the Kazakh language, it came, this attitude came to me. And that's why I just feel that I am Kazakh. We are Kazakhs, and I feel it in my blood, (giggles) that we should speak it because it's our native language. (Participant 1, November 30, 2022).

Similarly, several participants reported that their parents' emphasis on how the Kazakh language is important played a significant role in shaping their attitude towards the language, making them value the Kazakh language more consciously. Findings also showed that the language that is spoken in the family during childhood influences the participants' linguistic identities, as seen in the case of participants whose mothers spoke only Kazakh in their childhood, leading to the family speaking only Kazakh. Thus, despite speaking Russian as their primary language in day-to-day life, most participants consider the Kazakh language as their native language.

The Influence of Extended Family. The influence of extended family, particularly grandparents, was found to be a significant factor in shaping the language attitudes and practices of several participants. The majority of these participants indicated that their grandparents always spoke the Kazakh language, which had a considerable impact on the presence of the Kazakh language in their lives. As one participant commented: “When I went to visit my grandparents, we spoke only Kazakh.” (Participant 7, January 23, 2023).

This influence can play a crucial role in the preservation of the Kazakh language in families, as grandparents often serve as the custodians of cultural traditions and values. Moreover, the study also revealed that one participant spoke Kazakh only in her earliest childhood because she lived with their grandmother: “Until the age of 4, I spoke only Kazakh, because I grew up with my granny in a Kazakh village.” (Participant 2, December 1, 2022). Despite speaking Russian as their primary language from the age of four, the participant still considers Kazakh their mother tongue and values the language respectively. Another participant also highlighted the influence the grandparents had on her beliefs:

Regarding the Kazakh language certainly, it's relatives who influenced the most because my parents and my husband's parents are always talking about the importance of the Kazakh language. Maybe, if we didn't have this constant talk, maybe I wouldn't have realized the importance of Kazakh because I've always like been super practical. Like, I have to confess, I did say like, things like “Oh, I'm not going to use it. I'm not going to need it in the future because we use Russian now. And maybe we will move abroad then we don't really need Kazakh”. Right, but yeah, I have to confess I did say that. It's a shame, I know. But now, the situation is like vice versa. I recognize the importance of Kazakh now. (Participant 1, November 30, 2022).

She expressed the way grandparents in a family influenced her beliefs directly in this extract. As mentioned above, grandparents sometimes may play a crucial role in defining attitudes towards languages, especially about the culture and nation. As one parent even mentioned, her kids speak Kazakh mostly with their grandparents and have no other sources

of the practice of everyday Kazakh: “My children mostly speak Kazakh to their grandparents ... and like some relatives, but regarding like this informal talk to their peers and close friends, like they have no one to talk to in Kazakh.” (Participant 1, November 30, 2022). The other parents also discussed how the recognition of the importance of the Kazakh language was a result of the grandparents in the family highlighting it all the time. These findings demonstrate the importance of the extended family, particularly grandparents, in transmitting and preserving language and culture across generations.

The Influence of Child’s Social Interactions. Some findings showed that parents' beliefs might be significantly influenced by their children's social interactions. Parents frequently adjust their opinions in order to better suit their children's needs and their friends' relationships. This is demonstrated by the way parents see their kids interact with their peers in particular languages, causing them to think that these languages are crucial for their child's development. For instance, one parent saw her child messaging friends in English, which made her aware of the language's status for her child, which in turn convinced her she needs to pay close attention to the development of the English language. She added that her son values learning Kazakh because of his classmates and teacher:

And for my younger child, my son, Kazakh is more important. And I see that he uses it with his teacher. I see that the teacher influences this a lot. Because he likes the teacher, he always tells me about the teacher, what the teacher told, what the teacher showed ... it's so important for the peers of my son, they are Kazakh speakers and they are Kazakh by ethnicity and it's more important for communicating, they communicate, they exchange information, they grow with it. So, it's a very important aspect. (Parent 5, January 12, 2023).

She discussed it in the context of what languages she believes are important for their children and in this extract, she highlighted the importance of the Kazakh language. These observations suggest that the beliefs of parents can be shaped by the social environment in

which their children interact, highlighting the importance of peer relationships on child development.

The Influence of Society. The findings also shed light on how society can influence the multilingual development of children and the beliefs of parents. One parent highlighted the significance of the Kazakh language for her and how being exposed to a Kazakh-speaking environment while growing up at her grandmother's house influenced her attitude toward the Kazakh language. She is sure that she could quickly learn the language if she were immersed in a Kazakh-speaking society again. She believes that linguistic proficiency is shaped by the cultural norms and language practices of the society in which one grows up.

Another parent described her experience of growing up speaking Kazakh but switching to Russian when interacting with representatives of other ethnic groups. She believes that to establish connections with people, speaking the language which they understand (Russian in that case) was necessary, which implies that parental beliefs about language use are affected by the sociocultural context:

As a child, I spoke Kazakh, when I grew up, that is, from high school, I began to speak Russian because I met representatives of other nationalities in my social environment. ... The languages I know have a great impact on my life, that is, first of all, they are very necessary to communicate with people. ...I think multilingualism is necessary to communicate and to be in a relationship with people. (Participant 3, December 3, 2022).

Moreover, the parent acknowledged that societal factors played a more significant role than personal choice in her language selection:

Of course, my choice is not like that, it's on external factors, I am surrounded by people who speak these two languages, people who know two languages. Therefore, I think that the external factors had a greater impact [on my language choices]. (Participant 3, December 3, 2022).

Another parent discussed how her lack of practice and exposure to Russian during school days was compensated by her interactions with friends and strangers outside of home and school. She believed that these experiences enabled her to acquire the language and use it in different settings outside the classroom. Therefore, parental beliefs about multilingualism are also shaped by the social interactions and activities people engage in. Overall, the analysis of the extracts highlights the influence of society on beliefs about multilingual development. The sociocultural context in which parents grew up, their experiences, and interactions with others, sometimes impact their attitudes and beliefs about the use of different languages.

Environmental Factors

This theme presents the findings that concern the surrounding environment as an influencing factor. It includes the following subthemes: internet and content, cultural context, and personal interest. These subthemes were organized into this theme because they create a surrounding environment for a child's linguistic development.

The influence of the Internet and media. The most influential factor that was revealed from the collected data was the Internet. It largely affected the linguistic practices of the children, which in turn influenced the beliefs of the parents about which languages their children learn and use. Overall, parents seemed to acknowledge the importance of exposing their children to multiple languages and cultures for their multilingual development, but face challenges in finding suitable resources and maintaining consistency in their efforts due to the large influence of the Internet on the lives of children.

For instance, participant 1 expressed her concern about the lack of entertaining content in languages other than Russian, which limits the children's exposure to Kazakh and English languages. She highlights the importance of a diversity of content that is engaging and appealing to children to maintain their interest in learning the Kazakh language.

Participant 2, similarly, discusses the benefits of using interesting and colorful cartoons to teach languages to children:

The most important thing is that they [cartoons] need to be very interesting and colorful. You probably went to all these cartoons, and watched Chinese, Korean, and English bright cartoons... Although I was told that there are such cartoons in the Kazakh language, I did not find them. I turn them on, for example, for my youngest son, he does not want to watch them. Then, accordingly, he switches again to this English, Chinese cartoons, for us, for adults seems like some kind of, well, I will roughly say, stupidity, but the child hangs on to it, he watches, he looks, he learns from these [cartoons]. Therefore, I think if the situation with the Kazakh language was better, then, probably, children would watch all this with great interest.

(Participant 2, December 1, 2022).

Finding content that is both in the child's target language and is visually appealing is crucial, she noted. This parent is also aware of the limitations of Kazakh language content and the availability of content in other languages that can be more appealing to children.

Another participant discussed the role of television programs and their influence on the child's language learning. She emphasizes the value of programs in the Kazakh language to support language growth and says that the Internet should and can offer more resources for language learning.

One parent commented that the exposure of their children to language and culture was influenced by their own preference for Russian. She recognizes the role of literature and the media in children's learning of the language and describes her efforts to provide children with resources in Russian and Kazakh. In general, these examples highlight the importance of providing children with interesting, multilingual information for their development. They also draw attention to the challenges parents encounter when looking for such resources and ensuring coherency in their efforts.

Cultural context. The many opinions provided by the parents throughout the interviews serve as evidence of how complicated and multidimensional the topic of the impact of culture on parental attitudes regarding the development of multilingualism is. Parent 3 quotes a Kazakh proverb to underline the value of understanding one's native tongue and appreciating other languages: "Know everything about another language, respect your own language. It is better to teach new languages only after young people have mastered their native tongue" (December 3, 2022). Many Kazakh parents agree with this viewpoint, seeing the Kazakh language as a symbol of their country's pride and sense of identity. For example, Parent 4 claims that since they are Kazakh, Kazakh should be the main language used at home. Participant 5, on the other hand, mentions the Kazakh language as a personal favorite because of its adaptability in communicating with people of diverse ages and generations. Parent 7 also advocates for the use of one's mother tongue, claiming that every nationality should use its own language. This point of view emphasizes the importance of preserving one's cultural history as well as the importance of language as an instrument for cultural expression.

Overall, these opinions demonstrate how culture and identity shape parental beliefs about multilingual development. Parents' beliefs about the importance of their native language, their cultural identity, and their personal preferences can all influence the language practices and strategies they employ at home.

Individual Factors

Personal interest. The answers from several participants reveal the influence of personal interests on parental beliefs. Participant 1's love for Russian literature and interest in English movies and series seem to positively affect her motivation to improve both languages:

The world literature, poems, and novels available in Russian greatly affected my love to the Russian language. ... I have always been fond of English, and movies and series that I watched in English positively affected my motivation to improve it. (Participant 1, November 30, 2022).

On top of that, this participant's instrumental motivation to learn Turkish comes from a planned trip to Turkey, which demonstrates that personal interests can be a motivating factor for learning new languages. On the other hand, Parent 2 emphasizes the importance of interest, perseverance, and motivation for multilingual development. Despite being a Russian-speaking family, their second son studied in a Kazakh school, indicating that interest and motivation play a crucial role in language learning.

Because if we take my second son as an example, we have a Russian-speaking family, but he studied in the Kazakh language for all 12 years. Therefore, I think that it is probably more about interest and perseverance, and there should probably be some motivation [to master a language]. (Participant 2, December 1, 2022).

To sum up, one parent underlines the necessity of speaking the native tongue when visiting another country, while another participant argues that language acquisition resistance may be caused by a lack of motivation and issues comprehending the grammar of the language. Another parent's love of English, admiration for its sound, and participation in sharing their knowledge of foreign language acquisition on social media show how personal interests can encourage people to learn new languages.

Influence of Education Experience. The interviews also showed some influence of the educational experience in shaping the beliefs of the participants. For instance, one participant mentioned their active participation in linguistic Olympiads in the Russian language during their 11 years of attending a Kazakh-medium linguistic gymnasium:

I also actively competed in and won multiple linguistic olympiads in the Russian language at the regional and republican levels. ... I was interested in languages like

I've always been interested in languages. I was like, pretty comfortable using Russian and I really was fond of Russian literature. ... That's why I chose Russian, and my teacher, he also motivated me to choose Russian. (Participant 1, November 30, 2022).

This experience emphasizes the significance of the educational journey in developing or strengthening good attitudes about language learning and usage. Similarly, another parent shared their experience of attending a KMI school but struggling with English language proficiency due to a lack of motivation from teachers and emotional engagement in the learning process:

But with English things did not work out for me. Although we learned it in school, my level did not advance anyhow, unfortunately. ... My teachers did not motivate me in any way, they did not engage me emotionally in the learning process. (Participant 4, December 24, 2022).

This example emphasizes the significance of teachers' roles in facilitating language learning and motivating students.

Attitudes toward the Kazakh language. All participants expressed diverse and complex views about the Kazakh language, which they associate with their identity, culture, and practical needs. For instance, one participant identifies as a multilingual Kazakh and recognizes the importance of the Kazakh language in the future. She feels hesitation about sending their children to a Russian-medium instruction (RMI) school due to concerns about the potential negative influence on their Kazakh language skills, even though the primary language of communication of their children is currently Russian. Another parent highlighted the challenges of maintaining the Kazakh language in a globalized world: "I respect my language. ... But I know that it is local. That is, knowing the Kazakh language, I can only use it in Kazakhstan, no one needs it outside of Kazakhstan." (Participant 4, December 24, 2022).

Another participant expressed her positive attitude towards the Kazakh language and emphasized that it comes from the introduction of the trilingual education policy, which gave

her motivation for promoting Kazakh among her children. Another parent prioritizes the use of Kazakh in everyday interactions and expresses affection for the language. The final participant discussed the lack of practical opportunities to use Kazakh, but recognizes its depth and usefulness in professional contexts, given Kazakhstan's state language requirements. Overall, these data imply that parents' sentiments toward the Kazakh language may sometimes influence their beliefs about the importance of teaching it to their children. A complex combination of ideological, cultural, practical, and policy elements relating to the Kazakh language shapes these opinions.

Attitudes toward the Russian Language. One parent places a high value on learning Russian because they believe it is a necessary skill for gaining access to the best literature and cultural works in the world. Another participant holds the language in high regard since it is a part of their identity and they love and appreciate it for its clarity and simplicity. Another parent, who has pleasant memories of using the Russian language as a child, shares this viewpoint. Participant 7 believes that Russian is their mother tongue and has helped them have a wider view of the world: "I consider Russian to be my native language since I have spoken it since birth. Thinking more broadly was made feasible by learning Russian. January 23, 2023 (Participant 7, January 23, 2023).

These attitudes towards Russian have an impact on how the parents view multilingual development in their children. They see language as a critical component of their children's linguistic repertoire and an essential tool for their future success. The parents' high regard for Russian may also influence their language practices at home, as they may prioritize the use of the language and encourage their children to learn and use it. Overall, the attitudes toward the Russian language may also be an important factor sometimes in shaping parental beliefs about multilingual development and language practices in the home from the perspective that is tightly connected with the personal experiences of the parents.

Attitudes toward the English Language. The parents that were interviewed had a range of opinions about the English language. Some people had a positive opinion of it and perceived it as a universal language of science, technology, innovation, and the internet that may lead to new career prospects. For instance, one participant noted wanting to apply for a position where they could practice their English, as was mentioned earlier. Another person, however, felt differently about it. Even though they thought it was fascinating, they were stressed to learn it. Another parent, meantime, had a very favorable opinion of English and thought it was lovely and interesting.

I love English very much. I adore how it sounds. I'm into English series and books. Now I do everything in English. I have an Instagram page where I share my experience and knowledge of learning foreign languages. (Participant 6, January 15, 2023).

They even used it to share their experience and knowledge of learning foreign languages on social media. The last participant highlighted the importance of English for communication beyond one's country: "As for English, I think, well, it's definitely necessary, because it kind of opens doors outside of your country for communication." (Participant 7, January 23, 2023).

Overall, the attitudes toward the English language seemed to shape the parents' beliefs about multilingual development by highlighting the potential opportunities that learning the language can provide.

Family Language Practices

The Kazakh Language Practices

The interview answers indicated that parental beliefs sometimes played a role in shaping Kazakh language practices within families. For example, one parent shared how she

tried to ask for translations of words in Kazakh from her children frequently to maintain the active vocabulary in Kazakh:

What I tried to do is that sometimes they do not know several things in Kazakh, so I try always to repeat these words. “What is this?” It's, for example, it's "как будет стол на казахском?" (“How do you say ‘table’ in Kazakh?”). So that's why I like I try to use this approach, like always translating the words for them. (Participant 1, November 30, 2022).

She always translates words for her children when they do not know certain words in Kazakh and tries to repeat these words often, indicating the value placed on maintaining the Kazakh language within the family. Another parent also emphasized the importance of preserving the Kazakh language for future generations, viewing it as a fundamental aspect of Kazakh culture, communication, and employment. Due to these beliefs, despite her low proficiency in the Kazakh language, she considers the Kazakh language the most important both for her and her children:

The most important... So, I say that for some time now, my attitude towards my native language, Kazakh, has changed. And, of course, it seems to me that this is still a more important language than others, well, it's just an important language. (Participant 2, December 1, 2022).

As a result, they try introducing activities such as language challenges to encourage the use of the Kazakh language in the family and also pay great attention to the development of the Kazakh language apart from school. Another participant emphasized that they try to speak Kazakh within the family and especially with the elder generations. In a similar manner, one parent mentioned encouraging their child to read Kazakh literature and speak to her in Kazakh to improve her conversational skills. The importance of exposing their children to Kazakh medium instruction was discussed by Participant 5, which was described as their efforts to give their children the opportunity to learn the language. Generally, the practices

that the parents describe were largely aligned with their beliefs about the great importance of the Kazakh language. Even though they all expressed different reasons why the Kazakh language is important for them and their families, the result was almost the same for everyone: these participants place importance on the practice and development of the Kazakh language in their families.

The Russian Language Practices

One parent stated that their children prefer to communicate in Russian in most situations since it is easier and more comfortable for them. She believes that their peers help maintain the language by playing and speaking Russian. Parent 4, on the other hand, is purposefully encouraging bilingualism in their daughter by enrolling her in a Russian language school and emphasizing the necessity of being fluent in both Russian and Kazakh. Similarly, another parent prioritizes reading books in Russian to develop language skills in her child, while also paying more attention to Kazakh for their other child. These findings showed that parental beliefs and practices can shape the use and maintenance of the Russian language within the family context and that they may be influenced by factors such as ease of communication, education, and personal values.

As the data suggests, the Russian language is mostly maintained in families naturally, without any additional effort. This is explicitly portrayed by the practices of the Russian language that parents described:

To maintain the Russian language, I have to confess I do not, I don't do anything because it means that it happens super-naturally. (Participant 1, November 30, 2022).

As for Russian I uh she reads a lot of books. This child reads a lot of books in Russian she asks, talks in Russian, she likes reading. I think it develops already Russian language, so I think that I don't need to develop Russian. (Participant 5, January 12, 2023).

Russian language... We do not do anything for its development, they learn it via the Internet. (Participant 7, January 23, 2023).

This aligns with the parental beliefs about the Russian language which were mainly communication-focused, as we have seen earlier in the section on attitudes toward the Russian language.

The English Language Practices

The practices of the English language were divided into two main types: private tutoring and media. Several parents reported that their kids attend English language courses. One participant reported that her children attend an international kindergarten where extra-curricular activities and lessons are conducted in English.

They attend the international-standard kindergarten, so they have like extracurricular activities in English, they have, like, extra lessons with native speakers, they're really cool lessons, we would call like, role plays, all of them are in English. So, all of these things like super influences their motivation, and their ability to speak to learn in English. (Participant 1, November 30, 2022).

In Participant 2's case, they view English as an international language that opens up opportunities for learning, travel, and personal development. Therefore, they ensure their children have extra hours of English lessons and use various learning materials, such as videos, to supplement school programs. Another parent's approach is also structured, with their child receiving one-on-one lessons with a tutor and using applications and movies with English subtitles to support their learning.

Almost all parents mentioned the second method of encouraging and strengthening English language skills through the use of technology and media. One participant mentioned a range of English-language content in their home, such as cartoons and novels, that the parent routinely utilizes to support the English language development of her child. Another

parent, likewise, sees English as a language that opens possibilities. They urge their children to use English to converse with English-speaking friends or consume English media, and they believe that going to English-speaking nations will aid their children's language acquisition. Finally, another respondent shares her belief that starting to learn English at a young age is beneficial, and she uses films and songs to interest her child.

Summary

In conclusion, the findings of this study have provided some insight into Kazakhstani parents' attitudes toward multilingual development. The general views, positive and negative beliefs about multilingual development topics highlight the various attitudes and viewpoints about language learning and acquisition in this context. Furthermore, the study found various contextual elements, including political, social, environmental, and economic concerns. The investigation of attitudes toward languages revealed the intricate interaction of elements that impact the linguistic opinions of Kazakhstani parents.

The study of Kazakh, Russian, and English language practices indicated that the usage and preference of these languages are influenced by a variety of factors, including social circumstances, education, and cultural background. Overall, this study contributes to a better knowledge of the attitudes and practices underlying multilingual development in Kazakhstan.

Discussion

Introduction

The previous chapter presented the findings of this study. In this chapter, the findings are discussed in relation to previous research on the topic. The purpose of this study is to explore family language policy for early trilingualism from the perspective of parents' beliefs in the multilingual development of their children. To achieve this purpose, the following research questions were posed:

1. What are the beliefs of parents about their children's multilingual development?

- a. What are the factors that shape these beliefs?

2. How do the beliefs of the participating parents about multilingualism shape their family language policy (i.e., the linguistic practices of a family)?

This chapter is framed according to these research questions, so first, it presents the discussion of the findings respective to each research question and then concludes with the summary of the most important findings.

Benefits and Challenges of Multilingual Development

Parental attitudes toward their children's multilingual development were generally positive, including attitudes toward the benefits and advantages of multilingualism. Many of these ideas were reported by parents based on their assessments of how their children's trilingual and sometimes multilingual development affected them. This is in line with the literature that explores the evident advantages of multilingualism for children. For instance, the results of the meta-analysis of Adesope et al. (2010) point to a possible link between bilingualism and improved working memory. King et al. (2008) discovered additional benefits of the FLP for multilingualism, including cognitive growth and academic

improvement. Overall, the research points to the advantages of multilingualism, however, it is important to remember that these advantages differ from child to child.

However, the study identified some negative parental beliefs about multilingual development. These included the difficulties of early multilingual development and the potential risks of multilingualism. The following issues were raised by the parents: the children's reluctance to speak Kazakh due to the language's late introduction and low exposure in society; the absence of English in the immediate environment; the language's low usage in Kazakhstan's northern regions; and the absence of high-quality content in Kazakh. According to some studies (Arnaus Gil et al., 2020; Barnes, 2006; Chevalier, 2008; Quay, 2001; Unsworth, 2013), input quantity and quality are crucial elements for maintaining language development. Research thus supports parents' beliefs that it is challenging to maintain multilingual development without language input. In other words, it could be challenging for parents to raise their children trilingually because both English and Kazakh may not be widely spoken in our community. These factors may also result in language dominance, which was described in the literature review as a tendency of multilinguals to prefer one language over the other, which can result in an imbalance in multilingual development (Paradis et al., 2021). In the participants' cases, the Russian language sometimes may be the dominant language of trilingual children because of its prevalence in society. This also may lead to some difficulties in ensuring balanced trilingualism, since Kazakh and English languages may receive less attention from the child.

The risks that parents believed multilingual development can pose may be connected with the fact that multilingual development is a relatively new trend for Kazakhstani parents and there may be a fear of the unknown. Prior research suggests that the connection between multilingual development and speech development delay is complex and can vary depending on various factors, such as the age of language acquisition, language exposure, and the

individual child's characteristics. Some studies suggest that exposure to multiple languages may increase the risk of speech delay in young children, particularly if the child is not exposed to consistent input in any one language or if there is a lack of support for language development in the home or educational environment (Paradis et al., 2021). Additionally, the risk of speech delay may be higher in children who are exposed to a second language later in childhood or who have language disorders or developmental delays (Petitto et al., 2012). Other studies, on the other hand, have found that bilingualism and multilingualism can have a positive impact on language development, particularly in terms of cognitive benefits and linguistic flexibility (Bialystok, 2009; Jasińska & Petitto, 2017). The age of bilingual exposure is related to the contribution of phonological and semantic knowledge to successful reading development. Overall, the findings from the literature on the relationship between multilingual development and speech delay are controversial, and individual factors such as the age of language acquisition and support for language development may play a significant role. Therefore, it is important to evaluate each child's unique characteristics and needs to identify if multilingual development is causing all the speech delay-related risks that parents expressed.

Another risk that parents expressed was connected to the loss of national identity concerning the status of the Kazakh language. The literature review suggested that parents may be threatened by the trilingual education policy in Kazakhstan because they believe that it is leading to the Kazakh language's loss (Ayazbayeva, 2017). Parents in the current study are similarly concerned about the Kazakh language's loss. This fear might stem from the historical experience of the Kazakh language being oppressed in the past, meaning that parents who have seen how the Kazakh language was oppressed once do not want to see it the second time. However, this explanation was not stated explicitly by the parents in this study, thus this needs to be explored further.

Multilingualism as a Commonness

One of the surprising findings was that most of the parents believed that multilingual development is about three or more languages only. Two of the parents even reported that only people who know four or more languages are multilingual. Meanwhile, it was concluded in the literature review that multilingualism is the ability to use more than one language in day-to-day life because it includes the notion of bilingualism. These parents' beliefs display misinterpretation of multilingualism, which stems from the fact that bilingualism (Kazakh and Russian languages) is quite widespread among parents. This may lead to some difficulties for the children since their parents also treat trilingualism as a common phenomenon, not realizing that it comes with hard work. This also might be a reason for children's unwillingness to speak or learn certain languages, which was reported by some parents. This issue may need to be further explored.

The Value of Each of Three Languages as an Umbrella Factor

The parental beliefs about the multilingual development of their children are found to be constructed through separate beliefs about each of the three languages (Kazakh, Russian, and English). Multilingualism is perceived favorably, but the discussion of why it is important was focused on the individual languages' value. Overall, parents do not pursue early trilingualism for the sake of multilingualism only, rather than that, they pursue multilingualism because each of the three languages is believed to be significant due to a variety of reasons. This variety comes from a range of factors, which were reported in the findings section individually. The most prominent factors now will be analyzed and discussed in the following subsections.

Traces of the Russification Policies

As reported in the findings chapter, the analysis identified three political factors: the Soviet influence, the shift since independence, and the trilingual education policy. The parental beliefs connected to the Soviet times are well aligned with previous literature. To be precise, the parents' experiences in their childhood portray how the Russification policies influenced the population's everyday lives. The dominance of the Russian language in day-to-day speaking (Karabassova, 2021) can be traced from parents' descriptions of their Russian-dominant environment; Russian being "a power-holding language in Kazakhstan" for a long time (Karabassova, 2021, p.557) can be connected with one parent's comment that she believed it was better to speak Russian to strangers; and the Russian being the primary language of education is portrayed by one parent's comment that knowledge of Russian was crucial for advancing the educational degree. These findings generally connect to the dominant ideology of the times both during and after the Soviet Union, which was fundamentally shaped by the long-held colonization of the Soviets and the Russian hegemony (Karabassova, 2021; Johnson, 2004). The USSR's ideology was that linguistic differences among the Soviet nations will diminish over time and it will lead to their 'merger' (Yakavets, 2014). This ideology led to the belief that other languages than Russian were less important (Yakavets, 2014). The beliefs presented above may well be an illustration of the political and historical background of Kazakhstan. The Russification policies resulted in Kazakhstani people neglecting the Kazakh language and preferring the Russian language over it. This influence affected the experiences of the participating parents in their childhoods, and accordingly was reflected in their beliefs at that time and may still have echoes nowadays.

The Glimpses of Post-independence Kazakhization

Gaining independence did not turn out to be a major influence on parental beliefs about multilingual development. However, there were some mentions of its influence from a couple of parents, which may be a representation of a gradual shift toward wider usage of the

Kazakh language. This process might have resulted from the Kazakhization policies which were implemented after gaining independence. One prominent example worth noticing is that some parents related the knowledge of the Kazakh language to more career prospects. It is well aligned with the literature, which has pointed out that Kazakhstani people seek to become “patriots and multifaceted moral people” (Catedral & Djuraeva, 2018, p. 4) and displays the active process of nation-building and formation of national identity. On top of that, all participants reported that they must know the Kazakh language since they are either Kazakh or live in Kazakhstan. In other words, knowing the Kazakh language seems to be perceived by participants as a requirement for being a citizen of independent Kazakhstan.

Trilingual Education Policy as an Ideological Stance

In contrast to the findings of Ayazbayeva (2017), who states that the trilingual education policy has yet to influence parental beliefs, the trilingual education policy showed some influence on the beliefs of the participants in the current study. This policy has influenced parental beliefs from an ideological perspective, as was discussed in the Findings chapter. The first president’s ideological statement that he proposed with the introduction of the trilingual education policy (Kazakh as the state language, Russian as the language of interethnic communication, and English as the language of integration into the global economy (Nazarbayev, 2007)) seems to be the central factor which began the influence. This ideological statement was probably a timely observation that the first president set as a direction to follow. It had its fair share of aid in the modification and acceptance of the changes toward globalization. It may be seen from the answers of the parents how the trilingual education policy and its ideology started the thinking process: some parents came to their own understanding of trilingual development, while others reached the acknowledgment of the importance of trilingual development. Generally, the statement of the first president may have helped the idea of trilingual development to settle in our society.

Multilingualism as a Catalyst for Education, Employment, and Global Competitiveness

Concerning the effect of globalization on parental beliefs, several parents have expressed beliefs about the importance of knowing English in a globalized world. Generally, the parents' associations with global citizenship are positive, such as new horizons and opportunities in the world. The English language seems to be considered a tool for being adaptable and successful nowadays. This may have been influenced by recent events in the world. Namely, the COVID-19 quarantine, which accelerated the development of online learning and working, may have been a factor in determining the importance of being a global citizen and being adaptable to new realities. On a similar note, education and career opportunities are believed to be catalyzed through multilingualism. In other words, being multilingual opens many doors and opportunities in the fields of education and job, according to most of the participants. These beliefs mainly came from personal experiences of parents, and Caldas (2012) in this regard has indicated that the linguistic experiences of parents may be an important factor in the formation of FLP.

The Intertwined Influence of Family, Peers, and Society

The findings indicate that the nuclear family's influence is twofold: on the one side, there was an influence from parents, and on the other side, there is an influence from spouses and children. This influence from the two sides is not necessarily uniform. For instance, the findings showed that several participants gained the ideological stance of valuing the Kazakh language from their parents, which persists in participants' beliefs till today. This is supported by the literature review: Caldas (2012) has mentioned that the personal experience of parents with their linguistic repertoire is an essential factor in FLP.

From the perspective of the children's influence on parental beliefs, Caldas (2012) highlighted the influence the family size may have on the linguistic practices in a family,

claiming that more siblings in a family entail less control of the linguistic practices of a child. However, one parent has reported that they started consciously planning the linguistic development of their second child after their experience with the linguistic development of the first child. In other words, in this particular case, more children led to a more conscious approach to FLP. This only shows that there may be some situations when the closest family members, especially children, influence parental beliefs differently.

The findings of this study also suggest that the decisions regarding the FLP are influenced to a certain extent by extended family members and relatives. This is in line with the work of Okita (2002) (as cited in Hollebeke et al., 2020), which emphasizes the role of other people's recommendations in shaping language practices within families. As it was seen from the findings, the grandparents were a big influence on the FLP of the majority of the participants, because they act like custodians of the cultural heritage. The grandparents were reported to be a primary source of Kazakh language practices in several families. This may have two possible explanations. First, it may be the Kazakh culture's peculiarity of close relationships with grandparents. Secondly, as mentioned above, Caldas (2012) identified several factors that influence FLP, including the linguistic experiences of other family members and grandparents. For instance, in the case of Kazakh grandparents, because the Kazakh language has been oppressed in the past, it could lead them to want to preserve it as much as possible.

Furthermore, the study found that acquaintances and friends of children play a crucial role in shaping their language practices. Interestingly, current friends of children have much more influence than friends and acquaintances of the parents. For instance, children tend to use certain languages when talking to friends, and parents notice the importance of these languages for their kids, which in turn affects their beliefs about languages. These findings

echo Caldas's (2012) work on external factors such as language socialization, for instance, with peers in the preschool.

These findings align with some of the research in the literature regarding the influence of social environments on language development and the language beliefs of parents. One study has shown that parents' beliefs about language learning and language use are shaped by the social context in which their children interact, including their relationships with peers and teachers (Chesterfield et al., 1983). Additionally, research has shown that parents often prioritize the languages that are valued by their children's social networks, which can influence their beliefs about the importance of different languages (Karpava, 2022).

The society in which the family is situated also plays a role in shaping the FLP. Generally, the parents in the study believe that the environment is crucial in learning a language. This may be correlated with the popularity of sending children to study abroad, because parents may want their children to immerse themselves in the English-speaking community for a better learning experience. However, this is not covered by the scope of this research.

The Importance of Digital Technologies for Promoting the Kazakh Language

The literature review reported that the influence of the internet and digital media has grown exponentially in recent years (Curdt-Christiansen & Huang, 2020). According to the findings of the current study, this has also affected the linguistic practices of children and subsequently parental beliefs. While parents believe that it is important to expose children to multiple languages, they claim that finding good resources on the internet is often challenging, especially in the Kazakh language. According to several parents, Russian is the dominant language of the content their children watch on the internet, and other languages, especially Kazakh, lag behind. The parents who agreed about this issue take two different stances: passive recipient and proactive. Passive recipients just accept the influence of the

internet because they believe that their children will, either way, choose the content in the Russian language. After all, it is more engaging and interesting for children. Proactive parents, on the other hand, try to use the internet as a resource that will help them achieve their FLP goals. For instance, some parents use digital media and cartoons to support their children's English learning path.

Almost all participants stated the demand for more interesting and engaging content in the Kazakh language, as they struggled to support the Kazakh language development without such an impactful resource as the internet. This issue could be common for Kazakhstani parents who wish to balance the development of both Kazakh and Russian languages since the internet and technology are a crucial part of our lives. This is an issue that needs to be considered thoroughly not only on the family level but also on the state level. The reason why it is that important is that this issue cannot just be solved by restricting internet usage in families, instead, it should be used for the better by creating opportunities for children to develop the Kazakh language through engaging and quality resources on the internet.

Cultural factors also seem to influence parental beliefs about multilingualism from the perspective of identity formation. This is consistent with previous research, which indicates that the cultural significance of the languages in society and the identity factors such as ethnolinguistic origins can play a significant role in defining family decisions on language practices (Curdt-Christiansen, 2009; Curdt-Christiansen & Huang, 2020; King et al., 2008). The Kazakh language seems to be perceived as a symbol of national identity by parents. One possible explanation for that may be connected with the historical background of the Kazakh nation. Since Kazakh people were nomads, oral literature and culture may have been crucial to preserving the national identity. Consequently, the Kazakh language, which was the key element of oral literature, may have developed and settled its value and connection with the national identity.

Language Practices as a Marker of Language Valuation

According to the literature review, parents' beliefs and attitudes toward multilingual development can influence the success of the multilingual acquisition of children (García-Sierra et al., 2016). Generally, attitudinal factors lead to beliefs about the types of usage of certain languages. To be more precise, the Kazakh language was treated as a symbol of national identity and culture, thus it is believed that, for example, communication with grandparents is to be in the Kazakh language. The Russian language, on the other hand, is perceived as a practical tool for communication, thus it is mainly believed that the Russian language is important for communication in society. Lastly, the parental attitudes towards the English language are majorly positive, especially in connection with the possible opportunities it can give. As a result, it is believed that the English language is a crucial tool for the future of children. These beliefs which come from the attitudes towards languages shape and influence the family language practices. Namely, each of the three languages is used in the spheres of life that the parents believe they should be used in. This will be discussed in detail in this section.

The Kazakh language is mostly considered to be a national identity symbol. Most of the beliefs about the Kazakh language are connected to its cultural and national significance. Additionally, all parents believe that the Kazakh language must be present in the linguistic repertoire of the Kazakhstani people. As a result, according to the findings, the Kazakh language is never taken away from the practices of the children, it is always present through different means. For example, even if the family speaks Russian primarily, the parents try to encourage their children to speak only Kazakh with their grandparents.

The Russian language is a means of communication according to parents. The internet, society, and peers influence the practices of children in such a way that the Russian

language is a primary means of communication for them. Respectively, parents respect the importance of the Russian language for their children. This natural acquisition and maintenance of the Russian language are quite reasonable, considering that some parents have mentioned that the Russian language is dominant in their immediate surroundings. The literature review also identified that the dominance of language in society is an important factor in FLP (Barnes, 2006). Furthermore, even though these parents claim they do not do anything for maintaining the Russian language, they still do not hinder the usage and development of Russian. This may also be considered an action. The beliefs towards the Russian language are not negative, which leads to such practices of *not hindering* the usage of language.

The English language's practices, on the other hand, were the most active. This included private tutoring and digital media as tools for learning English. In other words, the English language obtains special attention for learning because of its low amount of presence in society. The extensive use of digital media may be of an easy and engaging nature for learning. As was described in the previous sections, English is believed to be a language that will open up many opportunities for children. As a consequence, parents put a lot of effort into developing their children's English language knowledge.

Overall, the FLP practices of the participants were not purposefully planned, just as was expected from the literature review. Instead, as Caldas (2012) describes, families just maintain linguistic practices that have been historically formed due to political or social circumstances in their country. However, some parents purposefully maintain the balanced trilingual development in their children, by making sure all three languages get a fair amount of acquisition and usage. This alone may be considered a strong attempt of managing their family language policy.

Conclusion

The purpose of this study was to seek insight into Kazakhstan's family language policies for early trilingualism. To be more specific, it aimed to a) understand what parents believe about multilingual development, b) identify what factors shape these beliefs, and c) understand how the aforementioned beliefs shape families' Family Language Policies. The last chapter presented a discussion of the findings of this study. This chapter will now conclude the study and present the summary of findings, the limitations of the study, the implications, and recommendations for further research.

Summary of the Major Findings

The study focuses on Kazakhstani parents' attitudes toward their children's multilingual development. The first research question found that parents are typically positive about the benefits of multilingualism for their children, including benefits in terms of education, employment opportunities, communication, and personal development. However, there are some negative beliefs, such as difficulties in maintaining language input and the risks of speech delay. The literature supports some of these ideas, but it also demonstrates that there are numerous and complex links between speech delay and multilingual development. The digital era and globalization of the world, according to the study, may have an impact on parents' beliefs. The study's findings indicate that it is vital to evaluate each child's unique requirements and circumstances while weighing the hazards and benefits of multilingual development. One noteworthy discovery was that most parents hold the view that multilingual development begins with three or more languages, while two of them believe that multilingual development begins with four or more languages. This could be due to Kazakhstanis' long-standing bilingualism, which has raised expectations for linguistic development.

The purpose of research question 1a was to investigate the influencing factors on Kazakhstani parents' perceptions of their children's multilingualism. Overall, it turns out that individuals pursue multilingualism not for the sake of multilingualism, but because each of the three languages is essential to different aspects of their lives. Political factors such as Soviet influence, independence years, and the trilingual education policy, according to the study, have influenced some parental beliefs. As a result of Soviet policies, the Russian language predominated, negatively affecting how the Kazakh language was perceived. The responses from parents show the effects of Kazakhization policies implemented after independence. These strategies attempted to incorporate Kazakh into all aspects of state development. From an ideological aspect, Kazakhstan's first president's trilingual education policy influenced parents' attitudes, with the concept of a trinity of languages being the dominant influence. Participants also appear to assume that speaking Kazakh is required in order to be a citizen of Kazakhstan.

The study also revealed that a range of social factors influence parents' ideas regarding FLP, including parents' own upbringing, present family members, extended family and relatives, children's acquaintances and friends, and the society in which the family resides. These elements' impacts are not always consistent, and certain circumstances can encourage more deliberate FLP techniques. Furthermore, grandparents were discovered to be the primary source of Kazakh language practices in numerous households, probably as a result of the peculiar Kazakh culture's deep links to grandparents and their desire to preserve the language due to the history of the Kazakh language being persecuted. Finally, current friends of children have far more influence on linguistic practices than friends and acquaintances of parents.

It has also been determined that the internet and digital media have a significant impact on kids' linguistic habits and, in turn, on parents' beliefs. According to parents, it can

be difficult to find quality resources in the Kazakh language, and the majority of the online content that their children watch is in Russian. Concerning the internet's influence, parents either passively accept it or actively use it to further their objectives for family language practices. Additionally, parental beliefs are also influenced by cultural factors, such as the cultural significance of languages and the significance of language to national identity. Specifically, Kazakh culture places a high value on the Kazakh language as a marker of national identity, perhaps as a result of the historical significance of oral literature in upholding the identity of the nomadic Kazakh people.

In the study, linguistic entrepreneurship factors that affect parents' perceptions of multilingualism were identified. These include globalization, education, and employment opportunities. Some parents think that learning languages like English can increase their children's and their own job opportunities. Others believe that multilingualism is good for education because it gives people access to resources in a variety of languages. Finally, some parents believe that learning English will help their children succeed and adapt to a globalized world. This belief may have been influenced by the COVID-19 pandemic and the quickening development of online learning and employment. Overall, parents' linguistic experiences and connections to global citizenship have a significant impact on how they view multilingualism.

Furthermore, the study found that attitudes play an important role in shaping parental beliefs about multilingualism and the type of usage of the language. Language attitudes and multilingualism are influenced by factors such as national identity, communication practicality, and future opportunities. Kazakh is regarded as a symbol of national identity and culture, Russian as a useful tool for social communication, and English as a critical tool for future opportunities. These attitudes shape beliefs about the various types of language usage in various contexts.

The study also investigates how parental beliefs about multilingualism shape their family language policy (FLP), or a family's linguistic practices. The findings show that parental beliefs about each language are important in shaping their FLP. The Kazakh language is viewed as a symbol of national identity and culture, and parents believe it must be present in Kazakhstani people's linguistic repertoire. As a result, even if the family's primary language is Russian, the Kazakh language is always present in children's practices. Russian is regarded as a means of communication and is widely spoken in society, so parents recognize its significance for their children. Some parents do not actively promote the Russian language, but they do not prevent it from being used and developed. English, on the other hand, is thought to open up many doors for children, and parents work hard to develop their children's English language knowledge through private tutoring and digital media. Overall, FLP practices are found to be not purposefully planned, but some parents try to ensure their children have a balanced trilingual development by ensuring that all three languages receive an equal amount of acquisition and usage.

Limitations

Despite the study's important findings, some limitations must be acknowledged. For starters, the scope of the study did not include important factors such as age, ethnicity, education level and type, work, and income, all of which may be important in determining why certain factors are important in shaping parental beliefs and family language policy. Secondly, a more diverse pool of participants rather than only parents could have offered richer and broader insights. For instance, the study might explore the beliefs of teachers, students, school principals, and others. These limitations were mainly due to time shortage and a narrowed scope of the study; therefore, these may be taken into consideration for future research.

Implications of the Study

The importance of family language practices in promoting multilingualism and language policy is highlighted in this study. This study's main implication is to lay the basis for future research on family language policies in Kazakhstan either generally or in connection with the trilingual education policy. This study may be considered a first step in exploring the influence FLP may have on early trilingual development and subsequently the trilingual education policy's success. More precisely, since the study explored in depth the parental beliefs about multilingual development, and found numerous factors that influenced these beliefs, the findings of the study can be used to set the direction for further research. In other words, the study's findings may be used as an informational basis for future research about FLP, parental beliefs about multilingual development or languages, and their potential connection.

A more precise implication for future studies is the need for more research into the factors that influence parental beliefs and attitudes toward multilingualism. The research could consider participants' socio-economic status since this factor was not covered by the scope of this research, but it has the potential to have a significant impact on parental beliefs and attitudes toward multilingualism. Future research could delve deeper into this topic. Specifically, the research could look into the effects of age, ethnicity, education level, work, and income on these factors to gain a better understanding of the issues at hand. More diverse samples could be used in future research to reach deeper and broader insights.

Recommendations

Stakeholders can develop targeted interventions to support the development of trilingual education and maintenance of the Kazakh, Russian, and English languages in Kazakhstan by understanding the beliefs and attitudes that shape these practices. The study

has developed several recommendations for various stakeholders, including parents, policymakers, and educators.

1. Parents may consider starting a conscious usage of family language policy aimed at their children's multilingual development, since their (parents') beliefs about languages may influence the linguistic development of their children as found from the results of this study. It can include such steps as analyzing the current FLP, identifying goals for the multilingual development of their children, and establishing the rules and practices for achieving these goals.

2. For the further development and implementation of the trilingual education policy or any other language-related policies, the policymakers and educators may want to use the understanding of how parents perceive and value multilingualism and separate languages for the better implementation of the policies. This may include supporting the FLP in the families by designing relevant programs, aligning the curriculum with the values and beliefs of the parents, and using the research findings for considering the factors which may influence the educational processes.

3. For the educational system of Kazakhstan generally, it may be useful to include more in the educational processes one important stakeholder – parents. It may contribute to a holistic implementation of educational policies and may support the children's multilingual development. The study's findings can be used to help develop effective strategies for promoting multilingual education in early childhood in cooperation with parents since the study's results showed that the parents' beliefs about each language affect directly the way the language is used.

Overall, the importance of this study's results lies in the possibility of contributing to a better understanding of the promotion of multilingualism in Kazakhstan and other similar language environments.

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Appendix A

Written narrative guiding questions

Family Language Policy for Early Trilingualism in Kazakhstan: Parents' Beliefs about Children's Multilingual Development

1. Please describe yourself and your family generally (*e.g., age, where you come from, occupation, education level, ethnicity, how many children you have, and any other relevant information*).
2. Describe your language experiences. In other words, what languages do you speak, where and when you learned them, and what is your current proficiency level in these languages? *You can indicate your proficiency according to the next scale: 0 – No Proficiency. 1 – Elementary Proficiency. 2 – Limited Working Proficiency. 3 – Professional Working Proficiency. 4 – Full Professional Proficiency. 5 – Native / Bilingual Proficiency.*
3. Which language(-s) do you consider your mother tongue? Why?
4. Which languages were prevalent in your childhood? (*e.g., in your school – both official and informal use, cartoons and TV you watched, talking with neighbors, parents, grandparents, friends, extracurriculars like arts and sport, reading books, etc.*).
5. What influences did each of the languages you know have in your life? (*e.g., how certain languages impacted your self-identity, opportunities, job, movies, series you watch, communication with people, and others*).
6. Which languages your child knows and which of them he or she uses in different contexts (*at home; with grandparents, friends, or relatives; watching cartoons and tv; extracurriculars; when counting and referring to weekdays, etc.*)? *You may categorize the usage of each language she/he knows if you wish.*
7. Have the trilingual education policy in KZ impacted your life? If yes, how? (*Education, communication, exposure to this language, etc.*). What are your thoughts about this policy?

А қосымшасы

Жазбаша баяндауға арналған жетекші сұрақтар

Қазақстандағы ерте үштілділікті дамытуға арналған отбасылық тіл саясаты: ата-аналардың балалардың көптілді дамуы туралы ойлары

1. Өзіңізді және отбасыңызды жалпы сипаттаңыз (мысалы, жасыңыз, туылған жеріңіз, кәсібіңіз, білім деңгейіңіз, ұлтыңыз, қанша балаңыз бар және басқа да тиісті ақпарат).
2. Тілдік тәжірибеңізді сипаттаңыз. Басқаша айтқанда, сіз қандай тілдерде сөйлейсіз, оларды қай жерде және қашан үйрендіңіз және ол тілдердегі қазіргі деңгейіңіз қандай? Сіз өзіңіздің шеберлігіңізді келесі шкала бойынша бағалай аласыз: 0 - Мен бұл тілді білмеймін. 1 – Бастауыш деңгей. 2 - Шектеулі жұмыс біліктілігі. 3 - Кәсіби жұмыс біліктілігі. 4 - Толық кәсіби біліктілік. 5 - Ана тілі/қос тілді жетік меңгеру деңгейі.
3. Өзіңіздің ана тіліңізді қай тіл(дер) деп санайсыз? Неліктен?
4. Бала кезіңізде қандай тілдерде сөйледіңіз? (мысалы, сіздің мектебіңізде ресми және бейресми пайдалану, сіз көрген мультфильмдер, көршілермен, ата-аналармен, ата-әжелермен, достармен әңгімелесу, өнер және спорт сияқты сыныптан тыс жұмыстар, кітап оқу және т.б.).
5. Сіз білетін тілдердің әрқайсысы сіздің өміріңізге қандай әсер етті? (мысалы, белгілі бір тілдер өзіңізді қалай анықтауыңызға, мүмкіндіктеріңізге, жұмысыңызға, сіз көретін фильмдер мен телешоуларға, адамдармен қарым-қатынасыңызға және т.б. қалай әсер етті).
6. Сіздің балаңыз қандай тілдерді біледі және олардың қайсысын қандай жағдайларда пайдаланады (үйде, атасы мен әжесі, достары, туыстарымен бірге, мультфильмдер мен телешоулар көру, сабақтан тыс жұмыстарда, жұмыс күндерін санау және атап өту, т.б.)? Қаласаңыз, ол білетін әрбір тілді қолдану санаттарына бөлуге болады.
7. Қазақстандағы үш тілде білім беру саясаты сіздің өміріңізге әсер етті ме? Егер солай болса, қалай? (Оқу, қарым-қатынас, тілдің өміріңізде болуы, т.б.). Бұл саясат туралы не ойлайсыз?

Приложение А

Наводящие вопросы для письменного повествования

Семейная языковая политика раннего трехязычия в Казахстане: представления родителей о полиязычном развитии детей

1. Пожалуйста, опишите себя и свою семью в целом (*например, возраст, откуда вы родом, профессия, уровень образования, этническая принадлежность, сколько у вас детей и любая другая соответствующая информация*).
2. Опишите свой языковой опыт. Другими словами, на каких языках вы говорите, где и когда вы их выучили, и каков ваш текущий уровень владения этими языками? *Вы можете указать свое мастерство по следующей шкале: 0 – Не владею языком. 1 – Элементарное мастерство. 2 – Ограниченная рабочая квалификация. 3 – Профессиональная рабочая квалификация. 4 – Полная профессиональная квалификация. 5 – Родной язык или на уровне родного языка.*
3. Какой язык(-и) вы считаете своим родным языком? Почему?
4. Какие языки были распространены в вашем детстве? (*например, в вашей школе — как официальное, так и неформальное использование, мультфильмы, которые вы смотрели, разговоры с соседями, родителями, бабушками и дедушками, друзьями, внеклассные занятия, такие как искусство и спорт, чтение книг и т. д.*).
5. Какое влияние оказал на вашу жизнь каждый из языков, которые вы знаете? (*например, как определенные языки повлияли на то как вы определяете свою личность, на ваши возможности, работу, фильмы и сериалы, которые вы смотрите, общение с людьми и т. д.*).
6. Какие языки знает Ваш ребенок и какие из них он использует в различных контекстах (*дома, с бабушками и дедушками, друзьями, родственниками, за просмотром мультфильмов и телепередач, на внеклассных занятиях, при счете и упоминании будних дней и т.д.*)? Вы можете классифицировать по группам использование каждого языка, который он/она знает, если хотите.
7. Повлияла ли политика трехязычного образования в Казахстане на вашу жизнь? Если да, то как? (*Обучение, общение, присутствие языка в жизни и т.д.*). Что вы думаете об этой политике?

Appendix B

Interview protocol

Family Language Policy for Early Trilingualism in Kazakhstan: Parents' Beliefs about Children's Multilingual Development

Time and date of the interview:

Place:

Participant: Parent _____ (pseudonym)

Interviewer: Anara Zhanseitova

Purpose of the study: to explore the situation with the family language policies for early trilingualism in Kazakhstan from the perspective of the parent's beliefs about their children's multilingual development.

1. General questions according to the written narrative of the participant.
2. Please give me your definition of multilingual development or multilingualism.
 - a. Do you consider yourself multilingual? Was it by your choice or because of external factors?
 - b. What do you think of your child's multilingual (trilingual) development? What are the advantages and difficulties? Do you think raising children multilingual can have any beneficial or harmful effects on them?
3. What is your attitude towards the Kazakh/Russian/English language? What factors affected your beliefs about these languages?
 - a. How do you think, in which aspects of life Kazakh/Russian/English language is important for your child? (*or any other language a child speaks*)
4. Is there a most important language for you? For your child? Why?
5. How do you place all languages you speak in order of importance? What factors affected this order? (*parents' opinions, society, political and economic factors*)

6. Do you agree with the first president's statement about three languages? "*Kazakh as the state language, Russian as the language of interethnic communication, and English as the language of integration into the global economy*" (Nazarbayev, 2007).
7. Have you ever heard of Family Language Policy? What do you think it is?
 - a. Do you have any explicit Family Language Policy in your family regarding trilingualism?
8. What practices do you use to promote the English language knowledge of your child? (*Could be anything ranging from cartoons in English to speaking to him in English*). Why?
9. What practices do you use to maintain or promote other two languages (Kazakh and Russian)/generally trilingualism? Why?
10. How do you ensure the balanced development of three languages in your child's linguistic repertoire?
11. How do you define your identity? How do you connect it to the languages you speak?

Probes (or possible additional questions):

1. Which languages do you speak to your child? Other caregivers?
2. Which languages do you use for talking with family, talking with friends, talking to parents of your child's classmates, talking to school staff, social media, television, the internet, chatting, or listening to music?
3. Why do you think it is important to be multilingual?
4. What would you like to do to promote further development of trilingualism in your family?

В қосымшасы

Сұхбат хаттамасы

Қазақстандағы ерте үштілділікке арналған отбасылық тіл саясаты: ата-аналардың балалардың көптілді дамуы туралы сенімдері

Әңгімелесу уақыты мен күні:

Орны:

Қатысушы: Ата-ана _____ (бүркеншік аты)

Сұхбатшы: Анара Жансеитова

Зерттеудің мақсаты: Қазақстандағы ерте үштілділікке арналған отбасылық тіл саясатының жағдайын ата-аналардың балаларының көптілді дамуы туралы көзқарастары тұрғысынан зерттеу.

1. Қатысушының жазбаша баяндауы бойынша жалпы сұрақтар.

2. Көптілді даму немесе көптілділікке анықтама беріңіз.

а. Сіз өзіңізді көптілді деп санайсыз ба? Сіздің таңдауыңыз болды ма, әлде сыртқы факторлар әсер етті ме?

б. Балаңыздың көптілді (үштілді) дамуы туралы не ойлайсыз? Қандай артықшылықтар мен қиындықтар бар? Сіздің ойыңызша, көп тілді меңгерген балаларды тәрбиелеу оларға қандай да бір пайдалы немесе зиянды әсер етуі мүмкін бе?

3. Қазақ/орыс/ағылшын тіліне деген көзқарасыңыз қандай? Бұл тілдерге деген сенімдеріңізге қандай факторлар әсер етті?

а. Сіздің балаңыз үшін қазақ/орыс/ағылшын тілі өмірдің қай саласында маңызды деп ойлайсыз? (немесе бала сөйлейтін кез келген басқа тілде)

4. Сіз үшін ең маңызды тіл бар ма? Ал балаңыз үшін? Неліктен?

5. Сіз сөйлейтін барлық тілдерді маңыздылығына қарай қалай орналастырасыз? Бұл тәртіпке қандай факторлар әсер етті? (*ата-аналардың пікірі, қоғам, саяси және экономикалық факторлар*)
6. Тұңғыш президенттің үш тіл туралы айтқанымен келісесіз бе? *«Қазақ тілі – мемлекеттік тіл, орыс тілі – ұлтаралық қатынас тілі, ағылшын тілі – жаһандық экономикаға кірігу тілі»* (Назарбаев, 2007).
7. Сіз отбасылық тіл саясаты туралы естідіңіз бе? Бұл не деп ойлайсыз?
 - a. Сіздің отбасыңызда үштілділікке қатысты нақты отбасылық тіл саясаты бар ма?
8. Балаңыздың ағылшын тілін меңгеруіне ықпал ету үшін қандай тәжірибелерді қолданасыз? (*Ағылшын тіліндегі мультфильмдерден бастап онымен ағылшын тілінде сөйлесуге дейінгі кез келген нәрсе болуы мүмкін*). Неліктен?
9. Басқа екі тілді (қазақ және орыс)/жалпы үштілділікті сақтау немесе насихаттау үшін қандай тәжірибелерді қолданасыз? Неліктен?
10. Балаңыздың лингвистикалық репертуарындағы үш тілдің үйлесімді дамуын қалай қамтамасыз етесіз?
11. Өз тұлғаңызды қалай анықтайсыз? Оны сіз сөйлейтін тілдермен қалай байланыстырасыз?

Ықтимал қосымша сұрақтар:

1. Сіз балаңызбен қандай тілдерде сөйлейсіз? Басқа қамқоршылар ше?
2. Сіз қай тілдерді пайдаланасыз: отбасымен сөйлесу, достарымен сөйлесу, балаңыздың сыныптастарының ата-аналарымен сөйлесу, мектеп қызметкерлерімен сөйлесу, әлеуметтік желі, теледидар, интернет, чатта сөйлесу немесе музыка тыңдау кезінде?
3. Неліктен көптілді болу маңызды деп ойлайсыз?
4. Отбасыңызда үштілділікті одан әрі дамыту үшін не істегіңіз келеді?

Приложение Б

Протокол интервью

Семейная языковая политика раннего трехязычия в Казахстане: представления родителей о полиязычном развитии детей

Время и дата интервью:

Место:

Участник: Родитель _____ (псевдоним)

Исследователь: Анара Жансеитова

Цель исследования: изучить ситуацию с семейной языковой политикой раннего трехязычия в Казахстане с точки зрения представлений родителей о полиязычном развитии своих детей.

1. Общие вопросы по письменному рассказу участника.
2. Пожалуйста, дайте мне ваше определение многоязычного развития или многоязычия.
 - а. Считаете ли вы себя многоязычным? Это было по вашему выбору или из-за внешних факторов?
 - б. Что вы думаете о многоязычном (трехязычном) развитии вашего ребенка? Каковы преимущества и трудности? Как вы думаете, воспитание детей на нескольких языках может иметь для них какое-то благотворное или вредное воздействие?
3. Как вы относитесь к казахскому/русскому/английскому языку? Какие факторы повлияли на ваше мнение об этих языках?
 - а. Как вы думаете, в каких аспектах жизни казахский/русский/английский язык важен для вашего ребенка? (или любой другой язык, на котором говорит ребенок)
4. Есть ли для вас самый важный язык? Для вашего ребенка? Почему?

5. Как вы расставляете все языки, на которых говорите, в порядке важности? Какие факторы повлияли на этот порядок? (*мнение родителей, общество, политические и экономические факторы*)
6. Согласны ли вы с заявлением первого президента о трех языках? «*Казахский как государственный язык, русский как язык межнационального общения и английский как язык интеграции в мировую экономику*» (Назарбаев, 2007).
7. Вы когда-нибудь слышали о политике семейного языка? Как вы думаете, что это?
 - а. Есть ли в вашей семье четкая семейная языковая политика в отношении трехязычия?
8. Какие методы вы используете для улучшения знания английского языка вашим ребенком? (*Может быть что угодно, начиная от мультиков на английском и заканчивая разговором с ним по-английски*). Почему?
9. Какие практики вы используете для поддержания или продвижения двух других языков (казахского и русского)/трехязычия в целом? Почему?
10. Как вы обеспечиваете сбалансированное развитие трех языков в языковом репертуаре вашего ребенка?
11. Как вы определяете свою личность? Как вы связываете это с языками, на которых говорите?

Возможные дополнительные вопросы:

1. На каких языках вы говорите со своим ребенком? Другие воспитатели ребенка?
2. Какие языки вы используете для: общения с семьей, общения с друзьями, общения с родителями одноклассников вашего ребенка, общения со школьным персоналом, социальных сетей, телевидения, Интернета, общения в чате или прослушивания музыки?
3. Как вы думаете, почему важно быть многоязычным?
4. Что бы вы хотели сделать для дальнейшего развития трехязычия в вашей семье?

Appendix C

Informed Consent Form

Family Language Policy for Early Trilingualism in Kazakhstan: Parents' Beliefs about Children's Multilingual Development

You are invited to participate in a research study that explores parental beliefs about children's early multilingual development and how these beliefs shape Family Language Policies (FLP). This study also aims to understand the influencing factors that shape these beliefs and how these beliefs are reflected in their FLP.

Your participation will be in two stages: a written narrative and an interview. First, you will be asked to write a narrative in free form based on the guiding questions the researcher will send you. You will be given one week to write it at your convenience time and pace. Second, at the interview, you will be asked to answer some questions about language practices in your family with your children, and your beliefs about certain languages. With your permission, the interview will be tape-recorded, to use for further analysis. If you do not wish to be recorded, we can take notes of your answers instead.

Your participation will take approximately 20-40 minutes for the written narrative (at your convenience, without the researcher's presence) and 40-60 minutes for the interview.

The risks associated with this study are minimal. We will make sure to protect your confidentiality and will use a pseudonym instead of your name. The recordings will be stored in a password-protected computer (also in a zip archive with a password) and will be stored only for one year for further possible research purposes. The benefit which may reasonably be expected to result from this study is that you may reveal unconscious language ideologies of you and your family, which affect your practices of language, and use this revealed information for the further development of FLP in your family. Your participation in this research study will contribute to the development of the relatively new field of study in Kazakhstan – FLP for early trilingualism.

If you have read this form and have decided to participate in this project, please understand that your participation is voluntary, and you have the right to withdraw your consent or discontinue participation at any time without penalty. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals. However, the published results will not include your name or your personal information in any form by which you could be identified.

CONTACT INFORMATION:

If you have any questions, concerns, or complaints about this research, its procedures, risks, and benefits, please contact the researcher, Anara Zhanseitova.

Email: anara.zhanseitova@nu.edu.kz

Phone: +77074056170

Master's Thesis Supervisor for this student work, Syed Abdul Manan.

Email: syed.manan@nu.edu.kz

Phone: +92 300 3800212.

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

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

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

Signature: _____

Date: _____

С қосымшасы

Ақпараттандырылған келісім нысаны

Қазақстандағы ерте үштілділікке арналған отбасылық тіл саясаты: ата-аналардың балалардың көптілді дамуы туралы сенімдері

Сізді ерте жастағы балалардың көптілді дамуы туралы ата-ана сенімдерін және бұл сенімдер отбасылық тіл саясатын қалай қалыптастыратынын зерттеуге қатысуға шақырамыз. Бұл зерттеу сонымен қатар осы сенімдерді қалыптастыратын әсер етуші факторларды және бұл сенімдердің олардың отбасылық тіл саясатына қандай әсер тигізуін түсінуге бағытталған.

Сіздің қатысуыңыз екі кезеңнен тұрады: жазбаша баяндау және сұхбат. Біріншіден, зерттеуші сізге жіберетін жетекші сұрақтарға негізделген түрде еркін әңгіме жазуыңыз сұралады. Сізге оны ыңғайлы уақытта және ыңғайлы қарқынмен жазуға бір апта уақыт беріледі. Екіншіден, сұхбатта сізден балаларыңызбен отбасыңыздағы тіл тәжірибесі және белгілі бір тілдерге деген сенімдеріңіз туралы кейбір сұрақтарға жауап беру сұралады. Сіздің рұқсатыңызбен сұхбат одан әрі талдау үшін пайдалану мақсатында таспаға жазылады. Жазылғанын қаламасаңыз, оның орнына жауаптарыңызды қолмен жазып аламыз.

Сіздің қатысуыңыз жазбаша баяндау үшін шамамен 20-40 минутты (өзіңізге ыңғайлы, зерттеушінің қатысуынсыз) және сұхбат үшін 40-60 минутты алады.

Бұл зерттеуге байланысты қауіптер минималды. Біз сіздің жеке ақпараттарыңызды қорғауға міндеттенеміз және атыңыздың орнына псевдоним ат қолданамыз. Жазбалар құпия сөзбен қорғалған компьютерде (сонымен қатар құпия сөзбен сақталған zip мұрағатында) сақталады және зерттеу жобасының соңында жойылады. Зерттеуден күтілетін пайда ретінде сіз отбасыңыздағы тіл тәжірибесіне әсер ететін өзіңіздің және сіздің отбасыңыздың тілдік идеологияларын зерттей аласыз және осы анықталған ақпаратты отбасыңыздағы отбасылық тіл саясатын одан әрі дамыту үшін пайдалана аласыз. Сіздің осы зерттеуге қатысуыңыз Қазақстанда салыстырмалы түрде жаңа зерттеу саласы – ерте үштілділікке арналған отбасылық тіл саясаты саласын дамытуға ықпал етеді.

Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта ешқандай салдарсыз зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін. Дегенмен, жарияланған нәтижелер сіздің атыңызды немесе сізді анықтайтын жеке ақпараттың кез келген түрін қамтымайды.

БАЙЛАНЫС АҚПАРАТЫ:

Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабаласуыңызға болады: Жансеитова Анара.

Пошта: anara.zhansaitova@nu.edu.kz

Телефон: +77074056170

Магистрлық тезис бойынша жетекші: Syed Abdul Manan.

Пошта: syed.manan@nu.edu.kz

Телефон: +92 300 3800212.

Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен gse_researchcommittee@nu.edu.kz.

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

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

Қолы: _____

Күні: _____

Приложение С

Форма информированного согласия

Семейная языковая политика раннего трехязычия в Казахстане: представления родителей о полиязычном развитии детей

Вы приглашены принять участие в исследовании, в котором исследуются убеждения родителей о раннем многоязычном развитии детей и то, как эти убеждения формируют семейную языковую политику. Это исследование также направлено на то, чтобы понять влияющие факторы, которые формируют эти убеждения, и то, как эти убеждения отражаются в их семейной языковой политике.

Ваше участие будет проходить в два этапа: письменный рассказ и интервью. Во-первых, вас попросят написать повествование в свободной форме на основе наводящих вопросов, которые вам заранее отправит исследователь. У вас будет одна неделя, чтобы написать его в удобное для вас время и в удобном для вас темпе. Во-вторых, на собеседовании вас попросят ответить на несколько вопросов о языковых практиках в вашей семье с детьми и о ваших убеждениях в отношении определенных языков. С вашего разрешения интервью будет записано на магнитофон с целью использования его для дальнейшего анализа. Если вы не хотите, чтобы вас записывали, мы можем вместо этого законспектировать ваши ответы.

Ваше участие займет примерно 20–40 минут на письменный рассказ (в удобное для вас время, без присутствия исследователя) и 40–60 минут на интервью.

Риски, связанные с этим исследованием, минимальны. Мы позаботимся о защите вашей конфиденциальности и будем использовать псевдоним вместо вашего имени. Записи будут храниться на защищенном паролем компьютере (также в zip архиве с паролем) и будут удалены по окончании исследовательского проекта. В качестве ожидаемых преимуществ в результате исследования можно рассматривать то, что вы можете раскрыть бессознательные языковые идеологии вас и вашей семьи, которые влияют на вашу языковую практику внутри семьи, и использовать эту выявленную информацию для дальнейшего развития семейной языковой политики в вашей семье. Ваше участие в этом исследовании будет способствовать развитию относительно новой области расследования в Казахстане – семейная языковая политика для раннего трехязычия.

Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без каких-либо последствий. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях. Однако опубликованные результаты не будут включать ваше имя или вашу личную информацию в какой-либо форме, по которой вас можно было бы идентифицировать.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, Жансеитовой Анарой.

Email: anara.zhansaitova@nu.edu.kz

Phone: +77074056170

Руководител магистерского тезиса исследователя: Syed Abdul Manan.

Почта: syed.manan@nu.edu.kz

Телефон: +92 300 3800212.

Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес gse_researchcommittee@nu.edu.kz

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

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

Подпись: _____

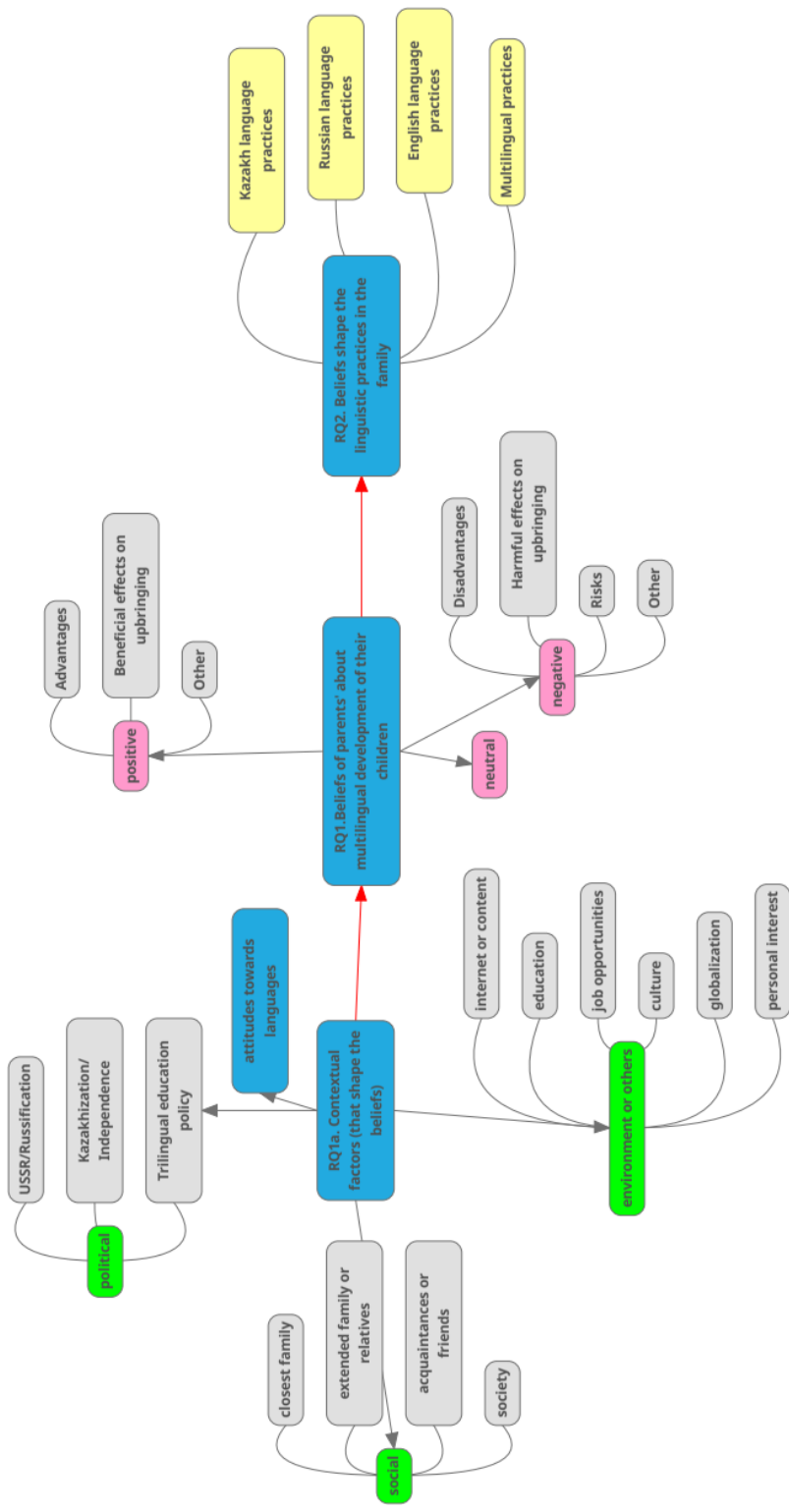
Дата: _____

Appendix D

Mind-map of potential themes emerged in phase 3 of data analysis.

Figure 2

Mind map of potential themes (from phase 3 of data analysis)



Appendix E

Sample of Coded Narrative Writing

Narrative writing

1. [REDACTED] I come from Arkalyk, Kostanay oblast, Northern Kazakhstan. Currently, [REDACTED] I a mother of two children, a girl (5 y.o) and a boy (3,5 y.o).
2. I speak fluently three languages – Kazakh, Russian and English. Kazakh is my native language, Russian is my second L1 and my English level is C1+. Currently, I am also interested in learning Turkish, took several lessons with a private tutor and now I am trying to learn it independently.
3. My mother tongue is definitely Kazakh. My parents and I have strong moral and ideological view about Kazakh language as a key element of our national identity.
4. Even though I was approximately equally exposed to both Kazakh and Russian, I nevertheless gravitated toward using Russian when conversing with my peers and close friends. In addition, I recall that the majority of the children's books, poems, and cartoons that were available in our home, were in Russian.
5. With regards to self-identity, I have always had a very powerful ideological and moral stance toward the Kazakh language. I consider myself Kazakh and my first language that came with my mother's milk is Kazakh. Whenever I meet people in public space, especially elder generation, I speak Kazakh first. During the 11 years that I spent attending a Kazakh-medium linguistic gymnasium, I, fortunately, did not run into any severe challenges while trying to master the material in my native language. During this period, I also actively competed in and won multiple linguistic olympiads in the Russian language at the regional and republican levels. The world literature (poems and novels) available in Russian greatly affected my love to Russian language. Regarding the job opportunities, I hope to apply for a job in an international organization where I could practice my English. I have always been fond of English, and movies and series that I watched in English positively affected my motivation to improve it.
6. My children (both of them) know three languages (Kazakh, Russian and English), although the usage of Russian prevails in most of the contexts. At home, speaking to parents and grandparents they prefer to speak Kazakh. When speaking to their friends and peers at kindergarten they use Russian a lot even though they attend KMI kindergarten. Regarding the cartoons, I have noticed recently that they tend to choose the content in English since it is more engaging and interesting for them. When interacting with each other, I have noticed that they use the Russian language most of the time.
7. It did, certainly. Our children need to learn three languages since it will benefit them in the long run. Kazakh is our native tongue; it unites us and fosters a sense of belonging. Russian is one of the six official languages of the United Nations, and it was through it that we were introduced to the world's finest literature and culture. In terms of science, technology, innovation, and the Internet, English is the universal language. Learning in three languages fosters a sense of inner and external unity by forcing you to think in three distinct ways. I think that this initiative will bring numerous positive changes in our educational sphere.

Commented [AZ1]: Personal information of the respondent was hidden with black text highlighting.

Commented [AZ2]: The reasons of interest may be useful to know. Will ask in the interview.

Commented [AZ3]: "Definitely"

Commented [AZ4]: "moral and ideological view about Kazakh language"

Commented [AZ5]: Respondent may have 'warm' associations with Kazakh language

Commented [AZ6]: May be connected with ideological beliefs or traditions

Commented [AZ7]: May have hidden reasons - to be explored in the interview.

Commented [AZ8]: English not only from a 'need', but from a 'want'

Commented [AZ9]: May have implications for Kazakh and Russian languages' maintenance in Kazakhstan

Commented [AZ10]: May also have interesting hidden reasons - to be explored in the interview.

Commented [AZ11]: Strong ideological view.

Commented [AZ12]: Positive attitude towards multilingualism.

Appendix D

Transcription Sample of Interview

Anara Zhanseitova 0:11 So, let's start our interview. I'm going to ask some questions on your narrative first, and then move to the main part of the interview. So, first of all, I was interested, what made you interested in learning the Turkish language?

Interviewee 0:32 That's a great question. I think it refers basically to my instrumental motivation first, because we are planning to make a trip to Turkey this summer, and we're planning to be there for like, three, four months. And that's why I think I'm going like, to use Turkish a lot. The country's Yeah, motivation is pretty instrumental.

Anara Zhanseitova 1:01 That's amazing. And also, you talked about strong moral and ideological views about the Kazakh language. Could you please elaborate on that, like, What do you mean?

Interviewee 1:15 Yeah, I mean, I was born in... even though I was born in northern Kazakhstan, I was born in Torgai oblast and Torgai oblast is like major Kazakh like, is a dominant Kazakh speaking, please, who's Kazakh speaking community and my father was born there. And it comes from my family. Because my father had the first model and had a very powerful model sense towards the Kazakh language, it came, this attitude came to me. And that's why I just feel that I am Kazakh. We are Kazakhs, and I feel it in my blood, (giggles) that we should speak as it is because it's our native language. And yeah, maybe that is the reason.

Anara Zhanseitova 2:05 Also, you mentioned that you had some linguistic olympiads in the Russian language. So, was it by your choice or by the demand of the teachers?

Interviewee 2:16 I would say both, because first of all, I was interested in languages as I've always been interested in languages, but some students were way much better than I am in

English and Kazakh. So that's why I chose Russian, and my teacher, he also motivated me to choose Russian. Yeah, and yeah, I was like, pretty comfortable using Russian and I was like, I really thought it was really fond of the Russian literature.

Anara Zhanseitova 2:50 So Okay, have you generally considered going to Kazakh language Olympiads?

Interviewee 2:59 I think no, I mean, I spoke Kazakh well, but I wasn't, Like, I wasn't super fluent in Kazakh.

Anara Zhanseitova 3:11 Okay. And the last thing on the narrative, you said that when your children interact with each other, they use the Russian language. What do you think is the reason behind this?

Interviewee 3:25 I just feel that they are comfortable using Russian. Most of the time, they watch cartoons in Russian, like, and they feel comfortable interacting in Russian, maybe Russian is much easier for them because they have like, they use lots of jargon, like super informal. It's like much easier in Russian.

Anara Zhanseitova 3:50 and how do you feel about it?

Interviewee 3:52 Um, you know, I feel okay. Sometimes I like I of course, I encourage them please speak Kazakh, at least when they speak to me or when they speak to their father, they try to speak Kazakh, yeah, but I still encourage them

Anara Zhanseitova 4:10 okay. So, could you please give your definition of multilingualism or multilingual development? What do you think it is?

Interviewee 4:20 So multilingualism, in my opinion, refers to the ability to speak more than one language more than two languages maybe. So speaking well, and expressing opinions in these languages Is multilingualism in my opinion?

Anara Zhanseitova 4:48 Okay, so as far as I understood, you consider yourself multilingual.

Interviewee 4:52 Mhm.

Anara Zhanseitova 4:53 How do you think was it by your choice or just the factors?

Interviewee 5:00 Well, I think more or less, every citizen of Kazakhstan is more or less multilingual, at least bilingual. Right. So, of course, as I have mentioned before, I've always been interested in languages. So, it was my choice, yes, to speak. Well, I mean to learn English, to improve my English all the time.

Anara Zhanseitova 5:26 Okay. So, speaking about your children, what do you think of your children's multilingual development? Like what are the advantages and difficulties?

Interviewee 5:37 Yeah, of course, as a parent of emerging multilingual children, of course, we have faced lots of difficulties in our paths, but we are still confident that we have chosen the right way. Because me and my husband are, you know, we liked this idea. And regarding the difficulties, of course, first of all, we have faced this unwillingness to speak Kazakh. My children, use Russian,