

ANALYZING THE PROMISE OF ENGLISH LANGUAGE

**Private English Tutoring Centers in Kazakhstan: Analyzing the Promise of  
English through the Lens of Linguistic Entrepreneurship and Language  
Commodification**

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Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

May, 2022

Word count: 17945

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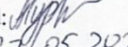
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Dear Anel Nurmukhametova

This letter now confirms that your research project entitled: **Private English Tutoring Centers in Kazakhstan: Analyzing the Promise of English through the Lens of Linguistic Entrepreneurship and Language Commodification** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely

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### **Acknowledgements**

First and foremost, I would like to express my deepest gratitude to my supervisor Professor Syed Abdul Manan, for his invaluable supervision, patience, and feedback. Throughout the writing thesis, I received advice and guidance that motivated me to do my best and work hard. Thank you, Professor, for sharing your expertise and critical view that helped me conduct this research and improve my academic writing skills. I would like to extend my sincere thanks to the Professors of the Graduate School of Education for their support and enthusiasm and for expanding the world of multilingualism for us.

This endeavor would not have been possible without my MA peers. Thank you for sharing these two years full of beautiful memories with me, for late-night study sessions, and for moral support. I believe that each of you will contribute to the education system of our country in a positive way.

Finally, I am also grateful for my family and friends, who were always there for me. Thanks to their unequivocal faith and belief in me, I was able to overcome many challenges and difficulties. I would also like to thank myself for all the hard work that I have done and for not giving up.

## **Abstract**

### **Private English Tutoring Centers in Kazakhstan: Analyzing the Promise of English through the Lens of Linguistic Entrepreneurship and Language Commodification**

In the era of global capitalism, the English language is presented as an asset that can provide material and social success, rationalizing the worldwide dominance of the English language. Therefore, this research attempts to present how the promise of the English language reinforces the need to invest more intensely in its learning. This has given exponential rise to the functioning of private tutoring centers in the world as well as in Kazakhstan. Scholars in applied linguistics have begun to view the intersection between English and market forces from the conceptual lens of what they describe as neoliberal ideology and language commodification. Neoliberal ideology of the commodification of the English language as the dominant language forces the prioritization of English as a language of education. Therefore, this qualitative study on the perceptions of various stakeholders sought to answer the following research questions 1. How do the owners of private tutoring centers view the potential benefits of English language learning for their clients? 2. How do the students attending private tutoring centers view the potential benefits of English language learning for their future? 3. How do the parents of those students who attend private tutoring centers view the potential benefits of English learning for the future of their children? 4. How does neoliberalism govern the whole English language enterprise and affect students and their parents' language perceptions, preferences, and practices of students? To fill the gap in the Kazakhstani literature on this form of private education, this thesis explored the beliefs of owners of private tutoring centers, parents, and students to study the English language learning enterprise from the theoretical prism of linguistic entrepreneurship and language commodification. The data

were collected through semi-structured interviews conducted online. The data analysis was done adopting Clarke and Braun's six steps for conducting thematic analyses. The findings demonstrated that the power of neoliberalism has led to the 'mushrooming' of private tutoring centers all over. This has mainly happened due to the increasing demand of English from the potential clients, who understand that to ensure their employability potential in the current labor market and to enhance their socio-economic status, English can be a potent resource for them to stay competitive in the current labor market.

**Keywords:** linguistic entrepreneurship, private tutoring, neoliberal governmentality.

**Аңдатпа****Қазақстандағы Ағылшын Тілінің Жеке Репетиторлық Орталықтары:  
Лингвистикалық Кәсіпкерлік және Тілдік Коммодификация Призмасы  
арқылы Ағылшын Тілінің Келешегін Талдау**

Жаһандық капитализм дәуірінде ағылшын тілі материалдық және әлеуметтік табыстарды қамтамасыз ететін актив ретінде ұсынылған. Осылайша, бұл зерттеу ағылшын тілінің перспективалары оны зерттеуге неғұрлым қарқынды қаражат салу қажеттілігін қалай күшейтетінін көрсетуге тырысады. Бұл жеке репетиторлық орталықтардың әлемде де, Қазақстанда да жұмыс істеуінің экспоненциалды өсуіне әкелді. Қолданбалы лингвистика саласындағы ғалымдар ағылшын тілі мен нарықтық күштердің қиылысуын неолибералды идеология және тілді тауарға айналдыру деп аталатын тұжырымдамалық призма арқылы қарастыра бастады. Ағылшын тілін үстем тіл ретінде тауарға айналдырудың неолибералды идеологиясы ағылшын тілін білім тілі ретінде басымдық беруге мәжбүр етеді. Осылайша, әртүрлі мүдделі тараптардың қабылдауын сапалы зерттеу келесі зерттеу сұрақтарына жауап беруі керек: 1. Жеке репетиторлық орталықтардың иелері өз клиенттеріне ағылшын тілін үйренудің ықтимал артықшылықтарын қалай көреді? 2. Жеке репетиторлық орталықтарға баратын студенттер болашақ үшін ағылшын тілін үйренудің ықтимал артықшылықтарын қалай көреді? 3. Жеке репетиторлық орталықтарға баратын оқушылардың ата-аналары балаларының болашағы үшін ағылшын тілін үйренудің пайдасын қалай бағалайды? 4. Неолиберализм бүкіл ағылшын тілді кәсіпорынды қалай басқарады және студенттер мен олардың ата-аналарының тілді қабылдауына, оқушылардың қалауы мен практикасына қалай әсер етеді? Қазақ әдебиетіндегі жеке білім берудің осы түріндегі олқылықтың орнын толтыру үшін осы диссертацияда жеке репетиторлық орталықтардың иелері, ата-аналар мен оқушылардың ағылшын

тілін лингвистикалық кәсіпкерлік пен тілдік комодификацияның теориялық призмасынан үйрену туралы көзқарастары зерттелді. Деректер онлайн жүргізілген жартылай құрылымдалған сұхбат арқылы жиналды. Деректерді талдау тақырыптық талдау жүргізу үшін Кларк пен Браунның алты қадамын қолдана отырып жасалды. Қорытындылар неолиберализмнің күші жеке репетиторлық орталықтардың "саңырауқұлақтар сияқты таралғанын" көрсетті. Бұл негізінен қазіргі еңбек нарығында жұмысқа орналасу әлеуетін қамтамасыз ету және олардың әлеуметтік-экономикалық мәртебесін арттыру үшін ағылшын тілі олар үшін еңбек нарығында бәсекеге қабілетті болып қалуға мүмкіндік беретін қуатты ресурс бола алатындығын түсінетін әлеуетті клиенттердің ағылшын тіліне деген сұранысының артуына байланысты болды.

**Кілт сөздер:** лингвистикалық кәсіпкерлік, жеке репетиторлық, неолибералдық үкіметтілік.

## Аннотация

### **Частные Репетиторские Центры Английского Языка в Казахстане: Анализ Перспектив Английского Языка через Призму Лингвистического Предпринимательства и Языковой Коммодификации**

В эпоху глобального капитализма английский язык преподносится как достояние, способное обеспечить материальный и социальный успех, рационализируя мировое господство английского языка. Таким образом, это исследование пытается показать, как перспективы английского языка усиливают необходимость более интенсивно вкладывать средства в его изучение. Это привело к экспоненциальному росту функционирования частных репетиторских центров как в мире, так и в Казахстане. Ученые в области прикладной лингвистики начали рассматривать пересечение английского языка и рыночных сил через концептуальную призму того, что они называют неолиберальной идеологией и превращением языка в товар. Неолиберальная идеология превращения английского языка в товар как доминирующего языка вынуждает отдавать приоритет английскому как языку образования. Таким образом, это качественное исследование восприятия различных заинтересованных сторон должно было ответить на следующие вопросы исследования: 1. Как владельцы частных репетиторских центров видят потенциальные преимущества изучения английского языка для своих клиентов? 2. Как студенты, посещающие частные репетиторские центры, видят потенциальные преимущества изучения английского языка для своего будущего? 3. Как родители учащихся, посещающих частные репетиторские центры, оценивают потенциальную пользу изучения английского языка для будущего их детей? 4. Как неолиберализм управляет всем англоязычным предприятием и влияет на восприятие языка учащимися и их родителями, предпочтения и практику учащихся? Чтобы

восполнить пробел в казахстанской литературе по этой форме частного образования, в данной диссертации были исследованы взгляды владельцев частных репетиторских центров, родителей и учащихся на изучение предприятия по изучению английского языка с теоретической призмы лингвистического предпринимательства и языковой коммодификации. Данные были собраны с помощью полуструктурированных интервью, проведенных онлайн. Анализ данных был выполнен с использованием шести шагов Кларка и Брауна для проведения тематического анализа. Выводы показали, что сила неолиберализма привела к тому, что частные репетиторские центры стали «размножаться как грибы». В основном это произошло из-за растущего спроса на английский язык со стороны потенциальных клиентов, которые понимают, что для обеспечения их потенциала трудоустройства на текущем рынке труда и повышения их социально-экономического статуса английский язык может быть для них мощным ресурсом, позволяющим оставаться конкурентоспособными на текущем рынке труда.

**Ключевые слова:** лингвистическое предпринимательство, частное репетиторство, неолиберальная государственность.

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## Chapter 1: Introduction

For decades now, in the rapidly growing global market driven by the ideas of capitalism, education has become a promising and prosperous source of profit. The neoliberal linguistic entrepreneurship produces desires for socio-economic advancement through language proficiency, creating competitive and uneven conditions for students, teachers, and speakers of languages. The signs of this impact of neoliberalism on education have also been prevalent in the Kazakhstani context. For instance, within the framework of the trinity of languages in Kazakhstan, where “Kazakh is the state language, Russian is the language of interethnic communication, and English is the language of successful integration into the global community” (Tussupbekova et al., 2018, p. 37), the prestige of the English language has grown exceedingly among the population. Moreover, the international neoliberal market situation has also affected the demand for English language competence. These demands have resulted in the “mushrooming” (Manan, 2021, p. 1) of private tutoring (PT) centers all over Kazakhstan. Yilamu (2018) delineates the primacy of the English language that started in the early 1990s and remains an essential part of the cultural landscape in Kazakhstan. At the same time, English, as the most widespread foreign language in the post-Soviet bloc, gives provision for advanced knowledge and economic enhancement (Hasanova, 2007). Moreover, the ever-growing presence of the English language in Kazakhstan signifies its prevalence in business and social life and reinforces the sense of cosmopolitanism and modernization (Yilamu, 2018). Therefore, the significance of English language competence among the nation remains at a high level.

For the purpose of enhancing their chances of being competitive in the labor market and improving their fluency, people tend to prefer English language lessons with native speakers (NS) rather than with non-native English speaker (NNES) teachers, regardless of their competency, proficiency, etc. (Simpson, 2018). De Costa (2017) claims that this

investment in language repertoire is promoted as the duty of the citizens to enhance their human capital and contribute to the community. However, with that being said, it highlights the importance of the notion of language proficiency as an ideology that promises socio-economic enhancement.

The growing focus on accountability, competitiveness, and profit illustrates the impact of neoliberalism on language education (De Costa et al., 2016). As Holborow (2018) points out, major international languages (e.g., English, Chinese, French, etc.) have become valuable commodities in the global market. Since English has become a de facto foreign language in many countries (Butler & Lino, 2005), it has led to the upward upsurge of English language-related services and products in the global market. This neoliberal ideology of language has become constitutive of linguistic entrepreneurship.

Manan (2021) refers to the term language commodification as conditions where languages are considered a form of profit that can be gained through a market exchange rather than in any other way. Moreover, Park and Wee (2012) claim that the notion of language commodification allows languages to be valued as economic resources to be cultivated for material profit, and they can also be acquired as a skill. This leads us to neoliberal language education being a strong illustration of linguistic entrepreneurship. In this sense, De Costa et al. (2016) explain the term linguistic entrepreneurship as “an act of aligning with the moral imperative to strategically exploit language-related resources for enhancing one’s worth in the world” (p. 696). Therefore, the present chapter commences with the background information about the factors affecting English language acquisition in private tutoring centers, language commodification, and neoliberal linguistic entrepreneurship. It also provides the problem statement, research problem and research questions, and significance of the study.

### **Problem Statement**

Since Kazakhstan has only recently embarked on the expansion of the English language, the global trends of the commodity of language disseminated throughout the country with rapid speed. Therefore, the English language teaching (ELT) market has become in demand, and entrepreneurs take quick actions to make a profit out of something that has become essential for including on the resume. This has led to the “mushrooming” (Manan, 2021, p. 1) of private English language tutoring centers in cities and towns.

Since English has consolidated itself as a global lingua-franca, it is hard to deny its influence in the world. According to Park (2011), the primary promise of the English language implies social inclusion in the sense that “reaching a certain goal of measurable competence in the language is assumed to provide economic and social advancement” (p. 445-446). Hence, the prioritization of English as the language of education stems from the neoliberal ideology of the commodification of English education as being international, global, and of high quality (Piller & Cho, 2013, as cited in Sah & Karki, 2020). However, closer observation shows that such a promise functions to hide the unequal relations that social integration projects aim to eliminate (Park, 2011). In the Kazakhstani context, such a promise was presented by the initiative of the first president, whereby he introduced the notion of ‘global competitiveness’ for the near future since it would broaden the information horizons of the nation (Karabassova, 2020).

Since mainstream schools in Kazakhstan fail to provide sufficient understanding of certain grammar concepts and vocabulary, and they lack the preparation classes for the high-stakes entrance examination (e.g., IELTS, SATs), people tend to rely on the private tutoring centers to increase their linguistic proficiency (Akimenko, 2017; Hajar & Abenova, 2021). Based on the statistics provided by the Ministry of Education and Science (MoES) of Kazakhstan, in 2014, 35% of youth aged 14 to 17 and 45% of adults aged 26 to

27 years have a rather unsatisfactory level of English level proficiency (p. 219). However, according to OECD reports (2017), those statistics are far from the truth, and the percentage of people with poor proficiency in the language is higher than stated. This has created the need for additional hours of self-learning. Parents' investment in their children's acquisition of English through different strategies, including private tutoring and English-only kindergartens, requires enormous effort, time, and money (Park, 2011). In this regard, concerning Kazakhstan, Kalikova and Rakhimzhanova (2009) state, "while the main factors driving the demand for private tutoring are educational, it is important to acknowledge the impact of socio-economic and socio-cultural factors on the private tutoring market in Kazakhstan" (p. 101). Hence, families with high incomes have no difficulties sending their children to private tutoring centers. In contrast, low-income families have nothing else to do but accept the fact that the mainstream school system does not fully prepare students to compete in the labor market successfully (Akimenko, 2017). Considering the fact that the cost of delivery of English language tutoring (ELT) constantly increases, depending on the global and local economic situation, it enhances the inequality among different social classes (Neilson, 2009). Furthermore, the emerging trends of ELT have increased the supremacy of native speakers over local ones in the private tutoring centers, which also leads to the increase of the charging fee. However, evaluating the efficiency of such private tutoring centers seems not feasible since there are no regulations and policies at the governmental level for setting up and operating those centers.

Overall, from the perspective of Kazakhstan, the deficiency of research in the language commodification field is one of the main obstacles to identifying ways of improving private education. Hence, more studies should be done on the perception of different stakeholders, including students, teachers, and owners of private tutoring centers.

### **Research Purpose**

Based on the aforementioned information, the purpose of this research is to identify the principal characteristics of ELT driven by the new commodities and analyze the growing influence of neoliberalism on language entrepreneurship. Moreover, it will aim to explore the perceptions of the owners of PT centers, students, and parents on the promise of the English language.

### **Research Questions**

The research aims to answer the following questions:

1. How do the owners of private tutoring centers view the potential benefits of English language learning for their clients?
2. How do the students attending private tutoring centers view the potential benefits of English language learning for their future?
3. How do the parents of students view the potential benefits of English learning for the future of their children?
4. How does neoliberalism govern the whole English language enterprise, and affect students and their parents' language perceptions, preferences, and practices?

### **The Significance of the Study**

The present research is significant in several ways. Firstly, no research has been done on the Kazakhstani context related to the commodification of language, neoliberalism, and linguistic entrepreneurship, and private tutoring is considered one of the least studied areas of education. Therefore, the current study aims to fill the existing gap in these fields. Next, it can be considered an initial step to capture major stakeholders' (owners of private tutoring centers, parents, students) voices and understand their thoughts on the promise of the English language. Furthermore, this research study can be beneficial

for the policymakers and researchers by making them aware of the problem regarding the availability of education for all, regardless of their financial situation. Furthermore, since the challenges and weaknesses of the private tutoring sector will be examined in this research work, it may help improve the quality of education. Moreover, those teachers, parents, and students who read the thesis could improve their awareness of learning methods since the insights from the stakeholders will shed light on the effectiveness and differences between native speaker teaching and local teacher teaching. It is worth noting that by exploring the perceptions and needs of students and parents, the findings of this research paper might be valuable to the owners of private tutoring centers to improve the quality of the services it provides. Furthermore, the Ministry of Education and Sciences may find this project insightful in developing the accreditation system of the private education sector and exploring the growing linguistic entrepreneurship field. Finally, researchers may use my thesis work as a baseline for the future research that will be held.

### **Outline of the study**

The present study consists of six chapters. The first chapter contains the background information about the research subjects and provides information about the research purpose, problem, questions, and significance of the study. In the second chapter, the literature review was presented by effectively analyzing and summarizing the wide range of sources. This chapter expands the critical concepts related to the research, starting with the language commodification and continuing with the English language as a form of a commodity. This is followed by presenting neoliberalism and neoliberal governmentality as a driving force of the linguistic enterprise. Furthermore, it analyzes linguistic entrepreneurship, private tutoring, and its benefits. It also disentangles the discourses around native and non-native English teachers and their difference. This chapter is finalized with the conceptual framework used in this research. The third chapter presents

the methodology and includes the description of the research design used, research site, sampling, data collection instruments and procedures, data analysis procedures, and ethical considerations. Chapter four includes all the main findings of the research, followed by the discussion chapter, which analyzes the obtained data regarding the literature. Finally, the last chapter focuses on the main conclusions drawn from this research work, limitations with further ways for implications, and recommendations.

## **Chapter 2: Literature Review**

### **Introduction**

The previous chapter focused on the background information on language commodification, linguistic entrepreneurship, and the promise that the English language brings to the world and Kazakhstan. In addition to that, the research purpose, problems, research questions, and significance of the study were introduced.

Since this study explores the perceptions of owners of PT centers, parents, and students, it was rational to scrutinize the notion of commodification and linguistic entrepreneurship and examine prior literature on this topic. First, the term language commodification is elaborated to provide an understanding of the concept and precisely identify its components. Following that, the English language as a form of a commodity was discussed. Next, this chapter unravels the diverse approaches to neoliberalism, further developing the notion of neoliberal governmentality. This is followed up by a review of some literature on linguistic entrepreneurship, private tutoring, and the benefits of private tutoring. This chapter also elaborates on the native and non-native speaker teacher discourse. Finally, the chapter ends with a delineation of the conceptual framework of this study that guides the research throughout.

### **Language Commodification**

In the light of recent changes in how language is perceived and treated, the debates around the term language commodification have heated up, especially in the field of public policy (Heller & McElhinny, 2017). One of the pioneers in this research area Heller (2003), claims that in contrast to essential characteristics of a person and his talent, language commodification makes language an ability that can be measured. Further, Rubdy and Tan (2008) stated that the attitude towards languages as a commodity is

becoming increasingly relevant in the context of language rights and the debates about language in education. With the purpose of reconsidering the relationship between language and identity and generating new subjects of competition and social choice, public and governmental systems that assemble and disseminate linguistic sources were challenged by commodification and authenticity marketing (Heller, 2003).

The research around language commodification (Cameron, 2000; Duchêne & Heller, 2012; Duchêne, 2009; Heller, 2003, 2010, 2011; Pavlenko, 2012; Rassool, 2007; Rubdy & Tan, 2008) has shown the shift in language perception in the community. Similarly, Duchêne and Heller (2012) have noticed a proliferation of studies of the notions like language and culture in economic terms. Indeed, there is an organic relationship between language, economy, politics, human resource development, and the labor market (Rubdy & Tan, 2008). For instance, Rassool (2007) presents languages in terms of the business as a marketable commodity, where these languages constitute an investment for customers. This investment is used in the labor market since language is a part of individuals' cultural capital that refine their portfolios.

The scope of the objects of commodification covers the whole spectrum from micro to macro, from concrete objects to wide notions (Simpson, 2018). Therefore, Simpson (2018), in accordance with different scholars (Del Percio & Duchêne, 2012; Duchêne & Heller, 2012; Gray, 2010; Heller, 2003, 2010; Irvine, 1989; Rubdy & Tan, 2008) listed a variety of ways in which commodification is used. These are the “ELT coursebook as a commodity, language itself as a commodity, English proficiency as commodified skill, and linguistic performances as commodities” (p. 252). Consequently, Bourdieu's (1991) notion of the linguistic market can be regarded as a foundation of the study of language commodification. He states that the linguistic market is where language exchange is considered an economic exchange, and language is perceived as a communicative resource

with linguistic capital. Analogously, Heller (2010) indicates that the current concerns about language as a commodity point to a specific and emergent form of this exchange value and calls for an explanation on two levels.

Level one pertains to the extent to which forms of exchange that are now considered interchangeable for money and other substantial goods used to be viewed as issues of intellectual competence or good education (Heller, 2003; Kelly-Holmes, 2000). A prominent example is a standardized language for jobs. Level two regards the degree to which the commodity circulation, which previously depended on the other resources over time, relies upon language resources (Duchêne, 2009; Heller, 2003).

However, McGill (2013) critiqued this perspective on language commodification. Based on his statement, it seems impossible to make at least minimal arguments in favor of language commodification because there is no direct evidence of economic co-measurement undertaken by people associated with the production. Moreover, in this regard, Block (2018) disputed whether the conceptualizations of language commodification are in line with Marxist economic theory. Finally, Heller and Duchêne (2016) replied to McGill's criticism, stating that they concentrated on people's perception of making language a replaceable capital that possesses particular value in economic terms. Hence, the analysis of criticism towards language commodification research has shown that this term can be considered as the process when language obtains economic value.

### **The English in the Form of Commodity**

From the discussion above, it can be concluded that describing languages as a commodity can be tenuous; however, it is possible to say that they have commodity-like features (Simpson, 2020). For example, in the case of the English language, Simpson

(2020) noted that albeit English itself is a commodity, it has the value of use and exchange; therefore, it has gained the commodity form.

The importance of the English language in the world is due to the fact that its socio-economic status has risen. Subsequently, the demand for its commodity also has expanded. In addition, people usually consider English as a key to the world of consumption and prestigious, highly paid jobs (Akynova et al., 2014), and the English language is perceived as a commodity with multi-dimensional functions (Rubdy & Tan, 2008). The internationalization process of education worldwide has led to the further promotion of the English language as a commodity. Overall, according to Park and Wee (2012), the English language is portrayed as a source of economic capital and commodity.

Nowadays, the English language is an essential tool for social inclusion and a ticket for economic and social enhancement (Park, 2011). Similarly, Gao and Park (2015) state that improving the English language competence indicates the professional value and responsibility of a person. For instance, the study by Manan (2021) reports that Pakistani students consider English as a tool for “social survival” and that it “can open the doors to all forms of social, cultural and economic capital” (p. 13).

Although many authors have conducted a considerable number of studies, the notion of language commodification has not been explored sufficiently. In these papers, researchers (Cameron, 2012; Preece, 2014; Tan & Rubdy, 2008) aim to trace crossings between neoliberalism and language (Manan, 2021).

### **Neoliberalism**

Neoliberalism has long been known as an ideology and as an economic policy. Ong (2006) suggests that neoliberalism can have multiple meanings depending on one’s vantage point. For example, Harvey (2005) delineates this term as “a theory of political,

economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property, rights, free market, and free trade” (p.2).

Concerning the broader field of education, neoliberalism denotes political rationality, which determines the modern management of the population, institutions, and practices, consisting of language and subjects. (Rojo & Del Percio, 2019).

It is crucial to describe this term precisely. Hence, this study adopts the multilayered approach to the interpretation of neoliberalism suggested by Larner (2000) and Steger and Roy (2010). The proposed structure expounds that neoliberalism contains three distinct and interrelated dimensions. The first dimension is the policy package, a set of concrete public policies focused on the market freedom’s neoliberal principles. Second, a mode of governance refers to specific modes of governance that are premised on particular rationales and power relations. Finally, ideology eventually forms the expression of two other dimensions, which deserves special attention as it also helps to understand better the expression of neoliberalism as a governance model and a set of policies. In this framework, neoliberalism is a set of political-economic theories and practices. These diverse aspects of the concept support and strengthen each other at the deepest level with the ideological aspect (Yilamu, 2018).

Dardot and Laval (2018) declare that neoliberalism illustrates certain existential norms in western societies and other parts of the world that follow them for the sake of modernization. Similarly, Ong (2007) states that the current popular view on neoliberalism considers it savage capitalism expanding norms of unhindered markets all over the states.

Furthermore, based on the body of literature on neoliberalism, Ganti (2014) identified four lines of investigation. These start with neoliberalism as a set of economic

reform policies. According to Harvey (2005), it centered on the reduction of the regulation of the economy, commerce, and manufacturing along with the privatization of state assets. Second, as a prescriptive development model, it characterizes different labor, capital, and state roles with advantageous economic, social, and political aftermaths (Boas & Gans-Morse, 2009). Third, as an ideology that treats market exchange as an ethic that acts as a guide for the choices and actions of people, state, and corporate actors (Bourdieu, 1984,1988; Treanor, 2005). Last, as a technology of governance that embraces and proclaims the notion of the free market with market values to all institutions, that interpolates every member of the community into an entrepreneurial self in every sphere of life, swaying individual behavior (Brown, 2015; Gershon, 2011; Steger & Roy, 2010).

In the case of language and education, it can be considered as both factors playing a crucial role in the forms of the changes that people and institutions want to induce when they invest in, implement, and enact neoliberal ideas. Moreover, at the supernational level, the consideration of the knowledge economy targets the neoliberal awareness of human capital. Similarly, Rojo and Del Percio (2020) state that educational institutions are crucial since they produce the future workforce that can deal with the flexibility and instability that the neoliberal economy generates and governs.

### **Neoliberal Governmentality**

The term “governmentality” was first introduced by Foucault (1991). He emphasized that it is a study of all the power processes that govern the people’s conduct, not through any forcible form of government but through oblique control of the population’s conduct with the agreement of those governed (Ferguson & Gupta, 2002; Manan, 2021). In other words, Foucault (2009) described this term as ‘the conduct of conduct’ that has a variety of approaches and technics to make subjects manageable or

governable (Manan, 2021). Therefore, the literature discussed here is based on Foucault's concept of governmentality and governmental rationality. All in all, neoliberal governmentality is defined by Dean (1999) as "human conduct in all contexts, by various authorities and agencies, invoking particular forms of truth, and using definite resources, means and techniques" (p. 3) since it refers to the innumerable ways in which people's behavior is guided by calculated means.

Furthermore, the understanding of the term neoliberal governmentality was developed. Based on Larner (2000), neoliberalism can be understood as governmentality in accordance with political rationality and discursive practices that shape and inform its governance process. Thus, it is the consolidation of the political shifts at a macro-level and the production of subjects corresponding to these political and economic changes referred to as neoliberal governmentality.

The possibility of using complexities, equivocation, and the unforeseen circumstances of modern political formations and allowing critical response and intervention illustrates the governmentality approach's convenience (Larner, 2000). From the perspective of educational practices, the notion of neoliberal governmentality using the globalized techniques that follow a global set of rules entails a supranational authority on education policies (Larner & Le Heron, 2004). Recently, scholars have turned their attention toward the concepts of language and neoliberal governmentality (Flubacher & Del Percio, 2017; Gao & Park, 2015; Holborow, 2015; Rampton, 2016; Del Percio, 2018; Rojo & Del Percio, 2020; Urciuoli, 2020), and in accordance with the body of literature, Manan (2021) states that researchers study the current state of capitalism and neoliberalism using the conceptual lens of neoliberal governmentality to illustrate how these terms derived from signifying the form of governance as an economic policy.

### **Research and Linguistic Entrepreneurship**

Neoliberalism describes how modern society works, including the notion of the ‘entrepreneurial self’, which is a personality model. Linguistic entrepreneurship is a unique and innovative notion that contributes to the existing literature in the field of sociolinguistics and applied linguistics to research the topic of neoliberalism and language. De Costa et al. (2020) explain linguistic entrepreneurship as the strategic use of linguistic resources to improve one’s worth.

Language education policy is shaped by the national level policies and actions that include ministries, institutions, and private corporations that are capable of affecting job practices; therefore, it appears to be challenging to encounter the extent to which linguistic entrepreneurship is a problem that is appropriate to the people who respond to top-down policies (Li & De Costa, 2017). Similarly, Hornberger and Johnson (2007) suggest that in order to understand the language policy, the bottom-up approach should be adopted.

De Costa (2020) states that, on the one hand, language commodification concentrates on the language ideology shift that eventually leads to a change in the role of language in the field of political economy. On the other hand, linguistic entrepreneurship highlights specific processes. People and institutions use these processes to come to terms with ideal neoliberalism and develop a unique sense of self as a subject through a number of ideological, historical, economic, and political conditions.

From the prospect of linguistic entrepreneurship, under neoliberalism, language commodification works by extolling people’s language skills as a target of entrepreneurship. As a result, this can be a perspective from which our critical understanding of the borders of the neoliberal promotion of ideas is formed. Thus, language learning and a democratic vision of multilingualism are strengthened (De Costa,

2020). The effect of neoliberalism and linguistic entrepreneurship mediates language learning and teaching based on social beliefs (Kubota, 2020).

### **Private Tutoring**

The term private tutoring (PT) has gained much interest from scholars in the educational sphere (Bray & Kwo, 2003; Bray & Silova, 2006; Dang & Rogers, 2008; Gök, 2010; Kim, 2016; Silova, 2011). This significant research scale has engendered various viewpoints on the definition of the term PT. For example, Bray and Kwo (2013) explained this term as an extension of provision within the primary school education framework, which provides academic subjects tutoring for financial gain.

The term ‘shadow education’ is also used as an interchangeable notion with PT. One of the first researchers who used this term was Stevenson and Baker (1992). They described this term as an educational process designed and supposed to improve students’ academic results at school that is considered additional tutoring outside formal school. However, Bray et al. (2016) state that this term cannot fully emphasize PT in their recent research. That is because PT does not always entirely follow mainstream education and later may lead to a situation where recipients of PT are further ahead in the curriculum than their peers (Bray et al., 2016). One type of PT described by Bray and Kwo (2014) concerns personal growth and supplementary training and covers subjects not taught in schools. These include arts, music, religious education, leadership courses, and related curricula (Bray & Kwo, 2014).

Bray (1999) described three forms of PT. The first form is one-on-one tutoring, which occurs in either the tutor’s or the student’s house. Next is tutoring in small, medium, or large study groups. Finally, some of the classes can be held online through phone calls or video-conferencing using the platforms like Zoom or Google Meet.

Private tutoring has expanded massively over the past decade. This growing phenomenon of PT has several reasons. For example, Baker and Le Tendre (2005) present three strategies for its growing demand: enrichment strategy, national, and remedial strategies. According to Bray and Kwo (2014), this is a widespread phenomenon in Asian countries like Hong Kong, China, and South Korea. Bray (2009) also states that this phenomenon of PT has gained much recognition in post-Soviet countries. This is due to the fact that in Soviet times, little or no attention was paid to PT since, based on socialistic views, school education was considered idealistic and flawless (Silova & Bray, 2006, as cited in Abenova, 2020).

In Central Asian countries like Kazakhstan, Kyrgyzstan, Turkmenistan, and Uzbekistan, the PT industry became visible after the collapse of the Soviet Union (Hajar & Abenova, 2021). Unfortunately, the research regarding PT in the Kazakhstani context is relatively scarce, and only a few empirical studies exist (Akimenko, 2017; Hajar & Abenova, 2021; Kalikova & Rakhimzhanova, 2009). This phenomenon has developed as a response to the inadequate salaries of schoolteachers and the ineffective curriculum at school. Similarly, Barrow and Lochan (2010) note that in 1991, when the Soviet Union fell, one of the reasons for the rise of private tutoring was the downfall of teacher salaries which made teachers look for an additional source of income.

Moreover, this can be considered an adjustment to the new realities of the post-Soviet period and choosing an education that was not available before during the years of the Soviet Union (Pussurmanova, 2017). Henceforth, Kalikova and Rakhimzhanova (2009) state that:

while the main factors driving the demand for private tutoring are educational, it is important to acknowledge the impact of socio-economic and socio-cultural factors

on the private tutoring market in Kazakhstan. Post-Soviet transformation towards a free-market economy has triggered the commercialization of education, which has both positive and negative implications for society. (p. 101)

Thus, since the number of private tutoring centers has grown all over Kazakhstan, and even more parents and students are turning to the private tutoring sector, it appears to be essential to emphasize its effectiveness.

### ***Benefits of Private Tutoring***

Private tutoring is believed to impact students' achievements in many fields of education positively. For example, the study by Kwo and Bray (2014) with secondary school students in Hong Kong showed that they see PT as a preparation for further examination since schoolteachers tend to concentrate on general knowledge, whereas tutors emphasize examination techniques. Similarly, the study of Hajar and Abenova (2021) with Kazakhstani students claimed that they felt that PT assisted them in preparing for university entrance examinations and achieving their primary goal to attend a selected university. They mention that six out of eight students did not receive the preparation for high stake exams such as SAT or IELTS at their mainstream schools. These statements concur with Bray and Kwo's suggestion (2014) that PT mainly highlights only one dimension of education, that is 'learning to know'. Other pillars consist of learning to be, learning to do, and learning to live (UNESCO Delors Report, 1996).

One of the main differences between PT and mainstream schools is teaching methods. Kwo and Bray (2014) declare that the small size of the class and self-motivated students with specific purposes make it easier for tutors to make the study conditions more comfortable. Moreover, the individual approach toward each student in the school classroom is rarely possible due to time constraints and class size factors.

**Native versus Non-native English teachers in the neoliberal linguistic market**

Cummins (1991) declares that language and culture are craftily tied; therefore, based on their teachers' L1, students make presumptions about the formers' cultural background and knowledge. This tendency can also be seen in the discrimination toward NNES regarding the issue of employment decisions (Braine, 2010; Clark & Paran, 2007). These discriminative acts are often covered up because students prefer NS to teach them rather than NNES (Sung, 2012). Apart from such viewpoints, Phillipson critiquing native speakerism described it as a blind belief that is based on the precedence of one language, culture, and pedagogy over others (2016). However, Medgyes (1998) points out that both groups can be considered good teachers regardless of linguistic backgrounds.

In the area of ELT, there is a presumption that the ideal teacher of the English language is NS, unlike NNES (Sung, 2014). In this regard, scholars question whether NS English teachers are better qualified than NNES per se (Phillipson, 1992). For instance, Phillipson (2016) highlighted that British Council was created as a major pseudo-academic business that operates within the neoliberal and consumerist paradigm, which sends under-qualified native speakers of English to the Far East countries and illegitimately employs monolingual employers to the positions that require skills of a multilingual expert (e.g., teacher trainers and consultants working on language focused projects).

Concerning the dominance of NS and differences between NNES and NS teachers, there has been a discourse among the scholarly community. Indeed, NNES teachers' pedagogical and linguistic resources are as equally valuable and respected as NS teachers' resources. That is because NNES teachers mostly show empathy for the learners' needs and problems, can predict language difficulties, effectively teach learning strategies, and there are benefits from having the same mother tongue (Sung, 2014). However, Reis (2011)

states that NNES teachers have insecurities in their language competency as non-native speakers of the language.

An increasing number of empirical studies have been conducted to capture students' perceptions regarding NS and NNES teachers. For example, Ferguson's study (2005) found a stronger preference for NNES over NS teachers, concluding that teachers' qualities are more relevant than their linguistic background. On the other hand, other empirical studies have shown that students favored NS teachers of the English language. For instance, Butler (2007) found a clear preference for native English-speaking teachers among Korean elementary school students. Likewise, Park (2011) declares that parents in Korea invest heavily in their children's English language acquisition from an early age, sending them to short-term study abroad programs aspiring for their children to have a native accent.

Labeling a student or a teacher as NS or NNES appears to be debatable. First of all, defining who is NS and who is NNES is problematic. This is particularly true nowadays when the English language is considered a lingua franca, and in most countries, students start emerging into language learning at a very young age. This distinction between NS and NNES increases the topic of heritage-related and economic consequences. It shows that belonging to a particular ethnic group is a privilege that comes with opportunities related to being a native speaker.

This contrast between native and non-native speakers remains a hot topic for L2 identity research. In this regard, De Costa and Norton (2018) claim that this interest in race and ethnicity should be considered in close relation to the term neoliberal turn, as Pujolar and Jones (2012) note that this has resulted in marketization and authenticity intending to make a profit.

### **Conceptual Framework**

In order to understand the neoliberal forces that drive private English language tutoring centers and explore the beliefs of owners of such centers, parents, and students, an appropriate conceptual framework that would guide this research was required. In the rapidly developing globalized world that has created power relations among various fields from micro to macro levels, neoliberalism is now perceived as an economic policy and as a form of governance that expands the market. Therefore, this study aims to use the notions of linguistic entrepreneurship, language, and neoliberal governmentality as a conceptual lens to analyze them further. A number of researchers (e.g., De Costa, 2019; Gao & Park, 2015; Manan, 2021; Rojo & Del Percio, 2020; Urla, 2019) have adopted this lens to conduct their studies.

The concept of linguistic entrepreneurship originates from the work of De Costa (2016), in which he describes this term as an actor that provides particular alignment with a moral imperative to use language capital to improve one's worth. Therefore, the analysis of linguistic entrepreneurship allows us to investigate the emphasis on competitiveness, accountability, and profit. This paper examines language teaching as a form of linguistic entrepreneurship to highlight the significance of neoliberalism in the language learning niche and educational practices (e.g., Flores, 2013; Phan, 2017; Philler & Cho, 2013). Moreover, the influence of neoliberalism has enhanced the urge to promote language skills for profit and posits that the construction of language management as a capital provides economic success.

The current research work conceptualizes the notion of neoliberalism as a form of governance. McCowan (2015) claims that its goal is to create productive workers focused on more modern markets. In the private sector, this appears to be a source of profit. According to Rojo and Del Percio (2020), neoliberalism is defined as political rationality.

Therefore, neoliberal governmentality is a specific form of this neoliberal rationality. In this sense, languages have become the focus of this rationality (Flores, 2017; Rojo & Del Percio, 2020; Urla, 2012). For example, Flores (2019) explores the transfer to an entrepreneurial frame that promotes the competitive system compared to the punitive one. This entrepreneurial frame encourages institutions to adjust to the new needs of the global market to be chosen by clients (parents, students). This process illustrates how neoliberal governmentality works.

In light of neoliberal governance, the concept of languages is essential in the social construction to become a 'successful' individual. Therefore, it can be considered as evidence of the influence of economic principles within the neoliberal outlook of the progress in the world on the process of turning into the form of governance of certain attitudes and subjectivities of people (Rojo, 2020). Hence, the language-as-a-resource view is associated with the multilingual turn, where English is a resource that is essential for education and employment opportunities both in English and international contexts (Norton, 2014).

Moving into the concept of elite multilingualism, Barakos and Selleck (2019) described it as an aspect that provides a sense of social prestige and privilege. Moreover, they stated that elite multilingualism also gives access to particular groups of individuals and social groups with the help of linguistic abilities and resources. In this regard, the knowledge of several languages or elite multilingualism positions the language as a source of an "elite way of living and being" (p. 362). Thus, one of the primary justifications for investing in language learning is to increase learners' knowledge capital to get access to better job opportunities.

Guided by this proposed framework, this research work has followed a particular methodology with the purpose of investigating the beliefs and experiences of owners of private tutoring centers, parents, and students on the promise of the English language.

## **Conclusion**

Overall, the literature review chapter has presented various insights into the promise of English in relation to language commodification and linguistic entrepreneurship from various perspectives. More precisely, it reviewed the language commodification term in-depth, looking at English as a commodity concept. The next part discussed neoliberalism, following with the relevant studies from the various contexts of neoliberal governmentality. Furthermore, it dwelt upon some criticism of linguistic entrepreneurship research, including national-level policy and ideological principles. Hence, it led us to the notion of private tutoring and a further examination of its benefits using examples from different countries and contexts. After that, it focuses on the controversy over native and non-native speakers of English, examining the relevant empirical studies. Finally, the conceptual framework on languages and neoliberal governmentality was presented.

This chapter provides the background of this research work to answer the research questions efficiently. The next chapter describes the employed research design, research site and sample, instrument and data collection procedures, and analysis.

## **Chapter 3: Methodology**

### **Introduction**

The previous chapter focused on reviewing the relevant literature connected to English language promise, the commodification of language and linguistic entrepreneurship. It also explained the theoretical underpinning related to neoliberalism along with rationalizing the conceptual framework of this research work. The Methodology chapter aims to elaborate on procedures that are needed to answer the following questions:

1. How do the owners of private tutoring centers view the potential benefits of English language learning for their clients?
2. How do the students attending private tutoring centers view the potential benefits of English language learning for their future?
3. How do the parents of students view the potential benefits of English learning for the future of their children?
4. How does neoliberalism govern the whole English language enterprise, and affect students and their parents' language perceptions, preferences, and practices?

This chapter describes the research design first. Moreover, the reasons for implementing the qualitative case-study method are given. The following sections depict on research site and sampling procedures in the research. Then, data collection instruments, procedures, and analysis of the collected data are described and provided. The chapter ends with the ethical consideration issues.

### **Research Design**

Qualitative research has been chosen as the most appropriate based on this study's research purpose and its research questions. Strauss and Corbin (1990) define this type of research as "any kind of research that produces findings not arrived at by means of

statistical procedures or other means of quantification” (p. 17). Qualitative research allows the researcher to obtain more comprehensive information (Hoepfl, 1997) and “to pose general, broad questions to participants and allow them to share their views relatively unconstrained by researchers’ perspective” (Creswell, 2014, p. 211). Furthermore, the qualitative approach was adopted to capture the participants’ opinions on Private English Tutoring mediated by the globalization and commodification of everything. It cannot be achieved with the quantitative research study since one of the characteristics of this type of research is gathering the data with prepared set of questions and answers and analyzing using some instruments (Creswell, 2014). As opposed to this research approach, the qualitative study focuses “on describing, understanding, and clarifying a human experience” (Polkinghorne, 2005, p. 139).

The interview-based qualitative research was chosen to obtain more detailed and in-depth information directly from the interviewees. In other words, general open-ended questions will help participants of this study to manifest their voices and viewpoints on the commodification of the English language and the ‘mushrooming’ of private tutoring centers. Moreover, it allows the researcher to have a comprehensive idea of information-rich participants’ viewpoints.

### **Research Site**

The study was conducted at two private tutoring centers in Nur-Sultan, the capital city of Kazakhstan, and at two in Semey, a city in the East part of Kazakhstan. The choice of the cities is justified by the fact that Nur-Sultan is the leading scientific and educational platform, and Semey is a small town where the trend of private tutoring centers is expanding. This factor was likely to ensure that participants may have different attitudes towards the central phenomenon of this research. Furthermore, most of the students are

Kazakhstani citizens and are multilingual. The selected private tutoring centers have had an experience working with native and non-native English speaker teachers.

Moreover, the purpose of choosing the centers is because they are well-known centers in the cities Nur-Sultan and Semey and host students and teachers with different educational backgrounds. Furthermore, some of these private tutoring centers are renowned for their partnership with various language learning centers in several other countries. Overall, these factors were thought to be beneficial for this study and have influenced the gained information from the participants. Furthermore, the students and teachers have experienced academic exchange opportunities and, therefore, are expected to help gather rich and insightful information. Due to the COVID-19 pandemic, the participants had a chance to choose between online meetings via ZOOM- a video conferencing program and offline interview modes.

### **Sampling**

The target audience of this research work are owners of private tutoring centers, parents, and students. All the participants for the research work were recruited based on purposeful, maximal variation sampling. According to Creswell (2014), this method is beneficial since it shows various perspectives and therefore elaborates on the complexity of the world. Therefore, there was a particular criterion for choosing the respondents. First, the owners of private tutoring centers must have at least one native English speaker as a teacher. Next, parents must have their children currently studying at one of the language tutoring centers. Finally, the students should be over the age of 18 and attend English language courses at tutoring centers.

Overall, there were 12 participants: four were the owners of private tutoring centers, four were parents of students, and four participants were students taking English language courses in those centers and were above 18.

For the recruitment of the participants, the researcher sent them invitation letters through e-mail, WhatsApp, and Instagram, which are the social networks that are highly popular among Kazakhstani citizens. Then, the informed-consent forms were distributed to the participants that could “guarantee them to certain rights, and when they sign the form, they are agreeing to be involved in the study and acknowledge the protection of their rights” (Creswell, 2014, p.167). This consent form contains information about the procedures of data collection, possible benefits for the participants, and how the interview tapes are stored. Regarding the personal information of the participants, their names were replaced by pseudonyms during the process of data collection and interpretation. The participants were also informed that participation in the research work is voluntary and that they can withdraw from the study at any time.

### **Data Collection Instrument**

The study used the semi-structured interview as the main data collection instrument. These semi-structured interviews were held one-on-one with each participant separately, either online or offline, based on the participant's preference. Interviews contained open-ended questions with additional probes to clarify certain aspects based on research questions and problems.

This type of interview is described as the most time-consuming and costly approach by Creswell (2014). However, it allows the researcher to interview in a more conversation-like style. It is better than just a question and answers session since the participant will feel more comfortable. Besides, a semi-structured interview makes it possible to change the

order of questions and add new ones. This type of interview allows interviewees to influence their understanding and approach to the subject or context (Briggs, 1986). Moreover, this method provides the researcher with a detailed description of participants' experiences and opinions while confronting the different challenges underlying their continuing interactions with various factors such as choice of the language center, choice of the tutor, and potential of English knowledge in the neoliberal market.

The interview consisted of approximately 20 questions and included probes (see Appendix A). The teachers and students were asked to answer different sets of questions prepared beforehand and match their positions and roles. The interview location and time were negotiated with each participant individually, regarding their preference and convenience. With the consent of participants, the interviews were audio-recorded and stored on a personal computer.

The participants preferred an online interview mode using the Zoom platform. The strength of this platform includes "the ability to securely record and store sessions without recourse to third-party software" (Archibalt et al., 2019). This feature is essential in terms of the research since the high protection of the data is necessary. Moreover, the choice of the ZOOM platform is justified since it has various features (screen sharing, video recording), and ensures security, interactivity, and ease of use.

Interviews lasted from 35 to 40 minutes and were recorded with the researcher's laptop. Based on the various linguistic backgrounds of the participants and their preferences, the interviews were conducted in participants' preferred languages, either Kazakh, Russian or English, to freely share their thoughts and ideas.

### **Data Collection Procedures**

After obtaining ethical approval from the NU GSE research committee to conduct this research, the data collection process was conducted in a few stages. Firstly, the researcher started the recruitment process of the participants. They were recruited with the help of WhatsApp, email, Instagram, and any other appropriate channel of communication. Then all the voluntarily recruited participants were provided with an electronic copy of the consent forms before the interviews. It was provided in three languages (Kazakh, Russian and English) to avoid ethical issues. The consent form guaranteed the safety, anonymity, and confidentiality of the research and included explaining benefits and risks and participants' rights (see Appendix B). Overall, four owners of private tutoring centers, four parents, and four students signed the consent form confirming their willingness to participate in the study. After receiving the signed consent forms, the researcher started the negotiation process of interview mode suitable for each participant for individual meetings.

Before starting the interview, the researcher explained the main aspects of the research, mentioned the voluntary basis of the participation, and reminded about their rights, the issues of anonymity and confidentiality, and data security. Each participant was also informed that they had the freedom to withdraw from the study at any time with no further consequences. Next, since the interview questions were developed in three languages (Kazakh, Russian and English), the respondents were asked their preferable language. Also, the researcher asked participants for oral permission for note-making and audio recording of the interview at the beginning. Finally, at the end of each interview, the researcher assured the participants of anonymity, confidentiality, and data security and thanked them for contributing to the research work.

### **Data Analysis Procedure**

Once all the data were collected, the next step was to determine the most meaningful and salient data for analysis. First, the audio-recorded interviews were carefully checked and transcribed by the researcher. This was done by using computer applications or manually, depending on the quality and audibility of the recordings. Then, those transcribed interviews were carefully read to “select specific data to use and disregard other data” (Creswell, 2012, p. 240). The researcher used the thematic analysis of Braun and Clark (2012) to analyze transcribed interviews (Appendix C). Braun and Clarke’s thematic analysis has the following six phases:

1. Familiarizing yourself with the data.
2. Generating initial codes.
3. Searching for Themes.
4. Reviewing Potential Themes.
5. Defining and Naming Themes.
6. Producing the report (pp. 60-61).

To analyze the data efficiently, we need to ask questions like “How does this participant make sense of their experiences? What assumptions do they make in interpreting their experience? What kind of world is revealed through their accounts?” (p. 61). Therefore, the data can be described in rich detail and the thematic analysis helps to structure for generating codes and themes. Moreover, Braun and Clarke (2012) note that revising the data that you have is essential since the new ‘potential’ codes emerge every time. Moreover, during this process, the aim is the set of themes that most accurately capture the significant data and “the overall tone of the data, in relation to your research

questions” (Braun and Clarke, 2012, p.9). Overall, using this analysis, the main themes and sub-themes were determined. These themes are described in the following chapters.

### **Ethical Considerations**

Creswell (2014) states that the research work must be done in an ethically defensible manner as an ethical enterprise. First, the researcher informed the participants that none of their personal information would be disclosed during or after the interview and ensured the study's safety, anonymity, and confidentiality.

With the permission of participants to keep their identities anonymous, the researcher used numeric codes to replace their names. Moreover, the names of research sites are not disclosed, ensuring that participants will not entail retaliation or punishment of respondents by the employer or any other party. The recorded audio and its transcribed version are kept on the researcher's personal computer. Only the researcher has access to those files. The security of all the files is guaranteed. The written consent forms are also stored by the researcher. The names of the private tutoring centers were not described in detail. The respondents do not know about the participation of each other since the interview will be one-on-one. It also allowed participants to feel less pressure and discomfort while answering the questions, positively influencing the findings. The prepared questions were sent in advance, and participants were informed that they could skip any questions or withdraw from the study at any time.

Regarding the possible risks from the research, there are minimal risks associated with the study. In order to ensure that the study does not impose more than minimal risk, the ethics approval form was obtained from the Nazarbayev University Research Committee.

**Conclusion**

This chapter presented a thorough description of the methodology of the study on English language commodification and linguistic entrepreneurship in the Kazakhstani context. It included research design and site justification, sampling, data collection instruments and procedures, data analysis, and ethical considerations. A total of 12 participants took part in this study, including four private tutoring center owners, four parents, and four students. The current study adopted a qualitative approach using semi-structured one-on-one interviews as a data collection tool. The next chapter will focus on the description of the main findings of this research.

## **Chapter 4: Findings**

### **Introduction**

The current chapter discusses the main findings drawn from the data that was obtained through semi-structured interviews. The data was analyzed using Braun & Clarke's (2013) framework of thematic analysis. Since the participants of this research are from various groups of stakeholders who may benefit from the private tutoring centers and hold certain beliefs about it, this chapter aims to present the findings that are aimed to address the following research questions:

1. How do the owners of private tutoring centers view the potential benefits of English language learning for their clients?
2. How do the students attending private tutoring centers view the potential benefits of English language learning for their future?
3. How do the parents of students view the potential benefits of English learning for the future of their children?
4. How does neoliberalism govern the whole English language enterprise, and affect students and their parents' language perceptions, preferences, and practices?

The current chapter begins with biographical information of respondents and followed by the detailed analysis of the obtained data.

### **Respondents' Biographical Information**

This section contains the information about the biographical details of the participants. They include owners of private tutoring centers, parents whose children experienced attending these centers, and students. Participants were selected from two different cities, Semey and Nur-Sultan. More precisely, six participants were from Semey

and six from Nur-Sultan. Five participants were male, and seven participants were female. Their age ranged between 19 and 45. To keep their identities confidential, their names were replaced by pseudonyms.

**Table 1**

*Biographical Information of Owners of PT center*

Participant	Language center works since	City
Akerke	2020	Nur-Sultan
Bekzhan	2016	Nur-Sultan
Farhat	2017	Semey
Ulpan	2021	Semey

**Table 2**

*Biographical Information of Students*

Participant	Age	City
Saya	22	Nur-Sultan
Katya	23	Semey
Almas	19	Nur-Sultan
Zhadira	23	Semey

**Table 3***Biographical Information of Parents*

Participant	Child's age	City
Sanzhar	17	Semey
Sarah	8	Semey
Maxim	15	Nur-Sultan
Fariza	17	Nur-Sultan

The following section presents the main findings.

**Research Question 1: How do the Owners of Private Tutoring Centers View the Potential Benefits of English Language Learning for Their Clients?**

This section seeks to analyze the promise of the English language from the perspective of private tutoring center owners. Throughout the data analysis process, several themes emerged. The main themes drawn from the data include remedial strategy, enrichment strategy, and role/status enhancement.

***Remedial Strategy***

Remedial strategy refers to the general aim to fulfill specific academic criteria at school or other educational institutions. Therefore, while exploring the data concerning the benefits of English from the perspective of the owners of private tutoring centers, some similar characteristics were identified. The data analysis showed that four participants agreed that parents of school-aged students consider that the courses in the English language help their children get good grades and make steady progress in their academic

studies. We can also assume that one of the benefits of going to the additional languages course is that it helps students be more competitive. Similarly, Farhat noted that students from grades two to five usually focus on their grades, and after that, their goals change. It is evident that parents pay for the English language courses to help their children be on the same level as their peers or outdo them in specific criteria. Given the multitude of the English language potential, it is considered an investment in human resources. Hence, since English has this global value for integration into a globalized society, the critical and competitive education system appears to establish a competitive atmosphere among school students. In this regard, Bekzhan quotes:

***Extract 1:***

...there is a chain reaction, when a friend comes to us and then his friend joins the lessons with his friend, and they learn together. Because their friend shows some improvements and gives great feedback about his language learning journey (Bekzhan, January 14, 2022).

The positive feedback of one of the students also motivates other parents to gain a competitive advantage to further invest in their children's linguistic capital. Thus, it is noticeable that parental influence here is strong, leading private tutoring centers to capitalize on parents' desires and anxieties about their children's competitiveness.

Furthermore, it is noticeable that nearly all participants understand the issue of overcrowded schools and introduce it as one of the main reasons for the school students to attend a private institution. The extract from one of the interviews is a clear example of it:

***Extract 2:***

If we take a public school, then in each class there are more than 30 children, and the teacher cannot devote time to each. So, parents send their children to educational centers so that they do not lag, or even know in advance future topics that they will study at school (Akerke, January 13, 2022).

Therefore, since private tutoring centers provide an individual approach and use particular teaching methods, they are able to interest students and hold their attention, reaching a specific goal in language learning. By doing so, these centers charge their clients prices for the service, which has a damaging effect on educational equality and economic mobility.

### ***Enrichment Strategy***

Another important finding that emerged during the data analysis was what I term as ‘enrichment strategy’. Enrichment strategy can be explained as preparing for a high-stakes examination, e.g., getting admitted to an elite school or university. English language preparation and proficiency can potentially enrich learners. This may manifest in IELTS, TOEFL examinations, United National Testing (UNT), and elite school exam preparations. However, Bekzhan noted that “not everyone has a high level of English, so they enroll in a regular course, first raise their level, and then prepare for exams like IELTS” (Bekzhan, January 14, 2022). Moreover, all the participants agreed that the general English courses are the most popular among their clients. It turns out that some students first need time to improve their initial level of English, and then they start preparing for high-stakes exams. Even though Ulpan’s private tutoring center does not have IELTS or TOEFL courses, she mentioned that preparatory courses for Nazarbayev Intellectual School (NIS) are in demand among fifth and sixth-grade students. This exclusive reliance on the private educational sector creates resistance to school education. It is evident that parents do not expect much from school education, which eventually reduces the responsibilities of the government and the mainstream schools regarding quality English language provision.

The data illustrate the positive impact of English language learning. Some excerpts from the interviews show how the participants articulate their views on the potential benefits of the English language. For example, Bekzhan stated that their clients learn English to “prepare in advance for admissions abroad” (Bekzhan, January 14, 2022).

Likewise, Ulpan noted its current importance, “when entering the university, English became, one might say, a key factor in many areas” (Ulpan, December 25, 2021).

Moreover, Akerke quoted, “even children understand it, and they say that they want to study in England, America and so on” (Akerke, January 13, 2022). Thus, some students learn the English language for integrative purposes. To be precise, they consider studying abroad as a first path to further integrating into the foreign society.

In alignment with other participants, Farhat notes that it is essential to have a sufficient level of English for the graduating students of universities. Therefore, they are motivated to pass state exams to get a master’s degree and multiply their chances of getting state scholarships. Farhat states:

***Extract 3:***

First of all, they (students) study English thinking that they need it to get accepted for a master’s degree. Basically, most students do not go to language centers because they need English. They just want to use it and get to the master's program and forget. That is why most first- and fourth-year university students attend English courses (Farhat, January 15, 2022).

This extract illustrates that some young people use English only to reach specific goals. Farhat said that the role of the English language in Kazakhstani society does not have a massive impact on people since it is not used in everyday life. However, it is considered an asset in academia and the labor market. Bekzhan noted that “English simplifies life since everything is unified” (Bekzhan, January 14, 2022). From this standpoint, it is contended that efforts toward local languages are ideologically informed by values and assumptions. Therefore, the neoliberal affective regime governs the transformation of the English language in education to a critical element in a market economy and profit-making entity. Overall, this finding illustrates the owners’ awareness of providing services of private

tutoring centers relying on their clients' neoliberal worldview and subjection to the current socio-economic competition.

### *Enhancing Human Capital*

Bourdieu's (1991) explanation of 'capital' draws on understanding theories of capital, language, and symbolic power. Symbolic capital is a source of holding certain prestige and honor. In contrast, social capital refers to power connections, and economic capital is material resources that one holds, including income and assets. Cultural capital refers to knowledge, skill, and cultural appreciation resources. Thus, another central theme that appeared while analyzing data indicates the value of language competencies that the economy can utilize. Goldin (2016) describes the term 'human capital' as a group of skills and abilities that a working human possesses, they are regarded as an asset. Moreover, it encompasses the people's investment that increases their productivity as well as competitiveness in the labor market. While answering the question about the motivation of the PT centers' clients, participants noted the importance of the linguistic skill for sharpening their worth as competitive individuals, underpinning their thoughts and stating that the English language has a considerable impact on the world. Therefore, they are highlighting its symbolic capital. For example, Akerke said, "Well, it is not for me to tell you that English is the international language, and it is needed. Even now, if you know English, the whole world is open to you" (Akerke, January 13, 2022). Another participant discusses the English language as social capital and underpins its symbolic prestige. Ulpan stated, "now we can say that there are no borders and people from different countries communicate and conduct business, negotiations, and everything contributed to the fact that we needed a common international language and English became this language" (Ulpan, December 25, 2021). Thus, language proficiency skills are valuable and essential

in the modern world where neoliberal and entrepreneurial subjects are governed by the desire for monetary gain and improvement of competitive position.

Moreover, taking into account the influence of the English language in a non-English speaking country like Kazakhstan, Farhat emphasized its influence, stating, "people in Kazakhstan consider English as a social elevator, to get promoted quickly" (Farhat, January 15, 2022). This notion of quick promotion and elevation can cause some discourses. English proficiency cannot be referred to as a key since good competence in a language is controlled by the linguistic market regulated by power institutions (Park, 2011). Regardless of English language proficiency in Kazakhstan, it is possible to get a prestigious job. Nevertheless, this tendency is disappearing. As mentioned above, the socio-economic competition pushes people to enhance their linguistic skills and get some advantages while looking for a job. Therefore, the belief among citizens that the English language is indispensable for social survival is getting more prevalent.

Thus, we can see that for now, there is no massive influence of English among people, and it is only used as a tool that can help individuals reach their goals. Similarly, Akerke said, "English has become a key factor of acceptance to various jobs and universities where Medium of Instruction is English, just like Nazarbayev University" (Akerke, January 13, 2022). This excerpt demonstrates how the symbolic value of English as a lingua-franca in a neoliberal enterprise shape linguistic ideologies and practices. It further causes linguistic marginalization and hierarchy where the particular variety of a language is privileged. Hence, the whole linguistic enterprise and neoliberal forces result from the free trade market economy that is a driving force of human welfare.

Overall, owners' perceptions of the commodification and neoliberalization of the linguistic enterprise are demonstrated by their rational use of lexicon connected to certain

aspects of entrepreneurship. As Manan (2021) states these used lexical items may illustrate the fortification of neoliberalism through language policies, practices and perceptions. Using the words like skill, essential, power, money, and promotion in their vocabulary indicates the reinforcement of neoliberalism and, consequently, the prevalence of private education in Kazakhstan.

### **Research Question 2: How do the Students Attending Private Tutoring Centers View the Potential Benefits of English Language Learning for their Future?**

The following section provides an overview of students' perspectives on the promise of the English language and their motivation to study the language at a PT. The major themes derived from the data analysis are English competence as a gatekeeper, social benefits from English, and dissatisfaction with school education.

#### ***English Language as an Exchange Value***

The commodification of language is a condition when language is valued for its economic profit that can be brought through exchange value. However, under the illusions of what sort of economic and social development can English language bring, there is a chance that underlying problems of the policy implementation and enterprise regulation can be overseen. Reaching specific evaluated language competence is believed to provide certain socio-economic benefits, regarded as a promise of the English language. However, Park (2011) notes that these promises hide all the social disproportion and inequality.

According to participants' answers, one of the primary reasons for learning English is access to a broader range of jobs, university opportunities, and countries. In addition, all the respondents highlighted the importance of learning a language to get social mobility. As Almas stated, "I would also add traveling abroad as privilege of English. You know, in any country, you may need English" (Almas, December 25, 2021). Similarly, Katya said,

"I love traveling, and I can assure you that English is a must for it. There are no boundaries with English" (Katya, January 13, 2022). Thus, English is mainly considered a world language by students. Since the travel industry is getting more popular in Kazakhstan, we can assume that young people want to explore the countries without obstacles. For example, Zhadira stated, "when I was a kid, I watched a lot of American sitcoms and therefore wanted to visit Los Angeles and New York to see everything with my own eyes" (Zhadira, January 15, 2022). She also highlighted that this dream further led her to her future career, and now she is advancing her language skills to be proficient in her job.

The other participants also emphasized the monetary gain through linguistic skills. For example, Saya said, "In many spheres, I noticed that people require English at a high level, like upper intermediate and higher" (Saya, January 14, 2022). Additionally, Almas presented a similar viewpoint stating, "the opportunity for a high salary and a good position is my main motivator" (Almas, December 25, 2021). These quotes demonstrate that students consider measurable attainment of linguistic skills as a valuable exchange capital. Hence, we should keep in mind that resistance to neoliberalism is hardly possible. Based on Heller (2010), the policies requiring English language education led to language commodification as a result. Consistent with the literature, the findings reported that the participants who said that English has significant capitalistic value also agreed on its importance in the long run as an investment. For example, Katya stated:

***Extract 4:***

I think in nearest future everyone will speak in English and it will be required at work, at university and even at schools. It seems to me there will be something vital, so many parents are concerned about English. Furthermore, I think that in return for this investment, you can get privileged while getting into a job or like university. In general, it is a skill that you will eventually need. As I said, it is vital (Katya, January 13, 2022).

Additionally, Zhadira emphasized its value in terms of communication value stating:

***Extract 5:***

I think English can be considered an investment. Because as it was mentioned before, if we consider any profession to be a professional, English language skill has prevailed the impact on it. Since only with Kazakh or Russian, you will not be able to access a large amount of information and, therefore, will not be as competitive in a job market (Zhadira, January 15, 2022).

It is important to note that throughout the interview, participants mentioned the importance of the linguistic skills at a proficient level to further employment.

***Social Benefits***

Another theme that appeared during the data analysis process is the social benefits of acquiring specific language skills. In particular, Katya stated, “In my current work, I realized that knowing English how to say it pushes you on top of others” (Katya, January 13, 2022), meaning that it helps you be one step further than others. Likewise, Saya quoted:

***Extract 6:***

“English is still considered as a luxury, and I also noticed that maybe because like sometimes parents believe that if their children know English, they are gifted, they are better than others and their peers are, and it brings them a belief that knowing English provides them better education in the near future” (Saya, January 14, 2022).

These quotes demonstrate similar viewpoints to the owners who even compared English to an elevator that provides you with quick promotion. Comparison of English to an elevator is explained by its importance in many companies and workplaces. It does not seem very easy to get a well-paid job without competency in foreign languages, especially English. For example, Almas stated, “In today's world, everyone needs to know English to

ensure the best possible life for themselves” (Almas, December 25, 2021). These findings are similar to what Bourdieu described as a symbolic capital of a language. Bourdieu (1991) described symbolic capital as a source that provides certain prestige and appreciation in a particular social culture (as cited in Manan, 2021).

### ***Dissatisfaction with School Education***

One of the most common reasons for attending English courses appeared to be the low quality of English language classes at school or university. It is worth mentioning that in Kazakhstani schools, the English language is studied as a foreign language from the primary school. This decision was made to increase the competitiveness of graduates and improve the export potential of the educational sector with the initiative of the first president of Kazakhstan. Mehisto (2015) states that the Ministry of Education and Science (MoES) has increased the amount of time English, Kazakh and Russian are taught. However, despite the attempts of the government to increase the proficiency of citizens, this goal remains unachievable for many.

Similarly, based on the participants' answers, we can assume that the graduates do not get sufficient proficiency in English language at school and thus go to the private sector to develop their skills further. For example, Almas quoted, "at the moment, the quality of teaching at universities and schools is not enough for confident everyday knowledge of English, not to mention like entrance exams" (Almas, December 25, 2021). Zhadira made her statement clearer by adding what she thinks is in demand at schools and universities. For example, she said:

#### ***Extract 7:***

In general, I think that there is enough time devoted in schools and universities to learn English. However, its quality does not stand up to criticism. I think that in

schools and universities, students enroll in courses for this reason (Zhadira, January 15, 2022).

On the other hand, Saya showed her dissatisfaction with another field. Comparing schools and private centers, she highlighted that the teaching methods in these two organizations are different. She stated:

***Extract 8:***

Some teachers teach according to the old methods. As we were taught, this can be said to be a really old-fashioned process, and we can say that students do not master it so much. Moreover, the centers recruit teachers who already know more about the approach and how to teach, or they themselves studied abroad or have some kind of certificate (Saya, January 14, 2022).

Additionally, Katya shared her own opinion stating that government will not provide any improvements in the English education sector since now they work on the promotion of the mother tongue. She said:

***Extract 9:***

Government should, but I do not feel that they will take any major actions for now. Because government is concerned about their state language more than about foreign languages, say, they have to increase the state language. For example, as we talk about our country, our country's primary goal is to increase the popularity of state languages (Katya, January 13, 2022).

From these extracts, it is clear that governmental institutions cannot provide a satisfactory level of education and cannot prepare for the high-stakes examinations. Therefore, students have to attend additional language courses at private tutoring centers.

### **Research Question 3: How do the Parents of Students view the Potential Benefits of English Learning for the Future of their Children?**

This section includes the significant themes encountered among parents who provide quality education for their children at private centers. The findings showed that parents focus on their children's future and therefore invest in them to give them up-to-date skills that can be used in various fields.

#### ***Neoliberal Forces as a Language Learning Motivation***

Piller and Cho (2013) noted how neoliberalism determines the global spread of the English language serving it as a hidden language policy. Moreover, Rojo (2018) noted that nowadays, neoliberalism is beyond an ideology and can be determined as a form of governance. That means that neoliberalism not only governs such fields as the economy but has integrated into society, and individuals are obliged to behave based on certain principles (Rojo, 2018, as cited in Manan, 2021). In the present study, the participants mentioned their long-term goals, noting the significant impact of English proficiency on achieving them. As was previously mentioned, parents consider language courses a long-term investment and an essential part of human capital development. For example, "it is an investment for the future, no matter how you look at it is a language that you need" (Sanzhar, December 25, 2021), stated Sanzhar. These findings broadly support the studies of other researchers in this field. Cameron (2012) commented on the role of English in today's society, saying that English has played a crucial role in the world, and it is further expected to reinforce its position as a world language in a new form of capitalism.

Also, it is essential to mention that parents send their children to private centers at a young age. For example, Sarah's child is only seven years old, and she shared her plans for the future of her son and stated, "to study in such countries like America or England one should speak very proficient English, like native speakers" (Sarah, January 13, 2022).

Throughout the interview, the importance of the native level was mentioned only a couple of times. Most participants referred to the high level of proficiency and linked this advanced level with good pronunciation and accent. If parents showed a positive attitude and endorsed the idea of a native speaker, owners were quite negative concerning them. For example, Akerke commenting on the work of foreign teachers, stated:

***Extract 10:***

I was not very satisfied with their work. And they (foreign teachers) are ask for a lot of money. They ask from 8-10 thousand tenge per hour. Kazakhstani teachers can work out the lesson directly for the same money or less. You know, local teachers will prepare in advance for the lesson, they will bring cards, toys. Foreigners, no matter how many times they have come to my center, they just sit at the table. Sometimes I had to pull out a lesson, because I noticed that students rolled their eyes, and I was afraid that the next time the students would not come back (Akerke, January 13, 2022).

On the other hand, parents and students claim that lessons with foreigners help them overcome their language barrier and improve their overall language proficiency. This high symbolic capital of native speakers results in private tutoring centers charging higher tuition fees. Hence, this idealization further cements neoliberal notions.

Furthermore, the participants noted that a diploma about you having English as a medium of instruction at university could strengthen the chance of getting a higher-paid job. Maxim said that:

***Extract 11:***

If you graduate university in English, it does not matter if you graduate in America or Kazakhstan. If you received a good education in English, then you are considered an international professional in your field. Sometimes you need to be requalified. However, it will be pretty easy (Maxim, January 16, 2022).

These quotes show us that the pragmatic acceptance of the power arrangements among Kazakhstani citizens exists. These were imposed on them both on the international and domestic levels. Overall, in the neoliberal structure, people tend to believe that studying at EMI school and EMI university give them certain symbolic capital. Therefore, English proficiency forms a capital that is related to educated class of people.

### ***English Language Learning and Responsible Citizenship***

In 2007, the former president Nazarbayev promoted the concept of trilingualism, promoting the usage of three languages, Kazakh, Russian, and English (Karabassova, 2021). Furthermore, in 2016 he stated “Now, in order to move forward, for education, for the formation of a young person who will be able to support himself, his family and raise children, English is needed,”. It states as an example of how neoliberalism reframes education policies and promotes language learning as a responsibility of a good citizen; hence promoting linguistic entrepreneurship. De Costa (2016) in relation to moral obligations defines it as an act of compliance of strategic use of language to increase one’s worth. When presenting their beliefs about the role of the English language in Kazakhstani society, participants emphasized the positive impact that the language has on society. As Sanzhar put it, “no one forces us to learn English, it depends on one’s understanding of things” (Sanzhar, December 25, 2021). Likewise, mentioning the governmental support programs, Sarah said, “Learning English is not forced by anyone. I have a choice, and the government also sponsors” (Sarah, January 13, 2022). Thus, with the support from the governmental agencies, Kazakhstani citizens show the willingness to learn the language since it is presented as an ultimate lifeline of social survival and a key to prestigious life.

Another interviewee, Maxim, drawing parallels with another country, explained his point of view on a similar topic:

***Extract 12:***

English language is considered a language of international communication. You can explain what you want and what you need in any foreign country. If we consider India, since the British Empire conquered them, they had two languages, and Hindi did not disappear anywhere. Similarly, in Kazakhstan, people can learn English with no worries, and it will remain a language of international communication (Maxim, January 16, 2022).

Indeed, the fear about the influence of English on the mother tongue exists. However, participants pointed out that English has not yet penetrated deeply into society and does not pose a threat to the Kazakh language. One of the most crucial views held towards the role of the Kazakh language was about learning and using all the other languages like English and Russian but fundamentally cherishing the mother tongue. In other words, they thought that speaking several languages was an asset and did not decrease the status of the official language. In this regard, Sarah said:

***Extract 13:***

For example, Kazakh is my native language. Yes, I know our culture, I know the Russian language, I know their culture, and I understand their world. I already know two worlds. Moreover, I study English. So, I found out about the third world, it turns out they have their own sense of humor, some of their own, yes, traditions and their own culture, this is all very interesting (Sarah, January 13, 2022).

Likewise, Fariza shared her own experience, comparing it to her child's language learning journey:

***Extract 14:***

Even though I was born and raised in the Soviet Union, I had never stopped using Kazakh, even though when I was a kid, Russian was promoted, and you had many roads open with it in front of you. The same thing is happening with English nowadays (Fariza, January 16, 2022).

In other words, positive attitude about the role of English languages among participants was noticed, and state initiatives seem to motivate citizens to learn languages.

### *Language as a Profitable Tool*

Views of the interviewees on the impact of language on the life comfort appeared to be somehow similar. In concision with the research done by Manan (2021), the multitude of the English language potential is seen as symbolic capital and cultural asset. For example, Sanzhar stated, “English is, if not the key, then an important asset on the way to a successful future, and therefore I am ready to invest in the English of my children” (Sanzhar, December 25, 2021). From this extract it is clear that participant sees language skills as an economic capital that is a resource in a form of an asset, income and wealth. Moreover, all the participants agreed that they are ready to invest heavily in their children’s education. It includes not only private tutoring centers but also short-term study abroad, lessons with native speakers and even English-only educational institutions.

In particular, Sarah noted that English is a great capital for employability, “if you graduate in English, then it doesn’t matter if you graduate in America or in Kazakhstan, if you received a good education in English, then you are considered an international professional in your field” (Sarah, January 13, 2022). In the present study the interview transcripts of parent participants showed that all of them are concerned with the financial burden of this investment and yet are ready to pursuit this English language learning trend to provide skills that can be utilized as a profit-making tool. This can be seen in the following extract:

#### *Extract 15:*

It’s certainly an expensive pleasure to send a child to such sections, because my child not only goes to English courses, but also to football, piano and so on. And although it is an expensive pleasure to send it to a quality center, where there are

teachers with experience also foreign teachers, I consider this a contribution to the future... English, of course, is not the main thing, I understand this, but it is, it's like a bonus or something like that (Fariza, January 16, 2022).

Under such conditions, where English perceived with superior status and considered as a foundation for whole linguistic entrepreneurship enterprise, these neoliberal ideologies generate unattainable hopes and desires for socio-economic success. Nevertheless, it is true that English language provides certain qualities such as self-sufficiency, social mobility and inclusion. Overall, as Fariza has noted English does not give an ultimate pass to various social provisions, but that profit can be gained from English if the social structures and constraints of linguistic market are taken into account (Park, 2011).

**Research Question 4: How does Neoliberalism Govern the whole English Language Enterprise, and how it Affects Students and Their Parents' Language Perceptions, Preferences, and Practices of Students?**

In this section, the emerged themes on the effect of neoliberal governmentality on the language learning enterprise are described. The collaborated thoughts of parents, students, and owners will be juxtaposed, giving precise data on the thoughts of different stakeholders.

In light of the current views on neoliberalism and entrepreneurship, the participants shed light on the language perceptions and preferences. Therefore, it is evident that English has become an intermediary between transnational flows of economic and cultural capital and knowledge. Moreover, the government considers the English language a necessary instrument for integrating into the globalized networks of politics and economy (Block et al., 2012). Based on the interviews, we can assume that the paradigm of neoliberal competition became even more vivid due to the emerging private education sector. For example, one of the owners, Farhat, noted, "If the head of the state commented

that English is essential, tomorrow you will have a bunch of new clients” (Farhat, January 15, 2022). The interview data also suggest that linguistic entrepreneurship replaces the ideal goal of language learners with a neoliberal desire for socio-economic-oriented success. These findings also reflect the enduring effect of social inequality for learners, teachers, and language users shaped based on the rosy promises of the English language that is implied by the neoliberal system. For example, the participants’ interview transcripts showed that the lessons with native speakers cost much higher than with local teachers, despite the level of education or certificates. In particular, this is because people tend to consider that native speakers are linguistic model for the learners of a target language since they possess oral communicative competence (Kramersch, 1997; Sung, 2014). Overall, the higher the symbolic value of the idealized native-speaking teacher, higher the tuition fees that the private tutoring center charges and as a result, higher the prestige of studying in such education center (Price, 2014). However, the research that exists concerning this controversy illustrated that the attitude towards NS is inconsistent. Overall, the prevailing perceptions about the English language illustrate the hopes and desires to accomplish specific achievements through neoliberal linguistic entrepreneurship.

## **Conclusion**

Summing up all the findings, most of the participants shared similar views on the promise of English language in the current globalized world. The majority of the participants have acknowledged the impact of English language in a sense of, social and economic enhancement in the context of Kazakhstan and highlighted the perspectives it proposes. The widespread ideologies of English language as a lingua-franca caused competitive environment where citizens are expected to demonstrate their worth with linguistic proficiency. However, the parent participants also noted that Kazakh language

and Russian languages are cherished and do not see English language as a threat to their mother tongue.

Overall, the globalized market economy has impacted participants consideration of English language as an essential part of human capital development. Hence, owner participants state that this demand has motivated them to open their business to get profit. According to the contextual framework and relevant literature, the findings will be elaborated in the following chapter.

## Chapter 5: Discussions

### Introduction

The current chapter discusses the findings of the study. It provides findings from the qualitative research method, namely semi-structured interviews with 12 participants from three groups of stakeholders. Moreover, the preceding chapter provides findings of this research work guided by the theoretical framework and existing literature on linguistic entrepreneurship, neoliberalism, and language commodification. This study aimed to explore the aims and perceptions of various stakeholders on the promise of the English language and the effect of the neoliberals on the private English language teaching enterprise. Therefore, the following research questions will be discussed in this chapter:

1. How do the owners of private tutoring centers view the potential benefits of English language learning for their clients?
2. How do the students attending private tutoring centers view the potential benefits of English language learning for their future?
3. How do the parents of students view the potential benefits of English learning for the future of their children?
4. How does neoliberalism govern the whole English language enterprise, and affect students and their parents' language perceptions, preferences, and practices?

This chapter is divided into three parts in accordance with the significant findings to give comprehensive answers to the research questions.

### Language as a profitable commodity

Kubota (2020) states that due to the influence of neoliberalism, the students' and researchers' linguistic goals are substituted with the ones that are socioeconomic advancement oriented. Such neoliberal ideology of language, along with the English

language hegemony, creates foregrounding of linguistic entrepreneurship. This is in line with the opinions of the participants of this study. Four participants who are the owners of private tutoring centers shared that the current competitive job market created a demand for the English language, hence the flow of clients does not diminish. To exemplify further, one participant mentioned that there are students with various motivations for learning English in their center, and mostly it depends on students' age groups and their needs. This finding seems to align with Kubota's (2020) statement that neoliberal linguistic entrepreneurship changes the language learning goals of learners from the ideal goals to the socioeconomic advancement-oriented ones. However, in the Kazakhstani case, language learners and their parents mostly rely on capitalizing on their bilingual skills, similar to South Korean and Singaporean cases.

The findings also discussed that linguistic entrepreneurship mirrors economic entrepreneurialism. It means that similar to linguistic entrepreneurship, in economic entrepreneurialism, individuals tend to combine their motivation with the fulfillment of the good citizen's duty while choosing the language to learn. One participant has mentioned that any speech of influential politician that includes the significance of English brings the big number of motivated clients. This finding seems to resonate with Lo Bianco's research (2020), who studied the connections between linguistics and economics based on four Asian linguistic entrepreneurship studies. Linguistic entrepreneurship is positioned as the main component of neoliberal language ideology (De Costa, 2016). Moreover, based on this notion, linguistic competence of an individual is treated as a capital that further leads to socioeconomic advancement. Lo Bianco (2020) found that depending on the age of the language learner, the potential benefits of English change, and added that adults need additional certificates and formal recognition of their language proficiency. This leads to the subsequent finding that has emerged in the current work – the commodified language

promises. Deploying Heller's (2003) description of language commodification, it considers the language a measurable ability. Hence, here, we consider IELTS or any high-stakes exam preparations that provide specific benefits with the aim to 'cash in' their advantage in the work environment and social life. Therefore, these findings appear to be particularly relevant in the neoliberal market. Similarly, Park (2014) also contends that such exams illustrate the new reality in the neoliberal job market filled with initiative and responsible neoliberal workers creating additional competitiveness. It shows that these tests are predominantly used as capital and may not illustrate the full proficiency of the individual. Alibek (the owner of the PT center) gave similar viewpoints stating that after achieving the desired results and receiving certificates of language proficiency, some of the clients tend to stop learning the language. More specifically, owners of private tutoring centers find it extremely easy these days to open and have a business in the linguistic entrepreneurship field not only because there is a growing demand, but because it is a competitive enterprise that strives for neoliberal entrepreneurial desires. Overall, linguistic entrepreneurship is an ideological condition where various stakeholders' policies and practices are constrained, and it is a moral imperative imposed by global and governmental structures (Barakos & Selleck, 2019; De Costa, 2019; Preece, 2019).

### **English as an imagined panacea for the future**

The current research reveals that language proficiency and especially the elite multilingualism ascertain access to prestige and privilege with the help of linguistic resources. From the lens of sociolinguistic and discursive perspective, researchers have identified that there is a general preference of one language over others, driven by the shifting motivation towards neoliberal-oriented goals. The mentioned term of 'elite multilingualism' accelerates the certain social status and material capital, belongings and prestige through language and linguistic capital, which in fact is acknowledged as an asset

useful for business, innovations and entrepreneurship. This position was further elaborated by Barkos and Sellek (2019), who presented the elite multilingualism as a source of the elite way of living. In addition, another research by Manan (2021) claimed that students of Private Tutoring centers considered English language as an emancipatory tool that could be used as an exchange for the desired profit. Similarly, deploying neoliberal governmentality as a conceptual lens, Manan's study (2021) found the participants' perspectives on the role of the English language as an advantaging tool. Additionally, the findings showed that all the participants from three groups saw the particular social enhancement of English in different domains. Similarly, Piller and Cho (2013) also argue that the privilege of the English language is used as a gatekeeping mechanism and as a tool for social survival. This heated pursuit of English language acquisition is often referred as "English frenzy" (Park, 2011, p. 446). In the Kazakhstani context, the similar trend is seen. For instance, for the sake of successful acquisition of English language, parents are ready to invest heavily for the private tutoring and study abroad. Five participants out of eight (excluding owners of PT centers) also noted that even though there is an extended number of PT centers and prices also range from low to high, quality education is expensive, and it may be a financial burden for some families. Therefore, what drives people to invest in their language resources is the self-development, and self-capitalization and the value of an individual. Nevertheless, the participants' belief that English is an elevator that brings social enhancement, privilege and enables quick promotion appears to be shallow, since the languages are not in a vacuum and "languages do not exist in a neutral social space" (Park, 2011, p.443).

Undoubtedly, English is a highly favored language and a necessity, and it can confer advantages. Nevertheless, people tend to refer to it as a panacea that can heal their adversity in economic, social, and psychological terms (Manan, 2021). These rosy

promises of participants lead to the reinforcement of embedded “structures of competition” (Piller & Cho, 2013, p. 29) As Lo Bianco (2020) argues, “promise, encouragement, and deferral of benefit is a sequence that imposes pressure for compliance and normalizes the hierarchies in the communication world the mothers, students, infants, and professors confront.” (p. 141). In the case of this study, parents tend to believe that the English language brings competitive advancement in terms of school grades and for the future of their children, it is an investment. Students consider English as a necessity for high-paid job opportunities and promotions and flexibility in terms of traveling. For owners, the English language is the main source of income. Even though PT institutions create and enhance certain social and economic gaps among the population, one owner stated, they are only interested in the financial benefits. This structural interpretation is borne out by Park’s (2011) statement that language regimes created by the governmental power structures and inequality are where languages exist. Therefore, the choice of English is not an individual choice but in a political and economic terrain that is a matter of collective imperative. Consequently, in order to identify the pervasive promises of English to some workers and disadvantaged communities, there is a need to study the evaluation mechanism of “the political-economical context of the capitalist market” (Park, 2011, p. 445). In this regard, the unattainable assertions about the economic, social, and political development scatter. Which is by understanding the underlying mechanisms of the language competence measurement and value, people tend to see the problems of the ubiquitous promise of English that was hidden under the false belief in exclusive socio-economic advancements provided by English (Park, 2011).

### **The workings of neoliberal governmentality**

In the light of the neoliberal era, the English language has become the dominant language and an instrument for promoting individual ideologies and the concept of

competition in various spheres of life. In line with Manan (2021), the findings of the current paper suggest that the global influence of English language made it a tool for social survival. As a result, individuals ought to enhance and garner their skills to thrive in a competitive societies, entwining the current dictation of the market (Kubota, 2020; Manan, 2021). Besides, the everyday life of individuals is also affected by the neoliberal regimes affecting learning processes, actions, behaviors and subjectivities which makes it an enhanced form of governance (Foucault, 1980, as cited in Manan, 2021; Rojo, 2020).

The findings from the current research showed that the neoliberal factor has an impact on overall language learning strategy and creates self-imposed pressure on competitiveness. Moreover, it signified how neoliberalism governs people's day-to-day lives, highlighting the value of everyday practices and self-examination and even changing their social media habits. For example, one of the parents, Maxim, states that he was surprised when he noticed that his child started watching videos in English for entertainment. Hence, the strategies that learners use for language learning come from self-imposed urgency and usage of Foucault's (1988) 'technologies of the self'. A previous study by Manan (2021) showed similar participants' viewpoints stating that language learners who work hard on their linguistic skills have been termed efficient, competitive individuals. Moreover, the investment and strategies used by them are determined by the affective regimes of neoliberalism and influence of English language in the globalized world, governing the daily lives and leaning strategies. Similarly, Urla (2011) mentioned how neoliberal governmentality fluctuates the cultural values that establishes certain disciplines of social life using language as commodified tool and main principles of competitive society. 'Technologies of the self' suggested by Foucault (1988) can be found in the findings of this research, since the participants interview transcriptions illustrate the

adopted approaches and practices showing the self- development and urgency which is described as a 'self-made speaker' by Rojo (2020).

The data analysis of the interviews showed that neoliberalism influences students' learning strategies. This finding illustrates that the competition culture among people that neoliberal governmentality imposes dominates the self-developing techniques with the purpose of value maximization. Similarly, the owners of private centers noted that some clients want to improve specific skills or learn vocabulary that focuses on their work, business, or specific exams. This phenomenon is similar to Bourdieu's symbolic capital, where the person is given certain prestige and power in a particular culture. Therefore, this symbolic power of the English language has increased over the past decades and, consequently, has the economic power that provides a good salary and good position at work.

Moreover, the native level of language acquisition appeared to be necessary for the parents and students. De Costa (2018) states that this distinction between native and non-native speakers in relation to the neoliberal turn has led to the marketization that brings high profit. Participants noted that they mostly rely on the teacher's qualifications rather than ethnicity since it does not matter in the first stages of language acquisition. Despite the preference for local teachers at the early stages, participants admitted that it is challenging to afford lessons with native speakers. Moreover, De Costa (2018) states that "ELF (English as a lingua franca) does not differentiate between native and non-native speakers of English, and views code-switching as a bilingual pragmatic resource" (p. 101).

In the Kazakhstani context, the role of languages is identified clearly, where "Kazakh is the state language, Russian is the language of interethnic communication, and English is the language of successful integration into the global community"

(Tussupbekova et al. 2018, p. 37). Furthermore, interview analysis showed that participants see positive changes in the Kazakh language, and its level of prestige is being reconstructed. In this regard, the English language has gathered prevailing privilege and social status that provides access to certain social groups. Moreover, considering that the English language is highly promoted in Kazakhstan as a tool that enhances individual and national competitiveness, a parallel with Piller and Cho's (2013) study can be made, where they noted that the English language is viewed as an embedded competitive structure in the Korean context.

## **Conclusion**

This chapter has attempted to discuss the significant findings in relation to theoretical framework and literature. The findings chapter has demonstrated the understanding of neoliberal forces that drive English PT centers and the promises of the English language from the perspectives of owners, parents, and students. It has been found out how neoliberal forces and a constant competitive atmosphere shape and influence their viewpoints. The participants' perceptions concerning the rosy promises of English illustrated their collective imperative reinforced by neoliberal governmentality. It is manifest in “how neoliberal rationality as a normative order of reason governs the minds of learners and teachers without governing” (Manan, 2021, p. 2).

Moreover, considering the status of Kazakh, Russian, and English in the country, participants mainly highlighted the value of the English language as a transactional commodity in the world market while cherishing other languages. Hence, the prestige of Kazakh and Russian in the country is not in danger based on participants' opinions. Overall, participants viewed the language as a resource that could help them achieve their

goals. However, sometimes these opinions concerning the language can be one-sided and referred to as a panacea which is a superficial understanding.

## Chapter 6: Conclusion

The previous chapter discussed the main findings of this research, aimed at investigating the promise of English language in the neoliberal era through the prism of linguistic entrepreneurship based on the twelve semi-structured interviews with owners of tutoring centers, parents, and students. The study also attempted to illustrate people's perspectives on the widely spread notion of linguistic entrepreneurship. Four research questions were formed to guide this thesis:

1. How do the owners of private tutoring centers view the potential benefits of English language learning for their clients?
2. How do the students attending private tutoring centers view the potential benefits of English language learning for their future?
3. How do the parents of students view the potential benefits of English learning for the future of their children?
4. How does neoliberalism govern the whole English language enterprise, and affect students and their parents' language perceptions, preferences, and practices?

The final chapter presents conclusions of the current study as well as it explains the limitations and proposes further implications and recommendations for the stakeholders in the education field in general.

### Main Conclusions of the Study

The first main finding of this study is related to the neoliberal ideology governing people's language choices, which is based on the belief that the English language is a key to socio-economic enhancement, along with the global English language hegemony. This rationality in support of English language enterprise foregrounds the whole linguistic entrepreneurship. Therefore, it has close connections to the market economy that dictates

the language-for-profit discourses. In particular, owners of private tutoring centers maintained the ideologies of self-development, self-discipline, and their clients' choices governed by neoliberal subjectivities that happen subconsciously. This finding is primarily attributed to the desire to enhance linguistic skills, be competitive in the job market and convert attained skills into imagined valuable benefits. When speaking about the educational prospects of the English language, all the owners of tutoring centers agreed that language proficiency enriches students through international testing systems like TOEFL, IELTS, and UNT. It is also manifest in the elite school examinations and the university entry exams. The entrepreneurs find it a good opportunity for profit making and thus provide various courses for exam preparation. Such an attitude is a demonstration of neoliberal governmentality. The participants stated that the new reality of the neoliberal market accelerates the requirements for different job positions, justifying the need for the English language.

In line with the above beliefs, another significant finding revealed that students acknowledge the English language as a valuable asset in various spheres, which is contemplated to provide social status, prestige, and material capital. Though students have mentioned the importance of other official languages in the context of Kazakhstan, they also noted the need for English language competence for their resumes. Deploying linguistic entrepreneurship as a conceptual lens, this study found that the deferral and the promises about the benefits pressure students to attend private tutoring centers to learn the English language. Some participants referred to the English language as an elevator, a tool that helps them reach their goals faster. Similarly, parents' perspectives showed that they invest in the English language for future local and international job perspectives. In addition, they revealed that in Kazakhstan, lessons with native speaker teachers cost higher, and people are ready to pay for its prestige. However, owners noted the difficulties

of finding and employing knowledgeable native speakers as English teachers and stated that they prefer employing NNES teachers who have sufficient qualifications and certificates.

Overall, most participants elaborated on the importance of the English language as a lingua-franca and an exchange tool and its role in the global market. However, since English has only the exclusionary force and does not warrant the job position or economic advancement, participants rely on it as an additional tool considered an asset. Considering the language situation in Kazakhstan and the trilingual language policy, private tutoring centers started ‘mushrooming’ all around the country. Therefore, learners from various social and economic classes are able to receive private tutoring. However, the quality of these centers is questionable and needs thorough analysis. Investing in the English language requires valuable assets like money and time and provides linguistic proficiency in return, essential in the globalized neoliberal society’s labor market.

### **Limitations and Further Implications**

In addition to the significant finding mentioned above, the current study has certain limitations. One of the substantial limitations is the sample size. Admittedly, the research findings cannot be generalized since it considered only two cities in Kazakhstan, and stakeholders' perceptions may vary depending on the region of birth. Moreover, the political situation that happened in January 2022 also significantly affected the schedules of interviews and caused psychological pressure on the researcher and participants. Due to this factor, it was challenging to make site observations for the researcher. The next limitation in this study is the lack of sources and academic papers related to private tutoring, neoliberal governmentality, and entrepreneurship in Kazakhstan.

Considering these limitations, further implications can be endorsed to contribute to the studies in the field of private tutoring and linguistic entrepreneurship in Kazakhstan. First, since the study used only semi-structured interviews to collect data, site observation and quantitative methods can be employed in further studies to give a broader perspective on the Kazakhstani context. Moreover, the bigger sample size that will include different regions of Kazakhstan can shed more light on the various perspective on the researched phenomenon. Finally, teachers' and policymakers' viewpoints on shadow education can give essential data to be further analyzed and compared to the other stakeholders'.

### **Recommendations**

The findings of the study and conclusion suggest some recommendations to various stakeholders. Firstly, it appears that there is a lack of data concerning the private education in Kazakhstan, and this paper sheds light on the perceptions of parents, students, and owners of the private tutoring centers on the level of English language in the nation; therefore, it needs some regulations from the government. Furthermore, the number of PTs in the country is growing, and not every such school can provide quality education, which can hinder the overall statistics of the language proficiency of citizens in the long term. Moreover, this study's findings can be considered a good illustration of the reflection of PT center owners concerning the issues of the socio-economic situation and educational and job perspectives of the people. Because these findings illustrate some trends and methods of language learning, this study can be a source of general information that can change some ideologies and viewpoints of clients of such centers.

Reading the current research work and its conclusion, students and parents could take a critical look at their beliefs concerning the idealized views concerning the promise of English. In addition, through this study, these PT institutions can be informed about the

intellectual and social gap they may widen. In this sense, particular discounts and material help from PT centers and government could resolve this issue.

Overall, this study has contributed to the field of linguistic entrepreneurship and private tutoring. Employing neoliberal governmentality as a foregrounding framework, the researcher explored how people perceive the promise of the English language in a globalized world. In general, the global market is driven by the ideas of capitalism; therefore, people tend to strive to be competitive in every aspect, which has led to an increase in the number of PT centers. Living in Kazakhstan, this trend can be noticed even in small towns. Therefore, I was curious to explore people's perceptions of this trend and explore the influence of neoliberalism on the linguistic enterprise.

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## Appendix A

### Interview Questions English, Kazakh, Russian

<b>For owners of private tutoring centers</b>	
Questions	Probes
1. Would you please mind sharing some general information about your center?	<ul style="list-style-type: none"> <li>- When did you open it</li> <li>- How long have you been running this center</li> </ul>
2. Could you please tell me what motivated you to launch this center?	
3. We observed that English tutoring centers have expanded and spread faster in Kazakhstan over the last decade or so. What do you think are the reasons for this spread?	
4. Has globalization contributed to this phenomenon? Please give your views	
5. Who are your clients and what generally motivates them to attend language centers? Please shed some light on this	
6. What services do you provide to your clients?	<ul style="list-style-type: none"> <li>- What kind of courses</li> </ul>
7. What kind of courses are your clients interested in?	<ul style="list-style-type: none"> <li>- What areas of English they want to learn/improve (e.g. reading, speaking, listening, writing, other)</li> </ul>
8. As you see, how much time do learners usually spend on learning English within and outside the center?	
9. What do you think is the potential benefit of English language learning?	<ul style="list-style-type: none"> <li>- Is English worth investing?</li> <li>- Why do parents invest on English?</li> </ul>
10. Would you mind sharing, roughly how much do different courses cost?	<ul style="list-style-type: none"> <li>- How expensive are those courses?</li> <li>- Can students of all classes afford them?</li> </ul>
11. What do you think of the role of the English language in Kazakhstani society?	<ul style="list-style-type: none"> <li>- Is English really inevitable to learn?</li> </ul>
12. What kind of teachers do you generally employ for teaching English here?	<ul style="list-style-type: none"> <li>- What qualifications do they have?</li> <li>- Are they locals or non-locals?</li> </ul>
13. What is the difference between the local teachers and non-local English teachers in term of salary/pay/rate?	
14. Who do you think can teach better in the context of Kazakhstan? Local or non-local English teachers?	<ul style="list-style-type: none"> <li>- How?</li> <li>- Why?</li> </ul>
15. Could you please elaborate on the procedure concerning the assignment of teachers to particular students?	
16. Many observers fear that English is a threat to indigenous languages and cultures around the world. Some even call English as a killer language. How would you respond to this observation/fear?	

17. Any other comment or observation you would like to make regarding the same issue?	
<b>For parents</b>	
1. Tell me about your children.	<ul style="list-style-type: none"> <li>- How old are they?</li> <li>- How is their English level?</li> </ul>
2. We observe that English language tutoring centers have expanded and spread faster in Kazakhstan over the last decade or so. What do you think are the reasons for this spread?	
3. Has globalization contributed to this phenomenon? Please give your views	
4. What do you think of the role of the English language in Kazakhstani society?	
5. What do you think of the role of the English language in Kazakhstani society?	<ul style="list-style-type: none"> <li>- Is English really inevitable to learn?</li> </ul>
6. What motivates/motivated you to get your kids admission in the private English center?	<ul style="list-style-type: none"> <li>- Why do they need to learn English in private centers?</li> <li>- Is it not enough for children to learn English in the government schools?</li> </ul>
7. Do you think the government should provide facilities in the schools for better English language learning? What is your take?	
8. What do you expect your child/children to achieve through English language?	
9. It seems there is some kind of social pressure on parents as well as students to take care of the English language. What are your feelings about social pressure for your children to learn English?	
10. Is English worth investing?	
11. Could you please share, roughly, how much it costs to meet the expenses of children's English tutoring?	
12. Can you afford to spend on your children's English language needs in the private center?	
13. Do you think English will play an important role for your children in realizing their dreams in the future?	<ul style="list-style-type: none"> <li>- How?</li> </ul>
14. Do you think once your children master their language competence, it will be easy to do whatever they want to do?	
15. What kind of teachers do English centers generally employ for teaching English?	<ul style="list-style-type: none"> <li>- What is their qualification?</li> <li>- Are they locals or non-locals?</li> </ul>
16. What is the difference between the local and non-local English teachers in terms of pay/rate?	
17. Who would you prefer to teach your children? Local Kazakh English teachers or native speakers?	<ul style="list-style-type: none"> <li>- Why so?</li> </ul>

18. Who do you think can teach better in the context of Kazakhstan? local or non-local/native speaker.	- How? - Why?
19. How much time do your children spend on English-related activities in the centers and at home? How?	
20. If your children engage in English-learning activities at home, what kind of activities are those?	- In what forms? - How do you as parent facilitate that process?
21. What were the results of your actions to support your children's English learning?	
22. How much of English do you think your children should learn?	- What level of English do you think would be enough for your children to perform well in the market?
23. How are your children responding to their English language education?	
24. What can be done to improve English language teaching at Private Tutoring Centers?	
25. Many observers fear that English is a threat to indigenous languages and cultures around the world. Some even call English as a killer language. How would you respond to this observation/fear?	
26. Any other comment or observation you would like to make regarding the same issue?	
<b>For Students of Private Tutoring Centers</b>	
1. Could you please tell me about your experience of studying English in private tutoring center?	When did you start attending Private Tutoring Centers?
2. What do you think of the role of the English language in the Kazakhstani society?	-
3. What motivates you to study English?	
4. What are your short and long-term goals for studying English? What is the most important goal for you?	- Is there any end goal?
5. How important has English become in today's world?	- Is English learning inevitable?
6. What motivated you to get admission in the private English center?	
7. Why did the need for learning/studying English arise?	- Is it not enough for you to learn English in the government schools/university?
8. Do you think government should provide facilities in the schools for better English learning?	
9. What do you expect to achieve through English language?	- What does English promise?
10. It seems there is some kind of social pressure on parents as well as students to take care of their English language. What	

are your feelings about social pressure to learn English?	
11. Is English worth investing?	
12. Could you please share, roughly, how much it costs to meet the expenses of children's English tutoring?	
13. Can you afford to spend on your children's English language needs in the private center?	
14. What potential benefits do you imagine English learning can get for you?	- Where do you place yourself after learning the English language?
15. How much time do you spend on English related activities in the center and at home? How?	- What kind of activities are those? - Do you practice English in your day-today life (i.e., with friends, siblings etc.)?
16. What kind of teachers do English centers generally employ for teaching English?	- What is their qualification? - Are they locals or non-locals?
17. What is the difference between the local and non-local English teachers in terms of pay/rate?	
18. Who would you prefer to teach you English? Local Kazakh English teachers or native speakers?	- Why so?
19. Who do you think can teach better in the context of Kazakhstan? local or non-local/native speaker.	- How? - Why?
20. What have been the results/ outcomes of your actions to English learning?	
21. How much of English do you think you should learn?	- What level of English do you think would be enough for you to perform well in the market?
22. what can be done to improve the English language teaching in Private Tutoring Centers?	
23. Many observers fear that English is a threat to indigenous languages and cultures around the world. Some even call English as a killer language. How would you respond to this observation/fear?	
24. Any other comment or observation you would like to make regarding the same issue?	

<b>Жеке репетиторлық орталықтардың иелері үшін</b>	
Сұрақтар	
1. Орталық туралы жалпы ақпаратпен бөліссеніз?	- Қашан аштың - Сіз бұл орталықты қашаннан бері басқарып келесіз
2. Бұл орталықты ашуға не түрткі болғанын айта аласыз ба?	
3. Біз соңғы онжылдықта Қазақстанда ағылшын тілін үйрету орталықтарының кеңейіп, тез тарағанын байқадық. Бұл таралудың себептері неде деп ойлайсыз?	
4. Бұл құбылысқа жаһандану ықпал етті ме? Өз пікірлеріңізді білдіріңіздер	
5. Сіздің клиенттеріңіз кімдер және оларды тіл орталықтарына баруға не ынталандырады? Осыған біраз жарық түсіріңізші	
6. Клиенттеріңізге қандай қызметтерді ұсынасыз?	- Қандай курстар
7. Клиенттеріңізді қандай курстар қызықтырады?	- Олар ағылшын тілінің қандай салаларын үйренгісі келеді/жетілдіреді (мысалы, оқу, сөйлеу, тыңдау, жазу, т.б.)
8. Көріп отырғаныңыздай, студенттер әдетте орталықта және одан тыс жерде ағылшын тілін үйренуге қанша уақыт жұмсайды?	
9. Ағылшын тілін үйренудің қандай пайдасы бар деп ойлайсыз?	- Ағылшын тілін инвестициялауға тұрарлық па? - Неліктен ата-аналар ағылшын тіліне инвестиция салады?
10. Әртүрлі курстар шамамен қанша тұрады, бөлісе аласыз ба?	- Бұл курстар қаншалықты қымбат? - Барлық сынып оқушылары оларды ала ала ма?
11. Ағылшын тілінің Қазақстан қоғамындағы рөлі туралы не ойлайсыз?	- Ағылшын тілін үйрену шынымен болмай ма?
12. Мұнда ағылшын тілін үйрету үшін әдетте қандай мұғалімдер жұмыс істейді?	- Олардың қандай біліктілігі бар? - Олар жергілікті тұрғындар ма, әлде жергілікті емес пе?
13. Жергілікті мұғалімдер мен жергілікті емес ағылшын тілі мұғалімдерінің жалақы/төлем/ставка бойынша айырмашылығы неде?	
14. Қазақстан жағдайында кім жақсы сабақ бере алады деп ойлайсыз?	- Қалай?

Жергілікті немесе жергілікті емес ағылшын мұғалімдері ме?	- Неліктен?
15. Белгілі бір студенттерге мұғалімдерді тағайындау тәртібін түсіндіріп бере аласыз ба?	
16. Көптеген сарапшылар ағылшын тілі бүкіл әлемдегі жергілікті халықтар мен мәдениеттерге қауіп төндіреді деп қорқады. Кейбіреулер тіпті ағылшын тілін өлтіруші тіл деп атайды. Сіз бұл байқауға/қорқынышка қалай жауап берер едіңіз?	
17. Дәл осы мәселеге қатысты басқа қандай да бір түсініктеме немесе ескерту айтқыңыз келеді ме?	
<b>Ата-аналар</b>	
1. Балаларыңыз туралы айтып беріңізші.	- Олардың жасы нешеде? - Олардың ағылшын тілі деңгейі қалай?
2. соңғы онжылдықта тезірек тарағанын байқаймыз . Бұл таралудың себептері неде деп ойлайсыз?	
3. Бұл құбылысқа жаһандану ықпал етті ме? Өз пікірлеріңізді білдіріңіздер	
4. Ағылшын тілінің Қазақстан қоғамындағы рөлі туралы не ойлайсыз?	
5. Ағылшын тілінің Қазақстан қоғамындағы рөлі туралы не ойлайсыз?	- Ағылшын тілін үйрену шынымен болмай ма?
6. Балаларыңызды жеке ағылшын тілі орталығына қабылдауға не түрткі болды/мотивациялады?	- Неліктен оларға жеке орталықтарда ағылшын тілін үйрену керек? - Балалардың мемлекеттік мектептерде ағылшын тілін үйренуі жеткіліксіз бе?
7. Сіздің ойыңызша, үкімет ағылшын тілін жақсырақ үйрену үшін мектептерде жағдай жасауы керек пе? Сіздің көзқарасыңыз қандай?	
8. Сіздің балаңыз/балаларыңыз ағылшын тілі арқылы қандай жетістіктерге жетеді деп күтесіз?	
9. Ағылшын тіліне қамқорлық жасау үшін ата-аналар мен студенттерге қандай да бір әлеуметтік қысым бар сияқты. Сіздің балаларыңыздың ағылшын тілін үйренуі үшін әлеуметтік қысымға деген көзқарасыңыз қандай?	

10. Ағылшын тілін инвестициялауға тұрарлық па?	
11. Балаларға ағылшын тілінен сабақ беру шығындарын өтеу үшін шамамен қанша тұратынын бөлісе аласыз ба?	
12. Жеке орталықта балаларыңыздың ағылшын тіліне деген қажеттіліктеріне ақша жұмсай аласыз ба?	
13. Ағылшын тілі сіздің балаларыңыздың болашақта армандарын жүзеге асыруында маңызды рөл атқарады деп ойлайсыз ба?	- Қалай?
14. Сіздің ойыңызша, сіздің балаларыңыз өздерінің тілдік құзыреттілігін меңгергеннен кейін олар қалаған нәрсені жасау оңай болады ма?	
15. Ағылшын тілін оқыту үшін ағылшын орталықтары әдетте қандай мұғалімдерді пайдаланады?	- Олардың біліктілігі қандай? - Олар жергілікті тұрғындар ма, әлде жергілікті емес пе?
16. Жергілікті және жергілікті емес ағылшын тілі мұғалімдерінің жалақы/ставка бойынша айырмашылығы неде?	
17. Балаларыңызға кімді оқытқыңыз келеді? Жергілікті қазақ ағылшын мұғалімдері немесе ана тілінде сөйлейтіндер ме?	- Неліктен олай?
18. Қазақстан жағдайында кім жақсы сабақ бере алады деп ойлайсыз? жергілікті немесе жергілікті емес/ана тілі.	- Қалай? - Неліктен?
19. Сіздің балаларыңыз орталықтарда және үйде ағылшын тіліне байланысты іс-шараларға қанша уақыт жұмсайды? Қалай?	
20. Егер сіздің балаларыңыз үйде ағылшын тілін үйрену әрекеттерімен айналысса, олар қандай әрекеттерге жатады?	- Қандай формаларда? - Сіз ата-ана ретінде бұл процесті қалай жеңілдетесіз?
21. Балаларыңыздың ағылшын тілін үйренуін қолдауға бағытталған әрекеттеріңіздің нәтижесі қандай болды?	
22. Сіздің балаларыңыз ағылшын тілін қаншалықты меңгеруі керек деп ойлайсыз?	- Сіздің ойыңызша, сіздің балаларыңыз нарықта жақсы жұмыс істеуі үшін ағылшын тілін білудің қай деңгейі жеткілікті болады?
23. Сіздің балаларыңыз ағылшын тілін үйренуге қалай қарайды?	

24. Жеке репетиторлық орталықтарда ағылшын тілін оқытуды жақсарту үшін не істеуге болады?	
25. Көптеген сарапшылар ағылшын тілі бүкіл әлемдегі жергілікті халықтар мен мәдениеттерге қауіп төндіреді деп қорқады. Кейбіреулер тіпті ағылшын тілін өлтіруші тіл деп атайды. Сіз бұл байқауға/қорқынышқа қалай жауап берер едіңіз?	
26. Дәл осы мәселеге қатысты басқа қандай да бір түсініктеме немесе ескерту айтқыңыз келеді ме?	
<b>Жеке репетиторлық орталықтардың студенттері</b>	
1. Жеке репетиторлық орталықта ағылшын тілін үйрену тәжірибеніз туралы айтып бере аласыз ба?	Жеке репетиторлық орталықтарға қашан бара бастадыңыз?
2. Ағылшын тілінің қазақстандық қоғамдағы рөлі туралы не ойлайсыз?	-
3. Сізді ағылшын тілін үйренуге не ынталандырады?	
4. Ағылшын тілін үйренудегі қысқа және ұзақ мерзімді мақсаттарыңыз қандай? Сіз үшін ең маңызды мақсат қандай?	- Соңғы мақсат бар ма?
5. Қазіргі әлемде ағылшын тілі қаншалықты маңызды болды?	- Ағылшын тілін үйрену мүмкін емес пе?
6. Жеке ағылшын орталығына түсуге не түрткі болды?	
7. Неліктен ағылшын тілін үйрену/үйрену қажеттілігі туындады?	- Сізге мемлекеттік мектептерде/университеттерде ағылшын тілін үйрену жеткіліксіз бе?
8. Сіздің ойыңызша, үкімет мектептерде ағылшын тілін жақсырақ меңгеру үшін жағдай жасауы керек пе?	
9. Ағылшын тілі арқылы не күтесіз?	- Ағылшын тілі нені уәде етеді?
10. Ата-аналар мен студенттерге ағылшын тіліне қамқорлық жасау үшін қандай да бір әлеуметтік қысым бар сияқты. Ағылшын тілін үйренуге деген әлеуметтік қысымға қалай қарайсыз?	
11. Ағылшын тілін инвестициялауға тұрарлық па?	
12. Балаларға ағылшын тілінен сабақ беру шығындарын өтеу үшін шамамен қанша тұратынын бөлісе аласыз ба?	
13. Жеке орталықта балаларыңыздың ағылшын тіліне деген қажеттіліктеріне ақша жұмсай аласыз ба?	

14. Ағылшын тілін үйрену сіз үшін қандай әлеуетті артықшылықтар бере алады деп ойлайсыз?	- Ағылшын тілін үйренгеннен кейін өзіңізді қайда қоясыз?
15. Орталықта және үйде ағылшын тіліне қатысты іс-шараларға қанша уақыт жұмсайсыз? Қалай?	- Бұл қандай іс-әрекеттер? - Сіз өзіңіздің күнделікті өміріңізде (яғни, достарыңызбен, бауырларыңызбен және т.б.) ағылшын тілін үйренесіз бе?
16. Ағылшын тілін оқыту үшін ағылшын орталықтары әдетте қандай мұғалімдерді пайдаланады?	- Олардың біліктілігі қандай? - Олар жергілікті тұрғындар ма, әлде жергілікті емес пе?
17. Жергілікті және жергілікті емес ағылшын тілі мұғалімдерінің жалақы/ставка бойынша айырмашылығы неде?	
18. Сізге ағылшын тілін кімге үйреткенді қалайсыз? Жергілікті қазақ ағылшын мұғалімдері немесе ана тілінде сөйлейтіндер ме?	- Неліктен олай?
19. Қазақстан жағдайында кім жақсы сабақ бере алады деп ойлайсыз? жергілікті немесе жергілікті емес/ана тілі.	- Қалай? - Неліктен?
20. Ағылшын тілін үйренуге қатысты әрекеттеріңіздің нәтижесі қандай болды?	
21. Ағылшын тілін қаншалықты үйрену керек деп ойлайсыз?	- Ағылшын тілінің қай деңгейі нарықта жақсы жұмыс істеу үшін жеткілікті деп ойлайсыз?
22. Жеке репетиторлық орталықтарда ағылшын тілін оқытуды жақсарту үшін не істеуге болады?	
23. Көптеген сарапшылар ағылшын тілі бүкіл әлемдегі жергілікті халықтар мен мәдениеттерге қауіп төндіреді деп қорқады. Кейбіреулер тіпті ағылшын тілін өлтіруші тіл деп атайды. Сіз бұл байқауға/қорқынышқа қалай жауап берер едіңіз?	
24. Дәл осы мәселеге қатысты басқа қандай да бір түсініктеме немесе ескерту айтқыңыз келеді ме?	

<b>Для владельцев частных репетиторских центров</b>	
Вопросы	
1. Не могли бы вы поделиться некоторой общей информацией о вашем центре?	- когда ты его открыл - Как давно вы работаете в этом центре?
2. Скажите, пожалуйста, что побудило вас открыть этот центр?	
3. Мы заметили, что центры обучения английскому языку расширились и распространялись в Казахстане быстрее за последнее десятилетие или около того. Как вы думаете, каковы причины такого распространения?	
4. Способствовала ли глобализация этому явлению? Пожалуйста, выскажите свое мнение	
5. Кто ваши клиенты и что вообще мотивирует их посещать языковые центры? Пожалуйста, пролейте свет на это	
6. Какие услуги вы предоставляете своим клиентам?	- Какие курсы
7. Какие курсы интересуют ваших клиентов?	- Какие области английского языка они хотят изучить/улучшить (например, чтение, разговорная речь, аудирование, письмо и т. д. )
8. Как вы видите, сколько времени учащиеся обычно тратят на изучение английского языка в центре и за его пределами?	
9. Как вы думаете, в чем потенциальная польза от изучения английского языка?	- Стоит ли инвестировать в английский? - Почему родители инвестируют в английский язык?
10. Не могли бы вы поделиться, сколько примерно стоят разные курсы?	- Насколько дороги эти курсы? - Могут ли их позволить себе ученики всех классов?
11. Что вы думаете о роли английского языка в казахстанском обществе?	- изучение английского языка неизбежно ?
12. Каких учителей вы обычно нанимаете для преподавания здесь английского языка?	- Какая у них квалификация? - Они местные или не местные?
13. В чем разница между местными учителями и неместными учителями английского языка с точки зрения зарплаты/зарплаты/ставки?	
14. Как вы думаете, кто может лучше преподавать в контексте Казахстана? Местные или неместные учителя английского языка?	- Как? - Почему?
15. Не могли бы вы подробнее рассказать о порядке закрепления учителей за конкретными учениками ?	

16. Многие наблюдатели опасаются, что английский язык представляет угрозу для языков и культур коренных народов во всем мире. Некоторые даже называют английский языком-убийцей. Как бы вы отреагировали на это наблюдение/страх?	
17. Любые другие комментарии или замечания, которые вы хотели бы сделать по тому же вопросу?	
<b>Для родителей</b>	
1. Расскажите мне о своих детях.	<ul style="list-style-type: none"> <li>- Сколько им лет?</li> <li>- Каков их уровень английского?</li> </ul>
2. последнее десятилетие или около того центры обучения английскому языку расширились и распространились в Казахстане быстрее. Как вы думаете, каковы причины такого распространения?	
3. Способствовала ли глобализация этому явлению? Пожалуйста, выскажите свое мнение	
4. Что вы думаете о роли английского языка в казахстанском обществе?	
5. Что вы думаете о роли английского языка в казахстанском обществе?	- изучение английского языка неизбежно ?
6. Что мотивирует/побудило вас отдать детей в частный английский центр?	<ul style="list-style-type: none"> <li>- Почему им нужно учить английский язык в частных центрах?</li> <li>- Разве недостаточно для детей изучать английский язык в государственных школах?</li> </ul>
7. Считаете ли вы, что правительство должно предоставить в школах условия для лучшего изучения английского языка? Что вы думаете?	
8. Чего вы ожидаете от своего ребенка/детей, которые достигнут с помощью английского языка?	
9. Кажется, что существует какое-то социальное давление на родителей, а также на учеников, чтобы они заботились об английском языке. Как вы относитесь к социальному давлению на ваших детей в плане изучения английского языка?	
10. Стоит ли инвестировать в английский?	
11. Не могли бы вы примерно сказать, сколько стоит покрыть расходы на репетиторство английского языка для детей?	
12. Можете ли вы позволить себе тратить деньги на изучение английского языка вашими детьми в частном центре?	

13. Считаете ли вы, что английский язык будет играть важную роль для ваших детей в реализации их мечты в будущем?	- Как?
14. Как вы думаете, как только ваши дети овладеют языковой компетенцией, им будет легко делать все, что они хотят?	
15. Каких преподавателей обычно нанимают в центрах английского языка для преподавания английского языка?	- Какова их квалификация? - Они местные или не местные?
16. В чем разница между местными и неместными учителями английского языка с точки зрения оплаты/ставки?	
17. Кого бы вы предпочли научить своих детей? Местные казахские учителя английского языка или носители языка?	- Почему так?
18. Как вы думаете, кто может лучше преподавать в контексте Казахстана? местный или не местный/носитель языка.	- Как? - Почему?
19. Сколько времени ваши дети тратят на занятия по английскому языку в центрах и дома? Как?	
20. Если ваши дети занимаются изучением английского языка дома, что это за занятия?	- В каких формах? - Как вы, как родитель, способствуете этому процессу?
21. Каковы были результаты ваших действий по поддержке изучения английского языка вашими детьми?	
22. Как вы думаете, сколько английского языка должны выучить ваши дети?	- Как вы думаете, какого уровня английского будет достаточно, чтобы ваши дети успешно работали на рынке?
23. Как ваши дети реагируют на обучение английскому языку?	
24. Что можно сделать для улучшения преподавания английского языка в частных репетиторских центрах?	
25. Многие наблюдатели опасаются, что английский язык представляет угрозу для языков и культур коренных народов во всем мире. Некоторые даже называют английский языком-убийцей. Как бы вы отреагировали на это наблюдение/страх?	
26. Любые другие комментарии или замечания, которые вы хотели бы сделать по тому же вопросу?	
<b>Для студентов частных репетиторских центров</b>	
1. Расскажите, пожалуйста, о своем опыте изучения английского языка в частном репетиторском центре?	Когда вы начали посещать частные репетиторские центры?
2. Что вы думаете о роли английского языка в казахстанском обществе?	-

3. Что мотивирует вас изучать английский язык?	
4. Каковы ваши краткосрочные и долгосрочные цели в изучении английского языка? Какая цель для вас самая важная?	- Есть ли конечная цель?
5. Насколько важен английский язык в современном мире?	- Изучение английского языка неизбежно?
6. Что побудило вас поступить в частный английский центр?	
7. Почему возникла потребность в изучении/изучении английского языка?	- Вам недостаточно учить английский язык в государственных школах/университетах?
8. Считаете ли вы, что правительство должно предоставить в школах условия для лучшего изучения английского языка?	
9. Чего вы ожидаете достичь с помощью английского языка?	- Что обещает английский?
10. Кажется, что существует какое-то социальное давление на родителей, а также на учеников, чтобы они следили за своим английским языком. Что вы думаете о социальном давлении с целью изучения английского языка?	
11. Стоит ли инвестировать в английский?	
12. Не могли бы вы примерно сказать, сколько стоит покрыть расходы на репетиторство английского языка для детей?	
13. Можете ли вы позволить себе тратить деньги на изучение английского языка вашими детьми в частном центре?	
14. Как вы думаете, какие потенциальные преимущества может принести вам изучение английского языка?	- Где вы себя позиционируете после изучения английского языка?
15. Сколько времени вы тратите на занятия по английскому языку в центре и дома? Как?	- Что это за деятельность? - Практикуете ли вы английский язык в повседневной жизни (например, с друзьями, братьями и сестрами и т. д.)?
16. Каких преподавателей обычно нанимают в центрах английского языка для преподавания английского языка?	- Какова их квалификация? - Они местные или не местные?
17. В чем разница между местными и неместными учителями английского языка с точки зрения оплаты/ставки?	
18. Кого бы вы предпочли научить вас английскому языку? Местные казахские учителя английского языка или носители языка?	- Почему так?
19. Как вы думаете, кто может лучше преподавать в контексте Казахстана? местный или не местный/носитель языка.	- Как? - Почему?
20. Каковы результаты ваших действий по изучению английского языка?	

21. Как вы думаете, сколько английского вам следует выучить?	- Как вы думаете, какого уровня английского вам будет достаточно, чтобы успешно работать на рынке?
22. что можно сделать для улучшения преподавания английского языка в частных репетиторских центрах?	
23. Многие наблюдатели опасаются, что английский язык представляет угрозу для языков и культур коренных народов во всем мире. Некоторые даже называют английский языком-убийцей. Как бы вы отреагировали на это наблюдение/страх?	
24. Любые другие комментарии или замечания, которые вы хотели бы сделать по тому же вопросу?	

## Appendix B

### Consent Form

Private English Tutoring Centers in Kazakhstan: Analyzing the Promise of English through the Lens of Linguistic Entrepreneurship and Language Commodification

**DESCRIPTION:** You are invited to participate in a research study on the promise of English language and language commodification. You will be asked to take part in an interview. Depending on your choice it will be held face-to-face or in an online format by ZOOM. Based on your preference, the interview will be in either Kazakh, Russian, or English language. If you give your consent I will audio record the interview. Your name and all the other information that may reveal your identity will be changed in all the documents, files, and thesis itself.

Your opinions are valuable for this research since they will contribute to the expansion of the literature on the investigation of language commodification in the Kazakhstani context.

**TIME INVOLVEMENT:** Your participation will take approximately 40 minutes

**RISKS AND BENEFITS:** This research work exposes you to minimal risk. The names of participants will be changed by pseudonyms in order to protect your confidentiality. The information about you and the institution will be coded. The interview questions were thoroughly checked to be tactful and psychologically comfortable. There will not be a direct benefit to you from participating in this interview. However, your answers are valuable since they will help to grow data on the English Language Commodification in the Kazakhstani context and to investigate the attitudes of different stakeholders towards it. You will also get an understanding of the new promises of the English language in the neoliberal era. Your decision whether to participate in this study or not will not affect your status, grades, or work.

**PARTICIPANT'S RIGHTS:** Participation is completely voluntary, and you have a right to withdraw your consent any time or discontinue participation in this research work any time with no penalties or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer any questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Associate Professor Syed Abdul Manan at [syed.manan@nu.edu.kz](mailto:syed.manan@nu.edu.kz)

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

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

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

Қазақстандағы Ағылшын Тілін Оқытудың Жеке Меншік Орталықтары: Тілді Коммерцияландыру Призмасы арқылы Ағылшын Тілінің Келешегін Талдау

**СИПАТТАМА:** Сіз ағылшын тілінің болашағы мен тілді коммерцияландыруға арналған зерттеу жұмысына қатысуға шақырылып отырсыз. Аталған зерттеудің мақсаты-неолибералдық экономиканың қазақстандық контекстегі ағылшын тілінің комодификациясына әсерін анықтау. Сізден бірнеше арнайы құрастылырған сұрақтарға жауап беру сұралады. Сіздің таңдауыңыз бойынша сұхбат барысы бетпе-бет немесе онлайн форматта ZOOM желісі арқылы өтеді. Сіздің қалауыңызға байланысты сұхбат барысы қазақ, орыс немесе ағылшын тілдерінде өтеді. Егер сіз өз келісіміңізді берсеңіз, мен аудиожазбаға сұхбат барысын жазамын. Сіздің атыңыз және сіздің жеке басыңызға байланысты ашатын барша ақпарат барлық құжаттарда, файлдарда және диссертацияның өзінде өзгертіледі. Сұхбатқа қатысу ерікті түрде өткізіледі және егер қатысудан бас тартқан жағдайда сізге ешқандай зиян тимейді.

Сіздің пікіріңіз және көзқарасыңыз осы зерттеу үшін маңызды, себебі бұл жұмыс Қазақстандық контексте тілдің коммерцияландырылуын зерттеу бойынша әдебиеттерді кеңейтуге ықпал ететін болады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сұхбатқа қатысу шамамен 40 минут уақытыңызды алады.

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУШТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:** Зерттеу жұмысына қатысудың қауіптері шектеулі. Сіздің анонимділігіңіз бен ақпарат құпиялылығын сақтау үшін сіздің аты-жөніңіз лақап атпен ауыстырылады. Сіз және мекеме туралы мәлімет шифрленеді. Сұхбат сұрақтары барынша орынымен болуы үшін мұқият тексерілді. Сіз үшін осы сұхбатқа қатысудан тікелей пайда болмайды. Дегенмен, сіздің жауаптарыңыз құнды, өйткені олар қазақстанда ағылшын тілін коммерцияландыру туралы деректерді жинауға және оған әртүрлі мүдделі тараптардың көзқарасын зерделеуге көмектеседі. Сондай-ақ, сіз неолибералды дәуірдегі ағылшын тілінің жаңа перспективалары туралы түсінік аласыз. Қиындық тудыратын сұрақтар кездестірген жағдайда сіз оларды жауапсыз қалдыра аласыз немесе сұхбатқа қатысудан бас тарта аласыз

Сіздің осы зерттеуге қатысу туралы шешіміңіз сіздің мәртебеңізге немесе жұмысыңызға әсер етпейді.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Қатысу толығымен ерікті болып табылады және сіз кез-келген уақытта өз келісіміңізді қайтарып алуға және де кез-келген уақытта осы зерттеу жұмысына қатысуды тоқтатуға құқығыңыз бар. Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сіз кез-келген сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Осы зерттеудің нәтижелері ғылыми немесе кәсіби жиналыстарда ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

## **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтар:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс

құралдары арқылы зерттеушімен хабарласуыңызға болады: Ассистент Профессор Сайед Абдул Манан syed.manan@nu.edu.kz

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбау немесе сұрақтар бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта 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;
- Мен 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.

Қолы: \_\_\_\_\_

Күні:

\_\_\_\_\_

## ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Частные Центры Обучения Английскому Языку в Казахстане: Анализ Перспектив Английского Языка через Призму Лингвистического Предпринимательства и Коммерциализации Языка

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании, по изучению перспективам английского языка и коммерциализации языка. Вам будет предложено принять участие в интервью в оффлайн формате или же через ZOOM, по желанию участника. В зависимости от Ваших предпочтений собеседование будет проходить на казахском, русском или английском языках. Если Вы дадите свое согласие, я запишу интервью на аудиозапись. Ваше имя и вся другая информация, которая может раскрыть вашу личность, будут изменены во всех документах, файлах и самой диссертации.

Ваше мнение очень важно для этого исследования, поскольку они будут способствовать расширению литературы по исследованию коммодификации языка в казахстанском контексте.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует около 40 минут

**РИСКИ И ПРЕИМУЩЕСТВА:** Эта исследовательская работа подвергает вас минимальному риску. Имена участников будут изменены на псевдонимы в целях защиты вашей конфиденциальности. Информация о вас и учреждении будет зашифрована. Вопросы для интервью были тщательно проверены на тактичность и психологическую комфортность. Прямой выгоды для вас от участия в этом собеседовании не будет. Тем не менее, ваши ответы ценны, поскольку они помогут собрать данные о коммерциализации английского языка в казахстанском контексте и изучить отношение к нему различных заинтересованных сторон. Вы также получите представление о новых перспективах английского языка в неолиберальную эпоху. Ваше решение участвовать в этом исследовании или нет не повлияет на ваш статус, оценки или работу.

**ПРАВА УЧАСТНИКОВ:** Участие является полностью добровольным, и Вы имеете право в любое время отозвать свое согласие и прекратить участие в этой исследовательской работе без каких-либо штрафных санкций или потери социального пакета, который Вам предоставляли. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных совещаниях или опубликованы в научных журналах.

### КОНТАКТНАЯ ИНФОРМАЦИЯ:

**Вопросы:** Если у Вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Ассистент Профессор Сайед Абдул Манан, [syed.manan@nu.edu.kz](mailto:syed.manan@nu.edu.kz)

**Независимые контакты:** Если вы не удовлетворены тем, как проводится это исследование, если у вас есть какие-либо проблемы, жалобы или вопросы по поводу исследования или ваших прав как участника, Вы можете связаться с Комитетом

Исследований Высшей Школы Образования Назарбаев Университета по адресу [gse\\_researchcommittee@nu.edu.kz](mailto: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

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

### Appendix C

#### Transcription Sample of Interview (English)

**Interviewer:** Thank you for accepting the invitation. Could you please tell a little bit about yourself?

**Interviewee:** Thank you for inviting me. Currently I am working at an office as a sales manager. However, my major is English philology. I studied English and German. I am from Semey and now I attend English language courses at private center.

**Interviewer:** Could you please tell me about your experience of studying English in private tutoring center? When did you start attending this center?

**Interviewee:** Well, I started two months ago, ... I decided to go for IELTS preparation. And I searched all language centers in our city and I chose the better one for me (pause). I chose this center because of my teacher. He has got a lot of international certificates, he has IELTS eight, and he also studied in China and he is still studying in China but like online now. That is why I decided to choose this center. So, there were only two of us in the group. I was surprisingly amazed (pause), because I would like to learn and study in a small group rather than in a large group. However, only one girl joined us and there were only three of us. So, the classes were three times a week like an hour a day. I was pretty glad. Cause for me it seems like a lot of hours of preparation and by the way the cost was at a reasonable price and not so cheap it was like average price for two months course.

**Interviewer:** Thank you. And since you are studying English in Kazakhstan, what do you think about the role of the English language in the Kazakhstani society

**Interviewee:** Well usually the majority of people who study English are students, the young people, majority of people. However there are some examples of adults or working

people the main reason why they are learning English it is because of their purposes maybe education someone wants to study abroad someone wants to work abroad sometimes English is required at work because of that they usually study business English maybe there is one more example for example intrapreneurs they study English because they are business is related with foreign partners and for negotiations they should no English for transporting goods for buying products they should know English pretty well especially business English for communication with foreigners.

**Interviewer:** You also talked about motivation of people for learning English. Would you like to add more? What motivates you to study English?

**Interviewee:** Well, for me it is a long story (laughs). I studied English since I was 12 since childhood. My main major is English philology and studying languages is my passion I don't have to have extra motivation for this.