

**Family Language Policy of Russian-Speaking Kazakhs and Their Choice of  
Kazakh Medium Schools**

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Date: 23 of October, 2024

Dear Aruzhan Zharlygap:

This letter now confirms that your research project titled **Family Language Policies of Russian-speaking Ethnic Kazakhs and Their Choice of Kazakh Medium Schools** 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,

*Bridget Goodman*

Bridget Goodman

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## Abstract

### **Family Language Policy of Russian-Speaking Kazakhs and Their Choice of Kazakh Medium Schools**

This study explores how Russian-speaking Kazakh families in urban Kazakhstan negotiate their Family Language Policy (FLP) when opting to send their children to Kazakh-medium schools. The research aims to understand how language ideologies, practices, and management interact within families where Russian is the primary home language, yet Kazakh-medium education is prioritized. Drawing on Curdt-Christiansen's (2018) Family Language Policy framework, this qualitative interview-based study focuses on eight parents selected through criterion-based sampling. Each parent has at least one school-aged child currently attending a Kazakh-medium school. Data were collected using semi-structured interviews with parents. The study found that Russian-speaking Kazakh parents choose Kazakh-medium instruction (KMI) schools primarily to support their children's social integration and future opportunities in a context where Kazakh is increasingly used. Their decisions are further shaped by a combination of political, cultural, and educational factors, reflecting a broader multilingual ideology and a desire to equip their children with strong Kazakh skills as a foundation for further language learning. While Russian remains the dominant home language, parents actively promote Kazakh by encouraging its use and providing resources, showing symbolic investment in the language despite their own limited proficiency. This research highlights the complexity of FLP in multilingual post-Soviet contexts, offering insights into how families attempt to balance their linguistic realities with national language expectations. The study contributes to the broader literature on family language policy, identity, and educational decision-making in transitional societies.

*Keywords:* family language policy, school language choice, Kazakh medium education

## Аңдатпа

### Орыс тілді қазақтардың отбасылық тіл саясаты және олардың қазақ мектептерін таңдауы

Бұл зерттеу орыстілді қазақ отбасыларының балаларын қазақ тілді мектептерге беру туралы шешім қабылдаудағы отбасы ішіндегі тілдік саясатты қалай қалыптастыратынын қарастырады. Зерттеудің мақсаты – үйде негізгі тіл ретінде орыс тілі қолданылатын отбасыларда тілдік идеология, тілдік тәжірибе және тілдік басқару қалай өзара әрекет ететінін түсіну. Курдт-Кристиансеннің (2018) отбасылық тілдік саясат моделі негізінде бұл сапалық зерттеу арнайы критерийлер бойынша таңдалған сегіз ата-анамен жүргізілген сұхбатқа сүйенеді. Деректер жартылай құрылымдалған сұхбаттар арқылы жиналды. Зерттеу нәтижелері орыстілді қазақ ата-аналарының қазақ тілінде оқытатын мектепті таңдау себептері балалардың қоғамға бейімделуін және болашақтағы мүмкіндіктерін қамтамасыз ету екендігін көрсетті. Ата-аналардың бұл шешіміне саяси, мәдени және білім беру факторлары да әсер етеді, бұл олардың көптілділікке негізделген дүниетанымын және балаларын тіл үйренуге бейімдеу ниетін көрсетеді. Үйде орыс тілі басым болғанына қарамастан, ата-аналар балаларын қазақ тілін қолдануға ынталандырып, тілдік ресурстармен қамтамасыз ету арқылы өздерінің шектеулі қазақ тілі деңгейіне қарамастан, тілге символикалық тұрғыдан инвестиция салады. Бұл зерттеу көптілді посткеңестік контексте отбасылық тілдік саясаттың күрделілігін көрсетеді және отбасылардың өздерінің тілдік тәжірибелері мен мемлекеттік тілдік талаптардың арасында тепе-теңдік сақтауға деген ұмтылысын сипаттайды. Бұл зерттеу өтпелі қоғамдардағы отбасылық тіл саясаты, тілдік сәйкестік пен білім таңдау мәселелері бойынша ғылыми әдебиетке үлес қосады.

*Түйін сөздер:* отбасылық тіл саясаты, оқыту тілін таңдау, қазақ тіліндегі білім беру

## Аннотация

### Семейная языковая политика русскоязычных казахов и их выбор казахских школ

Данное исследование изучает как русскоязычные казахские семьи выстраивают свою семейную языковую политику, принимая решение обучать детей в школах с казахским языком обучения. Целью исследования является понять, как взаимодействуют языковая идеология, практика и управление языком в семьях, где русский является основным языком общения, но при этом отдается приоритет казахскому образованию. Основываясь на модели семейной языковой политики Курдт-Кристиансен (2018), это качественное исследование основано на интервью с восемью родителями, отобранными по определенным критериям. Данные были собраны с помощью полуструктурированных интервью. Результаты показали, что русскоязычные казахи выбирают казахский язык обучения в первую очередь для содействия социальной интеграции детей и их будущих возможностей в условиях возрастающего использования казахского языка. На их решение также влияют политические, культурные и образовательные факторы, отражающие более широкую многоязычную идеологию и стремление обеспечить детям хорошее владение казахским языком как основой для дальнейшего изучения языков. Несмотря на то, что русский язык преобладает в домашнем общении, родители активно поощряют использование казахского, предоставляя соответствующие ресурсы, тем самым проявляя символические инвестиции в язык, несмотря на собственную ограниченную компетентность. Исследование подчеркивает сложность семейной языковой политики в многоязычном постсоветском контексте, давая представление о том, как семьи стремятся балансировать между своей языковой реальностью и государственными языковыми ожиданиями. Работа вносит вклад в более широкую литературу по

семейной языковой политике, идентичности и принятию образовательных решений в условиях переходного общества.

*Ключевые слова:* семейная языковая политика, выбор языка обучения, образование на казахском языке

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## Chapter 1: Introduction

### Background of the Study

Colonization by the USSR led to the popularization of Russian in Kazakhstan by increasing Russian medium schools, making Russian language as a subject obligatory for everyone, and removing Kazakh language as a subject from Russian schools. This has been documented in research as the “massive language shift in urban areas [that] lead to the formation of a whole Russian monolingual generation, or, at best, passive bilinguals” (Smagulova, 2016, p. 94). Russian was associated with higher prestige and socio-economic status and was common among urban citizens, while Kazakh did not have high status and was used mostly in rural areas. Since Kazakh was considered a minority language in its titular country for a long period of time (Smagulova, 2008), the former Soviet Union achieved the goals of its russification process. Ethnic Kazakhs living in cities were interested in learning Russian in order to gain cultural, economic capital and, in general, more power which was more difficult to get only with the knowledge of Kazakh (Ahn & Smagulova, 2023). In terms of schooling, parents did not have much choice and sent their children to Russian schools. Russian schools had better quality of teaching and resources, in the result, about 700 KMI schools were closed (Smagulova, 2008). The author also stated that in the 1960s in Almaty, the former capital of Kazakhstan, there were only four KMI schools for children from rural areas, but there was no school for urban students. Moreover, there were even fewer opportunities for higher education for students graduating from KMI compared to Russian language schools. Only education, culture, humanities, and agriculture fields were available for KMI school graduates (Smagulova, 2008).

However, since gaining independence in 1991, the government of Kazakhstan has made considerable efforts to popularize and strengthen the status of Kazakh. The

government make Kazakh an official state language, and Kazakhs living in the South and West were encouraged to relocate to Eastern and Northern regions to make those areas more Kazakh-speaking (Ahn & Smagulova, 2023). All governmental and institutional workers were obliged to use Kazakh in all paperwork. Also, mass media, names of geographic locations, road and street signs had to be in Kazakh (Smagulova, 2008).

The education sphere also faced a shift towards Kazakh. More KMI schools were established in predominantly Russian-speaking locations to bring back the language rights to ethnic Kazakhs who could not study in Kazakh schools before. As a result, the percentage of people attending Kazakh schools nationwide rose from 30.7% to 59.3% between 1989 and 2007 (Altynbekova, 2010, as cited in Smagulova, 2016; Smagulova, 2008). By the time Smagulova's study was done, the enrolment in KMI schools had gone up three times among the youngest participants compared to their parents' generation. Forbes Kazakhstan (2023) presented that 70.7% of all first graders in 2023 went to Kazakh language classes, which also demonstrates that the interest in Kazakh language is expanding. In addition, today graduates of KMI schools have the same access to all specialization areas in universities (Nurullin, 2023). The article stated that KMI in universities is also gaining popularity. In the academic year 2022-2023, there were about 377,000 students in Kazakh language groups. In comparison, around 155,000 students studied in Russian language groups.

One of the motivations for Kazakhs to improve Russian language skills was to study or work in Russia. However, since early 2022, the geopolitical tensions in the region with Russia's war on Ukraine, have decreased the status of Russian, which may have long-term implications for the role of Russian in the country (Ahn & Smagulova, 2023). This case might probably have an effect on popularization of Kazakh too.

## **Research Problem**

According to Yoon and Gulson (2010), “Parental school choice is not random, ... but rather a choice to maintain advantageous social position” (p. 715). Here the “advantageous social position” can refer to the meeting the expectations of society or social cohesion. Parents may choose a specific linguistic environment for their children for them to be closer to the local culture and to maintain cultural identity. This is important because cultural cohesion is an essential foundation which may affect the academic success (Cummins, 1982, as cited in Kemppainen et al., 2008). This example shows that parental decisions may be influenced by their beliefs and assumptions about certain languages.

Based on these factors, it seems logical when ethnic Kazakhs send their children to KMI schools. However, it is worth exploring why Russian-speaking Kazakh families make this choice. For example, Smagulova (2008) identified the reasons why ethnic Kazakh children study in Russian-medium schools. The lack of KMI schools in the neighborhood, anxiety because of not being able to help the children, the belief that Russian schools have more qualified education were the most common reasons for parents to choose Russian language schools. However, currently there is no information available about why parents, who are ethnic Kazakhs and who speak Russian, choose to send their children to KMI schools. It is important to identify their language policies which could be useful for policy-makers and teachers to improve and develop Kazakh and make KMI schooling more attractive to others.

To study the parental decision-making process in a more detailed way, the framework of Family Language Policy (FLP) provided by Curdt-Christiansen (2018) is applied in this study. FLP refers to the planned linguistic practices at home. It usually encourages the use of one or another language and its development among family

members. FLP consists of three main components: language management, language ideologies, and language practices (Spolsky, 2004). Language management is what people do in order to maintain a specific language. In the case of this study, language management is the decision of parents to send their children to KMI schools. Language practices refer to the specific choice of speakers in terms of language variety, grammar, and vocabulary. Lastly, language ideologies are the beliefs about functions, values, benefits and other aspects of a particular language. The study will focus on each of these components in detail because they are interconnected and play a crucial role in the decision-making process. For instance, specific language beliefs may have led parents to choose a specific Medium of Instruction (MOI).

### **Purpose of the Study**

This qualitative study will explore the Family Language Policy of Russian-speaking Kazakhs who have chosen to send their children to KMI schools through the lens of language management, language ideologies, and language practices. In addition, it will also analyze various political, economic, cultural, linguistic, social, and educational factors which may have influenced the choice of parents.

### **Research Questions**

1. What are the reasons for Russian-speaking Kazakh parents to send their children to KMI schools?
2. What are the family language practices and family language ideologies of these parents?
3. What political, economic, cultural, linguistic, social, and educational factors support the parental choice of the MOI?

## **Significance of the Study**

The results of this study will be particularly significant for two key stakeholders: policy makers and parents. For policy makers, the study will provide evidence which aspects of KMI schooling are important for parents. Therefore, they will know how to make KMI school more attractive for people. For parents, the study will highlight how they can support their children's Kazakh language development, even when they themselves are more dominant in Russian. Moreover, analyzing FLP of these families will provide the broader understanding of how Kazakhstani families actively contribute to Kazakh language revitalization and maintenance. Finally, this study will add to the existing literature on FLP by examining how families negotiate their language management, ideologies, and practices in a multilingual and post-colonial country as Kazakhstan.

## **Outline of the Thesis**

This thesis is organized into six chapters, each building toward a comprehensive understanding of how Russian-dominant Kazakh families form and enact their family language policies, particularly in relation to their decision to enroll children in Kazakh-medium of instruction (KMI) schools. The introduction chapter provides the sociolinguistic background of Kazakhstan, highlighting the historical dominance of Russian and recent shifts toward the revitalization of Kazakh. The literature review presents the FLP framework based on Curdt-Christiansen (2018) and integrates language socialization theory to better understand how language ideologies, practices, and management evolve within families. This chapter also reviews national and international studies on FLP and school language choice, highlighting a research gap in the Kazakhstani context, particularly with respect to Russian-dominant Kazakh families. The third chapter, methodology, outlines the qualitative design of the study, including the rationale for using

semi-structured interviews, the selection of participants, and the procedures for data collection and analysis. The findings chapter presents the key themes that emerged from the data, structured around the three research questions. These include reasons for selecting KMI schools, language ideologies and practices within families, and the influence of political, cultural, and educational factors. The fifth chapter, discussion, interprets these findings through the lens of the FLP framework and language socialization theory, emphasizing the dynamic interaction between parents' beliefs, school environments, and everyday language use. Finally, the conclusion chapter summarizes the main insights gained from the study, outlines its limitations, and discusses its implications for language policy, educational practice, and future research. It also highlights the contribution of the study in addressing the understudied experiences of Russian-dominant Kazakh families navigating language and identity in a multilingual nation.

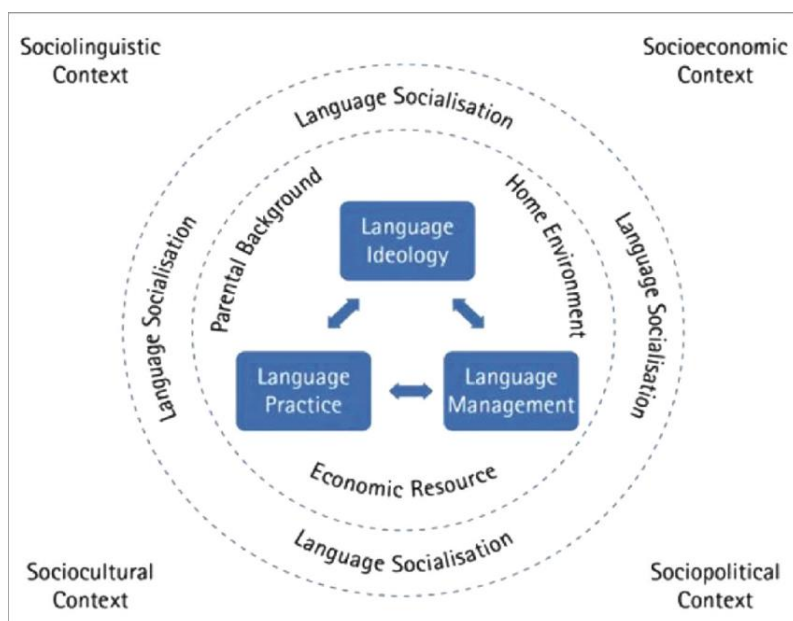
## **Chapter 2: Literature Review**

This chapter builds on the background and context provided in the previous chapter and presents a synthesis of relevant studies that tie back to the study's original purpose, which is to explore the FLP of Russian-speaking Kazakhs and their choice to send the children to KMI schools and to analyze political, economic, cultural, linguistic, social, and educational factors which may influence the choice of parents.

Prior to discussing the themes in the studies, the theoretical framework guiding this study is presented. The main frameworks applied are Curdt-Christiansen's (2018) Family Language Policy (FLP) and the related factors and Kambatyrova's (2024) adaptation of Curdt-Christiansen's model of FLP. Related empirical literature on each component of language policy (management, ideologies, and practices) and each type of factor (political, economic, cultural and linguistic, social, and educational) which shapes FLP will be presented as separate themes and subthemes after the theoretical framework.

### **Theoretical Framework**

This study will apply Curdt-Christiansen's (2018) framework of Family Language Policy (see Figure 1). FLP refers to the language and literacy activities used at home and among family members that are directed toward promoting specific language use (Curdt-Christiansen, 2018). One of the main premises of the theory is that a family's beliefs about what will empower the family members' social status and will help achieve their goals will define what kind of FLP the family will adopt. As Spolsky (2004) states, language policies, as well as family language policies, consist of three main components: language management (or language intervention), language ideologies, and language practices. When a person or institution tries to operate or control the language situation, it is called language intervention or management. Cooper (1989, as cited in Spolsky, 2004, p. 14) describes language management as: "who plans what for whom and how."

**Figure 1***The Interdisciplinary Framework of Family Language Policy*

*Note.* Adopted from Curdt-Christiansen (2018).

Another component of the FLP is language ideology or language belief, which is an agreement within a speech community on the importance or value of each language feature or variety they use (Spolsky, 2004). In other words, it is a language policy without the language manager: people use languages as they think they should be used. According to Curdt-Christiansen (2016), language ideologies are “social constructs that reflect historical roles, economic values, political power and social functions of a particular language” (p. 695). Spolsky (2004) defines the third component of FLP – language practices – as all the vocabulary and grammar choices a speaker makes, sometimes on purpose and sometimes not, that then form the usual pattern of a specific language variety. Language practices accept differences in speech formality and other agreed rules about which language variety suits which situation. In terms of multilingual communities, these rules also cover when a specific language is appropriate. These three concepts will be used to describe FLP in Russian-speaking Kazakh families in this study.

Looking at the purposes of the framework more closely, FLP serves as a foundation for language development and language socialization (Curd-Christiansen, 2018). Parents make decisions about which language their children will develop based on the values that they ascribe to a particular language. Language socialization is the process by which individuals learn language through social interaction while also acquiring the cultural norms and values of their community (Ochs & Schieffelin, 2011). Unlike formal language instruction, language socialization often occurs naturally in daily activities and communication. It involves both explicit guidance and implicit participation in meaningful social contexts. In the context of FLP, language socialization theory plays an essential role. It affects both children's language learning at home and beyond, and how parents adjust their language habits based on their children's experiences. This ongoing interaction shows that family language use is influenced by wider cultural, social, and institutional contexts (Curd-Christiansen, 2018). The present study will use this theory too and explain how language socialization can shape FLP.

Overall, FLP-related decisions are made according to the parents' educational background, migration experience if any, language learning experience, their economic resources, and home environment. At the same time, additional external factors are at play in influencing FLP because families always interact with the outer world, they do not live in isolation (Spolsky, 2004). These external factors are the sociolinguistic, socioeconomic, sociocultural, and sociopolitical contexts. It shows that FLP "is shaping and is being shaped by the external environments through language socialization" (Curd-Christiansen, 2018, p. 421). The interaction medium between the inner and outer circle is depicted by the language socialization circle. The barriers between the internal and external forces, which are presented as language socialization line, are flexible: while external forces may invade the family domain through language socialization, internal family policies may also

do the same into the society. These two types of forces are closely interconnected and sometimes the distinction between them is blurred. However, they “form the ideological underpinnings of language choices, linguistic practices, and language investments at home” (Curdt-Christiansen, 2018, p. 422). Based on the four types of the contexts, this study will focus on political, economic, cultural and linguistic, and social factors influencing FLP. The social factor will be presented separately because it was described individually by Curdt-Christiansen (2009) and Kambatyrova (2024).

In addition to the framework described above, this study will also apply Kambatyrova’s (2024) conceptualization of parental language ideologies in the context of trilingual education in Kazakhstan. As mentioned earlier, language policies are often guided by language ideologies, which are based on how people see the value, power, and usefulness of different languages. These ideologies on a family level further affect language-related decisions in all spheres of life, including education. By adopting Curdt-Christiansen’s (2009) framework, the author showed how macro, meso, and micro factors influence language ideologies. Kambatyrova (2024) identified the following factors: macro level includes political, economic, cultural and social factors; meso level consists of factors of type of school and geographical location; and micro level factors are age, gender, ethnicity, home language, educational attainment and family income level. Kambatyrova also added an educational aspect to the macro level factors because she found that in most cases parents chose English MOI because of educational rather than political reasons.

In this study, Russian-speaking Kazakh parents’ choice of the Kazakh MOI will be studied within the two frameworks presented above (Curdt-Christiansen, 2018; Kambatyrova, 2024). From Kambatyrova’s (2024) work the following political, economic, cultural and linguistic, social, and educational factors will be used for the present study.

## **Review of Previous Studies**

This section will provide the overview of the previous studies in both international and Kazakhstani contexts about family language management, family language practices, family language ideologies, and all previously mentioned external factors that can have influence on parental choice of MOI.

### ***Family Language Management***

Language management within families can be perceived as the specific actions they take to preserve and maintain particular languages. For families in multilingual countries, this may be one of the essential decisions in children's up-bringing. However, examples of family language management may vary depending on the context. Küün's (2022) study in the Estonian context focused on the Ukrainian families and the reasons why some families manage to preserve Ukrainian language, while others do not. The author found that all families used One Parent One Language (OPOL) strategy in the use of Ukrainian and Russian. However, their reasons for choosing the MOI differed. For instance, one family chose a Russian school because they lived in a Russian-speaking district and did not want their child to feel pressured and hoped it would help the child to adapt to the new country faster. Another family chose an Estonian school because they felt the responsibility to learn Estonian as it is the official language of their new country. Some parents wanted to preserve the Ukrainian identity in their children, therefore they also sent their children to the Ukrainian Sunday school. Schwartz et al.'s (2010) research focused on Russian-speaking immigrants' choice of either bilingual or monolingual kindergartens in Israel. The study found that parents who chose bilingual kindergartens did so because of children's comfort which included qualification of teachers, teaching approaches, and facilities, and opportunities to develop both Russian and Hebrew. The parents who selected monolingual (Hebrew) kindergartens did so because of the availability of

kindergartens and conditions of payment. Similar to Küün's (2022) findings of Ukrainian parents that were interested in maintaining a home language through education, Forlot (2009), who studied French immigrants' school choice in Canada, found that some parents preferred French-only schools for their children because they wanted to preserve the French language and culture, thus adopting a monolingual and homogeneous concept of language use. In addition, their perception of the mainstream Canadian school system as being too student-centered and too focused on personal development also played a role in their school choice. On the other hand, some parents in Forlot's (2009) study chose schools where their children could be exposed to more diversity which would help them develop valuable communication skills to thrive in a country that is as multiethnic and multicultural as Canada. The author also found that the school choice was essentially aligned with daily social practices of children which may include exposure to several languages.

In Kazakhstan, the study of FLP of four Kazakh families (Amantay et al., 2017) found that some families used home literacy practices and choice of the MOI as language management. By collecting Kazakh books, exposing children to Kazakh cartoons and TV programs, urban families sought to revitalize Kazakh. Some parents deliberately sent their children to Kazakh kindergartens or schools to help them develop their mother tongue. Even though their linguistic practices involved the use of Russian, their language management aligned with their strong positive attitudes towards Kazakh.

These examples show that family language management involves intentional decisions, such as school choice and home literacy practices, to support language preservation. Most international studies focus on immigrant families navigating multilingual settings abroad, while little is known about how ethnically Kazakh families in Kazakhstan manage their languages. By examining the language management strategies of

Russian-dominant Kazakh parents, this study fills a key gap and offers new insights into how language decisions are shaped in a multilingual national context.

### ***Family Language Ideologies***

Family language ideologies are language beliefs of parents which shape the parents' decisions about their children's linguistic abilities and linguistic environment. Indeed, language ideologies shape language management and language practices of families. Depending on the importance parents ascribe to a language, they will either seek to develop it in their children or may not even try to use it. For instance, the Acehnese families in Indonesia face obstacles in maintaining their heritage language and choose to speak Indonesian with their children due to the negative ideologies about Acehnese language and positive beliefs about Indonesian (Idaryani & Fidyati, 2022). A similar observation was made by Curdt-Christiansen (2016) in her study of FLP of three families from three ethnic backgrounds (Chinese, Malay, and Indian) in Singapore. Even though family members believed that their home language was important in preserving their ethnic roots and culture, they made a conscious choice to communicate in English with their children because of its socio-economic value. The author claimed that such language choices can be made because of the deep-rooted ideologies that home languages are inferior to the majority language which is English. Even though the government of Singapore encourages bilingualism, English is widely used in most domains there. As Spolsky (2012) claimed, governments should encourage maintaining a heritage language through school education by adjusting the teaching methods to home languages of students rather than making students forget their heritage languages and culture.

Mhathúna and Fhionnlaioich (2021) explored the reasons why Irish parents chose to send their children to Irish-medium preschools. They found that the potential benefits of bilingualism and parents' wish to enroll their children in the prestigious Irish primary

schools were the main reasons. O'Hanlon (2014) also studied the Celtic context, namely, factors affecting parents' choice of sending the children and students' decisions of staying in Celtic-medium education. The benefits of bilingualism were also mentioned in this study, in addition to the perceived quality of Celtic-language education and employment opportunities as the main influencing factors for parental school choice.

Having multilingual language ideology was also an interesting language belief among families. It shaped some parents' MOI choices differently. Slavkov's (2016) study in the Canadian context found that some parents selected minority or heritage language schools for children because of their positive views about and commitment to developing multilingualism. For instance, students enrolled in French medium regular schools also attended heritage language weekend school. Another study (Forlot, 2009) which focused on French immigrants in Canada found that immigrant parents either choose a completely diverse and multinational education system, or stick to their own native-like school system. Some of the participants moved their children from French medium to English medium schools because they wanted to move from "ethnocentrism to diversity" (p. 400). These parents preferred multilingual and multicultural environment for their children.

In Kazakhstan, parents hold various language ideologies about Kazakh, Russian, and English. Due to the Kazakh language revitalization policy, more families are starting to become interested in promoting Kazakh in their families. According to Smagulova (2017), there is an increasing interest in re-imagining Kazakh as a prestigious language. In her study of one urban ethnic Kazakh family, Russian was still dominant because the family minimized the usage of Kazakh only to "school talk." However, this can also be considered as the technique to revitalize the language among young urban Kazakhs. Kambatyrova (2024), who researched the language ideologies of Kazakhstani parents in the context of trilingual education policy, found that parents from different regions

demonstrated different viewpoints about choosing the MOI for their children. For instance, parents from southern Kazakhstan supported the Kazakh MOI in Russian medium schools because it would give children a sense of ethnic belonging, while parents from the central and northern regions tended to choose the Russian MOI because of the dominant Russian-speaking environment. As mentioned earlier, different factors such as, political, economic, cultural, social, and educational, influenced parental language ideologies. Additionally, even though some parents did not fully support trilingual education, students' responses showed that most participants preferred three languages as MOI rather than having either KMI, RMI, or EMI separately (Yeskeldiyeva & Tazhibayeva, 2015, as cited in Kambatyrova, 2024).

Valiyeva et al. (2019) also studied FLP in Kazakhstan. The authors found that the influence of families' language ideologies on the choice of language at home and in education settings was much greater "rather than community and intervention practices" (p. 860). Most of the respondents preferred the language that is more comprehensible by other speakers, in their opinion. The survey results showed that Kazakh and Russian languages are the most dominant in family, education, and society among citizens of Kazakhstan. English was the least dominant. They highlighted that because English is promoted in the educational domain, and its use is limited to this sphere. While Kazakhstani citizens accept trilingualism (Kazakh, Russian, and English) in education, the social and home domains are still mostly bilingual.

Furthermore, language ideologies were also explored in the higher education context in Kazakhstan. Kucherbayeva and Smagulova (2023) interviewed students studying in KMI universities in Astana and found that Russian was still considered to be more prestigious because of the lack of high-quality educational resources in Kazakh.

However, despite the dominance of Russian, Kazakh too has a strong position in education, and there is increasing support for KMI among parents.

These studies suggest that family language ideologies, shaped by broader political, social, and cultural forces, play a critical role in shaping language use at home and school choices. They influence whether families maintain, shift, or balance languages, highlighting the deep connection between belief systems and children's linguistic development.

Although international research has widely explored family language ideologies and school language choice, there are few studies on these topics in Kazakhstan. Existing research focuses mainly on trilingual education, higher education, or language revival, with almost no linkage to MOI choice. This study fills that gap by focusing on Russian-dominant Kazakh families and closely examining their language ideologies in relation to their decision to choose a Kazakh school.

### ***Family Language Practices***

Linguistic practices at home play a crucial role in preserving or supporting the development of languages, although family's language practices may sometimes align with or differ from their language beliefs. In this section, studies based in international contexts will be presented first.

Slavkov (2016), who studied the FLP and school language choice of immigrant or indigenous families with overall 170 school-age children in Ontario, Canada studied the transmission and maintenance of minority languages based on the insights on FLP and school language choice of parents. He found that language of interaction between parents and siblings, and minority language literacy were one of the significant factors influencing linguistic repertoire of children. As for the choice of MOI, it was found to have positive correlation with developing bilingualism and multilingualism. The author stated that

mixing appropriate FLP and minority language schooling might help children to become multilingual. For example, minority language families can choose heritage language at home, French MOI for schools, and English for community interactions. Slavkov also emphasized the importance of parents' commitment at home in improving the heritage language skills of their children. This could be speaking the language at home or by attending weekend schools in their heritage language to maintain bilingualism. In addition, reading books and/or interacting with various media resources in a language that needs to be developed could be helpful.

In some contexts, language practices may not be fully aligned with the language ideologies of family members. Curdt-Christiansen (2016) in her study of FLP in Singapore identified that even though parents wanted their children to be competent bilinguals (mother tongue and English), a vast part of interactions within the family was only in English. Although the parents were proficient in their mother tongue and had positive attitudes towards it, they still chose to speak in English because of their belief that this language would be more beneficial for their children. This shows an unequal power relationship between languages.

In Kazakhstan, a study of language practices of four Kazakh families done by Amantay et al. (2017) also demonstrated that Kazakhs are becoming more aware of the development of their language. The authors concluded that all parents had strong ideologies regarding Kazakh due to their ethnic identity, Kazakh being a state language, and the perception of the language as a symbol of spirituality. However, some actual language practices involved code-switching between Kazakh and Russian. These language shifts could happen because of the cultural aspects (e.g. shifting to Kazakh when talking to elder people) or the lack of vocabulary during the discussion of a particular topic. Although Russian was still very frequently used in these families' domains, all families

tried to maintain Kazakh at home by providing children with Kazakh books, magazines, and TV programs. Also, Kazakh was the medium of communication with grandparents.

These examples collectively illustrate that family language practices significantly shape children's linguistic development and are deeply intertwined with the school language choices families make. Whether families intentionally promote bilingualism, shift to dominant languages for practical reasons, or attempt to preserve heritage languages, their everyday language use influences how children engage with different languages in educational settings.

The existing studies explore family language practices in contexts like Canada and Singapore. In Kazakhstan, the limited research available focuses on FLP and Kazakh language revitalization. This study addresses the gap by examining what are the everyday language practices among Russian-dominant Kazakh families who prioritize education in Kazakh, offering new insights into language use within a common yet understudied demographic.

### ***Factors Influencing FLP***

The following subsections will discuss various factors taken from Kambatyrova's (2024) framework that may have an effect on planning FLP and making FLP-related decisions, namely choosing the specific language of instruction or the specific type of a school for children.

**Political Factors.** Political factors involve providing individuals with equal access to education, opportunities for civic participation, and a voice in political decisions. Research suggests that language policies are commonly introduced to address communication challenges in multilingual communities and to broaden social and economic opportunities for linguistic minority groups (Curdt-Christiansen, 2009; Kambatyrova, 2024). People tend to endorse national language policies that align with

their personal ideologies, but may oppose them if the policies contradict their own perspectives.

Language policies of Kazakhstan are influenced by the sociodemographic state of the country (Smagulova, 2008). Even though the government wished to promote monolingual Kazakh policy, ethnic diversity of Kazakhstan led to the multilingual approach in language policy: Russian is kept as an official language to maintain its use among its vast number of speakers and English is promoted to make Kazakhstan competitive in the world economy. All three languages are used in education as well. Kambatyrova (2024) found that the most parents' language ideologies were aligned with the ideology of trilingual education policy in Kazakhstan, which was discussed above. Participants mentioned that providing education in English was the sign of care from the government. However, some parents were concerned about their children studying in English: they thought that it was used only in some spheres in Kazakhstan, so there was no need for everybody to study in English. Amantay et al.'s (2017) findings that Russian-speaking urban Kazakhs chose KMI kindergartens and schools and made attempts to use Kazakh at home can be implied as the perception and acceptance of Kazakh as the state language.

Overall, the studies demonstrate that language policies can significantly shape family language choices, but their influence depends on how well these policies align with parental beliefs and the sociolinguistic realities in the country. Whether supportive or resistant, families' responses to such policies reflect broader attitudes toward national identity and future prospects.

**Economic Factors.** Economic factors mean how a language affects income (better language skills leading to higher earnings) and how economic changes influence language dynamics (Grin, 2006, as cited in Kambatyrova, 2024). This section will cover the

following two sub-themes: 1) parents' resources and 2) beliefs about the economic value of studying in a particular MOI. These two subthemes were found to be the most essential in discussing how economics can influence parental choice of the MOI.

***Parents' Resources.*** A number of studies has shown that the choice of the language of instruction was made based on the economic condition of the family itself. For example, this aspect was seen as the most essential in school choice in a study by Vega-Bayo and Mariel (2015). The study found that a family's economic condition decided whether their children will study in private or public schools and the language model (Spanish, Basque, or mixed) that is used. For instance, parents, who can afford sending their children to a private school, have more choice of MOI: Spanish, Basque, or English. However, those who cannot afford private schools have less choice. Most public schools there offer Basque MOI. The similar finding was present in the Kemppainen and Ferrin's (2002) study who focused on Russian-speaking parents in Estonia. They found that parents who chose Estonian-language schools were typically more resourceful and thought about socio-economic advantages, such as better educational opportunities and higher income for their children.

***Beliefs About the Economic Value of Studying in a Particular MOI.*** Several studies in different contexts claimed that some parents choose specific schools and mediums of instruction assuming that it will bring some economic and financial benefits to their children in the future. Better job opportunities provided by the education in Basque attracted parents in Spain (Vega-Bayo & Mariel, 2015). Researchers found that the number of students in the Basque schools are much more than the number of Basque native speakers due to the potential economic advantages. The next study from Burkina Faso, West Africa, David-Erb (2021) analyzed parents' and students' choice of language of instruction. The author concluded that the choice of language of schooling was based on

the economic values of the former colonial language, French, because parents wanted their children to have better job opportunities. The similar findings were presented in the Latvian context where Russian-speaking parents chose the Russian MOI because of economic integration to the society and its economic value (Martena & Marten, 2023).

In other contexts where English is widely spoken, it was found that parents prefer to use it at home in addition to EMI schooling, even though their language ideologies may support additional languages (Curdt-Christiansen, 2009). In her study of Chinese immigrants in Quebec, Curdt-Christiansen (2009) identified that each language had its own economic value in Canada: French was associated with availability of resources for economic development, English provided benefits for economic and social aims, and Chinese was important to learn because of increasing role of China in the international political and market arena. The context in China itself also showed the tendency towards the popularization of English (Curdt-Christiansen & Wang, 2018). The participant parents claimed to invest a lot into the development of English by hiring native speaker private tutors or sending children to after-school or weekend classes. They did this because of the potential economic benefits of knowing English, such as getting high-paid jobs, professional advantages, and education opportunities.

Overall, these studies show that parents' language and school choices are less influenced by whether a language is colonial or national, but more by its perceived economic value. Whether it is French, English, Basque, or Estonian, the driving force behind these decisions is the belief that certain languages offer better access to education, employment, and upward mobility.

**Cultural and Linguistic Factors.** Cultural and linguistic factors are described here in one subsection because Curdt-Christiansen (2009) stated that cultural context includes the symbolic relevance associated with languages and that “languages are viewed as

manifestations culture” (p. 356). These aspects are also important in parental school choice. Cultural factors are the symbolic values a specific language holds. Languages are often associated with a person’s identity because people describe their background, ethnicity, gender, etc. through languages (Curdt-Christiansen, 2009; Kambatyrova, 2024). Attitude towards a language and interest in learning a particular language are included under linguistic factors. Kemppainen et al. (2004) identified four types of culture and language orientations that influenced the choice of Russian-speaking parents in Estonia. These were russocentric, estoniocentric, bicultural, and multicultural orientations. While parents with russocentric and estoniocentric orientations chose schools with the respective language of instruction, bicultural parents did not have specific preference of the language, and parents with multicultural views tended to choose either Estonian or bilingual MOI.

In their later research Kemppainen et al. (2008) introduced the significant and non-significant factors affecting the parental choice of MOI in the same context. Cultural congruence, attitudes to the second language, proficiency in the second language, and parents’ ethnic background were the essential factors. Cultural congruence is the feeling of belonging to the society and one’s surroundings. It was one of the important deciding factors. Probably, Russian-speaking parents preferred Estonian MOI in order for their children to feel more belonged to the Estonian society. Additionally, language proficiency of parents was also essential. It was identified that parents who were fluent in Estonian chose Estonian schools 2.5 more often than those who were not proficient in it. As for the ethnic background of parents, it played a crucial role too. Authors found that parents who had at least 25% Estonian background were four times as likely to select the Estonian MOI rather than parents without Estonian background. Those who had 50% Estonian background were 5.5 times more likely to choose the Estonian MOI. Mhathúna and Fhionnlaoich (2021) also found that heritage and cultural values of Irish language and the

interest in Irish were one of the main reasons to choose the Irish MOI. Curdt-Christiansen (2009) found the similar strong cultural values among Chinese immigrants in Canada. Parents sent their children to Chinese medium schools and encouraged the usage of Chinese at home in order to maintain a sense of ethnic identity and belonging along with the sense of understanding of one's roots. In their exploration of the connection between language and social difference as influencing factors, Yoon and Gulson (2010) found that parents selected schools based on the symbolic capital of languages and ethno-linguistic hierarchies. For example, white middle-class parents tended to choose "white" schools, where students are non-ESL and French is offered as the second language because of its symbolic and economic relevance in Canada.

In the context of Kazakhstan, Kambatyrova (2024) identified that most parents supported education in Kazakh because mother tongue has an essential role in maintaining Kazakh identity and culture in their children. For parents from South and Central Kazakhstan learning in Kazakh was more significant than for parents from the North, who were mainly Russian-speaking. With regard to Kazakh revitalization, Amantay et al. (2017) identified that some parents connect Kazakh language to their ethnic and cultural identity, historical and intergenerational origins, and "spiritual fulfillment" (p. 16).

In sum, cultural and linguistic factors, especially the symbolic value of language and its link to identity, play a key role in school and language choices. Across contexts, parents often prioritize languages that affirm their cultural heritage and offer their children a sense of belonging, showing how deeply language is tied to identity, history, and community.

**Social Factors.** Research indicates that social factors also affect parents' choice. Social factors refer to communal mobility that can be achieved with a help of a specific language (Curdt-Christiansen, 2009) and can also include the social status of a language.

David-Erb's (2021) study based in Burkina Faso, emphasized the role of social prestige on parental choice. The study showed that some participants believed that knowledge in indigenous languages is not valued in a society, and, moreover, parents who do not know an indigenous language cannot be involved in a child's education. These two reasons made the education in the local language unattractive. Therefore, most people in the community preferred the majority language.

Other aspects, such as social and cognitive development, good feedback from neighbors and friends, beliefs and values of families and parents about schools themselves were some of the influencing factors for parents from the Celtic countries to choose specific Irish- medium preschools (Mhathúna & Fhionnlaioich, 2021). Authors found that parents relied on the information about Irish preschools from their social networks, such as relatives, friends, school communities, and internet sources, and it was important for their decision-making. Küün's (2022) study in Estonia identified that some Ukrainian parents deliberately chose Estonian language schools in order for their children to adjust to the Estonian society better. One Ukrainian family selected the Estonian MOI because they felt the responsibility to learn Estonian because the country gave them opportunities to live there. Another example for societal integration is the study of Martena and Marten (2023) who identified that after Latvia gained independence, people started to realize the importance of learning Latvian and selected Latvian education for integration, societal development, and showing awareness of language needs in a country. In the Canadian context, Forlot (2009) identified that some French immigrants do not prefer French-only schools because they want their children to be as multicultural as the society in Canada. Schools that had explicit French-focused values were not popular among the Canadians or the French, the study found. Thus, school choice is sometimes made based on the community where it is located. Another example is the study of Chinese immigrants in

Canada, which found that parents' FLP was based on the community they lived in (Curdt-Christiansen, 2009). They paid equal attention to English, French, and Chinese because all three languages provided valuable resources for their children's socio-economic development: Chinese was their home language, English was believed to be essential in a global market, and being proficient in French seemed essential in the socio, linguistic, and political context of Quebec and Canada in general.

Overall, the reviewed studies show that social factors, such as the perceived prestige of a language, community influence, and aspirations for societal integration, significantly shape parental decisions about language of instruction. Whether for improving social mobility, adapting to a host society, or aligning with community values, parents often choose languages that help their children better integrate and thrive within their social environments.

**Educational Factors.** Educational factors refer to how education impacts language proficiency, performance, scores in entrance exams, academic achievement, and other aspects in education of students based on a particular MOI (Tarhan, 2003, as cited in Kambatyrova, 2024). Other aspects such as, the quality of school education, the quality of learning and teaching materials, and the qualification of teachers may be included as additional components. As mentioned earlier, Curdt-Christiansen (2009) pointed out that Chinese immigrant parents in Canada valued all three languages (Chinese, French, English) because of "high educational expectations and aspirations ... with regard to children's academic success and multilingual development" (p. 371). They supported trilingualism and believed that it would help their children to perceive culturally important aspects of information and knowledge. Parents in the study by Schwartz et al. (2010) also emphasized the importance of professional level of teachers and teaching methods and strategies in choosing the bilingual (Russian-Hebrew) rather than monolingual Hebrew

kindergartens in Israel. This may be because of the parents' beliefs about the better quality of education provided by the teachers from the former Soviet Union. Those teachers may have had similar teaching approaches the parents were familiar with and especially if they had worked in elite schools in the USSR. Martena and Marten (2023) found that some Russian-speaking parents from Latvia selected German medium school for their children because of the perceived quality of German education and the multicultural and multilingual school environment. They had other choices of Russian and Latvian MOI. However, some of them chose German MOI because of its perceived high quality. The German MOI was preferred by most parents because children were able to develop multilingual competence, think "out of the 'language' box", develop themselves, and become aware of cultural diversity. Even the doubts of some parents about the challenges of learning in another language were dispelled when they understood the benefits of learning in a foreign language.

In the context of Kazakhstan, Kambatyrova (2024) stated that some parents in her study were concerned about the academic achievement of their children in learning science subjects in English because of the possible lack of comprehension. As for the Kazakh or Russian MOI, parents' concerns varied depending on their region: while parents from the South supported teaching History of Kazakhstan in Kazakh, parents from central and North Kazakhstan thought that it might lead to the poor understanding of the subject. Another important finding is that parents in southern Kazakhstan believed that the Kazakh MOI would be an effective method to motivate Russian-speaking Kazakhs or people from other ethnicities to learn Kazakh. Kambatyrova (2024) concluded that it is important to consider educational factor as the most essential in constructing Kazakhstani parents' language ideologies while planning different levels of language policies.

In conclusion, educational factors greatly influence parental decision-making as they directly impact children's academic success and language development. Parents often prioritize the perceived quality of education, teacher qualifications, and language-related academic outcomes when choosing a MOI. These considerations reflect both short-term academic goals and long-term aspirations for multilingual competence and global readiness.

### **Summary**

This chapter described the theoretical framework applied in this study and provided an overview of earlier studies about FLP, school choice, and the political, economic, cultural, linguistic, social, and educational factors affecting FLP, both in international and Kazakhstani contexts. Parents' decisions about the language of instruction often go beyond simple language maintenance or shift goals, showing broader aspirations, such as access to better educational and economic opportunities, social integration, and national identity alignment. Particularly significant are cases where families deliberately choose a MOI different from the home language. Such choices are frequently motivated by perceived advantages in national language acquisition, upward mobility, or the desire to support a child's full participation in the sociopolitical life of the country. Overall, these decisions are rarely purely linguistic. They are deeply embedded in parents' values, social positioning, and expectations for their children's futures.

There are far more studies in international contexts with immigrant and indigenous stories and their experiences. The limited number of similar studies in the context of a multilingual and multicultural country as Kazakhstan shows the need to know more how different languages exist in this society, how families make decisions about which language to prioritize and develop both at home and at school, and based on which factors parents make language-related educational decisions for their children. This study will

contribute to the literature by closely examining and providing valuable information about Russian-speaking Kazakhs' family language policy and their reasons for choosing KMI schools.

## Chapter 3: Methodology

### Introduction

The previous chapters shed light to the background information of the study, research problem, the study's purpose and research questions, in addition to the overview of existing literature about FLP and parental school choice. The purpose of the research is to explore family language management, ideologies, and practices of Russian-speaking Kazakhs who chose KMI school for their children. Moreover, it focuses on political, economic, cultural, linguistic, social, and educational factors related to this choice. The research questions are:

1. What are the reasons for Russian-speaking Kazakh parents to send their children to KMI schools?
2. What are the family language practices and family language ideologies of these parents?
3. What political, economic, cultural, linguistic, social, and educational factors support the parental choice of the MOI?

This chapter focuses on the methodological part of the study. It discusses research design, research site, sampling techniques, description of participants, data collection and data analysis procedures, and most importantly, describes ethical aspects of the study.

### Research Design

Based on the research aim and the research questions, a qualitative approach was used. Such an approach is useful to demonstrate “a complex, detailed understanding of the issue” (Creswell, 2013, p. 48) and to obtain rich descriptive information (Merriam & Tisdell, 2016). In the present study, a qualitative approach is necessary because the rich details of the Russian-speaking Kazakh parents' choice of KMI schools can be obtained by directly interviewing them. In order to clearly identify the underlying reasons for that

choice, an interview-based study design was used. This research design is the most beneficial option to get the richest data, compared to the other data collection instruments (Dexter, 1970, as cited in Merriam & Tisdell, 2016). Particularly for the present study, the interview responses from the parents enabled the researcher to get specific information about their complex decision-making process regarding school choice that was made when the children were preparing for the first grade. Their responses provide information about “past events that are impossible to replicate” in other forms of data collection instruments (Merriam & Tisdell, 2016, p. 108).

### **Research Site**

The data was collected from the parents whose children attend a public secondary KMI school in the small town, Balkhash, located in Central Kazakhstan. Balkhash is part of the Karaganda region. Linguistic practices of the citizens of this town are mixed. According to the Bureau of National Statistics (2021), almost 370,000 urban citizens in the Karaganda region speak two languages, Kazakh and Russian, while slightly more than 358,000 speak one language and around 252,000 people know three languages, Kazakh, Russian, and English. Based on this, it can be assumed that most urban citizens speak two languages, which is probably Kazakh and Russian. Therefore, it was interesting to explore why parents in a small town with predominantly Russian speakers favored KMI in spite of the mixed linguistic status in the town. Moreover, data from this region will expand the knowledge base on FLP in Kazakhstan.

### **Sampling and Participants**

This study focused on the Russian-speaking ethnic Kazakh parents of students in KMI schools. The access to the parents was obtained through the gatekeeper who was a teacher in one of the schools in Balkhash. The teacher worked in the secondary KMI school and taught Russian language and literature. Therefore, she was familiar with

families who mainly spoke Russian at home, but had chosen to send their children to a KMI school. Purposeful criterion-based sampling strategy was used to select the participants. Miles and Huberman (1994, as cited in Creswell, 2013) stated that this strategy is helpful to guarantee the quality of samples. Parents were selected for the research if 1) their main home language was Russian, 2) they had children in KMI secondary schools, and 3) the children had been studying there consistently from the primary level.

The focus of the research was only on the secondary school because I wanted to explore why parents and students were continuously choosing the Kazakh medium, even for later grade levels. Because secondary schools in Kazakhstan include grades 5 - 11/12, it gave a wide range of options for choosing potential participants. Also, students in the secondary school have more experience in the KMI schooling than students in primary level, therefore secondary schools were selected. Eight parents who met the above criteria were selected, with one parent from each family (see Table 1). At least one child from each family studies at the level from the lower to the upper secondary. Some parents also have younger children at the primary level.

**Table 1**

*Participants' Information*

#	Pseudonyms	Number of School-Age Children	Number of Years Children Have Been Studying at KMI
1	Aliya	1	10 years
2	Assyl	2	1 year and 7 years
3	Arzada	3	4 years, 8 years, and 10 years
4	Madina	1	7 years
5	Bibigul	1	8 years
6	Dana	1	6 years
7	Peruza	2	1 year and 10 years
8	Saule	2	7 years and 9 years

### **Data Collection Instruments**

Semi-structured interviews were used as the main data collection instrument. Interviews are useful when a researcher “cannot observe behavior, feelings, or ... when interested in past events that are impossible to replicate” (Merriam & Tisdell, 2016, p. 108). A semi-structured format was used because it allowed the researcher to react to the participants’ new ideas and responses without predetermined wording. By using this type of interviews, it was assumed that each of the study participants had their own unique experiences and opinions about the importance of the choice of the particular MOI.

Interview questions and themes were created and organized according to the research questions (see Appendix B). There were questions about family language practices, ideologies, management, and questions related to political, economic, cultural, linguistic, social, and educational factors that influenced parental choice.

### **Data Collection Procedures**

Firstly, an approval was gained from NUGSE Ethics Committee. Then, the data collection began by asking the gatekeeper for contact information of parents who may be potential participants. Then an invitation letter was sent to the parents via WhatsApp requesting them to participate in the study (see Appendix C). The parents who replied were provided with a consent form in both Russian and Kazakh with information about the study and a note that mentioned that their participation was voluntary (see Appendix D). Parents could choose the most appropriate time, place, and format (online or offline). An online option to be interviewed via Zoom was suggested. Participants could also choose their preferred language for the interview, between Kazakh, Russian, or English.

Since the purpose of the interview was to find out what the underlying reasons were for their choice of KMI for their children, the questions focused on their language practices, ideologies, and management at home, and the factors – economic, cultural,

linguistic, social, and educational – that may have influenced their choice. The duration of each interview was approximately 30-40 minutes, and the responses were recorded using the audio-recorder on the researcher's smartphone with their permission. The recordings were stored on a laptop, secured with a password known only to the researcher. Online interviews were recorded using the record functionality available on Zoom / Google Meet. All recordings were securely stored in the cloud storage system.

### **Data Analysis Procedures**

After the interviews, audio- and video-recordings of interviews were converted into text using Auris AI and Turboscribe AI websites if participants spoke only in Russian. If interviewees used Kazakh or switched between languages, transcriptions were done manually. After transcribing, the resulting text was read and analyzed several times. At this stage, notes and comments were made in order to capture the initial categories and main ideas related to the research questions. The stage of categorizing is also called coding, when a label is assigned to a meaningful, essential, symbolic piece of data (Creswell, 2013; Merriam & Tisdell, 2016). The initial coding process was open coding because the researcher highlighted and noted down main aspects as expansively as possible. The naming of codes varied. Some codes were named by the researcher, while for others in vivo coding was used, which is when the exact words used by the interviewees are used to label codes (Creswell, 2013). The codes which conveyed the similar opinion or idea were then combined, a process that is called axial or analytical coding (Merriam & Tisdell, 2016). After axial coding, different themes emerged which were related to the research questions and the theoretical framework. Themes were categorized under each component of FLP: language management, practices, and ideologies. Responses related to various factors influencing parents' choice were coded accordingly and each factor was combined as a separate theme. After that, the necessary

parts of the interviews were translated into English with a help of an online translator, and then manually corrected and revised if necessary. Interview extracts with codes and categorization based on the research questions were organized as tables (see Appendix E). The data analysis was done in a digital format, and coding and themes were indicated using color coding and commenting functions of Microsoft Word.

### **Ethical Considerations**

Because the study involved human subjects, it was extremely important to follow relevant ethical guidelines and principles. Data collection commenced after this research was approved by the NU GSE ethics committee. In order to ensure participants had all the relevant information related to the study, an invitation letter was sent. After participants confirmed their interest, consent letters were provided in three languages. Besides giving information about the study, consent letters informed parents that their participation was completely voluntary and that they could withdraw at any time without the need to give reasons for their withdrawal. Some potential participants expressed discomfort of taking part in interviews when they found out that it would be recorded and withdrew. Before recording the participants' answers during the interview, permission was obtained from the participants. In addition, steps were taken to maintain the confidentiality of the participant's responses. To achieve this, participants' names were changed to pseudonyms and the data they shared was coded appropriately. A secure cloud storage system linked to the researcher's Google account, protected by a strong password, was used to prevent unauthorized access to the data. Interviews, which were transcribed with a help of the specific websites, did not have any identifiable information. Moreover, the websites were account restricted and no one except the researcher had access to the transcriptions. All the interviews will be deleted after submitting the thesis.

There were minimal risks related to this research. For example, the researcher took into the consideration the discomfort parents might feel with questions about family language practices, ideologies, and management. Parents might also assume the risk of their children being punished by the school for expressing critiques. However, they were assured that their responses were not identifiable by the school administration. Participants were also notified that they could skip any questions they considered sensitive, and that their responses would remain confidential.

### **Summary**

This chapter described the key methodological elements of the research, namely, research design, research site, sampling strategy, data collection instruments and procedures, data analysis, and ethical considerations. These aspects are described based on the main research questions that aims to study the FLP of Russian-speaking ethnic Kazakhs and their choice of KMI school.

## **Chapter 4: Findings**

### **Introduction**

The purpose of this research is to explore family language management, practices, and ideologies of Russian-speaking Kazakhs who chose a KMI school for their children. Additionally, it focuses on political, economic, cultural, linguistic, social, and educational factors related to this choice based on Kambatyrova (2024). A qualitative interview-based research design was applied in this study. Eight parents of children who study in a secondary KMI school were recruited and interviewed with semi-structured interviews.

In this chapter, the findings of the collected data are presented in a summarized way. During the data analysis, the findings were categorized into the three main components of Family Language Policy: language management, language practices, and language ideologies, and the factors mentioned earlier. The chapter presents the data in the following order: language management as parental school choice; language practices at home; language ideologies about Kazakh and Russian; and political, cultural, social, and educational factors influencing language choice. During the data analysis no information was found regarding economic and linguistic factors that may have affected parents' school choice, and hence not included in the following description.

### **Language Management**

Choice of the medium of instruction is considered in this study as a part of the language management component of FLP. After data analysis, the following subthemes emerged under this theme: 1) ensuring children learn Kazakh; 2) children's self-interest; and 3) balancing ideals and children's needs. Each of these will be explained in the subsections below.

### ***Ensuring Children Learn Kazakh***

Some participants admitted that they do not know Kazakh well, and therefore they wanted their children to know and speak it fluently. Thus, they sent them to a Kazakh school. Saule shared that she graduated from a Russian school and Kazakh is still difficult for her. That was the reason why she chose a Kazakh school for her children. Additionally, Assyl and Dana explicitly mentioned that they “feel ashamed” because of not knowing Kazakh well, and they did not want their children to feel the same. Dana shared, “I was ashamed of myself, because I am Kazakh and I did not even know the basic level ...Therefore, I would like my children to speak Kazakh more.” Assyl mentioned about her daughter: “I needed to send my child to a Kazakh school so that she would not feel ashamed in the future.” Assyl also shared that it was embarrassing for her to ask others how to write some words in Kazakh, being a Kazakh herself.

### ***Children’s Self-Interest***

It was interesting and unexpected for the researcher when some parents reported that their children themselves showed interest in studying in a KMI school. For example, Dana is a teacher in a RMI school, and she suggested her daughter to study there too. However, her daughter refused to go there and chose to study in a Kazakh school. Next, Arzada and Assyl were interested in their children’s satisfaction and comfort in a KMI school when they were already studying there. Arzada claimed that by the time her daughter had reached the Grade 3, her daughter became more interested in Kazakh language intrinsically and started learning it consciously and independently. As for Assyl, she continuously asked her daughter until the Grade 5 whether she felt comfortable in a KMI school. Her daughter responded that she had no objections or dissatisfaction in the current school and wanted to continue studying there.

### ***Balancing Ideals and Children's Needs***

Interestingly, it was noticed that four parents had some flexibility in their choice of the MOI. Even though all of them preferred a KMI school and their children already study there at the moment, they stated that they were willing to transfer their children to a RMI school if children had some difficulties in a KMI. Thus, these participants' responses were combined under this subtheme. For example, Arzada claimed that if Russian was more convenient for her daughter, she would have considered transferring her there. However, as it was described in the previous subtheme, her daughter developed intrinsic interest in learning Kazakh and wanted to continue her studies there. Next, Assyl shared with an impressive viewpoint: "If necessary, I do not mind what language my children study in—be it Chinese or any other language. But what matters to me is that they gain knowledge and that something stays in their minds." Here she mentioned that she is flexible in terms of choosing different MOI for her children based on their needs for understanding and remembering content, but, at the same time, she was one of the parents who stated that they do not want their children to be ashamed because of not knowing Kazakh well.

These findings illustrate that even though parents have a desire for their children to know Kazakh well and not to be ashamed, they still worry about the well-being of their children in the school. If children struggle with perceiving the content in the Kazakh MOI, then parents prefer to choose another MOI so that their children do not encounter any challenges in understanding lesson materials.

### **Language Practices**

Language practice is another component of the FLP framework. It is the vocabulary and grammar choices a speaker consciously or unconsciously makes, shaping the typical pattern of a specific language variety (Spolsky, 2004). The following

subthemes emerged under this theme: 1) language practices of parents, 2) language practices of children, and 3) maintaining Kazakh at home.

### *Language Practices of Parents*

The analysis shows that the majority of the participants stated that they use mainly Russian when speaking at home. For example, Dana explains her experience as follows: “In everyday life, I feel comfortable with Kazakh on a basic level, but, of course, I feel more confident when I speak Russian.” They claimed that they feel more confident and comfortable using Russian rather than Kazakh because seven out of eight parents studied in Russian medium of instruction schools. For example, Saule indicated that she studied in a Russian school, and it is still difficult for her to speak Kazakh fluently. Arzada also experienced the same. She stated that she understands Kazakh well, but it is easier for her to respond and explain things in Russian.

However, when asked about the specific instances when only Kazakh or only Russian may be used, three of the participants mentioned that they balance the usage of both Kazakh and Russian. Aliya described her experience as follows, explaining how the two languages are perceived as one by her family members:

Yes, we use Kazakh and Russian the same, we balance. We mix these two languages, and even after watching Kazakhstani movies which are also half Kazakh, half Russian, we do not remember what the main language of the film was. We did not notice.

The balanced usage of Kazakh and Russian at home may be due to the fact that the children study in a KMI school and are fluent in both. Therefore, some parents have started to make efforts to practice and use more Kazakh at home. However, when it comes to expressing emotions, such as conversations on complex topics or scolding, some parents

prefer to use Russian because they “cannot scold like that in Kazakh” and “cannot always fully express everything to the children entirely in Kazakh.”

### *Language Practices of Children*

In comparison with parents, children have more exposure to Kazakh and have more opportunities to practice it, e.g. at school. This may explain the fact that most parents stated that their children read and watch content in Kazakh and sometimes even understand information in Kazakh better. However, based on the interview responses, it seems that the children still prefer to use Russian as the main language of communication at home. Assyl explains how her child uses languages at home: “Mostly my son speaks Russian. But when you explain something in Kazakh, he understands it better. He speaks Russian because he lacks rich vocabulary in Kazakh.” This example shows that the child perceives information in Kazakh well, but does not use it for language production.

Analysis also shows that the language choice of children depends on the context and the people whom they talk to. For example, most parents stated that their children use Russian more than Kazakh when speaking with siblings or when playing with other children from the neighborhood. For example, Madina noted about her son that “as soon as he goes outside to play with other boys, he speaks only in Russian.” Peruza said about her children the following: “With each other [two daughters] they mainly speak Russian.”

On the contrary, Madina mentioned that her child speaks Russian with her in general, but when it comes to school-related topics, the child speaks Kazakh: “We speak Russian at home. But when I ask him what homework he was given, he answers me in Kazakh. He answers in Kazakh when it comes to schoolwork.”

Also, children tend to choose Kazakh when speaking to elderly relatives, e.g. grandparents. Bibigul provided the following example: “Because it is easier for my daughter to speak Russian, we often speak in Russian. But around my parents, her

grandparents, we speak Kazakh.” Similarly, Madina noted about her child: “With my mother, she is 85 years old now, they drink tea together and speak Kazakh. With other relatives he also speaks Kazakh.”

These extracts illustrate that schools provide a Kazakh-speaking environment for children to help them develop their language, at least in the educational sphere. Moreover, the fact that children tend to speak Kazakh when they are around grandparents demonstrates that elderly relatives are a great source of input for children, in addition to schools.

### ***Maintaining Kazakh at Home***

It was noticeable that some parents reported that they try to use more Kazakh at home after choosing to send their children to Kazakh schools. Most of the attempts by parents seem to be in the form of oral remarks and advice for children to speak more Kazakh. For example, Bibigul claimed that she only makes comments to her daughter to think and to speak in Kazakh. Some parents take a more active position, such as Dana who also instructs her oldest child to take more active steps, such as signing up for a library account and reading more books in Kazakh: “I always tell my oldest to read books in Kazakh, and also to read with her little sister because she speaks more Russian.” Two participants mentioned the role of their spouse in developing Kazakh in their family and among children. Arzada explains it as follows: “My husband has more of a Kazakh mindset, so he encourages the children to speak Kazakh at home.”

These findings show that parents try to encourage their children to speak Kazakh, but for most of them it is just commenting on their children’s speech. Only one parent makes sure that her child actually does something to develop her Kazakh by going to library and read Kazakh books.

## **Language Ideologies**

Language ideologies are the third and last component of the FLP. Language ideologies or language beliefs can be defined as a speech community's shared perception of the importance of language features or varieties. This section presents two main subthemes that emerged from the interviews: importance of Kazakh and multilingual view.

### ***Importance of Kazakh***

Although it was expected that the majority of the participants would have this language ideology, in reality only half of them presented this view. These parents explained that nowadays it is essential to know and speak Kazakh because it is used almost in all sectors in Kazakhstan. Additionally, Dana raised the citizenship aspect: "Living in Kazakhstan, every citizen should know the official language, as a symbol of respect."

In addition, Saule pointed out that today Kazakh is taught even in Russian schools, emphasizing the importance of knowing Kazakh for all Kazakhs. Furthermore, Madina stated that Kazakh is the most essential to know for her child because, in any case, her son will have opportunities to learn Russian later. These parents' viewpoints show that it is important for them for their children to know and speak Kazakh because it is a) the official language of the country, b) it is learned even by RMI students, and c) it has more important place in the language acquisition order.

### ***Multilingual View***

It seems noteworthy that six out of eight parents emphasized the multiculturalism of Kazakhstan and the importance of knowing several languages when responding to the question whether it is important for them as parents, that their children are fluent in both Kazakh and Russian. It was interesting that these parents mentioned not only these two languages, but also others. These participants raised the aspect of multiple nations living in Kazakhstan and equity of languages, as well as the aspect of multilingualism, stating "the

more languages, the better.” For example, Assyl states that “we must respect the other ethnic groups who live alongside us in Kazakhstan.” Arzada and Peruza also think that Russian and other languages should not be ignored because Kazakhstan is a multinational country. Furthermore, Bibigul has the following view: “Yes, it is important to know both Kazakh and Russian. Firstly, Kazakh is our native language. Then, if she knows other languages, it is better for her.” These responses demonstrate that parents value knowing several languages not only because they live in a multinational country, but also because of the opportunities it provides for their children’s academic and personal growth such as to be able to travel easily, to study at universities abroad, and to develop in other essential spheres of life.

In summary, the participants’ language ideologies reflect both a recognition of Kazakh as a crucial part of national identity and a broader appreciation for multilingualism in a diverse society. While some parents prioritize Kazakh for cultural and civic reasons, many also embrace the value of multiple languages as tools for future success. These beliefs demonstrate how language ideologies among Russian-speaking Kazakhs are shaped by both national context and global aspirations.

### **Factors Influencing FLP**

According to Kambatyrova (2024), there are some external factors that may influence language ideologies of parents. Language ideologies, as discussed before, usually shape people’s language practices and language management. Starting from this section, the findings will describe political, cultural, social, and educational factors that may have influenced parental school language choice.

## **Political Factors**

This section demonstrates two main subthemes related to the political factor that emerged as a result of the data analysis: 1) political situation; and 2) documentation requirements.

### ***Political Situation***

It was interesting that some parents pointed out the different political aspects in Kazakhstan and how they impacted their choice. Three participants mentioned that the language policy of Kazakhstan, which strengthened the status of Kazakh, may have affected their decision of the MOI. For example, Saule thinks that it is now easy for her children to communicate in Kazakh at school and everywhere else because today's language policy strengthens the status of Kazakh language, and more people speak it now. However, it would not have been that easy if they studied in a Russian school. She feels good that she has made the right decision, and that her children are fluent in Kazakh. Next, Aliya stated that when she was young, the policy emphasized Russian language and therefore, she was sent to a RMI school. However, she claimed that the situation is completely different nowadays because of the language policy's emphasis on Kazakh. Therefore, she chose a Kazakh school for her children.

Peruza raised another interesting point. She also claimed that language policy influenced the school choice. When she further elaborated her response, she shared: "Because we live in this country, we do not know anything about the future, this political situation is unstable. We need to have our own language." It is apparent that she is concerned about the current geopolitical situation in the region and the Kazakhstan's role in it. Her belief that language is an important aspect of a country's sovereignty and thus, should be developed and preserved to remain independent seems to be one of the reasons she and her husband chose to send their children to a KMI school.

### ***Documentation Requirements***

The majority of parents stated that one of the reasons they decided to send their children to Kazakh schools is the requirement to fill out documentation in Kazakh in all areas of work in Kazakhstan. Some parents reflected on their own experience of struggling with documents in Kazakh when the sudden switch was made from Russian to Kazakh. Therefore, in order for their children to be comfortable at their future workplaces, they chose Kazakh schools so that children will be able to speak and write in Kazakh. For instance, Assyl explains her experience as follows: “All our government services and state employees began switching entirely to communication in Kazakh. It was embarrassing to ask, how to write this or that word. That was exactly the time when my daughter had to go to school.”

Some parents specifically mentioned government-related positions, stating that Kazakh is definitely required for them. Aliya claimed that because currently many people speak Kazakh, government agencies use Kazakh in their documents. Some parents thought that Kazakh is needed in every sector today. Particularly, Bibigul, Dana, and Arzada stated that because Kazakh is the official language, it is now being used in all industries and sectors, not only in the government sector.

### **Cultural Factors**

This section presents the findings related to the cultural factors that may have influenced the choice of parents. During data analysis three aspects were identified as cultural factors: ethnicity and perceptions of Kazakh and Russian MOI as sites where moral upbringing is taught and is absent respectively.

#### ***Ethnicity***

The majority of parents, seven out of eight, explicitly noted that their ethnic origins and the fact that Kazakh is their native language encouraged them to send their children to

KMI schools. For instance, Bibigul explains her choice as follows: “Because it is our own native language, it is the first reason. Because we are Kazakhs, we decided to send her to the Kazakh school, saying that it would be wrong if we did not know our language.”

Bibigul mentioned both living in Kazakhstan and being Kazakh as the reasons for choosing a Kazakh school. Arzada also claimed that besides being Kazakh, it is important for her that her children know Kazakh so they can “stay connected to their roots.”

Additionally, Peruza provided an interesting response: “I am Russian-speaking, my husband is Russian-speaking, but we have decided that our children should be Kazakh-speaking. That is, because it is our native language.” She explicitly mentioned that although she and her husband are Russian-dominant, their perceptions about the importance of Kazakh have changed. Therefore, they sent their children to a KMI school.

Three parents stated that because they live in Kazakhstan and Kazakh is the official language, it is imperative that their children should know it, pointing out another aspect of their reasons for choosing KMI schools. For example, Dana answered: “We live in Kazakhstan, and we should know the official language.” Official language, however, is different from native language. If parents mentioned that Kazakh is the official language and, therefore, they should know it, then for them it may be mostly the official aspects associated with being a citizen of this country. On the other hand, if parents named Kazakh as their native language, then, most probably, it has more culturally deeper meaning for them.

### ***Perceptions of Kazakh Schools as Sites of Moral Upbringing***

It was found that parents have different views about Kazakh schools. Most parents mentioned the aspect of mentality in KMI schools. Some of them appreciate this mentality and moral upbringing, while others are not really fond of it. For example, Saule expresses her opinion as follows: “I like that [our children] study in a Kazakh school, I like the

mentality of a Kazakh school. I like the way they teach in KMI ... they already teach children this respect for elders.”

This participant cherishes the values that are conveyed to children through KMI schooling. She also mentioned that teachers in Kazakh schools usually perceive children as their own. This shows that parents may choose Kazakh schools not only to develop the language, but also to provide their children with more cultural exposure. Indeed, language and culture are interconnected and usually are taught together.

In contrast, some parents complained about the mentality in Kazakh schools, even though their children study there. For instance, some parents raised the issue of embarrassment and shyness among Kazakhs. For instance, Bibigul mentioned that there are strict requirements and limitations in KMI, and children have more restrictions there. Assyl commented that the only thing that she does not like in Kazakh schools is the way some students address teachers *Apay*, *Tate*, or *Koke* (ordinary ways to call a woman). She also noticed that aspects of upbringing seem a bit more traditional. Moreover, Madina compared her own experience of studying in a Russian school with being a parent of a child in a Kazakh school:

I graduated from a Russian school, so I just speak what is in my head. But Kazakhs are a bit shy ... when someone immediately writes a complaint, we, on the other hand, say something like ‘Come on, it will be embarrassing.’

This participant also thinks that children in KMI schools have less freedom to express themselves. In addition, Arzada responded differently than other parents. She stated that “in Kazakh schools, schools must prove themselves—it is a priority to outperform others.” Overall, despite these negative opinions about the mentality in Kazakh schools, parents still chose KMI for their children.

### *Perceptions of Russian Schools as Absent of Moral Upbringing*

During the interviews some parents reflected on their experience of studying in Russian schools or analyzed the experience of their acquaintances and made comparisons with Kazakh schools. These opinions were also varied. While some parents valued the stricter discipline in RMI, others thought that there is a lack of moral upbringing (*воспитание* in Russian, *тәрбие* in Kazakh). For example, Bibigul mentioned that children in Russian schools feel more freedom and can express themselves and talk about their desires. Thus, she thinks, children “can develop their inner world faster.” As for Assyl, she stressed that there is more discipline in Russian schools in comparison to Kazakh schools.

Regarding the cultural aspect, Saule noted that RMI schools pay less attention to the cultural and moral upbringing and respect to elders than in KMI schools. Arzada in response to her opinion that Kazakh schools want to outperform others, stated that “Russian schools, they take a more relaxed approach and do not stress over it as much.” Similar to the previous subtheme, despite the parents’ mixed opinions on the advantages of either system, their children study in KMI schools.

Overall, the cultural factors influencing parents’ decisions to choose Kazakh-medium instruction are deeply rooted in their ethnic identity, views on national belonging, and perceptions of school values. While parents expressed both positive and critical opinions about the mentality and teaching styles in Kazakh and Russian schools, their strong connection to Kazakh as their native language and a symbol of cultural heritage ultimately guided their choice. Despite differing experiences and expectations, most parents prioritized cultural identity through language and schooling.

## **Social Factors**

Data analysis revealed three most common subthemes under social factors which are 1) increasing interest in Kazakh; 2) advice from and to others; and 3) personal decision.

### ***Increasing Interest in Kazakh***

All participants asserted that they noticed more and more people becoming interested in Kazakh language. This aspect may have played a role in their choice of the Kazakh MOI too. Each of the parents shared their points of view based on the people in their surroundings. Some of them had similar experiences and reflections. For instance, three parents stated that they have observed how more and more people are starting to communicate in Kazakh. Saule thinks that it is easier for her children now because they can speak in Kazakh fluently. As for Peruza, she mentioned that when she traveled to Almaty, a densely populated city in the southern part of Kazakhstan, she noticed that there was “no Russian language at all.” Additionally, when she spoke Russian to her daughter in a bus, she got an oral remark from an elderly man for not speaking Kazakh. Peruza was ashamed of that situation.

Other four participants noted that even the Russian people in their surroundings are becoming interested in learning Kazakh. For instance, Bibigul said that some of her Russian acquaintances are sending their children to Kazakh kindergartens and schools. Dana also stated that in their school there are some Russian families whose children study in a KMI. She also mentioned that her Russian colleagues try to learn Kazakh for themselves. She supports it because she thinks that it is essential to know Kazakh if a person lives in Kazakhstan. Furthermore, Madina also noted that Russians try to speak Kazakh “even though with an accent.” It seems she appreciates it because they are making an effort to learn and to speak it. Another interesting point was raised by Arzada. She

believes that a lot of Russians are interested in Kazakh language because they may think it will help them to “advance in the system” within the society and to get some benefits.

### *Advice from and to Others*

Three parents claimed that they made a choice of the MOI for their children based on the recommendations from close family members and relatives. Although all three parents received advice from others, there are differences between them. For instance, Madina doubted which school to send her child to. Then, her mother recommended her to try a Kazakh school, and that if the child struggles, then they can choose a Russian school. This parent got the same recommendation from her sister, who had sent her son to a KMI school. Her sister’s son started to speak in Kazakh and eventually, her sister also became fluent in Kazakh. Because of her personal experience, the sister advised Madina to choose a KMI school too. This example shows that immediate family members may have a great influence on a parent’s school choice decisions.

The second case is with Saule who initially wanted to send her children to a Russian school because she thought she would be able to help them with their homework. However, her husband and his parents insisted on sending the children to a Kazakh school. Eventually, they now study at a KMI school and Saule claimed that she does not regret the decision. It is also evident from her statements in the earlier sections that she values the mentality and cultural upbringing in Kazakh schools.

For Aliya, her decision regarding school choice is not directly related to advice from others but was made based on the assumption that her relatives would not be in favor of a Russian school. This example illustrates that some people might fear others’ reaction to their decision regarding school choice. Therefore, they make a choice that would be acceptable to them and their extended family as well.

Another interesting finding was that three parents were willing to recommend their relatives and acquaintances to consider a KMI school for their children because of the several earlier mentioned reasons, such as Kazakh being the official and required language for documents. One parent wanted to recommend it even for her classmates who are not ethnic Kazakhs. By doing this they probably want to become the social agents of change themselves, encouraging others to develop education in Kazakh language.

### ***Personal Decision***

It was interesting that four parents claimed that their decision was not based on the recommendations from relatives or on the pressure from society. They explicitly mentioned that the school language choice was solely their decision made with their spouses. Bibigul and Dana noted not being dependent on both relatives and society. It was only their personal desire “not only to learn Kazakh, but also ... to explore more in Kazakh.” As for Assyl, many people from her surrounding suggested that she choose a Russian school in order not to make things difficult for her children. However, she did not listen to others’ opinion and still chose a KMI school.

### **Educational Factors**

According to Kambatyrova (2024), educational factors include the quality of school education, teachers’ qualification, and the quality of teaching and learning materials. Besides these examples, parents in this study shared with additional educational reasons, such as linguistic benefits and future education perspectives. Overall, educational factor was not a popular reason to choose a KMI school among the participants of this study. Only three parents stated different reasons related to the educational aspect. For instance, Peruza stated that because of the increasing number of KMI schools in the country, a lot of highly qualified teachers transfer to KMI schools. This fact also played an important role in her decision-making process.

Arzada covered the linguistic advantages of studying in a Kazakh school. She thinks that children who study in a KMI school can easily learn Russian and English, and it is easier for them to translate everything into different languages. She believes that children who study in Russian schools cannot acquire Kazakh language as easy as KMI school students can acquire Russian.

Finally, Saule believes that it is easier for KMI school graduates to enter universities rather than for RMI school graduates. When asked to elaborate her answer, she mentioned that it is mainly because Kazakh is used everywhere, and potential and current students will definitely need it in their studies at Kazakhstani universities.

### **Summary**

This study explored family language policy of eight Russian-speaking Kazakh parents who sent their children to KMI schools, and political, economic, cultural, social, linguistic, and educational factors that have influenced their choice. No data was found regarding economic and linguistic factors from the interview with parents. Therefore, they were not presented in this chapter. Four main themes emerged from the findings and they are organized based on the FLP framework and research questions.

The first theme is the choice of the medium of instruction as the part of language management component of FLP. It was found that one of the main reasons why parents chose KMI school is that parents want to ensure their children learn Kazakh because they do not know and speak it well themselves.

The second theme is language practices and ideologies as the remaining components of FLP. Generational differences were found between language practices of parents and children because parents prefer to use Russian more, while their children started to use more Kazakh in their speech. Additionally, some families exercise their agency in maintaining Kazakh at home by encouraging their children to speak Kazakh and

read Kazakh books, which is also an interesting point, considering that Russian is more comfortable language for most parents. It was also found that parents have a multilingual ideology and most of them want their children to be fluent in several languages because they live in a multinational country as Kazakhstan and for the sake of personal and academic development.

The third theme includes the political, cultural, and educational factors that affected parents' choice. One of the interesting political factors that most parents identified was the requirement of using Kazakh in documentations. Some of them struggled with filling out the documents in Kazakh, therefore they wanted their children to know it better. In addition, language policy of Kazakhstan ensures the status of Kazakh, which was also the factor for choosing the Kazakh MOI. As for the cultural factors, ethnic identity appears to be an essential aspect for choosing a KMI school. Most parents indicated that because they are Kazakhs and Kazakh is their native language, they were encouraged to choose a Kazakh school. Finally, educational factors such as highly qualified teachers and linguistic benefits of the particular MOI were also found to be important indicators for parents to choose a Kazakh school.

The fourth theme is how language socialization operates within families, with children acquiring Kazakh through school interactions and bringing those practices into the home. In turn, parents began to adopt new language behaviors, showing that language socialization is a cyclical process that is shaped by FLP and in turn shapes future FLP.

Although some subthemes, such as, the importance of quality education or various language practices of families are similar to the examples from the existing literature, some subthemes such as language socialization impact or the issue of documentation requirements are new and unexpected findings in this study. These themes will be

discussed further in relation to the theoretical framework and relevant literature in the next chapter.

## Chapter 5: Discussion

### Introduction

According to the data analysis, four main themes were identified from eight semi-structured interviews with parents. They were organized based on each component of FLP, influencing factors, and language socialization: 1) choice of the MOI as language management; 2) language practices and language ideologies; 3) political, cultural, and educational factors; and 4) language socialization of children and parents. The purpose of the study is to explore the family language policy of Russian-speaking Kazakhs who sent their children to KMI schools and to analyze which factors may have affected their decision. This chapter discusses these four themes in relation to the main research questions:

1. What are the reasons for Russian-speaking Kazakh parents to send their children to KMI schools?
2. What are the family language practices and family language ideologies of these families?
3. What political, economic, cultural, linguistic, social, and educational factors support the parental choice of the MOI?

The first two research questions are based on the Curdt-Christiansen's (2018) framework of Family Language Policy and language policy components presented by Spolsky (2004). The last research question includes six main factors based on the Kambatyrova's (2024) study, but only three of them (political, cultural, educational) will be discussed further because they have the most relevant and the richest data for the present study. Overall, the main themes that emerged will be discussed in accordance to the above questions supported by previous studies on FLP and school language choice, theoretical framework, and the context of the study.

### **Reasons for Russian-Speaking Kazakh Parents to Send Children to KMI Schools**

The first research question seeks to find the reasons why predominantly Russian-speaking ethnic Kazakhs selected Kazakh schools for their children. In this study the choice of the MOI is considered as a language management component of FLP.

One of the main reasons parents selected a Kazakh medium school in this study was that parents themselves do not know Kazakh well. Therefore, they wanted to make sure that their children will learn it and speak it better, especially considering their ethnic identity and post-independent Kazakhstan's language policy and priorities. Most parents shared that on several occasions, either at work or in other public places, they felt ashamed because of their lack of communicative skills in Kazakh—an experience they did not want their children to have. This is similar to the findings in Küün (2022), which explored how ethnic Ukrainian families chose mediums of instruction in Estonia. For instance, one family in Küün's study chose a Russian medium school because they lived in a Russian-speaking district and did not want their child to feel separated from other children in the neighborhood. Another family in Küün's study selected a Ukrainian school in order to preserve Ukrainian identity and language. In all these cases parents chose a specific MOI based on their wishes and plans for their children to communicate in the language of instruction. The value of a language was also a deciding factor for the Irish parents in the study by Mhathúna and Fhionnlaoich (2021). They chose the Irish MOI because of the heritage and cultural values, as well as the interest in promoting Irish. In conclusion, one of the common reasons why parents choose a specific MOI seem to be the importance of the language itself for the parents and their aspirations for their children's integration and success within a particular linguistic and cultural context.

## **Family Language Practices and Language Ideologies of Russian-Speaking Kazakhs**

This section will focus on remaining two components of Curdt-Christiansen's (2018) framework: family language practices and family language ideologies.

The first main finding was the differences in language practices of parents and children. It was found that participants of this study prefer to use Russian at home and at work because they graduated from Russian schools and universities, and it is the language which is comfortable for them. However, they reported that their children, who currently study in Kazakh schools, have more exposure to Kazakh, and they tend to speak Kazakh more often in specific occasions. For example, children chose Kazakh when discussing schoolwork or with elderly relatives. The latter aligns with the findings of Amantay et al. (2017), who also noticed their participants shifting from Russian to Kazakh when speaking to grandparents or shifting from Kazakh to Russian when they lack vocabulary on some particular topics.

In addition, it was also found that most parents in the study exercise their agency in promoting Kazakh in their homes. For example, they advise their children to speak and respond in Kazakh, and have signed up at a local library to borrow more books in Kazakh. Similarly, Amantay et al. (2017) found that participants in their study also maintained Kazakh among the family members by giving children Kazakh books and magazines, and exposing them to Kazakh TV programs. Additionally, Smagulova (2017), who studied one urban Kazakh family, identified that there is interest in re-considering Kazakh as a prestigious language. Therefore, the family genuinely made attempts to use more Kazakh at home, but it was mostly "school-related" talk and Russian was still dominant in their regular conversations. However, they were interested in re-acquiring Kazakh among the younger generation. Slavkov's (2016) study about FLP of bilingual and multilingual families in Canada also identified that parents were committed to developing their heritage

language at home by going to weekend language schools, reading books and exposing children to different modes of media in the heritage language. Kazakh for a long time was also considered as a minority language in its own titular country (Smagulova, 2008). Smagulova stated that it is a typical case for the ethnically diverse country as Kazakhstan, because for many years “indigenous” people were marginalized by “non-indigenous” groups, and now the former group want to reclaim their language as superior. Nowadays, Kazakh is no longer considered as a minority language, thanks to the multiple language laws on this matter. However, the efforts to maintain Kazakh at home still are similar to heritage language maintenance in Canada. These examples, along with the findings of this study, highlight that there is a growing parental agency and intentional effort to promote Kazakh at home, reflecting both shifting language practices and a desire to support children’s developing linguistic and cultural identity.

Regarding the family language ideologies, most families in this study were found to have a multilingual ideology on learning languages. When asked about whether it is essential for them if their children are proficient in both Kazakh and Russian, the majority of parents claimed that they prefer their children know not only these two languages, but also additional foreign languages. They have this view because of the educational and job opportunities, as well as their international worldview due to overseas travel. Another important aspect is that Kazakhstan is a multinational and multicultural country, and parents want their children to be competent citizens here. In addition, the Kazakhstani language policy also supports parent’s language goals. As Smagulova (2008) stated in her study, although the Kazakhstani government initially wanted to implement monolingual Kazakh policy, the multinational sociodemographic state of the country led them to promote multilingual policies. Russian is used as a language of interethnic communication and English is promoted as a language of global economy. Kambatyrova (2024) also found

that parental language ideologies correlated with the trilingual education policy in Kazakhstan. Parents in her study considered the government's inclusion of English education as a sign of care and support for the future of their children. Research from other contexts also show similar findings. For instance, Slavkov (2016) found that parents had positive views about multilingualism and preferred their children to know several languages by attending both French medium general schools and heritage language weekend schools. Forlot (2009), who also conducted research in Canada, indicated that French immigrant parents chose English medium instruction instead of French because they wanted their children to be able to integrate well in a multicultural society as Canada. Overall, the findings of the previous studies, both from Kazakhstan and abroad, seem to confirm the findings identified in the present study about the multilingual language ideology which is common among the majority of parents in this study.

### **Political, Cultural, and Educational Factors Affecting Parental Choice of the MOI**

This section will discuss the political, cultural, and educational factors (Kambatyrova, 2024) which affected parental decision of the Kazakh MOI schools.

One of the interesting findings in this study was the challenge that parents faced in terms of the requirement to fill out documents in Kazakh, and they noted that this was also one of the deciding factors to choose a Kazakh MOI school. The language policy of Kazakhstan has a relatively long history. It started from 1996 with the law "On the principles of language policy of the Republic of Kazakhstan" and has gradually covered more and more spheres where Kazakh is required. Parents in the present study most likely to refer to the law "Principles of extension of the spheres of use of the state language" which was implemented in 2006 (Smagulova, 2008). All state and government workers were supposed to use Kazakh language for all paperwork by 2010. Even though there were some disagreements from regions as Aktobe in western Kazakhstan, and Karaganda in

central Kazakhstan, all cities had to transfer to Kazakh. Most parents reflected on their own experience of having difficulties while shifting to the “Kazakh only” documentation rule; therefore, they wanted to help their children navigate the bureaucracies of the system easily.

Another political factor is the strengthening status of Kazakh. Because its role and importance are emphasized by law, a lot of parents choose education in Kazakh to support this initiative. For instance, parents in this study as well as those in Amantay et al. (2017) chose KMI schools and kindergartens as a response to the policy which supports the status of Kazakh. Kucherbayeva and Smagulova (2023) identified that parents also support Kazakh medium education at universities. They found that Kazakh had a strong presence in higher education, and parents support Kazakh MOI by sending their children to Kazakh schools and universities. Additionally, the study conducted in Latvia by Martena and Marten (2023) found that families started to select Latvian medium of instruction after Latvia gained independence. This is because people realized the importance of the Latvian language for the development of the country that is now independent from the Soviet Union and from the Russian language. These findings suggest that political developments, particularly language requirements and the rising official status of Kazakh, play a significant role in shaping parental decisions, as families align their choices with state initiatives and aim to ease their children’s future integration into Kazakh-dominant domains.

Regarding cultural factors, most parents in this study indicated that one of the strong reasons for them to choose a KMI school was the fact that they are ethnic Kazakhs. It seems that these parents want to preserve their Kazakh identity and promote it to their children through education in Kazakh. Similarly, in Amantay et al.’s (2017) study Kazakh was considered a language of ethnic and cultural identity, historic origins, and even

“spiritual fulfillment” (p. 16). Kambatyrova (2024) also identified similar results in her study. Parents from the Central and Northern parts of Kazakhstan supported Kazakh MOI because it plays an essential role in maintaining Kazakh language and identity.

Cultural factor was one of the main reasons to choose a particular MOI in several earlier studies. For instance, Kemppainen et al. in two of their studies (2004, 2008) explored school language choices of Russian-speaking parents in Estonia. In the first study (2004) Kemppainen et al. found that parents had different types of cultural orientations which influenced their choice of MOI. Among them there were russocentric and estoniocentric orientations. Parents with these language orientations chose either Russian or Estonian MOI respectively. The reason behind it was that they wanted to promote the specific cultural component to their children, the same as parents in the present study. Their second research study (2008) indicated that there are significant and non-significant factors affecting parents' choice. Among significant factors were parents' ethnic background and cultural congruence which proves the importance of cultural aspect in parental decision-making process. Similar findings were identified by Curdt-Christiansen (2009) in her study of Chinese immigrants in Canada. Parents in her study chose Chinese language schools because they wanted to preserve the sense of ethnic belonging, identity, and roots even being far away from their home country. Overall, most parental decisions about the MOI are strongly shaped by cultural identity and a desire to maintain ethnic roots, as consistently shown in this and other related studies.

The educational factors mentioned by the participants of this study are highly qualified teachers and linguistic benefits of the Kazakh MOI. One participant thought that because there are more Kazakh schools nowadays, many qualified and knowledgeable teachers have moved to Kazakh schools. This was one of the reasons for her to choose a Kazakh school. The same factor was found to be important for the parents in Schwartz et

al.'s (2010) study. Parents preferred bilingual (Russian-Hebrew) rather than monolingual (only Hebrew) kindergartens because they believed in the better quality of education and more familiar teaching approaches provided by the teachers with the post-Soviet background. Martena and Marten (2023) identified that Latvian parents in Germany tended to select German medium of instruction because of the beliefs that German MOI offers better quality of education, multicultural school environment, opportunities to think out-of-the-box and be exposed to cultural diversity. Even parents' doubts about difficulties of learning in another language disappeared when they realized all the benefits of learning in the German MOI.

Next, another parent in the present study highlighted the linguistic benefits of studying in a Kazakh MOI. She believed that studying in Kazakh would benefit children when they eventually learn other languages. Chinese immigrant parents in Canada in Curdt-Christiansen's (2009) study also wanted their children to be linguistically competent in the country. They preferred education in all three main languages for them (Chinese, English, French) because of the educational beliefs and prospects for the academic success. As it can be observed in this and earlier studies, parental choices of the MOI can be often guided by perceived educational advantages, such as teacher quality and linguistic benefits, which they see as key to their children's academic and future success.

### **Language Socialization and FLP**

While this study focused on the reasons behind parental choice of the KMI schools and FLP of these families, the findings also reveal how language socialization operates within the participants' lived experiences. Language socialization was an important medium of interaction between internal and external factors in the FLP framework of Curdt-Christiansen (2018) (see Figure 1 in Chapter 2). Language socialization refers to the process by which individuals acquire language and cultural norms through participation in

social interactions (Ochs & Schieffelin, 2011). In the present study it was found to be an essential framework in shaping FLP of participant families.

### ***Language Socialization and Language Ideologies***

Although parents in this study already valued the role and importance of Kazakh, it is possible that their language ideologies were supported and strengthened after socializing with other people. For instance, some parents reported feeling ashamed or embarrassed when they could not support the conversation in Kazakh; or some parents were asked directly why they cannot speak Kazakh fluently. After such experiences, they realized that in present-day Kazakhstan it is essential to know Kazakh well. Importantly, this was one of the reasons why they selected education in KMI for their children.

### ***Language Socialization and Language Practices***

In the context of this study, although coming from predominantly Russian-dominant households, children began to use Kazakh more frequently after entering KMI schools. Parents observed that their children often used Kazakh when discussing schoolwork or interacting with elders, showing not only increased fluency, but also greater comfort with the language in specific social domains. Through daily interaction with peers and teachers, children are exposed not only to the linguistic environment, but also to cultural norms, such as respect for elders, that is an important part of Kazakh identity. Some parents mentioned the moral and behavioral values taught in KMI schools, such as respect, politeness, and modesty. These examples suggest that schools serve not only as academic spaces, but also as environments for language socialization, where children internalize linguistic norms and cultural values. Ochs and Schieffelin (2011) stated that social interactions both at school and in informal domains provide learners with evaluation, correction of errors, requests and suggestions from other people, which is a

helpful tool to learn languages. These experiences then influence language practices of children at home, as they start to speak Kazakh more often.

### ***Language Socialization and Language Management***

In addition, this study also demonstrates a reverse form of language socialization, where parents, influenced by their children's schooling experiences, begin to adopt new methods in their language management. Parents begin encouraging Kazakh use more intentionally, providing access to books and media in Kazakh or creating informal rules about responding in Kazakh. In this sense, children act as agents of socialization, encouraging the use and value of Kazakh within the home. While some social interactions may assume older people as more experienced and experts, the reverse case is also common when novice learners can lead the interaction (Ochs & Schieffelin, 2011). Authors noted that it is essential to remember that language socialization is "best viewed as an interactional rather than unidirectional process" (p. 5).

In this way, language socialization does not stand apart from FLP, it frames and explains how it operates in real life. It highlights that family language policy is not fixed or static, but an evolving process shaped by relationships, environments, and shifting identities.

### **Summary**

The purpose of this chapter was to present the discussion of the main findings in relation to the previous studies on FLP, theoretical frameworks, and the context of this study. Firstly, a key reason for the choice of the Kazakh MOI was parents' desire for their children to learn Kazakh well, often shaped by their own past struggles with the language. Similar motivations have been observed in studies from other contexts where parents made MOI choices based on language status and integration.

Regarding the language practices, although Russian remains the dominant language at home, many parents actively encourage Kazakh use through books, conversations, and media. This and MOI changed children's practices as they speak more Kazakh than their parents. Parents in this study also held multilingual ideologies, valuing Kazakh, Russian, and foreign languages for educational and career prospects.

Their choices are further shaped by language policies, cultural identity as ethnic Kazakhs, and perceptions of better education in Kazakh schools. Interestingly, parents' multilingual ideology correlates with their belief that gaining strong proficiency in Kazakh through KMI can support learning of other languages. For them, Kazakh is not only important for ethnic identity, but also serves as a foundation for learning additional languages, contributing to their children's multilingual development. Overall, the study shows that family language policy is a dynamic process influenced by identity, experience, and the changing sociolinguistic landscape of Kazakhstan.

Lastly, the findings show that language socialization plays a key role in shaping family language policy. This process reveals that language management, practices, and ideologies are all shaped through everyday social interaction. Rather than a fixed plan, FLP emerges as a dynamic and socially-driven process.

## **Chapter 6: Conclusion**

The purpose of this qualitative interview-based study was to explore family language policy of Russian-speaking Kazakh families and their choice of schools with a Kazakh medium of instruction using the framework of Family Language Policy and its components. The data were collected from semi-structured interviews with eight parents from one town in the Central Kazakhstan. This chapter presents the main conclusions of the previously discussed findings, which were guided by the following research questions:

1) What are the reasons for Russian-speaking Kazakh parents to send their children to KMI schools? 2) What are the family language ideologies and family language practices of these families? 3) What political, economic, cultural, linguistic, social, and educational factors support the parental choice of the MOI? Additionally, there are presented implications, recommendations for stakeholders, strengths and limitations of the study, and future research directions.

### **Main Conclusions and Implications**

Results of the study demonstrate that the choice of the medium of instruction and FLP is an always-evolving dynamic process. Regarding the first research question, it was found that the main reasons for Russian-speaking Kazakh parents to choose a KMI school are the increasing use of Kazakh in the country and parents' hopes and ambitions for their children being a part of the society. Parents in this study shared that they want their children to be fluent and proficient in Kazakh in order to better integrate into the society. They noticed that more people speak Kazakh nowadays than it was before when they were young. Because they were not exposed to Kazakh much, they now feel ashamed when speaking Kazakh at work or in public places due to the lack of proficiency and confidence. Therefore, they want their children to prioritize learning Kazakh in order for them to be confident using it. Parents believe that by sending their children to a Kazakh school they

contribute to and help their children to practice and improve their Kazakh. This finding suggests that Russian-speaking Kazakh families choose KMI as a tool for social integration and mobility.

The second research question focuses on language practices and language ideologies of the parents. There were found generational differences in language practices of parents and children. Most parents reported feeling more comfortable using Russian at home because of the educational background in Russian. At the same time, because their children study in Kazakh schools, they have opportunities to practice Kazakh there. Thus, children speak Kazakh in more occasions than their parents. Parents, however, despite being Russian-dominant, maintain Kazakh at home by encouraging their children to use it more in their speech and by exposing them to Kazakh books. This shows that Kazakh-medium schooling becomes a crucial site for increasing children's Kazakh proficiency, when home language input is limited. However, the parents' role is also essential because even though they are not dominant in Kazakh, their conscious encouragement and provision of resources shows symbolic investment in the language. It also shows that parents are not passive recipients of language policies, they actively exercise their own agency at home. This supports the idea of bottom-up language planning and the role of families in language re-acquisition.

Interestingly, most parents have multilingual ideology and want their children to become proficient in at least three languages due to potential personal, career, and educational benefits. Although at first sight it may seem to contradict their decision to choose a KMI school, in reality, parents believe that learning Kazakh in a KMI setting can help their children acquire other languages more easily. They view Kazakh as a stepping stone for their children's broader multilingual development.

The third research question is about different factors that have affected parental MOI choice. Political, cultural, and educational factors were identified as the most influential for parents. Parents decided to send their children to Kazakh schools as a response to the increasing status of Kazakh in the language policy of Kazakhstan. Kazakh has become required in all spheres, including documentation, and parents had challenges when it was first implemented. They do not want their children to face the same struggles, thus, they decided to expose their children with Kazakh since their childhood. Regarding the cultural factor, most parents have strong ethnic identity which encouraged them to choose a Kazakh school. Despite being Russian-dominant, they have the sense of belonging to their ethnicity and they want to preserve this identity. Therefore, they chose KMI schools to promote Kazakh identity to their children through Kazakh education. Next, the educational factors that attracted parents are highly-qualified teachers and linguistic benefits of studying in Kazakh. Linguistic benefits correlate with the parents' multilingual ideology. The increasing number of highly-qualified teachers in Kazakh schools every year seem to be one of the important influencing factors for parents in addition to others mentioned previously. It is obvious that parents want the best for their children, and thus they choose schools that provide the best education in their opinion.

Lastly, this study shows that language socialization plays a key role in shaping FLP. Children's use of Kazakh at school influenced their language practices at home, while also encouraging parents to adopt new strategies and rethink their language beliefs. These findings show that language socialization is a dynamic, bidirectional process that connects language practices, management, and ideologies, and helps explain how FLP operates and evolves in real-life family contexts.

## **Recommendations**

Based on the results of the study, several recommendations for policy makers and parents can be suggested. Since parents are influenced by the presence of highly-qualified teachers, policy makers should continue investing in teacher training and curriculum development in Kazakh-medium schools to ensure high standards and build public trust in Kazakh-medium instruction. Moreover, a wide range of engaging and age-appropriate Kazakh-language resources should be designed and published with investment by policymakers that support family-based language learning. Special attention should be given to creating materials that enable non-dominant Kazakh-speaking parents to participate in and support their children's Kazakh language development. Parents, in their turn, should create supportive Kazakh language environment at home by fostering a positive language attitude.

## **Strengths and Limitations**

Literature on Family Language Policy is still being developed in Kazakhstan and Central Asia. Focusing on FLP, the present study enriches and contributes to the existing base of literature in the current context. Additionally, because the data for this study was collected from the specific group among all Kazakhs – Russian-speaking Kazakhs – this study shed light on their family language policy components which may be useful for language policymakers. This group is quite common in Kazakhstan and knowing more about their language practices, ideologies and management will contribute to implementation of more effective and relevant to the context language policies. Moreover, the study focused on the parental choice of the Kazakh medium of instruction schools. The focus on KMI schools contributes to raising awareness about why people are interested in KMI, and thus it may help education leaders to make KMI more attractive to Kazakhstani citizens.

The study also has some limitations. Firstly, the sample size of the study is small. Only eight female parents were interviewed, thus it is impossible to make generalizations for the Kazakhstani context based on the results of the study. Secondly, all participants are from one small town in the Central Kazakhstan. The context of the town is mixed-language. Therefore, the study shows only the results which are relevant to this exact context. Thirdly, because of the time constraints, only one data collection instrument was used – semi-structured interviews. Although interviews are useful because they enable researchers to gather rich information from participants own memory-recalling, they might not be enough to demonstrate the full picture of FLP of the participants.

### **Future Research Directions**

Interested researchers may contribute to the field by exploring FLP and Kazakh MOI choice of parents from other regions of Kazakhstan. For example, families from the North and from the South may have different FLP and reasons to choose Kazakh MOI because Northern regions tend to be more Russian-speaking, while Southern regions tend to be more Kazakh-dominated. In addition, other researchers may use different data collection instruments. For instance, observations at home and at school can be used to capture and understand real-life language practices of parents and children, and whether they align with their interview responses. Future researchers may also focus on children's voices. This study covered only interviews with parents, but it will be beneficial if future studies will explore children's experiences too. Lastly, because this study was rather short, more longitudinal study would help to explore how FLP and MOI choice impacts children's language proficiency and identity in the long term.

### **Reflection**

Thesis writing process was not easy, but it was definitely an exciting, insightful, and thought-provoking journey. Although I have written a thesis when I graduated from

my bachelor's, writing a Master's thesis was really a new level. I learned a lot about conducting real research: applying for an ethics approval, recruiting participants, collecting and analyzing data, and finding answers to my research questions. The most interesting and, at the same time, the most challenging part for me was to write last chapters of my thesis because there we need to synthesize and link our findings to the framework and previous literature, and come up with answers to the questions. Although it seemed to me easy, in reality I found myself a bit struggling to make this synthesis. However, after revising chapters with the supervisor, it all eventually became clearer, and I was able to see where I can make the connections. Looking back, I realize how much I have done in this path. I can see that now I am a new person, with new visions and perspectives on research than I was when I first came to GSE. Overall, I am thankful to and proud of myself that I did it.

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## Appendix A: AI Declaration Form



Thesis Title: Family Language Policy of Russian-Speaking Kazakhs and Their Choice of  
Kazakh Medium Schools

### Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of generative AI tools and composed this work independently (please check one):

- with the use of generative artificial intelligence tools, or  
 without the use of generative artificial intelligence tools.

During the preparation of this proposal/thesis, I used ChatGPT to paraphrase, structure and organize the written text, ask for tips to improve coherence; Citation Machine to reference sources<sup>1</sup>.

I also declare that I

- am aware of the capabilities and limitations of generative AI tool(s),  
 have verified that the content generated by AI systems and adopted by me is factually correct,  
 am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,  
 have submitted complete and accurate information about my use of generative AI tools in this work, and  
 acknowledge that there may be disciplinary consequences if I have breached NU Student Code of Conduct or not followed NUGSE's guidelines regarding appropriate AI use.

Name: Aruzhan Zharylgap

Signature:

Date: 24.05.2025

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<sup>1</sup> Examples: brainstorm ideas / find or select sources on a topic / paraphrase / structure and organize the written text / edit the text for clarity and grammar / ask for tips to improve coherence / cite and reference sources

## Appendix B: Interview Questions

- A. Warm-up questions
- How many children do you have?
  - Do all your children attend KMI schools?
  - How comfortable are you with Kazakh in your daily life?
- B. Family Language Practices
- What language do you primarily use with your children at home?
  - Do your children prefer using Kazakh or Russian at home? Why?
    - Are there specific situations where you use Kazakh and others where you use Russian at home? Can you describe these?
    - How do you help your children improve their Kazakh language skills outside of school?
- C. Family Language Ideologies
- What role does the Kazakh language play in your family's identity and everyday life?
  - Why is it important for your children to study in Kazakh?
  - Do you think it is important for your children to be fluent in both Kazakh and Russian? Why or why not?
    - How do you view the importance of Russian language skills for your family?
    - How do you balance the use of Kazakh and Russian in your family's communication?
- D. Family Language Management
- Can you explain the decision-making process that led you to choose KMI for your children?
    - Have you considered transferring your child to RMI at any point? What factors influenced your decision to stay with KMI or not?
  - Did you experience any external pressure (e.g., family, community) when deciding on the MOI for your children?
  - How do your child/children feel at KMI school?
    - Are there any (linguistic) challenges your children face in KMI schools?
    - How do you address them? (Do your children attend private tutors?)
- E. Factors influencing the choice
- Are there specific careers or sectors where you believe Kazakh language proficiency will provide an advantage for your children?
  - How does your family's ethnic Kazakh identity affect your language choices at home and in school?
    - How important is it for you that your children's education reinforces their cultural identity as ethnic Kazakhs?
  - What role does the government's language policies play in your choice of KMI schooling?
    - Is there a broader societal shift toward Kazakh? Did it have impact on your choice?
  - What do you think about the quality of education in KMI schools?
    - How do you feel about the curriculum offered in KMI schools?
    - How do you perceive the competency of teachers?
    - If in comparison with RMI schools?

- How do you perceive the availability of higher education opportunities for students who graduate from KMI schools compared to RMI schools?
- Would you recommend KMI school for other parents? (OpenAI, 2024).

## Сұхбат сұрақтары

### A. Кіріспе сұрақтар

- Сіздің қанша балаңыз бар?
- Сіздің барлық балаларыңыз қазақ тілінде оқытатын мектептерге барады ма?
- Күнделікті өмірде қазақ тілін қолдану сізге қаншалықты ыңғайлы?

### B. Отбасындағы тілдік тәжірибелер

- Үйде балаларыңызбен қай тілде сөйлесесіз?
- Сіздің балаларыңыз үйде қазақ немесе орыс тілінде сөйлегенді жөн көреді ме? Неге?
  - Сіз қазақ және орыс тілдерін қолданатын ерекше жағдайлар бар ма?
  - Сіз балаларыңызға мектептен тыс уақытта қазақ тілін жетілдіруге қалай көмектесесіз?

### C. Отбасындағы тілдік идеологиялар

- Қазақ тілі сіздің отбасыңыздың тұлғалық бірегейлігінде және күнделікті өмірде қандай рөл атқарады?
- Балаларыңыздың қазақ тілінде оқуы неге маңызды?
- Сіздің балаларыңыз үшін қазақ және орыс тілдерін еркін меңгеру маңызды ма? Неге?
  - Отбасыңыз үшін орыс тілін меңгеру маңызды ма?
  - Отбасыңыздағы қарым-қатынаста қазақ және орыс тілдері арасындағы тепе-теңдікті қалай ұстайсыз?

### D. Тілді басқару және оны отбасында жоспарлау

- Балаларыңызға қазақ мектебін таңдау шешімін түсіндіре аласыз ба?
  - Балаңызды орыс мектебіне ауыстыру мүмкіндігін қарастырдыңыз ба? Қазақ мектебінде қалу туралы шешіміңізге не әсер етті?
- Балаларыңызға оқу тілін таңдау кезінде қандай да бір сыртқы қысымға ұшырадыңыз ба (мысалы, отбасы мүшелерінен немесе қоғамнан)?
- Балаларыңыз қазақ мектебінде өздерін қалай сезеді?
  - Олар қандай да бір (тілдік) мәселелерге тап болады ма?
  - Олай болса, оларды қалай шешесіз? (Балаңыз репетитордың көмегіне жүгінеді ме?)

### E. Оқу тілін таңдауға әсер ететін факторлар

- Қазақ тілін білу сіздің балаларыңызға артықшылық беретін нақты мамандықтар немесе қызмет салалары бар ма?
- Сіздің және отбасыңыздың ұлты қазақ болуы сіздің үйде және мектепте оқу тілін таңдауыңызға қалай әсер етеді?
  - Балаларыңыздың білімі олардың этникалық қазақтар ретіндегі мәдени бірегейлігін нығайтуы сіз үшін қаншалықты маңызды?
- Үкіметтің тіл саясаты сіздің қазақ мектебін таңдауыңызда қандай рөл атқарды?
  - Қоғамның қазақ тіліне деген қызығушылығы өсті ме? Егер өссе, ол сіздің шешіміңізге әсер етті ме?
- Қазақ мектептеріндегі білім сапасы туралы не ойлайсыз?
  - Ұсынылатын оқу бағдарламасы туралы не ойлайсыз?
  - Мұғалімдердің біліктілігі туралы не ойлайсыз?
  - Орыс мектептерімен салыстырғанда ше?

- Орыс мектеп түлектерімен салыстырғанда қазақ мектептерді бітірген оқушылар үшін жоғары білімнің қолжетімділігін қалай бағалайсыз?
- Басқа ата-аналарға қазақ мектебін ұсынар ма едіңіз?

## Вопросы для интервью

### А. Вводные вопросы

- Сколько у вас детей?
- Все ли ваши дети посещают школы с казахским языком обучения?
- Насколько вам комфортно пользоваться казахским языком в повседневной жизни?

### В. Языковые практики в семье

- На каком языке вы в основном общаетесь со своими детьми дома?
- Ваши дети предпочитают говорить дома на казахском или русском? Почему?
  - Есть ли особые ситуации, в которых вы используете казахский, а в некоторых - русский?
  - Как вы помогаете своим детям совершенствовать свои знания казахского языка вне школы?

### С. Языковые идеологии в семье

- Какую роль казахский язык играет в самоидентичности и повседневной жизни вашей семьи?
- Почему вы считаете важным, чтобы ваши дети учились на казахском языке?
- Как вы считаете, важно ли для ваших детей свободно владеть как казахским, так и русским языками? Почему?
  - Как вы оцениваете важность владения русским языком для вашей семьи?
  - Как вы находите баланс между использованием казахского и русского языков в общении в вашей семье?

### Д. Управление языком и его планирование в семье

- Можете ли вы объяснить процесс принятия решения, который побудил вас выбрать казахскую школу для ваших детей?
  - Рассматривали ли вы возможность перевода вашего ребенка в русскую школу в какой-либо момент? Что повлияло на ваше решение остаться в казахской школе?
- Испытывали ли вы какое-либо внешнее давление (например, со стороны семьи, общества) при выборе языка обучения для ваших детей?
- Как ваши дети чувствуют себя в казахской школе?
  - Сталкиваются ли они с какими-либо (языковыми) проблемами в школе?
  - Если да, как вы их решаете? (Есть ли у ребенка репетиторы?)

### Е. Факторы, влияющие на выбор языка обучения

- Есть ли какие-то конкретные профессии или сферы деятельности, в которых знание казахского языка будет полезно вашим детям?
- Как ваша национальность влияет на выбор вами языка дома и в школе?
  - Насколько для вас важно, чтобы образование ваших детей укрепляло их национальную идентичность?
- Какую роль сыграли языковая политика Казахстана в вашем выборе казахской школы?
  - Есть ли сдвиг в обществе в сторону казахского языка? Если да, повлияло ли оно?
- Что вы думаете насчет качества образования в казахской школе?

- Как вы относитесь к учебной программе?
- Как вы оцениваете компетентность учителей в казахских школах?
- А если рассматривать в сравнении с русской школой?
- Одинаково доступно ли высшее образование для тех, кто закончил казахские школы, по сравнению с теми, кто закончил русские школы?
- Посоветовали ли бы вы казахскую школу для других родителей?

## **Appendix C: Invitation to a Voluntary Research Study**

### **Family Language Policy of Russian-Speaking Kazakhs and Their Choice of Kazakh Medium Schools**

Dear ...

My name is Aruzhan. I am a second-year graduate student at Nazarbayev University, doing my master's degree in "Multilingual Education" program in the Graduate School of Education.

I am writing to let you know about an opportunity to participate in a voluntary research study about the language practices, language ideologies, and language management of Russian-speaking Kazakhs and their choice of the Kazakh schools for their children. Various political, economic, cultural, social, and educational factors that may influence the choice of parents will also be studied.

Participation includes individual interview between me and one parent. The interview lasts about 30-45 minutes and your preference as to the day, time, and place of the interview will be taken into consideration.

If you choose to participate you may choose to discontinue participation at any time and you may choose any of the interview questions that you do not wish to answer.

If you are interested in participating or you require any further information, please contact me at:

+7 (708) 238 3002

[aruzhan.zharylgap@nu.edu.kz](mailto:aruzhan.zharylgap@nu.edu.kz)

Thank you for your consideration!

Kind regards,  
Aruzhan Zharylgap.

Nazarbayev University

## Ерікті зерттеуге шақыру

### Орыс тілді қазақтардың отбасылық тіл саясаты және олардың қазақ мектептерін таңдауы

Құрметті ...

Менің есімім Аружан. Мен Назарбаев Университетінің жоғары білім беру мектебінде көптілді білім беру бағдарламасының екінші курс магистрантымын.

Осы хатыммен Сізді орыс тілді қазақтардың отбасындағы тіл тәжірибесі, тіл идеологиясы және тілді жоспарлауы және ата-аналардың балалары үшін қазақ мектептерін таңдауын талдайтын зерттеуге қатысу мүмкіндігі туралы хабарлағым келеді. Осы таңдауға әсер ететін әртүрлі политикалық, экономикалық, мәдени, әлеуметтік және білім беру факторлары да талданады.

Зерттеу барысында Сіздің шамамен 30-45 минутқа созылатын жеке сұхбатқа қатысуыңыз керектігі жайлы хабарлаймын. Сондай-ақ Сіздің сұхбаттасу күніне, уақыты мен орнына қатысты қалауыңыз ескеріледі.

Бұл зерттеуге қатысу ерікті болып табылады, бұл сіздің кез-келген уақытта зерттеуге қатысуды тоқтатуға толық құқығыңыз бар екенін білдіреді. Сондай-ақ сұхбаттасу кезінде кейбір сұрақтарға жауап бермеу туралы ниетіңіз ескеріледі.

Егер Сізге қосымша ақпарат қажет болса, маған төмендегі телефон нөмірі немесе электрондық пошта мекен-жайы бойынша хабарласуыңызды сұраймын:

+7 (708) 238 3002

[aruzhan.zharylgap@nu.edu.kz](mailto:aruzhan.zharylgap@nu.edu.kz)

Назарыңызға рахмет!

Құрметпен,  
Аружан Жарылғап.

Назарбаев Университеті

**Приглашение к добровольному исследованию**  
**Семейная языковая политика русскоязычных казахов и их выбор казахских школ**

Уважаемый/уважаемая ...

Меня зовут Аружан. Я являюсь студентом второго курса магистратуры программы “Полиязычное образование” в высшей школе образования в Назарбаев Университете.

Данным письмом хочу сообщить Вам о возможности принять участие в исследовании, посвященном языковой практике, языковым идеологиям и языковому планированию в русскоязычных семьях казахов и их выбору казахских школ для своих детей. Также будут изучены различные политические, экономические, культурные, социальные и образовательные факторы, которые могут влиять на выбор родителей.

Участие в исследовании предполагает прохождение интервью, которое продлится около 30-45 минут. Ваши предпочтения относительно дня, времени и места интервью будут приняты во внимание.

Участие в данном исследовании является добровольным, что подразумевает, что Вы имеете полное право прекратить участие в исследовании в любое время. А также, Ваше желание не отвечать на некоторые вопросы во время интервью будет принято во внимание.

В случае необходимости дополнительной информации, прошу связаться со мной по нижеприведённому номеру телефона или адресу электронной почты:

+7 (708) 238 3002  
[aruzhan.zharylgap@nu.edu.kz](mailto:aruzhan.zharylgap@nu.edu.kz)

Спасибо за внимание!

С уважением,  
Аружан Жарылгап.

Назарбаев Университет

## **Appendix D: Informed Consent Form**

### **Family Language Policy of Russian-Speaking Kazakhs and Their Choice of Kazakh Medium Schools**

**DESCRIPTION:** You are invited to participate in a research study on the Family Language Policy (FLP) of Russian-speaking Kazakhs and their choice of the KMI schools for their children. This study will seek to explore the reasons why these parents send their children to KMI schools. It will analyze how their Family Language Policy along with various political, economic, cultural, social, and educational factors influence the choice of parents. Participating in this study, you would make a valuable contribution to the development of literature in the research about the Family Language Policy and its relation to the choice of the Language of Instruction for the children. In the study, your answers will be recorded on a voice-recorder application on the smartphone to be analyzed. Afterwards, the recorded files will be deleted completely without any possibility of being accessed by anyone. Your participation is completely voluntarily and you will have a full right to withdraw from the study at any point.

**TIME INVOLVEMENT:** Your participation will take approximately 30-45 minutes.

**RISKS AND BENEFITS:** The risks associated with this study are minimal. For example, you might feel discomfort with the questions about your family language practices, ideologies, and management. To ensure your confidentiality the researcher will use pseudonyms instead of your names and information about you and the school which your child/children attend will be coded so that sharing any information about you will not entail any kind of punishment from the school administration or damage of your reputation. Moreover, interview questions are designed in the manner not to cause any psychological damage. As for the benefits, although you will not acquire any direct benefits from the study, it is expected that you will get to know with the concept of Family Language Policy, and will be able to reflect on your own language practices, ideologies, and management at home. You will be more aware of the usage of languages at home and how your viewpoints on different languages shape your life decisions and decisions about your children.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

#### **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 Bridget A. Goodman, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz) +7(702)181-02-64

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

### **Орыс тілді қазақтардың отбасылық тіл саясаты және олардың қазақ мектептерін таңдауы**

**СИПАТТАМАСЫ:** Сізді орыс тілді қазақтардың отбасылық тіл саясатын және балалары үшін қазақ мектептерін таңдауын талдайтын зерттеуге қатысуға шақырамыз. Бұл зерттеудің мақсаты ата-аналардың балаларын қазақ мектептеріне жіберуінің себептерін зерттеу болады. Оның ішінде, олардың отбасындағы тіл саясаты, сондай-ақ ата-аналардың таңдауына әсер ететін әртүрлі политикалық, экономикалық, мәдени, әлеуметтік және білім беру факторлары талданады. Осы зерттеуге қатысу арқылы сіз отбасыңыздағы тіл саясатын және оның балаларға арналған оқу тілін таңдаумен байланысын зерттейтін әдебиеттің дамуына құнды үлес қосасыз. Ақпаратты талдау үшін зерттеуші сұхбат барысында қатысушылардың берген жауаптарын олардың келісімімен аудиожазбаға жазып алуға міндетті болады. Осыдан кейін жазылған файлдар толығымен жойылады және ол файлдар ешқандай бөтен адамның қолына түспейді. Сіздің қатысуыңыз толығымен ерікті түрде болады және сізде кез келген уақытта зерттеуге қатысудан бас тартуға толық құқығыңыз бар.

**ҚАТЫСУ МЕРЗІМІ:** Сіздің қатысуыңыз шамамен 30-45 минут уақытыңызды алады.

**ТӘУЕКЕЛДЕР МЕН АРТЫҚШЫЛЫҚТАР:** Зерттеу жұмысына қатысудың қауіптері шектеулі. Мысалы, сіз өзіңіздің отбасыңыздағы тіл тәжірибесі, тіл идеологиясы және тілді жоспарлау туралы сұрақтарға ыңғайсыздық сезінуіңіз мүмкін. Сіздің анонимділігіңіз бен ақпарат құпиялығын сақтау үшін сіздің аты-жөніңіз лақап атпен ауыстырылады. Сіз туралы және сіздің балаңыз/балаларыңыз оқитын мектеп туралы ақпаратты жариялау мектеп әкімшілігінің шағымын болдырмай және сіздің беделіңізге нұқсан келтірмейтіндей етіп құпияланады. Сонымен қатар сұхбат сұрақтары ешқандай психологиялық зиян келтірмейтіндей етіп жасалған. Артықшылықтарға келетін болсақ, сіз қатысудан тікелей пайда көрмесеңіз де, сіз отбасылық тіл саясаты тұжырымдамасымен танысып, өзіңіздің тілдік тәжірибеңіз, идеологияңыз және жоспарлауыңыз туралы ойлана аласыз деп күтілуде. Тілдерді үйде қолдану туралы және әртүрлі тілдерге деген көзқарастарыңыз сіздің өмірлік шешімдеріңізге және балаларыңызға қатысты шешімдеріңізге қалай әсер ететіні туралы көбірек білетін боласыз.

**ҚАТЫСУШЫЛАР ҚҰҚЫ:** Егер осы нысанда жазылған мәліметтерді мұқият оқып, аталған зерттеуге қатысуды ұйғарсаңыз, Сіз өз еркіңізбен келісім берген болып саналасыз. Дегенмен сіздің келісімді бұзу немесе зерттеуге қатысудан бас тарту құқыңыз қай кезде де күшінде болады. Бұл ретте ешқандай айып тартпайсыз. Сондай-ақ зерттеуге қатыспауыңызға да болады, қандай да бір сұраққа жауап бермеуге де құқыңыз бар. Бұл зерттеу нәтижелері ғылыми немесе кәсіби мақсатпен белгілі бір ортаға ұсынылуы немесе басылымдарда жариялануы мүмкін.

### **БАЙЛАНЫС ДЕРЕКТЕРІ:**

**Сұрақтарыңыз:** Егер осы зерттеумен байланысты, өткізу рәсімдері жөнінде, тәуекелдері мен артықшылықтары туралы сұрағыңыз, ескертуіңіз немесе шағымыңыз болса, зерттеушінің жетекшісімен, Қауымдастырылған Профессор Бриджит Гудман, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(702)181-02-64 байланыса аласыз.

**Дербес байланыс:** Егер аталған зерттеудің өткізілу барысына қанағаттанбасаңыз, қандай да бір мәселе туса немесе шағымыңыз, не сұрағыңыз болса, Назарбаев Университеті Жоғары білім беру мектебі зерттеулер комитетінің [gse.irec@nu.edu.kz](mailto:gse.irec@nu.edu.kz) электрондық мекенжайына хат жазып, байланыса аласыз. Зерттеуге қатысуға келісім берер болсаңыз, осы нысанға қол қоюыңызды сұраймыз.

- Берілген барлық ақпаратты мұқият оқып шықтым;
- Зерттеу мақсаты және рәсімдері туралы толыққанды ақпарат берді;
- Жинақталған мәліметтердің қалай және неге қолданылатынын, кез келген дербес, құпия ақпараттар зерттеушіге ғана қолжетімді болатынын білемін;
- Зерттеу рәсімдері барысында кез келген уақытта ешқандай себебін түсіндірместен зерттеуге қатысудан бас тарту құқығым бар екенін білемін;
- Жоғарыда берілген тәртіп-ережелерді толық ұғынып, жете түсіне отырып, өз еркіммен зерттеуге қатысуға келісім беремін.

Қолы: \_\_\_\_\_ Мерзімі: \_\_\_\_\_

## Форма информационного согласия

### Семейная языковая политика русскоязычных казахов и их выбор казахских школ

**ОПИСАНИЕ:** Мы приглашаем вас принять участие в исследовании, посвященном семейной языковой политике русскоязычных казахов и их выбору казахских школ для своих детей. Целью данного исследования будет изучение причин, по которым родители отправляют своих детей в казахские школы. В нем будет проанализировано, как языковая политика их семьи, а также различные политические, экономические, культурные, социальные и образовательные факторы влияют на выбор родителей. Приняв участие в этом исследовании, вы внесете ценный вклад в развитие литературы, посвященной изучению языковой политики в семье и ее связи с выбором языка обучения для детей. В ходе исследования ваши ответы будут записаны на диктофон в смартфоне для последующего анализа. После этого записанные файлы будут полностью удалены, и никто не сможет получить к ним доступ. Ваше участие является полностью добровольным, и у вас будет полное право отказаться от участия в исследовании в любой момент.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует около 30-45 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с этим исследованием, минимальны. Например, вы можете испытать дискомфорт из-за вопросов о языковой практике, языковых идеологиях и языковом планировании в вашей семье. Для обеспечения вашей конфиденциальности исследователь будет использовать псевдонимы вместо ваших имен, а информация о вас и школе, которую посещает ваш ребенок/дети, будет зашифрована таким образом, чтобы разглашение любой информации о вас не повлекло за собой какого-либо наказания со стороны администрации школы или ущерба вашей репутации. Более того, вопросы для интервью составлены таким образом, чтобы не нанести никакого психологического ущерба. Что касается преимуществ, то, хотя вы не получите никаких прямых выгод от участия, ожидается, что вы познакомитесь с концепцией семейной языковой политики и сможете поразмышлять о своей собственной языковой практике, идеологии и планировании. Вы будете лучше осведомлены об использовании языков дома и о том, как ваши взгляды на разные языки влияют на ваши жизненные решения и решения, касающиеся ваших детей.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без рисков. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

### КОНТАКТНАЯ ИНФОРМАЦИЯ:

**Вопросы:** если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителями магистерского тезиса исследователя, используя следующие данные: Ассоциированный Профессор Бриджит Гудман, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7(702)181-02-64

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы

можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес [gse.irec@nu.edu.kz](mailto:gse.irec@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 E: Data Analysis Sample

Codes	Interview extracts	RQs
Children help with KZ	They help me to improve my Kazakh. I studied in Russian school, and it's still difficult for me, even now there are some moments with lessons, and somewhere they can help me with a particular word.	Language Practices (RQ#2)
Our native language	In a Kazakh school, anyways, it's our official language, our native language, so that they know how important it would be to know it.	Language Management (RQ#1); Cultural factor (RQ#3)
More people speak KZ	I wanted them to know, to speak fluently, because even now, especially since a lot of people speak Kazakh. If before the Russian language was so much spoken, and it was easier. But now it's the other way around.	Interest in KZ (RQ#3?)
KZ on the 1 <sup>st</sup> place	In the first place, yes, you need to know the Kazakh language. Now Kazakh is included everywhere anyway, so it is very important to know this language.	Language Ideologies (RQ#2)
Husband's and relatives' recommendation	Because I went to the Russian school, of course, I also wanted to send my children to a Russian school too. I understood that I would do the lessons with them, I would need to explain the topic somehow. But my husband and his parents all insisted about KMI, it was decided that they would go to a Kazakh school.	Language Management (RQ#1); Social factor? (RQ#3)

KZ mentality in KMI	I like the way they teach in KMI, and the knowledge, it's as it should be in schools. And I also like the way how education takes place in KMI, the mentality in the first grades, they already teach children this respect for elders. Well, that's what we have, in a Russian school anyway there was less attention to this direction.	Language Management (RQ#1); Cultural factor (RQ#3)
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