

Factors of Language Shift from Kazakh to Russian in University Students

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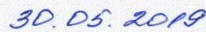
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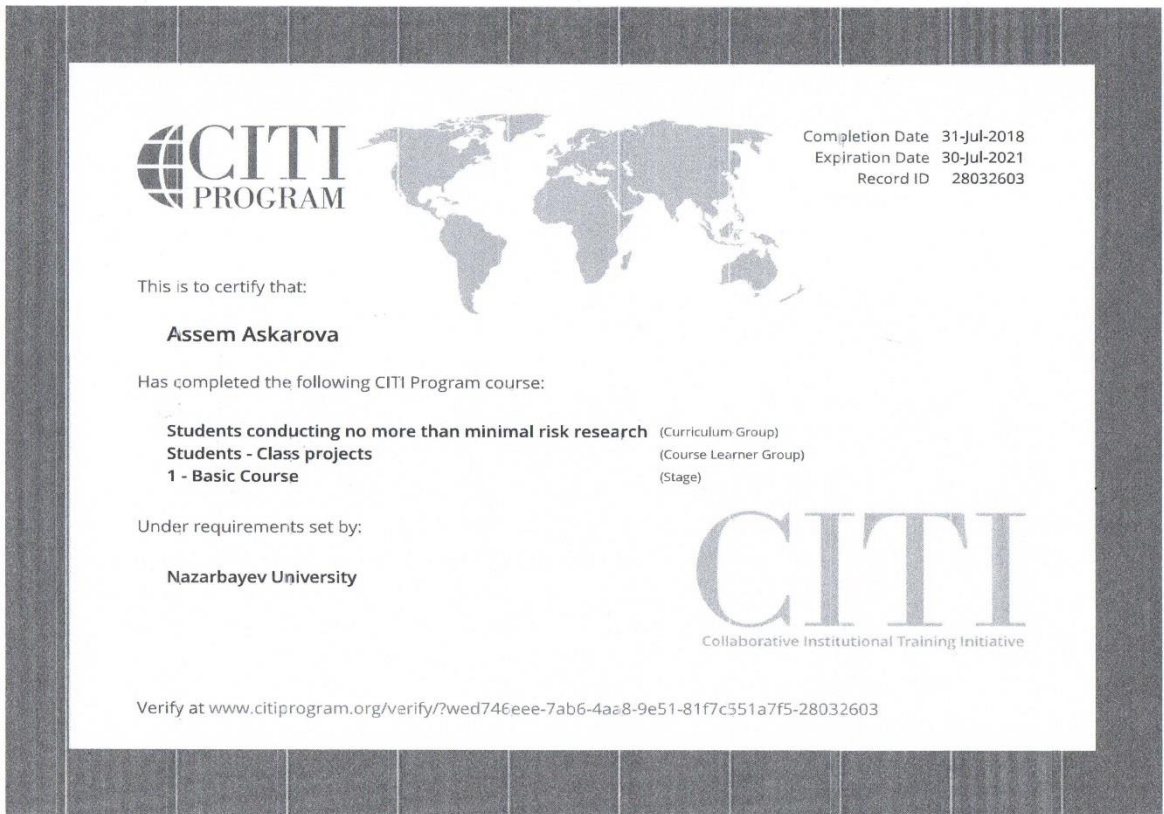
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Abstract

Factors of Language Shift from Kazakh to Russian in University Students

Being a post-Soviet country, the language policy of Kazakhstan involves two languages, Kazakh and Russian, which accomplish different functions since Kazakh is a state language, while Russian is an official language. However, the Kazakhstani population, especially the young people, still use Russian as the main language for communication though some of them are not proficient in Kazakh at all but were fluent in childhood. Consequently, such bilingualism has led to the language shift from Kazakh to Russian. This could result in the eventual loss of the Kazakh language, identity and culture. Therefore, the purpose of this study is to explore the factors that influenced this shift, which is guided by the following research question: what are the factors of the language shift from Kazakh to Russian among university students? The research employed a qualitative interview-based research method, where six ethnic Kazakh university students in Nur-Sultan were recruited by purposeful and snowball sampling strategies. The findings of the study showed that among De Klerk's (2000) influential factors on language shift from one language to another, the most prevalent factors were linguistic networks (people from the surrounding environment), language attitude (the participants' stance towards these languages) and mass media (the effect of mass communication on the participants), while economic (financial benefits) and gender factors were designated as being less prevalent. Also, it was identified that the educational environment, institutional support, the status and function of each language, and educational and literacy levels have a partial influence on the language shift from Kazakh to Russian. Additionally, despite the fact that the participants have shifted from Kazakh to Russian, five of them try to use Kazakh daily and intend to speak it fluently but face some barriers to improving their language level. Thus, the community, represented by parents, relatives, nurses, teachers, educators, staff, friends, plays an important role in

students' language shift as they are surrounded by them from their childhood and it, in turn, shapes their attitudes towards the language.

Абстракт

Факторы языкового перехода с казахского на русский язык у студентов

Являясь страной постсоветского пространства, языковая политика Казахстана включает в себя два языка, казахский и русский, которые выполняют разные функции так как казахский является государственным языком, а русский это официальный язык страны. Однако население Казахстана, в особенности молодежь, продолжают использовать русский язык как основной язык для общения, некоторые из них абсолютно не говорят по-казахски, хотя использовали его в детстве.

Следовательно, такой билингвизм привёл к языковому переходу с казахского языка к русскому языку. Это может отразиться на постепенном исчезновении использования казахского языка, казахской идентичности и культуры. Таким образом, целью данного исследования является изучение и выявление факторов, которые влияют на языковой переход с использования казахского языка на русский язык. Вопрос для данного исследования состоит в следующем: Какие факторы влияют на языковой переход у студентов от казахского к русскому языку? В исследовании был применен качественный подход с использованием интервью, в котором участвовало шесть этнических казахов являющиеся студентами университетов города Нур-Султан. Участники были отобраны при помощи специального отбора и метода «снежный ком». Результаты исследования выявили, что среди факторов по исследованию Де Клерка (2000), влияющих на языковой переход с одного языка на другой, самыми распространенными были языковое окружение (окружающие люди), отношение к языку (позиция участников по отношению к языку) и средства массовой информации (воздействие массовых коммуникаций на участников), в то время как экономический фактор (финансовое преимущество) и половой признак были определены как менее распространенные. Также, было выявлено, что образовательная среда, поддержка учреждений, статус и функционирование языка, а также уровень образования и

грамотности имеют частичное влияние на языковой переход от казахского к русскому. Кроме того, несмотря на то, что участники исследования перешли с использования казахского языка к русскому языку, пятеро из шести участников пытаются использовать казахский на ежедневной основе и намереваются повышать уровень языка, хотя и сталкиваются с некоторыми барьерами. Таким образом, общество, в лице родителей, родственников, нянь, учителей, сотрудников учреждений и друзей, влияет на языковой переход у студентов так как они окружены ими с самого детства, что в свою очередь формулирует их отношение к языку.

Аңдатпа

Университет студенттерінің қазақ тілінен орыс тіліне көшуінің факторлары

Қазақстан посткеңестік мемлекет бола отырып, оның тілдік саясаты қазақ және орыс тілдерін қамтиды. Қазақ тілі – мемлекеттік тіл және орыс тілі ресми тіл қызметін атқарады. Алайда Қазақстан азаматтары, әсіресе жастар, әлі күнге дейін орыс тілін қарым-қатынас үшін қолданады. Сонымен қатар, жас кезінде қазақ тілінде еркін сөйлескенімен, кейбіреулері қазақ тілінде мүлдем сауатты емес. Нәтижесінде осындай екітілділік қазақ тілінен орыс тіліне көшуіне себеп болды. Өз кезегінде, бұл қазақ тілі қолданысының, қазақ бірегейлігінің және қазақ дәстүрінің жоғалуына ықпал етуі мүмкін. Сондықтан бұл зерттеу жұмысының мақсаты – қазақ тілінен орыс тіліне көшудің факторларын анықтау. Жұмыс келесі зерттеу сұраққа негізделген: Университет студенттерінің қазақ тілінен орыс тіліне көшуінің факторлары қандай? Зерттеу сұхбатқа негізделген сапалық әдісті қолданды. Астанадағы 6 этникалық қазақ университет студенттері нысаналы және «жентек қар» стратегиялары арқылы іріктелді. Зерттеу нәтижелері бойынша, Дэ Клерктің (2000) бір тілден екінші тілге көшуіне әсер етуші факторлары арасында ең кең таралғаны – тілдік байланыстар (айналадағы адамдар), тілдік ұстанымдар (қатысушының бұл тілдер жайындағы ұстанымдары) және бұқаралық ақпарат құралдары (БАҚ-тың қатысушыға әсері). Сонымен қатар экономикалық (қаржылық табыс) және жыныстық факторлар ондай басым емес. Оғас қоса білім беру ортасы, мекемелік қолдау, әрбір тілдің мәртебесі мен қызметі және білім беру мен сауаттылық деңгейі сияқты факторлар қазақ тілінен орыс тіліне көшуіне жартылай әсер етеді. Қазақ тілінен орыс тіліне көшсе де, қатысушылардың бесеуі қазақ тілін күнде қолдануға және еркін сөйлесуге тырысады, бірақ өздерінің деңгейін жақсартуда кейбір кедергілерге кезігеді. Сондықтан ата-аналардан, туыстардан, тәрбиешілерден, ұстаздардан, оқытушылардан, қызметкерлерден, достардан құралған қоғам студенттердің бір тілден екінші тілге

көшуіне әсері маңызды, себебі олар жастайынан бұл адамдармен қоршалған және бұл, нәтижесінде, студенттердің тіл туралы көзқарастарын қалыптастырады.

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Chapter 1. Introduction

The main reason for my choosing the topic of the language shift is my personal experience of shifting from my native language – Kazakh – to the Russian language in the childhood. At the age of three or four, I could speak pure Kazakh language, which means that I did not know and use any Russian words in my everyday lines of communication because I mostly spent time with my grandparents who were not proficient in Russian language and used only Kazakh language for communication. However, at the age of 5, I began speaking Russian language since the community around me was predominantly Russian speaking including my parents, friends, classmates, teachers and relatives. Consequently, the most influential factor of the language shift based on my language experience since I was surrounded by people who used the Russian language for interaction. Consequently, I became interested to study the factors that induced other ethnic Kazakh people to shift from their mother tongue to the Russian language.

Language policy in the countries of the Union of Soviet Socialist Republic was concentrated on the one nation – one language ideology that involved the use of the Russian language and people were encouraged to learn Russian or to increase their Russian-language competence (Aksholakova, & Ismailova, 2013; Pavlenko, 2008). However, after the USSR's demise, the post-Soviet countries isolated their independent land areas and started to use the titular language (the native languages of nations) (Fierman, 2009). However, in some countries as Belarus, Kazakhstan, Kyrgyzstan and Ukraine, the language shift from Russian language to the titular language has been complicated by “the high levels of russification among the titulars” (Pavlenko, 2008, p.283), consequently, Russian language has been functioning as a lingua franca for communication (Khazanov, 1995; Zabrodskaja & Ehala, 2015) which led to the prevalence of both a native and a Russian language.

Sociolinguistic situation of Kazakhstan involves two main spoken languages - Kazakh and Russian, where Kazakh is the state language and Russian is the official language (Ministry of Education and Science [MoES], 2011). Consequently, the issue of Kazakh and Russian languages is “under the discussion in both public and private domains” within the country (Akanova, 2011) as they have to accomplish dissimilar functions in different ways. The USSR’s ideology proclaimed Russian as an important part of educated people life and a prestigious language to know, while the Kazakh language began losing its value and importance because was associated with rural areas (Khazanov, 1995).

Problem Statement

As a post-Soviet country, the linguistic situation in Kazakhstan is bilingual; however, in order to promote the use of the Kazakh language the government has adopted programs and laws, which proclaim the Kazakh language as a symbol of Kazakhstani identity and focus on the promotion of the political and social status of the Kazakh language (Fierman, 1998; Smagulova, 2008). The Kazakh language has been chosen as the only state language that signifies it as a symbol of national identity. However, Woolard (1985) states, this political status of a language does not mean that it immediately acquires a social value. Thus, in the case of Kazakh, despite the fact that it is officially assigned as the state language of the country, the use of Kazakh still being declined, whereas the Russian language provides “a wider access to informational, educational and economic resources” for the students in most important spheres of life (Akanova, 2017, p. 3).

After gaining independence, the linguistic situation in the education field of the country underwent slight changes leading to a shift from Russian dominance to a more influential Kazakh language. As Smagulova (2016, p.95) states, such top-down changes as “the re-establishment of schooling in Kazakh, making Kazakh a required subject in Russian medium schools, the development of curriculum materials and textbooks in Kazakh as well as the increased number of teaching the Kazakh language” has supplied a basic support of

the Kazakh language promotion in education. As a result, starting from 1991 to 2017, the number of the students studying in Kazakh medium schools increased, and by the end of 2017, about 90 percent of ethnic Kazakh children studied in schools with Kazakh medium of instruction (KMI) (Altynbekova, 2011) compared to Russian medium schools where the number of children is declining. However, the presence of KMI does not engender the full immersion of students into the Kazakh language since the creation of mixed schools revealed that students taught in Kazakh medium classes still spoke Russian outside the classroom (Fierman, 2006). It happened not only among students with the Kazakh identity but also among teachers and administrators because they are more fluent in Russian (Fierman, 2006), and this language is seen as the easiest means of expressing an opinion. Consequently, the language shift happens when a more prestigious and practically useful language exists (Bolonyai, 1998; De Klerk, 2000). Moreover, “the language shift occurs when children attend school with a medium of instruction other than their mother tongue” (De Klerk, 2000, p.88), and as a result, their language preferences are influenced by the medium of instruction at school and their peers. However, it does not mean a full loss of the Kazakh language; it means a preference to use Russian language.

Some sociolinguistic studies (Anjum, Nawaz, Ramzan, & Umer, 2012; De Klerk, 2000; Fierman, 2006, Guardado, 2002; Gupta & Yeok, 1995; Jobo, 2016; Palopo, 2014) have identified ten primary factors that influence the language shift. These factors involve economic factors, institutional support, the educational environment, education and literacy levels, linguistic networks, language attitudes, language status and functions, mass media and gender. All of these factors can be applied to the context of the country. However, one factor that influences the language shift from Kazakh to Russian can be added to the abovementioned factors. The medium of instruction in mixed or Kazakh medium schools in some cases does not play a key factor in language planning and students of these schools still speak Russian with their peers outside the classroom or school (Fierman, 2006).

Consequently, the presence of one medium of instruction is not enough and needs to be investigated further.

Purpose of the Study

The purpose of the study is to investigate factors that influence the language shift from Kazakh to Russian among ethnic Kazakh university students who have studied at schools with the KMI or Russian medium of instruction (RMI) and have gradually shifted from Kazakh to Russian.

Research Questions

The research question for the current study is: What are the factors of the language shift from Kazakh to Russian among university students in Kazakhstan?

Significance

The language issue, language policy and the status of the languages in Kazakhstani context (Aminov, Jensen, Juraev, Overland, Tyan, & Uulu, 2010; Fierman, 2006; Matuszkiewicz, 2010; Zabrodskaia & Ehala, 2015), there is no study that has identified the factors or the reasons that influence the language shift from the state language of the country to the official language. The research is significant for the educational stakeholders as it will be useful for adopting various appropriate ways to improve Kazakh language maintenance with the help of revealing the most prevalent influential factors on the language shift. In addition, it will help to explain why the language shift occurred and find approaches to maintain effective means to revitalize the state language. Also, it will be useful for educators to take into account students' reasons to shift from their native language and create conditions for preventing such the language shift. For parents, it will enlighten the factors of students' language choice and, eventually, take measures for maintaining Kazakh at home. Besides, it will fill in the gap in the research field of Kazakh language issue in Kazakhstan.

Outline of the Study

The introduction chapter provides the introduction to the study involving background information, problem statement, the purpose of the study, research question and its significance. It is followed by the literature review chapter that analyzes and synthesizes previous studies of the language shift phenomenon and its factors in international and Kazakhstani contexts. Subsequently, the methodology chapter represents the research design, its instrument, sampling, the research site, the data collection procedures, data analysis and ethical considerations. Further, the chapter with findings of the study is provided. Then, the discussion chapter presents and interprets the findings. Finally, the conclusion chapter demonstrates the conclusions revealed in the study, its limitations and, eventually, presents recommendations for parents, educators and policy makers as well as recommendations for further research.

Chapter 2. Literature Review

The language policy of the USSR influenced the linguistic situation of Kazakhstan which considered Russian as a language of educated and literate people (Fierman, 2006). Consequently, the ethnic Kazakhs mastered Russian language, which has led to the transition from the use of Kazakh to Russian language. Nowadays, Kazakhstan as a bilingual country has declared Kazakh language as the state language and Russian as an official language (Aksholakova, & Ismailova, 2013), however, Russian language is still predominantly used by some ethnic Kazakh people, especially the young generation. Such bilingualism can be one of “the most basic conditions” for the language shift (Palolo, 2014, p.155). Consequently, the purpose of the study investigates the factors that have influenced university students’ shift from their native language (Kazakh) to Russian language.

The following chapter provides the review of the literature related to the language shift phenomenon. It begins with defining the central phenomenon of this study which is the language shift. It is followed by an analysis of the studies that explored and discussed the phenomenon of the language shift in international and Kazakhstani contexts. Further, this chapter provides factors of the shift from one language to another and its results. The chapter ends with the providing theoretical framework for the current study.

The Language Shift: International Context and Kazakhstani Context

International context. The issue of the language shift has been investigated by a number of scholars (Anderson, 2012; De Klerk, 2000; Fierman, 2009; Fishman, 1964; Gal, 1979; Gupta & Yeok, 1995; Hidalgo, 2010) in order to reveal the reasons of the shift from one language to another language. This phenomenon continues to be interesting, especially, it is becoming more prevalent and popular in bilingual contexts where one language is a native language, whereas another language plays a dominant role. However, there is the difference between considering the concept of the language shift in the context where indigenous people shift from their first language to a dominant language and more useful

language and in the cases of immigrant communities where migrating population need to learn the language of the country which provides more opportunities for social life. The studies on the concept of the language shift provide particularly the same definition for it, however, the literature on the issue of the language shift (Anderson, Bodomo & Dzahene-Quarshie, 2010; Fillmore, 1991; Sevinc, 2016) focuses on the shift in minority or immigrant communities to English, Dutch which are more applicable for an international context, whereas the literature done in the context of Kazakhstan (Fierman, 2006; Fierman, 2009; Smagulova, 2016) focuses on the language shift from Kazakh to Russian in ethnic Kazakh population.

De Klerk (2000) defines the language shift as a phenomenon that “occurs when linguistic communities find themselves in contact with a language that offers greater practical and economic rewards or carries higher prestige”. In some cases, the process of the language shift happens simultaneously and unconsciously. Gafaranga (2010) states that it needs to be taken into consideration that “the language shift takes place out of sight and out of mind”. However, it was revealed that shift occurs when the mother tongue is not a dominant language and people’s attitude towards their first language changes (De Klerk, 2000).

Slightly different picture is provided by Bolonyai (1998) who defined the language shift as “the gradual replacement of one language by another” and for immigrant communities shift happens when the language of majority becomes dominant in comparison with the mother tongue (p.23). Fishman’s (1966) definition is similar to the previous one, that the language shift occurs when a community gives up its native language because of another language”. Similarly, Jaspert and Kroon (1993, p.293) explain the language shift as “the gradual disappearance of a language in a community where it used to be spoken”. Anderson (2012) states in a related move that the language shift is a common phenomenon for immigrant population and it results in slight native language attrition.

Language attrition is a phenomenon where speakers do not lose their first language abilities but do not advance them (Anderson, 2012). Consequently, people who have experienced language attrition shift to the second language without paying attention on the first language since L2 is more prevalent. Whereas, the language shift phenomenon means that speakers use L2 as it provides better opportunities for life, however, they can advance their first language. Along with language attrition and the language shift, there is a concept language loss which, in contrast, means providing minimal support for the use and maintenance of the L1 that leads to a full loss of first language skills (Anderson, 2012) and, consequently, the proficiency in the second language in most cases leads to the decline of proficiency in L1 and eventually, to language loss (Al-Jumaily, 2015). For this study, the definition of language shift provided by De Klerk (2000) fits better since the participants of the study individually have not lost their skills in L1 – Kazakh - and use it in some cases but mostly use Russian as it gives them more opportunities in Kazakhstani context because of provision with more productive sources. Thus, current study conforms to the De Klerk's definition, however, as for an international context the second way of the language shift definition for immigrant community is more applicable since international studies consider the language shift and immigrant communities together.

Kazakhstani context. Kazakhstani landscape has a wide language experience that involves more than 10 spoken languages, since the territory of Kazakhstan experienced migration from Russia, Ukraine, Siberia, Belarus and Central Asia from the times of the USSR's existence (Kozina, 2007) which led to multiethnic diversity of Kazakhstan. After the collapse of USSR, Kazakhstan became an independent country with two main languages used by the population – Kazakh and Russian. However, “the percentage of Russians was not equal to Russian-speakers” (How widespread is Russian in Kazakhstan, 2015) within the country because most ethnic Kazakhs spoke Russian predominantly. Also, all urban schools in the country had RMI whereas rural schools had KMI since Kazakh

speakers mostly lived in rural areas and the Kazakh language was learnt through tight and frequent contact with Kazakh environment (Fierman, 2006; Kozina, 2007). Additionally, the Russian language was associated with urban life that “meets the need of modern world” (Kulzhanova, 2012, p. 7). At the end of 20th century, Kazakhstani government developed bilingual schools which provided education in Kazakh and RMI – mixed schools – that gave a chance to choose a language for education (Smagulova, 2016). This type of schools offered an opportunity for children to start their education with Kazakh language without immediate shift to Russian. To provide productive education in both languages for students, it was necessary to expand a range of teaching materials (Kulzhanova, 2012). Several books for teaching Kazakh were written by Ibray Altynsarin, a founder of public Kazakh schools and Kazakh literature, such as Kazakh Grammar and Kirgiz Anthology (Smagulova, 2016). However, Fierman (2006) claimed that there are two sides of the existence of mixed schools within the country. On one hand, the opening of Kazakh medium classes (KMC) is a way to improve and advance Kazakh language among the population, on the other hand, it was considered as a subsequent problem since pupils from KMC still spoke Russian outside the classroom as well as teaching staff and administrators spoke Russian after finishing class time (Fierman, 2006). Consequently, it was proposed to separate mixed schools into schools with different medium of instruction and “such segregation can be considered as a way to create greater opportunities for Kazakh children with one another in Kazakh” (Fierman, 2006, p.103). However, there were not enough resources in Kazakh, which has led to making Russian more important for getting education and, subsequently, workplace (Fierman, 2009). The generation raised in the years of gaining independence is proficient in both Kazakh and Russian languages, however, the preference lies on Russian as it provides better access to various resources (Akanova, 2017; Smagulova, 2008). Also, most higher education institutions required almost only Russian and a few universities offered education

in Kazakh (Dave, 2007; Khazanov, 1995). As a result, the need to master Kazakh was insignificant.

Regarding the language issue, most of the studies (Akanova, 2017; Aryn, 2009; Fierman, 2009; Kulzhanova, 2012; Matuszkiewicz, 2010; Pavlenko, 2008; Smagulova, 2008; Smagulova, 2016; Syzdykbayeva, 2016) have explored the situation of languages within the country where the roles of Kazakh and Russian look unequal. However, the study by Dave (1996) has studied the phenomenon of language shift from Russian to Kazakh, as more significant language issue for the country. He claimed that the shift from Russian to Kazakh can “take place but within some generational changes” (Dave, 1996, p. 55). Consequently, it needs some time to maintain the language in a sustainable and comfortable way for the people. In addition, he pointed out that Russian speaking Kazakhs wish to master Kazakh and speak the language but without any fear to be blamed for having the accent (Dave, 1996; Kulzhanova, 2012). As a result, such “uncertainty has led to language shift or Russification among ethnic-Kazakh people” (Kulzhanova, 2012, p. 13). Consequently, for the context of Kazakhstan it is more appropriate to use the definition given by De Klerk (2000), as the study considers the ethnic Kazakh population who are native speakers of Kazakh and residents of the country, but have a preference to use Russian for everyday life due to different factors that influenced their shift. Thus, to explore the factors of language shift from Kazakh to Russian is important to study in Kazakhstani context as there is a gap in literature on the issue.

Influential Factors on the Language Shift

The studies on the language shift (Anjum et al., 2012; De Klerk, 2000; Fierman, 2006; Jobo, 2016; Maricar, 2016; Palopo, 2014; Ravindranath, 2009) investigated a number of factors (causes, reasons) that influence such “complex and affected phenomenon” (Anjum et al., 2012, p.73). The most frequently used factors that were identified in the researches on the language shift were designated, however, De Klerk’s study (2000)

combined the most influential factors on the language shift that have been identified in the studies and “play a part determining linguistic behavior” (p.90). They are economic factor, institutional support factor, educational environment factor, education and literacy levels, linguistic networks, language attitudes, language status and functions, mass media, gender as a factor and medium of instruction. Therefore, within the framework of these factors, their effects on the language shift from people’s vernacular language to the most dominant language has been explored.

Economic factor. Economic conditions are nearly the most powerful factor that influence people’s shift from their native language to a more working language (Anderson, 2012; De Klerk, 2000; Hidalgo, 2010). As Fishman (1991) stated that, in most cases, the dominating language prevails the less dominant language, which, in turn, led to the language shift because it opens doors for business, travelling and education. In De Klerk’s study (2000), that involved parents’ experiences of having their children going to schools with non-native dominant language there, economic factor influenced their choice of school with English medium of instruction. The reason for choosing the language was that it provided with better “educational and job opportunities and it is the language of science and technology” (De Klerk, 2000). Alongside with De Klerk’s research, Mathew’s investigation (2018) on parents’ aspirations for having English-medium of instruction for their children’s future as it provides with privileges in India, which means that economic conditions of parents are the factor that influences their children’s shift. However, Guardado’s study (2002) revealed that such factor as socioeconomic status of the parents plays an important role in the first language maintenance of the students since it was important to be bilingual in order to avoid the loss of the first language, Spanish, and, at the same time, to be proficient in the international language. Consequently, both high and low socioeconomic status of the parents can lead to the language shift since it depends on the status of a language and its availability for people.

Institutional support factor. As the support of minority group language influences speakers “pace of the language shift” (De Klerk, 2000, p.96), it is important to consider all the societal institutions that deal with languages and culture. Consequently, the language of a minority needs to be represented in various “institutions of a nation, community and region” as they could have positive impact on L1 (Al-Jumaily, 2015; De Klerk, 2000) which can prevent language loss of L1 while shifting or acquiring other languages. Palopo’s study (2014) demonstrated that job as the institution for social network influences the language shift since people need to use another language that is more efficient for making successful business. Similarly, Jobo (2016) states that such religious institutions as mosques or churches affect the use of languages. He has revealed that if mosques or churches have service in another language than the indigenous language of the population, it “highly affects the promotion and growth of native language” (Jobo, 2016, p.73). Thus, the lack of or low-efficient institutional support leads to poor literacy level in the language as the language becomes so called kitchen language which means impoverished varieties of community languages that serve mostly oral communication needs around restricted topics (Eisenclas, Schalley, & Guillemin, 2013). Similarly, in Kazakhstani context, Kazakh language gradually became a kitchen language as it was not used in public space but used in rural areas (Kulzhanova, 2012).

Educational environment factor. The language shift is manipulated by the educational environment as well, since it plays an essential role in the establishment of students’ language repertoires (De Klerk, 2000). The efficient part of the educational environment is the medium of instruction since it influences the language for students’ studies (De Klerk, 2000). However, Fierman (2006) conducted research in the Kazakhstani context and revealed that the medium of instruction does not prevent the language shift from Kazakh to Russian as it is supposed to be. Rather, it was found that students who were studying in the classes with KMI still spoke Russian outside the classroom with classmates,

teaching staff and administrators. Similarly, Jobo (2016) has found out that even if the language is used as the medium of instruction, it can experience “an observable gap in the effective usage of the language in the arena of education” (p.73). Also, it was revealed that if the teachers are not encouraged to use a language it might lead to “massive language phenomena” of students (p.73), which, in turn, results in decreased positive desire to use a language.

Education and literacy levels. The level of education and literacy increases “the pace of the language shift” (De Klerk, 2000). The participants of De Klerk’s study (2000) were exposed to the school with English medium of instruction in order to become more proficient in the language, however, their proficiency of the language was reported as weak. In order to improve school results, the parents bought different English books for reading, made their children to attend libraries, put into practice the development of writing, speaking, reading and listening skills of English language (De Klerk, 2000). In contrast, the study by Sabourin and Belanger (2015) demonstrated that the education level does not directly influence the language shift, however, in case of immigrant communities school students less likely to shift in comparison with university students because it depends on age (people mostly shift before the age of 30) and people’s maturity.

Linguistic networks. L1 speaking community plays a vital role in the language shift since the interaction with mother tongue members is significant of L1 language maintenance – as it is the continuing use of L1 when more prevalent language exists (Baker, 2011). Consequently, strong networks with a wide range of native language speakers might slow down the shift from L1 to L2 and, quite on the contrary, accelerate the shift from L2 to L1. The results of De Klerk’s study (2000) have shown that some the parents wanted to detach their children from those who spoke Xhosa – their first language, while other parents encouraged children’s use of L1.

The language shift starts from home environment as it depends on the language used at home (Sabourin & Belanger, 2015). Fillmore's study (1991) demonstrated that parents should insist on speaking the native language at home instead of using the one taught at school as well as teachers should not hold their children to speak the second language at home. Also, it was investigated that there is a necessity to promote a positive attitude by parents towards the first language in children since "the sense of their identity and culture are at risk" (Al-Jumaily, 2015; Guardado, 2002). Al-Jumaily's study (2015) revealed that some parents force their children to maintain their native language and, only then, master any other foreign languages. Additionally, it was found out that good proficiency in L1 serves "as a foundation for learning the foreign language" (Al-Jumaily, 2015, p.29). However, Kondo (1998) found that even if parents regularly use L1 at home, children still lose fluency in their native language. On the contrary, parents' force on children can be one of the reasons that leads to the language shift (Grimes, 2002as cited in Maricar, 2016) because parents can be "too forcing to learn the language prestigious on the assumption that children are only able to learn a language well, a second language is considered more favorable from the economic point or education" (p. 1758). Regarding friends, young generation influences each other's preferences towards the language (Lane, 2009; Palopo, 2014). As for teaching staff, the language shift phenomenon in language classroom is studied from the teaching ways of shift from one language to another in order to reveal positive and negative points for students (Febriani, 2017; Kartika-Ningsih & Rose, 2018: Tolon, 2014), it was found out that the teachers have positive attitude towards shifting because it helps them to acquire knowledge and new skills (Crawford, Goodwin, Lengeling, Pablo, & Zenil, 2011). Thus, Fierman (2006) pointed out that linguistic networks influence language repertoire since in the Soviet period the majority of Kazakhstani urban population was Russian and, subsequently, ethnic-Kazakhs became fluent in Russian rather than in Kazakh.

Language attitudes. Attitudes towards the language contribute to people's language shift because they are tightly related to "behavior, motivation, prestige, ideology, identity and language loyalty" and eagerness to speak any languages (De Klerk, 2000; Jobo, 2016; Palolo, 2014; Ravindranath, 2009). According to Bichani (2015) there is a tight connection between language attitude and language shift. "The language plays an important role in day-to-day functional and social relationships" which, in turn, influences their attitude towards the language that is mostly used for communication (Deji-Afuye, 2016). Additionally, the role of the language, its prestige and status influence the language attitude of people (Deji-Afuye, 2016). "A low image about the languages of some people generally tends to discourage the desire for their use since people prefer to learn languages that have been evaluated high and used in such domains as education, politics, administration, the media offices" (Deji-Afuye, 2016).

The results of the study (De Klerk, 2000) revealed that 90% of children were satisfied with going to English medium school and 81% of them intended to increase children's level of English that their L1, however, they were those parents who considered the mother tongue important for use at home and in culture based events. Some parents noticed that the tendency of attending English medium schools by these children would lead to language loss and, finally, culture loss.

Language status and functions. The status of language and its functioning depend on its speakers and how they use the language (De Klerk, 2000). Xhosa people from De Klerk's study defined English as a language with high status while considering their L1 as a language with low status where the status means that it brings economic benefits and more social connections. Similarly, Anderson's investigation (2012) demonstrated that Spanish-speaking people had to learn the language of the host country to get better and well-paid jobs, whereas Spanish language has not been given any necessity to be spoken and Spanish-speaking people lost their productive skills of their first language. Consequently, a status

that language has also serves as “a factor in education advancement” (Anderson, 2012, p.197). Considering an experience of the language shift in Singapore (Gupta & Yeok, 1995, p. 313), there was a primary factor that influenced young generation to learn Mandarin such as a low prestige of Cantonese which is “linked to the old and uneducated” where the prestige of the language was considered as the attitude towards the language. The study by Anjum et al. (2012, p.74) in India emphasized that “the British constructed social structure in which an English speaking person enjoyed a privileged position and the others were marginalized” which led to the preferred attitude of using English than Punjabi language, the language of the nation where the study was conducted. On the contrary, Abdelhadi's study (2017) revealed that the language’s status does not immediately influence the language shift since not all the international and prestigious languages are equally spoken by people, which highlighted that the positive attitude towards the language is important for speakers.

A language can accomplish various societal functions (De Klerk, 2000), however, sometimes speakers limit the use of their language to home boundaries. His study has shown that it was important to know Xhosa language to speak with some family members who were not proficient in English. In Gupta and Yeok’s study (1995), both English and Mandarin were frequently used in all domains and accomplished various necessary functions for “work, home, study, business and technology” (p. 313).

Mass media. These days, mass media is everywhere and it, doubtless, influences people’s language repertoire. In De Klerk’s study (2000), it was found out that the participants did not buy any magazines or newspapers in Xhosa language since they did not have high quality and there were the same versions in English. “An indigenous national language is the most ideal for sustainable national development, but where there is no acceptable indigenous national language, as is the case in Nigeria, an acceptable lingua franca will serve the purpose” (Owolabi & Nnaji, 2013). Additionally, it is revealed that

“literary resources of the language”, especially written, frame people’s attitude towards the language as it becomes “more recognized in the domain of language use such education” (Deji-Afuye, 2016, p. 54). Regarding Kazakhstani context, relatively recently Kazakhstani mass media began involving Kazakh language into mass media. As the country is bilingual, state programs and documents, newspapers, and magazines are written in Russian and Kazakh languages, educational institutions are divided into Kazakh and RMI and have both languages as a subject, local TV shows have both language versions as well (Aubekerova, 2007), however, the quality of provided literature might not be equally good.

Gender as a factor. The influence of gender on the language shift is a controversial point since Lyon (1996) considered women as apologists of the mother tongue, while the study by David and Naji (2003) proposed that women are ones who are aspired to reach as much as possible and if there is more prevailing language other than L1 they are enthusiastic to be exposed to it. However, there is Palolo’s investigation (2014) that found out about the absence of differences between males and females. The results of De Klerk’s study (2000) belong to the second point of view where mostly womenfolk of the family expressed positive attitudes towards the language of power, English. Similarly, in Anderson’s study (2012), gender also influenced the language shift where “girls tended to have lower Spanish expressive skills and concomitant higher English skills than boys” (p. 197). Additionally, the influence of parents’ gender is not strongly determined on their children language preference since it depends on children and their environment (Dale, Hayiou-Thomas, Plomin, & Tosto, 2015).

Theoretical Framework

The process of the language shift from Kazakh to Russian is an acute topic for Kazakhstani context due to several factors which influence such shift (Akanova, 2017; Dave, 1996; Fierman, 2006; Fierman, 2009; Smagulova, 2016). Taking into account the literature that investigated the language shift, it is possible to consider factors of the

language shift under the frame of Vivian De Klerk (2000). His language shift factors are applied in other studies (Abdelhadi, 2017; Anjum et al., 2012; Jobo, 2016; Maricar, 2016; Palolo, 2014; Ravindranath, 2009) and demonstrate the most significant factors that are applicable for the context of Kazakhstan, therefore, it is important and useful to study how the shift from one language to another happens within the country and what the influencing factors are. In total, theoretical framework for this study includes ten factors: economic factors, levels of institutional support, the educational environment, education and literacy levels, existing linguistic networks, language attitudes, language status and functions, mass media, gender and medium of instruction.

The following chapter presents applied methodology for the study. It describes research method, research instrument, research site, sample, data collection procedures and data analysis.

Chapter 3. Methodology

This study is aimed to explore the factors that influence the language shift from Kazakh to Russian in ethnic Kazakh university students who have studied at schools with Kazakh or RMI and have gradually shifted from Kazakh to Russian. The study is followed by the research question: What are the factors of the language shift from Kazakh to Russian in university students in Kazakhstan?

Research Design

The study applied qualitative research design since which is used for investigation the central phenomenon of the study through collection and analysis the participants' words (Creswell, 2014). The participants' narratives were collected and analyzed with the help of qualitative research design, which could not be achieved by the use of quantitative research design as it provides numerical data for the study (Creswell, 2014). It involved case-study in order to gain an in-depth understanding of the central phenomenon and "it is a comprehensive description of an individual case and its analysis" (Starman, 2013, p. 36) and "a case study is a general term for the exploration of an individual, group and phenomenon" (Starman, 2013, p.31). The central phenomenon in the study is the language shift from Kazakh to Russian in university students with ethnic Kazakh identity. An exploratory case-study which is "set to explore any phenomenon in the data which serves as a point of interest to the researcher" was based on face-to-face interviews with six university students who are ethnic Kazakh, but have shifted from their native language (Kazakh) to an official language of the country (Russian) (Zainal, 2007). The study is interview-based for understanding the central phenomenon and giving answers the research questions since it is consistent with qualitative research design (Creswell, 2014).

Data Collection Instrument

The qualitative interview-based study involved semi-structured interviews in order to collect the data. Individual interviews were employed despite the fact that it is “the most time-consuming and costly approach” (Creswell, 2014, p.240). The interview was semi-structured since it allowed a research to be flexible with questions, change their order or add some needed questions if it is necessary during the interviews. Consequently, semi-structured interview was chosen as a necessary instrument for the current study as it allowed to investigate the factors of the language shift from Kazakh to Russian in university students at some length. During the interview, I audiotaped the questions and responses in order to accurately record procedures. In addition to recording, I also took notes on a form called “interview protocol” (Creswell, 2014, p.243).

In order to conduct the semi-structured interviews, 20-question interview protocol were developed (please see Appendix A). These questions were consistent with 10 factors (economic factors, levels of institutional support, the educational environment, education and literacy levels, existing linguistic networks, language attitudes, language status and functions, mass media, gender and medium of instruction) that are presented as theoretical framework for current study (De Klerk, 2000).

In order to ensure the questions psychologically comfortable and appropriate, the instrument was piloted with fellow NUGSE students. The topics for interview questions were outlined in advance along with theoretical framework for this study, however the interviewer changed the sequence of questions or added some questions during the interview. Each interview took approximately 30 minutes.

Research Site

Nur Sultan city was taken as a research site for the study since the participants need to have just three criteria. Firstly, they need to be ethnic Kazakh. Secondly, the participants have to be university students because people’s shift from one language to another usually

happens in early ages or at school (Guardado, 2002; Sevinc, 2016) and university students are those who can immediately remember the things (due to their age) that happened in their childhood and can consciously formulate and explain the shift unlike school students. As Nur Sultan city is a capital of the country, it involves people with different linguistic backgrounds from all the parts of the country and it gives an opportunity to look at language shift phenomenon from different perspectives since the participants can represent different regions.

Research Sample

This research focused on six participants purposefully: six ethnic Kazakh university students who have shifted from Kazakh language to Russian language. The participants were selected by gender since it was one of the elements of theoretical framework, that is why three of them were males and other three were females. All the other criteria could be changed during the participants' life, while gender is a permanent criterion. In order to have "information rich", the participants of the interview were recruited through snowball samplings (Patton, 1990, p. 169). Snowball sampling was used to identify other ethnic Kazakh participants who have shifted from Kazakh to Russian. Snowball sampling is a non-probability sampling method that is employed in cases when participants have rare characteristics (Creswell, 2014). Additionally, it is applied when existing participants help to find other participants with the same characteristics which is the purpose of the current study. A researcher had a participant who suited to the criteria of this study and that participant provided a researcher with other relevant participants in a snowball manner (please see table 1).

Table 1. Background Information about the Participants of the Study

The number of	Home town	Year of studies	Gender	Medium of

the participant				Instruction (MoI)
1	Kyzylorda	2 nd	Female	Russian
2	Petropavlovsk	4 th	Male	Russian
3	North Kazakhstan	2 nd	Female	Russian
4	Petropavlovsk	3 rd	Male	Russian
5	East Kazakhstan	3 rd	Female	Russian
6	Pavlodar	4 th	Male	Kazakh

The participants were provided with a detailed information of the research. The participants for this research were above 18 years old, that is why the researcher did not need parents' permission. They decided themselves to participate in the research or not. Informed-consent forms were distributed to the participants that could "guarantee them to certain rights, and when they sign the form, they are agreeing to be involved in the study and acknowledge the protection of their rights" (Creswell, 2014, p.167). Informed consent forms contained information about the procedures of data collection, the required time for participation and possible benefits for the participants (please see Appendix B). Regarding the characteristics of the participants provided in findings chapter, they are not identifiable.

Data Collection Procedures

The researcher found one participant who is ethnic Kazakh and has shifted from Kazakh to Russian in the childhood. With the help of the first participant and snowball

sampling strategy, the researcher contacted other participants who meet the necessary criteria.

The participants were contacted a week before the planned data collection date. The data collection took place in the first two weeks of December. The time and place for the interviews were chosen the way that was more comfortable for the participants. In order to avoid the noise and the interruptions, a physical setting was chosen that was free from distractions. Before starting the interview, I provided my participants with the printed consent forms in the language they chose in order to confirm their agreement and sign the consent forms, but the electronic copies of the consent forms for the interviewees were distributed two days before the interview days. The interviews were conducted in the language of the participants' choice, which was agreed before the date of the interview. All the interviews were recorded using a mobile phone with a digital audio recording facility in order to do transcription and analysis in the future. In order to follow the conversation of the interviewee, the researcher stuck to the questions but was flexible enough because Creswell (2014) states that "a key to good interviewing is to be a good listener". During the interviews, field notes were taken to record non-verbal communications of the interviewees.

Data Analysis

After the data collection procedures, the researcher started to prepare the data for the analysis process. Data analysis approach employed six steps approach provided by Creswell (2014) to organize the data, code and develop it into categories.

Firstly, the recorded interviews were uploaded into the researcher's laptop. After that, all the recordings in the right order were uploaded into the Internet application "oTranscribe" that helped to transcribe them and, further, were printed out in order to make the process of data analysis more comfortable for the researcher. Then, after reading all the transcripts twice, the researcher started to code. The data was coded with the help of colorful highlighter pens for defining the codes and important quotes given by the

participants. All the codes were focused on the factors of the language shift from Kazakh to Russian that is why there were nine focus codes. After finishing the coding step, three categories of the factors were revealed – most prevalent, partly influential and less prevalent factors. These categories were useful in order to develop the findings chapter. For instance, there were three most prevalent factors such as linguistic networks, language attitudes and mass media which were mentioned by all the participants within this study and, additionally, economic factor and gender as a factor were elicited as less affecting factors. During the coding process, some language barriers that influence students' the language shift from Kazakh to Russian were revealed. It provides this research with another category for findings chapter. Additionally, some of the participants mentioned factors that support the development of Kazakh language (please see Appendix C). For making the process of revealing the findings more comfortable for the researcher, the table with all the participants and the nine factors was elaborated (please see Appendix D). In this table, the researcher had a right to tick the factors that the participants mentioned in their interviews which allowed the researcher to easy count the number of the participants. Then, this table was changed to table with the quotes given by the participants' during the interviews which matched with the suitable factor (please see Appendix E). With the help of such table, it was comfortable to identify necessary quote for adding them into the findings chapter. Further, the findings were analyzed, explained and interpreted in findings and discussion chapters. After that, the findings needed to be validated for the accuracy, that is why the chapter was given to one of the NU GSE students for analyzing the data. Then, the feedback was taken into account and the chapter was edited. It helped the researcher to look at the findings chapter with a fresh look.

Ethical Considerations

NUGSE Research Approval Application Form was prepared and submitted to NUGSE Research Committee to get the permission for conducting the study. This

application form contained all the purpose of the study, the research question, the research design, instrument and possible benefits for the participants of this study (please see Appendix B). The study got approval with minor changes by the GSE Research Committee.

To protect confidentiality and ensure anonymity of the participants, the researcher herself changed the participants' real names to pseudonyms after the interview since the participants allowed to do that. As a snowball sampling was applied in the study, some of the participants knew each other, however, they do not know the sequence of interviews which helps the researcher to protect the participants' confidentiality.

After finishing the interviews, the audio recordings were kept on a mobile phone with a password on it, owned by the researcher, and it means that no one else has an access to the mobile phone. After listening and transcribing interviews a sufficient number of times to get all the important data, the files were deleted from the mobile phone. The details about personal information of the participants were replaced by special codes in the transcripts. Contact information of the participants was deleted from the mobile phone and laptop. The name of the university was not public.

Regarding the possible risks from this study, participation in this study could carry psychological risk. As a result of participating in the research, this risk could include confusion about some interview questions, however, all the interview questions were double checked in order to avoid frustration or disappointment in the participants' feelings. Additionally, the reactions of the participants towards the questions were carefully observed and the questions which eliminate psychological discomfort of stress were appropriately adjusted. In order to make the participants acquainted with the purpose of the study, the detailed consent forms were elaborated for the participants in two languages – English and Russian. The consent forms in Kazakh were not provided as the participants are not fluent in the language. The participants were informed about their right not to answer any sensitive questions for them or to withdraw from the study. No one was a

subject of retribution or punishment as a result of this study. The participants of the study did not receive any direct benefits, however, it can make contribution to an understanding of the factors of the language shift from Kazakh to Russian and inform educational stakeholders.

Chapter 4. Findings

This study is aimed at revealing the factors of the language shift from Kazakh to Russian in university students. It is guided by the research question: What are the factors of the language shift from Kazakh to Russian among university students? The chapter presents short descriptions about the participants in order to introduce their stories and show the overview of their language repertoire. Then, it provides identified factors of the language shift from Kazakh to Russian in university students. These factors are demonstrated in a sequence of the most prevalent to less prevalent factors – linguistic networks, language attitude, mass media, language status and functions, institutional support, educational environment, education and literacy, economic factor and gender as a factor. Further, it will disclose some language barriers as an additional factor of the university students' language shift from Kazakh to Russian.

The Overview of the Participants' Language Repertoire

Participant 1. The participant was born in Kyzylorda, the town on the south of Kazakhstan, but now lives in Nur-Sultan city. She spoke Kazakh at the age of 3-4 when her family and she lived in Kyzylorda, however, after moving to Nur-Sultan, she began using mostly Russian for communication. Her parents sent her to kindergarten with RMI, however, it was mainly mother's decision as she is a predominantly Russian speaker and they spent most time together in her childhood since the father was busy at work. Moreover, it was easier for her mother to help with homework. Thus, surrounding people (nurses, teachers, kids) in the kindergarten influenced her preference to use Russian as it was the language for communication with them and she immediately shifted from Kazakh to Russian. Accordingly, the participant went to the school and, then, to the university with RMI. These days, the surrounding community involving parents, relatives, friends and groupmates around her speak mostly Russian that is why she does not have any necessity or

desire to use Kazakh. Her main goal is to go abroad which is why she masters English for her future career.

Participant 2. The participant is from the north of Kazakhstan, Petropavlovsk town. He spoke Kazakh in his childhood with parents and grandparents, but when he went to the school with RMI, as there was only one school and it was with RMI, he unconsciously shifted to Russian. The reason is that his teachers and classmates communicated in Russian only. At the moment, almost all his surrounding linguistic networks including parents, who used to speak Kazakh, are Russian speakers. He studies at university in a group with RMI, but have some acquaintances from groups with KMI that allow him to support his Kazakh speaking skills. He prefers to use Russian in daily life, but he does think that Kazakh is very important to master, know and use for ethnic-Kazakh population in order to support their native language and culture.

Participant 3. The participant is from the village near Petropavlovsk town, the north of Kazakhstan. She was fluent in Kazakh in her early childhood as she spent much time with her grandparents but when she moved to the parents' house and went to the school with RMI, she stopped using Kazakh at all. It was not useful for her because all the teachers and classmates knew and spoke only Russian. Thus, she has shifted from Kazakh to Russian in order to adapt to the schools' environment. From that time, her use of Kazakh significantly decreased as it was not useful for her and surrounding speaking community. She entered the university with RMI. At the moment, she is proficient in Russian which is helpful for her studies and almost forgot Kazakh as there is no necessity for it.

Participant 4. The participant is from the north region of Kazakhstan. He went to kindergarten and school with RMI, and now studies at university with RMI. He shifted from Kazakh to Russian at school, because at the kindergarten he spoke Kazakh with her teachers and kids. At school, there were predominantly Russian-speakers among classmates and teaching staff that is why there was need to speak mostly Russian. However, he still

tries to use Kazakh on a par with Russian. At university, he studies at a department with RMI. The participant states that in the near future he is eager to shift to Kazakh again as it reflects his identity and culture.

Participant 5. The participant is from Shemonaikha, the east part of Kazakhstan. She spoke pure Kazakh until she was sent by her parents to the kindergarten with RMI as there were no other kindergartens. She began speaking Russian because her nurses were Russian speakers and they taught her to speak Russian that is why she forgot Kazakh. She went to school with RMI but there was an only Kazakh speaking club in that school throughout the town, so the teachers always conducted activities to support Kazakh language. However, it has not influenced the participant's proficiency in Kazakh since they were only getting ready for such activities and, then, continued to apply Russian. Now, she studies at university with RMI but she tried to speak Kazakh during the Kazakh language classes. However, she sometimes encounters some people who make her stuck in using Kazakh by stating that her accent is bad and she is not fluent enough. Such comments on her Kazakh level made her feel embarrassed which lead to the loss of any desire to master the language.

Participant 6. The participant is from Petropavlovsk, the north of Kazakhstan. He studied at kindergarten and school with KMI, however, he was always more proficient in Russian. Despite the fact that his school environment was supposed to be mostly Kazakh speaking, outside the classroom and at home he used Russian language for communication. Now, he studies at university with KMI, but still he is being more proficient in Russian. He claims that the main reason is the surrounding community around him, especially parents and friends. He is eager to speak Kazakh, but in case it is pure and not mixed with the other dialects.

Factors of the Language Shift from Kazakh to Russian in Ethnic Kazakh University Students

The study involves nine factors that influence the language shift from one language to another where three of the factors are defined as more prevalent by all the participants of the study, two of them are less prevalent and the remaining four factors are mentioned only by some participants and considered as partly influential.

All the six participants have identified that linguistics networks, language attitudes and mass media are the most influential factors on their language shift from Kazakh to Russian during their lives. The linguistic networks factor involves the people in the environment they interact with including their family members, friends, classmates, educators and acquaintances. The research has shown that the people in the participants' linguistic environment influence their use of Russian for communication instead of Kazakh: "My friends mostly use Russian" (Participant 2); "All of my classmates are Russian speaking" (P3); "I spoke Russian with my groupmates and nurses in the kindergarten" (Participant 4); "My teachers spoke Russian to me" (Participant 5); "During the breaks we (my classmates and me) spoke Russian" (Participant 6).

Also, it was found out that demographic situation within the region of the participants directly has an effect on language usage and, finally, shift from one language to more dominant language. All the participants gave the researcher information about hometown, the city where they were grown up or studied at school, and five of them are from the northern and the eastern parts of Kazakhstan which are mostly Russian speaking areas: "I am from Russian speaking city that is why I went to school with RMI" (Participant 3); "The number of Kazakh speaking people was critically low because I am from Russian speaking city" (Participant 5). Demographic ratio of the population influences language repertoire and participants' choice of educational organizations due to lack of educational facilities with KMI. However, the participant 1 spent the childhood in the southern part of

the country, Kyzylorda, which was mostly inhabited by Kazakh speaking people after the collapse of USSR (Fierman, 2006). Consequently, she is supposed to have more positive attitude towards Kazakh, however, it was identified that the participant is disposed to Russian, English and other foreign languages: “Anyway, I will not learn Kazakh because I am for learning Russian and English”, “I can use Kazakh nowhere but only in Kazakhstan”, “Proficiency in Kazakh and not knowing other languages will not help to develop myself” (Participant 1). Eventually, demography encourages people’s choice of using a language but it is not the case of every single person within the country.

As for language attitude factor, it is closely connected with the language shift phenomenon since the use of languages and its maintenance depend on people’s attitude towards the language itself (Abdelhadi, 2017). If people are positively pointed to use Kazakh language, they would not shift from the language but just enlarge their language repertoire. Language attitudes towards Kazakh of five participants within the study are ultimately positive as they state that: “...we need to know Kazakh ... it is our culture, nation and native language ...” (Participant 2); “We need to know Kazakh ... it is our native language ... we need to support it” (Participant 3); “We need to know Kazakh” (Participant 4); “it is...given us with the milk of our mothers” (Participant 5); “Adhere to all the rules of the language, I have a desire to speak pure Kazakh” (Participant 6). Nevertheless, they mention that they feel comfortable using Russian for daily life, which, in turn, means that they support the language and their attitudes towards the language are sufficiently positive, however, their attitude towards Russian is more persistent.

Third most prevalent factor is mass media since it plays one of the pivotal roles in the language shift from one language to another. In most cases, people raise their awareness in general with the help of reading newspapers, reviewing magazines, browsing the internet or watching the news or movies (Saikia, 2017). The participants stated that reading newspapers or watching something in Russian or English is easier for them than in Kazakh:

“For reading newspapers, books and internet blogs, I use only Russian” (Participant 3); “I watch movies only in Russian” (Participant 2). Two of the participants mentioned that Kazakhstani television does not provide interesting movies or TV programs in Kazakh that can be taken as an alternative to Russian or English which means that they do not have choice for choosing the language: “I read books, news or newspapers in Russian because there is no alternative in Kazakh or it does not have quality” (Participant 4); “...I watch movies or read books only in Russian and English...it is rare to meet something interesting in Kazakh” (Participant 5). Also, participant 1 noted that even Kazakh filmmaking does not support Kazakh language: “There are different Kazakh films today, however, they are in Russian and only several words in Kazakh. So our cinema industry does not develop Kazakh language and I do not promote it” (Participant 1). Consequently, there are several things to mention: no quality in Kazakh publishing and movies, not enough translated alternatives of mass media products from Russian or English to Kazakh and to be more educated or get more information it is easier to use Russian or English sources which means that until Kazakh mass media industry will not provide people with better resources, the popularity of information in other language will not decrease.

All the three prevalent factors form the enclosed process where they are equally significant for the students’ language shift. Linguistic networks which involve parents, teachers, friends and administrators influence students’ language shift as the communication happens to them every single day. As a result, these people frame the students’ attitudes towards the language that is mostly used by them. Regarding mass media factor, it is closely connected to the students’ self-development and interests. Consequently, the language used in mass media leaves an imprint on the students’ language choice which, in turn, also frames their language attitude. Therefore, all the three factors are interconnected.

On the fourth place there is a language status and function factor that was mentioned by five participants. This factor involves the status of the language for its speakers and how wide it can function in different domains. Considering the status of Kazakh and Russian languages, both of them have high status and have made strong contribution to the country's development, however, functioning of Russian has a wide range for the participants while Kazakh has a status of a native language that should be acknowledged.

...some friends from groups with KMI...complain that they do not have enough resources in Kazakh and they have to translate from Russian to Kazakh in order to use the needed information (Participant 2).

I used "shala" Kazakh when I wanted to share something personal with my friend because others spoke and understood only Russian (Participant 5). ("Shala" means mixing Kazakh and Russian languages)

When ethnic Kazakhs speak with each other, they sometimes do not understand each other, we need to develop universal Kazakh language for all Kazakh people without dialects (Participant 6).

The participants clarify that Kazakh does not accomplish needed functions for their daily life in comparison to Russian as it functions as easier language for communication and understanding in most important domains for students especially at school, at university and with friends. Moreover, the participant 1 has noted that the status of Kazakh is not supported even by Nazarbayev University: "Knowledge of foreign languages is more important than knowledge of Kazakh today because I can use Kazakh nowhere but only in Kazakhstan...even the best university in our country, Nazarbayev University does not require knowledge of Kazakh (Participant 1). Consequently, the status of the language at a state level and at individual level does not necessarily involve its functioning in all domains for people. According to Woolard (1985), political status of the language does not mean that the language immediately acquires a social value. Even the participants of the research state that Kazakh takes a valuable and positive status in their lives, they still use Russian as its functioning is useful in all domains of life.

Three of the factors – institutional support, educational environment and education and literacy – were mentioned by four participants. The institutional support factor comes

with providing support to the language by various institutions such as churches, mosques, cultural or language centers, libraries, however, only educational institutions were identified by the participants of the study. It became clear from five participants' answers that they chose schools with RMI since they lived in the Russian speaking environment where most attention was given to Russian in daily school routine and Kazakh was illuminated only at Kazakh subject lessons: "The emphasis was on Russian language" (Participant 3); "...my school was a center of Kazakh language... There was a Kazakh club in our school...our Kazakh teachers and students were responsible for activities in Kazakh language. However, we did not understand anything there, we just told what we had to tell and that is all, so we pretended that we understand everything" (Participant 5). On the contrary, there was the participant from kindergarten and school with KMI: "In kindergarten, my nurses spoke only Kazakh with us as well as teachers at school" (Participant 6). However, even the student from KMI educational organization shifted from Kazakh to Russian: "Despite the fact that I studied at school with KMI, the weak point was Kazakh language" (Participant 6). The reason for using Russian turned out to be linguistic networks factor: "At school, we spoke Russian during breaks" (Participant 6). Consequently, educational organizations' support and its members influence the participants' language repertoire. The factor of institutional support is tightly connected with the educational environment factor since the participants mentioned only educational institutions and it involves the community inside the institutions and the medium of instruction: "I studied a year in the kindergarten with KMI but then I moved to the kindergarten with RMI" (Participant 1); "I started to speak Russian in the kindergarten because my nurses were ethnically Russians and spoke only Russian" (Participant 5). So, the institutional community became directly influential on the participants' the language shift to Russian as they used to speak with their teachers in Russian.

The factor of education and literacy was mentioned by the participants as they connected literacy in Kazakh language only with passing exams: “I would learn Kazakh only for passing exams” (Participant 1); “I learnt grammar rules for Kazakh because of UNT (United National Testing)” (Participant 2); “I was interested in learning Kazakh and Russian and other subjects in relation to my grades” (Participant 4); “I strove to learn Kazakh grammar rules only to pass UNT exam” (Participant 5). It is considered that education level can influence the literacy level so that students will try to advance the language in order to enter better educational organizations (De Klerk, 2000), however, the participants learnt Kazakh language rules for taking exams because Kazakh is an obligatory part for all students to pass the exam after the 11th grade.

Economic and gender as factors have influenced just two participants and are assigned as less prevalent factors of the study. Considering economic factor, it is defined as providing people with better job opportunities to a greater extent. Two participants specified that they do not perceive using Kazakh language for their future career: “I am interested in working at international companies that is why I do not need Kazakh; I need English” (Participant 1); “I do not want to work in civil service where Kazakh is significantly important. Salary is quite low there” (Participant 5). It is also pointed out that for working in international companies, Kazakh is not important, and the main reason of working in an international company is to be well-paid. As for gender as a factor, it involves the participants’ gender which can be influential for the language use as well as surrounding people’s gender that might influence the participants’ language preference. The study involved three males and three females which allowed to watch their language attitudes. The females are more focused on their self-development, self-realization and gaining better career opportunities which are provided by Russian. While the males try to support their native language and culture and, consequently, are directed to revitalize their Kazakh speaking skills. Additionally, sex-difference of parent-child relationship is revealed

as influential factor on the participants' shift. The first participant is female and she highlighted that her mom was the reason she spoke mostly Russian: "Mom influenced my language choice, because I spent time mostly with her" (Participant 1), while the sixth participant is male and he pointed out: "My father is Russian speaking person" (Participant 6). So, the girl's the language shift was influenced by her mother, whereas the boy's shift was affected by his father. As girls and mothers are the same gender, it might lead to better relationships, and, finally, to mothers' influence on their daughters' language preference. Similarly, fathers might have the same effect on their sons due to their similar gender.

Language Barriers in Students' Use of Kazakh Language

During the interviews, language barriers were revealed as an important factor that have influenced some students' the language shift from Kazakh to Russian. It has affected their use of Kazakh since it became a hindrance to use Kazakh for daily life. One of the participants was told that the level of Kazakh is quite low: "One of the teachers in my university influenced my Kazakh because one day she laughed at my homework in front of the whole group and said that I do not know Kazakh. After that, I have a barrier to speak Kazakh" (Participant 5). Such a feedback towards the student can be considered as the derogative one which, obviously, blocked the participant's desire to speak the language. Moreover, the same participant had different situations where was accused in using Kazakh with wrong accent and pronunciation: "I have lots of barriers connected with Kazakh. It is mostly because of people. The teacher I told before and there were lots of people in public transport who tried to humble me in case they notice that I am bad at Kazakh" (Participant 5). Consequently, an additional influential factor that affects or decreases people's readiness to use the language lies in negative feedback or comments from other people.

In summary, this chapter has presented the analyzed list of main findings that answers the research question. It has demonstrated that three of the factors are appeared to be the most prevalent in the language shift from Kazakh to Russian in university students which

are linguistic networks, language attitudes and mass media, while four among the left factors are partly exert an impact on the shift. Also, economic and gender factors fall into the category of less influential factors of the language shift since they were mentioned by two out of six participants. Finally, it was revealed that for some participants, surrounding people are found to be as a balk to speak Kazakh in a confident way. To sum up, the main findings are

- Students' everyday linguistic networks which are their family, friends, classmates/groupmates and teaching staff were identified as a main/primary influence their language shift from Kazakh to Russian
- Language attitude towards Russian influences students' shift since they get used to speak Russian from their childhood and they feel comfortable with it.
- Language that is generally used in mass media manipulates students' shift to Russian language since it intersects with their interests which involve movies, cartoons, TV programs, books and Internet resources.
- Institutional support, educational environment, education and literacy level and language status and its function as factors partly had an effect on the participants' use of mainly Russian language;
- Economic and gender factors were perceived as less prevalent factors and were mentioned by two participants;
- In some cases, surrounding people are appeared to be hindrances for using Kazakh in daily life.

Chapter 5. Discussion

The purpose of the study is to identify factors of the language shift from Kazakh to Russian in university students that is guided by the research question: What are the factors of the language shift from Kazakh to Russian in university students?

The study was conducted by qualitative interview-based approach which involved six ethnic-Kazakh participants studying at university. Data were collected through purposeful and snowball samplings.

This chapter will display the discussion of the interpreted research findings related to the research question, compared with the results of the previous studies focused on the central phenomenon of the current research and theoretical framework. The scope of the factors for the study relies on the Vivian De Klerk's (2000) framework of the study that proposes following nine factors of the language shift: economic factors, levels of institutional support, the educational environment, education and literacy levels, linguistic networks, language attitudes, language status and functions, mass media and gender.

RQ: What are the factors of the language shift from Kazakh to Russian in university students?

The research question is aimed at exploration of the factors that have effect on university students' the language shift from Kazakh to Russian. Obtained data from the participants of the study revealed that three of the factors are the most prevalent which were chosen by all the six participants and split into three separate categories, four of them partly influenced the participants' the language shift which are incorporated into one category and the last two fall into one category of less widespread factors that impact their shift from Kazakh to Russian language. Accordingly, there are five categories concentrated on the central phenomenon of the study. Additionally, the findings have shown that, in some cases, surrounding people can impede some participants' usage of their native language due to perceptions of poor language skills or an accent.

Finding 1: Students' everyday linguistic networks which are their family, friends, classmates/groupmates and teaching staff were identified as a main/primary influence their language shift from Kazakh to Russian.

This finding demonstrates that everyday lines of communication such as family members, friends, class/groupmates and teaching staff for students directly influence people's shift from Kazakh to Russian since mostly they use Russian. There were those participants who mentioned that even if the people of their linguistic environment use Kazakh, it does not prevail in their everyday speech that hinders predominance of Kazakh over Russian.

As the study explores the language shift phenomenon, it was revealed that linguistic networks as one of the most prevailed factors have influence on the people's the language shift but it depends on the frequency and density of usage of Russian. As the participants are university students and have shifted from Kazakh to Russian in their childhood, the most influential networks were their parents, children and teachers that is why their preference of the language for daily communication was under the influence. This finding is not fully connected with De Klerk's study (2000) as it studied Xhosa-speaking parents' experiences and attitudes towards the English language, since this research is focused on the students themselves and the factors of their shift from Kazakh to Russian. However, the study of such central phenomenon as the language shift had to begin from somewhere that is why De Klerk's research was useful for studying students' experiences of such shift. In comparison with De Klerk's study, which has shown that there were two opinions where some parents wanted their children to speak English well due to financial benefits and those parents with the exact understanding of the significance of indigenous languages, the current study has revealed that the participants' parents had preference directly towards Russian since they were Russian speakers and it was easier for them to help, communicate and cooperate with their children. Consequently, parents play an important role in

individual's social network which changes their main language for communication (Simmons, 2003). As for the students' friends, classmates and groupmates, five of the participants studied in the classes with RMI and the sixth participant was from KMI class, however, all of them were affected by the main spoken language of their friends, Russian. According to Fierman (2006), students from classes with KMI prefer to use Russian outside the classroom or school with their friends and classmates. In addition, Palolo (2014) has found that children feel honored speaking the other language than their mother tongue, and using their native language for communication with their friends whose native language is different. Consequently, school students' environment influences their language preference in order to fit in with the surrounding people especially friends and schoolmates. Considering teaching staff as a part of linguistic network that influence students' language repertoire, it was revealed that five of the participants studied at kindergarten and school with RMI were spoken mostly in Russian by their teachers because their teachers' language repertoire involved only Russian.

Finding 2: Language attitude towards Russian influences students' shift since they get used to speak Russian from their childhood and they feel comfortable with it.

As the language attitude involves the participants' motivation and desire to know and speak the language and its prestige, their attitude towards Russian is prevalent in comparison with Kazakh since they speak Russian since their childhood that is why it is easier for them to express their feelings and thoughts in Russian rather than in Kazakh. According to Jobo (2016, p.77), people, especially the young population, might get negative attitude towards using their pure native language for communication "as they are in difficulty to fully express themselves in the language". Also, all the sources for studies, hobbies and interests are provided in Russian and English. Considering the students' speaking practices, they do not use pure Kazakh for communication since it is not comfortable for them even in the cases when all the surrounding people are proficient in

Kazakh. The reason is that the participants level of Kazakh is not that well, that is why they mix Kazakh and Russian or, finally, shift to Russian. Additionally, taking into account that language attitude involves “collective behavior of the members of a social group” (Palopo, 2014, p.156), it should be mentioned that the youngsters might be eager to belong to more educated and developed groups of people. In the post-Soviet times, it was popular to speak Russian, because Kazakh was supposed to be a language of people living in the villages.

Finding 3: Language that is generally used in mass media manipulates students’ shift to Russian language since it intersects with their interests which involve movies, cartoons, TV programs, books and Internet resources.

The influence of mass media always leaves an imprint people, especially the language that is used for informing. As Russian was proclaimed as a lingua franca and was mostly used for all channels on television in the post-Soviet period, it has influenced people’s preference to get information in Russian. After a while, various TV programs, shows or soap-operas have been appeared in Kazakh, but one of the participants of the study states that most of them are just prototypes of Russian TV shows are not interesting and seem to be fake. As for translation movies and soap-operas, it might need more revision and changes since in most cases translation is not correct or has some mistakes. Also, most Kazakhstani contemporary films are delivered in Russian language not in Kazakh, they just add some funny phrases in Kazakh language. Consequently, mass media in Kazakh is not provided in high quality, so as there are better resources in Russian language, the students prefer to use them. According to De Klerk’s study (2000), mass media with low quality is not popular among the population.

Finding 4: Institutional support, educational environment, education and literacy level and language status and its function as factors partly had an effect on the participants' use of mainly Russian language.

All the societal institutions have influence on people's language repertoire that is why it is important to support existing languages within the country since the ignorance of the language leads to shift. The participants of the current study mentioned only their educational institutions such as kindergarten, schools and universities. As support to the state language, these institutions always conducted various activities in order to encourage their students to speak Kazakh, however, such supportive action happened only in the scope of these activities and was not taken into regular schools' policy. Consequently, low promotion of Kazakh during regular school days has led to shift to Russian as it was used daily (Al-Jumaily, 2015; De Klerk, 2000; Eisenclas, Schalley, & Guillemin, 2013).

The educational environment factor influences language repertoire of the students because they are involved in learning since their early childhood and till they are in their 20s. Medium of instruction plays an important role for students' language repertoire as it defines their main language for studies and communication (De Klerk, 2000). The majority of the participants of the study are in RMI and only one is from KMI. Five of the participants mentioned that as they studied in RMI classes, their surrounding kindergarten, school and university environment was mostly Russian. The sixth participant from KMI pointed out that despite his medium of instruction, he still used Russian outside the classroom as it was easier to express thoughts. It suggests that the medium of instruction does not influence language choice, since mostly it depends on people's attitude towards the language. However, De Klerk's study (2000) proves that education, especially the medium of instruction "plays a vital role in language shift of the students" (p.96). Consequently, in Kazakhstani context, the language used for the medium of instruction may

not immediately define the language that is used by teaching staff and students outside the classroom.

Regarding the students' education level, in early age, children do not have any choice and just follow parents' guidelines (Sabourin, & Belanger, 2015). So, if they begin their studies in kindergarten in Russian, they are supposed to choose RMI in school and university since this language provides them with more understanding and digestion. Consequently, the students in most cases intend to have high literacy level in four ways of language behavior in Russian that is why they choose the language that they tend to use for learning, while the literacy in Kazakh is low, especially in writing and reading skills.

Language status and its function depend on the language's speakers since their preference towards the language defines its status. Also, if the language can accomplish different functions for various purposes, it influences people's choice to use the language as it provides people with more opportunities (De Klerk, 2000). As the participants were grown up in the years of already acquired independence by our country, 1998-1999 years, Russian was still the language of educated people and it was important to know Russian in order to get well-paid job, acquire necessary information and build relationships. For this reason, the youth learnt Russian as it had a prestige (Gupta, & Yeok, 1995). Regarding Kazakh language, the participants mentioned that Kazakh functions for them to keep in touch with their family and relatives, while Russian is used for other daily purposes.

Finding 5: Economic and gender factors were perceived as less prevalent factors and were mentioned by two participants.

It is interesting to notice that economic factor influenced to use predominantly Russian only two participants as it will provide them with better future in regard to job position, social networking and self-development (Anderson, 2012; De Klerk, 2000; Hidalgo, 2010). Being university students, their language shift has already been affected by surrounding people, educational issues and their interests, that is why economic factor is

the least important and influential factor for their language shift. For those two participants who mentioned some economic issues affected their shift, well-paid job is important for their future (Fishman, 1991). However, none of the participants mentioned that their parents referred to the Russian language as the advantage for their future, while Mathew (2018) has revealed in her study that parents prefer their children to learn more prestigious language for getting more alternatives to get better job position.

Regarding gender factor, two participants pointed out that their parents played crucial role for their language choice. As the study involved three males and three females, it was revealed that females are more engaged in self-development without being exposed to their native language (David & Naji, 2003), while one of the male participants is ready to shift again to Kazakh, another one is eager to speak the Kazakh language daily and the last one feels the importance of the language for his job opportunities. Consequently, in comparison to Palolo' study (2014) which revealed that genders do not influence people's aspiration for gaining successful results, the current study's findings pointed out that gender influences people's attitude towards their native language. Additionally, as the participants' gender coincide with one of their parents' gender, for example, the participant is female and the parents who influenced her is female as well, it can be pointed out that, in some cases, girls spend more time with their mother, while boys share their daily routine issues with their fathers since they belong to the same gender. So, there is the sex difference of parent-child relationships.

Finding 6: In some cases, surrounding people are appeared to be hindrances for using Kazakh in daily life.

This finding was revealed from one participant whose level of the Kazakh language has been influenced by the teacher and some strangers. The teachers can influence peoples' language shift negatively, neutrally or positively, however, in this case the participant was found guilty in speaking and writing in Kazakh language in a wrong manner. The

pronunciation is important for the language learning, but still it is not the reason to be accused in bad language pronunciation which decreases the desire to use it (Gilakjani, & Sabouri, 2016). Also, surrounding unacquainted people with their comments can badly impact on people's language choice for communication or, even, poison mind against the language. Such hindrances might influence people's shift from Russian to Kazakh which can decelerate the process of Kazakh language maintenance.

To conclude, this chapter has presented three most prevalent factors of language shift from Kazakh to Russian in university students which are linguistic networks, language attitude and mass media. Also, it has demonstrated partly influential factors that were mentioned by four out of six participants, and less prevalent factors mentioned only by two participants. Further, it has shown that surrounding unacquainted people can be considered as hindrances and impede the university students' use of the Kazakh language which, in turn, encourages their use of Russian.

Chapter 6. Conclusion

The purpose of the study was to explore the factors that influence university students' language shift from Kazakh to Russian. In order to reveal the influential factors, the research was focused on university students' experience of language shift from their native language – Kazakh –to the official language of the country – Russian and their attitudes towards the languages. This chapter demonstrates the conclusions of the current research: the most, partly and less influential factors of the language shift. Further, it provides the recommendations for parents, educators, policy makers and mass media representatives.

The Most Influential Factors of the Language Shift

It was revealed that the university students' language shift from Kazakh to Russian is mostly influenced by the surrounding community, mass media and their attitude towards the language. The surrounding community which involves parents, relatives, close friends and teachers has an effect on students' the language shift since they mostly use the Russian language in daily life. Thus, the community people live in is influential on the language shift and it may also involve unknown people who can be occasionally met. Along with linguistic networks, the influence of mass media is quite strong because it embraces TV, the Internet, books, journals and newspapers; the things which are around people every day. In the times of gaining independence by Kazakhstan, most of the existed mass media products were in Russian and after 2000 there were some tries to involve the Kazakh language into various TV programs, however, most people, especially the young population were not interested in watching them as the programs in Russian language were much attractive. Also, the language shift is under the influence of students' attitude, since these preferences are built on the basis of their surrounding people's language repertoire, the mass media's language choice for production. Thus, three factors – linguistic networks, mass media and

language attitude – are interconnected, and mainly impact students' shift from Kazakh to Russian.

Partly Influential Factors of the Language Shift

Educational environment, institutional support, education and literacy level, and language status and function are appeared to be influential for four students. Their educational environment involves kindergartens, schools and universities which, one by one, affect their language repertoire as it is connected to their daily routine. Teaching staff and faculty of the educational institutions use predominantly Russian language for teaching, communication and working. As for institutional support, they mentioned only the educational abovementioned institutions which involved mostly Russian speakers. Kazakh takes place an important place, however, as Russian language functions in more areas and provides with more opportunities, they still use Russian language for communication and studies.

Less Influential Factors of the Language Shift

Economic and gender factors are influential for two participants. As Russian and English languages are required at the workplaces with better opportunities, they do not necessarily master Kazakh language. Regarding gender of the participants, there is the difference between males and females since males are focused on supporting their language skills of Kazakh, while females are eager to be at the places with better opportunities which require Russian and other foreign languages. As for their parents, there is no strict difference between the influence of mothers and fathers on their shift.

Recommendations for Parents, Educators, Policy Makers and Mass Media

Representatives

It is recommended for parents to involve Kazakh language practices into home environment as the language repertoire at home mainly influences children's language

preferences. Also, it connected to relatives who play an important role in the development of the children. Basically, parents should use Kazakh themselves, speak the language and show their positive attitude towards the language in front of their children. Also, they can encourage their children to apply Kazakh language daily, make them interested in the language and provide them with access to various interesting sources in Kazakh. However, the provision of such resources depends on the government of the country and mass media.

As for educators, it is known that a school is the second home for children that is why nurses, teachers, educators and professors need to take into account that their language choice and its use affect children's understanding of the language itself. It is suggested to conduct more activities to support the Kazakh language and make them "really" useful for further practices of Kazakh, however, the activities should be definitely interesting and engaging for children, not just primitive activities as learning poems in Kazakh or retelling popular Kazakh writers' autobiographies. In addition, they should practice the language with children as many times as possible to make it as a habit.

For policy makers, it is recommended to involve more Kazakh into daily and educational areas of life. However, it does not have to be a mandatory use of Kazakh language, because it might impact negatively on people. Also, it is offered to provide people with free Kazakh courses in all the regions of the country in order to make the language accessible for ones who wish to master it. The courses should involve highly-professional teachers and enough place for all people. It is necessary to mention that the maintenance of Kazakh has to be a gradual process since the issue needs sufficient time, and the gradual process of Kazakh language revitalization will be more productive for people, teachers will be more prepared and the course will acquire good quality.

It is important to take into account mass media representatives because the study involves students whose self-development is mostly based on the mass media resources. Mass media can help other educational stakeholders in maintaining the young generations'

attitudes towards Kazakh language by providing more interesting and worthwhile the Internet sources in Kazakh language. Additionally, it would be productive to create various soap-operas, TV shows, movies, magazines, games and books with full Kazakh repertoire and which will not be inferior to Russia's or abroad mass media. Also, as the government of the country has implemented trilingual policy which involves Kazakh, Russian and English languages, it is useful to develop different Internet resources for international population of the country, applicable for their national contexts, in order to expand a number of the people speaking Kazakh language.

Limitations and Recommendation for Future Research

The main limitation of the study lies in a small size sample. Also, limited time does not allow to find more participants from all the regions of the country in order to look at the language shift phenomenon in various contexts.

Therefore, it is suggested to study language shift from Kazakh to the Russian language by quantitative research design in order to involve more people with different home practices and surrounding community. Also, the sample of the study can be changed to children or adults for revealing other factors of shift, and, finally, finding out more offers for the Kazakh language maintenance. Additionally, as three categories of factors that influence the shift from Kazakh to Russian were identified, it is recommended to study each factor separately for in-depth analysis.

Thus, this research might be useful for the Kazakh language maintenance, or even, revitalization in some cases as it has revealed the most influential factors on the students. Also, it will fill in the gap in the literature resources in Kazakhstani context on the phenomenon of language shift from Kazakh to Russian in university students.

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Appendix A

Sample Interview Protocol

Participant # __

Questions	Notes
1. What language do you usually use for communication? Why?	
2. What was your first language at home? What language did you speak with your parents in childhood?	
3. Did you attend kindergarten or any preschool institution? If yes, do you remember the language you used there? With nurses? With peers?	
4. Which language did your parents speak to you when you attended kindergarten? Kazakh or Russian?	
5. Did you watch cartoons in kindergarten? If yes, in what language?	
6. Did you attend school with Kazakh or RMI? If Kazakh, did you use Kazakh outside the classroom or school? If no, why? If Russian, did you use Russian outside the classroom? If no, why? 7. Did your classmates mostly speak Kazakh or Russian? Which language did you use to communicate with each other?	
8. At school, were there any extra activities in Kazakh that support the language? If yes, did you participate in them? What kind of activities were they?	
9. Did your parents send you to any language clubs to increase your level of Kazakh language?	
10. How many hours of Kazakh or Russian subjects did you have at school? Were these subjects important for you? Were you interested in learning them? If yes, why? If not, why?	
11. What language do you mostly use at university? With educators? With groupmates? With faculty and staff?	

12. Do you think Kazakh language is supported at university? If yes, how?	
13. How do you think what your literacy level of Kazakh and Russian is? Do you put any efforts to improve it?	
14. Which language do your friends mostly use for communication? Which language do you predominantly use to communicate with each other? Russian and Kazakh?	
15. What about your motivation to speak Kazakh language? What is your attitude towards Kazakh language? Positive? Negative? Neutral?	
16. How do you think it is important to support Kazakh language? If yes, how? If no, why?	
17. Do you use Kazakh for basic communicative purposes within your family these days? If yes, why? How often?	
18. Do you like reading? In what language do you read books, magazines or newspapers?	
19. What language do you use for watching movies, TV shows or cartoons?	
20. What status does Kazakh language take in your life? Do you think it will help you to get a job? In your opinion, will it influence you future carrier?	

Образец Интервью Протокола

Вопросы для интервью

Участник № __

Вопросы	Заметки
1. Какой язык вы в основном используете для общения? Почему?	
2. На каком языке вы начали говорить? На каком языке ваши родители говорили с вами в вашем детстве?	
3. Вы посещали детский сад или любую другую дошкольную организацию? Если да, то вы помните на каком языке вы разговаривали там? С воспитателями? Со сверстниками?	
4. На каком языке вы разговаривали с родителями, когда посещали детский сад? На казахском или русском?	
5. Вы смотрели мультфильмы в детском саду? Если да, то на каком языке?	
6. Вы посещали школу с казахским или русским языком обучения? Если язык обучения был казахский, вы использовали казахский на переменах? Если нет, почему? Если язык обучения был русский, вы использовали русский за пределами классной комнаты или школы? Если нет, почему?	
7. Ваши одноклассники в основном разговаривали на казахском или на русском? Какой язык вы использовали для общения с ними?	
8. Проводили ли какие-то дополнительные мероприятия на казахском языке в школе, для того чтобы поддерживать язык? Если да, вы участвовали в них? Какие это были мероприятия?	
9. Посещали ли вы языковые курсы казахского языка для того, чтобы повысить уровень? Если да, то как долго?	
10. Сколько часов казахского или русского языка проводили у вас в школе? Были ли эти предметы важны для вас? Были ли эти предметы интересны вам? Если да, почему? Если нет, почему?	
11. Какой язык вы в основном используете в университете? С преподавателями? С одногруппниками? С менеджерами и администрацией?	

12. Как вы считаете поддерживают ли казахский язык в вашем университете? Если да, то как?	
13. Как вы думаете, на сколько вы владеете казахским и русским языками? Прилагаете ли вы усилия для того, чтобы улучшить его?	
14. Какой язык ваши друзья в основном используют для общения? Какой язык вы используете для общения с ними? Казахский или русский?	
15. Есть ли у вас мотивация для изучения казахского языка и разговора на нем? Какое у вас отношение к казахскому языку? Позитивное? Негативное? Нейтральное?	
16. Как вы думаете важно ли поддерживать казахский язык? Если да, то как? Если нет, почему?	
17. Вы используете казахский для базового общения в вашей семье? Если да, то почему и как часто?	
18. Вам нравится чтение? На каком языке вы читаете книги, журналы или газеты?	
19. Какой язык вы используете для просмотра фильмов, передач или мультфильмов?	
20. Какой статус казахский язык занимает в вашей жизни? Как вы думаете поможет ли он вам найти работу? Как может отобразиться незнание казахского языка на вашей карьере?	

Appendix B

CONSENT FORM

Factors of the language shift from Kazakh to Russian in university students

DESCRIPTION: You are invited to participate in a research study on revealing the factors that influenced the use of Russian language predominantly. The purpose of this study is to investigate factors that influenced the language shift from Kazakh to Russian in university students. Your opinions are important and valuable for this study, since it will hopefully contribute to the expansion of the research literature on the investigation the factors of the language shift from Kazakh to Russian. You will be asked to answer questions about your experience of the language shift and the factors that have influenced your shift. Your replies will be anonymous. Participation is completely voluntary and in any time you can choose not to participate in this research study. You may choose not to answer any question you do not want to be asked. You will not be identified individually in any of the information we get from this study or in any of the research reports.

TIME INVOLVEMENT: Your participation will take maximum 45 minutes.

RISKS AND BENEFITS: The study will expose you to minimal risks that might comprise psychological risk. Some of the questions might cause confusion, but you may leave them unanswered. Data will be collected by means of an interview. The interview questions will be thoroughly checked to be considerate and tactful to you. Moreover, you may leave any distressing question unanswered or withdraw from completing the interview altogether. This study will not result in subjecting anyone to punishment.

You are going to get no direct benefits. however, it will contribute to the field of language policy within the country, inform educational stakeholders and provide an understanding of the factors of shift from Kazakh to Russian language.

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, Assistant Professor Bridget A. Goodman, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

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

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;

- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Факторы языкового перехода студентов с казахского на русский

ОПИСАНИЕ: Вы приглашены принять участие в исследовании факторов, которые повлияли на использование преимущественно русского языка. Целью данного исследования является изучение факторов, повлиявших на языковой переход с казахского на русский у студентов ВУЗов. Ваше мнение и точка зрения очень важны для этого исследования, поскольку в будущем это исследование может внести вклад в расширение научной литературы, которая рассматривает языковой переход с казахского на русский. Вам будет предложено ответить на вопросы касательно вашего опыта перехода с использования казахского на русский язык, а также факторов, повлиявших на этот переход. Ваши ответы останутся анонимными. Участие в исследовании является абсолютно добровольным, также в любое время Вы имеете право отказаться от участия в данном исследовании. В случае нежелания отвечать на какие-либо вопросы, вы имеете право оставлять эти вопросы без ответа. Ваше имя и ваши ответы будут оставаться анонимными.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует максимум 45 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с исследованием минимальны. Психологически некоторые вопросы могут вызвать замешательство. Информация будет собираться посредством интервью. Вопросы для интервью будут тщательно проверены и продуманы. Более того вы имеете право пропустить или оставить без ответа вопросы, внушающие Вам беспокойство, либо отказаться от проведения интервью в целом. В результате данного исследования никто не пострадает. Исследование не принесет Вам прямых преимуществ, однако данное исследование внесет вклад в развитие языковой политики страны, проинформирует всех заинтересованных лиц в сфере образования, а также обеспечит осознанием факторов, повлиявших на языковой переход с казахского на русский язык.

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 штрафных санкций и без потери социального пакета, который Вам предоставляли. 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 исследователем, используя следующие данные: Dr. Bridget A. Goodman, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50.

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 по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

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

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;

- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Appendix C

Sample Interview Transcript

R: Какой язык вы в основном используете для общения? Почему?

P: Русский так как друзья все разговаривают на русском, почти что все. В повседневной жизни только на русском. У нас в Казахстане, в нашем городе особенно только и на русском разговаривают.

R: Вы в каком городе проживаете?

P: Я в Астане.

R: И родились тоже в Астане?

P: Нет, я родилась в Кызылорде, там в основном говорили на казахском и многие с юга предпочитают разговаривать на казахском, но так как я в раннем возрасте переехала и сразу на русский и полностью перешла на русский.

R: Так. На каком языке вы начинали говорить, может быть вы помните и на каком языке в детстве ваши родители разговаривали с вами?

P: Наверное на казахском больше потому что в садик я ходила первый год в казахском но потом мама решила чтобы я перешла на русский так как она больше русскоязычный человек ну разговаривает и помогает, а отец всегда разговаривал на казахском и братья тоже, но мама очень сильно влияет, ты с ней много разговариваешь, поэтому на русском.

R: Посещали ли вы детский сад или любую другую дошкольную организацию?

P: Садик. Год на казахском, остальное все на русском. Не люблю садик.

R: А на каком языке вы в основном разговаривали со своими воспитателями и со сверстниками там?

P: Наверное на русском, но я не помню то, чтобы я со сверстниками много общалась. Мне больше было интересно одной что-то делать, одной играть там рисовать. Воспитательницы меня только ругали за поведение (смех). А так больше не было. Не коммуницировала с ними сильно.

R: А нам каком языке они вас ругали?

P: На русском, русскоязычные такие были.

R: А детский сад в Астане или в Кызылорде?

P: В Кызылорде.

Appendix D

The frequency of the factors mentioned by the participants

	Economic factor	Institutional support factor	Educational environment factor	Education and literacy levels	Linguistic networks	Language attitudes	Language status and functions	Mass media	Gender as a factor
P1	+	+	+	+	+	+	+	+	+
P2			+	+	+	+	+	+	
P3		+	+		+	+	+	+	
P4				+	+	+		+	
P5	+	+	+	+	+	+	+	+	
P6		+			+	+	+	+	+

Appendix E

The quotes of the participants

	Economic factor	Institutional support factor	Educational environment factor	Education and literacy levels	Linguistic networks	Language attitudes	Language status and functions	Mass media	Gender as a factor
P1	<p>"I do not have any motivation for"</p> <p>"I am interested in working at international companies that is why I do not need Kazakh, I need English"</p>	<p>"I did not make an effort to learn Russian, but learnt some grammar rules to pass exams, learnt poems and retold something in Russian"</p>	<p>"I studied a year in the kindergarten with KMI but then I moved to the kindergarten with RMI"</p> <p>"At school, Russian was dominantly used"</p> <p>"At university, I use only Russian with faculty members and staff"</p>	<p>"I would learn Kazakh only for passing exams"</p>	<p>"My mom decided that I need to go to kindergarten with RMI because she is a Russian speaking person"</p> <p>"All of my friends spoke Russian, so I did not have a reason to speak Kazakh"</p> <p>"With classmates, we spoke only in Russian"</p> <p>"At university, I use only Russian with faculty members and staff"</p> <p>"I noticed at</p>	<p>"All of my friends spoke Russian, so I did not have a reason to speak Kazakh"</p> <p>"Kazakh language was not important for me at school"</p> <p>"Usually, we laugh at Kazakh because we are not proficient in it"</p> <p>"Kazakh does not take any status in my life"</p>	<p>"I do not want to live in Kazakhstan"</p> <p>"Anyway, I will not learn Kazakh because I am for learning Russian and English"</p> <p>"I do not like Kazakh way of thinking"</p> <p>"I can use Kazakh nowhere but only in Kazakhstan"</p>	<p>"Mostly I watched cartoons in Russian"</p> <p>"I saw a soap opera in Kazakh because the plot was interesting for me"</p> <p>"There are different Kazakh films today, however, they are in Russian and only several words in Kazakh. So</p>	<p>"Mom influenced my language choice, because I spent time mostly with her"</p>