

**Language Policy, Ideology and Practice: Parents Views on the Trilingual Policy**

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Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

June, 2017

Word count: 19464

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### Ethics approval

Dear Nazira,

The NUGSE Research Committee reviewed the project entitled "Language Policy, Ideology and Practice: Parents Views on the Trilingual Policy"

and decided:

To grant approval for this study subject to minor changes, to be discussed with supervisor

**Approval subject to minor changes:** The study is approved subject to minor changes.

Reviewer 1:

Researcher claims to use "typical case sampling" but later says the survey will be distributed at schools to get "as many responses as possible." This is a contradiction in sampling! And what is meant by "typical case"? Typical only in terms of socioeconomic class as identified in the application? Or other criteria? And is ever parent a case? Or is typical sampling only for the interview portion of the research while the survey uses another sampling technique?

Reviewer 2:

Anonymity: Please discuss with your supervisor how the survey should be returned to the teachers and make sure that the teachers will not know the identities of the respondents.

Before starting your data collection, you need to discuss these changes with your supervisor, revise your proposal accordingly, and then ask your supervisor to check the revised proposal.

Sincerely,  
NUGSE Research Committee

### **Acknowledgements**

I would like to dedicate my thesis to the people whose presence in my life had enormous impact on it. I am a lucky person blessed to have so many incredible people in my life. First and foremost, it is my family, my mother and father and my sister Ainura, who have always supported me in all my endeavors. My whole life, their love and encouragement are the force that pushes me to excel. Then there are my two oldest and closest friends, Arailym and Aigerim. For over a decade I have a pleasure and honor to be friends with these ladies, who are so bright, so brave and so bold; it was their example and encouragement that gave me the courage to pursue this new live. In the last two years, I have made new friends in Markhabat, Kamila, Arina, Dilnoza and Rizagul, and making friends does not come easy for me. This small group of people have become my community; I could only wish to retain this strong bond for life.

This acknowledgement is just a small fraction of my love, respect and gratefulness that I feel towards you all.

### **Abstract**

#### **Language Policy, Ideology and Practice: Parents Views on the Trilingual Policy**

At present, Kazakhstan is at the initial stage of implementing nationwide the new language policy that is designed to reform education system from being taught in one of the two languages used as medium of instruction to use of three different languages to teach certain subjects. Such language-in-education policies have great impact on the society, thus not only teachers and students but the whole nation are its implementers. All members of a society, especially multilingual one like Kazakhstan, have a complex mixture of beliefs about languages that form their language ideologies. These ideologies are constantly negotiated, affirmed or changed and base the criteria according to which people evaluate all languages and language policies like the trilingual policy in Kazakhstan. This study aims to explore view on the new policy of parents that chose to start Kazakh-medium schools in 2016 by finding out their language ideologies and practices. Parents' reasons for their choice of the language of instruction and their home language use can reveal their prevalent language ideologies that are not always articulated and conscious. However, opinions of parents belonging to the majority group about new language policies are rarely asked and heard. This concept driven qualitative study employed surveys used to select and recruit participants and ten one-to-one semi- structured interviews. The result of the study show that parents' choice of MOI and their reported everyday language practices reflected their multiple language ideologies. All of these language ideologies echo the language ideologies of the past policies and played great role on informing their views on the trilingual policy. It is argued that a deeper understanding of parents' complex language ideologies can inform actions that will help endorse new policy.

## Абстракт

### **Языковая политика, идеология и практика: Взгляды родителей на политику трехязычия**

В настоящее время Казахстан пребывает в начальной стадии внедрения новой языковой политики, направленной на преобразование системы образования на просторах всей страны. Данная реформа подразумевает переход от преподавания всех предметов на одном языке, казахском или русском, к преподаванию определенных предметов на трех различных языках. Такая языковая политика в образовании оказывает огромное влияние на общество, таким образом, не только учителя и ученики, но и все граждане страны осуществляют ее внедрение. Все члены общества, особенно такого многоязычного как Казахстан, имеют различные убеждения, об языках, которые формируют языковые идеологии людей, которые постоянно оспариваются, подтверждаются или изменяются. Они основывают критерии оценки языков и языковых политик, подобных политике трехязычия в Казахстане. Данное исследование стремится исследовать взгляды родителей первоклассников, которые решили обучать своих детей в классах с казахским языком обучения с 2016 года, на новую языковую политику, узнав их языковые идеологии и практику. Для того, чтобы ответить на вопросы концепт-образованного квалитативного исследования было проведено десяти индивидуальных полу-структурированных интервью с участниками, привлеченными и отобранными с помощью опроса. Причины, повлиявшие на родительский выбор языка обучения, и их языковые практики, соблюдаемые дома, могут показать доминирующие языковые идеологии семей. Эти идеологии не всегда

могут быть признанными и осознанными. Однако мнения родителей, принадлежащих к группе этнического большинства, о новой языковой политике часто остается без внимания, а их языковые идеологии не исследуются. Результаты исследования выявили, что родительский выбор относительно языка обучения своих детей и языковые практики, применимые в семье, отражают их множественные сложносоставные языковые идеологии. Все эти языковые идеологии основываются на главных языковых идеологиях прошлых лет и играют большую роль в формировании их представлений о политике трехязычия. Более глубокое понимание сложных языковых идеологий, которых придерживаются родители, может продиктовать действия, необходимые для утверждения новой языковой политики.

## Аңдатпа

### **Тіл саясаты, тілдік идеологиялар және практикалар: ата-аналардың үштілдік саясатына көзқарастары**

Қазіргі уақытта, Қазақстан мемлекеттік деңгейде білім беру жүйесін өзгертуіне бағытталған жаңа тіл саясатын жүзеге асырудың бастапқы кезеңінде тұр. Бұл реформаның негізгі бағдары барлық пәндерді қазақ немесе орыс тілдерінде оқытудан белгілі бір пәндерді үш түрлі тілде оқытуға ауысу. Білім беру саласында қолданылатын тілдерге әсер ететін мұндай тіл саясаты еліміздің барлық азаматтарына үлкен әсер етеді, сондықтан оның жүзеге асырылуына оқытушылар мен студенттермен қатар қоғамның барлық мүшелерінің үлесі зор. Қоғамның барлық мүшелері, әсіресе Қазақстан сияқты көптілді қоғам өкілдері тіл туралы бір қатар пікірлер ұстанады. Бұндай тіл туралы пікірлер адамдардың тілдік идеологияларын (тілдік нанымдарды) құрайды және де осы идеологиялар күнделікті түрде тұрақтанады немесе өзгертіледі. Олар әртүрлі тілдерді және үш тілділік саясатты сияқты тіл саясаттарын бағалауына арналаған критерийлерді құрайды. Бұл зерттеу, 2016 жылы өз балаларын қазақ сыныптарында оқытуға шешкен бірінші сынып оқушыларының ата-аналарының тілдік идеологиялары мен тіл қолдану практикалары білу арқылы олардың жаңа тіл саясатына деген көзқарастарын зерттеуге бағытталған. Осы зерттеуге қатысушыларды таңдаумен тарту үшін алдын ала ата-аналар арасында сауалнама алынды. Осы тұжырамдарға негізделген квалитативті зерттеудің сұрақтарына жауап беруге бетпе-бет жартылай құрылымданған сұхбаттар жүргізілді. Ата-аналардың Қазақ тілін балаларының оқыту тілі ретінде таңдау себептері мен олардың отбасыларында асырылатын тіл

практикалары олардың үстем тілі идеологиялардың көрсете алады. Бұл идеологиялар кей кездерде санасыз болуы да мүмкін. Алайда, этникалық көпшілік топқа жататын ата-аналардың жаңа тіл саясаты туралы пікірлері мен тілдік идеологиялары көп зертелінбеген. Осы зерттеудің нәтижелері, ата-аналардың оқыту тілін таңдау жасағанда және үйде жаласалынатын тіл практикаларына әр-бір ата-ананың өзінің бірнеше құрмалас тілдік идеологияларды басты себеп болғанын көрсетті. Осы тілдік идеологиялардың барлығы бұрынғы тілдік саясаттардың негізінде пайда болып, тұрақталған және ата-аналардың жаңа үштілді саясат туралы пікірлеріне үлкен әсер етті. Қоғамдағы күрделі тілдік идеологияларды терең түсіну жаңа тіл саясатының жемісті болуына қажетті іс-шараларды уақытылы және орынды түрде жүзеге асыруға пайдалы.

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## Chapter 1. Introduction

Since acquiring its independence in 1991, Kazakhstan has prioritized education modernization and development of its human capital as key objectives to achieve its long-term strategic goal to become a prosperous and developed country. A number of educational changes have already been introduced while some more are being implemented at present; however, as early as 2004, Shaukenova conducted public survey, “On the views of Kazakhstani society on reforms in the education system”, and found that reforms in the educational and scientific spheres are implemented but are not understood [by the public] (2004). She concludes that the Kazakhstani public did not fully support these reforms probably because the society’s endorsement of drastic changes areas like education is hard to gain without its sufficient understanding of the change and their benefits. At present, Kazakhstan is at the initial stage of implementing the latest major reforms in education, which are the transition to 12-year schooling incorporated with a new language policy that affect languages of education. Education is the domain of language use that can consolidate or threaten the role of the language in a community, while language of instruction has a great impact on students’ linguistic, cognitive and affective development (Tam, 2011). Therefore, the matter of public understanding and accepting the policy becomes even more crucial.

The new language policy is aimed at raising the level of competence to the same level in three languages, Kazakh, Russian and English, among the majority of population through program called “Trinity of Languages” (Zhumanova, Dosova, Imanbetov & Zhumashev, 2016). It was introduced in 2007, and since then the implementation of the trilingual education has been widely advertised and promoted in mass media states Smagulova (2008). In his interview to the press in April 2016, the Minister of Education and Science of

Kazakhstan, Erlan Sagadieyev, announced the gradual transition to countrywide educating the first students in three languages starting new academic year of 2016 (Tengrinews, 2016). In September 2016, children that enrolled in the first grades in mainstream schools of Kazakhstan started their education in accordance with the trilingual education program. The new model of language of instruction will teach certain subjects in designated language. For example, English will be used to teach science disciplines; while subject like the Kazakh language and Literature, Geography and History of the country will be taught in Kazakh; whereas in Russian students will learn about the World History. By using three languages as mediums of instruction, Kazakhstan aims to create “harmonious language policy to ensure the full functioning of the state language as an important factor in strengthening national unity while preserving the languages of all ethnic groups living in Kazakhstan” (MoES, 2010, p. 3). This means that the new program will consolidate the status of the Kazakh language, promote societal multilingualism by preserving the linguistic diversity and use of Russian and develop.

At present, Kazakhstan has a unique situation with multiple languages legitimized to be used as medium of instruction. Since 1989, when the Kazakh language was officially allowed to be used as a medium of instruction, Kazakhstani education has offered education in two types of mainstream school; first is so called “pure schools” which uses only one language as MOI, and the other is called “mixed school” where children separated by different MOI share a building (Fierman, 2006). Both pure and mixed schools predominantly teach in Kazakh and Russian, schools with other languages as MOI are extremely few.

Although, all parental units or caretakers can decide which type of school and which MOI to choose, Fierman states that Kazakh medium of instruction schools are quite homogeneous since non-Kazakhs rarely choose this language as MOI (2006). 75 per cent of all Kazakhstani

students attend Kazakh- medium school; however, among them only 1 per cent belongs to ethnicity other than Kazakh (IAC, 2015). At the same time a sizable portion of Kazakh children and children from other ethnic groups study in Russian medium of instruction or in small number of ethnic medium of instruction schools. According to the plan, by 2020 all mainstream schools of the country will study with this program and while those students in secondary levels will be educated in the three languages the public's competence in English by changing the current use of language in education. Trilingual education program directly influences the language in education and society; however, this program is only called as a trilingual policy in the word of mouth (NIS of Astana, n.d.). This also implies that policy-makers that designed the program for trilingual education do not regard it as a language policy, hence can overlook certain aspect of language policy such as language beliefs all language policies have (Spolsky, 2004).

The public's, - and especially the parents' - opinions of new language policy that influences language(s) used in mainstream education can determine society's acceptance of or resistance towards it. Hornberger (2009) warns that proposing a language policy, issuing a law supporting it and creating a state program of its implementation sometimes are not enough to make people adhere to the new policy. The Ministry of Education and Science (hereinafter MoES) conducted some public polls that show more positive perception and support of new policy by the public; however, there have been few polls conducted by non-partisan or independent entities. One of the main factors that decides whether there will be parental approval and backing is parents' sufficient understanding of education process: what their children would learn, how parents would be able to help their children, how it would influence their families and their children's futures. People base their interpretations of the

reform on their own educational and linguistic experiences and beliefs about languages (Liddicoat and Taylor-Leech, 2015). While much effort is being given to educate teachers as future implementers of the new reform (MoES, 2010), comparatively less is seemingly being done to educate parents on the matter. Therefore, all factors that can influence successful implementation of new language policy like parents' perceptions that affect their support or rejection should be learned and taken into account.

### **Research Problem**

Sociolinguistics is the field of social science that investigates languages and policies about languages. This field has not been fully researched in Kazakhstan. Therefore, local policy-makers who seem to be, unaware of the integral aspects of any language policy like language ideologies when designing and implementing language policies do not consider them. The fact that "Trinity of the Languages" program has not lead to the appearance of official language policy and accompanying documents can atone to the fact. In other contexts, people's language ideologies otherwise are well researched at possible level of existence and from different standpoints. At the same time, most research investigates family language policies, ideologies or practices of immigrant rather than marginalized ethnic and language minority families; however, at home level language ideologies of people belonging to the language and ethnic majorities are considerably less researched. Each multilingual context is unique, and language policies and ideologies of majority groups are not necessarily monolingual as Spolsky (2004) suggests. Multilingual and multiethnic Kazakhstan has a post-colonial past, so the current ethnic majority then have been numerical and linguistic minority and in the last couple of decades has implemented several major language policies. While some study of national language policies and public language ideologies has been conducted

in the country, these studies have not examined post-Soviet language revitalization as it affects family language policies and ideologies of any ethnic, linguistic groups.

### **Purpose of the Study**

Within the frame of education and schooling as related to the language policy, it is important to explore the perspectives of the affected parties. Therefore, this paper aims to identify parental language ideologies to reveal most common ideologies of the society, and to explore how parents' language ideologies and language practices shape their views on, expectations of the trilingual policy. This purpose leads to investigating the following research questions.

### **Research Questions**

Central question I employed in my study is "What are parents' understanding of and expectations for the trilingual policy in education?" To understand this central question, I developed the following sub-questions:

- What factors are relevant in the choice of medium of instruction?
- How are they connected to parents' language ideologies and language practices?
- What do parent' language ideologies reveal about their views on trilingual policy?

The first sub-question aims to reveal the reasons that played into parental decision about choice of medium of instruction that can be connected to various circumstances. The second question, then, will look into the relation of these circumstances on the formation of people's language ideologies, which are not always conscious and articulated. Parents' decision about children's language of instructions is the outward display of their language ideologies and family language policies. And, finally the third sub-question will help reveal parents' views on trilingual policy which were based on their language ideologies.

**Significance of the Study**

This study is very important for me as it gave me valuable opportunity to hone my research skills and gain experience of organizing and carrying a project from the beginning to the end. It is also my first contribution to the existing body of knowledge. In addition, there is a great significance of my work for Kazakhstan as it draws attention to the important societal phenomena like language policy not being recognized and treated as such. This study also contributes to the existing gap in the research regarding the language policy in Kazakhstan; it sheds some light on current ideologies and language practices that occur at family level.

Knowing the views of parents on the trilingual policy that come from their language ideologies can help policy-makers in better managing its implementation. Suggestions for the current practice and even policy based on the findings will increase chances of successful implementation of the policy, thus benefit both policy-makers and general public. The findings of the parental language ideologies of group of people belonging to the complex multilingual society of Kazakhstan should make an important contribution to the field of sociolinguistics.

**Outline of the Study**

The introduction chapter recounts the background information and the context of the topic by highlighting some relevant aspects of the new language policy (how it came to be and what it is aimed at achieving), elaborates on the lack of study into people's opinions that became the research problem and its significance to the existing body of knowledge and to the society, recounts the research questions and outlines the structure of this paper. The literature review chapter explores the concepts of language policy, language ideology and language practice, presents the review of literature on international and local studies that investigated

these concepts. The methodology chapter describes the research design and methodological procedures of survey which served as recruitment tool and ten interviews that were conducted in two urban centers of Kazakhstan and constitutes the source of empirical data for this article, and reports on the analysis methods that was used to identify the findings. The findings chapter reports on the reasons for choosing medium of instruction compiled from survey answers that lead to discovery of the parental language ideologies that are similar to the dominant language ideologies in the society and parental viewpoints on the new policy. The discussion chapter offers attempts to provide probable explanations as to why parents have certain language ideologies and how they made up their opinions about the new policy from the reviewed literature and elaborates on their possible affect the policy. This paper concludes with remarks on the limitations of the current work and the implications of the findings for the larger Kazakhstani context and recommendations for the research and practice.

## **Chapter 2. Literature Review**

Language policy is a social phenomenon that tries to regulate the public's use of languages. Some language policies are designed to regulate languages used in education, a crucial domain of language that affects the whole society and can also determine the future of the language (Delarue & De Caluwe, 2015; Liddicoat & Taylor-Leech, 2015). Most studies that exist on the perceptions of main stakeholders about language policies explore the opinions of teachers and students as their main implementers (Bridwell-Mitchell & Sherer, 2017; Heineke & Cameron, 2011; Valadez, Etxeberria, & Intxausti, 2015). However, other members of the society like students' family members also play important role in the implementation. Public's support or rejection of the new policy directly influence its success or failure. People have beliefs about and assign certain values to the languages based on their own linguistic, cultural, educational backgrounds and experiences (Curdt-Christiansen, 2009). These language beliefs are the prism through which people evaluate the language policy and form their attitudes towards it (Liddicoat & Taylor-Leech, 2015). Learning such language beliefs of society members, especially ones that are directly affected by the language-in-education policy like parents of students, allows finding out the dominant language ideologies existing within the society. This can serve as a predictor of how people will react to the new policy. However, all individuals have a complex mixture of multiple language beliefs not all of which are consciously articulated but all of which influence their language choices (Martínez, Hikida & Durán, 2015).

Most researchers use ethnographic tools of inquiry such as interviews and observations to find out people's language beliefs through their everyday language choices and practices (Curdt-Christiansen, 2009; Phyak, 2013). Home is the domain where people can

create their own language policies because they do not feel the pressure to adhere to societal language norms (Johnson, 2013). Learning about parents' home language practices, and reasons for choosing certain language as medium of instruction can to uncover people' s language beliefs. To answer the central research question of this study, that is to find out about how people understand the language policy, one must learn what language beliefs public had in the societies that experienced introduction of major language policy and to learn what language ideologies Kazakhstani public might have before the implementation of the trilingual policy. This section explores the concepts related to language policies and language beliefs, examines family language policies and the connection between choice of school and the language beliefs, investigates how existing public language beliefs influenced their views and reactions to the language policies in different settings and presents the past language policies that formed the language beliefs of members of Kazakhstani society.

### **Concepts**

Language policy and language ideology are the two central concepts that guided this study. In the scope of this work, language policy is defined as “a situated socio-cultural process – the complex of practices, ideologies, attitudes, and formal and informal mechanisms that influence people's language choices in profound and pervasive everyday ways” (McCarty 2010, p. xii). From this definition, it can be deduced that that language policy strongly affects the society, as it informs people's opinions and actions related to languages. People can adhere to the policy or reject it. Therefore, it can be said that not only policy-makers but all members of the society are the implementers of the policy.

All language policies, regardless whether they exist at a nation or family unit levels, one way or another affect all groups and communities of the society. Some language policies

have even bigger impact on society than others. Language policies, whether they are covert or overt that have any impact on the languages that are used in the education as language of instruction, communication or simply taught as a subject, are referred to as language-in-education policies (Johnson, 2013). Such language-in-education policy is said to impact the society the most since it vocalizes the plan for society members' future (Delarue & De Caluwe, 2013). Since according to Fishman (1991) survival of the language is closely tied to its use in formal education, language-in-education policy defines the role, the function and the value of the languages and can even determine its fate. Therefore, any change to the existing language-in-education policy should be carefully planned and learning from experiences of other countries or societies that changed their language-in-education policies can facilitate its success.

In the scope of this work, language ideologies are defined as “the set of beliefs about the appropriate practice of languages in the society that also assigns values and prestige to them” (Spolsky, 2004, p.14). Finding out the prevalent language ideologies of the society is important because Liddicoat and Taylor-Leech state that “the prevailing ideologies within a society and the attitudes and values they (re)produce are an important part of the context in which language education occurs” (2015, p.2). It seems that people evaluate languages and language policies through their own beliefs about languages built their past experiences. Because of strong connection between people' ideologies on languages and the way people interact with language policies, knowing dominant ideologies in the society can help predict if people will adjust to, ignore, internalize or refute the new policy. Therefore, beliefs about languages can be the factor that that can play into the effective implementation of the new language-in-education policy.

Language ideologies are complex phenomena. Spolsky (2004) argues that one ideology is usually dominant in the society, while other scholars believe that individual have multiple ideologies not all of which are expressed and demonstrated (Kroskrity, 2004; Martínez, Hikida & Durán, 2015). This means that while some of the many language ideologies that people possess are explicit, there can be some that can be only deduced from speakers' language use (Kroskrity, 2004). Moreover, public language ideologies are not "predetermined or fixed but continuously negotiated, contested, and reshaped by people's everyday sociocultural experience and future trajectories" (Bae, 2015, p. 643). Which means that they are not constant and can change along shift in society that happen under influence of various circumstances. According to Spolsky (2004) there are four linguistic and non-linguistic forces that influence the emergence of language ideologies: the sociolinguistic force, which influences the formation of the common understanding which language or its variation is acceptable and not; the sociocultural force, which impacts what value people assign to languages; the socioeconomic force, which regards languages through their benefits; and the sociopolitical force, which is connected to official language policies and being a force that derives from the top can strongly influence people's opinions about languages. The values assigned to the languages can be purely symbolic which stem from the emotional ties person has with the language, while the prospective benefits of the language increase its instrumental value (de Jong, 2014). These four forces can influence perceptions of people at the same time, they can overlap or one of them can overpower the others. Therefore, two members of the same society that have experienced exposure to the same forces can have complex set of ideologies that can be similar or different, close or opposite. Peoples' backgrounds, life circumstances and linguistic competences can play into the formation of

their ideologies. Language ideologies can also change along with people's new life experiences; thus language policies are individual as well as community or national.

Language and as was mentioned before it can help uncover covert language ideologies that people have. While language policies and the accompanying rules of language use can occur at the macro level, the level of the whole society, the domain where people can decide on their own policies and practices is home. In this domain language policy is called Family Language Policy (FLP). According to Curdt-Christiansen (2009), FLP is "shaped by what the family believes will strengthen the family's social standing and will best serve and support the family members' goals in life" (p. 352). In other words, FLP is based on family members' beliefs on language(s), and language practices that are beneficial to their family. Bae (2015) states that investigating people's discourses and everyday language practices can reveal their language ideologies. Meanwhile, choice of medium of instruction as part of the FLP management is considered the ultimate manifestation of family language policy (Curdt-Christiansen, 2009) and can serve to identify the strongest language ideology in the family. Finding out the reasoning behind choosing one language of certain number of families can help to find out the most common language ideologies among population in their residence.

Change in the official language policy can affect home language policy management which can hence result in community language shift. This means that home language policy can change community language; however, in its turn community also can influence family language policy. From various papers on FLP, several factors that impact people's FLP were compiled. These factors include parents' own educational experiences and values assigned to languages (Leung & Uchikoshi, 2012), media and peer-group interactions (Curdt-Christiansen, 2009), the official governmental language policy and parental educational

expectations and aspirations for their children's bilingual development that is usually connected to perceived market values of the different languages and conflict of explicit and implicit ideologies (Curd-Christian, 2016) and parental understanding of how children acquire language(s) and about their own roles in this process (Moin, Schwartz & Leikin, 2013). All of these factors can have different impacts on individuals. Since each person is individual with their own unique experience and set of values and beliefs, members of the same family can have the same, opposing, or at times conflicting language ideologies. Family members can adhere to one FLP consistently or each member can try to implement their own FLP at home.

### **International Studies**

There have been a number of studies conducted on perspectives of different stakeholders on language policies in the world, especially on language policies that were employed in education. From the vast number of studies conducted about the language-in-education policy, the overwhelming majority were investigated from the sociolinguistics perspective. Sociolinguists predominantly use discourse analysis or critical ethnographic approaches. Social sciences also research public perspectives and attitudes to understand deep incentive behind social behavior (Hodges, 2012). This implies that in order to better understand social behavior it is preferable to study deeply one person and their incentives than to study society to understand one person. This means that because not all members of the same social community will have the same or similar language ideologies, finding out the dominant language ideologies in society comes from learning language ideologies of different individuals with various roles in the community. However, studies that specifically focus on

parents understanding, attitudes, beliefs and expectations seem to be less frequently conducted compared to studies of teachers' and students' perspective (Johnson, 2013).

One of the emergent themes of such studies is that the success of the any policy implementation is closely connected to certain "practices, assumptions, values, beliefs, and rules" its implementers have (Bridwell-Mitchell & Sherer, 2017, p. 223). In language policy implementation, this connection leads to teachers' appropriation of the policy and their pedagogy practices according to their language ideologies and their classroom contexts (Heineke & Cameron, 2011). It seems that teachers react to language-in-education policies of which they are the immediate implementers through their own set of beliefs including those about languages. While a considerable amount of literature has been published on language policy and its aspects like language ideologies and management, these studies explore the existing or past language policies and not the language policies at the early stages of implementation. Such language policies under investigation have already some produced outcomes, thus researchers do not wonder what people expect of them. One of the few studies that explored teachers' expectations in the context of language revitalization policy focused on probabilities of Basque dominant, Spanish dominant and recently settled immigrant students' mastering the language (Valadez, Etxeberria, & Intxausti, 2015). The findings of this research suggest that the highest chances of learning the Basque language are expected from Basque dominant students, who assign symbolic and instrumental value to the language, and the lowest from new immigrants.

At the same time, there is a relatively small body of literature that is concerned with parents' views on the language policies predominantly focused on language policies at family level. Many researchers conducted studies to explore how FLP are negotiated and executed in

the family. However, most of these studies explore the cases of migrant or ethnic/ linguistic minority or immigrant families. Spolsky (2004) claims that literature on language ideologies of parents' that belong to the majority group are scarce because they are usually monolingual. The existing literature on FLP and language ideologies at this level suggest that in some communities, the common language ideologies can be positive and supporting of the language policy, negative and opposing the language policy or mixed with some portion of population endorsing and other rejecting it. For example, in some communities all members share positive outlook on language-in-education policy. This is the case of bilingual school for Palestinian and Jewish children in Israel. Nasser (2010) claims that one of the main reasons for Palestinian and Jewish parents to keep their children in bilingual education in Israel was their belief that the school promotes cultural understanding and tolerance among all children. Any country that tries to implement multilingual language-in-education policy should be aware of such occurrence, aim to try to avoid devaluing one of the languages.

Meanwhile, some people can be against language policy with objective to maintain their minority language because of their language ideologies. Because of the perceived economic and cultural value assigned to the languages, people refuse to the use of mother tongue in education. It is often the case of parents from marginalized groups that perceive their native languages as language of poverty and the past (Hornberger, 2009). By resisting the language policy that aims to maintain the language they also refuse the societal multilingualism through language-in-education policy. That was the case of the ethnographical study of a multilingual school in Nepal, results of which show that indigenous communities did not see any cultural and linguistic capital of their own first language in the wider educational or economic market (Phyak, 2013) and actively tried to stop the use of

native language as MOI. At the same time, some communities can support language revitalization (Cho, 2015). The example of second-generation Korean-Americans show that contrary to the established process of heritage language shift towards its loss among children of first-generation migrants, the perception of Korean as prestigious language lead to positive attitudes towards its maintenance and revitalization.

In other communities, public can be divided in their opinions about the language-in-education policy. Some members of the same community can support it wholeheartedly, while others oppose it. For example, in Catalonia, Pladevall-Ballester (2015) used open and close-ended opinion questionnaires to gather parents' opinions and expectations of the CLIL program in primary schools. The results varied from convictions that this program is the only way to learn English, to fears that it is detrimental to children's first languages. She speculated that those parents that regard this program with caution could be parents that feel that the language policy that promotes multilingualism endangers their position in society, undermines their language and cultural heritage, threatens their younger' futures. The researcher concluded that such polar findings can be the result of parent not being well informed about the multilingual education with its own language-in-education policy. Moreover, because of the different language ideologies of society members sometimes language policies can achieve their aims only partially. Curdt-Christiansen's six months long ethnographic study of three families of diverse origins revealed that while governmental language policy was the promotion of societal multilingualism through maintenance of mother tongue(s) and usage of English as MOI, some family members intentionally or not hindered development of children's bilingualism (2016). Observations, parents' interview and family language audit used as data collection tools showed that despite the expressed

language ideologies, interaction with children which is part of the FLP management can have the opposite results than those that were indicated by their expressed language ideologies, can simply be inconsistent and even conflicting among different members of the same family.

Any country that plans for the successful implementation of the policy should be aware of the existing and possible divide in people's opinions.

Apart from ethnographic research that is the most commonly used research design, public's language beliefs can be revealed by learning the reasons for choice of language of instruction. For example, Whiting and Feinauer (2011) used only opinion questionnaires with open and close-ended questions to find reasons highly motivated parents from diverse community chose Spanish- English two-way immersion program for their children. From open coding researchers synthesized six categories as reasons for parents' decision according to their occurrence of being named: bilingualisms/biliteracy, educational experiences, future and career opportunities, cultural immersion/diversity, preserving heritage, and proximity to home. These six reasons were most common among parents tell what value did parents assign to studying in two languages. Parents' ethnic, educational, socioeconomic or religious backgrounds played big part in their decision-making process. Heritage maintenance was relevant only for Spanish speaking parents, while bilingualisms/biliteracy was the most frequently named reason among both English and Spanish speaking parents. Learning how parents made choice of the language of instruction at the time of new multilingual language-in-education policy implementation can help reveal the prevalent existing language ideologies.

### **Kazakhstani Context**

Studies discussed above illustrate how public language ideologies can positively or negatively influence the implementation of language policy proposing a language policy, issuing a law supporting it and a state program of its implementation sometimes are not enough to make public adhere to the new policy. The rejection of policy is the results of changing the language-in-education policy that Kazakhstan should try to avoid by taking into account all of the existing language ideologies among its population. Since the trilingual policy is a rather recent innovation, in Kazakhstan, there seem does not seem to be many studies conducted about its implementation, its results and public opinion about it. However, since all societies have certain language beliefs they would assess the new policies from the perspective of what they know and in what they believe.

In Kazakhstan, sociolinguistics is the field that has not been fully investigated to date. While there are studies on language policies that have been implemented into the Kazakhstani society earlier and language ideologies that exist within it, they are either old written in the previous decade or are written based on them. For example, Arya, McClung, Katznelson and Scott (2016) on a 2004 study to claim that Kazakhstan's citizens regard bilingualism is different compared to citizen of Canada basing their conclusion. Meanwhile Zhumanova, Dosova, Imanbetov, and Zhumashev (2016) analyze several Kazakhstani studies, none of which were written in the second decade of 2000s. Due to such scarcity of sources, this paper will use all sources available regardless of their publication date.

Trilingual policy is the policy that changes the language of instruction in mainstream school making it the language-in-education policy which can have an enormous impact on the future of the country. Since the trilingual policy has not affected the majority of the

population yet which is planned to be achieved by 2019, public's language ideologies were formed under influence of previous language policies. Language ideology might take some time to spread in the society and can stay in it for a long time. There are several studies about language policies in Kazakhstan most conducted before the nationwide implementation of the trilingual policy. The most noteworthy studies are the study of language shift in their function as mainstream schools' medium of instruction in cities by Fierman (2006), the research about previous covert language policy called Kazakhization and its influence on citizens' attitudes towards and use of languages of the community conducted in Almaty by Smagulova (2008) and research that Matuszkiewicz (2010) did on new ethnic relations that were constructed after independence under influence of language policies. These studies explored national language policies that were introduced before the trilingual policy in Kazakhstan, kazakhization of the society and official bilingualism.

One of the language ideology that exist in Kazakhstani society is the result Kazakhization process that had the purpose of "derussification" the society and revitalizing the Kazakh language (Matuszkiewicz, 2010, p. 220). This process was described by Dave (2004), Fierman (2006), Smagulova (2008) and Matuszkiewicz (2010), and they all agree that the main aim of this process was the active and at times forceful revitalization of the Kazakh language, thus this language policy can be said to have nationalistic "one nation, one language" viewpoint (de Jong, 2014). Its main slogan was a quote by the president Nazarbayev that "Kazakhs should speak in the Kazakh language with other Kazakhs" used shaming for not knowing the "mother tongue" which was said to deepen the clear divide between urban and rural Kazakhs in their ideologies and identities. Yessenova (2009) puts forward a notion that the Kazakh ethnic group was split into two groups of people that

identified themselves as “Kazakh speaking rural Kazakhs” and “Russian speaking urban Kazakhs”. Smagulova (2008) while agreeing with this notion also expands it by stating that it happened because of the perceived instrumental value of Russian as a tool for upward movement of several generations of city Kazakhs. In addition to the language differences, there seem to be ideological opposition where Russian speaking Kazakhs regard the Kazakh language as “language of old” while Kazakh dominant Kazakhs shame all those incompetent in Kazakh as “shala-Kazakh” (literary subpar Kazakh) or “mangurts” (someone who lost their language, name, origin) (Yessenova, 2009). It seems that Kazakh dominant Kazakh have deeper emotional connection to their mother tongue than city Kazakhs most of whom have a very limited competence in the language and a little interest in mastering it.

Other scholars like Dave (2004), Smagulova (2008) and Matuszkiewicz (2010), that also investigated the Kazakhization process, agree that it did not fully reach the set aims. Kazakhization process was rather forceful and somewhat alienating (Matuszkiewicz, 2010), some of the minority ethnic groups and many Kazakh were against such change in the language use. Policy aimed at “derussification” of the society the nation lead to inter-ethnic tension (Dave, 2004; Matuszkiewicz, 2010; Smagulova, 2008). There were reports in the media on the attempts of people belonging to Slavic ethnic groups to separate northern regions Kazakhstan by creating an autonomy or by joining Russian federation. Many people belonging to Kazakh, Russian and other ethnicities living in Kazakhstan were in favour of retaining Russian as the language spoken in the society. To appease to all society and prevent interethnic conflicts that devastated many of the neighbouring countries, Kazakhstan issued the Law on the Languages of 1997 that stated that Kazakh is the state language and Russian is the official language of interethnic communication (Yakavetz & Dzhadrina, 2014). This law

also declared the right of all Kazakhstani citizens to use their mother tongues and get education in one's mother tongue in areas of high enough density of population speaking the language. This pluralistic ideology is carried on in the new language policy that promotes use of many languages. However, Arya, McClung, Katznelson and Scott (2016) that use the paper published 12 years ago as an only reference in discussing language ideologies in Kazakhstan and conclude that here public regards acquiring bilingualism in Russian and native language as a "a mere nod of respect for one's mother tongue" (p.44). It means that people of Kazakhstan do not see benefits in being bilingual and in knowing native language which is recognized as official state language only formally. Despite such conclusion made based on out dated study, Kazakhstani policy- makers designed a new language policy with name that refers to multilingualism. The trilingual policy with its aim to maintain and promote competency in the Kazakh language among wider number of population seems to carry the ideology promoting the societal multilingualism. The trilingual policy also takes into consideration languages of other ethnic groups of Kazakhstan.

The trilingual policy has a complex ideology of preserving the Kazakh language and societal multilingualism at the same time. However, the studies that explore it do not look at the new language policy from sociolinguistic point of view. For example, Mehisto, Kambatyrova and Nurseitiva (2014) conducted the most salient study on the latest language policy. They explored how various stakeholders perceive government's intentions concerning the trilingual policy and claim that the majority of respondents were positive views about the multilingual aims of the policy. The researchers concluded that despite support and optimism expressed by the clear majority of respondents, their limited knowledge of international experience can indicate that the implementation of the trilingual policy was initiated without

sufficient explanatory work to help society to prepare and adjust to changes. However, the latest study analyzed official government documents, and interviewed local and regional administration officials, pre-service teacher training institution executives, school principals and their deputy heads one to one, while teachers and students were interviewed in focus groups and this study did not reveal participants' language ideologies.

All of the studies discussed above explore the broad national language ideologies and do not look at the language ideologies that exist at community or family levels. Judging language policies only on by the official statements might not be enough to reveal the actual ideologies people have. Studying language ideologies at family level can help with that but FLP in Kazakhstan is an area of sociolinguistics that has not been researched in depth. There are a handful of studies done in the field if researches on choice of school can be counted as FLP studies. For example, one of the earlier studies explores the shift in the use of Kazakh language and made the prediction based on the analysis the statistical data of students enrolled in Kazakh and Russian medium of instruction schools. Fierman (2006) predicts that the divide in the Kazakh ethnic group as Russophone Kazakhs and Kazakh dominant Kazakh was most likely to remain in the society. This conclusion contradicts another study of FLP in Kazakhstan done by Smagulova (2017). She states that as far as 2008 she noticed the language shift towards revitalizing Kazakh among Russified urban population of a major city in Kazakhstan. She concludes that some Russian dominant urban Kazakh choose to enroll their children into Kazakh-medium school because of their implicit ideology of language revival and reconnection with one's ethnic identity.

To sum up, language policies regulate language use in the different domains of the society. National language policies like Kazakhization process or Law on languages affect the

whole nation and influence people's language beliefs. These beliefs form one language ideologies that can be adopted by person without conscious realization or be well articulated; nonetheless, people usually have multiple ideologies both expressed and not. Choice of school MOI, on the other hand, is usually a result of deliberate reasoning and can help determine people's own language policies and ideologies. Existing body of literature on public's language ideologies clearly indicates the direct influence of person's language beliefs on their reaction to new language policy. In Kazakhstan, empirical and analytical literature on language policies, language ideologies and FLP and its management is rather scarce. Nevertheless, the existing sources point to the existence of several language ideologies in Kazakhstani society. These ideologies are the strive to revitalize Kazakh language, the desire to retain interethnic peace and keeping societal multilingualism by valuing all languages of all ethnic groups and ideological divide within the ethnic majority as Russian-dominant and Kazakh-dominant portions that can have strong objection to others' stance. The following section will discuss the methodology of the present study.

### **Chapter 3. Methodology Chapter**

The central phenomena of this study are parents' perceptions of the new language-in-education policy and its connection to their language ideologies. To investigate the central phenomena, I designed the research questions to explore the parents' understanding of and expectations for the trilingual policy in Kazakhstan that can be based on their language ideologies, which would be revealed in the analysis of reasoning for choosing children's medium of education and their home language practices. This chapter presents the qualitative methodology employed to examine the topic of parents' opinions of the new policy and provides justification for using the qualitative research design. It also explains why certain tools like survey and interview were chosen to collect the data and how they were developed, reports on how the participants and research sites were selected, describes how research procedure was carried out, explains the way the collected data was analyzed thematically and with elements of discourse analysis and discusses the limitations of the design of this study.

#### **Research Design**

This study employs a qualitative interview-based research design. According to Cohen, Manion, and Morrison (2007), this particular design allows a researcher to gather sufficient and valid data on the central phenomenon of the study and to address the research problem. Furthermore, this study is an adaptation of Riches and Curdt-Christiansen's (2010) work, which used ethnographic tools of inquiry: semi-structured interviews with members of selected families in their homes and participant observations in the school and community contexts in order to study parents' aspirations and expectations for, and their support of and involvement in, their children's education. However, its design was modified to accommodate the specific context of this particular study which addresses similar research

questions with a different focus within a shorter time frame. Because of the limited time given to collect the data in two geographically distant locations, observation was not seen as fit for the purposes of the present study. As with Hodges' (2012) study on parental incentives for choosing a certain medium school for their children, I devised and administered the survey only for purposeful sampling in identifying participants with certain beliefs and recruit them for the follow-up interview.

The research began with an interpretation of a research problem and a development of a research purpose and then research questions set out to reveal insight into the topics under investigation. The next step was the review of the concepts relevant to the research problem and the purpose along with the intention of gaining some understanding of the different context where these concepts would be investigated. After that, I developed two data collection instruments based on different purposes. The first data collection tool is the recruitment survey that contains 13 closed background questions and one open-ended question, which asked parents about the reasons took into account when choosing a certain language as MOI for their child's education. The second data collection tool is the interview with a 10-question interview protocol designed to seek answers to the research questions. This study employed the qualitative research method and collected data by conducting ten one-to-one interviews, six of which were face-to-face and four which were done via telephone as per some participants' requests. During the interviews, I asked questions additional to the ten from the interview protocol in order to clarify and allow the participants the opportunity to expand on their initial answers.

Before starting the data collection, I pilot tested both instruments on five volunteers in both languages that would be made available to the actual participants. Initially, the

participants of this study were to be comprised of parents of children in the 1st grade of mainstream Kazakh and Russian schools in two large urban centers. The study intended to involve the participants with similar middle class socioeconomic status, however, of diverse linguistic, ethnic, cultural and educational backgrounds as the most likely representative of the views shared by the majority of citizens. However, during the data collection procedure due to time constraints and the unforeseen difficulties in gaining permission from the headmaster of a school with Russian MOI in the second city, the study had to be changed to perceptions of parents from only Kazakh MOI schools in two urban cities. All data collected from the parents of Russian MOI from the first city were not taken in account in the Findings and Discussion section of this paper. During the two weeks of data collection, I distributed 100 surveys at two Kazakh- medium schools in two cities out which only 44 surveys were fully completed. The preliminary analysis of the answer why parents chose a certain language of instruction showed the emergence of several of the most common trends and some unique reasoning. Based on these trends, I selected ten participants for the follow up interviews. The section below elaborates by describing the participants of this study.

**Participants.** When carrying out the interview-based research, selecting the participants is very important. Cohen, Manion, and Morrison (2003) and Creswell (2014) agree that in qualitative research, identifying and choosing participants is purposeful, thus they should be selected from those who are likely to be most helpful through their clear understanding of in understanding the central phenomenon. The participants of this study were parents of children enrolled in the first grade of mainstream Kazakh schools in two large cities of Kazakhstan and so had started their schooling careers in 2016 in the just recently reformed new program. At the moment, they are the only parents who were influenced by the

implementation of the trilingual language policy. Moreover, parents of these first graders had decided of the MOI only a half year prior to the data collection time, thus the process and factors that influenced this decision should have been fresh in their memories. Therefore, participants of this study were chosen through a purposive sampling technique, i.e. surveys of parents of children in the first grade of mainstream Kazakh schools in two large urban centers. The children were not involved in this research; they were neither interviewed or observed.

From the participants that filled out the survey, I selected ten parents, five parents from the first city and five parents from the second city. In the language most convenient to them, I informed the participants about the purpose of the study, explained how the interview would proceed, with explanation of how the data collected from them would be further processed and asked permission to record their responses. The participants were informed about their right to withdraw from the interview or could decide not to answer a question at any time without any harm or punishment. I distributed the informed consent forms (see Appendix A) to participants in the language of their choice, one that was the language most convenient to them. I completed the Collaborative Institutional Training Initiative (CITI) (see Appendix B) training prior to approaching the possible respondents. No psychological, social, economic, or emotional pressure were put on them. All participants were assigned pseudonyms based on the order in which their interviews were conducted. I did not include in the research any of the identifiable features that the participants shared during the interviews.

**Research site.** The research was conducted in two large urban centers, where some residents were born and raised and many others had moved to there from other parts of the country. Therefore, the participants from these two urban centers were able to reveal language ideologies typical to the communities of these cities and other parts of the country because

people can express opinions that are dominant in their place of origin. The first research site was an urban, mainstream, primary school with Kazakh MOI, which had number of Russian MOI schools in close proximity to it. The second research site was an urban mixed school that provides education in two separate streams in one of the languages, Kazakh and Russian. The schools are located in two different cities. Choosing such schools was done in such a way as in order to eliminate ‘proximity to home’ as a possible answer for question of the choice of MOI. However, I did not been anticipate that in mixed schools the proportion of classes with Kazakh MOI and Russian MOI was not equal. The local administration prescribed how many classes should be taught in Russian or Kazakh MOI without considering the number of students willing to enroll in classes with certain language of instruction. As such, it had an impact on the open-ended question of the survey on reasons for enrolling. The section below will present the information about the tools administered to gather the data in greater detail.

**Data collection instruments.** The primary tool for collecting the data that answered the research questions was follow-up, semi-structured, one-to-one interviews, conducted either face-to-face or by telephone. Before interviews, a short survey with 13 closed questions capturing respondents’ ethnic, linguistic, cultural and educational background information and one open- ended question on the respondents’ reasons for choosing a particular MOI was administered (See Appendix C). I distributed the surveys that were available in two languages dominant in community personally. The surveys were accompanied by a covering letter with a request for further participation in the research and for participants’ contact details if they had a wish to participate. The surveys were used to observe trends indicated by responses to questions (Creswell, 2014) from which participants with certain ideologies and attitudes were identified and recruited for the interviews if contact information was provided. Data collected

from the survey helped to find emerging commonalities and possible themes for the analysis. Moreover, the information from the surveys helped to form essential interview questions to ensure that the research questions were answered. Participants for follow up interviews were chosen in accordance with the emerging themes.

Each of the ten semi-structured, in-depth, focused, one-to-one, and face-to-face or telephone interviews took from 20 to 40 minutes. I conducted the interviews in the language the participants indicated was most comfortable for them. All questions in both languages were piloted beforehand. During the interviews, I asked ten questions from the interview protocol and approximately 20 additional open-ended, semi-structured questions that elicited qualitative information about the respondents' perceptions regarding the issues under investigation (See Appendix D). In order to get in-depth information, these additional questions were prepared before the interviews. Answers to the questions were divided into different themes according to the concepts that drive this research. The questions for all participants were the same, so that it was easier to compare and analyze the findings. The next section will elaborate on the research site where the parents were recruited or interviewed. The analysis of the collected data will be discussed more in-depth later in this chapter, while the section below recounts the procedures that I conducted.

### **Research Procedures**

The whole process of the study started long before the data collection period. Prior to starting data collection, I completed the CITI training that helped me to receive approval to conduct this study from the NUGSE Research Committee. Before going into the field, I conducted pilot testing of survey and interview questions and another field test with alternative wording in Kazakh and Russian. I did not have gatekeepers at the chosen research

sites. After receiving the informative, permission letter from the NUGSE, I approached the headmasters of schools in the two cities asking permission to distribute the survey on the premises of their school grounds. Each school principals received the NUGSE letter informing them about the current study. By gaining permission, I was allowed to approach parents that were dropping off or picking up their children requesting that they fill in the survey. The participants could choose to fill out survey in the language that was comfortable for them. Due to the lack of cooperation of headmasters of several Russian medium schools approached in the second city, this study had to change focus from perspective of parents with children in both Kazakh and Russian schools to opinions of parents from Kazakh- medium schools.

The data was collected from the 5th to the 16th of December in the first city and from the 10th to the 19th of January in the second city. However, in the first school when the parents were given the surveys in Kazakh, quite a number of them struggled to read, to understand the close-ended question and to reply to the open-ended question in Kazakh. I collected 23 completed and 13 partially filled in out of 50 distributed. I considered the surveys that did not contain an answer to the open-ended question as partially filled in and eliminated them from the data collection and the analysis. Out of the 23 fully filled in surveys, seven had contact information from parents willing to be interviewed. The information from the answers to the open-ended question allowed me to choose five interviewees that were later interviewed. In the second city, I followed the procedure of data collection exactly as I did in the first city with the only difference being the survey language. This time the surveys were double sided and contained questions in Russian on one side and in Kazakh on the other side. Nevertheless, some parents replied in Russian to questions written on the Kazakh side. I

collected 21 completed and 15 partially filled in surveys with 8 parents ready to be interviewed. The participants that expressed a willingness to take part in the follow up interviews were contacted by the means indicated in the survey.

Before asking the interview questions, I gave each participant an informed consent form and thoroughly explained the purpose, procedure and the result of the research in the language that was most comfortable to them. The language of the interviews was either Kazakh, Russian or a code mix of the two languages depending on the interviewee's preference, as I am fluent in both. In addition to that, I transcribed and analyzed the interviews contents while conducting the interviews. More on the analysis of the data will be elaborated on later in the analysis section of this chapter. The interviews were held at a time most convenient for the participants at places of their choice such as their homes, work place, multi-space rooms, or by telephone and ranged in length from 20 to 40 min. Six out ten interviews were held face-to-face and four were conducted via telephone as per participants' requests. All four participants that answered to the interview questions via the telephone received consent form through emails, and after reading and signing them sent them back to me. Five participants gave formal agreement before the interview for me to record their answers, thus only five interviews were audiotaped and transcribed to facilitate the following data analysis. The rest of the interviews were not audio-recorded but notes were taken during and immediately after the interviews. Hard copies of the transcripts and protocols were kept in the safe, locked place, while the soft version of copies of transcripts, protocols, and data analysis were kept in the password-protected folder on school server. All raw and analyzed data was destroyed when this paper was finished.

**Limitations.** While conducting this research I faced some challenges such as the limited time given for the data collection and a difficulty identifying suitable participants and gaining cooperation from the school administration and participants. While I managed to overcome these challenges, the research design still has some limitations.

Due to the generally accepted cultural practice where mothers are caregivers while fathers are breadwinners, participants were predominantly females. On one hand, child raising and care giving is highly feminized in Kazakhstan, and many men tend to consider all matters concerning children's upbringing as something unrelated to them. This limitation could not be overcome by a novice researcher like me with such short time given for data collection. On the other hand, as primary caregivers some of whom are stay at home mothers, female participants as people that spend more time with children should be more knowledgeable about the language practices at home.

Both data collecting tools (interviews and open-ended survey) rely solely on participants' memories and truthfulness. Moreover, participants reported on their everyday action such as choice of language of communication that often happen for different purpose but without conscious pondering on why such choice happened or even registering instances when such choice was done. The observation of such home language practices could have helped to uncover the actual linguistic situation at home and to triangulate the data. Instead, I analyzed participants' discourses that is, according to Fairclough (2013) the main type analysis that can reveal language ideologies.

Since telephone interview data was gathered without face-to-face contact there was a limitation of me not seeing participants' faces and not being able to notice non-verbal part of the communication like their face expressions, gestures, postures. This hindered my ability to

decipher fully the participant's utterances and limited further interpretation of their emotional states. However, careful recording of intonation and conversation fillers like pauses, noise, throat clearing and words that were stressed helped overcome this limitation and added valuable information to discourse analysis.

**Analysis.** Cohen, Manion, and Morrison (2007) state that in a qualitative study, there is no one right way of analyzing the data and that the researcher should analyze it in accordance with the *fitness for purpose* principle. I used this principle to analyze the data collected using both data collection instruments. The first tool, although its main intent was to recruit the participants for the interview provided some relevant data. Most of the data from the surveys is mainly quantitative because 13 out of 14 questions sought background information so were designed as closed type questions. This was done to speed up the answering the questions. One question was open-ended and provided word based qualitative data (see appendix E for data sample). This data was used to find out the most frequently identified trends that were later explored in the follow up interviews. This was achieved by manually recording all answers in one table, combining similar answers under the same category and counting the results. The categories from such analysis are presented in the findings section below.

The second tool was designed to collect data to find out the participants' perceptions of language-in-education, and what language ideologies prompted the parents' selection of a certain MOI for their children's learning. I started the analysis of vast qualitative data from interviews as soon as the first of ten interviews was conducted because many researchers agree that qualitative research data is emergent, and that data collection and analysis should be simultaneous and complement each other (Creswell, 2014; Cohen et al., 2003; Merriam &

Merriam, 1998; Miles, Huberman & Saldana, 2014; Weiss, 1994). In addition to thematic analysis I analyzed participants' discourses because as Fairclough (2013) claims, discourse analysis is necessary to analyze language ideologies. This process of conducting a preliminary analysis while collecting the data helped in facilitating the following interviews and helped me to pose relevant questions from the themes that started emerging. Since new questions came to be from the analysis of the first interviews, it meant that I did not pose them to the first interviewees. I contacted the first participants and asked them these new questions so that all participants had answered the same set of questions and gave similar data that can be compared. Therefore, data analysis continued from the first interview to after all ten of them were conducted and transcribed. I started transcribing the scripts as closely to the original conversation by writing every word of each of the participants including descriptions of all verbal and non-verbal clues such as pauses, throat clearing, raise and fall of the voice, intonation, face expressions gestures, nodding or shaking the head and others. In addition, I recorded my thoughts, feelings and observations straight after the interview was completed.

According to Creswell (2014), the thematic analysis that is chosen for data analysis in the study not only describes facts but also "makes interpretation of people and activities" (p. 473). After carefully reading all of the notes, I started noticing some commonalities and differences. The coding of the data was done by hand in several stages. As Miles and Huberman (1994) suggest, all assigned codes were gathered, displayed and reduced and organized into themes. These themes were translated into English because all interviews were conducted either in Kazakh or in Russian. At the same time, I also analyzed these scripts along with my field notes as participants' discourses according to their informativeness, if discourses contain new information; situationality, under which circumstances they were

produced; and intertextuality, what is the connection of these discourses to the world outside. From these emerged themes, or as Creswell (2014) calls them categories, and my interpretations of participants' utterances the findings were compiled. These findings are presented in the Findings Chapter and are interpreted and explained in the Discussion Chapter of this paper.

### **Chapter 4. Findings**

This chapter presents the findings of the study about the perceptions of parents regarding the trilingual policy. In particular, this study focuses on the parents of the first graders with Kazakh MOI. This study was guided by the main research purpose of exploring parents' understanding of and expectations for trilingual policy in education by learning the views of parents about the new policy, and how these views were connected to parents' language ideologies and identities and by identifying the factors that were relevant in making a choice of medium of instruction.

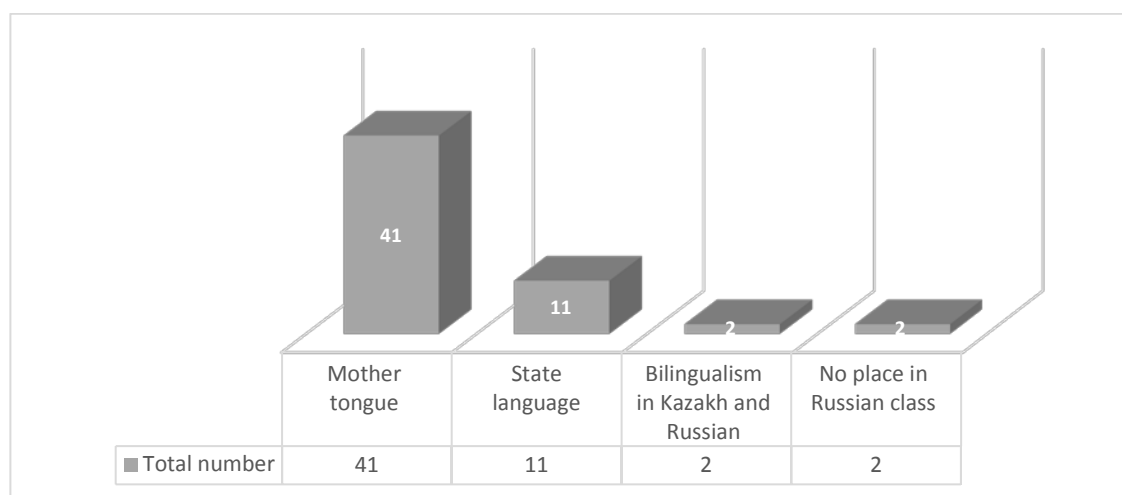
The results were obtained by implementation of two data collection instruments - a questionnaire and interview. Questionnaire results describing the reasons for enrolling in Kazakh-medium school were analyzed and synthesized to four major themes. From the results of the questionnaire survey ten parents were selected for the follow-up interview. They were assigned codes such as Parent 1, Parent 2 and so on according to the order that interviews were taken. Because parental language ideologies inform parental viewpoints about the new policy the findings chapter begins by presenting the discoveries about parental language ideologies. They come from analysis of data from survey related to the choice of school and data from interview about participants' family language practices. The next section discusses parental understanding of the trilingual policy by exploring what parents know about the policy, how they interpreted what they know and what they expect from it. The results interpreted from this analysis and presented at the end of this chapter will be explored in greater depth in the following chapter.

### **The Choice of Kazakh as MOI**

Questionnaire asked parents for their reasons that guided their choice of MOI. Parents' statements given as the answer open-ended question about the choice of language of instruction facilitated the initial overview of their FLP and language ideologies. Although 42 surveys were filled in by parents of children attending first grade in Kazakh MOI, some of the parents put down more than one reason in their answers. In the case when parents put down several reasons, each of these reasons were recorded as one token of reasons with a total number being 56. From all collected surveys, four main categories of reasons were created based on the respondents' perceived language ideologies, counted for frequency of occurrence and presented below. These categories were also used to recruit the parents that had these reasons for the follow up interview.

**Reasons for choosing Kazakh MOI.** As can be seen in Figure 1, 'Mother tongue' was most frequently named as the parents' main reason for choosing Kazakh-medium education in almost three quarters of the surveys. All answers that were categorized under "mother tongue" were gathered from participants indicating Kazakh as their mother tongue, these answers also include such answers as "our language", "language of our nation", "heritage language", "language spoken at home", "we are Kazakhs, child is Kazakh" and "I want my child to speak Kazakh. In addition, this category was more favored over other categories by parents that chose to answer in the Kazakh language. The next most frequently occurring reasoning among parents is the official status of the Kazakh language, and it takes a little over 20 per cent of all reasons. This category is labeled as "state language", categorized together answers like "it is the state language" and "we are citizens of Kazakhstan". The third category is called "bilingualism in Kazakh and Russian" and include such answers as "I want

my child to know Kazakh and Russian” and “Kazakh is harder to learn than Russian”. This understanding that unlike Russian, Kazakh is harder to learn as second language was put down only in two surveys but was more common among interviewees when asked. The last category “no place in Russian class” was given by two respondents and falls under unexpected findings. These answers were noted in the surveys collected in the mixed school from the second city. Researcher has not taken into account that while classes with Kazakh MOI and Russian MOI shared the same building, the number of Kazakh-medium and Russian-medium classes were assigned by the local administration and not the parents’ choice. Another notable finding is that neither in surveys, nor in interviews respondents identified the trilingual policy as a factor for choosing to enroll their children into Kazakh-medium classes.



*Figure 1.* Reasons for choosing Kazakh-medium school.

In conclusion, four main categories of reasons for making the choice of MOI were identified from answers to open ended question in the survey. Two of the categories were most frequently named in almost 95 per cent of the cases. Another category was put down

only twice in the surveys but was more frequently mentioned in the interviews. The last category was unexpected finding. The trilingual policy has not been named as the factor that informed their decision. These reasons were used to generate the themes in the analysis stage and to recruit parents with the most common and the least common reasons to the follow up interviews.

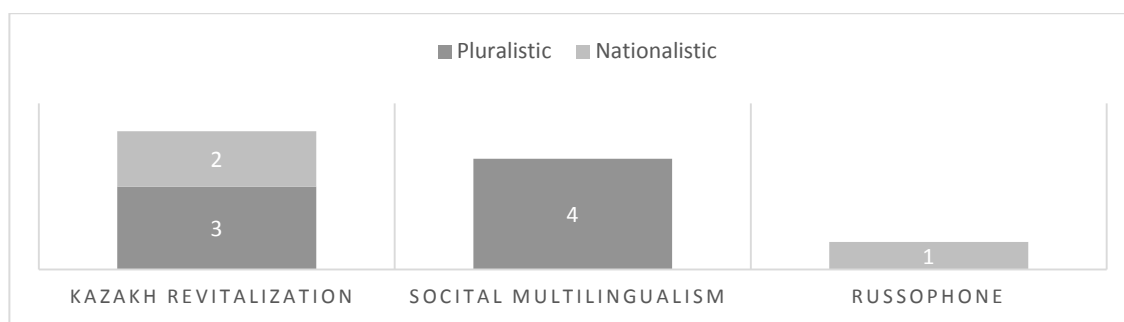
**Parental language ideologies.** In the survey parents reported their reasons for selecting Kazakh as MOI for their children. Parents that shared the most common reasons and those that had unique answers were asked to participate in the in-depth interviews because their statements given in their own words can best help to define their language ideologies. One of the most striking results to emerge from the data is that the answer given in the survey was not the actual reason that informed their action. Instead, in all cases a complicated mixture of circumstances, beliefs and attitudes was the real reason for choosing Kazakh MOI. Because each person's life and linguistic experiences can be similar but are always unique and because each individual has a complex variation of diverse language beliefs grouping the ten interviewees under definitive categories is not possible. Two people can stand on antipodal opposite stance regarding one language and have similar views and beliefs about another language. Therefore, parents were grouped only according to the parents' beliefs about the Kazakh language that they chose as language of instruction for their children.

All participants believe in the benefit of knowing English for children's future career perspectives; they share similar ideology towards it which will not be further discussed in this paper. The analysis of parents' strongest beliefs that informs most frequently occurring language practices at home revealed three main language ideologies about the Kazakh

language. These ideologies are Kazakh revitalization with some parents having more nationalistic or pluralistic approach to the process, societal multilingualism and Russophone ideology. All but one participants endorse Kazakh revitalization. At the same time, eight out of ten of them believe in societal bilingualism in Kazakh and Russian and view knowledge of multiple languages as an asset, while two parents consciously or inadvertently follow subtractive language practice. From this it can be deduced that all respondents had more than one language ideology. In all cases one belief that played the biggest role in making the decision was the strongest. Parents were roughly categorized according to their most prominent language ideology; however, discussing some cases in details can give clearer picture.

Since the group of interviewees was rather homogeneous in ethnic belonging to the majority group and middle to upper-middle class economic status, their language ideologies regarding Kazakh seem to echo language ideologies of national language policies. As can be seen in Figure 2, half of ten parents strongly believe in their duty to maintain the Kazakh language, some of them do not feel that this should happen at the expense of other languages. Two parents of five that have language revitalization ideology have a more nationalistic view about the Kazakh language perseverance. As opposed to other three parents, they have a negative attitude towards other languages of the community. Irrespective of their beliefs about other languages, these five parents chose Kazakh language classes to ensure the future of the language. Four other parents' language beliefs are similar to official language ideology of Kazakhstan which states that all languages are important and knowing more than one increases country's competitiveness in the world market arena. They believe that by studying in Kazakh medium school their children can grow up multilingual. One parent has an

Russophone ideology because her language choices at home encourage shift from use of Kazakh to Russian. This parent did not want to enroll into Kazakh MOI class but was compelled to do so by other family members. This parent's ideology is as strongly expressed and endorsed as two parents with nationalistic view point, and can be grouped under nationalistic ideology because it is born as the direct opposite of it.



*Figure2.* Parental language ideologies.

To sum up, all of participants agree that knowledge of English is necessary, but their views regarding other two languages, Kazakh and Russian differ. Interviewees have three main language beliefs about the languages of the trilingual policy including the Kazakh language revitalization, societal multilingualism and Russophone ideology. These ideologies played a great role when making the decision to choose Kazakh and can shape parental attitudes towards the new policy.

### **Parental Views on the Trilingual Policy**

In the scope of this study parental views on the policy was regarded as participants' knowledge about the policy such as its goals, planned time frame and how it being implemented in their children's classrooms, the way participants interpret the policy and what they expect from it.

**Knowledge about the trilingual policy.** The majority of the parents seem to be aware of the new policy that is being implemented in the mainstream schools of the country. Only half of the interviewed parents reported attended the informative seminars held by school principals and teachers about the new policy. Moreover, probably because these seminars were held 4-5 months prior to the interviews, even those that attended this seminar were vague when asked about the general knowledge about the new policy.

Out of ten interviewed, only one parent demonstrated profound knowledge about the new policy aims and details of its implementation. Parent 6 who herself is the teacher of science at school and at the time of the interview was learning English as part of her teacher training courses knew and was able to elaborate on the specifics of the new policy. She could cite the main aims of the policy. She knew the information which subjects are to be taught in which language and the time frame constructed for gradual switch to the new mode of learning. In addition to that, she recounted her own experience of learning the English language and told about seminars and courses she attended. Although it was not the focus of this study, insight from Parent 6 revealed her attitude towards and expectations for the policy as a teacher as well as a parent.

The rest of the respondents knew less about the new policy than Parent 6. While seven out of ten could recall basic facts, two of the participants did not know that their children were the first children that started education in new system before the interview happened. Parent 7 shared that she forgot to find out about the program of her child's education because of her disappointment that all attempts to place in Russian school were futile and because of her worry that homework would bring a lot of hardship to her family. She has attended the seminar and all the parents' meetings at the beginning of the school year but her limited

proficiency of Kazakh prevented her from getting all information. She said that she felt ashamed to ask to translate everything into Russian for her sake and did not want to prolong the meeting that was held in the late evening even more. Her attitude for lack of effort to learn about the new policy can be seen in her speech:

I guessed that since they (teachers) did not ask anything from me or told us that we did something wrong, my son and I were doing fine. I was simply glad that my son had Russian and English in first grade since it meant less work for us.

While Parent 3 simply did not attend the seminar. Her eldest child of two already graduated from secondary school thus she speculated that the education system changed or that it was her youngest child's school's own system. Since the change was not big and all other classes followed the same program, this parent did not inquire about the change in the system. Both parents simply followed the new education system without knowing that it is new.

The rest of the respondents knew some information about the trilingual policy. Almost half of this group did not participate in the informative seminars held by teachers because at the time they could not do so or because another family member attended it in their stead. Regardless whether parents attend such seminars or not, their retention of information about the policy stemmed from their assessment of this information in terms of immediate relevance. Parent 2's words can fully explain such attitude towards the policy:

I did not attend this seminar. My mother did it. She told me that my son will have lessons of Russian and English. She did not say that it happened because of the trilingual policy. ...I do not really care what it is called. It is more important to know to know the timetable and what was assigned as homework. I do not have time to think about such distant future. I will think about it when he (her son) moves to the

secondary school. And if it [teaching in some subjects in different languages] is still used at that time.

Furthermore, all parents agree that implementation of the trilingual policy in the first year of education has not brought noticeable changes yet. Several parents recalled that even prior to 2016 some schools taught all three languages from the policy; therefore, the initiative of teaching Russian and English from grade 1 is not a novelty. Nevertheless, four parents shared their plans to read up on the trilingual policy when the interviews were completed.

**Interpretation of the trilingual policy.** Since the majority of participants did not have extensive knowledge on the specifics of the trilingual policy, they interpreted it using their own comprehension of the word “trilingual” and their own experience with it. Since at the time of the interview participants’ children have already completed two terms of study in the new system, all of them had firsthand experience with new policy’s implementation. Parental opinions about the how the policy is being and how it will continue being implemented in their children’s classrooms differ and their attitudes towards it range from total and complete support of the way it is done now to wishes to make some changes, some big and some small.

Some parents think that children would learn the three languages in primary school as separate subjects to master them and in secondary school would learn in all three languages within one lesson. Parent 3 that has strong nationalistic viewpoint about Kazakh revitalization thought of this interpretation. She became clearly upset with the possibility of her child not doing well academically because of child’s limited knowledge of Russian and the possible outcome of her daughter’s mixing other languages with Kazakh. She expressed her wish to drop Russian from the trilingual policy. As a parent that prohibits her child to play with

Russian speaking children, she stated that knowing Kazakh is a must, learning English is necessary for the career perspectives, but the dominance of Russian in the society is obsolete and should no longer be indulged. Another participant, Parent 10, who believes in the benefit of being multilingual, made the same assumption. However, he was more positive primarily because of his multilingual ideology. He stated that he did not care how it would be run in classrooms as long as his son mastered the three languages. In both cases, parents assessed their interpretation of the policy using their own language beliefs.

Two other parents think that this policy would be managed by continuing teaching all three languages as subjects throughout all 12 years of secondary education while using designated language as MOI. They believed that policy teachers would build up students' proficiency by increasing the amount of language lessons with time. Parent 8, whose prevailing language ideology is Kazakh maintenance without the need to eliminate Russian from the society, elaborated that she would not want her child to study in such a system. She also thinks that introducing English in the first grade is a great burden for children's brains and that instead they should learn Kazakh and Russian first. She also complained that her son confuses letters of the three different language alphabets. Russophone, Parent 2 suggested similar idea of policy implementation. When being asked to tell how she would want to change it, Parent 2 did not wish to put forward any alternatives.

Six other parents either knew or guessed without naming the specifics that in the Kazakh medium secondary school science subjects will be taught in English, certain humanities subjects in Russian and the rest in Kazakh. All parents from this group have multilingualism as primary or secondary language ideology. Most of them also share understanding that children are capable of acquiring many language at once. These parents

believe that the policy was well-planned and therefore its execution does not require any changes. Parent 6 like other five parents was proud of her child's accomplishments in all three languages. Regardless of how participants interpreted the policy, all of them were asked if they believe their suggestions on how to improve the new policy addressed to the school administration or education authorities would be listened to and if possible implemented. Half of the participants were skeptical that they would ever share their suggestions or complaints with someone above the class or subject teacher. Whereas the other half was firm that in case they would have suggestions or complains they would speak to the administration first and to media if not heard.

**Expectations for the trilingual policy.** Eight out of ten parents, both those that have multilingualism as language ideology and those that support language revitalization, share high expectations of the trilingual policy. They believe that by the time their children would graduate the school they would master all three languages to the native-like proficiency. These parents have a consensus on the notion that their children are capable of learning in three languages and of becoming fluent or highly proficient in them by studying certain subjects at school. Most reasoned that 12 years is a sufficient amount of time to accomplish such deed and had a story of their own or their relative's educational and linguistic success as a proof of its feasibility. For example, Parent 1 told about her eldest who was trying to apply to Nazarbayev University and was enthusiastic about her youngest child's perspective for higher education. Parent 4, ethnically Kazakh expatriate from China, shared her experience of acquiring four languages including Chinese that was her MOI and language of the majority, Kazakh as language spoken at home, English as a subject and Russian after moving to Kazakhstan.

Unlike the rest, two parents, Russophone Parent 2 and Parent 3 with nationalistic viewpoint that have common subtractive language practices, were not as optimistic about the trilingual policy and have low expectations. Parent 2 is not pleased with the general quality of education in Kazakh-medium schools and did not have faith that such “cardinal change” would be able to “fix” it. Parent 3 who has monolingual ideology and own interpretation of the policy discussed above fears that this policy might have the opposite result than the targeted maintenance of Kazakh language. She claimed that she witnessed how many Kazakh dominant Kazakh children that moved to the city from the village became Russian speakers when being exposed to the Russian language. She fears that Kazakh is less attractive to younger generations than Russian or English and in direct competition might lose its place. Regardless of their attitudes towards the new policy aims, all parents were asked, if children from Russian MOI school would also become fluent in Kazakh in addition to Russian and English which is one of the goals of the new policy. All respondents but two needed more time to think and their answers hinted of uncertainty with long pauses before answering.

To conclude, the results reveal that participants do not know many details about the trilingual policy for various reasons main of which is the low impact the new policy had made on their children’s education to date. This does not prevent them from making assumptions on how the new policy would be implemented using their own life experiences and language beliefs. These interpretations of the policy were correct on over half of the cases. Language ideologies that were revealed from reports on language practices at home and parents’ statements about the choice of MOI also influence parental expectations of the policy and their general attitudes towards it.

## Chapter 5. Discussion

This chapter discusses the possible explanation of main findings presented in the previous chapter and examines the connection to the existing body of literature and implications. As citizens of multilingual country that encourages societal multilingualism at the same time as promotes revitalization of the Kazakh language, all participants had more than one language ideology. These language ideologies not only influence the choice of MOI and the choices of language(s) use at home, but also people's opinions about the new policy.

### **Parents' Choice of MOI and Language Ideologies**

The analysis of ten interview data revealed that each participant had their own unique combination language ideologies regarding the languages of the community and language practices they perform at home. These language ideologies inform their family language policy management and stem from individual's own unique educational, linguistic, cultural experience, family circumstances (Curd-Christiansen, 2009) and four linguistic and non-linguistic forces (Spolsky, 2004). Because of the uniqueness of individual's life history and because language beliefs are not fixed, parents were categorized according to the one language ideology that had a greater influence on choosing the Kazakh language as MOI. According to the primary languages beliefs and practices identified in the process of the analysis parents were grouped into two major groups that adhere to either language revitalization or to societal multilingualism ideologies with one case put into a separate category.

Parents' life experiences helped them internalize national language ideologies and prioritize one certain belief over the others. In some cases, these language ideologies were consensual or conflicting with language ideologies of their family members. In two case

parents did not make the choice themselves but were forced by the external circumstances or their family members. Despite the similarities of this two cases, participants' language ideologies that were also similar are no longer the same. The experience of attending Kazakh-medium school changed one of the parents' beliefs. Therefore, to fully explore parental language ideologies that inform their views on the language policy, this study should discuss some cases in details.

**The Kazakh language maintenance.** One of the most frequently named reason for choosing Kazakh MOI comes from the fact that this language is participants' 'mother tongue' and seem to derive from respondent's wish to maintain the Kazakh language. This language ideology is consistent with the main idea of Kazakhization process (Dave, 2004; Matuszkiewicz, 2010). This can be heard from phrases grouped under this category such as "it is our language" and "Kazakh is his[child's] heritage language" that were used as slogans of this language policy. The analysis of interviews with parents indicates that maintenance of the Kazakh language was in fact the strongest language ideology of eight out ten parents and not just the six parents selected based on this survey answer. However, while some were adamant that Kazakh is the only language that should exist in the country, others were more accommodating towards languages of other ethnic groups.

Some parents that believe in Kazakh revitalization as the primary language of the country seem to have a strong nationalistic view (de Jong, 2014). It means that they adhere to Kazakhization ideology (Smagulova, 2008; Matuszkiewicz, 2010). Such ideology can be heard in the famous expression of one politician that Parent 5 quoted several times in her speech: "Kazakhs should speak in Kazakh with each other". This ideology was a result of how two participants internalized the ideas' of Kazakhization process through the prism of

own life experiences. Such nationalistic view of the language revitalization ideology exists in the society and is in clear opposition of the official language ideology of the country.

Learning about the circumstances that lead parents to adhere to it is important to understand their thinking.

During the interview, Parent 5 who is ethnically Kazakh expatriate from China revealed that she considers Kazakh as her mother tongue but its official status was more important to her. As an expatriate who grew up and got education in a language that is not commonly spoken in Kazakhstan and as a person working for a government, her stance on the official status of Kazakh language was strong. She also shared that she had negative experiences after coming to Kazakhstan because of her own non-existent knowledge of Russian and Cyrillic script used for both Kazakh and Russian and often limited knowledge of Kazakh of people she sought help from. Since then she was developed good proficiency in Russian, and as multilingual person herself sometimes she speaks to her children in Chinese. She shared that she does not prohibit her children from learning Russian because they need this language to survive but wished they would not have to.

The other parent that has nationalistic ideology has a negative attitude towards bilingualism in Russian. In fact, Parent 3's strong nationalistic ideology is more monolingual in nature and stems from her own and her husband's difficulties adjusting to life in the Russian dominant community. This ideology lead to a manifestation of this negative attitudes towards Russian in their family language policy management. This participant restricted her children's exposure to the Russian language. She allowed her daughter to play only with children that speak Kazakh as their first language while prohibiting her daughter to play with Russian dominant children or watch TV in that language. Parent 3 confided that she had to ask class

teacher to pair her child only with Kazakh speaking children. In both cases, the nationalistic viewpoint seems to derive from parents' negative experience from their lack of knowledge of Russian. However, such nationalistic view on language revitalization ideology is not often openly expressed.

For the other three participants that were put into this group, maintenance of Kazakh plays a great role in their everyday language choice and practice, but they also have positive attitude towards multilingualism in Russian and English. The language maintenance ideology of these three is best described by the quote from Parent 8: "Learning the Kazakh language is our duty, but at the same time it is also our privilege". Unlike Parents 3 and 5, these parents' stance is more accommodating towards other languages, probably because these participants never experienced hardships that previous two participants did. Furthermore, in some cases this language ideology can be developed and followed subconsciously. Parent 6 stated that she never had to overtly deliberate on or defend her position on languages of society. She said that whether to enroll in Kazakh MOI or in Russian was never a "choice", but "a natural course of development of life circumstances". There was no discussion of this matter in her family. However, even unconsciously she has language maintenance ideology because she does not want her daughter not to know her "mother tongue" like some of her nephews and nieces. For Parent 6 as well as Parents 3 and 5 choosing Kazakh MOI since it is also a language spoken at home came naturally without any deliberations.

While Parent 6 does it subconsciously, two participants (Parents 4 and 8) have an overt Kazakh maintenance policy at home and follow this ideology consciously. Both were raised with Kazakh as their first language. Both became Russian dominant because of the education in Russian; nevertheless, their circumstances differ. While Parent 4 acquired this

ideology under influence of her husband and own mother, Parent 8 and her husband came to it because of their similar educational and linguistic experiences. Both participants follow “Kazakh is the language spoken at home” family language policy, one more rigorously than other. Parent 4 in eight years of her marriage and seven years of raising children in Kazakh internalized her family members’ ideology and at home speaks only in Kazakh with occasional use of Russian words if she lacks the knowledge of its Kazakh version. Both Parent 8 and her husband were born and started formal education in Russian which was the only available choice in the pre-independence time. They have a strong wish for their children to learn in Kazakh that they could not do in their time. Though they ask their children to speak in Kazakh at home as much as possible, Russian is the main language of communication. Nevertheless, Russian dominant parents’ choice of Kazakh-medium of instruction can indicate that the shift of urban Kazakh towards speaking Kazakh and reconnecting with their Kazakh identities that Smagulova noticed in 2008 is taking place at present as well (Smagulova, 2017). The fact that these two participants made the choice intentionally may indicate that the Kazakh language is growing stronger.

These five parents (3, 4, 5, 6, 8) for whom the maintenance of the heritage language was the main reason seem to adhere to sociocultural force which assigns symbolic value to the Kazakh language. Symbolic power is an emotional and sentimental value that people assign to languages (de Jong, 2014). It is uncommon for members of the ethnic majority to be driven by this force. In fact, it is usually more prevalent among members of ethnic or linguistic minority groups whose language is endangered (Cho, 2015). Strongly endorsing nationalistic ideology can indicate that Parents 3 and 5 use sociolinguistic force as the point of reference to evaluate the languages, how good or bad, how acceptable or unacceptable they are (Spolsky, 2004).

This might indicate that, like these two participants, some members of the Kazakh ethnic group might still feel that advance and existence of Kazakh as the language of the Kazakh ethnicity in the future is not secure. The fact that one of the main aims of the new policy is to maintain the Kazakh language can help these people to accept this policy. However, policy-makers should also be cautious not to let marginalizing, nationalistic ideology spread under influence of the trilingual policy.

**Official multilingualism.** Similar to how five parents believe in Kazakh revitalization ideology that was the part of the old official language policy, four parents consider another ideology as the deciding factor when making the choice of MOI. Only two survey respondents put down the promotion of children's bi or multilingualism as their reason for their language choice. Moreover, half of the participant cases discussed here vocalized their language ideologies as language revitalization, but their reported language practices and reasons for school MOI show that their language ideologies are consistent with societal multilingualism ideology. This language ideology contradicts Arya, McClung, Katznelson and Scott's conclusion (2016) and might be the result of the Law on the Languages of 1997 (Matuszkiewicz, 2010). While these parents share Kazakh maintenance ideology but they emphasized other factors such as the importance and future benefits of their children's becoming bilingualism were more important in their decisions making process.

While three parents that endorse multilingualism had such ideology before their children started the school, one parent acquired it after her son started attending Kazakh MOI class. This parent had a strong Russophone ideology and did not adhere to the Kazakh maintenance ideology. She chose Kazakh MOI because there were no available places in Russian class. Parent 7 stated that she and other parents that could not enroll into Russian

class went to negotiate opening another one for their children with school headmistress. She also reported that the distribution of classes as Kazakh MOI and Russian MOI was made by the local administration and was not negotiable. She and other parents were given a choice to enroll into a Kazakh class or to find a different school. This reasoning was the unexpected finding. However, Parent 7's language ideology, who is Russian dominant and only studied the Kazakh language in school before, was even more unexpected. In her speech, Parent 7 made clear distinction between then, the time before the enrollment and now, the end of the second school term and her emotions about her child's education she had then and now. It seems that Parent 7 had a different language ideology before starting school which changed with time which proves that language ideologies are not constant. Then she was not happy because being a single mother who raised her child alone, Parent 7 felt that she had no other choice but enroll in the class with lower quality of education but in the school, that is close to home. Now she feels that although her son and her both still struggle with homework, she is glad that her child and she herself are learning Kazakh together in addition to Russian they already spoke at home. Now they occasionally attempt to speak in Kazakh with each other. Her ideology changed because of her new experiences that consolidates the concept of language ideology being very complex.

The other three participants from this group made the decision consciously based on their beliefs that multilingual individuals have many advantages over monolingual person. Russian dominant, Parent 10's case is a telling example of how choosing Kazakh-medium school can help becoming bi or multilingual. He is a government official and he is one of the parents that think that learning Kazakh as second language is immensely harder than learning Russian. He attempted to learn Kazakh many times in school, university and later in his

workplace in order to get advancement in his career with little success because he is “not fluent in Kazakh and when speaks has a strong Russian accent”. He believes that his career could have been even more prominent “if only he knew Kazakh”. Parent 10 thinks that his Russian speaking can learn Kazakh only by living in ‘aul’ [Kazakh village] or by attending Kazakh-medium school, opinion that many Russophone Kazakhs share (Yessenova, 2009). Therefore, to maximize his son’s future career perspectives, he decided to enroll him into Kazakh class despite that his family only speaks Russian. Bilingual with high competency in both Kazakh and Russian Parent 9 has very similar ideas as Parent 10. She claims to have had many benefits from being bilingual like more frequent salary raise, promotions at work compared to her monolingual colleagues and ease in establishing rapport with her Kazakh dominant in-laws. Parent 1’s multilingual ideology was the result of her own experience of having great difficulties because of limited knowledge of foreign languages when she was abroad for the first time. She does not want her children to experience such hardship and thinks that bilingual children have better chance in getting good education.

The practice of choosing bilingual education in mono or multilingual settings for its perceived cognitive and academic or economic benefits is widespread (Curd- Christiansen, 2016; Whiting & Feinauer, 2011). Although in Kazakhstan all subjects are taught in one of the two available languages of instruction, attending school with MOI that is not child’s dominant language can help them become bilingual. These parents’ views on societal and personal multilingualism that very close to official societal multilingualism language ideology (Matuszkiewicz, 2010). As it is often the case of FLP, they evaluate knowing two official languages in regards of what future advantages in the form of economic, educational and career perspective such knowledge can bring them and their children (Curd- Christiansen,

2009). These parents had a pragmatic approach to the languages and regarded their values in terms of possible benefits. Such future benefits are among the most commonly named factors for choosing or rejecting certain languages as MOI (Whiting & Feinauer, 2011; Phyak, 2013). On one hand, people with such opinions would probably have the easiest time to adapt to the trilingual policy. On the other hand, since language ideologies are not fixed and can evolve with change in circumstances, society members can adopt such multilingual ideologies under influence of the trilingual policy (Bae, 2015). This endorsement of multilingualism is the result of sociopolitical force that is closely related to official language policy and can strongly influence people's language beliefs and practices (Spolsky, 2004). These parents can tell the benefits of being multilingual such as increasing competitiveness on the job market that were advertised as part of the trilingual policy campaign. At the same time, it is clear that these parents do not consider other benefits of raising multilingual and multicultural children. Getting education in multilingual and multicultural environment can help children grow up as tolerant and accepting of others cosmopolitan individuals (Nasser, 2010). In addition, there are also cognitive benefits of being bi or multilingual that facilitates students learning (Whiting & Feinauer, 2011). These advantages of multilingualism seem to not have been mentioned because they are not discussed as part of new policy's aims or outcomes. This can lead to many children being raised as monolingual speakers of Russian or Kazakh before they reach school age without realizing that they can learn two languages at the same time or one after another before that.

**Monolingual language ideologies.** One parent's case does not fit into the two groups discussed above. Unlike all other cases, Parent 2 does not believe in Kazakh revitalization and does not support societal multilingualism. therefore, this case put separately under heading of

monolingual language ideologies. In this family, all four members that live together are competent users of Russian and Kazakh, the attitudes towards these languages of elder and younger generation are opposite. The grandparents share strong language maintenance ideology thus communicate only in Kazakh. Meanwhile, the mother and child preferred to speak in Russian to each other and outside their family. Parent 2's language ideology can be described best as Russophone (Yessenova, 2009) which does not align with strong Kazakh revitalization language ideologies of her family members. In fact, if Parent 2 could have enrolled her son based on her own ideology, he would have been studying in Russian school. A graduate from Kazakh MOI school, Parent 2 has negative opinion about the quality of education in Kazakh schools. The only reason for enrolling her son in such facility was that grandmother who is child's the primary caretaker insisted on it. In addition to that, her language practice with her son seem to be of a subtractive nature with future perspective of becoming monolingual by eliminating Kazakh. At first glance the family of Russophone Parent 2 is the opposite of the Parent 3 with her nationalistic ideology; however, it can be seen that both parents follow consciously or unconsciously monolingual ideology.

Although Parent 2 was the only participant of ten that had viewpoint opposing the official language ideologies of language revitalization and official multilingualism, small sampling of the study does not allow generalization that people with such outlook are rare. In fact, Parent 7 used to have similar ideas about the languages and changed them because of the experienced she made under circumstances beyond her control. Therefore, it can be only argued that there are members of the society that adhere to language ideologies that do not come from two major language policies of the past. Furthermore, such cases where language ideologies of different family members are not the same occur quite often (Curd-Christiansen,

2016). Since language ideologies can change because of the new realities of life, policy-makers should be aware of that to avoid creating a situation similar to what happened in Nepal (Phyak, 2013) where the majority of people develop negative opinions about one language.

To sum up, all participants had several language ideologies, most dominant of which echo the language ideologies of the past language policies. Most of these ideologies, such as the Kazakh language revitalization and societal multilingualism ideologies are argued to facilitate people's acceptance of new policy. While other ideologies, such as nationalistic or Russophone viewpoints with monolingual mindset are predicted to hinder parents' endorsement. Further sections will discuss parents' views on the trilingual policy and the role that parental language ideologies played in forming them.

### **Parental Views on the Trilingual Policy**

This section discusses the findings that were revealed from answers as to what parents know about the language, how they interpret the new policy and what they expect from it will be discussed. Parental language ideologies that are shaped based on the experiences they had, beliefs and values they associate with certain languages and the information they have can shape their opinions of new language-in-education policy and the changes its implementation will bring (See appendix F for summary of parents' ideologies and perceptions). Therefore, it is crucial for parents to be knowledgeable about the major change in the education system of the country.

The main finding is that all parents but one had a vague understanding of what the trilingual policy is and how it affects their children's education. Since Parent 6 is a teacher of science and at the time of the interview was participating in the seminar to increase her competency as the future implementer of the policy, her deep knowledge about the specifics

of the new policy is not surprising. However, such finding is not consistent with one of the conclusions from the study of Mehisto, Kambatyrova and Nurseitova (2014), which found out that educators that includes teacher and administrators themselves have very limited knowledge about the reform beyond the facts given in the state plan. This might be the result of the actions that policy-makers and educators made in the years since this study was conducted. However, other parents, who are not educators, have little knowledge about the trilingual policy. Such low level of knowledge about the new policy among parents from two largest urban centers with easy access to many sources of information is a worrisome finding. Limited knowledge can lead to the distorted perception and misinterpretation which could hinder the success of the policy (Hornberger, 2009). Moreover, like in Pladevall-Ballester's (2015) study, such shortage of knowledge can lead to various attitudes from ranging unrealistic expectations to complete rejection out of fear. In rural areas, where access to the information is limited and all new information about the policy mainly comes from the teachers, parents are at a clear disadvantage. The possible solutions on how to increase parents' knowledge will be discussed in the next chapter.

Since the majority of parents had limited knowledge about the policy, to answer how they understand language policy, the researcher asked how they interpreted it. This is not the common practice. Interpretation of the language policy is most commonly asked from the teachers who implement it (Johnson, 2013). Parents' ideas on how the new policy would be executed in the classrooms are not usually asked. Similar to the trend of teachers' perceptions and interpretations of policy implementation being based on their sets of beliefs revealed by a number of studies on (Bridwell-Mitchell & Sherer, 2017; Heineke & Cameron, 2011), parents' personal language ideologies informed such interpretation and even expectations for

the policy. For example, a parent with strong nationalistic ideology about the revitalization of Kazakh language fears the language shift or death as the result of new policy. Parents who are more open towards multilingualism interpret this policy more positively, although not all of them could guess the way new language policy is planned to be implemented. Teachers adapt policies they implement in their classes to make them more suitable or beneficial for them and their students (Heineke & Cameron, 2011). Similar to that parents might wish to appropriate the policy to suit their circumstances and desire for the best results. Dearth of detailed knowledge about the policy implementation can hinder parents from construing the clear understanding of the policy. Therefore, general public should be better informed about how the trilingual policy will be implemented in children's classrooms, so that they would be better prepared to with help homework or additional support which will increase the new policy's chances to produce the best results. While, parental misinterpretation of how the language policy would be implemented could decrease the effectiveness of parents' help.

Parents' expectations of the policy, both high and low, seem to derive from parents' language ideologies and their own perceptions of children's linguistic capabilities. Both of such could be dangerous because these expectations influence parents' attitudes towards languages and their linguistic practices. In addition to that they serve as the foundation of children's language attitudes. In case of the parents with low expectation, the possibility of the child's future failure would not only consolidate such belief but could also become its cause inadvertently. It is hard to succeed in something that one's expects to fail. High expectations have their own drawbacks as well. Expectations to achieve native-like" or "perfect" proficiency in all three languages is the insurmountable deed; most children while developing adequate communication skills would never be able to acquire British or

American pronunciation or elusive “perfect” fluency. Furthermore, these negative experiences can become the stories that future parent would use as a basis for their language ideologies. Parents’ hesitancy about the possibility of Russian-medium students achieving high proficiency in Kazakh can be similar to the case of the Basque country (Valadez, Etxeberria, & Intxausti, 2015). Similar to how participants in the study about the Basque language revitalization, participants of this study assign symbolic and instrumental value to the Kazakh and doubt that speakers dominant in other languages do the same. Such expectation can be the result of the commonly shared understanding that learning Kazakh as second language is harder than learning it as the first or more difficult in comparison with learning Russian as second language and/or the widely-acknowledged occurrence when students in Russian-medium study Kazakh for 11 years and still most cannot communicate in the language beyond familiar topics and phrase or simple sentence level.

To sum up, all parents had more than one language ideology which mirror the language ideologies of the past major language policies. The dominant language ideologies and participants’ personal circumstances informed their choice of MOI. On one hand, none of the parents named the trilingual policy as the factor that influenced their decision. On the other hand, two of the most commonly shared language ideologies that impacted this decision align well to ideologies of the trilingual policy which can help people embrace it. At the same time, policy-makers should be more aware of shift of parents’ views that would come with the implementation of the new policy towards segregating and monolingual ideologies. It also noteworthy that since it was not mentioned in the official document not many realize other benefits of growing up multilingual. Parental ideologies played great role in participants understanding of the new policy because there is a dearth of knowledge among participants

about the new language-in-education policy. Such lack of knowledge seems to be the result of low impact new policy had on parents life to date. While not all parents were able to infer how the policy is designed to be implemented, their interpretations were mostly positive and expectations high. Although that cannot be said about expectations of students of Russian MOI achieving high proficiency in all three languages.

## Chapter 6. Conclusion

The overriding purpose of this study was to determine parents' views on the trilingual policy, in particular to find out what they know about it, what they expect of it and how their personal language ideologies connect to their interpretations of and expectations for the policy. In order to accomplish this goal, it was necessary to reach some steps like identify the research problem, aim and pose questions that will reveal most relevant data that will facilitate demystifying the problem; review the existing literature on language policy; design tools that will provide reach data; analyze, present and discuss it and suggest possible way how to alleviate the situation. During the literature review conducted for this paper, it become important to determine what language policy and its integral aspects like language ideologies and management are, to learn how they are constructed and to explore in what ways do they inform people's language attitudes and decisions. In addition, it was necessary to examine a number of relevant studies conducted in different contexts and to explore the existing language ideologies in the Kazakhstani society that parents could have had. Exploring the existing literature allowed me to construct the data collection tools which were later employed and to decide how to analyze the collected data thematically. I presented the most noteworthy findings that language ideologies in their complexity and at time elusive nature have strong influence on people's opinions, and attempted to give possible explanations for these finding and discuss what they might imply for the policy implementation. This chapter reports the summary of the main findings, acknowledges the limitations of this research and presents the conclusions and implications to practice, policy and research that resulted from this study.

### **Summary of Main Findings**

Based on the findings, it seems that language policy, whose implementation was proposed in 2007 and promoted since then, had yet to make any significant impact on people's opinions about education system, or their beliefs about languages of the society. In fact, parents that do not work in education sphere have a superficial level of knowledge about the details of this reform in education. Therefore, it did not play any role when making their decisions of a choice of language of instruction, while some parents have reservation about achievability of some of its goals. It seems that the trilingual policy had not become an influential sociopolitical force that can push people to choose a language that is not spoken at their home or is not their heritage language as MOI. Parents' scarce levels of knowledge about the important change in their children's education lead them to evaluate it through their own multiple language ideologies built on their experiences and past major language policies. This could be seen in some cases when parents' negative attitude towards some languages in Kazakhstani society ignited their resentment of the trilingual policy. For example, some parents expressed their fear of Kazakh undergoing the language shift thus achieving the opposite result than one that was aimed for. Therefore, there is a need to increase the knowledge level about and understanding of the new policy among parents because this can change their negative perceptions and can directly influence the success of the new reform. They should be aware of the risks, the benefits, and the details of procedure of the new language policy implementation and what exactly might be asked from them. One of the best way to increase parents understating is to strengthen the communication and collaboration between parents, teachers and school administration and establishing a place of open information exchange.

**Limitation of the Research**

The major limitation of the design of this study is the use of a single data collection tool to collect data about everyday actions like choice of language of communication between family members that are usually done subconsciously. Observations of the home language practices would have increased the validity and reliability of the data by providing points of triangulation. Because of the small number of participants this study that all belong to the same ethnic group, the research outcomes cannot be generalized to a larger population of multiethnic and multicultural country. In addition, because taking care of children is very feminized in the society, the overwhelming majority of the participants were females, in particular nine out of ten. However, while there might have been biased to some degree because I am a member of ethnic group that all participants belong to, such gender and ethnic composition of participants allowed me as an ethnic Kazakh female of similar age that had similar linguistic and educational experience to establish good rapport with them. In order to increase the degree of generalizability of the results, study sample included participants that were born and raised in the urban centers that were chosen as research sites, participants that moved to them and one expatriate from China to reveal language ideologies dominant in the large cities, as well as those prevalent in small towns and villages from different parts of Kazakhstan. Another limitation of this study comes from the fact that researcher collected, analyzed and interpreted all data by herself. I acknowledge the possible bias and had my findings, their analysis and interpretations, and conclusion drawn from them checked by one of the participants, my fellow researchers and my advisor.

**Implications for Practice**

The finding that suggest dearth knowledge among general public about the new policy suggests that the information exchange between parents and educators should be strengthened. One ways is to establish open access source of information about the policy as an open forum online. There policy-makers would be able to share how the policy is being implemented in the country, how it was done in other countries where similar policies had and achievement and clear explanation of what to do to get the best results while teachers would be able to suggest best strategies to help children's education. Providing information open and accessible to all members of the society can eliminate possible rejection or conflict among members of society with different attitudes towards the same languages.

Another way is increase the collaboration between parents and education professionals that might become more effective if the present practice of parent-teacher meetings changes along with the whole education system. The current system is that class teachers meet with a group of parents twice in a term, eight times in an academic year usually in the evenings after the working day. Changing this practice to one-to-one meetings on a day freed of all lessons can be more effective in terms of establishing good communication and more informative and useful for parents. In addition, parents could be more involved in the school affairs by attending celebrations, sport events and aiding teachers and administration with organizing them. Such involvement means that parents would be able to share their suggestion or complains with teachers and administration more freely and expect to be heard. Such collaboration would not only to increase parents' knowledge and improve their understanding of the policy but also facilitate successful implementation of the policy in the classroom.

**Implications for Policy**

As a novice researcher, my suggestions to change the program of trilingual education might be viewed as hasty; however, they come from the controversy of this program being a language policy but when designed never being considered as such. This implies that not only policy-makers could be unaware of the components of language policies such as language ideologies but also that they might be ill-informed about the accumulated knowledge on children's multilingual development. While research in sociolinguistics suggest that there are many benefits of cognitive development bi or multilingual person has, detrimental effects of early bilingualism were not irrefutably proved instead many believe that only in early childhood children can learn multiple languages with the most ease. Currently the design of trilingual education does not include pre-school education and regardless, if policy-makers' design was based on these theories of negative effects of early bilingualism or other unrelated circumstances, this design leaves out seven important years in children's development. Perhaps, establishing bilingual kindergartens by combining Kazakh and Russian groups together to allow children bilingual in both languages before starting school might help extinguish some parental fears.

**Implications for Research**

Notwithstanding the limitations in research design of this study, I believe that the research outcomes are important because they give voices to the group of stakeholders that are rarely listened to and heard. This study also contributes to sociolinguistics and especially to the its branch that investigates family language policies, the under researched field in Kazakhstan. However, more research is needed to better understand the societal language ideologies involving parents that chose Kazakh and those that chose other languages of

instruction in order to know language ideologies and perspectives of the whole population. A study that encompasses a wide range of participants with a more diverse ethnic, cultural, socioeconomic, linguistic, educational backgrounds from different regions of Kazakhstan will contribute to better understanding of complex and ever-changing phenomena of language policy and ideologies in the complex context like Kazakhstan. The research design of this study should use ethnographic tools of data collection, interviews, self-reports and non-participatory observations to gather rich and rigorous data.

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*Appendix A*

## INFORMED CONSENT FORM

**Language policy, ideology and practice: Parents views on the trilingual policy**

**DESCRIPTION:** You are invited to participate in a **research study** on the reasons for choosing a certain language as medium of instruction. You will be asked to participate in face-to-face interview and to answer the interview questions. Your responses will be audio recorded with your permission. The recording will be kept in a secured online password-protected server and will be deleted after the study is done. The findings of the study will be used in a thesis for completing the master's degree program. The interview will be in the Kazakh/ Russian language.

**TIME INVOLVEMENT:** Your participation will take approximately 60 minutes.

**RISKS AND BENEFITS:** The risks associated with this study are minor and might be related to some sensitive topics to be covered during the interview. The benefits which may reasonably be expected to result from this study will be the understanding of the parents' family language policy management in Kazakhstan. Your decision whether or not to participate in this study will not affect your professional, social and economic status.

**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 Research Project Supervisor for this student work, Assistant Professor Nettie Boivin, [nettie.boivin@nu.edu.kz](mailto:nettie.boivin@nu.edu.kz).

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

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

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

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

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

The extra copy of this signed and dated consent form is for you to keep.

### **ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ**

#### **Языковая политика, идеология и практика: Взгляды родителей на политику трехязычия**

**ОПИСАНИЕ:** Приглашаем Вас принять участие в исследовании о причинах выбора родителями определенного языка обучения. Вам будет предложено принять участие в индивидуальном интервью и ответить на вопросы. С вашего разрешения ваши ответы будут записаны на аудио. Запись будет храниться на защищенном паролем сервере и будут удалены после того, как исследование будет завершено. Результаты исследования будут использованы в диссертации для получения степени магистра. Интервью будет на казахском / русском языке.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие займет около 60 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с этим исследованием незначительны. Они могут быть связаны с некоторыми деликатными темами, затронутыми в ходе интервью. Выгода проведения этого исследования будет более полное понимание о том, как в семьях Казахстана принимаются решения об языках. Ваше решение о том, участвовать или не участвовать в этом исследовании не повлияет на ваш профессиональный, социальный и экономический статус.

**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: Нетти Бойвин, [nettie.boivin@nu.edu.kz](mailto:nettie.boivin@nu.edu.kz).

**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](mailto:gse_researchcommittee@nu.edu.kz)

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

- Я внимательно изучил представленную информацию;

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

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

## ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

**Тіл саясаты, тілдік идеологиялар және практикалар: ата-аналардың үштілдік саясатына көзқарастары**

**СИПАТТАМА:** Сіз Қазақстан ата-аналары мектепте белгілі бір оқыту тілін қалай таңдауын жасайтына бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге жеке сұхбатқа қатысу ұсынылады. Сіздің рұқсатыңызбен сіздің жауаптарыңыз аудиотаспасына жазылады. Бұл таспа парольмен қорғалған серверде сақталатын болады және зерттеу аяқталған соң жойылады. Зерттеу нәтижелері магистрлік диссертацияда пайдаланылатын болады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен 60 минут уақытыңызды алады.

### ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН

**АРТЫҚШЫЛЫҚТАРЫ:** Зерттеу жұмысына қатысудың қауіптері аз. Олар сұхбат барысында шетін мәселелер қозғалғанына байланысты болуы мүмкін. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: Қазақстандық отбасында оқыту тілдер туралы шешімдер қалай қабылданатыны туралы түсіністік пайда болады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз өз еркіңізде. Бұл зерттеуге қатысу Сіздің жұмысыңызға, кәсіби, әлеуметтік және экономикалық мәртебеңізге еш әсерін тигізбейді.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар.** Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

### БАЙЛАНЫС АҚПАРАТЫ:

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіптері мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады. Нетти Бойвин, [nettie.boivin@nu.edu.kz](mailto:nettie.boivin@nu.edu.kz).

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен

көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта gse\_researchcommittee@nu.edu.kz.

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

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

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

*Appendix B*

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)**  
**COMPLETION REPORT - PART 1 OF 2**  
**COURSEWORK REQUIREMENTS\***

\* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Nazira Ayazbayeva (ID: 5912304)
- **Email:** nazira.ayazbayeva@nu.edu.kz
- **Institution Affiliation:** Nazarbayev University (ID: 2428)
- **Institution Unit:** GSE
  
- **Curriculum Group:** Students conducting no more than minimal risk research
- **Course Learner Group:** Students - Class projects
- **Stage:** Stage 1 - Basic Course
- **Description:** This course is appropriate for students doing class projects that qualify as "No More Than Minimal Risk" human subjects research.
  
- **Report ID:** 21183335
- **Completion Date:** 17-Oct-2016
- **Expiration Date:** 17-Oct-2019
- **Minimum Passing:** 80
- **Reported Score\*:** 95

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	17-Oct-2016	3/3 (100%)
Students in Research (ID: 1321)	17-Oct-2016	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	17-Oct-2016	5/5 (100%)
Informed Consent - SBE (ID: 504)	17-Oct-2016	5/5 (100%)
International Studies (ID: 971)	17-Oct-2016	2/3 (67%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/7855b4f4c-b7e1-49f2-b0de-3d378c7d0649>

CITI Program  
 Email: [support@citiprogram.org](mailto:support@citiprogram.org)  
 Phone: 888-529-5929  
 Web: <https://www.citiprogram.org>

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)****COMPLETION REPORT - PART 2 OF 2****COURSEWORK TRANSCRIPT\*\***

\*\* NOTE: Scores on this [Transcript Report](#) reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Nazira Ayazbayeva (ID: 5912304)
- **Email:** nazira.ayazbayeva@nu.edu.kz
- **Institution Affiliation:** Nazarbayev University (ID: 2428)
- **Institution Unit:** GSE
  
- **Curriculum Group:** Students conducting no more than minimal risk research
- **Course Learner Group:** Students - Class projects
- **Stage:** Stage 1 - Basic Course
- **Description:** This course is appropriate for students doing class projects that qualify as "No More Than Minimal Risk" human subjects research.
  
- **Report ID:** 21183335
- **Report Date:** 17-Oct-2016
- **Current Score\*\*:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Students in Research (ID: 1321)	17-Oct-2016	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	17-Oct-2016	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	17-Oct-2016	3/3 (100%)
Informed Consent - SBE (ID: 504)	17-Oct-2016	5/5 (100%)
International Studies (ID: 971)	17-Oct-2016	3/3 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/2855b4f4c-b7e1-49f2-b0de-3d378c7d0649>

Collaborative Institutional Training Initiative (CITI Program)

Email: [support@citiprogram.org](mailto:support@citiprogram.org)

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

*Appendix C*

Survey

Thank you for agreeing to take this survey. The survey is being done by the student of Nazarbayev University Graduate School of Education (NUGSE). The purpose of the survey is to collect opinions from parents. We are seeking to understand the opinions of parents that have children that started school in 2016 and recently chosen a certain language as medium of instruction for their children’s education. There are no right or wrong or desirable or undesirable answers. I would like you to feel comfortable to share your opinion. All of the answers you provide in this survey will be kept confidential. No identifying information will be provided to general public or NUGSE. The survey data will be reported in a summary fashion only and will not identify any individual person.

This survey will take about 10 minutes to complete.

- 1) Do you have a child that started school in September, 2016? Yes No [end survey]
- 2) What is your date of birth? .....
- 3) Are you:  male  female
- 4) Where were you born: Village/Town: .....
- 5) What is your ethnicity?.....
- 6) What is ethnicity of your spouse? .....
- 7) What language(s) do you know? Please tick if you can

Languages	Speak	Read	Understand	Write
Kazakh				
Russian				
English				
Other languages:				

- 8) What is the medium of instruction of your education?
  - primary school .....  secondary school .....
  - higher education .....  university.....
- 9) What is the medium of instruction of your child(ren) that started school in September, 2016?
  - Kazakh  Russian  English Other .....
- 10) Why did you choose this language?

.....  
 .....

**Thank you for your time. If you wish to participate in the follow up interview, please fill out the following section.**

**Name** ..... **Telephone number**.....

**email address**.....

### Опрос

Спасибо за Ваше участие. Этот опрос займет не больше 10 минут. В этом опросе нет правильных или неправильных, желательным или нежелательным ответов. Это опрос анонимен. Этот опрос проводится магистрантом Высшей Школы Образования Назарбаев Университета (NUGSE). Целью исследования является сбор мнений родителей чьи дети пошли в школу в 2016 году для выявления факторов, согласно которым родители выбирают определенный язык обучения своих детей.

1. Есть ли у вас есть ребенок, который пошел в школу в сентябре 2016 года?  
 Да                       Нет (конец опроса)
2. Вы:  женщина                       мужчина
3. Сколько Вам лет?  До 29                       30- 39                       За 40
4. Вы родились в  селе/ ауле                       городе
5. Кто Вы по национальности? .....
6. Кто Ваш супруг(а) по национальности? .....
7. Какими языками вы владеете? Пожалуйста, отметьте если вы можете

Языки	Говорить	Читать	Понимать на слух	Писать
Казахский				
Русский				
Английский				
Другие				

8. На каком языке вы получили образование?  Русском     Казахском     Другом
9. Укажите другой язык.....
10. Меняли ли вы язык обучения?  Да     Нет
11. Если меняли, то укажите после какого класса/ курса .....
12. На каком языке учиться Ваш ребенок начавший школу в 2016?  
  
 Русском     Казахском     Другом
13. Укажите другой язык.....
14. По каким причинам вы выбрали этот язык для обучения вашего ребенка?

.....  
 .....  
 .....

**Спасибо за участие. Если вы желаете принять участие во втором этапе исследования, заполните внизу. На втором этапе будет интервью, которое продлится не более часа.**

**Имя .....** Контактный телефон.....

**Электронная почта.....**

### Сауалнама

Сауалнамаға жауап беру 10 минуттан кем уақытыңызды алады. Бұл сауалнамада дұрыс немесе бұрыс, жағымды немесе жағымсыз жауаптар болуы мүмкін емес. Бұл сауалнама анонимді түрде жүргізілдеді. Сауалнаманы Назарбаев Университетінің Жоғары Білім Беру Мектебінің (NUGSE) магистранты жүргізеді. Ұсынылған сауалнаманың мақсаты 2016 жылы мектепке барған балалардың ата-аналары қандай себептерге сүйеніп баласының оқыту тілін тандағаны туралы пікір жинау болып табылады.

1. 2016 жылдың қыркүйегінде мектепке барған балаңыз бар ма?  
 Ия  Жоқ (сауалнама аяқталды)
2. Жынысыңыз:  әйел  еркек
3. Жасыңыз нешеде?  29 не одан кем  30- 39  40 артық
4. Сіз қайда тудыңыз?  аыулда  қалада
5. Сіздің ұлтыңыз кім? .....
6. Жұбайыңыздың ұлты кім? .....
7. Қандай тілдерді білесіз? Егер келесіні істей алсаңыз, төменде белгілеңіз

Тілдер	Сөйлеу	Оқу	Түсіну	Жазу
Қазақ				
Орыс				
Ағылшын				
Басқа				

8. Сіз қай тілде білім алдыңыз?  Қазақ  Орыс  Басқа тілде
9. Ол қай тіл? .....
10. Оқыту тілін өзгерттіңіз бе?  Жоқ  Ия
11. Өзгерткен болсаңыз қандай сыныптан/ курстан кейін жасадыңыз .....
12. 2016 мектепке барған балаңыздың оқыту тілі қандай?  Қазақ  Орыс  Басқа
13. Ол қай тіл? .....
14. Осы тілді қандай себептерге байланысты тандадыңыз?

.....  
 .....  
 .....

**Қатысқаныңызға көп рахмет. Егер сіз зерттеудің екінші сатында қатысуыңыз келсе, төмендегіні толтырыңыз. Екінші сатыда бір сағаттан кем уақыт алатын сұхбат болады.**

Атыңыз..... Байланыс телефоныңыз.....

Электрондық поштаңыз.....

*Appendix D***Parental perceptions study interview protocol**

**Project: Language policy, ideology and practice: Parents views on the trilingual policy**

**Time of Interview:**

**Date:**

**Place:**

Good morning (afternoon). My name is Nazira. I am a master student at Nazarbayev University Graduate School of Education (NUGSE). Thank you for finding time for this interview, I really appreciate your willingness to take part in this study. We have met today to discuss how you chose school for your child. I am doing this interview with the purpose to find out what do you think about new reform in education that would use three languages at school and how do you manage these languages at home. The interview will take around 60 minutes. Please, feel free to share any information you wish, as your name and any information that can identify you will be redacted from final report. There are no right or wrong answers. I am interested in your experience and your opinion. With your permission, this discussion will be recorded. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I will also take notes of what you share. Everything you shared will be kept in a secure place, soft data on the password protected server and hard data in the lockable filing cabinet. After the course project is completed, I will destroy all copies of the interview and transcript. Before we get started, please take a few minutes to read sign this consent form. (Hand participant consent form.) (After participant returns consent form, turn tape recorder on.) Do you have any questions before we begin?

- 1) Based on the information that you provided in the questionnaire, you went to high school with X language as medium of instruction. Please tell me what other languages do you know and your level of competences in them?
- 2) Could you tell me where do you speak in language X? and with whom?
- 3) What language(s) could you hear in your home? What language(s) do you and your family members speak to each other?
- 4) Do you have any rules about use of languages at home? Do you encourage use of some languages at home? Do you prohibit use of other languages?
- 5) How many languages do you think should be in Kazakhstan society? In what language(s) do you think Kazakhstani citizens should be fluent?
- 6) Do you consider it important to maintain Kazakh language and culture in the society?
- 7) Why did you choose X language as language of instruction? How did you make the choice?
- 8) Who helps children with homework in the Kazakh language? In the Russian language? In the English language?
- 9) What do you know about trilingual policy? How and when did you first learn about it? Please give as many details as you can.
- 10) Do you think it will be successful? Do you think its targets can be achieved?

## Протокол интервью о родительском понимании политики трехязычия

### Языковая политика, идеология и практика: Взгляды родителей на политику трехязычия

Время интервью:

Дата:

Место:

Здравствуйте. Меня зовут Назира. Я студент-магистрант Высшей школы образования Назарбаев Университета (NUGSE). Спасибо, что нашли время для этого интервью, я очень ценю вашу готовность принять участие в этом исследовании. Мы встретились сегодня, чтобы обсудить что вы думаете о новой реформе в образовании, которая будет использовать три языка в школе и как вы будете управлять этими языками дома. Интервью займет не более 60 минут. Пожалуйста, не стесняйтесь делиться любой информацией, так как ваше имя и любая информация, которая может идентифицировать вас, будет отредактированы из окончательного отчета. Нет правильных или неправильных ответов. Меня интересует ваш опыт и ваше мнение. С вашего разрешения это интервью будет записано для того чтобы я смогла получить все детали нашего разговора, но в то же время смогла полностью уделить вам. Я также буду записывать то чем вы делитесь. Вся информация, которой вы поделитесь будет храниться в безопасном месте, электронные данные на защищенном паролем сервере и жесткие данные в запираемом шкафу заполнения. По завершении исследования, я уничтожу все копии интервью и стенограммы. Прежде чем мы начнем, пожалуйста, прочитайте эту форму согласия. (Дать форма согласия участнику, включите магнитофон.) У вас есть какие-либо вопросы, прежде чем мы начнем?

- 1) На основе информации, предоставленной вами в анкете, вы получили среднее образование на X языке. Скажите, пожалуйста, какие другие языки вы знаете и ваш уровень владения ими?
- 2) Не могли бы вы рассказать мне, где вы говорите на языке X? И с кем?
- 3) Какие языки можно услышать в вашем доме? На каком языке вы и члены вашей семьи говорите друг с другом?
- 4) Есть ли у вас какие-либо правила использования языков дома? Поощряете ли вы использование некоторых языков дома? Запрещаете ли использование других языков?
- 5) Сколько языков, по вашему мнению, должно быть в казахстанском обществе? На каком языке (языками), по вашему мнению, граждане Казахстана должны свободно владеть?
- 6) Считаете ли вы важным сохранение казахского языка и культуры в обществе?
- 7) Почему вы выбрали язык X как язык обучения? Как вы сделали этот выбор?
- 8) Кто помогает детям с домашней работой на казахском языке? На русском языке? На английском языке?
- 9) Что вы знаете о трехязычной политике? Как и когда вы впервые узнали о ней? Пожалуйста, укажите как можно больше деталей.
- 10) Считаете ли вы, что это реформа будет успешной? Считаете ли вы, что его цели могут быть достигнуты?

**Ата-аналардың үштілдік саясатына көзқарастары жайлы сұхбат хаттамасы****Тіл саясаты, тілдік идеологиялар және практикалар: ата-аналардың үштілдік саясатына көзқарастары**

Сұхбат уақыты:

күні:

орны:

Сәлеметсіз бе, менің атым Назира. Мен Назарбаев Университетінің (NUGSE) Жоғарғы Білім мектебінің магистрантымын. Бұл сұхбатқа уақыт бөлгеніңізге көп рахмет. Біз білім беру саласындағы жаңа үш тілділік саясаты реформасы туралы түсінігізді білу үшін кездестік. Сұхбат 60 минутқа жуық созылады. Сұхбат кезінде кез келген ақпаратты бөлісуге еркін сезініңізді сұраймын. дұрыс немесе бұрыс жауаптар жоқ. Сіздің рұқсатыңызбен сіздің жауаптарыңыз аудиотаспаға жазылады. Бұл таспа парольмен қорғалған серверде сақталатын болады және зерттеу аяқталған соң жойылады. Зерттеу нәтижелері магистрлік диссертацияда пайдаланылатын болады. Зерттеу аяқталғаннан кейін, мен сұхбаттың таспасын және стенограммалардың барлық көшірмелерін жоямын. Біз бастамас бұрын, келісім нысанын оқып шығыңыз. (Қатысушыға келісім нысанын бер.) (диктофонды қос). Сізде қандай да бір сұрақтар бар ма?

- 1) Сіз сауалнамада берген ақпарат негізінде, сіз X тілінде орта білім алдыңыз. Сіз басқа қандай тілдерді білесіз?
- 2) Сіз X тілінде қайда сөйлейсіз ? Кіммен?
- 3) Сіздің үйде қандай тілдерді естуге болады? Сіз және Сіздің отбасы мүшелері бір-бірімен қандай тілде сөйледі?
- 4) Сіздің үйде тілдерді пайдалану қандай да бір ережелер бар ма? Сіздің үйде кейбір тілдерде сөйлесуге ынталандырала ма? Басқа тілдерді пайдалануға тыйым салына ма?
- 5) Сіз қазақ қоғамында қанша тілдер болуы тиіс деп ойлайсыз? Сіз Қазақстан азаматтары қай тілдерді еркін меңгеруі тиіс деп ойлайсыз?
- 6) Сіз қоғамда қазақ тілі мен мәдениетін сақтап қалу маңызды деп есептейсіз бе?
- 7) Сіз балаңызды X тілінде оқуғаның неге таңдадыңыз? Сіз шешімге қалай келдіңіз?
- 8) Кім балаларға қазақ тіліндегі үй тапсырмасын орындауға көмектеседі? Орыс тіліндегі? Ағылшын тіліндегі?
- 9) Сіз үштілдік саясаты туралы не білесіз? Сіз бұл туралы алғаш қалай және қашан білдіңіз? Мүмкіндігінше егжей-тегжейлі ақпарат беруіңізді сұраймын.
- 10) Сіз осы реформа табысты болады деп ойлайсыз ба? Сіз оған қойылған тапсырмаларды орындайды деп ойлайсыз ба?

*Appendix E*

Interview transcript in English	Codes
<p>Researcher: Please, tell me a little about yourself?</p> <p>Parent: I'm a housewife, my husband and I have three children. Our youngest daughter is in the first grade, the middle son is in grade 8 and the eldest son will finish school this year.</p> <p>Researcher: What is their language of instruction?</p> <p>Parent: They all study at Kazakh-medium school, the eldest son wants to study in English is going at Nazarbayev University. He is preparing for SAT exams.</p> <p>Researcher: Why did you choose Kazakh as the language of instruction? (Q7)</p> <p>Parent: We all speak Kazakh at home. This is our <u>mother tongue</u>.</p> <p>Researcher: How did you make this choice? Did you have any discussions about choosing a different language? (Q7)</p> <p>Parent: No, we did not have any discussions. ... Although I wanted my daughter to go to a Russian school. But the husband and his mother insisted that attended to the Kazakh.</p> <p>Researcher: Why?</p> <p>Parent: Because the level of education in Kazakh schools is lower than Russian. For example, when my son began to prepare for the Olympiad [competition] in Physics, I bought him several textbooks in the Kazakh language. He told me not to buy books in Kazakh anymore because there were so many mistakes in these textbooks.</p> <p>Researcher: Based on the information that you provided in the questionnaire, you went to high school with Kazakh language as medium of instruction. Please tell me what other languages do you know and your level of competences in them? (Q1)</p> <p>Parent: I am fluent in Russian. But Kazakh is my <u>dominant language</u>. I read and understand a little Arabic and I am learning Hindi.</p> <p>Researcher: How did it happened that you know Arab and Hindu</p>	<p><b>Mother tongue</b></p>



Стенограмма интервью	коды
<p>Исследователь: Расскажите немного о себе?</p> <p>Родитель: Я домохозяйка, у нас с мужем трое детей. Младшая дочь в первом классе, средний сын в 8 классе и старший сын в это году заканчивает школу.</p> <p>Исследователь: На каком языке обучаются ваши дети?</p> <p>Родитель: Они все учатся в казахской школе, старший сын собирается поступить хочет учиться на английском в Назарбаев Университете. Он усиленно готовится к экзамену ЭсЭйТи.</p> <p>Исследователь: Почему вы выбрали казахский как язык обучения? (Вопрос 7)</p> <p>Родитель: Дома мы все говорим на казахском. Это наш <u>родной язык</u>.</p> <p>Исследователь: Как вы сделали этот выбор? Были ли обсуждения о выборе другого языка? (Вопрос 7)</p> <p>Родитель: Обсуждения как такого не было. (пауза). Хотя я хотела, чтобы моя дочь пошла в русскую школу. Но муж и его мать настояли на том чтобы она пошла в казахскую.</p> <p>Исследователь: Почему?</p> <p>Родитель: Потому что уровень образования в казахских школах ниже чем русских. Например, когда мой сын начал готовиться к олимпиаде по физике я ему купила несколько учебников на казахском. Он мне сказал, чтобы я больше не покупала книги на казахском потому что в этих учебниках было очень много ошибок.</p> <p>Исследователь: На основе информации, предоставленной вами в анкете, вы сами получили среднюю образование на казахском языке. Скажите, пожалуйста, какие другие языки вы знаете и ваш уровень владения ими? (Вопрос 1)</p> <p>Родитель: Я владею русским так же свободно как владею казахским. Но казахский мой <u>основной язык</u>. Читаю и понимаю немного на арабском и учу хинди.</p> <p>Исследователь: Почему вы решили выучить эти языки, которые не характерны для казахстанского общества?</p>	<p><b>Mother tongue</b></p>



*Appendix F**Table A1*

Summary of analysis on relationship between parents' language ideologies and their perceptions of the trilingual policy

Language ideologies	Quotes	Perceptions
Kazakh revitalization (4 parents)	Parent 4: "It is our heritage language",  Parent 8: "Learning the Kazakh language is our duty, but at the same time it is also our privilege".	<ul style="list-style-type: none"> <li>• positive attitudes and high expectations of the policy.</li> <li>• reservations that children from Russian-medium school would be able to become proficient in Kazakh.</li> </ul>
Societal multilingualism (4 Parents)	Parent 9: "Because I speak Kazakh and Russian I get promoted faster at work. It also helped me with my [Kazakh dominant] mother and father in-law"	<ul style="list-style-type: none"> <li>• positive attitudes and high expectations of the policy.</li> <li>• named only benefits for future career perspectives.</li> <li>• did not name cognitive development or multiculturalism and tolerance.</li> </ul>
Nationalistic view on Kazakh revitalization (1 parent)	Parent 3: "Kazakhs should speak in Kazakh with each other"	<ul style="list-style-type: none"> <li>• 3 in 1</li> <li>• fears language losses the result of trilingual policy.</li> </ul>
Russophone (1 parent)	Parent 2: "We don't need Kazakh"; "Changing language of instruction would not fix the problem [of education]"	<ul style="list-style-type: none"> <li>• wished trilingual policy to never be implemented.</li> </ul>