

**The Impact of Moving to Kazakhstan from Abroad on Bolashak International
Scholarship Program Graduates' Family Language Policy**

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in

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Dear Anar **Kenzhebalina**:

This letter now confirms that your research project titled **The Impact of Moving to Kazakhstan from Abroad on Bolashak International Scholarship Program Graduates' Family Language Policy** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely,

Bridget Goodman

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Abstract

The Impact of Moving to Kazakhstan from Abroad on Bolashak International Scholarship Program Graduates' Family Language Policy

Kazakhstan is a developing country that gained independence in 1991; therefore, to improve its human capital and the number of highly qualified professionals, former president Nursultan Nazarbayev created the Bolashak International Scholarship program, which allows students to study abroad at prestigious universities and covers all the expenses. Nowadays, the program awards scholarships only for master's, PhD, and internship programs, consequently attracting more older students with families. As a result, some Bolashak scholarship holders travel for academic purposes with family members, including children, and return to Kazakhstan upon the completion of the program, which might impact the language policy of the families (FLP). Therefore, the present study explored the impact of moving to Kazakhstan from abroad on the FLP of Bolashak Program graduates within Spolsky's language policy framework, which analyses language ideologies, language practices, and language management. The study employed the qualitative case study approach, and three data collection instruments (audio observation, parental reflective journal, and semi-structured interview) were used to study the cases of two families who studied in the UK and the USA. Regarding the findings, it was found that the language practices were impacted by influential factors such as toys and cartoons rather than by moving from abroad to Kazakhstan. Additionally, language practices have changed, but not notably, because of the availability of resources, such as the KMI and EMI education sectors in Kazakhstan. Regarding language management, the Bolashak program work obligation impacted the decision on language choice before moving to Kazakhstan from abroad. Lastly, Kazakh and Russian language ideologies were found to be the same for both families

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and were not impacted by the move to Kazakhstan. However, the English language ideology of one family was affected by their stay abroad through the Bolashak program, whereas the second family's ideology was found to be similar to the local population of Kazakhstan.

Keywords: Family language policy, Kazakhstan, Bolashak program, international students, transnational moving

Аңдатпа

«Болашақ» Халықаралық Стипендиялық Бағдарламасымен Білім Алған Түлектердің Шетелден Қазақстанға оралудың Отбасылық тіл Саясатына Әсері

Қазақстан – 1991 жылы тәуелсіздік алған дамушы мемлекет; сондықтан адами капиталды және жоғары білікті мамандар санын арттыру үшін бұрынғы президент Нұрсұлтан Назарбаев студенттерге беделді университеттерде шетелде білім алуға мүмкіндік беретін және барлық шығындарды өтейтін «Болашақ» халықаралық стипендиясы бағдарламасын құрды. Қазіргі уақытта бағдарлама тек магистратура, PhD докторантура және тағылымдамадан өту бағдарламалары үшін стипендия тағайындайды, осылайша көбінесе отбасылары бар студенттерді тартады. Нәтижесінде, кейбір «Болашақ» стипендиясының иегерлері отбасы мүшелерімен, соның ішінде балаларымен бірге академиялық мақсатта сапарға шығады және бағдарлама аяқталғаннан кейін Қазақстанға оралады, бұл отбасылардың тіл саясатына (ОТС) әсер етуі мүмкін. Сондықтан бұл зерттеу тіл идеологияларын, тіл тәжірибесін және тілді басқаруды талдайтын Спольскийдің тіл саясаты шеңберінде «Болашақ» бағдарламасы түлектерінің Қазақстанға шетелден көшуінің ОТС әсерін зерттеді. Зерттеуде сапалы жағдайды зерттеу әдісі қолданылды және Ұлыбритания мен АҚШ-та оқыған екі отбасының жағдайын зерттеу үшін деректер жинаудың үш құралы (аудио бақылау, ата-аналық рефлексиялық журнал және жартылай құрылымдық сұхбат) пайдаланылды. Нәтижелер бойынша тіл тәжірибесіне шетелден Қазақстанға көшу емес, ойыншықтар мен мультфильмдер сияқты ықпалды факторлар әсер еткені анықталды. Бұған қоса, тіл тәжірибесі сәл өзгерді, Қазақстандағы қазақ тілді және ағылшын тілді білім секторлары сияқты ресурстардың қолжетімділігіне байланысты. Тілдерді басқаруға келетін болсақ, «Болашақ» бағдарламасының жұмыс міндеттемесі шетелден Қазақстанға көшкенге

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дейін тілді таңдау туралы шешімге әсер етті. Ақырында, қазақ және орыс тілінің идеологиясы екі отбасы үшін де бірдей екені анықталды және Қазақстанға көшу ОТС-ке әсер етпеді. Алайда, бір отбасының ағылшын тіліндегі идеологиясына олардың «Болашақ» бағдарламасы арқылы шетелде болуы әсер етсе, екінші отбасының идеологиясы Қазақстанның жергілікті халқына ұқсас екені анықталды.

Түйін сөздер: Отбасылық тіл саясаты, Қазақстан, Болашақ бағдарламасы, халықаралық студенттер, трансұлттық көшу.

Аннотация**Влияние переезда в Казахстан из-за границы на семейную языковую политику выпускников Международной стипендиальной программы «Болашак»**

Казахстан – развивающаяся страна, получившая независимость в 1991 году; поэтому для улучшения человеческого капитала и количества высококвалифицированных специалистов бывший президент Нурсултан Назарбаев создал международную стипендиальную программу «Болашак», которая позволяет студентам учиться за границей в престижных университетах и покрывает все расходы. В настоящее время программа присуждает стипендии только для программ магистратуры, докторантуры и стажировок, что привлекает больше студентов старшего возраста с семьями. В результате некоторые стипендиаты «Болашак» путешествуют с академическими целями вместе с членами семьи, включая детей, и возвращаются в Казахстан после завершения программы, что может повлиять на языковую политику семей (СЯП).

Таким образом, в настоящем исследовании изучалось влияние переезда в Казахстан из-за границы на СЯП выпускников программы «Болашак» в рамках языковой политики Спольски, которая анализирует языковые идеологии, языковые практики и языковой менеджмент. В исследовании использовался качественный подход к изучению конкретных случаев, а для изучения случаев двух семей, обучавшихся в Великобритании и США, использовались три инструмента сбора данных (аудионаблюдение, родительский дневник и полуструктурированное интервью). Что касается результатов, было обнаружено, что на языковую практику повлияли такие влиятельные факторы, как игрушки и мультфильмы, а не переезд из-за границы в Казахстан. Кроме того, языковая практика изменилась, хотя и не столь заметно, благодаря наличию ресурсов, таких как образовательные сектора на казахском и

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английском языках в Казахстане. Что касается языкового управления, обязательства по программе «Болашак» повлияли на решение о выборе языка перед переездом в Казахстан из-за границы. Наконец, казахская и русская языковая идеология оказалась одинаковой для обеих семей, и переезд в Казахстан не повлиял на нее. Однако на англоязычную идеологию одной семьи повлияло их пребывание за границей по программе «Болашак», тогда как идеология второй семьи оказалась схожей с идеологией местного населения Казахстана.

Ключевые слова: Семейная языковая политика, Казахстан, программа «Болашак», иностранные студенты, транснациональный переезд.

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1. Introduction

Background Information

Kazakhstan is a young, developing country that gained its independence in 1991. Since 1991, the country has undertaken many actions that have helped its development. In the education system, two major actions are relevant to the present study: trilingual education policy and the Bolashak International Scholarship Program. In line with globalization and internationalization, the education system of Kazakhstan implemented a trilingual education policy, so students could be competent in three languages, namely Kazakh, Russian, and English, upon finishing school. Although Kazakhstan is not among the top countries in terms of the English Language Proficiency Index (EF, 2023), the number of people who want to increase their English language level is increasing (Hajar, 2023). For example, the demand for the English language in Kazakhstan has increased in shadow education sectors and EMI elementary and secondary schools (Hajar, 2023).

Another pressing demand for the newly independent country was to improve its human capital. Kazakhstan gained its independence in 1991 when major changes and economic crises were taking place due to transitions in the country's market economy. This resulted in the urgent need for economic and social modernization, which can be achieved with the help of highly qualified professionals (Bokayev et al., 2020). For this purpose, former president Nursultan Nazarbayev created the Bolashak International Scholarship Program in 1993, which allows students to study abroad at prestigious universities, covers all the expenses (daily, travel, and tuition fees), and obliges the graduates to return to Kazakhstan and work for 3-5 years. While initially there were scholarships for Bachelor's students, nowadays, the program provides scholarship awards only for Master's, Ph.D., and internship programs. Consequently, Bolashak students travel for academic purposes abroad, predominantly to English-speaking countries with family members, including children, and

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then return to Kazakhstan. This move could impact the family language policy (hereinafter FLP) of Bolashak graduates due to external and internal factors in the places where they have stayed and lived.

According to King et al. (2008), Family language policy (FLP) is the field that studies how language(s) is(are) used in day-to-day interaction between family members at home, about parents' language ideologies and beliefs, their attitudes towards the language, and its impact on parents' language decision in families and children's language repertoire. FLP combines two distinct fields of study: child language acquisition and language policy (King et al., 2008). According to Spolsky (2004), the study of language policy includes the analysis of three aspects, namely (1) language beliefs and ideologies, (2) language practices, and (3) language management. It was noted that little attention is paid to the context of home within the language policy field, whereas most of the studies covered the institutional contexts, such as school, state, and workplace (King et al., 2008).

The family is considered a dynamic sociolinguistic unit shaped by the different external and internal factors that impact the family's language policy (Curdt-Christiansen & Sun, 2022). Curdt-Christiansen and Huang (2020) divided FLP factors into two groups, namely internal (emotional, identity, parental impact beliefs, and child agency) and external (socioeconomic, sociolinguistic, sociocultural, and sociopolitical), and showed how each factor could either facilitate or hinder the implementation of FLP designed by parents and children. Additionally, it is important to note that other factors might impact the FLP, such as parents' role, age, cartoons, and toys.

Problem Statement

There are Bolashak graduates who travel abroad for academic purposes with family members through the Bolashak program or self-funded, and consequently, they change the linguistic environment from Russian/Kazakh dominated to the dominant language (usually

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English) of the country where the education sector is located. This in turn might impact the language dynamics and choices of the families. For example, based on anecdotal evidence, similar movements from foreign countries (primarily English-speaking countries) to Kazakhstan might impact the language dynamics and the language choices within the families of Bolashak graduates upon their return to Kazakhstan to complete 3-5 years of mandatory work. Notably, the movement might impact parents' language practices, language management, and language ideologies of how they use the language(s) abroad and after their return to Kazakhstan. For instance, parents might have linguistic conflicts in their FLP of having experienced one language (English) and managing two other languages (Kazakh and Russian) after returning to Kazakhstan, which might either lead to bi/trilingual or monolingual language policy at home in favor of either English or the national languages of Kazakhstan, namely Kazakh and Russian. However, no study has shown the impact in the Kazakhstani context. Although FLP within Spolsky's framework has been studied from the perspectives of local Kazakhstani families (Jumagaliyeva, 2021; Kambatyrova, 2023; Valieva et al., 2019), it has not been studied from the perspective of the Bolashak program graduates and the impact of movement on FLP. Therefore, I think filling this gap in the FLP field in the Kazakhstani context about Bolashak program graduates is important.

Purpose of the Study

The purpose of this qualitative study is to explore the impact of moving to Kazakhstan from abroad on the FLP of Bolashak International Scholarship Program graduates within Spolsky's language policy framework, which analyses language practices, language management, and language beliefs and ideologies. The following research question and sub-questions were addressed in this study.

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Research Questions

1. How did the movement impact the FLP of Bolashak graduates?
 - a. How did the movement impact the language practices of Bolashak graduates?
 - b. How did the movement impact the language management of Bolashak graduates?
 - c. How did the movement impact the language ideologies of Bolashak graduates?

Significance of the Study

Bolashak International Scholarship Program policymakers in the education field may benefit from this study by reflecting on how to support Bolashak graduate families in maintaining three languages at home upon their return to Kazakhstan after their stay abroad, and future Bolashak International Scholarship Program holders (parents) may think more consciously about their FLP and make decisions based on possible language-related impact of the movement.

Outline of the Thesis

This thesis consists of six chapters. The first chapter provides background information, problem statement, purpose of the study, research questions, and the significance of the study with potential benefits for policymakers of the Bolashak program and parents who plan to study abroad through the Bolashak program. The next chapter, the literature review, presents in detail the language policy framework developed by Spolsky (2004), the factors that impact the FLP, and introduces the transnational family's phenomenon from the FLP perspective. The chapter also reviews the studies conducted in the Kazakhstani context related to FLP. The third chapter presents the study's methodology including the research

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design, research site and participants, data collection instrument and procedures, data analysis, and ethical considerations. The fourth chapter shows the present study's findings collected from three data collection instruments: semi-structured interviews, parental reflective journal diary, and audio observations. The discussion chapter presents the major findings and their interpretation in relation to the studies that were previously conducted in the FLP field. Finally, the last chapter presents the key findings, limitations, and recommendations and concludes with directions for further research.

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2. Literature Review

The present study aims to explore the impact of moving to Kazakhstan from abroad on the FLP of Bolashak International Scholarship Program graduates within Spolsky's language policy framework, which analyses language practices, language management, and language beliefs and ideologies based on the following research questions:

1. How did the movement impact the FLP of Bolashak graduates?
 - a. How did the movement impact the language practices of Bolashak graduates?
 - b. How did the movement impact the language management of Bolashak graduates?
 - c. How did the movement impact the language ideologies of Bolashak graduates?

This chapter discusses Spolsky's language policy model as a theoretical framework and the factors that might influence the family language policy. It then defines transnational families and finally discusses family language policy in the Kazakhstani context. The chapter concludes by arguing that based on the previous studies conducted in this field, the family language policy, through Spolsky's language policy model lenses, needs to be studied from the perspective of Bolashak graduates in the Kazakhstani context.

Theoretical Framework: Spolsky's Language Policy Model

Family language policy (FLP) combines two distinct fields of study, namely child language acquisition and language policy (King et al., 2008). According to Spolsky (2004), the study of language policy includes the analysis of three components, namely (1) language ideologies, (2) language practices, and (3) language management. It was noted that within the language policy field, little attention is paid to the context of home, whereas the majority of the studies covered the institutional contexts, such as school, state, and workplace (King et al., 2008).

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According to King et al. (2008), FLP studies how language(s) is used in day-to-day interaction between family members at home, parents' language ideologies and beliefs, their attitudes towards the languages, and its impact on parents' language decision in families and children's language repertoire. Therefore, the present study explores the FLP in the Kazakhstani context from the perspective of Bolashak graduates based on the three language policy components developed by Spolsky (2004) to study their cases from three different perspectives: language management, ideology, and practices.

Language management is considered the core component of the language policy framework, which refers to the particular efforts made by organizations, countries, people, including in the present study's case family members, to form the use of particular language(s) in the family (Spolsky, 2004). In the context of Bolashak graduates, for example, parents might choose English, Kazakh, or Russian as the main home language used by all family members and make certain steps towards achieving this goal, such as speaking only Kazakh to family members and ignoring them when they speak other languages. Thus, the family contributes to planning regarding the language(s) at home.

The second component is known as language ideologies, which refers to the beliefs that one has regarding the language's prestige or values, which might vary depending on the context or individual's perceptions, attitudes, ideologies or beliefs towards the language (Spolsky, 2004). Additionally, Shen et al. (2021) identified two types of language ideologies, namely value evaluation and emotive evaluation. The former is related to a situation when the usefulness and importance of the language are relatively higher compared to other languages, whereas the latter is related to the emotional attachments of the parents to the language. In the present study, understanding the language beliefs and ideologies of the Bolashak graduates about each of the three languages (Kazakh, Russian, and English) might contribute to identifying the factors that might influence their language decisions or language policies.

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The third factor is language practices, which refer to the real language decisions or behaviours made by people in daily life, which can be studied through observation methods (Spolsky, 2004). This perspective might contribute to seeing and understanding how the family language policy works in the real life of Bolashak graduates, what language is used by whom, and who the driver is.

Spolsky's language policy framework might help to study the Bolashak graduates' cases in depth from three different perspectives, from the plans they have built regarding the language used in their families and what factors impacted their decision to the demonstrations of the language(s) spoken between the family members in daily life. Therefore, this framework is considered the most suitable one to study and analyze the influence of moving from abroad to Kazakhstan on Bolashak graduates' language management, ideologies, and practices from the FLP perspective.

Factors Influencing Family Language Policy

FLP has been studied from different perspectives depending on the factors that impact it, which either hinder or enhance particular language development. In the literature review, several factors were found that might be related to the transnational families or Bolashak program holders whose linguistic environment changes over a particular time.

Internal and External Factors

As mentioned earlier, the FLP has been studied from different perspectives, and depending on the study's context and aim, the categorization and types of factors that influence FLP vary. For instance, Curdt-Christiansen and Huang (2020) divided FLP factors into two groups, namely internal and external. According to Curdt-Christiansen and Huang (2020), internal factors are related to the things that are inside the family, such as family members' attitudes, perceptions towards the languages and cultural traditions, how they see

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themselves in the future, and the actions that parents can take to impact the FLP and the child's language repertoire. On the contrary, external factors are related to the social factors (sociocultural, socio-political, socioeconomic, and sociolinguistic) that come from outside of the family settings but impact the family members' choices, such as how particular languages are used in the country or the world, government policies in terms of languages, the opportunities that the language brings for them. Although the scholars have divided the factors into two groups, they also noted that there is no strict boundary between these two factors, as they are related and can overlap (Curdt-Christiansen & Huang, 2020).

Internal Factors. Firstly, Curdt-Christiansen (2018) named the main factors that impact the FLP decision, such as parents' background, home environment, and economic resources. Then, since all these factors came primarily from within the family and impacted the FLP, they were expanded and grouped as internal factors, which consist of the following factors: emotional, identity, cultural, parental impact beliefs, and child agency. However, the present study focuses only on the following factors that might be more relevant to the Bolashak graduates' families: toys and cartoons, child agency, and parental impact beliefs. Therefore, these factors are discussed in this section.

Toys and cartoons can be considered as one of the key factors that impact the child's language development and FLP within the family, which can be considered as part of the home environment of the internal factors. Cartoons might be considered as one of the common sources that hinder or enhance the particular language development of the child. For example, Saleem and Khan (2023) studied the impact of media on children's L2 vocabulary acquisition process. The study participants, parents and children with access to different media, were observed for 16 weeks. The study's findings show both positive and negative impacts of cartoons on children. Regarding the positive impacts, it was found that

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English cartoons enhanced the English language development of the children, mainly their vocabulary skills. However, the disadvantage of the cartoons was also found, which was related to the content of the cartoons, which were inappropriate for the child's age and negatively influenced the child's behaviour. For example, some children started misbehaving or repeating the negative actions of the cartoon characters. On the other hand, Et-Bozkurt and Yağmur (2022) found the negative impact of the cartoons as a threat to the heritage language development of migrant families. The study explored the FLP of second-third-generation Turkish people living in Australia, and it was found that parents consider cartoons that are broadcast on regional local channels in the English language to create a shift to the English language of children, not to their heritage language, Turkish. As a result, it can be seen that cartoons can either enhance or hinder the particular language development of the child, which might impact the FLP in cases where the family has a child agency policy in which the child speaks the language that feels comfortable and has learned from cartoons.

Regarding the toys, talking toys can be considered as one of the most common that impacts the FLP. Parents tend to buy different talking toys for their children for entertainment purposes. However, it is important to mention that talking toys might serve as cartoons that children tend to repeat after; consequently, if the talking toy speaks in English, the child might repeat the words or expressions after the talking toys and start picking up these phrases in English. As a result, the child might start learning new vocabulary. In the Kazakhstani context, Amantay et al. (2017) conducted a study about the FLP and found that Russian talking toys were present as a language development tool in Kazakh-speaking families. However, it is important to note that the impact of the talking toys was not noted in the study. In the present study, those resources used by parents for entertaining purposes, such as

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cartoons and toys, might implicitly impact the child's language development and language repertoire and FLP.

Child agency is considered as one of the internal factors that impact the FLP, where the main driver of the language is the child, who decides on the dominant language (Smith-Christmas, 2020). However, it was found that parents might have different attitudes towards the child who decides to 'run the show' (Tuominen, 1999, p.71, as cited in Smith-Christmas, 2020); either positive by supporting the switching to the language the child feels more comfortable in or negative by insisting on the usage of another language that child does not prefer in general or at the moment. Additionally, it is important to note that these changes in a child's language repertoire and preferences might be impacted by external factors, such as the language of the environment, i.e. school, or the child's friends (Smith-Christmas, 2020; Curdt-Christiansen & Huang, 2020). For example, Nyikos (2014) studied immigrant families living in the USA and found one type of parents who support the child's agency first in code-switching and then in complete switching from Turkish to English when the child started attending the local daycare with English medium of instruction. The main reason was that the child's language preferences were valued and respected by the parents, so they let the child speak the language the child felt comfortable with. Secondly, parents consider switching from Turkish to English useful for a child living in an English-speaking community to improve his dominant (English) language competencies. As a result, it can be seen that the child agency might start because of the impact of the external factors on the child's language attitudes and preferences, which consequently impacts the FLP within the family as an internal factor. In other words, the overlap between the factors can be seen in the child agency factor.

Parents' Role in Shaping FLP. According to de Houwer (1999, as cited in

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Curdt-Christiansen & Huang, 2020), parents' impact beliefs are about parents' conviction regarding their language abilities and responsibilities to raise the child in the first language or bilingual. However, it is important to note that parental impact beliefs are shaped by their past experiences or by external factors, which clearly shows the overlap between the internal and external factors. Therefore, this section demonstrates the parents' role in shaping the FLP separately, as some of them were impacted by external factors, particularly from three perspectives: parental involvement, parental agency, and parents' educational background.

According to Hajar (2019), two types of parental involvement impact the child's language development: positive and neutral to negative. Regarding positive parental involvement, it was found that there are direct and indirect types. The former is defined as when the parents decide to take active involvement in the child's language development by intentionally purchasing useful resources. In contrast, the latter is defined as the parent's emotional and financial support for language development when the child requires it. Regarding neutral to negative parental involvement, it was defined as the parents' active involvement in delaying or deterring the use of language resources or materials for a reason.

Another parent' role that impacts the FLP is defined as a parental agency. Peng and Wan (2023) found two levels of parental agency: the first is related to the families where parents decide on the language environment based on family members' language repertoire, and the second is related to the decision regarding the education resources that are used to develop particular language skills of the child, not spoken in the country where the family is living, that parents or other family members are not fluent. The role of parents' language literacy in shaping FLP was found by Yagmur and Bohnacker (2022), where immigrant parents with low skills in heritage language, acting as a resource in FLP, could negatively impact children's heritage language skills. The second level of parental agency can be related

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to language management since parents make decisions, such as the language of instruction in the education sector that the child will attend, based on particular reasons (Peng & Wan, 2023). As a result, it can be seen that parental agency is when parents make decisions on which language to maintain and leave for later or let go, which in turn builds language hierarchy within the family (Curdt-Christiansen & Wang, 2018) and FLP.

Additionally, it was found that the role of parents' immigrant and educational background impacts the FLP. For example, Curdt-Christiansen (2009) studied Chinese immigrants living in Canada and found that parents with educational and immigrant backgrounds have high expectations for their children's education, which might be achieved with a high level of language and literacy. It was found that parents believe that excellent academic performance might bring good opportunities for the child in the future, where language proficiency plays a crucial role. According to the author, this kind of parental ideology impacted by their educational background might impact the FLP and language practices of a particular language within the family.

External Factors. The families do not live isolated but interact with the larger social environment, which is outside the families (Curdt-Christiansen & Huang, 2020), which might impact or change the family members' language beliefs, management, or practices, consequently, their FLP. According to Spolsky (2004), there are four types of external factors that impact the FLP: sociocultural, socioeconomic, sociolinguistic, and sociopolitical.

The impact of socioeconomic factors was found by Shouhui and Liu (2010) in a Singaporean context. The number of families who choose English as the L1 for their children is increasing due to the fallen prestige of the Chinese language that was impacted by the high number of people with low socioeconomic status who use Chinese in contrast to the group of people with high socioeconomic status who use English. As a result, it can be

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seen that parents in this context choose the language that brings more opportunities for their children and may contribute to the economic growth of the family and the children due to their English language competencies. A similar parental language ideology that was impacted by socioeconomic factors was found by Kambatyrova (2023) in the Kazakhstani context, where parents see and want the child to learn English because of the opportunities that the language brings to children.

Additionally, parents might have certain beliefs and ideologies about the status or prestige of the languages and make FLP decisions based on it, which is considered as a sociolinguistic factor. For example, according to Curdt-Christiansen and Huang (2020), Chinese parents are now using Mandarin as the dominant language and teaching their children, but not their home dialects, because of the prestige of the Mandarin language nowadays. As a result, the dominant language of the families changed from a less prestigious to a more prestigious language because of the sociolinguistic impact on parents' ideologies.

On the other hand, parents might have these beliefs and values about the language linked to their culture, which is considered as a sociocultural factor. For instance, in the Kazakhstani context, Smagulova (2019) found the tendency among Russian-dominated families to send their children to KMI school because of the cultural values they attached to the Kazakh language. Parents want their children to learn the language of their roots, origin, and identity, which is the Kazakh language. This finding demonstrates the impact of sociocultural factors on the parents' language ideology, which might impact their FLP when the child starts code-switching between Russian and Kazakh.

According to some findings, policies set by the government, especially language education policies, might sociopolitically impact the FLP. For example, Curdt-Christiansen and Morgia (2018) studied immigrants from Italy and China and Urdu-speaking families

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living in the UK. It was found that although the parents wanted to maintain and practice their home language, most of the time, the child spoke English because of the EMI school homework. As a result, the child spends time working on homework and at the same time practising English with almost no time to practice the home language with parents. It can be seen that sometimes policies set by the government or language in education might impact the efforts made by immigrant parents who prefer to practice their home language but not the dominant language (Curdt-Christiansen & Lanza, 2018).

To sum up, it can be seen from the examples and findings presented in this section that there is an overlap and not a clear border between the internal and external factors. It was found that the language ideologies, language management, and language practices of parents and children might be impacted by external factors, which might change the internal factors of the FLP. This might be related to the population of the present study since they have an experience of living in different linguistic environments with different policies, language values, and economics, which might impact their language decision and preferences. Therefore, due to the overlap between the external and internal factors, in the present study, I have grouped the factors depending on the doer of the factor that might impact the participants' FLP: influential resources (toys, cartoons, books), parents' role, child agency, and external factors (socioeconomic, sociocultural, sociolinguistic, and sociopolitical).

Transnational Families

In the present study, movement can be considered one of the factors that might impact FLP. Therefore, in order to study the impact of movement on Bolashak graduates' FLP, it is essential to review the literature with similar cases - transnational families.

Firstly, it is important to define the term 'transnational families' before discussing the language issues that these families might face abroad. In contrast to immigrant families,

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whose initial aim is a move with a permanent stay abroad, transnational families are defined as the family who remain connected from the host country with friends and relatives and has the potential to return to their home country (Hua & Wei, 2016), or depending on their reasons of the movement. It is important to note that the definition of transnational families and the types of family members might vary depending on the country or culture and whether it is defined as a nuclear or extended family (Hirsch & Lee, 2018).

There are different reasons why families move to another country and become transnational, but the leading and most common are political, economic, and educational purposes (Cho et al., 2010). However, Hirsch and Lee (2018) pointed out only two most common reasons for transnational families to move: economically and educationally. The latter is similar to the Bolashak graduates, who are the participants of the present study. According to Bae (2015), education-motivated transnational families mostly move to English-speaking countries with the purpose of developing their children's education opportunities and improving their English language skills. Unlike Bolashak graduates, who are more motivated to get a high-quality education in the leading university of their field for themselves, transnational families in other studies are linguistically motivated both for their children and for themselves (Bae, 2015; Hirsch & Lee, 2018; Hirsch & Kayam, 2021; Song, 2010; Cho & Shin, 2008). The unique motivation of Bolashak graduates, driven by their personal and professional aspirations, sets them apart from other transnational families.

It is essential to mention that movement generally impacts the different aspects of people's lives, and transnational families are no exception. For example, their attitudes towards the language(s) and family language policy can be affected. One of the most frequent questions related to language that transnational families face is what language to maintain, to learn, or to use. Most families' decisions in terms of language directly depend on their

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intention of how long they plan to stay in that host country, either short or long-term (Hirsch & Lee, 2018; Hirsch & Kayam, 2021).

Hirsch and Lee (2018), who reviewed the studies on the topic of transnational families, delineated three types of categories of options in terms of language that transnational families consider, namely the family's L1 or, also referred to as heritage language, the dominant language of the host country, or another language from the family's linguistic repertoire. This information can be related to the present study since Bolashak graduates travel with their families to the host country from a multilingual country, Kazakhstan, and are subject to the necessity of selecting the home language for their family, mainly among the options noted earlier. It was found that heritage language is chosen as the main language when the families have plans or intentions to return to their home country and, hence, are not staying in the host country for a long time. Parents see the necessity of supporting the heritage language and are aware of the possible difficulties that they, as parents or children, can face when returning to their home country. Therefore, the family's plan for the duration of the stay can be considered as one of the main factors that affect their decision-making process regarding the main language spoken in the family, either permanent or temporary (Hirsch & Lee, 2018; Hirsch & Kayam, 2021). However, it was also found that transnational families might face potential challenges while maintaining their L1 or heritage language as the home language in the host country (Hua & Wei, 2016). One of them is the lack of opportunities that help them to maintain and practice their heritage language, such as schools. Instead, transnational families gather and communicate with people from the same country or speak the language the families want to maintain. It can be considered as one of the ways to maintain heritage language for transnational families (Hua & Wei, 2016).

The case of transnational families who decide to maintain their L1 or heritage language abroad due to their plans of returning to their home country can be similar to

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Bolashak graduates, who move to the host country for a short period depending on the duration of their degree program but are required to return to Kazakhstan upon the completion of their studies (Bokayev et al., 2020; Sagintayeva & Jumakulov, 2015; Nessipbayeva, 2015; Bolashak, 2023). Hence, this result of the present study can be compared to the results of the previously noted studies to demonstrate whether the duration impacted the language decisions of the graduates similarly or not.

Thus, this section has discussed the transnational families, the potential challenges they might face regarding their FLP, and the impact of different types of factors on the home language decision, such as the duration of the stay and the motivation to move to the host country. As a result, it can be seen that factors that might impact transnational families vary in contrast to ordinary families who do not move from one linguistic environment to another. Therefore, Hirsch and Lee (2018) argue that based on the empirical evidence, the framework of the FLP and the perceptive do not suit all types of families. Therefore, the present thesis study studied the impact of movement on Bolashak graduates' FLP, who can be considered transnational families in the Kazakhstani context. These families moved to English-speaking countries and returned to their home country after finishing the program, similar to transnational families, which is the main reason the cases of transnational families were discussed in the literature review chapter.

Kazakhstani Context

In the Kazakhstani context, as noted earlier, one of the most common examples of transnational families with a temporary stay abroad are the graduates of the Bolashak program, who stay abroad for the duration of the academic program and are obliged to return to Kazakhstan. Further information about this program has been provided in the Introduction chapter. Hence, this section focuses on the language ideologies and family language policy in the Kazakhstani context.

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Language Ideologies and Family Language Policy in Kazakhstan

This section covers family language policy in the Kazakhstani context. It is important to note that the studies conducted on this topic in the local context are limited. Therefore, this section discusses only the limited literature, which does not cover all three parts of Spolsky's framework, which is the primary framework of the present study.

Regarding the new generation and their language preferences, Jumagaliyeva (2021) conducted a study to learn more about the language choices of ethnic Kazakh youth living in four different parts of the country and the factors that impact their choices. The findings show that Russian is preferred as a language of day-to-day communication, whereas Kazakh is mostly used at home. The factors can be related to the context (to whom and where the language is used), the prestige of the language (Russian is found to be a prestigious language), and the youth's negative attitude towards the Kazakh language. These results might be helpful to understand more about the different types of factors that influence the FLP of Bolashak graduates who lived abroad and returned back to Kazakhstan.

Regarding parents' language ideologies, Kambatyrova (2023) studied how external factors influence parents' language ideologies in the context of trilingual education policy in Kazakhstan. Regarding the parents' language ideologies and attitudes towards the languages, Kazakh is associated with ethnic values, whereas Russian is used for interethnic communication, and English is a language that opens new opportunities for their children. Moreover, the author studied parents' language ideologies from two new different perspectives (factors), namely the education factor introduced by Tarhan (2003, as cited in Kambatyrova, 2023) and the geographical location introduced by Chen (2011, as cited in Kambatyrova, 2023). These two factors might be helpful for this study in understanding parents' FLP decisions better since the dominant language varies depending on the city's

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geographical location in Kazakhstan and due to the wide variety of EMI, RMI, and KMI schools in Kazakhstan.

Although there is limited research on FLP in the Kazakhstani context, two studies conducted on FLP are presented in this chapter. Valieva et al. (2019) conducted survey research on the FLP in the Kazakhstani context and the impact of Spolsky's language policy model on FLP. The findings show that the language beliefs model mostly impacted participants' FLP compared to language practices and language management. Families' language choice depended on the dominant language spoken by the society. As a result, the data showed that the most popular language spoken at home was Kazakh, followed by Russian and English. Here, it is essential to mention that some families use English as the main language at home, while all the families are from and based in Kazakhstan. Additionally, regarding the role of the English language at home, recently, it was highlighted that the number of Kazakh kids speaking English as their first language at home is gradually increasing (Talapuly, 2023).

Summary

Based on the studies discussed in this chapter, it can be seen how FLP and the three aspects of the language policy framework developed by Spolsky, language ideology, management, and practices, are closely connected. Additionally, based on the findings from previous research (Curdt-Christiansen & Huang, 2020; Curdt-Christiansen & Sun, 2022; Curdt-Christiansen & Gao, 2021; Et-Bozkurt & Yağmur, 2022; Tannenbaum, 2012) it can be seen how different factors influence the FLP from different perspectives. Therefore, based on the factors impacting FLP, it was categorized into groups depending on the doer of the factor that might impact the participants' FLP: influential resources (toys, cartoons, books), parents' role, child agency, and external factors (socioeconomic, sociocultural, sociolinguistic, and sociopolitical).

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Then Hirsch and Lee (2018) argued, based on the empirical evidence, that the perspective and the framework of the FLP do not suit all types of families, especially transnational families. One of the main arguments proposed by the authors is that different factors might be applied to the transnational families' case that might impact their FLP in contrast to ordinary families who do not change their linguistic environment, such as the purpose of the movement, the duration of stay there, and the plans for their future.

Based on the studies of the FLP in the Kazakhstani context, it can be seen that the FLP has been studied in the Kazakhstani context through the lenses of Spolsky's language policy of the local people living in Kazakhstan but has not been studied from the perspective of graduates of Bolashak international scholarship program; hence, the present thesis work fills the research gap by studying the impact of the movement on Bolashak graduates' FLP. The following methodology chapter presents the methods and approaches used to collect and analyze the present study's data.

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3. Methodology

This present research aims to explore the impact of moving to Kazakhstan from abroad on the FLP of Bolashak International Scholarship Program graduates within Spolsky's language policy framework, which analyses language beliefs and ideologies, language practices, and language management based on the following research questions:

1. How did the movement impact the FLP of Bolashak graduates?
 - a. How did the movement impact the language practices of Bolashak graduates?
 - b. How did the movement impact the language management of Bolashak graduates?
 - c. How did the movement impact the language ideologies of Bolashak graduates?

Qualitative research with three different research instruments was conducted to answer research questions and achieve the research aim. This section reviews and justifies the present study's research design, data collection instruments, data collection and analysis methods, and ethical considerations of the study.

Research Design

In line with the research aims the present study employed a qualitative research approach, which is used to explore and understand the participants' experiences regarding a particular phenomenon, where the datum is collected in a word-based format and generates the theories based on the findings (Creswell, 2014; Farghaly, 2018). Moreover, the qualitative approach helps the participants describe what they think of the situation and their feelings at that moment (Patton, 1990). In the present research, the movement from the host country back to Kazakhstan could be considered as a particular situation. Additionally, qualitative research does not limit participants' abilities to express or interpret their experiences and ideas since they do not have to choose the options the researcher has prepared (Merriam &

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Tisdell, 2015; Braun & Clarke, 2013). As a result, the qualitative approach allowed me to receive in-depth information from the participants related to the phenomenon of FLP.

In terms of the research aim and design, the study employed a case study with a sequential multiple-cases approach, which is used to understand different complex social phenomena from the real world by focusing on the person, organization, programmes, place, etc. (Yazan, 2015). Additionally, a case study is used when little is known about the field of study (Yazan, 2015; Yin, 2017). In this present study, the case study allowed me to study the impact of moving to and being in an English-speaking country and returning to Kazakhstan, which has not been studied separately from other cases in the Kazakhstani context. Since the study cannot be conducted simultaneously at two families' homes, the sequential multiple-cases approach was the most suitable type of case study, allowing the researcher to study, observe, and interview families one after another.

Sampling

The proposed research sampling method was purposeful sampling. The purposeful sampling method enables the researcher to study and explore the individual case or phenomenon in more depth (Patton, 2015) by selecting the specific category of people for the study who have the experiences and traits that not everybody has (Merriam & Tisdell, 2015). The present study was conducted in Astana and Almaty, where participants were planned to be selected by the following criteria: a married couple who is a Bolashak International Scholarship Program graduate(s), and who lived abroad for academic purposes with family members, including at least one child, and returned to Kazakhstan no less than two years ago. There were two families from the following cities: Astana and Almaty. However, it is important to note that I could not find two families that met the criterion 'returned to Kazakhstan no less than two years ago.' Therefore, the families that agreed to participate in

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the present study returned to Kazakhstan more than two years ago; precisely family 1 returned three years ago, and family 2 ten years ago.

The present study employed the convenience sampling method, which is considered as one of the commonly used methods as it allows the researcher to select participants based on time, location, and availability of both the researcher and the participants and collect data in a fast and easy way (Lopez & Whitehead, 2013; Merriam & Tisdell, 2015). In the present study, the convenience sampling method allowed the recruitment of potential participants from the researcher's existing social network of Bolashak graduates with families who have returned to Kazakhstan. Potential participants were invited to participate in the study, along with an attached consent form covering all necessary information about the study. They were then requested to decide on their participation. As a result, two families agreed to participate in the present study. The first is a Kazakh family from Almaty with one child, and studied in the USA, whereas the second Kazakh family is from Astana, has three children, and studied in the UK.

Data Collection Instruments

The study employed three qualitative data collection tools to study the FLP phenomenon in depth. These tools were adopted from previously conducted studies aimed to explore FLP and other aspects related to this topic, where several research instruments were used to collect rich data. The present study used the following data collection instruments: audio observation, document (parental reflective journal), and interview.

The observation type was changed from non-participant observation to audio observation during the data collection process. The audio observation was used to collect data through technical recording devices without the researcher's presence, neither virtually through video-meeting software nor physically (Borchers et al., 2023). Borchers et al. (2023) used an audio observation approach due to the COVID-19 restrictions to observe the

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interaction between parents and the child in the home settings, whereas in the present study, the audio observation method was used due to the busy schedule of the parents that did not allow them to have a researcher to observe their interaction with the child at home settings but only to self-record it themselves. The main reason the home was used as the main setting for the audio observation was due to the purpose of the present study, which was to learn about the language policy used in a family, namely language practices, language management, and language ideology (Spolsky, 2004). Therefore, the audio observation took place at the participants' homes, in the natural environment of the phenomenon (Cowie, 2009). Parents were asked to audio record their interactions with the child at any time during the study they felt comfortable doing so.

A parental reflective journal diary was used to capture activities outside observation times with language that were not possible or difficult to capture within the observation times, such as activities before going to bed, in the early morning, etc. (Amantay, 2017) (See Appendix B). Initially, parents were asked to capture activities outside observation every day of the study (seven days) alongside the audio recordings. However, due to their busy schedules, parents were not able to complete the diary every day; on average, only 3-4 days were filled by the parents of both families.

Interviews are considered one of the flexible ways of qualitative data collection approaches and are often used to obtain accurate data since participants can clarify and correct misunderstandings during the interview (Merriam & Tisdell, 2015; Atkins & Wallace, 2012). Additionally, interviews are used to study things that cannot be observed or were in the past, such as participants' past experiences, feelings, and opinions of a particular phenomenon (Patton, 2015). Moreover, interviews allow participants to share their stories and experiences in a comfortable environment by talking about general things before moving to the research topic, thus feeling more encouraged (Matthews & Ross, 2010). Therefore,

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since the present study aims to study the effect of movement from abroad to Kazakhstan on their FLP, and I needed to learn about the family's FLP that they had before moving to Kazakhstan, which cannot be observed, the interview was found to be the most appropriate method to study parents' past experiences and beliefs and compare with the present day.

The decision was made to choose the semi-structured interview as it allows the researcher to ask additional individual questions relevant to the research topic and the pre-prepared interview questions to get comprehensive answers from the participants (Dörnyei, 2007; Merriam & Tisdell, 2015). Hence, most questions were open-ended and followed with prompting questions to understand their experiences and opinions more comprehensively (Dörnyei, 2007; Merriam & Tisdell, 2015). All participants were given two interview options, i.e. online or offline. In the present study, two families chose different options: the Almaty family opted to be interviewed online, and the Astana family chose offline. According to Irani (2018), an online interview allows the participants to be interviewed in the environment and place of their choice, where they feel more relaxed and comfortable during the interview. Additionally, it is essential to note the advantage of online video calls as they allow one to interview people from other parts of the country, i.e., Almaty, without wasting time and money on travel expenses.

The interview schedule consisted of four sections: background information, time abroad, return to Kazakhstan, and conclusion (See Appendix C). All participants were asked similar questions in all four sections and different follow-up questions were used depending on their answers. Interview questions related to time abroad and after returning to Kazakhstan were constructed to address three main aspects of the language policy theoretical framework developed by Spolsky (2004): language beliefs, language practices, and language management.

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Data Collection Procedures

The data collection period lasted one month due to the holidays (12.12.2023 – 10.01.2024), the year's end, and the parents' need for time to complete the parental reflective diary and being interviewed. After getting ethical approval, the researcher emailed the potential participants. The researcher sent them a consent form with brief information about the study, such as research purpose, procedures, risks, benefits, compensation, confidentiality and privacy, and the right to withdraw (See Appendix D). They were asked to sign the form voluntarily. At the same time, the researcher started piloting two data collection instruments with two families with an almost similar case who had moved to Kazakhstan from another linguistic environment. The participants for the piloting stage were chosen from the researcher's network at GSE. The piloting process was to test two data collection instruments: the interview and the parental reflective journal diary. Participants of the piloting stage were asked to complete a diary of 2 days of their interaction with a child, participate in the interviews, and give the researcher feedback on the clarity and appropriateness of the questions. After the piloting stage, no changes were made to the instruments.

After finishing the piloting stage, the researcher started the data collection process in the middle of December. After receiving parents' signed consent forms to participate in the study, two families were contacted by email and provided with the electronic version of the parental reflective diary, which parents were asked to complete for every day of the study (seven days), which allowed the researcher to capture interactions that were impossible to see outside the observation hours and days, such as activities outside the home, early morning or before bed, etc. (Amantay, 2017). Although parents were given the option to complete the diary either on paper (printed by me) or electronically based on their preferences, both families chose electronically. Along with the diary, each family audio recorded the interaction with the child for three days of the study for 1-3 hours (one recording per day), i.e. three

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recordings in total were received from each family. Parents were not asked to do anything special during the audio observation since the study was interested in observing their language use at home and interacting with other family members in day-to-day activities.

After collecting audio recordings and completing diary entries, parents were asked to take part in an interview separately related to the impact of movement on their FLP within Spolsky's framework. Interviewing at the end of the observation prevented family members from acting differently throughout the study based on interview questions (Amantay, 2017). The interviews were scheduled on days and times arranged by parents. All the interviews were recorded on the researcher's smartphone's voice memos and Zoom recordings and moved to the researcher's personal OneDrive password-protected file.

There were no issues with the loss of recordings of the interview data throughout the data collection process. The participants were asked general questions at the beginning of the interview and were allowed to ask questions before the recording. At the end of the interview, participants were asked whether they wanted to add any information related to the topic of the study that was not covered in the interview. After the interview, the researcher had a short conversation with the participants about the interview, their feedback on the interview questions, and words of gratitude for their participation. The average length of the interviews was between twenty and thirty minutes. The language of all four interviews was Russian at the request of the participants.

Data Analysis

Thematic Analysis, developed by Braun and Clarke (2022), was employed in the present study to analyze collected data. The thematic analysis approach explores participants' experiences and opinions regarding the phenomenon and identifies repeating patterns among the collected data (Braun & Clarke, 2006, 2012). This approach consists of six steps:

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familiarization, data coding, initial theme generation, developing and reviewing the themes, theme refining, defining and naming, and writing up.

In the first step, the researcher transcribed all four interviews to become familiar with the collected data. All interviews were transcribed using external software, namely Zoom and Sonix (See Appendix E). All the interviews were transcribed in the original language (Russian) and then translated into the English language. As for the observations, the researcher listened to the recordings and filled in the observation protocol form with observation logs and other descriptive and reflective notes (See Appendix F). Then, by the end of the data collection procedure, parents were asked to send their reflective diaries (See Appendix G). The next step was coding the collected data, where colour coding with in vivo and descriptive coding approaches was used (Creswell, 2014) (See Appendix H). The names of the initial codes were based on the repetitive patterns and common things noted in all three types of instruments. The codes were generated from small to large, in other words, from semantic to latent codes, where specific codes were grouped based on the things they have in common (Braun & Clarke, 2022). Based on the latent codes, the researcher generated the main themes of the collected data. Then, the data were interpreted and presented in the following Findings chapter based on the codes and themes that emerged from the collected data based on Spolsky's (2004) theoretical framework.

Ethical Considerations

The present study's design was approved by the NUGSE Research Committee. Additionally, before participating in the study, participants were informed of some of the potential risks of the study and the ways to minimize them, as well as important contacts of the researcher, supervisor, and research committee if they wanted to discuss details of the research.

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There were two potential risks: psychological risks and the loss of the collected data due to technical issues, such as accidentally deleting or corruption of the data (Cohen et al., 2018). Firstly, to minimize the risk of the loss of collected data due to technical issues, all collected data were uploaded into a password-protected file on Nazarbayev University's OneDrive with access to only the researcher and the supervisor.

Regarding the potential psychological risks, one of the main risks was that participants might find some interview questions related to their family language policy sensitive. Therefore, to minimize potential psychological risks, parents were reminded at the beginning of the study that they were free to withdraw at any time they felt uncomfortable. During the interview, if they face potential risks, the interviewer could end the interview and change the topic of conversation to a more relaxing one.

This study guaranteed confidentiality since data collection instruments did not include questions and information that might reveal the participants' identities (Wiles et al., 2008). Additionally, all the participants' names were replaced with participant codes in order to achieve confidentiality.

Summary

This chapter has outlined the detailed description and justification of the qualitative research methodology approaches used in the present study, particularly the qualitative case study approach with three data collection instruments: audio observation, parental reflective diary, and semi-structured interview. The following Findings chapter presents the key findings of the collected data.

4. Findings

This qualitative case study aimed to explore the impact of returning to Kazakhstan from abroad on the FLP of Bolashak International Scholarship Program graduates within Spolsky's language policy framework, which analyses language beliefs and ideologies, language practices, and language management. In order to achieve the research aim and answer research questions, three research instruments were employed: audio observation, parental reflective journal, and semi-structured interview. This chapter presents the results of the conducted qualitative study in the following order of the research questions based on the main three themes that emerged from the coding process of three instruments (language practices, language management, and language ideologies):

1. How did the movement impact the FLP of Bolashak graduates?
 - a. How did the movement impact the language practices of Bolashak graduates?
 - b. How did the movement impact the language management of Bolashak graduates?
 - c. How did the movement impact the language ideologies of Bolashak graduates?

Background of the Families

As mentioned in the methodology chapter, two families participated in the present study.

The first is a Kazakh family that has lived in Almaty since returning from the USA. However, both the father (named in this study as Talgat) and the mother (named in this study as Ainur) are originally from north Kazakhstan, known as a Russian-dominated region. This family has one child. They lived in the USA for a total of 11 years, including two years with a child. The child was born in the USA, and they then moved to Kazakhstan when the child turned two years old. Both parents speak three languages (Kazakh, Russian, and English), but

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one of the parents (mother) noted a low level of Kazakh language proficiency. The family has been living in Kazakhstan for three years after finishing their studies in the USA. At the moment of the study, the child is attending English Medium of Instruction (EMI) kindergarten. Hereinafter, the family will be referred to as F1.

The second Kazakh family is from Astana, has three children at the moment and studied in the UK. In this family's case, only the father (named in this study as Bakyt) received the Bolashak scholarship for the master's program and lived there without any family members for half a year, whereas the mother (named in this study as Akerke) moved to the UK as a family member with a child after half year. In other words, Bakyt lived there for 1.5 years in total, including one year with Akerke and a 5-year-old child. The rules of the Bolashak scholarship allow students to move abroad with family members. However, it is important to note that the Bolashak scholarship program covers the expenses and pays a stipend only to the scholarship holder. Both parents speak three languages proficiently (Kazakh, Russian, and English). The family has been living in Kazakhstan for ten years after finishing their studies in the UK. At the time of the study, the family had three kids. At the time of the study, the child who lived in the UK with his parents is attending Kazakh Medium of Instruction (KMI) school. Hereinafter, the family will be referred to as F2.

Indirect Understanding of FLP

In the interview, parents were asked questions regarding their language policies at home, and it was found that F1 were aware of the important role of language policy at home before the child's birth and had read different books and articles that could help to decide on the policy. In contrast, F2 parents reported that they were not familiar with the FLP phenomenon and its role in a child's language repertoire when they were studying abroad and had their first child. However, F2 is trying to apply different language policies for their

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youngest child, who was born in Kazakhstan and has never been to the UK. In the interview, however, when all parents were asked direct questions regarding their FLP, they noted that currently they do not have particular language policies they follow at home. Then, they were asked indirect questions regarding their language practices at home before and after moving to Kazakhstan, and families had different responses, which could be considered as a language policy.

Family 1

In the interview, Talgat and Ainur noted their language policy when they were in the USA. According to Ainur, F1 was considering one parent - one language policy but then decided to start with one language without confusing the child so that the child can start speaking faster when there is an input only of one language. She explained, "Let's better not torment him, and let's call all the words the same so that it will be easier for him to quickly learn to speak." (*Давай лучше не будем его мучить и давай будем все слова одинаково называть, чтобы ему легче было побыстрее научиться говорить*).

Additionally, Talgat noted the role of different language sessions with his child, where they practiced one language in the morning and the other in the afternoon when they were in the USA. According to Talgat, in the beginning, they practiced all three languages (Russian, Kazakh, and English) in their language sessions but with two languages per day. The definition of the 'language sessions (сессия/ сеансы)' of when they were in the USA was given by Talgat in the interview:

We could first explain all these objects in English. Well, this is a mug, this is a plate, this is a white mug, this is a red plate. And then another time you say the same thing only in Kazakh, well, separately at another time.

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(Могли там сперва на английском объяснять все эти объекты. Ну, то есть это кружка, это тарелка, это белая кружка, это красная тарелка. А потом в другой раз говоришь то же самое только на казахском, ну, отдельно в другой момент.)

As seen from this excerpt, the father had different language sessions at different times, explaining the same things in different languages. However, they changed their plan after they were warned by a doctor in the USA about the negative effect of the acquisition of more than one language on a child's speech, i.e. language delay. As a result, F1's parents decided to start with one language (Russian), then add other languages (English, and then, in the future, Kazakh) when the child speaks the first language well enough:

We tried some games and tried to explain some objects in different languages in different sessions. But in the end, we came to the conclusion that we first needed to teach one language, so that he can start speaking, be able understand us, and so that we will be able to understand him. And after that (when first language is learned), we decided to introduce other languages gradually.

(Пытались какие-то игры, пытались объяснять некоторые объекты на разных языках, в разных сессиях. Но в итоге пришли к тому, что нужно сперва обучить одному языку. Чтобы человек заговорил на одном языке ребенок, начал разговаривать, начал понимать нас, чтобы мы его понимали. И после этого мы решили понемногу будем вводить другие языки.)

From these excerpts and parents' answers, it can be seen that F1 parents have an FLP that they follow with their child, which is adding languages sequentially, i.e. when the child learns and speaks enough in one language, then parents start adding the following language gradually, and this policy applies for other languages. It is important to note that the family still follows that language policy after moving to Kazakhstan and resumed language sessions when they realized the child could understand the second language (English). According to

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Talgat's interview response, whenever he needs to explain new terms and concepts to the child, he himself chooses the language of such informative conversations. However, Talgat might repeat the information in different languages and is convinced that the child can acquire new information in both languages (Russian and English).

Family 2

When the child moved to the UK, the child was already Russian-dominant. When they were in the UK, the child went to a local kindergarten, which was in English, with zero knowledge of English. Although the parents wanted the child to learn English in the UK, they did not do anything to practice English with the child at home due to their short stay in the UK and future plans to move to Kazakhstan. Instead, the child agency approach was the main driver of the language policy when they were in the UK: “No, at home, we did not insist on any language. That is, he himself speaks in whatever language is convenient for him.”

(Bakyt)(Нет, дома мы не настаивали ни на каком языке. То есть они сами разговаривают, на каком им удобно.)(Bakyt) As a result, the child kept using Russian at home in the UK with his parents and watching cartoons in Russian since he felt comfortable speaking Russian.

Additionally, the parents mentioned that they still do not insist on using other languages at home and support the child's language choice, demonstrating that the language policy has stayed the same since their experiences in the UK. In other words, child agency with a dominant Russian language due to the parents' dominance in the Russian language can be considered the F2's FLP.

In the following sections, the findings will be presented describing two families' cases during and after the Bolashak program in the order of the research questions: language practices, language management, and language ideologies.

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Language Practices

In this section, the language practices of both families will be discussed and compared based on two key themes that emerged: 1) influential resources abroad and in Kazakhstan and 2) code-switching.

Influential Resources

The role of influential resources in the language practices of both families is documented and presented separately depending on their locations (abroad with Bolashak and in Kazakhstan after Bolashak). The influential factors for the F1 are toys, cartoons, and Alexa, and for the F2, they are cartoons and the environment.

Family 1.

Influential Resources in the USA – Toys. Based on parents' responses, English talking toys had a big influence on language practices when they were in the USA. As a result, although parents spoke Russian with the child all the time when they were in the USA, the child managed to pick up some English words from toys that spoke English:

Question: In your opinion, did the environment, toys, cartoons or any other things affect your language practices?

Ainur: It seems to me, yes, it absolutely played. Because we basically had all these toys originally in English. And, for example, some verbs, for example, there was a talking toy, where he said stomp-stomp, pad-pad. Something like that. That is, he also learned such phrases in English. Or, for example, even the colors on the toys, when he presses, she didn't say *krasniy* (red in Russian), she said Blue or Red, whatever.

Maybe because of this, he learned some words in English. (Ainur)

(Ainur: Мне кажется, да, абсолютно сыграла. Потому что у нас в основном все эти игрушки изначально были по английский. И, например, какие-то глаголы,

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например, была игрушка говорящая, там он говорил stomp- stomp, pad –pad. Что то такое. То есть такие фразы он тоже сам учил по английский. Или там, например, даже цвета на игрушках, когда он нажимает, она же не говорила красная, она говорила Блу или Рэд по любому. Может, из за этого он какие то слова, то есть учил по английский.)

Based on Ainur's responses, it can be seen that toys played a role in the language practices of the child so the child started picking up some nouns and verbs in English by repeating after the talking toys they purchased when they were in the USA.

Influential Resources in Kazakhstan – Cartoons and Kindergarten Environment.

Before the child started watching cartoons and playing with toys in English, the parents had not spoken English to the child on purpose at home. It is important to note that parents did not show cartoons to the child when they were in the USA due to his very young age, and did not speak English to the child on purpose at home. Then, after moving to Kazakhstan, the F1 parents started showing the cartoons to the child as the child was relatively older than he was in the USA, and according to Ainur's interview response, that is how the child started learning English since it was the only English input at home: "We spoke Russian at home. Therefore, I think that he learned English because he watched different cartoons for sure, because he did not have English anywhere else." (*Мы говорили на русском дома. Поэтому думаю что он выучил английский из за того, что он смотрел мультики разные точно, потому что нигде больше у него не было английского.*)

According to parents' interview responses, initially, parents showed the cartoons in both languages (English and Russian) but then allowed the child to choose the cartoons based on his preference. Parents noted that they have been monitoring the cartoons only for the content and age appropriateness but not for the language. Therefore, the child can choose any cartoon as long as it is appropriate for his age and approved by the parents. Currently, based on the parents' interview responses and observation and diary notes, the child prefers to watch

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cartoons mainly in English, and according to Ainur's interview responses, the choice to watch in English might be the impact of EMI kindergarten. Also, after some time, Ainur and Talgat started noticing some English words or phrases in the child's speech, and currently, they noticed that English talking time is increasing in contrast to what was before at home:

He prefers to watch more in English now. In general, it can be because now we go to an EMI kindergarten and more cartoons in English, he began to speak more English, although before, it seems to me, he always understood English. But now he even began to speak English, sometimes on his own, when he wants. (Ainur)

(Предпочитает больше смотреть на английском языке сейчас. А вообще, в общем, из за того, что сейчас мы пошли в английский садик и еще мультики на английском, он стал больше говорить по английски, хотя раньше он, мне кажется, всегда понимал английский. Но сейчас он начал говорить даже по английски, иногда сам, когда хочет.) (Ainur)

Based on Ainur's interview response, it can be seen that cartoons played a role in English language practice, so it increased the English talking time and helped the child to learn English since English cartoons were the only input at the beginning and taught the child English so that child started producing English words. The EMI kindergarten later supplemented this language practice, which affected the increase in English talking time and increased his interest in watching more cartoons in English.

From the USA to Kazakhstan – Amazon Alexa. Additionally, virtual assistant technology Amazon's Alexa, which migrated from the USA to Kazakhstan with the family, is another factor that impacted the F1 child's English language interest and the family's language practices. During the audio observation, the active use of Alexa not only by parents but also by children was noticed. It is important to note that since the parents bought Amazon Alexa when they were in the USA, it can assist people only in two languages: English and

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Spanish. Since the parents do not speak Spanish, they have been using Alexa in English. Both parents noted that they are using Alexa from the USA and are continuing to use it after returning to Kazakhstan due to its convenience. During audio observation, it was found that the child is capable of giving commands in English to Alexa, which can be considered one of the ways of practising the language at home:

Child's interaction with Alexa: Alexa, turn off the TV!

Additionally, it is important to note that Alexa is not popular in Kazakhstan and is not available for sale here either, but what is available and popular is the Russian version of Alexa, which is called Yandex Alisa, which speaks both Kazakh and Russian languages. When the parents were asked their choice over Alexa but not Alisa during the follow-up conversation after the interview, they responded:

Ainur: But most likely, it was simply bought in the US, and that's why it remains that way

Talgat: yeah, why do we need to change it now.

(Ainur: но скоро всего у нас она просто была куплена в штатах и поэту так и осталось)

Talgat: аха, и зачем нам теперь менять ее.)

Based on parents' responses, it can be seen that parents do not consider Alexa as one of the tools that helps the child practice and learn English but rather as a helpful tool in daily tasks and duties. Therefore, parents were surprised when they looked at Alexa as a language input device that contributes to a child's English language practices unconsciously and regularly.

Family 2.

UK – The role of Cartoons. Regarding the F2, Bakyt and Akerke also mentioned the role of cartoons. According to Akerke's interview responses, the child preferred to watch

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Russian cartoons but not English when they were in the UK, despite immersion into the English-speaking community and EMI kindergarten. Consequently, the child did not practice the English language at home and continued watching cartoons in Russian and speaking Russian with his parents: “More in Russian [cartoons]. And in English, there are only maybe some songs that are short, brief, minute-long.” (Akerke) (*Больше на русском. А на английском только, может, какие то песенки такие короткие, краткие, минутные.*) (Akerke)

It can be seen from these excerpts that the child's preference was to watch cartoons mainly in Russian and sometimes short music videos in English. As a result, the child kept practising Russian at home while being abroad in the UK, not only with the parents but with the help of cartoons in Russian. As a result, the dominant language of the home was Russian, as noted by both parents in the interviews when they were abroad.

Kazakhstan – The role of the Environment. After moving to Kazakhstan from the UK, the child continued watching cartoons in Russian. According to the mother, they did not speak Kazakh or English at home because they expected the child to learn Kazakh from the KMI school. As a result, the child’s dominant language is Russian. However, based on Akerke’s interview responses, Akerke does not know exact reasons for the current dominance of the Russian language in her child’s language repertoire except for cartoons, that played a role in the past. However, she assumes that it might be due to the dominance of the Russian language in Astana and the environment: “I do not know why he speaks Russian more. [...] maybe because of the children in the yard who speaks Russian, or other students who speaks Russian among themselves at school.” (*Я не знаю, почему он больше говорит по-русски. [...] может быть, из-за детей во дворе, которые говорят по-русски, или других учеников, которые в школе говорят между собой по-русски.*)

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Based on Akerke's interview response, it can be seen that current dominance of the Russian language at school, outside, and in other places affected her child, who speaks Russian fluently and has difficulties in Kazakh language skills.

As a result, it can be seen that influential factors affected the language practices of both families when they were abroad and after their return to Kazakhstan from Bolashak. For example, regarding the F1 Bolashak program, the family's stay in the USA and the availability of English-speaking toys affected the language practices of the child, which then was supplemented by the English cartoons in Kazakhstan. Hence, the English-speaking time increased in comparison to the Russian-speaking time. One of the interesting findings was the impact of Alexa on the language practices of the child. As for the F2, since the child was older and already spoke Russian before moving to the UK, it impacted the child's preference of watching cartoons in Russian during their stay in the UK, which consequently helped the child to keep practising Russian abroad. When they moved to Kazakhstan, the child kept using Russian and the language practices of the child were supplemented by the role of the environment in the Russian-dominated city. As a result, Bolashak impacted the language practices of the F1 in terms of influential factors and pushed the child to learn and speak English, in contrast to F2 language practices, where Russian language dominated resources were used by the child both abroad and in Kazakhstan.

Code-switching

Audio observation recordings documented code-switching practices, but questions related to code-switching were not asked in the interviews. Therefore, I cannot compare families' code-switching practices before and after the Bolashak program and their experiences living abroad. However, we can see the impact of resources on parents' and children's language practices. Code-switching patterns were noticed from both families,

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however, with different languages: F1 – Russian (dominant language) and English, F2 –Russian (dominant) and Kazakh.

Family 1. Regarding F1, despite the general phenomenon of code-switching in their language practices, different levels of code-switching were found depending on the situation. For example, based on audio observation notes, the child switched to English mostly during the process of watching the cartoons in English or used code-switching with English words used in the cartoons (original Russian in normal text, original English in bold):

Child: Mom, look, I have a space **backpack**

Mother: you have a space **backpack**! Yeah, that's right

Child: Mom, look, Blippi in the video also has this **zip**!

Mother: yeah, **zip**.

*(Child: мам, смотри, у меня космос **backpack***

*Mother: у тебя космос **backpack**! Дааа, точно*

*Child: мам, смотри, у Blippi в видео тоже такой **zip**!*

*Mother: дааа, **zip**)*

The child was watching an English cartoon about backpacks and decided to describe his backpack. As can be seen from the excerpts, the child switched from Russian to English for the words mentioned in the cartoon by the main character, such as ‘backpack’ and ‘zip’. This kind of code-switching can demonstrate how the child picks up English words and learns them from the cartoons in the English language, sometimes without even knowing their Russian equivalent of some specific words. For example (original Russian in normal text, original English in bold):

Child: the car goes faster because of the **spoiler**

*(Child: машина едет быстрее из-за **spoiler**-а)*

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This excerpt was also taken from audio observation notes, where the child was playing car races with toys with his mother, and the child's car won the race. When the mother was wondering about the child's car speed, the child mentioned the role of the spoiler in it. Surprisingly, the child has borrowed the English word 'spoiler' into his Russian speech, adhering to Russian grammatical rules by adding the genitive case ending (-a) due to the phrase 'из-за' (because of). These excerpts demonstrated that the child does not see the languages separately and feels comfortable incorporating English words into his Russian speech.

In contrast, when the child was involved in Russian language-dominated activities, English language usage was relatively lower. For example, the child used relatively fewer English words while completing the tasks from the ABC textbooks designed for children in the Russian language. Since all the tasks and instructions were in Russian, the child did not use English vocabulary as often as he usually did while watching cartoons in English. Based on the interaction between mother and child within the activity that lasted 35 minutes, the Russian talking time was higher with only 3 English words: 'magnets', 'feathers', and 'cupcakes.' In contrast, when the child watched cartoons in the English language for 30 minutes, more than 15 English words in an otherwise Russian- dominant conversation between the mother and the child were produced by the child.

Family 2. Regarding F2, based on audio observation recordings and diary, both the mother and the child used code-switching for the Russian words that are commonly used or easier to say either in Russian or Kazakh language among the local community, such as 'ну', 'потому что', 'вот', 'вроде', 'как бы.' Additionally, it is important to mention that despite the parents' responses about the dominance of the Russian language in their family, in the audio observation recording, the dominant language was Kazakh, where code-switching

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rarely happened through borrowing Russian words into their Kazakh speech. However, it is important to note that in the recordings, the mother and the child were working on assignments from KMI school, where all the information and instructions were given in Kazakh. Therefore, the child keeps using Kazakh and uses Russian only for the most comfortable phrases (original Kazakh in normal text, original Russian in bold):

Mother: Mansur, have you finished reading the book about the Golden Man?

Child: No, **only half**

(Mother: Мансур, сен Алтын адам туралы кітапты оқып бітірдің ба?)

*Child: Жоқ, **только половину***

In this excerpt, it can be seen the child used code-switching for the phrase 'только половину (only half of it)'. It might be due to the simple and shorter structure of the Russian language compared to Kazakh in this exact phrase, which would sound like 'тек кана жартысын (only half of it)'. However, in general, it is important to note that there was no code-switching with the involvement of English words that could be considered an impact of the Bolashak program.

As a result, it can be seen that code-switching was documented in both families that was impacted by different factors. For example, the F1 child mostly borrowed English words because of the impact of English cartoons; in contrast, the F2 child prefers to borrow Russian words into his non-dominant language (Kazakh) because of the simple and shorter structures of some Russian words. However, the F2 child did not borrow any English words. Therefore, it can be summarized that the Bolashak program had no significant impact on the code-switching practices of the F2 family, unlike the F1 family, where the child continues learning English that he started learning in the USA and now borrows English words into his speech by adding Russian grammatical structures.

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Language Management

This section will discuss and compare the impact of the Bolashak program on parents' conscious language preferences and decisions, particularly on their future plans.

Future Plans

It was noted earlier that although the two families have two different FLPs, they have similar dominant languages, Russian and not English. One of the main reasons parents chose Russian, one of Kazakhstan's official languages, as their dominant language of FLP when they were abroad was due to their plans to return to Kazakhstan. Additionally, it is important to note both families are from northern parts of Kazakhstan, where Russian is spoken widely compared to the Kazakh language. Therefore, parents chose Russian as their family's dominant language over Kazakh due to its widespread usage there.

Family 2. Regarding F2's language management and their future plans, Akerke noted her experiences in the UK in the interview. Although the child was attending the EMI kindergarten, they, as parents, did not insist on the usage of English at home or improving the child's English language level due to their future plans to return to Kazakhstan. Akerke mentioned the advice she followed from the previous scholarship holders who stayed in the UK with a child. The program graduates mentioned the language difficulties, stating that a child would forget the English language after returning to Kazakhstan from an English-speaking community only if the child was sent to KMI school, not EMI. Due to the low level of English language at state KMI schools, the parent would have to put effort into supporting the English level of the child after returning to Kazakhstan. However, if the parents plan to send the child to an EMI school in Kazakhstan upon completing their studies, there would be no need to support the child's English level due to the existing bubble of the English community in the form of an EMI school. Regarding F2's case, Akerke noted in the

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interview that they were not planning to send the child to EMI school when they were in the UK: “That is, I did not plan to send him to EMI private school. That’s probably why [I didn’t insist on English when we were in the UK].” (*То есть я не планировала его отдавать частную школу в английский, говорящий на английском языке. Поэтому, наверное [не настаивала на англ языке].*)

This excerpt shows that the family’s future plans impacted the FLP when they were in the UK. In other words, the family did not change the dominant language of their FLP from Russian to English due to their plans to return to Kazakhstan and send the child to KMI school, where the level of English is low. As a result, since the family already saw their future in Kazakhstan, they did not see any major reason for their child to learn English and replace it with their dominant language, Russian.

After returning to Kazakhstan, Akerke noted that the child had forgotten the English language and was learning it from an English subject at a KMI school. Additionally, it was found that the mother does not worry about the child’s English language proficiency and is confident that the child will learn it in the future when he understands its importance “just like us! We also learned English at school or university.” Currently, they do not insist on learning English and prefer to give freedom to their child in terms of languages.

Family 1. Regarding the F1, the child was born when the parents were about to finish their PhD program, and in accordance with the Bolashak program rules, they had to return to Kazakhstan due to work obligations for five years. Therefore, the parents already saw their future in Kazakhstan similarly to F2 and chose Russian as the dominant language of FLP during their stay in the USA when they were given a choice of one language due to the doctor's advice. According to Ainur's interview response, they chose Russian due to their future plans to return to Kazakhstan:

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Well, when we were in the USA, our priority was still Russian because we knew that he would learn English if we stayed there. But due to the fact that we were planning to return, we decided to take the Russian one anyway.

(Ну, когда мы были в Америке, у нас приоритет был все равно русский, потому что мы знали, что английский он по любому типа выучить, если мы здесь останемся. Но из за того, что мы планировали вернуться, мы в итоге все равно взяли изначально русский, решили.)

It can be seen that their priority in their FLP was the Russian language, primarily due to their future plans of returning to Kazakhstan. As for the second language, Akerke mentioned a similar point to Ainur's: the easy and affordable opportunity of learning English in the future "anyway." However, it is important to mention that the language management of the F1 has not changed, similar to F2, since the dominant language at home is still Russian; moreover, the parents are teaching literacy in the Russian language to the child through completing tasks from the ABC books and textbooks.

As a result, based on the parents' interview responses in this section, it can be seen that Bolashak's work obligation in Kazakhstan impacted the FLP, precisely language management, of both families in favor of the Russian language at home, which is considered one of the official languages of Kazakhstan. In addition, in the following section language ideologies will be discussed where the Russian language is considered as the language parents feel most comfortable.

Language Ideologies

This section will discuss the parents' language ideologies based on the following patterns that emerged: English as an opportunity, Russian is because we get used to it, and Kazakh is our origin.

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English as an Opportunity and Convenience

As seen from previous findings reports, both families lived and studied through the Bolashak program in an English-speaking country. Therefore, parents of both families speak English fluently and consider it one of the languages that needs to be in the child's language repertoire. When parents were asked why they considered wanting their child to speak or learn the English language, they described it using the following words: opportunity and future.

Family 1. Regarding the F1 parents' language ideology towards the English language, they consider it as one of the most useful and convenient languages in case of moving from Kazakhstan to another country or travelling around the world: “And English. We wanted that if we decide to move in the future or because of work, he would also have an English language supply so that he would not have stress there.” (*И английский. Мы хотели, чтобы если вдруг мы сами решим переехать в будущем или там по работе приехать, чтобы у него тоже был запас, чтобы ему там стресса не было.*)

Based on Ainur's interview response, it can be seen that parents chose English as one of the languages that need to be in the child's language repertoire due to its socioeconomic and socio-political factors that might help them and the child in the future in case of travelling or moving to a country with another linguistic environment and avoid the language barrier or stress due to the lacking language skills since English is one of the languages that is spoken widely in the world.

English is an Easy Language and Bolashak Raised Awareness Regarding

Languages. Based on the interview response, in addition to external factors described in the previous subsections, it was found that parents of F1 consider English as one of the easiest languages that can be learned under any circumstances, therefore, they did not choose it as a dominant or first language for their child: “For example, my husband, he always said that in

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any case, English is the easiest of the three languages. Even we learned it at school, he can learn it anyway.” (Ainur) *(Например, у меня муж, он всегда говорил, что по любому английский язык самый легкий из трех. Даже мы выучили его в школе, по любому он сможет выучить.) (Ainur)*

As can be seen, in the next quote, parents' experiences with learning the language and their thoughts regarding the difficulties of the languages affected the sequence of the languages:

And it's [Russian] a rather difficult language, which has a lot of subtleties. It will be difficult to understand later for the child. That is, in my opinion, Russian is much harder than English, and Kazakh would be difficult for me to teach myself. (Talgat) *(И достаточно тяжелый язык [русский], у которого очень много тонкостей. Тяжело будет современем понимать ребенку. То есть, по-моему, русский намного тяжелее английского, а казахскому мне самому было бы тяжело обучать.) (Talgat)*

Based on this excerpt, it can be seen that the parents' perception regarding the difficulty of the languages defines why they chose Russian as the first language and why they supported the child's choice of English as the second language due to his interest in English cartoons and other influential factors described in the language practices section.

Additionally, the impact of Bolashak on language ideology was mentioned by Ainur in the interview: “Well, yes, before Bolashak, the main ones for me were Russian and Kazakh. School time is like that. Then I realized during the Bolashak that all the people spoke English. Either way you need English.” *(Ну да, до болашак для меня были в основном у меня главные были русский и казахский. Школьное время такое. Потом я поняла, во время болашака что все люди говорят по английски. По любому английский нужен.)*

In the interview response, Ainur pointed out that thanks to the Bolashak program, she realized the importance of the English language and wanted the child to learn English, too.

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However, before this program, she had considered only two languages (Russian and Kazakh) for her future children.

Family 2. Regarding the F2's case, based on the parents' interview responses, precisely Akerke's response, they considered English as one of the languages that open new opportunities for the child in the future in terms of education and job:

English, so that he is, yes, preparatory, so that he passes these entrance exams to such schools. So I'm planning this. For example, I want him to study, there, I don't know, NIS or BIL, for example, right? But now I'm looking for a private tutoring centres for him where he can prepare for tests, such as logic and English, so that he is, yes, will be prepared, so that he passes these entrance exams to such schools. And in these schools he will learn English. [...] We say, of course, you need to know English now; without knowing English, it may be difficult for the future. We tell him this. With English you also have more job opportunities.

(Английский, чтобы он был, да, подготовительный, чтобы он прошел вот эти вступительные экзамены в такие школы. Вот я планирую это. Я хочу, например, чтобы он обязательно учился, там, не знаю, или в Нише, или в этом, в лицее, допустим, да? Но вот сейчас я ищу ему центр, где подготовка для тестов. Логика английский, чтобы он был, да, подготовленный, чтобы он прошел вот эти вступительные экзамены в такие школы. И в этих школах он выучит английский. [...] Мы говорим конечно, вот надо английский знать сейчас типа без знания английского языка будущим, возможно, быть тяжело. Мы это ему говорим. с английским есть у тебя и возможности больше работать.)

From the excerpts it can be seen that that F2 considers English to be a language that brings more opportunity in the future and might positively impact the child's future not only in terms of education, such as studying at secondary state EMI schools but also in terms of

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securing good job places. Additionally, it is important to mention that Akerke used to work at a specialised EMI school that consequently might impact the language ideology in terms of the role of English language in education and job sectors. As a result, this demonstrates the impact of parents' ideologies about English on future plans of the language management which is defined as where parents chose the language based on their future plans, in the current case, it is related to the child's prospects for the future.

As a result, the findings of this section explain how the Bolashak program impacted the language ideology of the F1 parents so that they understood the importance of the English language. Additionally, the parent's perception of the difficulty of the languages based on their own language learning experiences impacted their language ideology towards the English language, so they consider English the easiest and Russian the most difficult of the three languages. Regarding F2's case, based on the parents' interview responses, although Bolashak influenced their education choices in the UK, their ideologies are focused on present and future opportunities in English. In other words, they did not mention Bolashak's impact on English now, they talked more generally about the importance of English now and in the future. As a result, no direct effect of the Bolashak program was found on F2's language ideologies. The findings were similar in that both families' language ideologies regarding the English language were affected by external factors, such as socioeconomic benefits of the language.

Russian: 'We Get Used to it'

As mentioned earlier, both families are from Russian-dominant northern parts of Kazakhstan. Therefore, both families chose Russian as their dominant language due to their high proficiency in that language and their habit since they got used to speaking Russian from their childhood and it is easier for them to express their thoughts and opinions in that

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language: "Yes, I feel more comfortable speaking Russian." (Akerke, F2) (*Да, мне комфортнее говорить по русский.*) (Akerke, F2)

However, Talgat from F1 pointed out an additional interesting reason why they want their child to learn Russian as the first language:

It's convenient for us, and it's convenient for him. There is, well, an opinion that with knowledge of Russian it is possible to learn English, but with the knowledge of English or another language it is quite difficult to learn Russian.

(Удобно нам, и удобно ему. Есть, ну, мнение такое, что со знанием русского английский выучить можно, со знанием английского или еще другого языка русский выучить достаточно тяжело.)

According to Talgat's interview response, they chose Russian as the child's first language due to its convenience for all family members. Additionally, Talgat believes that Russian language skills and knowledge might help the child learn English, but not vice versa, which encourages them to choose Russian as the first language for their child.

As a result, the Russian-dominated region where both families lived and spent most of their time affected their language ideology regarding the Russian language since both families feel more comfortable with the Russian language due to their high proficiency in it.

Kazakh: 'Our Origin'

The role of Kazakh language in the child's language repertoire was described as the 'origin' and 'identity' by both families. Parents of both families want their child to become proficient in the Kazakh language due to the child's roots:

Because I think it is very important to know your native language [...] to not forget who you are, where you came from. And knowing your language is very important.

So that was probably why we sent him to a Kazakh speaking school so that he would not forget his language. (Akerke)

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(Потому что, мне кажется, это очень важно знать свой родной язык. [...] нельзя забывать, кто ты, откуда ты вышел. И знать свой язык это очень важно. Поэтому это, наверное, мы его отдали именно в казахское говорящую школу, чтобы он не забыл свой язык.) (Акерке)

Based on Akerke's response, speaking the 'native language' is considered one of the important skills that the child or any other person needs to have so that it would remind them of their roots and origin. As a result, parents' language ideology influences their decision of the language of instruction for their child in favour of their native language (Kazakh).

Regarding the F2, they want their child to learn Kazakh not only because of his origin but because of his future plans that the parents do not know yet:

His origin is Kazakhstan, so we wanted, we want him to know at least at a basic level, so that it would be easier for him later. Then, if he wants to return here or live here at all, we don't know his plans. (Ainur)

(У него origin Kazakhstan, поэтому мы хотели, хотим, чтобы он знал хотя бы тоже на базовом уровне, чтобы ему потом было легче. Тогда, если он захочет сюда вернуться или здесь жить вообще, мы же не знаем его планы.) (Айнур)

As a result, it can be seen that parents consider the child's future plans and the possible language challenges the child might face. Therefore, they want the child to learn the language at a young age so that it would not cause difficulties with learning it from the beginning when the child gets older.

To conclude, it can be seen that the Bolashak program affected the language ideology of the families differently. For instance, Bolashak affected Ainur's language ideology and made her realize the importance of the English language, so she wanted the child to learn English. Additionally, because of the parent's experience of living in Kazakhstan and abroad with to the Bolashak program, they considered that their child might have a similar scenario. Therefore, they will add the Kazakh language if the child decides to stay in Kazakhstan and

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English if the child wants to live abroad. As for the F2, it can be seen that they did not mention the role of the Bolashak program on their language ideologies; rather, it was affected mainly by external factors, such as the sociocultural, sociopolitical, and socioeconomic benefits of knowing the three languages. However, one similar pattern was found in this section regarding the Kazakh language, as both parents consider this language to be the native language, which already describes both parents' language ideology as a connection to their origin.

Summary

To summarize, this findings section presented the collected data in alignment with the research questions and theoretical framework, covering language practices, language management, and language ideologies. The discussion and reporting of findings were based on emerging patterns and main themes identified through the coding process. Regarding the language policy, it was found that the Bolashak program relatively affected the language practices of the F1, so the child started speaking English in the USA and is still learning and practising it in Kazakhstan after their movement from abroad because of influential factors such as toys, cartoons, Alexa, and EMI kindergarten that the child is attending in Kazakhstan. However, although the F2 child attended the EMI kindergarten in the UK, the language practices of the F2 were not affected by their stay abroad with the Bolashak program, as the Russian-dominated child does not speak and borrow English words, unlike the F1 child. Instead, after the movement from abroad to Kazakhstan, the F2 child started practising some Kazakh language because of the KMI school the child attends in Kazakhstan.

As for language management, it was found that the Bolashak program's work obligation impacted both families' language choice in favour of the Russian language, which

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is widely spoken in northern parts of Kazakhstan, where both families are from and is considered one of the country's official languages.

The last section discussed how the Bolashak program affected the parents' language ideologies differently. Both families want their children to know three languages by adulthood. Similar to the findings on practices and management, the F1's English language ideologies was relatively impacted by their stay abroad with the Bolashak program in contrast to F2. F1 parents imagine life scenarios for their child similar to theirs (e.g. living or studying abroad or in Kazakhstan) and want to linguistically prepare the child in advance by including English in the child's language repertoire. F2 also wants the child to become proficient English due to the opportunities both in Kazakhstan and abroad, but is mostly impacted by the general external factors unrelated to the Bolashak program or their stay abroad. As for the Kazak and Russian languages, both families have similar ideologies; the former is their origin, and the latter is due to their high level of proficiency because they are from Russian-dominated regions of Kazakhstan. To sum up, based on the present findings, it can be seen that the Bolashak program impacted the two families differently: the Bolashak program impacted all three aspects of the F1's FLP, and only one aspect (language management) of the F2 relatively. The subsequent discussion section will analyze these findings in relation to studies that were previously conducted in FLP.

5. Discussion

The previous chapter presented the main findings collected from three data collection instruments, namely observation, diary, and semi-structured interviews of two families of Bolashak program graduates. The present chapter discusses the findings in relation to previous studies in the FLP field in the order of the research questions within Spolsky's language policy framework:

1. How did the movement impact the FLP of Bolashak graduates?
 - a) How did the movement impact the language practices of Bolashak graduates?
 - b) How did the movement impact the language management of Bolashak graduates?
 - c) How did the movement impact the language ideologies of Bolashak graduates?

The Impact of Movement on Language Practices of Bolashak Graduates

The present study found that the language practices of the families were relatively different in terms of influential factors, parents' role, and code-switching. Firstly, we will discuss the factors that had an impact on the differences between language practices and the usage of influential factors, such as toys, cartoons, and Alexa. Then, the present chapter will discuss the parents' role and code-switching practices of the families.

The present study found that influential factors impacted the language practices of the families. The common factor for both families was cartoons. It was found that both families' children watched cartoons but in different languages regardless of the similarities of the dominant language spoken at home. For example, the F1 child prefers to watch cartoons in English, whereas the F2 child prefers to watch cartoons in Russian. As a result, the F1 started using more English words, whereas the F2 child stayed dominant in Russian due to the

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impact of cartoons in these languages. Saleem and Khan (2023) studied the impact of the media on children's language development, particularly the L2 vocabulary acquisition process. The study was conducted in the Pakistani context, where parents and children were observed for 16 weeks and had access to different media, such as cartoons and rhymes. The findings reveal the positive impact of cartoons in the English language on the L2 vocabulary acquisition of children. As a result, it can be seen that cartoons might impact the language development of the child and particularly enhance the L2 vocabulary because children tend to repeat the phrases from the cartoons, similar to the findings of the present study, where the F1 children learned English from watching cartoons in Kazakhstan, and the F2 child supported his Russian language skills through cartoons during their stay in the UK and consequently stayed Russian-dominated. In other words, the study conducted by Saleem and Khan (2023) might explain the impact of cartoons on the language development and language practices of the children involved in the present study.

Another influential factor that impacted the development of English language skills of the F1 child was toys. The parents noted that they used to purchase English talking toys during their stay in the USA, which consequently impacted the English language development of the child since the child started picking up some English words by imitating the phrases of the speaking toys. Amantay et al.'s study (2017) also reported that a Kazakh-speaking family's child played with a Russian-speaking toy. However, the impact of the speaking toys on the language practices of the family was not noted in that study, unlike the findings of the present study, where the F1 child started speaking English because of the speaking toys, which then was supplemented by the English cartoons in Kazakhstan. As a result, the child started code-switching between Russian and English languages.

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Additionally, regarding the role of influential factors, one of the interesting findings of the present study was Alexa, the virtual assistant technology. F1 owned devices that used this technology which they brought with them from the USA to Kazakhstan. According to Chen (2012), globalization impacts people's ethnicity and cultural values through telecommunication tools that transfer from one country to another. In this case, Alexa can be considered one of the technological telecommunication tools that migrated with the family from the US to Kazakhstan, and is influencing the language practices of the family since Alexa responds to user commands in English and not Kazakh or Russian. For example, the F1 child has learned basic commands in the English language, such as “turn off the TV” through their interactions with the device. These interactions with Alexa contribute to English-speaking time at home.

Regarding the F2, it was noted that the child moved to the UK at the age of 4, and despite the EMI kindergarten and the English-speaking environment in the UK, the child did not learn English. Based on the literature, it was found that there are several reasons why the child did not learn English within one year in the UK, such as age, parents' role, and the role of exposure.

Regarding the first factor, age, Lanza (1997) reviewed the studies on the role of age in bilingual families. According to Mc Laughlin (1978, as cited in Lanza, 1997), when children learn a second language before the age of 3, it is considered as simultaneous, and after the age of 3, it is a successive acquisition. The latter can be applied to the F2 child since before moving to the UK, the child had already acquired L1 (Russian) and has enough competencies in L1 compared to L2 (English), which was entirely new for the child. Therefore, the F2 child had to learn English from the beginning as a separate language, and one year may not have been enough to acquire the language for the F2 child from the beginning.

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Lanza (1997) also reviewed Leopold's (1939, as cited in Lanza, 1997) diary study of his bilingual daughter. In the diary, it was found that the bilingual child favoured one language depending on the linguistic environment. This can be applied to the F1 child; while the child became Russian-dominated during their first years at home in Kazakhstan, then the mother noted that the child was using more English than before because of the artificial English-speaking linguistic environment of the EMI kindergarten in Kazakhstan— a bubble that the parents created for the child, that impacted the language preference of the child in favour of the dominant language in this immediate environment.

However, this finding of the role of environment cannot be applied to F2 since the child did not become English-dominated in the UK and stayed Russian-dominated, despite the dominance of the English language in the society and the EMI kindergarten. In other words, the exposure was not enough for the F2 child. According to Becker (2007), exposure might positively impact the learner's language acquisition if the efficiency (learners' competencies, strategies, and previous knowledge) is high for the immigrant child. Regarding the F2 child, it might be considered that his efficiency was lower since English is not widely spoken in Kazakhstan, and the child did not learn English before moving to the UK. Therefore, the efficiency of the F2 child might be considered one of the reasons why exposure was not enough.

Regarding the role of parents, in F2's case, it was found that parents were not involved in the English language learning process of the child by not insisting on watching cartoons but allowing the child the freedom to watch movies in the language the child feels comfortable with, which was the child's L1 (Russian). This kind of involvement was described as neutral when parents passively deter or delay the foreign language learning material for their children for different reasons (Hajar, 2019). This can be related to F2's case

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because both parents did not insist on using English at home or watching movies in English due to their future plans to move back to Kazakhstan, where the role of English language knowledge was not significant. Therefore, the parents' neutral involvement was not enough for the child to learn the English language during their stay in the UK.

However, it is also important to mention that parents had agentive maintenance of the Russian language at home during their stay in the UK due to their plans to return to Kazakhstan, which is described as a parental agency when they enhance or limit the child's language development purposefully and actively (Curd-Christiansen & Wang, 2018; Peng & Wan, 2023). It can be applied to F2's case because both parents noted that they used Russian as the dominant language at home during their stay in the UK and did not change that Russian language environment on purpose due to their plans to move to Kazakhstan, where the role of English language knowledge was not significant. As a result, the Russian dominance at home led to Russian dominance in children's repertoire. Additionally, this kind of parents' language decision, depending on their future plans, is considered a language management decision since parents decided not to insist on English and let their children speak the language spoken in Kazakhstan, where the family plans to live in the future.

In contrast, it can be seen that F1 parents have positive indirect involvement in the child's language learning process. It was found that the child chooses the language of the influential resources (cartoons) himself. Therefore, if the child decides to watch cartoons in English on paid platforms such as Netflix or play educational games/books on paid apps mostly in the English language, the parents buy it after checking for the content and age appropriateness but not the languages, which indirectly impacts the language practices of the child and supports the English language learning process. This type of involvement is described as positive indirect involvement because parents have a positive attitude towards the

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child's language learning process but do not take an active part in it by buying books themselves but support the children's request (Hajar, 2019).

One of the common findings regarding the language practice of both families was mixing the languages. It was found that children of both families actively mixed the languages, but the languages that children mixed were different. For instance, the F1 child code-switched from Russian to English, and the F2 child mixed Kazakh and Russian languages. When the child is allowed to switch between languages, this type of language practice is known as code-switching, which is one of the discourse strategies of language practices in multilingual families (Lanza, 2007). The F1 child code-switched from Russian to English mainly to the words that the child had learned from the English cartoons; even without knowing the translation in Russian, the child can explain the meaning of that exact word in Russian. For example, the child used the word 'spoiler' and did not know the Russian equivalent but instead defined the word. Regarding the F2, the child code-switched from Kazakh to Russian most of the time, and based on my interpretation, the child used Russian words because of their simplicity in contrast to their Kazakh versions, such as the number of syllables or the presence of the hard consonant sounds. For example, the child said '*только полови́ну*' instead of 'тек кана жартысын (only half of it).' Additionally, it is also important to note that the child started using more Kazakh after moving to Kazakhstan and started attending the KMI school. This was a conscious decision made by the parents to send the child to KMI school, which can be considered as language management. In other words, it can be seen that parents' language management impacted the language practices of the child so that the child started using more Kazakh words than before, mainly while working on homework from KMI school and started code-switching from Russian to Kazakh.

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As a result, it can be seen that Bolashak impacted the F1's language practices because the child started speaking English when they were in the USA with the help of speaking toys, and later was supplemented by the English cartoons and interactions with Alexa, which can be considered as an impact of Bolashak. If the family had not lived in the USA with the Bolashak program, they would have bought a local version of Russian/Kazakh-speaking Alexa, which is Alisa. However, instead, the language practices of the F1 were impacted by the move from the US to Kazakhstan. As a result, the child code-switched from Russian to English, the official language of the USA, and not from Russian to Kazakh, which is an official language of Kazakhstan.

Regarding the F2, it can be seen that the Bolashak program and the movement from the UK to Kazakhstan did not impact the language practices since no English word/phrase was found in the conversation between the family members due to the neutral parental involvement, that helped to maintain Russian as the dominant language at home during their time in the UK. Additionally, the code-switching was used by the child from Kazakh to Russian but not to English, which shows no relative impact of the Bolashak on the language practices of F2, but the impact of returning home to Kazakhstan, where the child stated attending KMI school which impacted the language practices. However, it is important to mention that now the child is dominant in Russian and uses Kazakh only when completing homework at the KMI school.

To sum up, it can be seen that the move from abroad to Kazakhstan did not impact the dominant language practices of either family. Based on the collected data, it can be seen that both families keep using Russian as the dominant language abroad and at home in Kazakhstan. For example, the F2 child kept watching Russian cartoons while speaking Russian at home in the UK. Currently, the child uses Russian at home in Kazakhstan as his

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dominant language and sometimes uses the Kazakh language while working on homework from the KMI school. So, the move from the UK to Kazakhstan impacted the language practices of F2 only in terms of the Kazakh language, so that child started using Kazakh because of the KMI school in Kazakhstan. Regarding the F1, the language practices were impacted by the Bolashak program due to the availability of the influential factors in English (toys, cartoons, and Alexa), so the child started learning English as the second language because the dominant language (L1 of the child) was Russian both in the USA and now in Kazakhstan. Therefore, the move did not impact the role of the Russian language in F1. However, at the same time, the availability of resources and opportunities in the English language in Kazakhstan did not change the English language practices of the child, as the parents organized the English-speaking bubble environment for the child with the help of English cartoons and EMI kindergarten so that the child still practices the English language in different settings, including at home with the parents due to the child agency policy and positive parental involvement.

Additionally, in both families, the impact of parents' language management on the children's language development and language practices was found. For example, the F1 child started using more English words and code-switching from Russian to English because of the impact of EMI kindergarten and that artificial English-speaking bubble, which was a conscious decision of the parents to send the child to EMI school. Regarding the F2 child, a similar impact of the language of instruction of the education sector was found, but in this case, the parents sent their child to KMI school. Consequently, the child is using Kazakh words and code-switching from Russian to Kazakh. As a result, it can be seen that factors are not the only aspect that might impact the language practices of the families but language management can also impact the language practices and the language development of the child.

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Impact of Movement on Language Management of Bolashak Graduates

In the present study, it was found that Bolashak graduates, both parents, strategically chose Russian as the dominant language during their stay abroad and after returning to Kazakhstan after the Bolashak program. This decision was not arbitrary but was driven by several factors: future plans related to the Bolashak program work obligation requirement and parents' place or region of origin. These factors, in turn, influenced the language practices of the families, where parents consciously maintained Russian as the dominant language, foreseeing their eventual return to Kazakhstan.

Regarding the first reason, it was found that parents' language management was related to their future plans of returning to Kazakhstan due to the 5-year work obligation upon completion of the studies (Edilgeriev, 2022). Both families noted that returning to Kazakhstan after receiving their degrees abroad was a part of their plan that impacted their FLP and the choice of the dominant home language in favour of the Russian language, which is the official language of Kazakhstan. The results are similar to those reported by other scholars (Hirsch & Lee, 2018; Hirsch & Kayam, 2021), who found that it is a common tendency for transnational families who live in different parts of the world and tend to move from one country to another, to choose the dominant language of the family based on the language spoken in the country where they plan to stay in the future. Moreover, one of the main reasons why parents choose one of the languages spoken in the country where they plan to move is to avoid facing possible language difficulties (Hirsch & Lee, 2018), similar to the finding of the present study. The reasons why parents in this study chose one of the languages that is spoken widely in Kazakhstan is because they did not want the child to face language difficulties upon their arrival to Kazakhstan.

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Additionally, the findings demonstrated that both families chose Russian as the dominant language but not Kazakh, which is the country's national language due to the parents' origin. Kazakhstan is a multi-ethnic post-soviet country where more than 130 nationalities live, most of whom speak Russian. Therefore, Kazakhstan has two official languages: Kazakh (national) and Russian (official language used for interethnic communication). However, not everyone speaks both languages (Fierman, 2006). Therefore, language usage and domination differ from region to region (Smagulova, 2008). For example, the number of Kazakh-speaking people in the southern parts of Kazakhstan is higher than in the northern part, where the majority speak Russian. Consequently, it is considered that the northern part of Kazakhstan is Russian dominated, which is where the parents in the present study are from. As a result, parents grew up in a Russian-dominated region and became Russian-dominated, which consequently impacted their dominant language choice at home during their stay abroad and in Kazakhstan after the Bolashak program.

As a result, it can be seen that both families' language management was impacted by their plans caused by the requirements of the Bolashak program, which was returning to Kazakhstan. Therefore, the move from abroad to Kazakhstan impacted the language management of the parents in favour of Russian, an official language of Kazakhstan, but not the English that is widely spoken in the USA and the UK, where families lived and which are spoken worldwide. Additionally, it is important to mention that the second reason parents chose Russian as the dominant language was due to the parents' region of origin, the northern part of Kazakhstan, where Russian is considered the dominant language. As a result, parents chose Russian as the dominant language.

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Impact of Movement on Language Ideologies of Bolashak Graduates

The language ideologies of the F1 and F2 were relatively different, but the common finding was that both families wanted their children to become proficient in three languages by adulthood.

According to Curdt-Christiansen (2009) and Leung & Uchikoshi (2012), FLP and language ideologies are connected not only with the external factors but also with the education experiences of the parents. The impacts of parents' educational experiences can be seen from the results of the F1 of the present study, where parents want their child to learn Kazakh and English because they imagine life scenarios for their children similar to theirs with Bolashak, e.g. living and studying in different countries with different linguistic environment. Therefore, based on their educational experiences impacted by socioeconomic and socio-political factors, parents see the advantages of learning the languages and want to prepare the child in advance linguistically.

The F2's English language ideology was impacted by external factors, namely socioeconomic factor unrelated to the Bolashak program and parents' educational experiences. According to parents, the English language can bring opportunities to the child, similar to an ideology found by Kambatyrova (2023) among parents in the Kazakhstani context. As a result, it can be seen that F2 parents choose the language that brings more opportunities for their children in the future, indicating that their language ideology was impacted by the socioeconomic factor. This is unrelated to the Bolashak program and F2's movement from abroad to Kazakhstan but is similar to local Kazakhstani parents.

The present study also asked questions regarding the parents' Russian language ideology. As noted earlier, both families are from Russian-dominated parts of Kazakhstan, which means that the parents of both families are proficient in the Russian language and feel

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more comfortable speaking Russian rather than the Kazakh language. This was one of the main reasons parents chose Russian as the dominant language. Additionally, parents' language ideology can also be related to their attitudes towards the Russian language because it is believed that people have a positive attitude towards the language that the dominant group speaks and consider it one of the most important languages (Turgaleyeva, 2017). This finding might be applied to the results of the present study since parents mentioned that they feel more comfortable speaking Russian and might have chosen it as the dominant language due to their positive attitude towards it and the continued dominance of Russian in their hometown and current places of living.

Regarding the Kazakh language ideology, the impact of the sociocultural factor was found since both families connected the importance of learning the Kazakh language with their origin and identity. For example, regardless of the dominance of the Russian language at home, F2 parents decided to send their children to a KMI school because they wanted them to know the language of their origin. A similar result was noted by Smagulova (2019), who concluded that there is a tendency among Russian-dominated Kazakh families to send their children to KMI school because of their ideology of connection with their origin, identity, and roots. In other words, F2 parents' Kazakh language identity played a role in the selection of MOI for their children in favor of their ethnic identity, which is Kazakh.

As for the F1's Kazakh language, they have similar reasons for their child to learn the Kazakh language, such as origin, history, and identity impacted by the sociocultural factor, where parents have particular values and beliefs about the language linked to their culture. F1 parents believe that every person needs to know the language of their ethnic identity. Therefore, they want the child to start learning Kazakh after the child has mastered the first two languages (Russian and English). A similar result about the role of the origin and history

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in speaking and learning the language was found by Amantay et al. (2017), where parents highlighted the strong value of Kazakh as the language of their origin and tradition, which needs to be respected and followed.

As a result, it can be seen that both families have similar language ideologies in terms of Russian and Kazakh; the former is connected to the geographical location of the place where parents were born and raised, and the latter to their origin and ethnic identity. However, these two language ideologies were found to be unrelated to the parents' experiences of living and studying abroad with Bolashak, unlike the English language ideology of the F1. F1's English language ideology is strongly connected to the parents' educational experiences, which was achieved with the Bolashak program, which allowed both F1 parents to study in the USA and experience different life scenarios, such as moving abroad and living in another linguistic environment. As a result, F1 considers similar life scenarios to their child based on their personal educational experiences with the Bolashak program and wants their child to be prepared in advance by learning English and other languages. As for the F2 English language ideology, it was found that it was not impacted by their movement from abroad to Kazakhstan since their ideology is similar to the ones that most local Kazakh parents have.

Summary

To sum up, based on the studies conducted previously by the scholars, different factors impacted the language practices, management, and ideologies of the parents and sometimes divergently.

Regarding the language practices, it was found that moving from abroad to Kazakhstan did not impact the dominant language of either family- the Russian language stays as the dominant language at home in Kazakhstan but with differences in parental involvement. The parents' neutral involvement helped the family to maintain Russian as the

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dominant language during their stay abroad. Additionally, the availability of resources and opportunities in different languages in Kazakhstan impacted the language practices of the families differently. For example, the F2 child started using Kazakh because of the KMI school that the child attends in Kazakhstan. As for the F1, the availability of the EMI kindergarten and other platforms in English language (Netflix and other games) in Kazakhstan did not impact the English language practices of the child but rather supplemented it. Due to the positive indirect parental involvement, where parents provide the resources upon the child's request regardless of the language, the child had an artificial English-speaking environment initially in the USA and then later in Kazakhstan. However, it is important to note that the decision to send the F1 child to EMI kindergarten was made based on factors unrelated to the medium of instruction.

Regarding language management, it was found that Bolashak impacted parents' language management before moving to Kazakhstan but rather prepared the families in advance in terms of languages. Both families chose Russian as the dominant language mainly due to the plans to return to Kazakhstan, which is a different linguistic environment where Russian and Kazakh languages are spoken compared to the English-speaking places where they stayed during the Bolashak program. As a result, parents started preparing in advance for the change of linguistic settings and chose Russian as the dominant language. This was found to be the common tendency for most transnational families who chose the dominant language based on the language spoken in the country where they plan to live or move. The second reason why the families chose Russian as the dominant language was due to their regions of origin in Kazakhstan – northern parts of Kazakhstan, which is considered Russian-dominated.

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Regarding the language ideologies, it was found that the Russian and Kazakh language ideologies are similar in both families and were not impacted by the move from abroad to Kazakhstan and Bolashak program but was impacted by the sociocultural factor. However, the English language ideology of the F1 was impacted by parents' education experiences of living and studying abroad, which was achieved through the Bolashak program. As a result, parents see the importance of the English language, even consider similar life scenarios for the child, and want to prepare the child in advance linguistically. As for the F2 English language ideologies, they were found to be similar to those of the local population of Kazakhstan, which sees English as the language that brings opportunities.

6. Conclusion

The present qualitative case study aimed to explore the impact of returning to Kazakhstan from abroad on the FLP of Bolashak International Scholarship Program graduates within Spolsky's language policy framework (language practices, language management, and language ideologies) in the order of the research questions:

1. How did the movement impact the FLP of Bolashak graduates?
 - a. How did the movement impact the language practices of Bolashak graduates?
 - b. How did the movement impact the language management of Bolashak graduates?
 - c. How did the movement impact the language ideologies of Bolashak graduates?

Main Findings

The present study employed three data collection instruments: audio observation, parental reflective journal, and semi-structured interview. The main findings of the collected data showed different results. For instance, it was found that the main language practice of both families was not impacted by the move from abroad to Kazakhstan, as both families were Russian-dominated during their stay abroad and stayed Russian-dominated after moving to Kazakhstan. However, the availability of resources and influential factors impacted the practices of additional languages. For example, the F1 child started attending EMI kindergarten and using more English words, whereas the F2 child started attending KMI school and started learning and using Kazakh words in his speech. Additionally, it is important to consider the influential factors that impact children's language development, such as toys and cartoons. For example, the F1 child started playing with English-talking toys

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during their stay in the USA, which helped the child learn words in English. After returning to Kazakhstan, English learning was supplemented with English cartoons. As for the F2, the cartoons helped the child stay Russian-dominated during their stay in the UK and after their return to Kazakhstan.

Regarding language management, it was found that the Bolashak program work obligation impacted the decision to choose Russian as the dominant language before moving to Kazakhstan, i.e. during their stay abroad. As Russian is the official language spoken in Kazakhstan and is the first language of both families' parents, they decided to choose Russian as the dominant language when they were abroad.

Regarding the language ideologies, it was found that the Kazakh and Russian language ideologies were the same and were not impacted by the move from abroad to Kazakhstan but were impacted by the external factors (sociocultural) unrelated to Bolashak program and their movement. However, the English language ideologies were different in the families. For example, F1's English language ideology was impacted by the parents' educational experiences of living and studying abroad through the Bolashak program. They realised the importance of the English language and considered life scenarios similar to those of their child living or studying abroad. On the other hand, F2's English language ideologies were similar to those of the Kazakhstani population, which considers English the language of opportunities, which, based on parents' interview responses (socioeconomic factor), found to be not connected to F2's experience of living abroad through Bolashak and the moving from the UK to Kazakhstan.

Limitations

The present study has several limitations that need to be mentioned. Firstly, the data was collected using the audio observation instrument. However, it did not allow the researcher to see the resources used during the activities or their language of

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instructions unless they were mentioned in the recording, which led to an incomplete understanding of some of the activities recorded in the audio. As a result, some of the data was interpreted based on my understanding and perception of the things that could not be seen in the recordings. Secondly, the research study was conducted in Kazakhstan despite the researcher's aim to compare the Bolashak graduates FLP abroad and in Kazakhstan. As a result, the researcher collected data regarding the FLP of the participants abroad, relying on the data that the participants provided in the interview. However, it cannot be denied that the information might be misdescribed since parents are not profoundly familiar with the FLP phenomenon.

Recommendations

There are some recommendations for parents who plan to study and live abroad through Bolashak or are self-funded with all family members, including children, and for policymakers of the Bolashak program. The present study's findings could benefit parents in terms of developing their child's language competencies or language repertoire and the role of FLP in it. Parents might reflect on their language practices, language management, and language ideologies and see how their positive/negative/neutral (in)direct involvement can impact the FLP in general. As a result, parents might benefit in terms of understanding the impact of parental and child agency, parental involvement, influential factors, and their educational experience on the FLP and language development of the child and consider which type of approach suits best and shares aims of language practices, language management, and language ideologies and helps to either facilitate or hinder particular language developments. For example, based on the findings of the present study, parents might consider taking some of the influential factors (cartoons, toys, books) in Kazakh/Russian languages with them from Kazakhstan abroad if they want their child to stay

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Kazakh/Russian dominated in a country with a different linguistic environment since they might face difficulties of purchasing these things in Kazakh/Russian languages abroad. On the other hand, parents could consider buying speaking toys that use English/or other dominant language of the country and showing more media (cartoons or songs) to enhance the process of L2 development and vocabulary acquisition. In other words, parents should understand the impact and the role of their agency by giving or not giving the child some influential resources and its impact on child's language development.

Regarding the recommendation for the Bolashak policymakers, they should raise awareness about the impact of different linguistic environments on the language policy of the scholarship holders' families and particularly on the growing new generations' language development and repertoire. If the policymakers are concerned about the spread and dominance of the Kazakh/Russian language among the new generation and give them a chance to stay Kazakh/Russian-dominated abroad, then they should take appropriate actions, such as organising events for the families who are leaving with the child/children where they raise this issue and inform parents about the impact of moving on their FLP, particularly language practices, language management, and language ideologies, and consider access or to purchasing some of the influential factors (books and toys) abroad through different organisations. Additionally, policymakers should consider providing access to influential resources in Kazakh or Russian for families who live abroad and want to practice Kazakh or Russian languages with their child(ren).

Future Directions

There are several directions for further research based on the findings and limitations of the present study. Firstly, it was noted that the present study did not include the observation of the practices of the families during their stay abroad. Therefore, a long-term ethnographical study can be conducted to explore and observe the language practices and

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interview language management and ideologies of the parents during their stay abroad and compare with the results after their return to Kazakhstan. Secondly, little research has been conducted on the FLP of Bolashak graduates or transnational families in the Kazakhstani context. Therefore, it is suggested to conduct more research in this area and compare the results of the people who returned to Kazakhstan recently, five years ago, and ten years ago to explore the impact of living in Kazakhstan on their FLP, particularly on language practices, management, and ideologies.

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Appendix A Declaration of The Use of Generative AI**The impact of Moving to Kazakhstan from Abroad on Bolashak International Scholarship Program Graduates' Family Language Policy**

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

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

During the preparation of this thesis/examination, I used Chat GPT to brainstorm ideas, and edit the text for clarity and grammar.

I also declare that I

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

Name: Anar Kenzhebalina

Signature:

Date: 30.05.2024

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Appendix B Parental Reflective Journal Diary (Amantay, 2017)

Dear _____

Thank you for taking part in this study. In this diary, you will be asked to write as many details as needed and to be honest and reflective. The confidentiality of your name and your notes is guaranteed.

You can complete this diary at whichever time is convenient for you within your daily routine. If you have any questions or difficulties with the diary, please do not hesitate to contact the researcher about your concerns.

A parental reflective journal diary completing instructions:

- You will be given a diary and will be asked to complete it during the week every day either electronically or on paper depending on your choice.
- Include information on the activities and language use that were outside the observation time.
- Indicate the time, the parent who was engaged in the activity with the child, the language used during the activity, and who was the initiator of the particular language use.

Time	Activity	Parent involved	Language and who was the initiator	Details (any switching between languages, who did it, what activity it was, etc.)

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Parental Reflective Journal Diary

Day 1/2/3/4/5/6/7

Date _____

Family № ____

Time	Activity	Parent involved	Language and who was the initiator	Details (any switching between languages, who did it, what activity it was, etc.)

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Ата-ананың рефлексиялық журналы

Күн 1/2/3/4/5/6/7

Күні _____

Отбасы № ____

Уақыт	Әрекеті	Әрекетке қатысқан ата-ана	Тіл және кім бастамашы болды	Мәліметтер (тілдер арасындағы кез келген ауысу, оны кім жасады, қандай әрекет болды және т.б.)

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Родительский рефлексивный дневник

День 1/2/3/4/5/6/7

Дата _____

Семья № ____

Время	Вид занятия	Родитель, который был вовлечен в занятие с ребенком	Язык и кто был инициатором	Подробности (любое переключение между языками, кто это делал, какая это была деятельность и т.д.)

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Ата-ананың рефлексиялық журналы (Амантай, 2017)

Құрметті _____

Осы зерттеуге қатысқаныңыз үшін рахмет. Бұл күнделікте сізден қажет болғанша көп мәліметтерді жазуды және шыншыл және ойшыл болуыңызды сұраймын. Сіздің атыңыз бен жазбаларыңыздың құпиялылығына кепілдік беріледі.

Сіз бұл күнделікті күнделікті жұмысыңыздың кез келген уақытында толтыра аласыз.

Егер сізде күнделікке қатысты сұрақтарыңыз немесе қиындықтарыңыз болса, өз сұрақтарыңыз бойынша зерттеушіге хабарласудан тартынбаңыз.

Күнделікті толтыру бойынша нұсқаулықтар:

- Сізге күнделік беріледі және оны таңдауыңызға байланысты апта ішінде күнде не электронды, не қағаз жүзінде толтыру сұралады.
- Бақылау уақытынан тыс әрекеттер мен тілді қолдану туралы ақпаратты қосыңыз.
- Уақытты, баламен бірге әрекет жасаған ата-ананы, іс-әрекет барысында қолданылған тілді және белгілі бір тілді қолданудың бастамашысы кім болғанын көрсетіңіз.

Уақыт	Әрекеті	Әрекетке қатысқан ата-ана	Тіл және кім бастамашы болды	Мәліметтер (тілдер арасындағы кез келген ауысу, оны кім жасады, қандай әрекет болды және т.б.)

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Родительский рефлексивный дневник (Амантай, 2017)

Дорогой _____

Благодарим Вас за участие в этом исследовании. В этом дневнике вас попросят написать столько деталей, сколько возможно, и быть честными и вдумчивыми.

Конфиденциальность вашего имени и ваших заметок гарантирована.

Вы можете заполнить этот дневник в любое удобное для вас время в рамках вашего распорядка дня. Если у вас есть какие-либо вопросы или трудности с дневником, пожалуйста, не стесняйтесь обращаться к исследователю по поводу ваших проблем.

Инструкция по заполнению родительского рефлексивного дневника :

- Вам выдадут дневник и попросят заполнять его в течение недели каждый день в электронном или бумажном виде в зависимости от вашего выбора.
- Включите информацию о деятельности и использовании языка, которые происходили за пределами времени наблюдения.
- Укажите время, родителя, который занимался с ребенком занятием, язык, который использовался во время занятия, и кто был инициатором конкретного использования языка.

Время	Вид занятия	Родитель, который был вовлечен в занятие с ребенком	Язык и кто был инициатором	Подробности (любое переключение между языками, кто это делал, какая это была деятельность и т.д.

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Appendix C Interview Protocol

Interviewer: _____

Interviewee: _____

Introduction:

Thank you for taking part in the interview. The interview will be conducted to explore the impact of moving to Kazakhstan from abroad on language use at home of Bolashak graduates.

The interview will take about 15-20 minutes. I would like your permission to record the interview. The interview will be confidential. Do you have any questions? Then, with your consent, we will begin the interview.

Background info

- How are you? How was your day?
- Where did you study when you were in Bolashak? What did you study? And how long did you stay there? How long was your family with you?
- What languages do you/your child(ren) speak?

Abroad

Language management

Now I want to ask you about your experiences when you were living abroad:

- Did you want your child to become bi/multilingual?
 - Why?
- Did you do anything special to practice particular language(s) with your child/children?
 - What did you do?
- In order to practice/maintain particular languages, did you insist on using the particular languages with your spouse/child at home?

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- If yes/no, why?
 - Did you have a particular language use policy at home?
 - If yes/no, are there any reasons behind it?

Language ideologies

- When you were abroad, what language(s) did you want your children to speak?
 - Any reason behind it?

Language practices

- What languages did you use daily with your spouse?
 - Where and why?
 - At home what language did you use?
- What language did you use with your child/children?
 - Who decided on the use of that language?
 - Were there any reasons behind your language decision?
 - In your opinion, did the environment, toys, cartoons or any other things affect your language choice?
 - Who decided on the use of that language?
- Many students who study abroad tend to keep in touch through the means of technology and the internet, such as video/voice calls on different apps with their relatives. (If yes) when you talked on the phone with them, what language did you/they use?

After returning to Kazakhstan

Language practices

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Now I want to ask about your experiences after your return to Kazakhstan:

- Have there been any changes in terms of what languages you use with your spouse/child/children?
 - In your opinion, what are the reasons that changed it?
 - Did the environment, toys, cartoons, people, or any other things affect your language choice?

Language management

- Have your feelings changed about whether you want your child/children to become bi/multilingual?
 - Why?
 - if yes, do you have practices with particular language(s) with your child/children?
 - What do you do?
 - In order to practice/maintain particular languages, do you insist on using the particular languages with your spouse/child at home?
 - If yes/no, why?
 - Do you now have a particular language use policy at home?
 - If yes/no, are there any reasons behind it?

Language ideologies

- Have your feelings about what languages you want your children to speak changed after Bolashak?
 - If yes, why did you change your mind?

Conclusion

- Is there anything else about your language use at home I have not asked about that you think is important?

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I have no further questions. Do you have anything to add before we finish the interview?

Thank you for your time! Have a good rest of the day!

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Әңгімелесу хаттамасы

Кіріспе:

Сұхбатқа қатысқаныңыз үшін рахмет. Сұхбат Қазақстанға шетелден көшудің «Болашақ» бағдарламасының түлектерінің өз үйлерінде тілді қолдануына әсерін зерттеу мақсатында өткізіледі.

Сұхбат шамамен 15-20 минутты алады. Сұхбатты жазуға рұқсат сұраймын. Сұхбат құпия түрде өтеді. Сұрақтарыңыз бар ма? Содан кейін сіздің келісіміңізбен сұхбатты бастаймыз.

Фондық ақпарат

- Қалдарыңыз қалай? Күнің қалай өтті?
- «Болашақта» жүргенде қайда оқыдыңыз? Сіз не оқыдыңыз? Ал сіз сонда қанша уақыт болдыңыз? Отбасыңыз сізбен қанша уақыт болды?
- Сіз/балаңыз (балаларыңыз) қандай тілдерде сөйлейсіз?

Шетелде**Тілдерді басқару**

Енді мен сізден шетелде өмір сүрген кездегі тәжірибеңіз туралы сұрағым келеді:

Балаңыздың екі/көп тілді болғанын қаладыңыз ба?

- Неліктен?

Сіз балаңызбен/балаларыңызбен белгілі бір тіл(дер)ді жаттықтыру үшін ерекше бірдеңе жасадыңыз ба?

- Не істедіңіз?

Белгілі бір тілдерді жаттықтыру/ұстау үшін үйде жұбайыңызбен/балаңызбен белгілі бір тілдерді пайдалануды талап еттіңіз бе?

- Егер иә/жоқ болса, неге?

Үйде тілді қолданудың белгілі бір саясаты болды ма?

- Егер иә/жоқ болса, оның артында қандай да бір себептер бар ма?

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Тілдік идеологиялар

Шетелде болғаныңызда балаларыңыздың қай тілде сөйлегенін қаладыңыз?

- Оның артында қандай да бір себеп бар ма?

Тілдік тәжірибелер

Жұбайыңызбен күнде қандай тілдерді қолдандыңыз?

- Қайда және неге?
- Үйде қандай тілді қолдандыңыз?

Балаңызбен/балаларыңызбен қандай тілді қолдандыңыз?

- Бұл тілді қолдануды кім шешті?
- Тілдік шешім қабылдауыңыздың астарында қандай да бір себептер болды ма?

Сіздің ойыңызша, сіздің тіл таңдауыңызға қоршаған орта, ойыншықтар, мультфильмдер немесе басқа нәрселер әсер етті ме?

- Бұл тілді қолдануды кім шешті?

Шетелде оқитын көптеген студенттер туыстарымен әртүрлі қолданбалар арқылы бейне/дауыс қоңыраулары сияқты технология мен интернет арқылы байланыста болады. (Иә болса) олармен телефон арқылы сөйлескен кезде сіз/олар қандай тілді пайдаландыңыз?

Қазақстанға оралғаннан кейін

Тілдік тәжірибелер

Енді Қазақстанға оралғаннан кейінгі тәжірибеңіз туралы сұрағым келеді:

Жұбайыңызбен/балаңызбен/балаларыңызбен қандай тілде сөйлесетінінде қандай да бір өзгерістер болды ма?

- Сіздің ойыңызша, оны өзгертуге қандай себептер себеп болды?
- Сіздің тіл таңдауыңызға қоршаған орта, ойыншықтар, мультфильмдер, адамдар немесе басқа нәрселер әсер етті ме?

Тілдерді басқару

Сіздің балаңыздың/балаларыңыздың екі/көп тілді болғанын қалайсыз ба деген сезімдеріңіз өзгерді ме?

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- Неліктен?
- иә болса, сіздің балаңызбен/балаларыңызбен белгілі бір тіл(дер) бойынша жаттығуларыңыз бар ма?
 - o Сіз не істейсіз?

Белгілі бір тілдерді үйрену/қолдану үшін үйде жұбайыңызбен/балаңызбен белгілі бір тілдерді пайдалануды талап етесіз бе?

- Егер иә/жоқ болса, неге?

Үйде тілді қолданудың белгілі бір саясаты бар ма?

- Егер иә/жоқ болса, оның артында қандай да бір себептер бар ма?

Тілдік идеологиялар

«Болашақтан» кейін балаларыңыздың қай тілде сөйлегенін қалайтыныңызға деген көзқарасыңыз өзгерді ме?

- Егер иә болса, неліктен ойыңызды өзгерттіңіз?

Қорытынды

Үйде тілді қолдану туралы мен сұрамаған, маңызды деп санайтын тағы бір нәрсе бар ма?

Басқа сұрақтарым жоқ. Сұхбатты аяқтамас бұрын қосатын нәрсеңіз бар ма? Уақыт бөлгеніңізге рахмет! Күндеріңіз сәтті өтсін!

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Протокол интервью**Введение:**

Спасибо за участие в интервью. Интервью будет проводиться с целью изучения влияния переезда в Казахстан из-за границы на использование языка дома выпускниками программы «Болашак».

Собеседование займет около 15-20 минут. Я хотел бы получить ваше разрешение записать интервью. Интервью будет конфиденциальным. Есть вопросы? Тогда, с вашего согласия, мы начнем собеседование.

Справочная информация

- Как вы? Как прошел день?
- -Где вы учились, когда были в Болашаке? Что учили? И как долго вы там пробыли? Как долго ваша семья была с вами?
- - На каких языках говорите вы/ваш ребенок (дети)?

За границей**Управление языком**

Теперь я хочу спросить вас о вашем опыте, когда вы жили за границей:

Хотели ли вы, чтобы ваш ребенок стал двуязычным/многоязычным?

- Почему?

Делали ли вы что-нибудь особенное, чтобы практиковать определенный язык(и) со своим ребенком/детьми?

- Что ты сделал?

Чтобы практиковать/поддерживать определенные языки, настаивали ли вы на использовании определенных языков с вашим супругом/ребенком дома?

- Если да/нет, то почему?

Была ли у вас дома определенная политика использования языка?

- Если да/нет, есть ли для этого какие-либо причины?

Языковые идеологии

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Когда вы были за границей, на каком языке (языках) вы хотели, чтобы говорили ваши дети?

- Есть ли причина этого?

Языковые практики

На каких языках вы ежедневно разговаривали со своим супругом?

- Где и почему?
- На каком языке вы говорили дома?

На каком языке вы разговаривали со своим ребенком/детьми?

- Кто принял решение об использовании этого языка?
- Были ли какие-либо причины вашего выбора языка?

По вашему мнению, повлияла ли на ваш выбор языка окружающая среда, игрушки, мультфильмы или что-то еще?

- Кто принял решение об использовании этого языка?

Многие студенты, обучающиеся за границей, обычно поддерживают связь со своими родственниками с помощью технологий и Интернета, например, посредством видео/голосовых звонков в различных приложениях. (Если да), когда вы разговаривали с ними по телефону, какой язык вы/они использовали?

После возвращения в Казахстан

Языковые практики

Теперь я хочу спросить о ваших впечатлениях после возвращения в Казахстан:

Произошли ли какие-либо изменения в том, какие языки вы используете со своим супругом/ребенком/детьми?

- По вашему мнению, каковы причины, которые изменили его?
- Повлияли ли на ваш выбор языка окружающая среда, игрушки, мультфильмы, люди или что-то еще?

Управление языком

Изменилось ли ваше отношение к тому, хотите ли вы, чтобы ваш ребенок/дети стали двуязычными/многоязычными?

- Почему?

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- если да, практикуетесь ли вы с конкретным языком(ами) с вашим ребенком/детьми?
- Что вы делаете?

Чтобы практиковать/поддерживать определенные языки, настаиваете ли вы на использовании определенных языков с вашим супругом/ребенком дома?

- Если да/нет, то почему?

Есть ли у вас дома определенная политика использования языка?

- Если да/нет, есть ли для этого какие-либо причины?

Языковые идеологии

Изменилось ли после «Болашака» ваше отношение к тому, на каких языках вы хотите, чтобы ваши дети говорили?

- Если да, то почему вы передумали?

Заключение

Есть ли что-нибудь еще, что вы считаете важным в использовании языка дома, о чем я не спросил?

Больше вопросов у меня нет. Есть ли у вас что-нибудь добавить, прежде чем мы закончим интервью? Спасибо за ваше время! Хорошего вам дня!

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Appendix D Informed Consent Form**Introduction:**

You are invited to participate in a research study entitled *The Impact of Moving to Kazakhstan from Abroad on Bolashak International Scholarship Program Graduates' Family Language Policy*.

Before you decide whether to participate in the research, I would like you to understand why the study is being conducted.

Purpose:

The research explores the impact of moving to Kazakhstan from abroad on language use at home of Bolashak International Scholarship Program graduates.

Procedures:

Three data collection instruments will be used, namely: non-participant observation, parental reflective journal diary, and semi-structured interview. The study will take place in total only one week.

Non-participant observation

- You will be asked to choose 3-4 days when I can come to your home and do observations.
- It will be only 4 hours a day
- You will not be asked to do anything special during the observation stage.
- I will take notes on my observation protocol during the observations.
- I will not interact with you and the child during the observations.

Parental reflective journal diary

- You will be given a diary and will be asked to complete it during the week every day either electronically or on paper depending on your choice.
- Include information on the activities and language use that were outside the observation time.
- Indicate the time, the parent who was engaged in the activity with the child, and the language used during the activity.

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Interview

- At the end of the week, you will be asked to take part in the interview with questions related to your language use at home and the impact of movement from abroad to Kazakhstan on it.
- Each of the parents will be asked to take part in the interviews separately.
- The interview will take around 15-20 minutes.
- The interview will be audio-recorded for the academic purposes of the study.

Risks:

There are potential psychological risks, such as:

- You might feel uncomfortable being observed.
- You might find some interview questions related to their family language policy to be sensitive.

Therefore, in order to minimise potential psychological risks, you will be reminded at the beginning of the study that you are free to withdraw at any time you feel uncomfortable.

During the interview, in case of facing potential risks, I will end the interview and change the topic of conversation to a more relaxing one.

Benefits:

Bolashak International Scholarship Program makers and policymakers in the education field may benefit from this study by reflecting on how to support Bolashak graduate families in maintaining three languages at home upon their return to Kazakhstan and abroad, and future Bolashak International Scholarship Program holders (parents) who may think more consciously about their FLP and make decisions based on possible impacts of the movement on it.

Compensation:

There will be compensation for you in the form of a chocolate box on the first day of observation as a token of gratitude.

Confidentiality & Privacy:

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Any information that is obtained during this study will be kept confidential to the extent permitted by the law. All efforts, within reason, will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. To achieve confidentiality, your names will be replaced by pseudonyms. Additionally, names and other personal information that might reveal your identity will not be included and reported in the final paper. All the collected data, namely observation protocol notes, parental reflective journal diaries, and interview answers, will be stored in a password-protected file, with access to only my supervisor and me.

Participant's rights:

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

Contact information:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Associate Professor Bridget A. Goodman, bridget.goodman@nu.edu.kz, +7(702) 181-02-64

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

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

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

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- 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.

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Зерттеу жұмысы келісімінің ақпараттық формасы**Сипаттама:**

Сізді «Болашақ» халықаралық стипендиялық бағдарламасы түлектерінің отбасылық тіл саясатына шетелден Қазақстанға көшудің әсері» атты зерттеуге қатысуға шақырамыз. Зерттеуге қатысу-қатыспауды шешпес бұрын, зерттеудің не үшін жүргізіліп жатқанын түсінгеніңізді қалаймын.

Мақсаты:

Зерттеу «Болашақ» халықаралық стипендиясы бағдарламасы түлектерінің шетелден Қазақстанға көшуінің үйдегі тіл(дер)ді қолдануына әсерін зерттейді.

Процедуралар:

Деректерді жинаудың үш құралы пайдаланылады, атап айтқанда: қатыспаған бақылау, ата-ананың рефлексиялық журнал күнделігі және жартылай құрылымдық сұхбат. Зерттеу барлығы бір апта ғана өтеді.

Қатыспайтын бақылау

- Мен сіздің үйіңізге келіп бақылау жасай алатын 3-4 күнді таңдауыңызды сұраймын.
- Күніне небәрі 4 сағат болады
- Бақылау кезеңінде сізден ерекше ештеңе талап етілмейді.
- Мен бақылаулар кезінде өзімнің бақылау хаттамамда белгілер алып отырамын.
- Бақылау кезінде мен сізбен және баламен араласпаймын.

Ата-ананың рефлексиялық күнделігі

- Сізге күнделік беріледі және оны таңдауыңызға байланысты апта ішінде күнде не электронды, не қағаз жүзінде толтыруыңызды сұраймын.
- Бақылау уақытынан тыс әрекеттер мен тілді қолдану туралы ақпаратты қосуыңыз қажет.
- Баламен бірге іс-әрекетке қатысқан уақытты, ата-ананы және әрекет кезінде қолданылған тілді көрсетуіңіз қажет.

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Сұхбат

- Аптаның соңында сізден үйдегі тілді қолдануыңызға және оған шетелден Қазақстанға көшудің ықпалына қатысты сұрақтармен сұхбатқа қатысу ұсынылады.
- Сұхбатқа ата-аналардың әрқайсысы бөлек қатысады.
- Сұхбат шамамен 15-20 минутты алады.
- Зерттеудің академиялық мақсаттары үшін сұхбат аудиожазбаға жазылады.

Қауіптер:

Ықтимал психологиялық қауіптер бар, мысалы:

- Бақылау кезінде езіңізді ыңғайсыз сезінуіңіз мүмкін.
- Отбасылық тіл саясатына қатысты кейбір сұхбат сұрақтары сезімтал болуы мүмкін.

Сондықтан, әлеуетті психологиялық қауіптерді азайту үшін зерттеудің басында сіз өзіңізді ыңғайсыз сезінетін кез келген уақытта зерттеуде қатысудан бас тартуға болатындығыңызды еске саламын. Сұхбат кезінде, ықтимал қауіптерге тап болған жағдайда, сұхбатты аяқтаймын және әңгіме тақырыбын әлдеқайда оңайырақ тақырыпқа ауыстырамын.

Артықшылықтары:

«Болашақ» халықаралық стипендиясы бағдарламасының әзірлеушілері мен білім беру саласындағы саясаткерлері «Болашақ» бағдарламасының түлектеріне Қазақстанға және шетелге оралған кезде үйде үш тілді қолдануға қалай қолдау көрсетуге болатыны және болашақ «Болашақ» халықаралық стипендиясы бағдарламасының болашақ иегерлері (ата-аналары) туралы ойлану арқылы осы зерттеудің пайдасын көре алады.

Өтемақы:

Сізге ризашылық белгісі ретінде бақылаудың бірінші күні шоколад қорабы түрінде өтемақы беріледі.

Құпиялылық:

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Осы зерттеу барысында алынған кез келген ақпарат заңмен рұқсат етілген көлемде құпия сақталады. Зерттеу жазбаңыздағы жеке ақпаратыңызды құпия сақтау үшін барлық күш-жігер жұмсалады, бірақ толық құпиялылыққа кепілдік берілмейді. Құпиялылыққа қол жеткізу үшін сіздің есімдеріңіз басқа есімдермен ауыстырылады. Сонымен қатар, сіздің жеке басыңызды көрсетуі мүмкін аттар мен басқа да жеке ақпарат осы зерттеудің соңғы нұсқасына қосылмайды. Барлық жиналған деректер, атап айтқанда, бақылау хаттамасының жазбалары, ата-ананың рефлексиялық журнал күнделіктері және сұхбат жауаптары құпия сөзбен қорғалған файлда сақталады және тек жетекшім мен мен ғана қол жеткізе алады.

Қатысушының құқықтары:

Егер сіз осы үлгіні оқып шыққан болсаңыз және осы жобаға қатысуды шешсеңіз, сіздің қатысуыңыз ерікті екенін түсініңіз және сіз кез келген уақытта айыппұлсыз немесе басқаша құқығыңыз бар жеңілдіктерсіз өз келісіміңізден бас тартуға немесе қатысуды тоқтатуға құқығыңыз бар. Балама - қатыспау. Сіз белгілі бір сұрақтарға жауап беруден бас тартуға құқылысыз. Бұл зерттеудің нәтижелері ғылыми немесе кәсіби жиналыстарда ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

Байланыс ақпараты:

Сұрақтар: Егер сізде осы зерттеуге, оның процедураларына, қауіптеріне және артықшылықтарына қатысты сұрақтарыңыз, алаңдаушылығыңыз немесе шағымдарыңыз болса, осы студенттік жұмыс бойынша магистрлік диссертация жетекшісімен хабарласа аласыз, доцент Бриджит А. Гудман, bridget.goodman@nu.edu.kz, + 7(702) 181-02-64

Тәуелсіз байланыс:

Егер сіз осы зерттеудің қалай жүргізіліп жатқандығымен қанағаттанбасаңыз немесе зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылықтар, шағымдар немесе жалпы сұрақтарыңыз болса, NUGSE зерттеу комитетіне (gse_researchcommittee@nu.edu.kz) хабарласыңыз.

Осы зерттеуге қатысуға келіссеңіз, осы келісім формасына қол қойыңыз.

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- Берілген ақпаратты мұқият оқып шықтым;
- Маған зерттеудің мақсаты мен тәртібі туралы толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатынын және кез келген құпия ақпарат тек зерттеушілерге көрінетінін және ешкімге айтылмайтынын түсінемін;
- Мен кез келген уақытта себепсіз зерттеуден бас тарта алатынымды түсінемін;
- Жоғарыда айтылғандардың барлығын толық біле отырып, мен өз еркіммен осы зерттеуге қатысуға келісемін.

Қолы: _____ Күні: _____

Қол қойылған және күні қойылған келісім шарттың қосымша көшірмесі сізде сақталады.

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Форма информированного согласия**Описание:**

Приглашаю Вас принять участие в исследовании «Влияние переезда в Казахстан из-за границы на семейную языковую политику выпускников Международной стипендиальной программы «Болашак».

Прежде чем вы решите, участвовать ли в исследовании, хотелось бы, чтобы вы поняли, для чего проводится исследование.

Цель:

Исследование изучает влияние переезда в Казахстан из-за границы на использование языка дома выпускниками Международной стипендиальной программы «Болашак».

Процедуры:

Будут использоваться три инструмента сбора данных, а именно: неучастникское наблюдение, родительский рефлексивный дневник и полуструктурированное интервью. Исследование продлится в общей сложности всего одну неделю.

Неучастникское наблюдение

- Вам будет предложено выбрать 3-4 дня, когда я смогу приехать к вам домой и провести наблюдения.
- Это будет всего 4 часа в день
- На этапе наблюдения от вас не попросят ничего особенного.
- Во время наблюдений я буду делать записи в своем протоколе наблюдения.
- Я не буду взаимодействовать с вами и ребенком во время наблюдений.

Родительский рефлексивный дневник

- Вам выдадут дневник и попросят заполнять его в течение недели каждый день в электронном или бумажном виде в зависимости от вашего выбора.
- Включите информацию о деятельности и использовании языка, которые происходили за пределами времени наблюдения.
- Укажите время, родителя, который взаимодействовал с ребенком, и язык, который использовался во время занятия.

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Интервью

- В конце недели вам будет предложено принять участие в интервью с вопросами, связанными с использованием вами языка дома и влиянием на него переезда из-за границы в Казахстан.
- Каждому из родителей будет предложено принять участие в беседах отдельно.
- Беседа займет около 15-20 минут.
- Интервью будет записано на аудио для академических целей исследования.

Риски:

Существуют потенциальные психологические риски, такие как:

- Вы можете чувствовать себя неловко, когда за вами наблюдают.
- Некоторые вопросы на интервью, связанные с их семейной языковой политикой, могут показаться вам деликатными/чувствительными.

Поэтому, чтобы свести к минимуму потенциальные психологические риски, в начале исследования вам напомнят, что вы можете отказаться участвовать в исследовании в любой момент, когда почувствуете дискомфорт. Во время беседы, в случае возникновения потенциальных рисков, я завершаю интервью и меняю тему разговора на более простую.

Преимущества:

Разработчики Международной стипендиальной программы «Болашак» и политики в сфере образования могут извлечь пользу из этого исследования, поразмыслив о том, как поддержать семьи выпускников «Болашак» в сохранении трех языков дома по их возвращению в Казахстан и за границу, а также будущих обладателей Международной стипендиальной программы «Болашак» (родителей), которые могут более осознанно думать о своей домашней языковой политике и принимать решения, исходя из возможного влияния на нее переезда.

Компенсация:

В знак благодарности вам будет предоставлена компенсация в виде коробки шоколада в первый день наблюдения.

Конфиденциальность:

Любая информация, полученная в ходе данного исследования, будет сохраняться конфиденциальной в пределах, разрешенных законом. В разумных пределах будут предприняты все усилия для сохранения конфиденциальности вашей личной информации в протоколе вашего исследования, но полная конфиденциальность не может быть гарантирована. Для достижения конфиденциальности ваши имена будут заменены псевдонимами. Кроме того, имена и другая личная информация, которая может раскрыть вашу личность, не будет включена и указана в окончательном варианте данной научной работы. Все собранные данные, а именно записи протокола наблюдения, дневники родительского размышления и ответы на интервью, будут храниться в файле, защищенном паролем, к которому будут иметь доступ только мой научный руководитель и я.

Права участника:

Если вы прочитали эту форму и решили принять участие в этом проекте, пожалуйста, поймите, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время без каких-либо штрафов или потери преимуществ. Альтернатива – не участвовать. Вы имеете право отказаться отвечать на отдельные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных конференциях или опубликованы в научных журналах.

Контактная информация:

Вопросы: Если у вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с руководителем магистерской диссертации по этой студенческой работе, доцентом Бриджит А. Гудман, Bridget.goodman@nu.edu.kz, + 7(702) 181-02-64

Независимый контакт: Если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо опасения, жалобы или общие вопросы

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относительно исследования или ваших прав как участника, пожалуйста, свяжитесь с Исследовательским комитетом НУ ВШО по адресу (gse_researchcommittee@nu.edu.kz). Пожалуйста, подпишите эту форму согласия, если вы согласны участвовать в этом исследовании.

- Я внимательно прочитал предоставленную информацию;
- Мне предоставлена полная информация о цели и процедурах исследования;
- Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта кому-либо еще;
- Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин;
- При полном знании всего вышеизложенного я соглашаюсь по собственному желанию принять участие в этом исследовании.

Подпись: _____ Дата: _____

Дополнительную копию этой подписанной и датированной формы согласия вы можете оставить себе.

Appendix E Sample of Interview Transcription

Interviewer: Anar K

Interviewee: Akerke

Duration of the interview: 20-30 minutes

The purpose of the study is to explore the impact of moving to Kazakhstan from abroad on language use at home of Bolashak International Scholarship Program graduates.

Anar: А когда вы были за границей, на каком языке вы хотели, чтобы говорили ваши дети?

Akerke: Ну, конечно, хотелось, чтобы на английском. Я думала, что за год у него не будет, но я хотела, чтобы он выучил английский. Но потом я понимала если мы вернемся в Казахстан, то потому что у знакомых были такие случаи, когда они в Англии как бы уже начали говорить на английском, а потом, когда приехали в эту среду казахскую, русскоязычную, они просто пошли в обычную школу в обычной. Казахские русскоязычные группы, и все они забыли английский, то есть и Но те, которые сразу приехали и отдали своих детей, допустим, в школы там. Частные школы, да. Частные школы, где вот именно язык обучения английский, вот они уже дальше кетті, да. А те, которые просто в обычную школу казахский, русский, они. Частично, может, что то помнили, но прямо такого произношения, такой речи уже не было. То есть оно уже пропало, живя несколько лет уже в Казахстане. То есть это нужно поддерживать. То есть если ты приехал из Англии, дальше нужно это поддерживать с ребенком особенно, потому что они быстро забывают и быстро учатся так же.

Anar: И вы понимали, что в принципе не стоит этого, и поэтому не внедряли английский язык. То есть причина была, потому что ваши планы на будущее, верно? Скорее всего, да.

Akerke: Скорее всего, да Ну, не то, что планы. То есть я не планировала его отдавать частную школу в английский, говорящий на английском языке. Поэтому, наверное.

Anar: О'кей. А на каких языках вы ежедневно разговаривали со своим супругом, когда были в Англии?

Akerke: На русском. На казахском. На русском больше

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Appendix F Sample of Home Observational Protocol

Family № 2

Observer: Anar

Date: 10 December

Length of observation: 2 hours

Time	Who is interacting	What is the activity	What languages they are using	Descriptive notes	Reflective notes
18:20	Mother	Historical stories	Kazakh with minor Russian	Child: мам! Яблоко Mother: казыр берем. Conversation between a mother and a son in fully Kazakh, kid uses code-switching very rarely with Russian words.	Child agency The child uses 'hmm' when he speaks in Kazakh, however, he understands everything in Kazakh. But when it comes to speaking in Kazakh, he first thinks in Russian, then translates it into Russian. That is why he uses 'hmm' when he speaks in Kazakh.
18:30				Mother reads text in Kazakh, kids says 'I do not understand'	Mothe support her child, and supports the language the child feels comfy with. However, mother also tries to understands the difficulties with Kazakh language to give him hints in overcoming the difficulties.

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18:35				<p>in Russian (не понятно). But mother keeps reading and explaining in Kazakh.</p>	
18:40				<p>Mother: бул алканы тарту ретінде береді. Ну как подарок хочет приподнести . Сосын ол ...</p> <p>Mother gives clarifications in Russian of some of the sentence with advanced Kazakh words. Although the child did not say anything.</p>	

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Appendix G Sample of Parental Reflective Diary

День 1

Дата __17 декабря 2023__

Семья № _1_

Время	Вид занятия	Родитель, который был вовлечен в занятие с ребенком	Язык и кто был инициатором	Подробности (любое переключение между языками, кто это делал, какая это была деятельность и т.д.)
12:16	Лепим фигурки из гипса и разукрашиваем их	Мама	<p>1.Сынок сказал: "Мам, хочешь я всё принесу. Mommy, catch!"</p> <p>2.Сынок сказал: "В этот bowl легче набирать воду"</p> <p>3. При пересыпании гипса, сынок сказал: "Hm, it's so fluffy".</p>	<p>1. Сынок сам переключился с русского на английский когда нес игрушки.</p> <p>2. Сам решил назвать тарелку bowl, возможно в садике так же называет.</p> <p>3. Сам перешел на английский</p>
21.00	разговаривали перед сном	папа	<p>русский язык, папа задавал вопросы на русском.</p> <p>сынок: "hold on, don't panic"</p> <p>сынок: "когда Рон и когда они хотели catch Roxu и когда treats are falling и когда в этой серии я сразу видел"</p>	<p>обсуждали подарки новогодние, разговаривали на русском языке. так же сынок рассказывал историю из мультфильма на русском языке, но использовал английские слова.</p>

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			<p>сынок: "пришел чтобы спрятаться, and they fall like this"</p> <p>сынок: "смотри, когда monkeys ели leaves такие that are poisonous, и когда Филип вот так [показывает как обезьяна выплевывает семечко и затем говорит] new trees with new leaves"</p>	
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Appendix H Sample of Data Analysis

Interviewer: Anar K

Interviewee: Akerke

Duration of the interview: 20-30 minutes

The purpose of the study is to explore the impact of moving to Kazakhstan from abroad on language use at home of Bolashak International Scholarship Program graduates.

Anar: А когда вы были за границей, на каком языке вы хотели, чтобы говорили ваши дети?

Akerke: Ну, конечно, хотелось, чтобы на английском. Я думала, что за год у него не будет, но я хотела, чтобы он выучил английский. Но потом я понимала если мы вернемся в Казахстан, то потому что у знакомых были такие случаи, когда они в Англии как бы уже начали говорить на английском, а потом, когда приехали в эту среду казахскую, русскоязычную, они просто пошли в обычную школу в обычной. Казахские русскоязычные группы, и все они забыли английский, то есть и те, которые сразу приехали и отдали своих детей, допустим, в школы там. Частные школы, да. Частные школы, где вот именно язык обучения английский, вот они уже дальше кетті, да. А те, которые просто в обычную школу казахский, русский, они. Частично, может, что то помнили, но прямо такого произношения, такой речи уже не было. То есть оно уже пропало, живя несколько лет уже в Казахстане. То есть это нужно поддерживать. То есть если ты приехал из Англии, дальше нужно это поддерживать с ребенком особенно, потому что они быстро забывают и быстро учатся так же.

Anar: И вы понимали, что в принципе не стоит этого, и поэтому не внедряли английский язык. То есть причина была, потому что ваши планы на будущее, верно? Скорее всего, да.

Akerke: Скорее всего, да Ну, не то, что планы. То есть я не планировала его отдавать частную школу в английский, говорящий на английском языке. Поэтому, наверное.

Anar: О'кей. А на каких языках вы ежедневно разговаривали со своим супругом, когда были в Англии?

Akerke: На русском. На казахском. На русском больше

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