

Family Language Policy of Non-Native Bilingual Families in Kazakhstan

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This letter now confirms that your research project titled:

Family Language Policy of Non-Native Bilingual Families in Kazakhstan

has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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

Yours sincerely,

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Abstract

Family Language Policy of Non-Native Bilingual Families in Kazakhstan

Kazakhstan's trilingual education policy promotes the use of Kazakh, Russian, and English, yet English proficiency remains low (28.5%) compared to Kazakh (92%) and Russian (90.4%). While schools struggle to effectively teach English and private tutoring remains inaccessible to many families, some parents attempt to integrate English into home communication. Although this phenomenon, known as Non-Native Bilingualism (NNB), has been studied in various contexts like Canada, Korea, Poland and Spain, Kazakhstan remains largely unexplored in this research area. The present study investigates language practices, beliefs and challenges of NNB families in Kazakhstan, as well as parents' evaluations of their effectiveness. Using a qualitative phenomenological approach, the study conducted semi-structured interviews with four NNB families in Kazakhstan. The findings reveal that Kazakhstani NNB families have a number of common features with global cases concerning parents' language ideologies and challenges faced in NNB parenting. These include parents' instrumental motivations for promoting their children's English and the children's resistance to English practice. However, some findings related to language practices contradicted previous research. For example, Kazakhstani parents preferred functional separation of languages rather than "One Parent, One Language" strategy. Additionally, new themes such as balancing multiple languages emerged, reflecting the unique trilingual environment in Kazakhstani families. This study offers practical strategies for parents who want to promote English in their children, while contributing to NNB literature by examining this phenomenon in the Central Asian context. Policymakers and educators can use these insights to better support multilingual families in their language development.

Keywords: non-native bilingualism, family language policy, bilingual parenting, parental ideologies, language strategies and practice

Аңдатпа

Қазақстандағы ана емес қостілділікті қолданатын отбасыларға арналған отбасылық тіл саясаты

Қазақстанның үштілді білім беру саясаты қазақ, орыс және ағылшын тілдерін қолдануды ынталандырады, бірақ ағылшын тілін меңгеру қазақ (92%) және орыс (90,4%) тілдерімен салыстырғанда төмен (28,5%) қалып отыр. Мектептер ағылшын тілін тиімді оқыту үшін күресіп, жеке репетиторлар көптеген отбасылар үшін қолжетімсіз болып жатқанда, кейбір ата-аналар ағылшын тілін үйдегі қарым-қатынасқа енгізуге тырысуда. Аналық емес қостілділік (АЕҚ) деп аталатын бұл құбылыс Канада, Корея, Польша және Испания сияқты әртүрлі контексттерде зерттелгенімен, Қазақстан бұл зерттеу саласында әлі де зерттелмеген. Бұл зерттеу Қазақстандағы АЕҚ-ді қолданатын отбасылардың тіл тәжірибесін, сенімдерін және алаңдаушылығын, сондай-ақ олардың тиімділігіне ата-аналардың бағалауын зерттейді. Сапалы феноменологиялық тәсілді пайдалана отырып, зерттеу Қазақстандағы төрт АЕҚ қолданатын отбасымен жартылай құрылымдық сұхбат жүргізді. Нәтижелер АЕҚ тәжірибесін қолданатын қазақ отбасыларының ата-аналардың тілдік идеологияларына және АЕҚ-ді қолданатын балаларды тәрбиелеуде кездесетін проблемаларға қатысты жаһандық жағдайлармен бірқатар ортақ ерекшеліктері бар екенін көрсетеді. Оларға ата-аналардың балаларына ағылшын тілін насихаттаудағы құралдық мотивтері және балалардың ағылшын тілі тәжірибесіне қарсылығы жатады. Дегенмен, тіл тәжірибесіне қатысты кейбір нәтижелер бұрынғы зерттеулерге қайшы келеді. Мысалы, қазақ ата-аналары «Бір ата-ана, бір тіл» стратегиясынан гөрі тілдердің функционалдық бөлінуін қалайды. Сонымен қатар, қазақстандық отбасылардағы бірегей үштілді ортаны көрсететін бірнеше тілді теңестіру сияқты жаңа тақырыптар пайда болды. Бұл зерттеу Орталық Азия контекстінде осы құбылысты зерттей отырып, АЕҚ әдебиетіне үлес қоса

отырып, балаларының ағылшын тілін меңгеру деңгейін көтергісі келетін ата-аналар үшін практикалық стратегияларды ұсынады. Саясаткерлер мен педагогтар бұл идеяларды көптілді отбасыларға тілдерін дамытуда жақсырақ қолдау көрсету үшін пайдалана алады.

Түйін сөздер: ана емес қостілділік, отбасылық тіл саясаты, қос тілді білім беру, ата-ана идеологиясы, тілдік стратегиялар мен тәжірибелер

Аннотация

Семейная Языковая Политика в Отношении Семей Практикующих Неродное Двужычие в Казахстане

Политика трехязычного образования в Казахстане поощряет использование казахского, русского и английского языков, однако уровень владения английским языком остается низким (28,5%) по сравнению с казахским (92%) и русским (90,4%). В то время как школы изо всех сил пытаются эффективно преподавать английский язык, а частные репетиторы остаются недоступными для многих семей, некоторые родители пытаются интегрировать английский язык в домашнее общение. Хотя это явление, известное как неродное двуязычие (НД), изучалось в различных контекстах, таких как Канада, Корея, Польша и Испания, Казахстан остается в значительной степени неизученным в этой области исследований. Настоящее исследование изучает языковые практики, убеждения и проблемы семей практикующих НД в Казахстане, а также оценки родителями их эффективности. Используя качественный феноменологический подход, исследование провело полуструктурированные интервью с четырьмя семьями практикующими НД в Казахстане. Результаты показывают, что казахстанские семьи практикующие НД имеют ряд общих черт с мировыми случаями, касающимися языковых идеологий родителей и проблем, с которыми они сталкиваются в воспитании детей с помощью НД. К ним относятся инструментальные мотивы родителей для продвижения английского языка у своих детей и сопротивление детей практике английского языка. Однако некоторые результаты, связанные с языковой практикой, противоречат предыдущим исследованиям. Например, Казахстанские родители предпочли функциональное разделение языков, а не стратегию «Один родитель, один язык». Кроме того, появились новые темы, такие как балансирование нескольких языков, отражающие уникальную трехязычную среду в Казахстанских семьях. Это

исследование предлагает практические стратегии для родителей, которые хотят продвигать английский язык у своих детей, одновременно внося вклад в литературу НДЯ, изучая это явление в контексте Центральной Азии. Политики и педагоги могут использовать эти идеи для лучшей поддержки многоязычных семей в их языковом развитии.

Ключевые слова: неродное двуязычие, политика в отношении семейного языка, двуязычное воспитание, родительские идеологии, языковые стратегии и практики

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Chapter 1: Introduction

Background Information

Kazakhstan has a diverse population, of whom most speak Kazakh or Russian as their first language and have English as their primary foreign language of choice. The importance of these languages for the future of Kazakhstan was first accentuated in the concept of the Trinity of Languages, which was established in 2007 (New Kazakhstan, 2007). According to the concept, Kazakh plays a key role in the consolidation of the nation, with Russian as the language of interethnic and international communication, and English as the language of successful integration into the global economy and culture (New Kazakhstan, 2007). In 2022, 92% of the population was proficient in the Kazakh language, and 90.4% could speak Russian. Meanwhile, the percentage of the population who mastered English was only 28.5% (Ministry of Science, 2023). This data indicates that communication in English among the people of Kazakhstan occurs significantly less frequently compared to Kazakh or Russian. One of the domains influencing the linguistic patterns of a community is the linguistic patterns of families in that community (Spolsky, 2012). Therefore, it is important to review language use in intra-family communication.

Kazakh holds a prominent position in language use within families in Kazakhstan. 43% of the population uses Kazakh at home, while 36.4% speak Russian, and 17% use both languages. The remaining 2.8% of residents speak minority languages prevalent in the region (Uzbek, Uyghur, Kyrgyz, Kurdish, Tajik, Tatar, Azerbaijani, etc.) (Kazakhstan Institute of Social Development, 2022). To my knowledge, there are certain families who use English in family communication in Kazakhstan, but their number is small. Nonetheless, the majority of Kazakhstani parents regard learning English as an essential skill their children must master. A “Study of the State and Development of Kazakhstani Large Families (four children and above)” reports that 67.8% of respondents view orientation for learning foreign languages as a necessary value in their upbringing and 25.4% acknowledge it as important (Kazakhstan Institute of Social Development, 2020). The English proficiency rates show that the current

educational system might need additional support in the realization of these parental ambitions. One way to help children with English acquisition is through Non-Native Bilingualism (NNB).

Non-native bilingualism (NNB) is the phenomenon where parents choose to communicate with their child in a foreign language, which is neither their native tongue nor commonly spoken in the community (Szramek-Karcz, 2014). This practice can potentially lead to the development of balanced bilingualism in children (Romanowski, 2018). There are numerous examples of successful implementation of NNB in families in Poland, Turkey, China, Korea, Spain, and Brazil (Ballıdağ & Dikilitaş, 2024; de Oliveira, 2023, Liu & Lin, 2019; Lozano-Martínez, 2019; Romanowski, 2018; Seo, 2021). For example, Liu and Lin (2019) in their autoethnography share their own experience of raising a bilingual child and claim that children have the cognitive ability to master two languages simultaneously and develop two linguistic identities. In Kazakhstan, understanding the peculiarities of NNB families' language policy can help parents prepare and support their children before and during English acquisition at school.

Problem Statement

Numerous policies have been implemented to promote English learning in schools of Kazakhstan. In 2001, English was added to the national curriculum for first graders (Ministry of Science, 2023). However, after 20 years, it was decided that learning three languages simultaneously was too challenging for first grade students and, starting from the 2022-2023 academic year, English instruction started in third grade (Ministry of Science, 2023). Another policy authorized using English as a medium of instruction (EMI) for science subjects in grades 9-11, building on the experience of Nazarbayev Intellectual Schools (NIS) and "Bilim-Innovation" Lyceum (BIL) schools (Ministry of Science, 2023). This policy, which began in 2017, utilized CLIL methodology to enhance students' English proficiency through learning content in the target language. However, both students and teachers faced challenges due to their low English competence, which impeded the target language acquisition (Huertas-Abril

& Shashken, 2021; Manan & Hajar, 2024). Moreover, it was found that English teachers have lower qualifications than teachers of other subjects (Bayekeshova et al., 2023). Based on the information provided, it can be suggested that schools require additional support in developing the English language skills of Kazakhstani children. This support can come from private tutors and parents. To explore possibilities of parental assistance in the acquisition of English by their children, language policies of NNB families must be explored.

Private tutoring (PT) is another major force influencing English language acquisition of Kazakhstani children. Studies show that it provides considerable support for English learners when mainstream schools cannot fulfill their educational needs (Akimenko, 2017; Hajar, 2023; Hajar, 2024). Akimenko (2017) reports private tutors to be able to establish trustworthy relationships with students, create a positive atmosphere during the lesson and motivate students to study. Students participating in the study also noticed that their vocabulary, speaking skills and grammar knowledge significantly improved. However, there are some socio-economic concerns regarding PT in Kazakhstan. Several studies report that PT fosters social inequalities as it is less affordable for families with low income (Hajar, 2024; Hajar & Karakus, 2023; Kalikova & Rakhimzhanova, 2009). Additionally, Kalikova and Rakhimzhanova (2009) state that the private sector takes up only 2% of all schools. Even acknowledging that the numbers might have increased since 2009, it can be still concluded that PT leaves many children without support in English language learning. Parents may provide this support by incorporating the NNB approach into their FLP.

In addition to real life problems the present study addresses, it seeks to fill existing research gaps in the field of FLP. Vast amount of FLP research focuses on immigrant settings and mainly considers maintenance and revitalization of indigenous languages of immigrant families in the context of dominant language (Armstrong, 2013; Kang, 2015; Kopeliovich, 2010; Schwartz, 2008; Surrain, 2018). The NNB, in turn, explores the use of a language that is not native to either parents in a community where their native language is widespread (Szramek-Karcz, 2014). The NNB has been explored in various contexts such as Canada,

Korea, Poland and Spain (Liu & Lin, 2019; Seo, 2022; Romanowski, 2018; Utrera & de Diezmas, 2023). In Kazakhstan, the FLP research is significantly underexplored. Very few studies focus on interplay of Russian and Kazakh languages (Adil & Sabidulla, 2016; Amantay et al., 2017). Even fewer studies address English within the context of FLP, even though these studies do not specifically focus on NNB (Valieva et al., 2019). Further research is necessary to gain a comprehensive understanding of FLP in Kazakhstan.

Purpose of the Study and Research Questions

This study aims to explore language practices and beliefs of NNB Kazakhstani families who add English to the Russian or/and Kazakh in their home communications. It also aims to evaluate the effectiveness of their FLP and identify the challenges families experience while implementing the NNB approach. To fulfill this purpose, the following research questions were developed:

1. What language practices prevail in these families, and how do they change over time?
2. What language beliefs guide these practices and what factors shape those beliefs?
3. How do parents evaluate the effectiveness of these practices in relation to English proficiency?
4. What challenges do these parents encounter when managing English and native languages' use with their children, and how do they overcome them?

Significance of the Study

A qualitative analysis of language practices in NNB families in Kazakhstan can contribute to a better understanding of this phenomenon and become a basis for family language planning for parents who want to add English to their home communications. It can become a valuable asset for parents to support their children in English education at school, help them develop communicative competence, and prepare them for English instruction in science subjects following CLIL methodology. Additionally, it can be an alternative to PT for families facing financial difficulties or lacking access to private educational institutions.

Teachers and policymakers can use this study to develop strategies and policies to assist parents in making informed linguistic choices within family communication.

From the perspective of research, the present study can contribute to the development of NNB research by highlighting how non-native languages are used within families in Kazakhstan. It will provide insights into the specific language dynamics, communication patterns, and English language maintenance within Kazakhstani families, offering information about the complexities of English language acquisition and usage within this unique cultural and linguistic context.

Outline of the Thesis

This thesis is structured in five chapters. Chapter 1 introduces the sociolinguistic context of Kazakhstan, defines the problem of limited English exposure among children, and presents the purpose, significance, and research questions of the study. Chapter 2 reviews the literature on FLP and NNB and establishing the theoretical foundations for the present study. Chapter 3 details the methodology, including participant selection, data collection methods, and thematic analysis procedures. Chapter 4 presents the findings related to language practices, beliefs, effectiveness, and challenges experienced by four NNB families in Kazakhstan. Finally, Chapter 5 discusses these findings in relation to existing research and contextualizes them within Kazakhstan's unique linguistic environment, offering implications for parents, educators, and policymakers.

Chapter 2: Literature Review

Introduction

The present study aims to understand how NNB families in Kazakhstan use English alongside with Russian or/and Kazakh in a home environment, what beliefs guide them, and how they evaluate the effectiveness of their practices. Together with the challenges they encounter, this information will provide practical insights for parents navigating their children's multilingual language development. It will also enrich the NNB research with Kazakhstani unique linguistic and cultural context. This is particularly significant given the shortage of FLP studies in the context of Central Asia.

This chapter will discuss the main theoretical concepts and framework of this study and review the literature in the fields of FLP and NNB. The main concepts used in this study are FLP and NNB. Although they have already been described in the introduction, this chapter will analyze these concepts more in depth. Next, the chapter will present Spolsky's theoretical framework of Language Policy and The Douglas Fir Group's Ecological Framework. These frameworks will be combined into the conceptual framework that will better fit the purpose of the study, as it will include meso and macro factors into the discussion of FLP. The literature review will concentrate on the following major themes appearing in the research of NNB: strategies and practices in NNB families, parents' motivations for NNB parenting (NNBP), parents' language ideologies and factors affecting them, parents' language proficiency challenges in NNBP. It will also overview parents' attitudes towards English and its use in the family domain in Kazakhstan.

Theoretical Concepts

Family Language Policy

One of the main concepts in this study is FLP. Researchers have presented several definitions of this concept. For example, King et al. (2008) define FLP as “explicit (Shohamy 2006) and overt (Schiffman 1996) planning in relation to language use within the home among family members” (p. 907). Curdt-Christiansen (2009) defines FLP as a “deliberate

attempt at practicing a particular language use pattern and particular literacy practices within home domains and among family members” (p. 352). He thereby shifts focus from language management to language practices and adds literacy practices, expanding the domain of FLP. Curdt-Christiansen (2018) provides another definition, which includes not only explicit and overt planning but also implicit and covert decisions. For this study, I will use King and Fogle’s (2013) definition, which states that FLP “addresses child language learning and use as functions of parental ideologies, decision-making, and strategies concerning languages and literacies, as well as the broader social and cultural context of family life” (p. 172). This definition includes elements of all previous definitions and expands them by adding language ideologies and pointing out the importance of the social and cultural environment of a family.

Non-Native Bilingualism

Another fundamental concept for this research is NNB. As was stated in the introduction, Szramek-Karcz (2014) defines it as “the situation in which an adult raising a child talks to this child in a foreign language (other than the language of the local community) which is not native for the adult” (p. 295). Whereas this definition focuses on having one parent use a foreign language with their children, later she specified that the language input can come from both parents, too (Szramek-Karcz, 2016). It is important to mention that in her later definition, she states that parents in NNB families share the same native language (Szramek-Karcz, 2016). It reflects the idea of bilingualism in terms of having two languages in use. This idea is also supported by Romanowski (2018), who states that parents in NNB families speak the same language, but at least one of them speaks to their children in a foreign language.

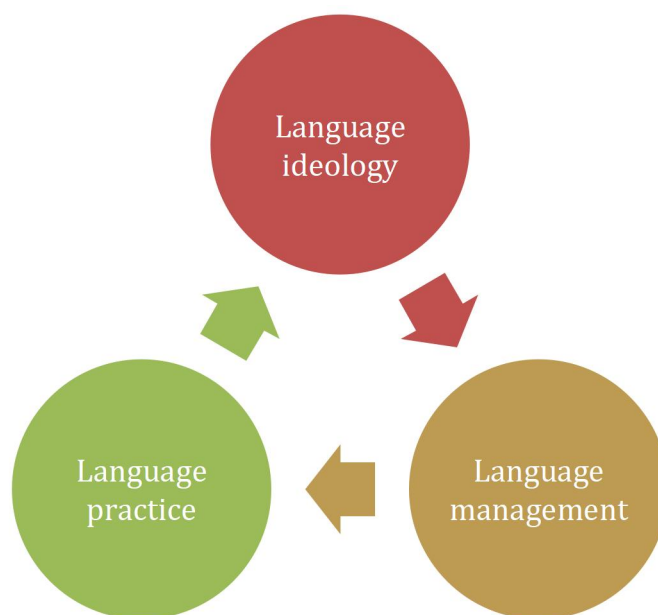
These definitions are not, however, suitable for the Kazakhstani context, because a lot of parents there have different native languages, which they use to communicate with their children. Adding English to that communication technically makes them non-native trilingual families. However, this term will not be used in the present study in order not to confuse the reader. Therefore, this study defines NNB as the situation in which parents who have the same

or different L1, add a foreign language to the communication with their children. The focus changed from using to adding because previous definitions might create an assumption that parents did not use their native language with children at all.

Theoretical Frameworks

Spolsky's Theoretical Framework of Language Policy

Both of the above concepts are based on Spolsky's theoretical framework of Language Policy. According to this framework, there are three components of Language Policy: language practices, ideology, and management (Spolsky, 2004). Language practices relate to "the habitual pattern of selecting among the varieties that make up the linguistic repertoire" (Spolsky, 2004, p. 5) of a particular community. Language ideology indicates "the beliefs about language and language use" (Spolsky, 2004, p. 5). Language management covers "any specific efforts to modify or influence those practices by any kind of intervention, planning, or management" (Spolsky, 2004, p. 5). Although language management seems to have the most direct link to language policy, because language policy is generally understood as "decision-making about language" (Schiffman, 2006), it is important to understand that most decisions come from language ideology within a community or a family. Moreover, these decisions affect the language practices of its users, which, in turn, can alter their language beliefs. These interconnected elements reflect the ideas of evaluating the effectiveness (management), reasons (ideology) and practices applied to the research questions, which makes this framework appropriate for this study. To explore the impact of other domains such as school, community and government on FLP this study will apply The Douglas Fir Group's Ecological Framework.

Figure 1***Spolsky's theoretical framework of Language Policy***

Note. Author's own work.

The Douglas Fir Group's Ecological Framework

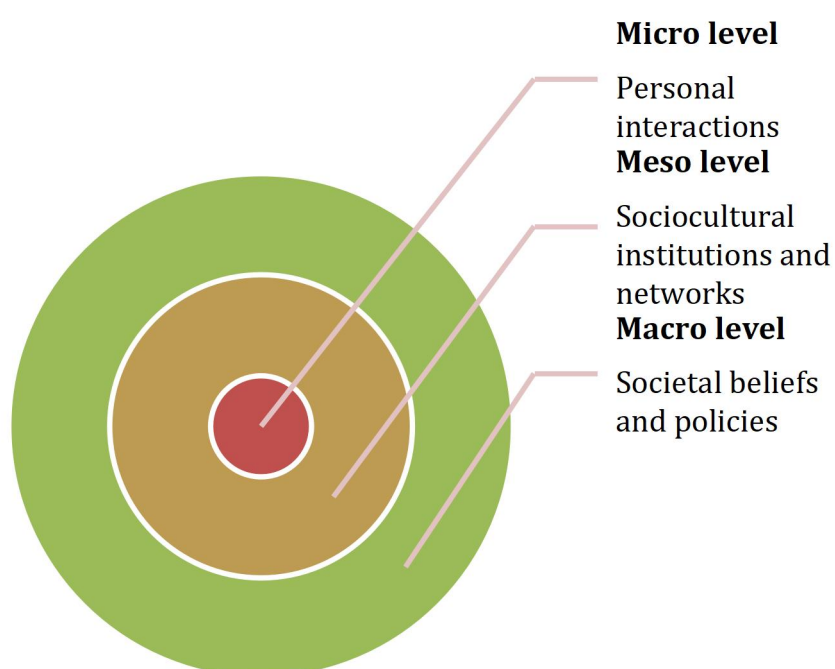
The Douglas Fir Group (2016) developed an ecological framework designed for understanding second language acquisition. This framework encourages integrating various fields of research to enhance our understanding of language learning and usage, making it a transdisciplinary approach. It contextualizes language acquisition within the social environments in which it occurs and emphasizes the importance of community in shaping language use. This framework identifies three interrelated levels of social environments that are essential for understanding language use in a multilingual context: micro level, meso level, and macro level.

The micro level focuses on the individual and their social interactions within specific contexts, such as families, schools, and peer groups, where language learning takes place (The Douglas Fir Group, 2016). The meso level focuses on sociocultural institutions such as educational systems, community organizations, and social networks that provide the environment for language use and learning. The macro level addresses broader ideological structures that impact language learning and use, such as societal beliefs, policies, and power dynamics related to language and identity. These three levels are interconnected, which means

that influences at one level can affect the others. According to this framework, it is important to consider all three levels to achieve a comprehensive understanding of the complexities of language learning in a multilingual world. This framework allows to explore FLP beyond micro level, including various socioeconomic factors that may impact parents' beliefs and decisions.

Figure 2

The Douglas Fir Group Ecological Framework



Note. Author's own work.

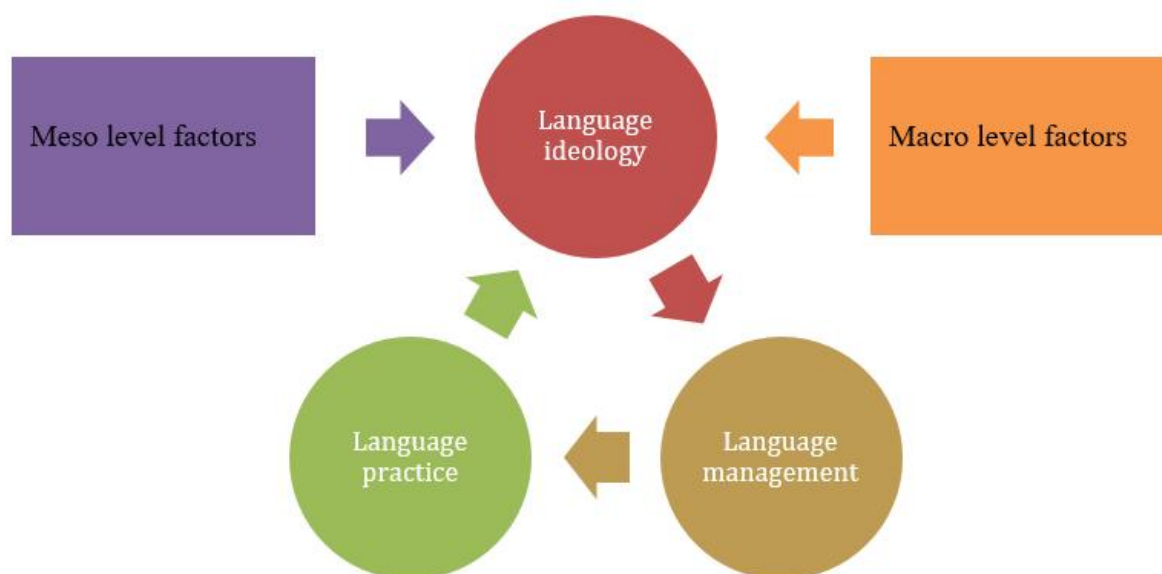
The Conceptual Framework

In this study I will combine Spolsky's theoretical framework of Language Policy and The Douglas Fir Group ecological framework to create a comprehensive conceptual framework for addressing both internal and external factors influencing language ideology, practice and management in Kazakhstani families. Language practice might be commonly associated with the micro level of social environment, because it mainly considers individual interactions within a specific group of people. However, the management of these practices is shaped by language beliefs, which can be influenced by various external factors from meso and macro levels. On macro level, language ideologies of parents can be impacted by national policies related to one specific language, promoting or discouraging its use. On meso level,

they can be affected by school norms and policies, such as EMI. Applying this conceptual framework in the present study will demonstrate how FLP is influenced by educational institutions, community practices, and societal beliefs.

Figure 3

The Conceptual Framework of Combined Spolsky's Theoretical Framework of Language Policy and the Douglas Fir Group Ecological Framework



Note. Author's own work.

Strategies and Practices in NNB Families

One of the major themes that appear in the research of NNB is strategies and practices of NNB families. The majority of studies report that "one parent – one language" (OPOL) strategy is the most used method among parents (de Oliveira, 2023; García López, 2023; Romanowski, 2018). Romanowski (2018) discovered that 10 families out of 22 participating in his study found this strategy to be the most effective for children's linguistic development. Another major study by García López (2023) with participants from 14 countries including Spain, the US, Canada, France, Germany and Mexico supports OPOL's superiority in comparison to other strategies. However, Utrera and de Diezmas (2023) demonstrate that in Central Spain the most popular strategies in NNB families are "time and place" (T&P) and "minority language at home" (MLaH), used by 41.4% and 27.6% of the participants of their study, respectively, with OPOL being accounted only for 10.3% of participants. Another

common finding across several studies was that some parents don't use any strategies for FLP, allowing different languages to develop in their children in a more natural way (de Oliveira, 2023; Romanowski, 2018; Utrera & de Diezmas, 2023). These families often find themselves language mixing and code-switching in their home communications. Despite a certain global pattern in strategy choice, the data differs slightly in various contexts, therefore, there is a need to investigate parental language strategies in NNB families in Kazakhstan.

Apart from the strategies described above, NNB research discusses some additional resources for supporting children's language development. English books are one of the most popular resources in most of the reviewed studies (de Oliveira, 2023; García López, 2023; Karagöz & Erdemir, 2022; Liu & Lin, 2019). García López (2023) investigated linguistic practices of 62 families in monolingual contexts and discovered that 88.1% of respondents used books for English language exposure. Another major source of input was YouTube and TV, 72,9 and 71,2 respectively. Two studies by Utrera and de Diezmas (2023) and Alipour et al. (2023) report books to be rather unpopular source, having TV and private tutoring as the most favorable choices. Given these additional resources can significantly affect the language policies of families, they should be explored together with primary strategies.

Parents' Motivations for NNB

Parents' motivations are another common theme in the studies related to NNB. The most common motivations among parents practicing NNB are related to academic and career opportunities, global citizenship and cognitive development (Karagöz & Erdemir, 2022; Liu & Lin, 2019; Romanowski, 2018; Utrera & de Diezmas, 2023). However, other parental motivations vary depending on the context. The study by Alipour et al. (2023), conducted in Iran, highlights that parents prioritize immigration plans as the main motivation for promoting bilingualism. The autoethnographic study by Liu and Lin (2019) includes such reasons for engaging in NNB as cultural awareness, social, emotional and moral development. The results of the study conducted by de Oliveira (2023) in Brazil demonstrate similar results, highlighting the numerous benefits of bilingualism, such as open-mindedness and enhanced

cultural awareness. Some Turkish parents in the study of Karagöz and Erdemir (2022) stated their motivation as parents' wishes. Unfortunately, the study does not address possible reasons for such an answer. All these motivations shape the strategies parents adopt to support language learning in their children. As there is a significant variety of motivations, it is crucial to identify which of them are prevalent in Kazakhstani families.

Parents' Language Ideologies and Factors Affecting Them

Parental language ideologies play a crucial role in shaping children's language acquisition and use. These ideologies can often be affected by persistent myths surrounding bilingualism. One common misconception is that bilingualism causes speech delays or confusion in children, resulting in anxiety or changes in behavior (de Oliveira, 2023; Lozano-Martínez, 2019; Seo, 2022). Seo (2022) in their ethnographic study on NNB in one Korean family reported changes in behavior of their children after a period of practicing NNB in their family. However, parents noted that it was hard to determine whether these changes were caused by their family language practices or children personal characteristics. Additionally, some parents expressed concerns about their own imperfect proficiency in the target language, fearing it would negatively impact their child's pronunciation or fluency (Seo, 2021a; García López, 2023). However, a large-scale study with 735 families presented the opposite trend (Lozano-Martínez, 2019). It was found that majority of parents viewed this myth rather as minor concern.

In addition, there is also evidence that language ideologies of parents depend on social support or disapproval of NNB. Seo (2021) conducted a study about practices and challenges Korean parents face in their bilingual parenting practice, where data from 300 blog entries from mothers on a Korean website about bilingual parenting was collected. The findings of the research emphasize the importance of community support for mothers to effectively implement NNB strategies in their families. On the other hand, parents in Korea, China, and Poland reported encountering negative opinions from friends and family, who viewed the use of a foreign language at home as unnecessary or even strange (Liu & Lin, 2019; Romanowski,

2018). Some parents described discomfort when speaking the target language in public, fearing judgment or social isolation (Romanowski, 2018; Karagöz & Erdemir, 2022). The studies above emphasize the influence of sociocultural contexts on family language practices and children's language development, showing the importance of supporting community for success.

Parents' Language Proficiency

Several studies highlight that Parents' language proficiency is a critical factor in the success of NNBP (de Oliveira, 2023; García López, 2023; Romanowski, 2018; Seo, 2021). This factor has impact on language strategies, parental beliefs and challenges associated with NNB. For example, García López (2023) identified that in Spain, parents with higher proficiency in the target language were more likely to adopt the OPOL strategy and avoided code-mixing, which was believed to hinder language acquisition. Seo (2021) reported that Korean mothers were concerned about their imperfect English proficiency, especially in pronunciation, which created challenges in bilingual parenting and led to anxiety and use of external resources like books for support. In the trilingual environment of Kazakhstan, this factor can be crucial for understanding the dynamics of FLP.

Challenges in NNBP

The research in the area of NNB addresses numerous challenges regarding raising children in non-native language. One of the major challenges present in almost every study is maintaining consistent exposure to the target language (García López, 2023; Karagöz & Erdemir, 2022; Romanowski, 2018; Seo, 2021; Utrera & de Diezmas, 2023). This is often associated with language anxiety that parents experience after continuous conscious effort at maintaining NNB in the family (Seo, 2021). Additionally, children often resist using target language, especially in activities related to education, such as reading books (Seo, 2021; Liu & Lin, 2019; Utrera & de Diezmas, 2023). They also tend to decrease engagement in English use when they start school and enter their adolescence (Utrera & de Diezmas, 2023). The lack of resources and any form of guidance are also reported to be major concerns of NNB

families (Seo, 2021; García López, 2023; Lozano-Martínez, 2019). Despite these obstacles, many parents continue to practice NNB due to their beliefs in the advantages of this method.

Parents' Attitudes Towards English and Its Use in The Family Domain in Kazakhstan

There is very limited research on English language use within family domain in context of Kazakhstan. However, some studies can shed light on parents' attitudes towards English and examples of its use in communication with children (Adil & Sabidulla, 2016; Amantay et al., 2017; Kambatyrova 2022; Suleimenova et al., 2024; Valieva et al., 2019). For example, Kambatyrova (2022), in her study on factors influencing parents' language ideologies in the context of trilingual education policy, highlights that educational factors have a significant impact on parental language ideologies and outweigh political, economic, and cultural considerations. These findings align with those of Valieva et al. (2019), who investigated the impact of changing school policies and community practices on family language use in Kazakhstan. Several studies confirm that Kazakhstani parents believe in additive bilingualism, when Kazakh language should be mastered before introducing English (Amantay et al., 2017; Suleimenova et al., 2024). Regarding practices, Adil and Sabidulla (2016) mention parents using "one hour English speaking policy" in their home communications. Although it is a single example, it confirms existence of NNB families in Kazakhstan. These findings reveal a critical gap in understanding how NNB families navigate language practices in this context.

Conclusion

This literature review provides key theoretical concepts, frameworks, and empirical findings related to the areas of FLP and NNB, highlighting their relevance to the Kazakhstani context. It starts by explaining Spolsky's Language Policy framework and The Douglas Fir Group's Ecological framework and integrating them into conceptual framework to provide a comprehensive approach to understanding how micro-, meso-, and macro-level factors shape language ideologies, practices, and management in multilingual families. The review of empirical studies identifies common strategies, motivations, challenges, and parental beliefs

in NNB families across different contexts, demonstrating the need to explore them in Kazakhstan. The existing studies on Kazakhstani parents' attitudes toward English suggests its importance for them, yet the specific dynamics of NNB practices in home environments remain underexplored. Addressing this gap, the present study aims to provide practical insights for parents navigating bilingual language development of their children and contribute to a deeper understanding of language dynamics within Kazakhstani families.

Chapter 3: Methodology

Introduction

The previous chapter established the theoretical foundations for this study by defining key concepts such as FLP and NNB and combining Spolsky's (2004) language policy model with the Douglas Fir Group's (2016) ecological framework. It also analyzed existing research on language practices, parental motivations, and challenges in multilingual families, highlighting gaps in the literature, particularly regarding the Kazakhstani context. The aim of this study is to explore the language practices, beliefs, challenges and effectiveness of NNB families in Kazakhstan. The four central questions of the research are:

1. What language practices prevail in these families, and how do they change over time?
2. What language beliefs guide these practices and what factors shape those beliefs?
3. How do parents evaluate the effectiveness of these practices in relation to English proficiency?
4. What challenges do these parents encounter when managing English and native languages' use with their children, and how do they overcome them?

The present chapter describes research design, sampling strategies, data collection tools and procedures, data analysis and ethical consideration of this study.

Research Design

The present study adopts a qualitative research design. One of the fundamental characteristics of qualitative research is that the researcher acknowledges their own influence on the study and interpret data through a reflexive lens (Creswell, 2013). Researchers engage in observations, interviews or document examination to explore natural phenomena from the participants' perspective and adapt to unusual or unanticipated responses (Creswell, 2013; Merriam & Tisdell, 2016). Because the present study aims to explore families' experiences in FLP and due to the open-ended nature of the research questions, a qualitative approach is best suited for this purpose. In addition, one of the areas qualitative research focuses on is "language as a means to explore processes of communication and patterns of interaction

within particular social groups” (Fossey et al., 2002, p. 723). This description aligns with the investigation of the FLP of NNB families in Kazakhstan. Therefore, adopting a qualitative research design seems relevant to the present study.

Within a qualitative research design, the present study follows a phenomenological approach. Merriam and Tisdell (2016) define phenomenology as the common interpretation of a concept, or a phenomenon based on individuals’ lived experiences. The phenomenon under inspection in the present study is NNB. Exploring participants’ experiences in practicing and managing NNB in Kazakhstan, will contribute to the understanding of the essence of this phenomenon in general. Additionally, understanding common experiences can be used to develop practices or policies (Creswell, 2013). Therefore, this study uses phenomenology to help people navigate their FLP in relation to use of English at home.

Sampling and Data Collection Procedures

This study applied purposeful sampling, meaning that not every member of the population had an equal chance of being included in the sample (Cohen et al., 2018). This sampling method is regarded as a useful strategy in qualitative research because it allows researchers to choose participants with particular characteristics or experiences that are in line with the research objectives (Patton, 2014). In the present study, the participants were selected based on specific criteria: 1) they must have at least one child between 0–13 years because family is one of the major language environments for the children of these age group, and 2) at least one bilingual parent with English as a second language. In Kazakhstan, parents tend to use their native languages in family communication (Valieva et al., 2019), so it was expected that families that fall under these criteria will not be common in the community. Therefore, I searched for the first family among my own acquaintances. After receiving ethical approval from the GSE Ethics Committee to conduct this research, I contacted English teachers from my previous job, students of Nazarbayev University and distant relatives to ask if they knew families practicing NNB. After finding the first family, I planned to use snowball sampling to recruit new participants. This method involves starting with one informant, then that person

will identify other individuals deemed suitable for an interview (Creswell, 2013). However, my first participant was not aware of other families practicing NNB. Luckily, I encountered a mother using English to communicate with her daughter just walking on the street. The third participant was recruited through the English teachers' network. The last family was found in the latest period of data collection schedule in the same way as the second family. I had another potential participant for the study from personal connections; however, I decided to exclude this family from the data collection as their residence at that moment was not in Kazakhstan. Given that it is crucial that NNB families live in monolingual environments, I suggested that their experience might compromise the quality of research. Thus, the present study included 4 families for data collection (see Table 1).

Table 1

Information about participants

Participant	Age	Occupation	Status (Role & Interview)
Dilnaz	32	English teacher	Mother (Family 1) Interviewed
Amir	37	Business	Father (Family 1)
Zarina	12	Student	Daughter (Family 1)
Daulet	9	Student	Son (Family 1)
Islam	5	Preschooler	Son (Family 1)
Arman	35	International company	Father (Family 2), Interviewed
Aigerim	33	Housewife	Mother (Family 2)
Aliya	13	Student	Daughter (Family 2)
Aisara	8	Student	Daughter (Family 2)
Zhuldiz	31	Consultant	Mother (Family 3), Interviewed
Aibek	38	Engineer	Father (Family 3)
Daniyar	11	Student	Son (Family 3)
Nurbek	11	Student	Son (Family 3)
Ainura	29	English teacher	Mother (Family 4), Interviewed
Beybit	30	Business	Father (Family 4)
Alina	12	Student (Quantum)	Daughter (Family 4)

Note. Author's own work

All the participants were sent informed consent forms that outlined the study's purpose, potential risks, and benefits, as well as information on withdrawal from the interview.

Upon receiving signed consent forms, I contacted the participants and arranged the time and place for the interview that is most convenient to them. Three interviews were conducted online, and one took place in real life in a small café. The interviews were conducted in Russian in the semi-structured format. During the interviews, I audio recorded the conversation with the participants' consent and then analyzed the recordings. The approximate length of the semi-structured interviews was between thirty and forty minutes.

Data Collection Tools

This study employed semi-structured interviews as data collection tools. In semi-structured interviews, the researcher develops a structured interview protocol but also allows for probing techniques, follow-up questions, and clarification prompts to expand and deepen participants' responses (Merriam & Tisdell, 2016). In addition, the order of the questions can be changed and new questions can be added during the interview if the researcher feels it would foster a conversational atmosphere (Creswell, 2013).

The interview protocol for this study was developed according to the principles of semi-structured interviews (Creswell, 2013). That is that questions progress from general to specific and from personal to abstract. Most of the questions are open-ended and ask for rich descriptions. Sub-questions and probes were added to ensure detailed responses from participants. The interview protocol consisted of 19 questions: 6 questions related to introductory part aimed to collect general information about participant and ease in conversation about FLP and 13 question related to language practices, ideologies and challenges in the family (see Appendix).

Data analysis

The data collected through interviews was analyzed using thematic analysis. First, I carefully read through all the transcripts and notes multiple times to become familiar with the content. Then, I identified and highlighted important patterns and ideas related to language use, beliefs, challenges, and strategies. These were grouped into initial codes like "Russian dominance at home" or "English for future opportunities."

Next, I organized these codes into broader themes that answered each research question, such as "Language Practices Over Time" or "Parental Motivations." I reviewed these themes to make sure there were not any disparities with the data provided by participants and their experiences were adequately represented. Finally, I connected the themes to the study's theoretical frameworks to explain how FLP in NNB families work in Kazakhstan.

Ethical considerations

As a researcher, I am committed to following ethical guidelines to protect the anonymity and confidentiality of participants in my study. In the present study I directly contact all candidates, and third parties were not aware of their participation in the study. Each candidate received a private email with an informed consent form explaining the research's purpose, the tools used, data storage and usage procedures, and their right to withdraw at any time. Verbal consent for audio recording was obtained from participants before the interview. They were informed that they can decline to answer uncomfortable questions during the interview. I used secure channels to keep all interactions private. All collected data is stored in a password-protected memory device, with restricted access limited to my supervisor and me. All personally identifiable information was replaced with pseudonyms. Participants were assured that their data will only be used for the study and not shared with others. They were also informed that they have the freedom to withdraw from the study at any time without consequences, and their data will be erased or anonymized. These measures were taken to preserve the participants' anonymity and confidentiality.

Conclusion

This chapter outlines the methodological framework of the study, describing the research design, sampling strategy, data collection tools, analysis procedures, and ethical considerations. A qualitative phenomenological approach was adopted to explore the lived experiences of NNB families in Kazakhstan, aligning with the study's aim of understanding their language practices, beliefs, challenges, and effectiveness of NNB approach. Purposeful

sampling techniques were employed to recruit four families, ensuring that participants met the study's specific criteria. Semi-structured interviews served as the primary data collection tool, allowing for rich and detailed discussions of the complexities of FLP. Thematic analysis was applied to interpret the data, identifying key patterns and themes related to the research questions. Ethical considerations were thoroughly addressed to protect participants' confidentiality and autonomy throughout the research process.

The next chapter will present the findings derived from the data analysis, offering insights into the language practices, parental beliefs, challenges, and strategies employed by NNB families in Kazakhstan. These findings will be discussed in relation to the research questions, contributing to a deeper understanding of FLP in the Kazakhstani context.

Chapter 4: Findings

Introduction

This chapter presents the main findings of the present study, the aim of which is to explore the language practices of NNB families in Kazakhstan who include English in their home communication alongside Kazakh and/or Russian. Using the conceptual framework that draws on Spolsky's (2004) language policy framework, which examines language practices, ideologies, and management, and Douglas Fir Group's (2016) ecological framework, which situates family language policies within broader sociocultural contexts, the study examined what practices prevail in these families, the beliefs that shape their language choices, the effectiveness of their strategies, and the challenges they face. The study.

Data were collected through semi-structured interviews with four parents – Ainura, Arman, Dina, and Zhuldyz – each of whom provided significant information about integrating English into their everyday lives. Thematic analysis was used to identify codes and themes structured around four research questions:

1. What language practices prevail in these families, and how do they change over time?
2. What language beliefs guide these practices and what factors shape those beliefs?
3. How do parents evaluate the effectiveness of these practices in relation to English proficiency?
4. What challenges do these parents encounter when managing English and native languages' use with their children, and how do they overcome them?

Each question has from 2 to 5 identified themes, which will be presented in this chapter including direct quotes from participants, presented in English, for the readers' convenience. Pseudonyms are used to protect confidentiality, and all ethical principles were followed in data collection and reporting.

Research Question 1: What Language Practices Prevail in These Families, and How Do They Change Over Time?

Regarding research question number 1, parents were asked to describe their language practices within their families, especially in communication with their children. The interview questions were about the languages that parents use to speak to their children, as well as the forms in which English communication occurs. Parents were also asked about any specific strategies they used to support English acquisition in their children. The participants reported using media resources, educational games, rewards, some specific strategies like “English days” and using English for written communications.

English Through Media

The conducted interviews revealed that media resources, such as films, cartoons, and videos are one of the primary methods of English instruction used by parents. They incorporate these tools to create an engaging and natural learning environment for their children. For instance, Ainura uses cartoons to make English learning less formal and more entertaining:

I try to create situations where Alina can practice English but not perceive it as additional homework. One of the most effective methods is movies and TV series. We agreed that we would watch all movies only in English with English subtitles. At first it was hard for her, but then she got used to it. I remember how one day we were watching "Gravity Falls", and after the episode she said, "Mom, without the subtitles I wouldn't have understood half of it, but it was so cool to hear the original voices!

The same strategy is reported to be used by Arman: “My kids and I agreed that if we watch something together, it will always be in the original. At first, they resisted: ‘Dad, we don’t understand anything!’ But then they got used to it.” Other families also mentioned trying to use films and videos, but did not provide any details.

Another strategy reported by Ainura was using music as a resource for English development. She mentioned that her daughter, Alina

recently became interested in Taylor Swift songs. I suggested that she try to analyze the lyrics to understand their meaning. At first, it was difficult for her, she couldn't grasp the metaphors and figurative meaning of the words, but then she became interested, and now she sometimes asks me something like: 'Mom, what does 'You were Romeo, I was a scarlet letter' mean?'"

Similarly, Dilnaz observed that her daughter "likes to listen to English songs, especially modern performers, and sometimes repeats the lines." These examples demonstrate how media resources, when used strategically, can increase children's interest in English organically.

Educational Games and Toys

Educational games are another reportedly effective strategy among participated parents for encouraging English language practice in a fun and interactive way. For example, Zhuldyz described using board games to promote English use: "We play board games in English. For example, we have a card game where you must describe words without naming them. This helps her practice speaking, but in a playful way". Arman reported using similar approach, but with video games: "I let girls play video games only if they are in English. Recently, I saw Aysara playing some game on her phone, and she listened to English dialogues in there and did what some character asked her." With younger children, there is a possibility to use different toys to gamify English education. Dilnaz states that they "have an interactive English board and talking toys. When my youngest builds with blocks, I say, 'Let's make a tower!' or 'What color is this?' He doesn't even realize he's learning—it's just a game." These examples illustrate how games create a low-pressure environment where children can practice vocabulary and sentence structures naturally.

Designated English Time

All participants attempted to establish English-only time periods but noted challenges with sustaining them. Zhuldyz and Dilnaz tried to introduce English days to their home communications. However, Dilnaz commented that they "have tried 'English days' when we

only speak English, but these quickly turn into ‘Russian days’ because it’s hard for the kids. It is like a new diet: at first you are enthusiastic, and then you break down.” Ainura shared a similar experience, but with English evenings: “I once tried to suggest ‘English evenings’, when after dinner we speak only English. The first time she tried to support the idea, but the next day she said: ‘Mom, I can’t do this every day, my brain explodes!’” And Arman’s experience aligns with the experiences of others. He states: “I’ve tried introducing ‘English hours’ where we only speak English, but they don’t always work - if the kids are tired or not in the mood, it’s hard for them to switch.” These quotes highlight how demanding full-language immersion can be for children accustomed to communicating in Russian.

Written Communication

The findings showed that several parents deliberately chose to use English exclusively in written communication to reinforce their children’s language skills. These methods ranged from simple notes to more structured writing activities. Zhuldyz used simple written reminders as a comprehensible way to expose children to English: “Sometimes I write them notes in English, for example: ‘Don’t forget to do your homework!’” Another major strategy was applied by Arman. He established a habit of consistent use of English in texting:

With Aliya, I sometimes use the "English texting" method. For example, if I'm texting her, I might write: "Don't forget your math book!" or "See you soon!" She can answer in Russian, but sometimes she answers in English if she is in the mood.

The informal nature of digital communication appeared to lower the pressure associated with English language and helped normalize English usage. In one case of Ainura encouragement for more active written production through journal did not produce significant results. She explained: “I suggested that she keep a diary in English – at first she was excited about the idea, but after a week she said, ‘It is easier for me to think in Russian and then translate.’” This highlights the challenge of moving from passive recognition to active production in writing.

Rewards

The final strategy participants mentioned in their interviews is giving rewards. This type of practice was present in all families except Ainura's. Dilnaz provided a detailed description of the method in her interview: "Sometimes we do "English assignments" where the kids have to say or write something in English to get a bonus – like choosing a movie for the weekend. Last week I asked them to play out a scene from some cartoon, movies are too difficult for them yet, and as a prize I took them to the cinema." Other parents just mentioned that rewards are usually tailored to children's interests, like "extra 10 minutes on the computer" or "picking a movie for the weekend."

Research Question 2: What Language Beliefs Guide These Practices and What Factors Shape Those Beliefs?

This section investigates language ideologies that navigate parents' decisions about English use in the home. The findings show that parents consider English essential for future opportunities, they are dissatisfied with school education quality and methods, and they have several concerns about bilingualism that shapes their strategies. This section also analyzes how personal experiences contribute to the formation of their language beliefs.

Importance of English for Future Opportunities

Parents main motivation for practicing NNB in their families is belief in English as a critical tool for future opportunities. All the parents emphasized English's role in global mobility, professional and academic success. Parents express the importance and diversity of English use with the quotes "English is not just a school subject to learn for grades. It is a tool that can change your life dramatically" And "I believe that English is simply necessary now... No matter what direction children choose to develop in, knowledge of English will give them a huge advantage."

Parents also highlighted English's importance in accessing global knowledge and technology. Zhuldyz described how she motivated her son by connecting English to his interests: "I explain to my children: knowledge of English is not only about studying, but also

about access to the most modern technologies, science, and culture.” Arman supported this idea, stating “Aliya recently became interested in programming, and I showed her that most of the courses, documentation, and training materials on this topic are in English.” Thus, English as a commodity is universal belief among parents.

Quality of School Education

In the interviews parents expressed dissatisfaction with the school-based English instruction, both regarding quality and methodology. It significantly influenced their decisions to implement NNB practices at home. Mostly parents criticized schools’ overemphasis on grammar and testing rather than communicative competence, as Zhuldyz noted:

Speaking practice is minimal, and the children simply don’t feel the need to use the language. They can do exercises well, but if you ask them to tell you something, they get lost because they don’t have the habit of thinking in English. Sometimes Daniyar asks me: “Mom, why do we need to learn so many rules if in real life no one speaks like they do in the textbook?” And I understand that there is truth in his words.

This extract highlights a disconnect between academic knowledge and practical application. Other parents expressed similar concerns. Parents relate these concerns to several factors, including inadequate teacher proficiency (“teachers who themselves do not speak English very confidently”) and curriculum limitations (“they learn words, but don’t speak English in class”)

This reality shaped parental beliefs about language development. Most parents believe learning should occur naturally, without direct instruction. One parent explained their approach: “I try to tie English to their interests...if Nurbek is watching a football match, I might ask him ‘Who is your favorite player?’” demonstrating how they valued meaningful interaction more than structured lessons. Ainura emphasized this by saying: “I try to make English a natural part of her life rather than something forced upon her.” This shows that parents believe that language develops best through purposeful use rather than isolated study.

Concerns About Bilingualism

While views about bilingualism are generally positive among all participants, some parents expressed some concerns about its potential cognitive and linguistic impact on their children. The worries are mostly related to language confusion and anxiety that can appear due to overload after introduction of English. Ainura observed this in her child's experience: "When Alina has English, Kazakh, Russian and a bunch of other subjects in one day, her head really gets tired. Sometimes she says: "Mom, I have lessons in English today, and then I have an essay in Kazakh – I'm confused!" Dilnaz supports this claim and states that when English was introduced in school from the first grade, it seemed like an overload. Children had not yet mastered their native language, and they were already given a foreign one. Now that it has been taught from the third grade, perhaps it has become easier for children.

On the other hand, Zhuldyz, being English teacher herself, seems confident that bilingualism only benefits a child, stating that

some people think that learning several languages at the same time can lead to confusion. But I see that this is not true. For example, my children switch between Russian and Kazakh without any problems. This means that they can learn to switch freely to English as well – it just takes practice.

Important to note that despite various views on the matter, all parents started introducing English to their family communication during or right before school, allowing children to establish solid foundation in Russian or Kazakh first.

Another important fact observed during the interviews concerns generational differences in language attitudes. The older generation does not seem to share optimistic beliefs about bilingualism as younger ones. Zhuldyz described resistance from older family members: "The boys' grandmother once told me: 'Why do you need to torment your children? Let them study at school and let them rest at home.'" Similarly, Arman noted skepticism from his relatives: "The older generation sometimes asks: 'Why learn English so early? Let them

first learn Kazakh well.” However, parents in the study does not seem to be significantly influenced by these opinions.

Influence of Parents’ Own Experiences

Parents’ personal experiences with language learning or teaching emerged as another valuable factor shaping their approaches to their children’s English acquisition. Parents’ current strategies stem from their past struggles with language learning. Zhuldyz revealed in the interview that:

when I was studying at university, I faced the fact that my knowledge of English was good, but it was difficult to speak it because I had no practice. I do not want my children to face the same problem.

This experience led her to prioritize conversational competence over grammatical perfection. Same conclusions were made by Dilnaz, who admitted: “I also studied according to Soviet standards, and conversation is difficult for me.” Parents compared their own opportunities with those they wished to create for their children. One mother articulated this clearly: “I want them to have more opportunities than I had,” while Arman reflected:

my experience in British Council played a role too. Every day I meet people for whom English has become a ticket to a successful career. This motivates me to help my children master the language,

contrasting it with his own more limited linguistic upbringing.

Research Question 3: How Do Parents Evaluate the Effectiveness of These Practices in Relation to English Proficiency?

This section explores themes related to factors affecting effectiveness of participants’ home language practices, focusing on parental English proficiency levels and participation of spouses in language practices. The analysis demonstrates that parents’ linguistic confidence and household language dynamics play a significant role in children’s developing competencies, highlighting successful approaches and challenges in the process.

Parents' English Proficiency

The findings demonstrate how parents' English proficiency is important in regards of the quality and nature of language practices in the families. Parents with higher proficiency levels implemented more natural and varied English use, as illustrated by Ainura, who stated: "I can communicate, read and write in English freely... That is why I try to make it a natural part of Alina's life rather than something forced." While discussing language practices it was evident that she tried to engage more in spontaneous conversations and could flexibly incorporate English into daily activities.

On the other hand, parents' limited proficiency sometimes hinders language practices within family. Dilnaz shared this experience in the interview:

Sometimes, if the kids see that we stumble, they say: "Mom, let's do it the normal way!" that is, in Russian. Especially Daulet, sometimes I try to talk to him about something in English or ask him something, he will just answer in Russian and run on. But we try. It is easier with the younger one - there you can limit yourself to simple words and phrases. Zarina, the eldest, sometimes meets me halfway and tries to answer in English, but then we both start to stumble, forget words and laugh.

This sometimes results in practices focused on prepared materials and predictable routines rather than authentic communication.

Support of All Family Members

The interviews revealed that consistent support from all family members significantly influenced the effectiveness of English language practices at home. Parents noted challenges when they were the only source of English instruction for children. This mostly was related to low English proficiency of another parent. For example, Zhuldyz explained: "Since I am the only one using English, and the rest of the communication is in Russian, and my husband does not participate in this, the effect is limited." Similarly, Ainura reported following: "My husband, Beybit, has a basic command of English. He can understand simple phrases and hold

a basic conversation, but he lacks confidence for more complex topics. That's why English education at home is mostly my concern."

Research Question 4: What Challenges Do These Parents Encounter When Managing English and Native Languages' Use With Their Children, and How Do They Overcome Them?

The final research question addresses the challenges families face in maintaining English use, including lack of consistency, children's resistance and the lack of a natural English-speaking environment. This section also presents parents' innovative solutions such as interest-based integration and creating a comfortable environment.

Lack of Consistency

A significant challenge parents faced was maintaining consistent English use combining it with Russian and Kazakh in daily communication. Parents reported that despite their efforts, "90% of the time [they] speak Russian". Ainura says following about her communication with daughter: "My daughter and I usually speak Russian because it is more convenient for everyone... Alina sometimes answers me in English, but more often she switches to Russian." It is evident that the dominance of Russian in their environment makes it difficult to sustain English immersion. Kazakh is mainly reported to be used in communication with extended family. Dilnaz says: "We use Kazakh less often, mainly with relatives, when we come to visit grandma and grandpa." Zhuldyz had a similar response, while Arman did not mention using Kazakh at all.

Parents described how attempts to implement structured English practice often failed over time due to work and study overload and anxiety, associated with it. It was the issue for Dilnaz and her family:

The main problem is the lack of habit. Children are used to speaking Russian, and when you start speaking to them in English, they can simply answer in Russian. It's like a wall. Another difficulty is the lack of time. In the evening after school and work,

there is not always the energy to pay attention to English. You just want to relax, watch TV, and not study languages.

Zhuldyz also mentions lack of time as a challenge: “Children have many school subjects, homework, clubs. After all this, they just want to relax, not study English.” Similar answers were obtained from Ainura and Arman, which shows that this might be a common problem for all Kazakhstani families.

Children’s Resistance

The second challenge the interviews revealed is children’s resistance to parents’ efforts to promote English use at home. Parents reported their children pushing back against English learning, often perceiving it as a school subject, rather than important skill. As Zhuldyz noted, children might say, “Mom, we already learn this at school, why do we need to learn it at home?” or ““Mom, why? We’re in Kazakhstan, everyone speaks Russian.” Dilnaz speculates that this resistance is persistent because “it is easier for [children] to do what they are used to.” In addition, resistance was strong when children felt tired or overwhelmed with their studies. For example, Arman shared that

sometimes it happens that children just don't want to speak English. Especially if they are tired or busy with something else. For example, if I start a conversation in English, Aliya might respond: “Dad, let’s speak Russian, I’m tired of thinking in English.”

He also noted that this resistance was stronger in older children. While their younger daughter “perceives it more as a game,” the older child saw English as “a ‘language of study,’ not a language for everyday life.”

Lack of Natural Speaking Environment

Another major challenge identified by parents was the absence of a natural English-speaking environment in their daily lives, which significantly hindered their children’s language acquisition. Zhuldyz emphasized that

In Kazakhstan, English is not yet part of everyday life. If they lived in an English-speaking country, or at least in a city where English is spoken on the streets, they would adapt faster. But even if they know the words, they have no real need to use the language.

Absence of necessity to use English in community became a valuable theme in the findings.

Arman supported this idea in the interview: “Everything around us – school, friends, television – is in Russian. Children simply don’t feel the need to use English in everyday life.” This creates an ecosystem where English feels artificial rather than organic.

Several parents noted how this lack of immersion affected their children’s motivation. Ainura shared that before her daughter joined private school with EMI “[English] seemed like something far away, just another school subject, like math or history.” Zhuldyz suggested that more institutional support could help, stating:

If, for example, conversation clubs, meetings with native speakers, and international projects were held more often in schools, this would help make English more natural.

For now, children do not see any real benefit from knowing English, except for studying.

However, in the absence of such infrastructure, parents take the full responsibility for English development in their children, adjusting language practices at home.

Integrating Language Into Children’s Interests

One of the strategies parents used for overcoming resistance and creating meaningful language practice is connecting English to their children’s existing hobbies and passions. Zhuldyz described this approach as follows: “I try to tie English to their interests. For example, if Nurbek is watching a football match, I might ask him: ‘Who is your favorite player?’ or ‘What was the best moment in the game?’ Daniyar and I sometimes read articles about technology in English.” Similarly, another parent used media and pop culture as entry points. As was mentioned before, Ainura used her daughter’s interest in Taylor Swift to learn lyrics of her songs with her. The findings show that

interest-integration can become a sustainable solution to the challenges of home-based English learning.

Creating a Comfortable Environment.

Other parents like Arman and Dilnaz emphasized the importance of establishing a low-pressure, supportive atmosphere to encourage natural English acquisition. For example, Dilnaz said:

I tried not to force them, but to include English in games, to make it fun. Sometimes it works, sometimes it doesn't. Sometimes you must be persistent, but the main thing is not to overdo it, so as not to discourage the children from learning the language.

Arman also highlighted the importance of flexibility in his interview: “Well, as I said, I try to speak English to the kids sometimes, but without pressure. If they are tired or not in the mood, I don't insist.”

The importance of gradual implementation was also noted by Ainura when she was recalling their child's reaction “Mom, I can't do this every day, my brain explodes!” she said that “such things need to be introduced gradually and not forced.” This comfortable approach was reported to lead to moments of breakthrough, as when Ainura's daughter exclaimed “Mom, I asked myself and they understood me!” during international travel, demonstrating how a supportive environment could foster both confidence and competence in English communication.

Conclusion

This chapter presented the key findings of the study, which explored the language practices, beliefs, challenges, and strategies of NNB families in Kazakhstan who incorporate English into their home communication alongside Kazakh and/or Russian. The analysis, structured around four research questions, revealed several important themes.

First, parents reported to use different strategies to integrate English into their children's everyday lives, including learning through media, educational games, designated English time, written communication, and rewards. While parents were satisfied with most of

the practices, designated English time was reported to be the least effective for them. Second, parents' language ideologies are shaped by their belief in English as a crucial tool for global opportunities, dissatisfaction with school-based English instruction, and opinions about bilingualism. In addition, their own past experiences with language influenced their decisions, motivating them to focus on communicative competence over academic methods. Third, the effectiveness of home language practices was found to depend on parents' English proficiency levels and the involvement of all family members. Parents with higher proficiency engaged in more natural and varied English use, while limited proficiency led to reliance on structured activities. Additionally, lack of support from spouses or other family members often hindered the process. Finally, the study identified key challenges, including lack of consistency, children's resistance, and the absence of a natural English-speaking environment in Kazakhstan. To address these, parents used strategies such as integrating English into children's interests and creating a low-pressure, supportive learning environment. These findings highlight the complex dynamics of FLP in NNB families in Kazakhstan and show the need for flexible, interest-based approaches to foster English proficiency while maintaining children's motivation. The next chapter will discuss these findings in relation to existing literature and explore their broader implications for language policy and education in Kazakhstan.

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Chapter 5: Discussion

Introduction

This chapter provides in-depth analysis the findings of the study in relation to the existing literature reviewed in Chapter 2, providing a comprehensive discussion of the language practices, beliefs, effectiveness, and challenges faced by NNB families in Kazakhstan. The study's findings are compared with prior research to highlight similarities, differences, and unique contextual factors that shape FLP of these families in Kazakhstan.

The discussion is organized into four main sections, each addressing a key aspect of the research. First, the chapter examines how the language practices identified in the study compared with strategies in other NNB contexts. Second, it explores parents' decisions, motivations, and beliefs. Third, the chapter considers factors such as parental proficiency and spousal involvement in terms of their effectiveness in the present and previous studies. Finally, it addresses the challenges faced by NNB families, such as maintaining consistency and overcoming children's resistance, and analyzes the strategies parents employ to overcome these problems.

The discussion extends existing literature in NNB and FLP, while offering new insights into the unique linguistic landscape of Kazakhstan. It also offers practical insights for parents, educators, and policymakers seeking to support multilingual development in their children in similar contexts.

Language Practices

This section examines the diverse strategies employed by Kazakhstani families to integrate English into their home environments, showing in what ways they are different from and similar to cases from previous studies. The main trend is that unlike the structured approaches commonly documented in literature, these families demonstrate flexibility in their language practices. This section explores two key dimensions: the prevalence of situational over systematic strategies, where parents try to incorporate English during various activities like games or media consumption rather than applying strict frameworks like OPOL, and the

crucial importance of parental creativity in adjusting strategies to fit different living conditions and situations.

Strategies Use

The findings of this study show that NNB families in Kazakhstan mostly use situational strategies for English immersion in the home communication. This contradicts the trends of the previous research, where systematic approaches such as OPOL or MLaH were dominant (de Oliveira, 2023; García López, 2023; Utrera & de Diezmas, 2023). Instead of dedicating specific times, persons or places to speak English, parents reported using English contextually, for example, during certain activities or while discussing certain topics. In the global literature this approach aligns the most with Mixed language Policy (MLP), mentioned by de Oliveira (2023) and Romanowski (2018). In MLP “the parents’ native language and their second language are used randomly, according to the situation, i.e., the language will be chosen depending on the conversation topics, on the people involved in the social interchange, etc.”(de Oliveira, 2023, p. 263). The commonalities between approaches can be seen clearly, as in both cases different situations and conversation topics are key factors for target language use.

The findings report some parental attempts to employ strategies like T&P. Parents established English days, evening and hour to systematize their language practice. However, these practices did not persist. While the literature presents cases where parents used English exclusively during certain periods of time (Utrera & de Diezmas, 2023), Kazakhstani children families seem not to be able to maintain such practices due to low English proficiency. The other reason for choosing contextual approach might be trilingual environment of Kazakhstani community. Using Kazakh and Russian interchangeably depending on person and context might shaped the habits of family communication. English just followed previously established pattern. Overall, the strategies in Kazakhstani families are characterized by their flexibility and situational nature, contrasting with the more structured approaches documented

in other contexts, highlighting the importance of language proficiency and contextual factors in shaping FLP.

Creative Activities

The present study's findings reveal that Kazakhstani families employ a diverse and creative range of activities to promote English language development. It partially aligns with literature as parents from previous research are also reported to use films, music, books and games as supplementary measures (de Oliveira, 2023; García López, 2023; Liu & Lin, 2019; Utrera & de Diezmas, 2023). However, most of the previous studies highlight that books are the most common source of additional input (de Oliveira, 2023; García López, 2023; Liu & Lin, 2019), while parents in the present research almost never mentioned them. The most frequently used resource for them were films and cartoons with some using songs to learn English. The uniqueness of the present study's findings is the use of reward systems and writing communication in English, elements that were less emphasized in previous research but emerged as common practices here. Parents frequently used small encouragements, such as extra screen time or presents, to motivate their children. It highlights a pragmatic approach to language learning through positive reinforcement that was largely absent from the literature. Additionally, written communication, adopted in the present research displays parents' creativity in terms of maintaining English practice despite low proficiency and speaking skills in children. This strategy allows less stressful engagement in desired practices which meets both parents expectations and children's capabilities. Overall, strategies of Kazakhstani parents demonstrate a high level of creativity and diversity, incorporating both educational and motivational elements that stand out from more traditional approaches documented in the broader research.

Language Beliefs

This section concerns the exploration of parental ideologies and presents a similarity and contrast between theoretical assumptions about bilingualism and the practical motivations of Kazakhstani families' regarding their language choice. While existing research often

emphasizes cognitive benefits and early immersion, our findings reveal that parents in this context primarily view English through a pragmatic, socioeconomic lens, in other words, as a valuable commodity for career and academic purposes. These belief systems reflect the unique sociolinguistic realities of Kazakhstan, where English is carefully managed as an important asset within the family's FLP, challenging various assumptions prevalent in the broader NNB literature.

Motivations for NNB

The findings of this study highlight that English is viewed as a valuable commodity within Kazakhstani families. This insight aligns with the literature emphasizing the strategic importance of English for socioeconomic mobility and personal development (Alipour et al., 2023; Karagöz & Erdemir, 2022; Romanowski, 2018; Utrera & de Diezmas, 2023). Many parents said that they want their children to learn English for educational and career opportunities, framing the language as an important asset in a globalized world. On the other hand, most parents in the Kazakhstani context did not mention cognitive advantages of language learning when discussing their motivations or perceptions of bilingualism. Instead, they focused primarily on practical and socio-economic benefits. This does not imply their unawareness about or rejection of these benefits but displays that it is not the major theme in their language beliefs. In turn, the existing literature emphasizes the parents' focus on cognitive benefits of bilingualism (de Oliveira, 2023; Liu & Lin, 2019; Romanowski, 2018). In summary, this section highlights that while cognitive benefits are widely acknowledged in the broader research, they are not the primary focus of Kazakhstani parents, who instead prioritize pragmatic and social advantages of English proficiency.

Opinions About Bilingualism

The literature review discusses various themes related to parental opinions on bilingualism, including concerns about language confusion, delays, and cognitive overload when children learn multiple languages simultaneously (de Oliveira, 2023; Karagöz & Erdemir, 2022; Lozano-Martínez, 2019; Seo, 2021). These concerns are largely rooted in

societal misconceptions about early bilingual development and are frequently addressed in relation to preschool-aged children. The present study presents contradictory findings related to this topic. On the one hand, parents generally expressed a positive and strategic attitude towards bilingualism, claiming that simultaneous acquisition of two and more languages is rather beneficial than harmful for a child's language development. This opinion correlates with the opinion of most NNB parents worldwide (Alipour et al., 2023; Lozano-Martínez, 2019; Utrera & de Diezmas, 2023). On the other hand, all the participants introduced English to their home communications during the school years rather than in preschool. Parents explained that they introduce English into their FLP once their children start school because it better manages potential confusion more effectively. This disparity between action and ideology might result from societal pressure, especially from older generations' concerns, even though parents did not report being affected by them. However, more research is needed to explore the impact of other factors having potential influence on that. In contradiction to that, the literature review predominantly refers to early intervention practices, with most parents beginning bilingual exposure in preschool years to maximize early proficiency (Alipour et al., 2023; de Oliveira, 2023; Karagöz & Erdemir, 2022; Lozano-Martínez, 2019; Seo, 2021; Utrera & de Diezmas, 2023). This contrast suggests that in Kazakhstan, parents prefer additive approach, highlighting differing cultural attitudes toward language development.

Effectiveness of Practices

Two factors emerged as central to effectiveness of family language practices: the impact of parental proficiency and confidence on practices' consistency and children's progress; and the role of spousal alignment in supporting language maintenance efforts.

The findings regarding parental English proficiency reveal both alignments and deviations from the literature review. First, both the literature and the findings highlight that lack of proficiency is a concern of many parents implementing NNB (Ballıdağ & Dikilitaş, 2024, García López, 2023, Romanowski, 2018; Seo, 2022). However, in literature this

concern mostly relates to pronunciation and grammar mistakes, while the findings report that parents are concerned that it hinders language practices in the family. Only few studies report difficulties in communication due to low language proficiency (Romanowski, 2018; Seo, 2022). Parents with higher English competence reported more effective communication and learning processes, facilitating their children's language acquisition. Although, some parents with limited proficiency acknowledged feeling less confident but still actively engaged in practices to support learning. It might suggest that motivation and effort can counterbalance proficiency gaps.

The findings of this study show that differences between spouses in their language beliefs can strongly affect how English is used at home. This topic was not fully discussed in the literature review. Majority of the reviewed studies often treat parents as if they share the same views, which might be true, but this research found that in some families, only one parent supported the use of English. One only study directly addressed spouses differences in language ideology (Seo, 2022). However, it focused on different views on accuracy versus functionality in English development. The present study revealed that when the other parent was less supportive children were more likely to speak the dominant home language, usually Russian. This made it harder to keep English as part of daily communication. There is an evident correlation between involvement in FLP of a parent and their English proficiency. It seems that the lower parents English level is, the less their participate in language practices at home. These new insights show that it's important to look at how each parent's beliefs and roles shape family language policy, especially in multilingual countries like Kazakhstan.

Challenges Encountered

The challenges faced by Kazakhstani families in maintaining English at home reveal a complex interplay of environmental, motivational, and practical barriers that create a self-reinforcing cycle of difficulty. Unlike contexts where English has established social currency, the absence of a natural English-speaking environment in daily Kazakhstani life means parents must artificially create linguistic opportunities, often with limited success. This

environmental lack exacerbates child resistance, as children naturally question the relevance of a language that appears disconnected from their immediate social world. The section explores how these challenges compound one another: environmental limitations breed resistance, which in turn undermines consistency, creating an uphill battle for parents attempting to sustain English use. These systemic obstacles differ markedly from the challenges documented in more bilingual societies, underscoring the need for context-sensitive solutions when implementing non-native bilingualism in linguistically isolated environments. The findings suggest that without addressing these fundamental ecological constraints, even the most dedicated family language policies may struggle to achieve lasting impact.

Challenges

The study identified three primary challenges faced by Kazakhstani parents in implementing NNB: lack of consistency in language use, absence of a natural English-speaking environment, and children's resistance to English communication.

Regarding consistency, parents in this study struggled to maintain regular English use at home, mostly due to overload with other responsibilities and overall tiredness. The literature presents examples of similar problems in NNB families in other countries (Romanowski, 2018; Seo, 2021). It emphasized that maintenance of NNB practices is energy consuming and requires conscious effort. Similar views were presented by parents in the present study. Another challenge, the lack of a natural English-speaking environment emerged as a distinctive challenge in Kazakhstan, where English has limited functional use even in educational settings. Only one family reported that their child studied in school with EMI. While NNB implies that target language is not dominant in society, I believe that its almost absolute absence in Kazakhstan made parents formulate it as a separate challenge to their children's language development. In other studies parents mostly focus on lack of theoretical and practical resources (Liu & Lin, 2019; Lozano-Martínez, 2019), although some of them mention the need for societal support systems for NNB families (Seo, 2021). Another key

challenge in the present research is children's resistance to using English at home. Unlike studies that frame resistance as temporary or age-specific (Utrera & de Diezmas, 2023), Kazakhstani children's pushback appeared more fundamental, questioning the very purpose of English in their lives. This suggests that in contexts where English lacks both instrumental value and cultural relevance, motivating children requires different approaches than those documented in societies where bilingualism is more normalized or economically valuable.

The Kazakhstani case highlights how the combination of these factors create a self-reinforcing cycle that makes NNB particularly difficult to sustain, pointing to the need for context-specific models of FLP that account for environments with minimal natural target language exposure.

Solutions

The study's findings regarding solutions parents in the present research adopted generally aligns with broader research. Similarly with studies from other contexts (de Oliveira, 2023; García López, 2023; Liu & Lin, 2019; Utrera & de Diezmas, 2023), Kazakhstani parents successfully used their children's interests in music, technology, and games to create less stressful and more organic English exposure. However, while international studies often frame this as supplemental to formal strategies like OPOL (de Oliveira, 2023; García López, 2023;), the current study reveals how interest-based learning became the primary vehicle for language education in Kazakhstani families. Another coping strategy participants presented is cultivating a low-pressure, emotionally safe language environment for their children. This is a very common response to language anxiety and burnout in NNB families from other contexts (Liu & Lin, 2019, Seo, 2021; Seo, 2022).

In summary, these findings suggest that in Kazakhstani context successful NNB depends a lot on developing highly personalized, emotionally intelligent practices that honor both the child's interests and psychological boundaries.

Conclusion

This discussion chapter has examined how Kazakhstani families navigate NNB withing their families, revealing patterns that are universal to NNB research, as well as some context-specific trends prevalent only in Kazakhstan. It was revealed that parents in Kazakhstani families employ flexible, situational strategies for NNB parenting, which generally differs from global norms. They incorporate unique creative methods like written communication and rewards. Parents view English as an economic resource but delay early immersion to avoid confusion in children's language development. However, more factors might be at play here. Key factors in NNB effectiveness include parental proficiency and spousal alignment and key challenges comprise inconsistency, lack of a natural English environment and children resistance. These factors partially align with the previous studies in the field. In conclusion, The findings highlight the need to adapt global NNB practices to local contexts, considering socioeconomic environment and family dynamics.

The following chapter will present a short summary of all findings, present limitations of the present research and provide implications and recommendations to families, who want to introduce English to their home communications, educational specialists and policymakers and other researchers. It will also contain a section dedicated to future research.

Chapter 6: Conclusion

Summary of Major Findings

This study explored how NNB families in Kazakhstan manage the integration of English alongside Kazakh and Russian in the home environment. Using the conceptual framework of combined Spolsky's theoretical framework of Language Policy and The Douglas Fir Group ecological framework this study investigated practices, beliefs, effectiveness and challenges of FLP in these families. Four families participated in the study and shared their experiences during semi-structured interviews, which were used as main data collection instrument. The findings were organized in accordance with research questions for clarity and informativity.

First, Kazakhstani families generally adopt flexible, situational strategies unlike the structured approaches that commonly documented in global NNB research. These include integrating English into media consumption and games. Some new methods that are not prevalent in the global NNB community include written communication and rewards systems. Kazakhstani parents also experimented with systematic methods like designated English time, but these often proved unsustainable due to low proficiency and contextual pressures.

Second, the examination of parental beliefs reveals alignment with broader literature in orientation toward English as primarily an economic resource and contradicts it by overseeing a cultural or cognitive benefits of bilingualism. Regarding opinions about bilingualism, despite positive attitudes, parents chose to introduce English at school-age rather than earlier in the childhood to avoid confusion, which does not align with the early immersion practices common in global NNB research.

Third, parental English proficiency and spousal alignment emerged as important factors for Kazakhstani parents. Higher proficiency allowed more natural and varied language use, while disparities in parental support often hindered consistency.

Fourth, the challenges identified in the research included lack of consistency, children's resistance, and the absence of a natural English-speaking environment. To overcome these, parents attempted to leverage children's interests and foster low-pressure learning environments. These strategies aligned with global trends but took on greater importance in Kazakhstan due to contextual constraints. The effects of these challenges created a self-reinforcing cycle of problems that require creative solutions beyond those suggested in more bilingual societies.

These insights collectively contribute to a more nuanced understanding of NNB that acknowledges both its universal principles and local manifestations. They suggest that effective FLP must balance research-based practices with contextual adaptability, recognizing that socioeconomic factors and family dynamics of NNB families.

Limitations

Main limitations of this research include small sample size, short-term focus and lack of additional data collection methods. The study included only four families, all from urban, middle-class backgrounds. While one family resided in Arkalyk, which is comparatively small in relation to Almaty and Astana, it is still considered an urban environment. Additionally, findings from families from lower economic status might have introduced different findings. This limits the generalizability of findings to broader populations. Next, the research examined current practices but did not track long-term outcomes of NNB, such as children's proficiency levels, academic performance, or identity development. Longitudinal studies could reveal more significant information about effects of NNB. Finally, the present study only used interviews as data collection methods. Other methods like observations or reflective diaries might have enriched data, providing unbiased evidence or including the voices of the children. Despite these limitations, the study offers a foundational understanding of NNB in Kazakhstan. Addressing these gaps in future research could deepen insights into effective NNB in monolingual contexts.

Implications and recommendations

The present study provides significant findings that have important implications for parents practicing NNB, as well as educational institutions and policymakers seeking to support English language acquisition in Kazakhstan and similar contexts. Below are key recommendations for each group of stakeholders.

Parents, who want to implement English in their home communications might find essential tips and strategies how to support their children's language development. They might integrate English through cartoons, music and games, which will help their children to stay engaged and reduce resistance. Alternatively, they could use written communication to supplement spoken practice without additional pressure. They must understand the importance of both caregivers participating in language practices and do not undermine the impact of children's resistance on the success of the practices.

Educational institutions can provide support by extending language learning beyond the classroom. Schools should assist parents with access to English resources suitable for home use, such as children's books, games, or video content. Furthermore, schools can also enhance motivation in language learning by establishing English conversation clubs, pen-pal projects, or informal speaking events that provide opportunities for children to use English in real-life contexts. Schools might also organize sessions to educate parents on how to support language development at home in non-intrusive and engaging ways.

At the policy level, national language policies should be revised. To improve English learning in Kazakhstan school programs need to focus more on speaking skills development, rather than centering the curriculum around grammar and vocabulary. It is also important to invest in training for English teachers, especially in rural areas where there are fewer resources and teachers may need more support. Policymakers can also help families by making learning tools like language apps, videos, or online books tailored for family use and more available, especially for those who cannot afford private lessons. The government can support community programs like English-speaking clubs or other events with English speakers.

These recommendations provide opportunity to create favorable environment for English development within a single family and in the community as a whole.

Directions for Future Research

Future research should develop the exploration of NNB in Kazakhstan by increasing the sample size and variability and employing longitudinal designs to track children's language development over time. Research should include more diverse families, including families from rural households, with lower socioeconomic status, and families with varying parental education levels. This would provide a more comprehensive understanding of how NNB functions in diverse settings of Kazakhstan. Another directing involves applying different methodologies. For example, combining qualitative interviews with quantitative

measures would provide more unbiased evidence about the effectiveness of different NNB strategies, and adding observational methods could help with self-reported bias from parents.

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Appendix A: AI Declaration Form



Thesis Title:

Declaration of the Use of Generative AI

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.

(If you have used AI tools as defined in the GSE policy document, please complete the rest of this form.)

During the preparation of this thesis/examination, I used DeepSeek and Grammarly [NAME of TOOL] to paraphrase words and phrases (not whole sentences), formulate abstract ideas into specific expressions, organize ideas into logical progression [REASON]¹.

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 appropriate AI use.

Name: Yerzhan Zhumazhan

Signature:

Date: 30.05.2025

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

Appendix B: Consent Letters

Informed consent form

Family Language Policy of Non-Native Bilingual Families in Kazakhstan

Description: You are invited to participate in a study focusing on Family Language Policy in Non-Native Bilingual (NNB) families in Kazakhstan. The purpose of this study is to explore language practices and beliefs of Kazakhstani families who add English to the Russian or Kazakh in their home communications (NNB families). It also aims to evaluate effectiveness of their FLP and identify the challenges families experience while implementing the NNB approach.

You will be asked to participate in a one-on-one interview with your consent to audio record it. You always have the option to decline to respond to any questions that you believe are improper.

Time involvement: Your participation will take approximately 30-40 minutes

Risks and benefits: Due to the confidential nature of the research, there are no potential risks to your personal or professional life related to participation in this study. However, I will ensure that:

- Your identity will remain confidential and anonymous throughout the study. Your name and any other information that could reveal your identity will be replaced with pseudonyms or codes in this master's dissertation and any subsequent research reports. Moreover, if specific names or institutions are mentioned during the interview, they will not be disclosed in the research.
- All questionnaire entries, text and voice recordings, and transcriptions will be stored on the researcher's password-protected cloud repository to ensure your data's security, and all the data will be destroyed once the research work, including article publication, is complete. During the analysis stage, the data obtained will only be accessible to the researcher and the thesis supervisor.

There are no direct benefits from participating in the study. However, the collected data will help grow the literature on Family Language Policy in Kazakhstan. Additionally, the participation can contribute to your the raising awareness of their family language beliefs, practices and management tools. It can serve as the foundation for the language development of your children and a more favourable language environment in the family.

Participant's rights: If you have read this form and have decided to participate in this research, 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:

Researcher: Yerzhan Zhumazhan, 2nd year Master's student in M.A. in Multilingual Education. Graduate School of Education, Nazarbayev University, Astana, Kazakhstan.

Email: yerzhan.zhumazhan@nu.edu.kz

Telephone: +77781873474

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's work, Professor Syed Manan, syed.manan@nu.edu.kz.

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

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

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature:_____

Date:_____

Зерттеу Жұмысы Келісімінің Ақпараттық Формасы Қазақстандағы Екі

Тілді Отбасылардың Отбасылық Тіл Саясаты

Сипаттама: Сізді Қазақстандағы екі тілді отбасылардағы отбасылық тіл саясатына арналған зерттеуге қатысуға шақырамыз. Бұл зерттеудің мақсаты – үйдегі қарым-қатынаста орыс немесе қазақ тіліне ағылшын тілін қосатын қазақстандық отбасылардың тілдік тәжірибесі мен наным-сенімдерін зерттеу. Ол сондай-ақ олардың тіл саясаты тиімділігін бағалауға және ағылшын тілін әдісін енгізу кезінде отбасылардың қиындықтарын анықтауға бағытталған.

Сізден аудиожазбаға келісіміңізбен жеке сұхбатқа қатысу сұралады. Сіз әрқашан дұрыс емес деп санайтын кез келген сұрақтарға жауап беруден бас тарту мүмкіндігіне ие боласыз.

Уақытқа қатысу: Сіздің қатысуыңыз шамамен 30-40 минутты алады

Тәуекелдер мен артықшылықтар: Зерттеудің құпия сипатына байланысты сіздің жеке немесе кәсіби өміріңізге осы зерттеуге қатысуға байланысты ықтимал қауіптер жоқ.

Дегенмен, мен мынаны қамтамасыз етемін:

- Сіздің жеке басыңыз зерттеу барысында құпия және анонимді болып қалады. Сіздің атыңыз және жеке басыңызды аша алатын кез келген басқа ақпарат осы магистрлік диссертацияда және кез келген кейінгі зерттеу есептерінде бүркеншік аттармен немесе кодтармен ауыстырылады. Оның үстіне сұхбат кезінде нақты есімдер немесе мекемелер аталса, олар зерттеуде жария етілмейді.
- Барлық сауалнама жазбалары, мәтіндік және дауыстық жазбалар мен транскрипциялар деректеріңіздің қауіпсіздігін қамтамасыз ету үшін зерттеушінің құпия сөзбен қорғалған бұлттық репозиторийінде сақталады және зерттеу жұмысы, соның ішінде мақаланы жариялау аяқталғаннан кейін барлық деректер жойылады. Талдау кезеңінде алынған деректер тек зерттеуші мен

дипломдық жұмыс жетекшісіне ғана қолжетімді болады.

Зерттеуге қатысудың тікелей пайдасы жоқ. Дегенмен, жиналған деректер Қазақстандағы отбасылық тіл саясаты бойынша әдебиеттерді көбейтуге көмектеседі. Сонымен қатар, қатысу олардың отбасылық тілдегі нанымдары, тәжірибесі және басқару құралдары туралы хабардарлығыңызды арттыруға ықпал етеді. Бұл сіздің балаларыңыздың тілін дамытудың негізі және отбасында қолайлы тілдік орта болуы мүмкін.

Қатысушының құқықтары: Егер сіз осы нысанды оқып шыққан болсаңыз және осы зерттеуге қатысуды шешсеңіз, қатысуыңыз ерікті екенін түсініңіз және сіз кез келген уақытта айыппұлсыз немесе жеңілдіктерсіз өз келісіміңізден бас тартуға немесе қатысуды тоқтатуға құқылысыз. басқаша құқығы 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:

Ғылыми қызметкер: Ержан Жұмажан, көптілді білім беру мамандығы бойынша магистратураның 2 курс студенті. Жоғары білім беру мектебі, Назарбаев Университеті, Астана, Қазақстан. Электрондық поштасы: yerzhan.zhumazhan@nu.edu.kz
Телефон: +77781873474

Сұрақтар: Егер сізде осы зерттеуге, оның процедураларына, тәуекелдеріне және артықшылықтарына қатысты сұрақтарыңыз, алаңдаушылығыңыз немесе шағымдарыңыз болса, осы студенттің жұмысы бойынша магистрлік диссертация жетекшісі, профессор Манан Сайдға хабарласыңыз, syed.manan@nu.edu.kz.

Тәуелсіз байланыс: Егер сіз осы зерттеудің қалай жүргізіліп жатқанына қанағаттанбасаңыз немесе зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылықтар, шағымдар немесе жалпы сұрақтарыңыз болса,

тәуелсіз адаммен сөйлесу үшін NUGSE зерттеу комитетіне хабарласыңыз. зерттеу тобы +7 7172 709359. Сондай-ақ NUGSE зерттеу комитетіне gse_researchcommittee@nu.edu.kz электрондық поштасына хат жазуға болады.

Осы зерттеуге қатысуға келіссеңіз, осы келісім формасына қол қойыңыз.

- Мен 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 оқудан бас тарта алатынымды түсінемін;

Жоғарыда айтылғандардың барлығын толық біле отырып, мен өз еркіммен осы зерттеуге қатысуға келісемін.

Қолы: _____

Күні: _____

Семейная языковая политика двуязычных семей с неродным вторым языком в Казахстане

Описание: Вас приглашают принять участие в исследовании, посвященном семейной языковой политике двуязычных семей с неродным вторым языком в Казахстане. Целью данного исследования является изучение языковых практик и убеждений казахстанских семей, которые добавляют английский к русскому или казахскому в своем домашнем общении. Оно также направлено на оценку эффективности их семейной языковой политики и выявление проблем, с которыми сталкиваются семьи при реализации подхода использования второго языка.

Вас попросят принять участие в индивидуальном интервью с вашим согласием на его аудиозапись. У вас всегда есть возможность отказаться отвечать на любые вопросы, которые вы считаете неуместными.

Время участия: Ваше участие займет около 30-40 минут

Риски и преимущества: В связи с конфиденциальным характером исследования нет никаких потенциальных рисков для вашей личной или профессиональной жизни, связанных с участием в этом исследовании. Тем не менее, я гарантирую, что:

- Ваша личность останется конфиденциальной и анонимной на протяжении всего исследования. Ваше имя и любая другая информация, которая может раскрыть вашу личность, будут заменены псевдонимами или кодами в этой магистерской диссертации и любых последующих исследовательских отчетах. Более того, если во время интервью упоминаются конкретные имена или учреждения, они не будут раскрыты в исследовании.
- Все анкетные записи, текстовые и голосовые записи и транскрипции будут храниться в защищенном паролем облачном хранилище исследователя для обеспечения безопасности ваших данных, и все данные будут уничтожены

после завершения исследовательской работы, включая публикацию статьи. На этапе анализа полученные данные будут доступны только исследователю и научному руководителю диссертации.

Прямых выгод от участия в исследовании нет. Однако собранные данные помогут расширить литературу о политике в области семейного языка в Казахстане. Кроме того, участие может способствовать повышению вашей осведомленности об своих убеждениях, практиках и инструментах управления семейным языком. Это может послужить основой для развития языка ваших детей и более благоприятной языковой среды в семье.

Права участника: Если вы прочитали эту форму и решили принять участие в этом исследовании, пожалуйста, поймите, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафных санкций или потери преимуществ, на которые вы в противном случае имели бы право. Альтернативой является неучастие. Вы имеете право отказаться отвечать на определенные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах.

Контактная информация:

Исследователь: Ержан Жумажан, магистрант 2-го курса по специальности

«Многоязычное образование». Высшая школа образования, Назарбаев Университет,

Астана, Казахстан. Электронная почта: yerzhan.zhumazhan@nu.edu.kz

Телефон: +77781873474

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 этого студента, профессором Манан Саедом , syed.manan@nu.edu.kz.

Независимый контакт: Если вы не удовлетворены тем, как проводится это исследование, или у вас есть какие-либо опасения, жалобы или общие вопросы по поводу исследования или ваших прав как участника, свяжитесь с Исследовательским комитетом NUGSE, чтобы поговорить с кем-то независимым от исследовательской группы по телефону +7 7172 709359. Вы также можете написать электронное письмо в Исследовательский комитет NUGSE 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 предоставили полную информацию 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 никому другому;
- Я понимаю, что я могу отказаться от участия в исследовании в любое время без объяснения причин;

Полностью осознавая все вышеизложенное, я соглашаюсь по собственной воле участвовать в этом исследовании.

Подпись: _____

Дата: _____

Appendix C: Data Collection Instruments

Data Collection Instrument – Interview Protocol

Introduction

Thank you for meeting with me today. My name is Yerzhan and I am a graduate student in the Multilingual Education program at NU. I am conducting this research for my master's thesis and, together with my supervisor, I want to publish it in a scientific journal. My research is about Family Language Policy in Non-Native Bilingual families in Kazakhstan. In other words, I want to know how parents in Kazakhstan support English language development in their children.

I asked you to take part in this study because I believe you have a lot to share about this issue. I already know from you that you can speak two languages yourself and you have children. So, I will ask you about such things as your family's language preferences at home and any strategies you use to teach English to your children. The interview will last for 30-40 minutes. As you see, I am audio recording this conversation, just to transcribe it later.

I want to assure you that only I and my supervisor will have the access to the recordings which will be destroyed after they are transcribed. In addition, you should know that all information will be held confidential, your participation is voluntary, you may stop at any time if you feel uncomfortable, and I do not intend to inflict any harm. Thank you again for agreeing to participate.

Warm-up

- Let's start with some basic questions about your family. How many children do you have, and how old are they?

- What languages do you and your partner speak at home?
- What languages do your children speak at home?
- Do your children learn English at school? How would you evaluate its effectiveness?
- Do your children participate in English language courses or private tutoring? How would you evaluate its effectiveness?
- How fluent are you and your partner in English?

Language Practices

- What languages do you use when communicating with your children?
How do you use English in your family communication?
- How has your family's language practices changed over time? (as your children became older)

Do you use any specific strategies to encourage your children to use English at home? (games, rewards, designated English time)

Language Beliefs and Ideologies

- What are your beliefs about the importance of English for your children?
- What is your opinion about children learning multiple languages at the same time?
- What factors have influenced your decision to use English in your family communication? (societal expectations, educational policies, career aspirations)

Evaluation and Challenges of Language Practices

- Do you feel that your family's language practices have been effective in improving your children's English proficiency? Why or why not?
- What challenges have you faced in helping your children learn English at home?

- Have you encountered any resistance from your children when using English at home? If so, how have you addressed it?

External Factors

- How do you think the school environment (English classes, CLIL methodology) influences your language practices in the family?
- What does the broader community (friends, extended family) think about your family's language practices?
- How do national language policies (the Trinity of Languages) impact your family's language choices?

Closing remarks

That was the last question of the interview and I want to thank you again for your participation. Your experience was very helpful for my research and I wish you success in nurturing your children. I will send you transcribed version of this interview as soon as possible to make sure I got everything correctly. Feel free to contact me any time if you want to add something or have any questions. Thank you!

Инструмент сбора данных – Протокол интервью

Введение

Спасибо, что согласились встретиться со мной сегодня. Меня зовут Ержан, я магистрант программы «Многоязычное образование» в НУ. Я провожу это исследование для своей магистерской диссертации и вместе с моим научным руководителем планирую опубликовать его в научном журнале. Мое исследование посвящено языковой политике семьи в неродных двуязычных семьях в Казахстане. Другими словами, я хочу узнать, как родители в Казахстане поддерживают развитие английского языка у своих детей.

Я пригласил вас принять участие в этом исследовании, потому что уверен, что вам есть что рассказать по этой теме. Я уже знаю, что вы сами владеете двумя языками и у вас есть дети. Поэтому я буду задавать вопросы о языковых предпочтениях вашей семьи дома и о стратегиях, которые вы используете для обучения детей английскому языку. Интервью займет 30–40 минут. Как вы видите, я записываю наш разговор на диктофон, чтобы позже расшифровать его.

Хочу заверить вас, что только я и мой научный руководитель будем иметь доступ к записям, которые будут удалены после расшифровки. Кроме того, вся информация останется конфиденциальной, ваше участие добровольное, вы можете прекратить интервью в любой момент, если почувствуете дискомфорт, и я не намерен причинять вам никакого вреда. Еще раз спасибо за согласие принять участие.

Разминка

Давайте начнем с нескольких общих вопросов о вашей семье.

- Сколько у вас детей и сколько им лет?
- На каких языках вы и ваш партнер говорите дома?

- На каких языках говорят ваши дети дома?
- Ваши дети изучают английский в школе? Как вы оцениваете эффективность этого обучения?
- Ваши дети посещают курсы английского языка или занимаются с репетитором? Как вы оцениваете их эффективность?
- Насколько свободно вы и ваш партнер владеете английским?

Языковые практики

- На каких языках вы общаетесь со своими детьми?
- Как вы используете английский в общении внутри семьи?
- Как изменились языковые практики вашей семьи с течением времени? (по мере взросления детей)
- Используете ли вы какие-то особые стратегии, чтобы мотивировать детей говорить на английском дома? (игры, поощрения, выделенное время для английского)

Языковые убеждения и идеологии

- Каково ваше мнение о важности английского языка для ваших детей?
- Что вы думаете о том, что дети изучают несколько языков одновременно?
- Какие факторы повлияли на ваше решение использовать английский в семейном общении? (ожидания общества, образовательная политика, карьерные устремления)

Оценка и трудности языковых практик

- Считаете ли вы, что ваши семейные языковые практики эффективно улучшают уровень английского у ваших детей? Почему да или почему нет?
- С какими трудностями вы сталкиваетесь, помогая детям учить английский дома?

- Было ли сопротивление со стороны детей при использовании английского дома? Если да, как вы с этим справлялись?

Внешние факторы

- Как, по вашему мнению, школьная среда (уроки английского, методика CLIL) влияет на языковые практики в вашей семье?
- Что думает ваше окружение (друзья, родственники) о ваших семейных языковых практиках?
- Как национальная языковая политика («Триединство языков») влияет на языковой выбор вашей семьи?

Заключительные слова

Это был последний вопрос интервью. Еще раз спасибо за участие. Ваш опыт очень важен для моего исследования, и я желаю вам успехов в воспитании детей. Я отправлю вам расшифровку интервью, как только она будет готова, чтобы убедиться, что все записано правильно. Если у вас будут дополнения или вопросы, вы можете связаться со мной в любое время. Спасибо!

Деректерді жинау құралы – Интервью хаттамасы

Кіріспе

Бүгін кездескеніңіз үшін рахмет. Менің атым Ержан, мен НУ-дың «Көптілді білім беру» бағдарламасында магистрантпын. Мен бұл зерттеуді магистрлік диссертациям үшін жүргізіп жатырмын және ғылыми журналда жариялауды жоспарлап отырмын. Менің зерттеуім Қазақстандағы екі тілді отбасылардағы отбасылық тіл саясатына арналған. Яғни, мен Қазақстандағы ата-аналар балаларының ағылшын тілін дамытуға қалай көмектесетінін білгім келеді.

Сізді осы зерттеуге қатысуға шақырдым, себебі сіздің бұл тақырып бойынша көп нәрсе айта алатыныңызға сенемін. Мен сіздің екі тілді білетіндігіңізді және балаларыңыздың бар екенін білемін. Сондықтан мен сізден отбасыңыздың үйдегі тілдік үрдістері және балаларыңызға ағылшын тілін үйрету әдістері туралы сұрақтар қоямын. Интервью 30–40 минутқа созылады. Көріп тұрғаныңыздай, мен бұл әңгімені диктофонға жазып алып, кейін транскрипциялаймын.

Мен сізге сенімділікпен айта аламын: жазылымға тек мен және менің ғылыми жетекшім қол жеткізе алады, ал транскрипция жасалғаннан кейін ол жойылады. Сонымен қатар, барлық ақпарат құпия сақталады, қатысуыңыз өз еркіңізбен, қаласаңыз кез келген уақытта тоқтата аласыз, ал мен ешқандай зиян келтіруді мақсат етпеймін. Қатысқаныңыз үшін тағы да рахмет.

Бастапқы сұрақтар

Отбасыңыз туралы бірнеше жалпы сұрақтардан бастайық.

- Сізде қанша бала бар және олар қанша жаста?
- Сіз және жұбайыңыз үйде қандай тілдерде сөйлейсіз?
- Балаларыңыз үйде қандай тілдерде сөйлейді?
- Балаларыңыз мектепте ағылшын тілін үйренеді ме? Оның тиімділігін қалай

бағалайсыз?

- Балаларыңыз ағылшын тілі курстарына немесе жеке сабақтарға барады ма?

Оның тиімділігін қалай бағалайсыз?

- Сіз және жұбайыңыз ағылшын тілін қаншалықты жақсы білесіз?

Тілдік практикалар

- Балаларыңызбен қандай тілдерде сөйлесесіз?
- Отбасылық қарым-қатынаста ағылшын тілін қалай қолданасыз?
- Отбасыңыздың тілдік практикасы уақыт өте қалай өзгерді? (балаларыңыздың өсуіне байланысты)
- Балаларыңызды үйде ағылшын тілін қолдануға ынталандыру үшін арнайы әдістер қолданасыз ба? (ойындар, сыйлықтар, ағылшын тіліне арналған уақыт)

Тілдік көзқарастар және идеологиялар

- Балаларыңыз үшін ағылшын тілінің маңыздылығы туралы қандай ойындасыз?
- Балалардың бірнеше тілді бір уақытта үйренуі туралы қалай ойлайсыз?
- Отбасылық қатынаста ағылшын тілін қолдануға қандай факторлар әсер етті? (қоғамдық күтулер, білім беру саясаты, мансаптық мақсаттар)

Тілдік практикаларды бағалау және қиындықтар

- Отбасыңыздың тілдік практикасы балаларыңыздың ағылшын тілін меңгеруіне тиімді әсер етеді деп ойлайсыз ба? Неге иә, неге жоқ?
- Балаларыңыздың ағылшын тілін үйренуіне үйде қандай қиындықтар кездесті?
- Балаларыңыз үйде ағылшын тілін қолдануға қарсылық көрсетті ме? Егер иә, оны қалай шештіңіз?

Сыртқы факторлар

- Мектеп ортасы (ағылшын тілі сабақтары, CLIL әдісі) отбасыңыздың тілдік практикасына қалай әсер етеді деп ойлайсыз?

- Қоршаған орта (досдар, туыс-туғандар) отбасыңыздың тілдік практикасы туралы қандай ойлайды?
- Ұлттық тіл саясаты («Үш тілділік») отбасыңыздың тілдік таңдауына қалай әсер етеді?

Қорытынды

Бұл интервьюдың соңғы сұрағы болды. Қатысқаныңыз үшін тағы да рахмет.

Сіздің тәжірибеңіз менің зерттеуім үшін өте маңызды, ал балаларыңызды тәрбиелеуде сізге табыс тілеймін. Интервьюдың транскрипциясы дайын болғаннан кейін оны сізге жіберемін, барлығы дұрыс жазылғанына көз жеткізе алу үшін.

Қосымша айтарыңыз немесе сұрақтарыңыз болса, кез келген уақытта хабарласа аласыз. Рахмет!

Appendix D: Data Analysis – Transcript Sample

So, as you already know, my name is Yerzhan, and I'm a master's student in the multilingual education program at NU. I'm conducting this research for my thesis and, if possible, I'd like to publish it later. In my research, to put it simply, I want to find out how parents in Kazakhstan support their children's English language development and how they use English in family communication. As far as I know, your family speaks English at home.

Well, not exactly, but we try, yes.

Alright. Today, I'll be asking you simple questions about your family, what languages you use, what strategies you employ to teach your children English, and so on. The interview will last about 30–40 minutes. And, as you can see, I'm recording this conversation for later analysis.

Okay, no problem.

Only my supervisor and I will have access to the recordings, and once I finish my work, they will be destroyed. Also, naturally, all information will remain confidential. Your participation is voluntary, and you can stop at any time if you feel uncomfortable—I don't want you to feel any pressure. Once again, thank you for agreeing to participate.

Okay, thank you. Thanks for inviting me.

How many children do you have and how old are they?

We have one daughter, Alina, she is 10 years old. She is in the 4th grade of private school.

What languages do you and your partner speak at home?

My husband Beibit and I communicate mainly in Russian. It is our common language, as I speak Kazakh and he speaks Russian. Sometimes I try to use Kazakh to support him, but this is rather rare.

What languages do your children speak at home?

My daughter and I usually speak Russian because it is more convenient for everyone. But I try to use English, especially when I help her with her homework or discuss something related to her school. Alina sometimes answers me in English, but more often she switches to Russian.

Do your children study English at school? How do you rate the effectiveness of this teaching?

Yes, Alina studies in private school, where the language of instruction is English. I think the school provides a good foundation, especially in terms of grammar and reading. However, her spoken English is still weak. I think this is because the school places more emphasis on academic knowledge than on communication practice.

Do your children attend English courses or study with a tutor? How do you rate the effectiveness of these classes?

Yes, Alina has an English tutor once a week. I think it helps her improve her speaking skills and understand complex topics better. The tutor uses interactive methods, which

makes the lessons more interesting for my daughter. However, I think that more practice is needed for more significant progress, for example, communicating with native speakers.

How fluent are you and your partner in English?

I have a fairly good command of English because I work for an international consulting company. I can communicate, read and write in English freely. My husband, Beybit, has a basic command of English. He can understand simple phrases and hold a basic conversation, but he lacks confidence for more complex topics. That's why English education at home is mostly my concern. I try to make it a natural part of Alina's life rather than something forced.

What languages do you use when communicating with children?

I try to use English with Alina, especially when it comes to school assignments or discussing her interests related to English-language culture – movies, books, music. For example, she recently became interested in Taylor Swift songs. I suggested that she try to analyze the lyrics to understand their meaning. At first, it was difficult for her, she couldn't grasp the metaphors and figurative meaning of the words, but then she became interested, and now she sometimes asks me something like: "Mom, what does *"You were Romeo, I was a scarlet letter"* mean?"

But despite my efforts, in everyday life we mostly speak Russian, because it is more convenient for everyone. For example, if she comes home from school tired, the last thing she wants to do is speak English.

I once tried to suggest "English evenings", when after dinner we speak only English. The first time she tried to support the idea, but the next day she said: "Mom, I can't do this every day, my brain explodes!" Then I realized that such things need to be introduced gradually, and not forced. Now I just try to create natural situations where English appears by itself.

How do you use English in communication within your family?

I use English mostly with Alina, especially when I help her with her homework or discuss something related to her school. The curriculum at school is quite complicated, especially in natural sciences, where there is a lot of terminology. Sometimes she comes to me with a biology textbook and says: "Mom, how can I explain this more simply? I understand what is written, but I can't explain it in my own words." Then we go over the topic together, discuss it in English, and it helps her learn the material better.

My husband and I hardly use English, because he doesn't feel very confident in this language. For example, if I accidentally say something in English, he might joke: "So, now you and your daughter have conspired against me?" He supports her education, but he himself doesn't see the point in learning the language, because he thinks that he won't need it in life. Because of this, Alina doesn't have an example of bilingual communication between her parents, and it's harder for her to perceive English as a natural language for communication in the family.

Recently I noticed that sometimes she starts talking in English with our cat. She can say: *"Mila, come here!"* or *"Stop scratching my chair!"* Perhaps it is because it is easier for her to speak English to someone who will not answer her in Russian. I see a small progress

in this – it means that the language is starting to become something natural for her, and not just a “subject”.

How have your family's language practices changed over time?

We hadn't used English at home at all before, as Alina was just starting to learn it at school. When she was younger, I didn't even think about speaking English to her - it seemed like something far away, just another school subject, like math or history.

But everything changed when she moved to private school. I remember her first months at the new school – she often came home upset, saying that she didn't understand anything in class. “Mom, it's like I'm in another country!” she said. Then I realized that she needed support, and I started using English more often to help her adapt.

At first, she was reluctant to switch to English even with me – she was irritated that she couldn't express her thoughts as easily as in Russian. I remember one time we were sitting at home doing lessons and she had to write an essay. She couldn't find the words, got angry and finally said: “Mom, let's just speak Russian, I'll translate it later!” That was the moment when I realized that even if a child studies in an English-language school, it doesn't mean that he or she will immediately start thinking in English.

Now, a couple of years later, the situation has changed. She has become more confident, can write long texts in English, and is no longer afraid when she hears foreign speech. But at home, Russian is still the main language.

Do you use any special strategies to encourage children to use English at home?

Yes, I try to create situations where Alina can practice English, but not perceive it as additional homework.

One of the most effective methods is movies and TV series. We agreed that we would watch all movies only in English with English subtitles. At first it was hard for her, but then she got used to it. I remember how one day we were watching “*Gravity Falls*”, and after the episode she said, “Mom, without the subtitles I wouldn't have understood half of it, but it was so cool to hear the original voices!”

Another strategy I have is to motivate her to read books in English. This is difficult for her at the moment, because long texts in a foreign language are tiring, but I have found a way: I give her adapted books. She recently read “*Anne of Green Gables*” in a simplified version, and she liked it. After that, she herself said: “Mom, are there other books like this, but about Harry Potter?”

Another method is to use English in correspondence. Sometimes I deliberately write her messages in English: “*Don't forget your math book!*” or “*See you soon!*” She answers differently - sometimes in English, sometimes in Russian. But the fact that she takes it naturally makes me happy.

In general, I try to make English a natural part of her life rather than something forced upon her. If I see that she is tired or not in the mood, I don't force her to speak English. After all, language is a tool, and the main thing is that it brings benefits, not irritation.

What is your opinion about the importance of English for your children?

I believe that English is not just a school subject, but a real tool that opens doors. Now it is the language of science, technology, business - it is needed in almost any field. For Alina, knowledge of English is no longer a matter of choice, but a necessity if she wants to study and work in an international environment.

I try to explain it to her not through “must”, but through real examples. For example, when she said that she likes animation, I showed that everything at Pixar and Disney is in English, and if she wants to work in this field, she can’t do without the language. After that, she became interested – she started watching videos about the creation of cartoons, and now sometimes she says: *“Mom, I need to learn more English so I can understand this without subtitles!”*

Plus, there are moments when she herself realizes the benefits of language. For example, when traveling – recently at the airport in Dubai, she herself asked the employee where our exit was: *“Excuse me, where is gate B12?”* After that, she proudly turned to me: “Mom, I asked myself and they understood me!” This was the moment when she really saw why she needed English.

What do you think about children learning multiple languages at the same time?

I think that multilingualism is a huge plus. It broadens your horizons, develops your thinking. In Kazakhstan, we are lucky – since childhood, we hear Kazakh, Russian, and English.

But I understand that you can’t overload her either. When Alina has English, Kazakh, Russian and a bunch of other subjects in one day, her head really gets tired. Sometimes she says: “Mom, I only have lessons in English today, and then I have an essay in Kazakh – I’m confused!” At such moments, it’s important to support, not force.

I always say: “Languages are not just learning, they are access to another world.” If a child is interested, he will learn. The main thing is that it does not turn into a boring routine.

What factors influenced your decision to use English in communication within the family?

The first is school. When Alina first entered it, it was hard for her. Everything was in English, a bunch of new terms, she came home tired and upset: “Mom, I don’t understand what the teacher is saying!” Then I realized that she needed practice not only at school, but also at home.

The second is my personal experience. I know English well and understand how important it is. I don’t want Alina to have language barriers. That’s why I started introducing English into our lives: sometimes questions in English, sometimes correspondence in English.

At first it was difficult for her, but then she got used to it. Recently she said: “Mom, I noticed that I no longer think about how to translate a word, it just comes to mind!” For me, this is a sign that we are on the right track.

Do you think your family's language practices were effective? Why or why not?

Partially, yes. Alina has become more confident in writing and reading, she can write essays and analyze complex texts without any problems.

But she still has difficulties with spoken English. She can understand speech, but if she needs to answer quickly, she starts to think and lose words. She recently said: "Mom, I can read English for an hour, but if I need to say something, everything flies out of my head!"

I realized that one school is not enough, more real communication is needed. So now I am looking for opportunities for her to speak English - be it conversation clubs, correspondence with native speakers, or just more practice at home.

What challenges have you encountered in helping children learn English at home?

The first is fatigue. After school, Alina simply doesn't have the strength for another English "lesson." If I start speaking to her in English, she might say, "Mom, can I just speak Russian?"

The second is the lack of a language environment. Yes, she has English at school, but after school everything around her is Russian. She simply has no one to speak English with outside of school.

There was a situation when I suggested that she keep a diary in English – at first she was excited about the idea, but after a week she said: "It's easier for me to think in Russian and then translate." Then I realized that you can't force it, it's better to find more natural ways.

Have you encountered resistance from children when using English at home? If so, how did you deal with it?

Yes, of course! Especially in the beginning, when I just started speaking to her in English more often. She often answered in Russian, even if I started the conversation in English.

I found several ways to make it more natural. First, we only watch movies in the original. When she realized that she understood the dialogues without subtitles, she became interested. But the most important thing is not to push. Sometimes it's better to just wait until she's in the mood to speak English.

We recently had a situation: I asked her in English how her day went, and she answered: "Mom, can we do without this?" I simply nodded and did not insist. Half an hour later she herself came up to me and said: "*Today at school we had a funny story...*" That's when I realized that the main thing is not to force, but to create a comfortable environment.

How do you think the school environment influences language practices in your family?

The school environment has a strong influence on our language practices. She goes to a school with an in-depth study of English, and the program there is quite intensive. This forces me to use English more at home to help Alina cope with the workload.

What do friends and relatives think about your family's language practices?

Most of our friends and relatives support our efforts. They understand that English is an important skill for the future. However, some people think that we focus too much on English at the expense of Kazakh. But I try to find a balance.

How does national language policy influence your family's language choice?

The national language policy, especially the concept of the "Trinity of Languages", emphasizes the importance of Kazakh, Russian and English. This influenced our choice, as we try to support all three languages in the family. However, English still occupies a special place due to its global significance.

Alright, that's the last question. Thank you again for participating, and best of luck raising your kids. I'll send you a transcript of this interview once it's ready so you can review it. If you want to add anything or have questions, feel free to reach out anytime.

Okay, thank you so much, goodbye. Will you send me your article to read when it's done?

Of course!