

**Kazakh Family Engagement in Early Language and Literacy Learning: A  
Case Study in Urban Kazakhstan**

Assem Amantay

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

June, 2017

Word count: 15 021

©Copyright by Assem K Amantay 2017

**AUTHOR AGREEMENT****AUTHOR AGREEMENT**

By signing and submitting this license, you Assem Amantay (the author(s) or copyright owner) grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute your submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

You agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

You also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

You represent that the submission is your original work, and that you have the right to grant the rights contained in this license. You also represent that your submission does not, to the best of your knowledge, infringe upon anyone's copyright.

If the submission contains material for which you do not hold copyright, you represent that you have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, YOU REPRESENT THAT YOU HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify your name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.



Author's signature:



Date:

**Declaration****Declaration**

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed: *Assem Amantay Cheuf*  
Date: *2 June 2017*

## Ethics Approval

4/11/2017

Nazarbayev University Mail - Ethics Decision



Assem Amantay &lt;aamantay@nu.edu.kz&gt;

---

### Ethics Decision

---

**GSE Research committee** <gse\_researchcommittee@nu.edu.kz>

Fri, Nov 4, 2016 at 12:37 PM

To: Assem Amantay &lt;aamantay@nu.edu.kz&gt;

Cc: Nettie Boivin &lt;nettie.boivin@nu.edu.kz&gt;

Dear Assem,

The NUGSE Research Committee reviewed the project entitled "Family engagement in early literacy and language learning"

and decided:

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

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

Reviewers' comments:

I think there are some risks to children, as you will be going to their homes for observations. Although not interviewing children, you are entering their home and observing. You must be very clear who will be present while you are in the home observing the child - an adult? the parent? Who will be in the home with you? The child may feel concern, stress, etc.. What if the child does not want to be observed? How will you know if they do not want to participate? You are still involving children in the research, despite interviewing them, and as such potential risks should be explained. I also see some risks for the parents (interview participants) (e.g., embarrassment in sharing literacy practices, embarrassment in visiting their homes)?

Explain what exactly you are asking parents to do for the "diary" - perhaps provide them with an example of what they are expected to do. Also how many days/hours are you asking parents to spend on completing these diaries? (2) More details regarding your observations is required. What exactly will your observations entail, describe the photo taking process and how you will protect identities of the child and family members. (3) Describe child rights and risks in participating in this research (although you are not interviewing them, you are still asking them to participate via observation and all risks associated to this should be explained and how you will minimize these risks). (3) I did not see a child consent form, which I think it very important if you want children to be involved in your study. (4) I did not see a consent form for the Early Childhood Centre - why did you not include one, as you asking the centre for access to their families? (5) The parent consent form should describe risks to their child and risks to themselves (parents). I'm also wondering why you have 2 consent forms for parents - why are you asking them to sign 2 forms? It seems like you could combine these into 1 document to make it easier for the parents.

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

Sincerely,  
NUGSE Research Committee

### **Acknowledgements**

Throughout my master program I have had many opportunities to widen my thinking and learning boundaries with the help of remarkable researchers, instructors, and colleagues. I would like to express my sincere gratitude to a number of wonderful people who encouraged and supported me during the three years of study and, in particular, in my research journey.

First and foremost, I am deeply thankful for my thesis supervisor, Dr. Nettie Boivin. She dedicated a huge amount of energy and time from the very beginning of this study by guiding me to find my “passion” research topic to investigate and by sharing her expertise as a proactively publishing scholar on literacy and learning, including the Kazakhstani context.

A special “thank you” goes to my family: my husband Talgat and two children - Aiym and Kaysar, and my parents from both sides. Without their support and care, I would not have been able to finish my master studies and write this little research study. I personally dedicate this study to my oldest daughter Aiym, who inspired me to choose the topic of family engagement and emergent literacy practices.

In addition, I would like to thank my participants who voluntarily agreed to open their home to me as a researcher and let me study their home literacy practices.

I would also like to express my thanks to the NUGSE faculty and administrative staff for making the learning experience smooth and insightful. Special thanks goes to the Shanyrak Center instructors (Alfred Burns, Kuralay Bozymbekova, Dinara Mukhamedjanova, and Phillip Montgomery), who proofread this work.

**Abstract****Kazakh Family Engagement in Early Language and Literacy Learning: A  
Case Study in Urban Kazakhstan**

In the post-Soviet Kazakhstan, literacy appears to be perceived by urban Kazakh families and communities as a product not a process and continues to be referred to as a set of skills of reading and writing to be taught primarily at schools rather than as a social practice to be exposed at home. This qualitative case study examines home literacy practices of one Kazakh family from Central Kazakhstan and the family members' perspectives on their child's emergent literacy practices. This study is guided by the following two research questions: How do families perceive their child's emergent literacy and language practices? Do family members engage in family literacy practices, and if so, what types of home literacy practices do they participate in for supporting the child's literacy and language learning? Drawing on the theories of literacy as a social practice, multimodality, and family literacy, this study employed semi-structured interviews, diary writing, and non-participant observation for data collection. Findings revealed that the urban Kazakh family members appear to identify and conceptualize literacy mostly as traditional and formal ones. Furthermore, the father did not consider some emergent literacy practices to make a contribution to the child's literacy development. Finally, the opportunities the family members provided, recognition they showed, modelling they did, and interaction they participated in demonstrated the sociocultural and multimodal diversity of their home literacy practices.

**Аңдатпа****Қазақ отбасын мектепалды жастағы баланың тілін дамыту мен сауатын ашуға еліктіру: Қазақстандағы қалалық отбасы үлгісінде**

Посткеңестік Қазақстандағы қалада тұратын қазақ отбасылары мен қауымы сауаттылықты үрдіс емес, нәтиже деп есептейді. Олар literacy (сауаттылық, сауат ашу) деген ұғымды үйде дамытылатын әлеуметтік тәжірибе деп қарастырудан гөрі, бірінші ретте мектепте оқытылатын оқу мен жазу дағдыларының жиынтығы ретінде қарайды. Бұл сапалы зерттеу жұмысының мақсаты – Қазақстанның орталық аумағындағы қазақ отбасының мектепалды жаста баланың тілін мен сауатын үйде ашуға бағытталған күнделікті іс-тәжірибесін баяндау. Сондай-ақ отбасы мүшелерінің осы іс-тәжірибе жайлы түсінігін (perspectives) және оны қабылдауды зерттейді. Осы жұмыс барысында екі негізгі мәселе көтеріледі: Отбасы мүшелері мектепке дейінгі жаста баланың тілін дамыту мен сауатын ашуға дайындауға арналған күнделікті іс-әрекеттер туралы түсініктер қандай? Осы оқыту және дамыту процесіне отбасы мүшелері қатысады ма; қатысатын болса, олар үй жағдайында баланы қалай қолдайды? Бұл зерттеу әлеуметтік тәжірибе ретіндегі сауат ашу теориясына (literacy as a social practice), мультимодальдік тұжырымдамасы мен баланың сауатын ашуға отбасының қатысуы (family literacy) секілді теориялар мен ұғымдарға сүйене отырылып, жартылай құрылымды сұхбат жүргізу, күнделік жазу мен ғылыми бақылау сияқты деректер жинау құралдары арқылы жүргізілді. Зерттеу нәтижесі қалада тұратын қазақ отбасы мүшелері баланың тілі дамыту мен сауатын ашу іс-тәжірибесін дәстүрлі мен формальды ретінде қарастыратындықтарын көрсетеді. Сонымен қатар, зерттеу жүргізілген отбасының отағасы өзінің кейбір күнделікті іс-әрекеттерін баланың оқу мен дамуына септігін тигізеді деп есептемейді. Соған қарамастан, зерттеу нәтижесінде үйде отбасы мүшелері балаға

мүмкіндік жасау, оның жетістіктері мен ерекшеліктерін мойындау, баламен қарым-қатынас жасау мен үлгі көрсету сияқты отбасыны еліктіру әдістері арқылы үй жағдайында күнделікті жүзеге асыратын әлеуметтік, мәдени және мультимодальды іс-әрекеттердің алуан түрлігі анықталды.

### **Аннотация**

## **Вовлечение казахской семьи в развитие языка и обучение грамоте ребенка в дошкольном возрасте: на примере одной городской семьи в Казахстане**

В постсоветском Казахстане городские казахские семьи и сообщества склоняются к мнению, что грамотность это продукт, а не процесс. Они продолжают относиться к понятию literacy (грамота, грамотность) скорее как к набору навыков чтения и письма, обучаемому в первую очередь в школах, нежели как к социальной практике, также обучаемой дома. Целью данного качественного исследования является изучение повседневной деятельности по подготовке к обучению грамоте и развитию речи ребенка в домашних условиях одной казахской семьи из центральной части Казахстана, а также рассмотрение понимания и восприятия членами семьи этой повседневной деятельности. Данная работа ставит два ключевых вопроса: Как семьи понимают повседневную деятельность по подготовке к обучению грамоте и развитию речи детей в дошкольном возрасте? Вовлечены ли члены семьи в данный процесс обучения (развития); и, если вовлечены, как именно они поддерживают ребенка в домашних условиях? Ссылаясь на теорию грамотности как к общественной практики (literacy as a social practice), концепции мультимодальности и участия семьи в обучение ребенка грамоте (family literacy), данное исследование выполнено с использованием таких инструментов сбора данных как полуструктурированное интервью, заполнение дневника и невключенное наблюдение. Результаты исследования показывают, что члены городской казахской семьи склонны определять и концептуализировать практики развития речи и грамотность ребенка как традиционное и формальное явление. Кроме того, отец в данной семье не рассматривал некоторые свои повседневные практики как

способствующие развитию и обучению. В результате исследования, также было выявлено разнообразие общественно-культурной и мультимодальной повседневной деятельности в домашних условиях, которую члены семьи осуществляли через стратегии семейного вовлечения: предоставление возможностей, признание, общение и позиционирование.

## Table of Contents

AUTHOR AGREEMENT .....	ii
Declaration .....	iii
Ethics Approval .....	iv
Acknowledgements .....	v
Abstract .....	vi
Аңдатпа .....	vii
Аннотация .....	ix
List of Figures .....	xiv
Chapter One: Introduction .....	1
Background .....	1
Gap in the Research .....	2
The Statement of the Problem .....	3
The Purpose of the Study .....	4
The Research Questions .....	4
Significance of the Study .....	4
Outline of the Study .....	5
Chapter Two: Literature Review .....	6
The Shifts in Conceptualizing Literacy .....	6
Emergent Literacy Practices .....	8
Home Literacy Practices .....	9
Multimodality and Home Multiliteracy Practices .....	11
Family Engagement .....	14

Parents as the first literacy teachers .....	14
Grandparents and siblings as mediators of literacy .....	15
Strategies of engagement: opportunities, recognition, interaction, and modelling. ....	16
Chapter Three: Methodology .....	18
Research Design.....	18
Researcher’s Role .....	20
Participant(s) .....	21
Participant recruitment .....	22
Data Collection .....	24
Data Analysis .....	27
Limitations .....	28
Chapter Four: Results .....	30
Family Members’ Perceptions of the Child’s Emergent Literacy Practices.....	30
The Kazakh Family Engagement Strategies .....	36
Opportunities.....	36
Recognition.....	37
Interactions.....	38
Modelling.....	40
Chapter Five: Discussion .....	41
Perceptions of Literacy and Home Literacy Practices.....	41
Opportunities, Recognition, Interaction, and Modelling .....	45
Chapter Six: Conclusion .....	48
Major Conclusions.....	48
Limitations .....	49

Directions for Further Research.....	50
Implications.....	51
References.....	53
Appendix A. Collaborative institutional training initiative certificate of completion ..	62
Appendix B. Family background questionnaire .....	63
Appendix C. Informed consent form .....	64
Appendix D. Parental informed consent form for research involving children.....	71
Appendix E. A diary writing instruction.....	73
Appendix F. Sample of diary notes (original with pseudonyms) .....	78
Appendix G. Home observational protocol .....	80
Appendix H. Sample of observational field notes (original, with pseudonyms) .....	81
Appendix I. Semi-structured interview questions.....	83
Appendix J. Sample of interview transcriptions (original in Russian, translated into English).....	85

**List of Figures**

Figure 1. Overall percentage of the home literacy practices in the urban Kazakh family based on modality .....	33
Figure 2. Kaysar's collection of drawings on the living room's wall.....	38
Figure 3. The father and Kaysar were building car tracks together at home .....	43

## **Chapter One: Introduction**

After gaining independence in 1991, Kazakhstan inherited a Kazakh-Russian bilingual and multicultural society differentiated region by region. During the Soviet period, the urban settings were extremely exposed to a linguistic and cultural Russification policy which aimed at promoting Russian as a common lingua franca among multiethnic republics of the Soviet Union and as a unifying key element of constructing common Soviet cultural and linguistic identity (Kreindler, 1991, as cited in Fierman, 2006). As a result of cultural and linguistic assimilation, many Kazakhs in the urban areas became linguistically and culturally Russified (Fierman, 2006; Smagulova, 2014).

### **Background**

At present, economic migration to Central Kazakhstan's fast growing urban centers diversified the homogeneous, predominately Russian speaking population with Kazakh speakers from the southern and western regions of the country. Although urban Kazakhs in the Central Kazakhstan region can be bilingual in Russian and Kazakh and they might get more exposure to Kazakh in public areas, they are still more likely to speak Russian and their children are more likely to follow the parents' example (Fierman, 2006).

In addition to the Soviet legacy of linguistic and cultural ideology in this region, the Soviet traditional view of language, literacy, and learning was imposed on Kazakhstan. Burkhalter and Shegebayev (2012) argue that the Kazakhstani education under the Soviet Union legacy embraced and still relies on rote memorization, only one [way] to solve a problem, and "absence of independent thinking" (p. 62). Because of the long history of the Soviet educational influence in the country, the Kazakhstani education system inherited the Soviet legacy of traditional view of literacy and language learning. Imposed by the Soviet educational values, urban Kazakh families and communities appear to perceive literacy as a product not as a process. They tend to refer to it as a set of skills of reading and writing

(Boivin, 2017) to be taught at schools at most rather than as a social practice to be exposed at home and community (Heath, 1983; Street, 2003). The traditional skill-based learning perceptions of literacy and language might have considerable challenges and consequences on reaching the Kazakhstan's aim to build a knowledge-based economy with a highly educated human capital (Strategy Kazakhstan 2050, 2012; 100 Concrete Steps, 2015).

In the 21st century, globalization, technology advancement and global market demands require Kazakhstan to shift the understanding of literacy to a new conceptualization of literacy, so called multiliteracies (Cope & Kalantzis, 2000; Kalantzis & Cope, 2015; New London Group, 1996). Furthermore, it is a critical time of intergenerational literacy learning between Kazakhstani parents of preschoolers who were educated under the Soviet educational values and their children at the early learning age who are promised to be taught under the new educational curriculum, which intends to reach the 21<sup>st</sup> century learning and teaching.

My study is based on the assumption that shifting "old perceptions" of families taught under the traditional view of literacy to holistic beliefs may lead them to be more engage in their children's language and literacy practices at their early learning age at home. Thus, it is important to understand and assess parents and grandparents' beliefs and experiences in order to support them in transforming their traditional mindset of being "outsiders" of their children's literacy development into "insiders" and active participants as well as resources with "funds of knowledge" (González, Moll, & Amanti, 2005) which they could transmit to their preschoolers at home.

### **Gap in the Research**

Family engagement, in particular, parent involvement, in early language and literacy development has been extensively researched from social literacy and multiliteracies perspectives in the western societies. Most studies focusing on the socio-

cultural literacy practices and multiliteracies perspectives investigate multilingual marginalized immigrant families or families with English-language learners in the western countries (Caesar & Nelson, 2014; Calzada et al., 2015; Ortiz, 1997; Reyes & Azuara, 2008) whereas few studies address multilingual indigenous, titular communities and families in post-colonial societies such as Malaysia, Mauritius, and Kazakhstan (Aram, Korat, & Hassunah-Arafat, 2013; Auleear Owodally, 2014; Boivin, 2017; Boivin, Albakri, Yunus, Mohammed, & Muniandy, 2014).

However, research of the multilingual post-Soviet context and how it influences on the post-Soviet home literacy and language practices is very limited. A few empirical studies focus on the literacy in the urban post-Soviet Kazakhstani school context (Smagulova & Landis, 2014; Smagulova & Zhakupova, 2016) by studying urban Kazakh and Russian medium primary school students in the classrooms. Others investigate the sociocultural family literacy practices in the community context (Boivin, 2017). Since the importance of the family literacy practices are underestimated, there is a lack of knowledge about family members' perceptions and their literacy practices in the urban Kazakhstani homes.

### **The Statement of the Problem**

During 2009-2013 the Kazakhstan's annual public expenditures (per student) in preschool education have tripled and comprised the highest share in the budget in comparison to school, vocational and higher education (OECD/The World Bank, 2015, p. 62), but were primarily devoted to building preschool infrastructure and staffing under the Balapan 2010-2014 program (Ministry of Education and Science of the Republic of Kazakhstan, 2016). Modernizing formal educational system during the post-Soviet transitional period and changing the traditional classroom-based literacy learning teaching practices are critical for children's academic achievement. On the one hand, the urban

Kazakh family members taught under the Soviet education values commonly view literacy as a skill-oriented learning and teaching predominantly acquired through schools and teachers, but not as equally important with family members. On the other hand, since their socio-cultural literacy practices are not widely recognized by school literacy practices (Spolsky, 2012), their human and linguistic capital is being underutilized.

### **The Purpose of the Study**

This qualitative study is aimed at exploring urban Kazakh families' perspectives to a child's emergent literacy practices and their family engagement strategies in early literacy and language learning in the context of home.

### **The Research Questions**

The following two research questions guided my study:

1. How do parents perceive their child's emergent literacy and language practices?
2. Do family members engage in family literacy practices, and if so, what types of home literacy practices do they participate in for supporting the child's literacy and language learning?

### **Significance of the Study**

Better understanding of the families' beliefs and conceptions of literacy and their home literacy practices can provide policy makers, educators, parents, and researchers a possibility to better design school- and home-based educational programs to increase family engagement and consequently support a child's literacy development from the early learning age. Building a bridge between school and home may create more chances for the 21st century learning to occur in Kazakhstan if besides educators, parents and other family members rethink the role that home socio-cultural language and literacy practices play in children's lives. Moreover, this early learning age needs to be examined more carefully if policy and curriculum of preschool education is intended to be reformed.

My study attempts to address this knowledge and research gap by building an understanding of urban Kazakh families' perceptions, beliefs, experiences as well as challenges which can be overcome with the support of other spheres of literacy – school and community.

### **Outline of the Study**

After introducing Kazakhstan's sociocultural and linguistic background as the context of my study and presenting the purpose and research questions in the previous Chapter One, in the next Chapter, I review the international and Kazakhstani research literature on family literacy, family engagement as well as social literacy and multiliteracy practices and I discuss conceptual shifts in theories of literacy. In addition, I present the framework based on which I assessed the family engagement strategies. In Chapter Three, I justify a single case study research design used, describe my participants of one urban Kazakh family and three data collection instruments (interview, diary, and observation). This chapter also informs the procedures I followed throughout the data collection and data analysis of my study. In Chapter Four, I report the findings about the family members' perceptions of their child's emergent literacy and learning process and assessment of their family engagement based on the home literacy practices they participate in. The results of my study are organized according to the research questions. In Chapter Five, I share my interpretations of the family members' traditional perspectives to their child's emergent literacy practices and their four family engagement strategies with some examples from the data and in relation to the previous studies. I conclude by presenting policy and practices implications for policy makers' and preschool teachers' consideration. In the Chapter Six, I also discuss a few limitations I am aware of and suggest some areas for further research.

## **Chapter Two: Literature Review**

In this chapter, I provide a review of literature on emergent literacy, home literacy and multimodal literacy practices. They provide a conceptual frame for home socio-cultural emergent multiliteracy practices in my study. The chapter also reviews and synthesizes the contemporary research on family literacy and parent involvement which in turn guides to assess family engagement in early literacy and language learning. This chapter is organized into four sections: 1) an overview of the shifts in conceptualizing literacy from the 20th century traditional and print-based literacy to a literacy as a social practice theory 2) a review of the studies on emergent literacy and its impact on children's literacy development in an early learning age; 3) a review of research on home multiliteracy practices from the theory of multimodality, and 4) a review of the literature on family engagement strategies involving parents as primary literacy teachers as well as other extended family members. Additionally, ORIM framework is discussed as an assessment framework of the family engagement strategies.

### **The Shifts in Conceptualizing Literacy**

It has been widely recognized by an extensive body of literature that the concept of literacy is no longer the technical and neutral ability to read and write but something more and wider. Traditionally, literacy is referred as reading and writing skills. This perspective could be understood from an autonomous model of literacy (Street, 1984; 2003). Perry (2012) refers to this model as “a set of neutral, decontextualized skills that can be applied in any situation” (p. 53). The understanding of literacy as cognitive skills to write and read printed-texts related to a traditional literacy pedagogy (Kalantzis & Cope, 2015). This pedagogy endorses classroom literacy practices restricted to a pencil and paper and formalizes “official forms of language” and printed texts (New London Group, 1996, p. 61). Kalantzis and Cope (2015) describe the traditional literacy acquisition as linear,

structured, and restricted to “prescribed content areas to be learned in the syllabus, the textbooks which laid out the content, teacher recitation... reading texts ... literacy tasking tests” (pp. 15-16). Even in the early learning age, this skills-based approach to literacy teaching appears to considerably focus on conventional writing and reading skills (Lynch, Anderson, Anderson, & Shapiro, 2006).

The studies on the post-Soviet, post-socialist literacy and educational issues justify the traditional perspective on literacy, which views learning to be formal didactic and teacher-centered (Silova, 2009, p. 296). This perspective identifies teaching in this context to be highly authoritarian, hierarchical, fear-based, facts-oriented, resulting in memorization and the absence of critical thinking in the Soviet pedagogy (Burkhalter & Shegebayev, 2012; Deyoung, 2006). For instance, the study of primary Kazakh-medium students in the Russian language lesson (Smagulova & Landis, 2014) revealed that literacy is constructed as a technical skill or “educational tool to do school” as literacy teaching process included reading aloud, copying texts to copybooks, defining and valued correct spelling and beautiful calligraphy (p. 121). This study (Smagulova & Landis, 2014) confirms the dominance of the traditional view of literacy in the post-Soviet Kazakhstan primary school context. Consequently, this view may influence the family literacy practices and families’ perceptions of literacy learning.

Since the 1980s, the Western understanding of literacy widened its boundaries to boarder definitions (Heath, 1983; Scribner & Cole, 1981; Street, 1984). Sociocultural theories of literacy opposed the traditional, cognitive perspective on literacy arguing that literacy is not something happening “inside [one’s] head” (Gee, 2015, p. 35), it should be understood as how it is practiced and socially constructed. Literacy is a socially and culturally practiced phenomenon (Scribner & Cole, 1981; Street, 1984, 2003). In other words, people can have a specific literacy in some cultures, but not others. Literacy is a

culture-specific and a social construct. Thus, the sociocultural literacy theories argue to investigate literacy not from cognitive skills approach but as socio-cultural literacy practices (Barton & Hamilton, 1998; Heath, 1983; & Street, 1984). which are embedded in community and family contexts (Gregory, 2001; Gregory, Arju, Jessel, Kenner, & Ruby, 2007). My study is drawn on the belief that the post-Soviet Kazakhstan's social and cultural context plays an important role in the conceptualization of literacy and has an impact on urban children's literacy learning process at their early learning age.

### **Emergent Literacy Practices**

In the western scholarship, it has been long ago established that prior to formal schooling, children gain a foundational knowledge from the birth by being exposed to emergent literacy practices (Teale & Sulzby, 1986). Whitehurst and Lonigan (2001) state that "an emergent literacy perspective views literacy-related behaviours occurring in the preschool period as legitimate and important aspects of the developmental continuum of literacy" (p.12). In other words, the emergent literacy practices are so fundamentally important for literacy education as it "provides the building blocks for learning" (Whitehurst & Lonigan, 2001, p. 24) and communicating. In short, these are the practices learned prior to school age and thus they are termed as emergent.

The extended literature in the area of emergent literacy development has been attempting to identify the home emergent literacy practices which have an impact on the development of early language and literacy skills of monolingual and bilingual preschoolers both in the Western and Middle Asian scholarship (Aram et al., 2013; Senechal & LeFevre, 2002). For instance, the five year-long longitudinal study of 168 middle- and upper middle-class children from Canada suggests that parent involvement from kindergarten through Grade-1 and - 3 via shared storybook reading may predict oral language skills development whereas parent's report of teaching writing and reading words

are connected to the development of early literacy skills (Senechal & LeFevre, 2002). Examining the literacy development of 88 Israeli native Arabic-speaking children from kindergarten until the end of first grade, the study found that both mother-child home literacy activities in Arabic like book reading and joint writing in the kindergarten time contributed and predicted children's literacy achievement in the first grade, beyond the contribution of family SES and children's early skills (vocabulary and letter naming) in kindergarten. The study also revealed that joint writing home activity during kindergarten contributed to children's literacy achievements in first grade beyond book reading, whereas book reading in kindergarten did not contribute to children's literacy achievements in first grade beyond joint writing (Aram et al., 2013). These studies on the emergent literacy practices suggest that shared book reading, joint writing, teaching to read and write appear to contribute and predict early conventional literacy skills. However, they do not explain why certain practices are not successful to significantly influence young children's skills, which need to be carefully investigated. The research states that besides school and school literacy practices, another sphere of influence in emergent literacy and language practices is taken by home (Epstein, 2001), in other words, home literacy practices.

### **Home Literacy Practices**

The theories and studies under the umbrella of literacy as a social practice perspective investigate literacy as "what people do with reading, writing, and texts in real world contexts and why they do it" (Perry, 2012, p. 54). Addressing literacy as what people do with texts, Barton and Hamilton (2000) argues that literacy has three components: practices, events and texts. Literacy practices refers to "the general cultural ways of utilizing written language which people draw up in their lives" (Barton & Hamilton, 2000, p. 7). Literacy practices involve not only observable behaviors, but also

non-observable values, attitudes, feelings, and social relationships whereas literacy events are defined as “observable episodes which arise from practices and shaped by them” (Barton & Hamilton, 2000, p. 8). Barton (2001) argues that literacy events can be different depending on what role a text plays: either central, symbolic or implicit. Apparently, literacy events can be as “a talk about a text”, “around a text” and “not containing talk” (Barton, 2001, p. 99). To give a range of examples, besides mother-child book reading, literacy learning may occur when a mother and her child talk about book text without the book itself, when they talk around a text while telling a story, and when a child looks at pictures and makes a meaning from a non-language text. Thus, documenting and understanding of home literacy events and practices in the urban post-Soviet Kazakh families may shed light on the families’ values to literacy learning.

Social literacy practices stem from the seminal works of Heath (1983) and Scribner & Cole (1981). These studies utilized ethnographic case study observations. The majority of the studies on parental literacy beliefs and home literacy practices (Lynch et al., 2006; Weigel, Martin, & Bennett, 2006; Wu & Honig, 2013) employed semi-structured questionnaires and surveys to measure the extend of parent involvement in literacy activities. My study would rather examine the quality of the family member and child interactions and family engagement. Moreover, these studies examined multilingual immigrant families in the EFL context. A post-colonial, post-Soviet context is not similar to this context, and thus, it requires to be thoroughly and qualitatively investigated.

The recent research on family literacy practices documents a wide range of socio-cultural family literacy practices which shape young children’s and their families’ lives and which support the children’s emergent literacy development. As known for the most well-researched family literacy practice, family shared book reading is recognized as not a universal literacy practice as it is a specific sociocultural literacy practice, “particularly

associated with Caucasian, middle-class families” (Anderson, Anderson, Friedrich, & Kim, 2010, p. 37). Another examples of monolingual family literacy practices, which are found to be socially embedded into the Chinese families in Hong Kong and Shenzhen, could be telling stories, playing chess and card games (Lau, Li, & Rao, 2011). The diversity of socio-cultural literacy practices of the immigrant, linguistic and cultural minority families, documented in the Canadian (Taylor, Bernhard, Garg, & Cummins, 2008), British and American (Reyes & Azuara, 2008) societies, include storytelling in English and their home heritage languages, reading newspapers and books, visiting libraries and religious institutions. As seen in these instances of the literacy practices, the primary focus of the family literacy research is given to print-texts and print resources. These print-based literacy studies are considered to be limited to understand the contemporary families’ literacy experiences and home literacy practices (Marsh et al., 2015). Moreover, these studies do not include spoken language and literacy learning, which could be also a fundamental element of literacy discourse in multilingual language revitalization contexts (Boivin, 2017). Thus, my study may fill this gap to investigate home literacy practices from various modalities.

### **Multimodality and Home Multiliteracy Practices**

The term “multiliteracies” was introduced by a group of distinguished scholars in the field of literacy, naming themselves as the New London Group in 1996. Their position paper advocates to make changes in the way people learn and teach literacy in accordance with “diverse and hybrid social and cultural contexts” (The New London Group, 1996). The reasoning of the changes in literacy learning has been described by Cope and Kalantzis (2009) (team members of the New London Group) as follows: “The world was changing, the communications environment was changing, and it seemed to us to follow that literacy teaching and learning would to have to change, as well” (p. 2).

Stemming from the theory of literacy as a social practice and the new literacies studies, multiliteracies and multimodality theories have addressed children's multiliteracy practices (Stephen, Stevenson, & Adey, 2013; Wong, 2015), techno-literacy practices (Marsh, 2004), digital literacy practices (Marsh, Hannon, Lewis, & Ritchie, 2015) and multimodal practices. Although all these types of practices are connected to old and new technologies, the overarching focus is not on digital technologies, but on the changes occurred with meaning making and communication occurred in the globalized diverse and hybrid world (New London Group, 1996). For example, the year-long qualitative study of Canadian and Australian families (Wong, 2015) examined the home multiliteracy practices of 3-5 years old children. Through interviews with parents and children, participant observation, this study revealed that children homes are full of new technologies and new forms of literacy practices, and "the portability of tablets and their touchscreen responsive interface make them accessible, [and] that encourage children to explore their own creations and productions with some assistance from parents or older siblings" (Wong, 2015, p. 86). Similar to Wong (2015), Stephen et al.'s (2013) study of families from an urban area in central Scotland revealed that among three and four years old children "each child had a different experience of playing and learning with the digital resources" (p. 160), including the mobile electronic learning devices like the Wii games console or other electronic toys. Since my study is aimed at exploring the family engagement through home literacy practices, I purposefully focus on the opportunities urban Kazakh families provide for emergent literacy development through the emergent, socio-cultural, multiliteracy practices but framing them as home literacy practices for my study.

Aiming to quantitatively examine the relationship between technology and emergent literacy skills, Neumann (2014; 2016) studied 109 three-five-year-old preschoolers and 57 two-four-year-old children from Australia and these studies revealed a

positive association between preschool children's access to touchscreen tablets at home and name writing and letter sound knowledge and between tablet writing at home and emergent literacy skills like print awareness, print knowledge and sound knowledge respectively. Although the emergent literacy studies generally focus on emergent skills such as numeral identification, name writing, print awareness, print knowledge and sound knowledge, my study does not examine these concepts, but rather a range of home digital literacy practices (Marsh et al., 2015), concentrating on those practices with family involvement. For instance, the study of four multilingual families with two-four years old children recorded twenty digital literacy practices, but only three were with family involvement such as using a laptop with parental help, watching TV with sibling/friend, and watching TV with parents (Marsh et al., 2015). These studies confirm the importance of studying emergent literacy practices, not only with involvement of technology, but including all other multimodal texts and practices in the 21<sup>st</sup> century.

The concept of multiliteracies argues to capture different modes of text - linguistic, visual, audio, gestural and spatial as well as multimodal (New London Group, 1996). My study is drawn on the belief that all modalities of texts – spoken, written, drawn, imaged, animated as well as graphical, musical, gestural, spatial ones are dynamically intertwined in the contemporary home literacy and language practices, and in turn influencing children's emergent literacy and language learning process.

The theory of literacy as a social practice acknowledges that due to power relationship, some literacy practices, usually schooled, formal literacy practices, are more “dominant, visible and influential” (Barton & Hamilton, 2000, p. 8) in the context of children's lives. However, there is a need to understand and appreciate the literacy practices of families and community, but only valuing the top-down perspective to literacy (Spedding, Harkins, Makin, & Whiteman, 2007). Marsh and Thompson (2001) also

reinforce that “the sociocultural literacy practices which shape children's lives within any one community should inform schooled literacy practices” (p. 267). Arguing the above, their study of three- and four-year old children in a working-class community in the north of England indicated that much of children's reading was focused on popular cultural and media texts (Marsh & Thompson, 2001). After making the list of the children’s usual text variety, the project attempted to inform preschool educators about the informal literacy texts in order to incorporate them into schooled literacy practices (Marsh & Thompson, 2001). This project brought confidence and enthusiasm for parents to engage their preschoolers into narratives (Marsh and Thompson, 2001). This study employed mothers as co-researchers of the study with various data collection instruments such as journal and interviews of home practices. My studies adapted these instruments as my study is a slightly similar to this study in the purpose to investigate home multimedia and multimodal practices children are exposed at home.

### **Family Engagement**

**Parents as the first literacy teachers.** Participation of families in early language and literacy development has been extensively researched and promoted in the western societies. The international research has long ago agreed that parents are the first literacy teachers and the parent-child interaction with shared book reading such as sharing knowledge, making social connections and other literacy practices in the early years can support children even from birth (Reyes & Azuara, 2008; Spedding, Harkins, Makin, & Whiteman, 2007; Vandermaas-Peeler, Sassine, Price, & Brillhart, 2011).

Some studies which investigate families’ literacy (reading, in particular) beliefs distinguish the holistic, facilitative perceptions of literacy learning in opposition to the traditional, conventional, skill-based approach to literacy (Lynch et al., 2006; Weigel et al., 2006). In these studies of conventional families, mothers tend to believe that it is too early

for preschoolers to learn literacy and appear to place an obligation to teach literacy upon a school. This type of parental beliefs may be considered as a barrier to parent involvement in a child's education (Hornby & Lafaele, 2011, p. 39). On the contrary, facilitative mothers tend to believe that taking an active role in teaching children at home would provide opportunities for their children to do better in school. Stimulating literacy environment are the case when parents spend more time when reading books with their children, draw pictures, sing songs, tell stories, and play games. Conventional mothers might be more inclined to skill or code-based orientations toward literacy development (Weigel et al., 2006). It could be useful to draw some parallel between the traditional, skill-based, conventional mothers and fathers in the above mentioned Canadian and American parents and the urban Kazakh family members.

The majority of the studies on parent involvement is based on mother's reports and interviews (Marsh & Thompson, 2001; Marsh et al., 2015; Weigel et al., 2006; Wong, 2015) and fathers' voices are not sufficiently heard. Marsh showed that a certain literacy practice, for example, digital game playing, were specifically modelled and scaffolded by male family members such as fathers, brothers, and uncles (2004, p. 60). Some studies address the father's engagement practices but, again, from mother's perspectives (Morgan, Nutbrown, & Hannon, 2009). Therefore, my study is intended to extend the knowledge about fathers' and mothers' perceptions and to include other extended family members.

**Grandparents and siblings as mediators of literacy.** Besides parents, a few seminal studies emphasize the role of siblings and other extended family members as grandparents in literacy development in home context of multilingual communities (Gregory, 2001; Gregory et al., 2007; Long, 2007). While language and literacy learning may occur between an adult and a child through scaffolding or guided participation, in case of several children close in age at home, learning appears to happen between older and

younger siblings through “synergy” (Gregory, 2001, p. 309). In a safe and informal home environment, siblings can learn mutually through repeating, imitating, echoing, listening, asking for help, challenging, and practicing in a play-manner (Gregory, 2001, p. 318). As a part of home literacy practices, these and other possible sociocultural literacy practices will be examined in this study of the Kazakh families, in order to get fuller picture of the whole family engagement in language and literacy learning.

**Strategies of engagement: opportunities, recognition, interaction, and modelling.** For this study, Hannon and Nutbrown’s (1997) ORIM framework was used as a framework to assess family engagement. Hannon and Nutbrown (1997) initially designed this framework for educators so they could develop their intervention programs based on how “children’s early literacy development is aided by parents” (Hannon & Nutbrown, 1997, p. 407). The authors of this framework conceptualize the parent’s role in children’s literacy development through four concepts: opportunities (O), recognition (R), interaction (I), and modelling (M). Opportunities families can provide vary and may cover such practices such as resourcing, exposing children to, for instance, environment print, reading storybooks, arranging visits to library, bookstore and other literacy opportunities. As Nutbrown, Hannon, and Morgan (2005) highlight, families can also support their children when they recognize, value, and understand their children’s early successes and failures in literacy development. In early literacy learning, children need families’ support through interaction, so they could be challenged, endorsed, explained how to do some things. The ORIM framework suggests that children learn literacy taking families as models of literacy related behaviors.

Although this framework has been adapted by many educational practitioners around the globe for intervention programs (Nutbrown, Bishop, & Wheeler, 2015), it was also found by a few scholars to be effective for non-intervention studies on family

engagement in children's literacy in multilingual immigrant family contexts (Marsh, 2011; Newman, Arthur, Staples, & Woodrow, 2016). As the review of the literature shows, the studies on multilingual indigenous families in post-colonial, post-Soviet societies is limited. Thus, filling the gap of knowledge about home literacy practices in the post-Soviet Kazakhstan could benefit all stakeholders of this process (families, educators, policy makers) and the most importantly, children in their early literacy and language process.

In the next Chapter, I outline the research design and other methodological procedures of my study. In order to assess family engagement strategies my participants practice at home, their responses will be categorized in relation to each concept, opportunity, recognition, interaction and modelling. In order to categorize the home literacy practices, the study will utilize the concepts of emergent, multiliteracy, multimodal literacy practices, which have been previously discussed in this Chapter.

### **Chapter Three: Methodology**

This chapter is aimed at describing the single-case design (Yin, 2014) chosen for this study. This research design is appropriate to investigate what perspectives the urban Kazakh families hold in relation to their children's emergent literacy practices and how they engage in these practices at home. In this chapter, I also explain the rationale for choosing the qualitative case study design. I elaborate on the data collection instruments utilized for this study. Finally, I discuss data analysis procedures and present several limitations of the study.

My study is not aimed at drawing a relationship between families' beliefs and their children's emergent skills. It focuses on learning how families support their children's emergent literacy development through their perspectives on emergent literacy practices and family engagement strategies. The two key research questions that guided this study are "How do parents perceive their child's emergent literacy and language practices?" and "Do family members engage in family literacy practices, and if so, what types of home literacy practices do they participate in for supporting the child's literacy and language learning?"

#### **Research Design**

A qualitative research design was chosen for this study to describe how the urban Kazakh family views their child's emergent literacy practices and how the family members are strategically engaged in the child's early literacy and language learning from "a holistic and real-world perspective" (Yin, 2014, p. 4). I chose a single case study because I was interested in "the close-up reality and comprehensive description of participants' lived experiences of, thoughts about and feelings for, a situation" (Cohen, Manion, & Morrison, 2003, p. 290), or phenomenon. Since I am concerned about the post-Soviet urban Kazakh family engagement in a child's home literacy practices, an in-depth investigation of this

‘unit of analysis’ may give an opportunity for my audience to comprehend ideas with more clarity rather than “simply presenting them with abstract theories” (Cohen et al., 2003, p. 289).

As suggested by Yin (2014), the study chose a specific unit of analysis and boundaries of a case. The unit of analysis is defined to be the culturally and linguistically Russified urban Kazakh family with a preschool age child. The family members’ perspectives on their children’s emergent literacy practices at home determine the scope of the case. In order to make the finding of this study more accurate and credible, this study relied on several sources of data such as interview transcriptions, observational field notes, and participants’ diary notes.

Although several studies on parental beliefs in regard to their preschoolers’ literacy development and home literacy practices employed quantitative methods of research (Lynch et al., 2006; Weigel et al., 2006; Wu & Honig, 2013), this study drew on similar studies with qualitative and case study research designs which utilized data collection tools such as interviews, observations, journal writing, and others (Marsh et al., 2015; Wong, 2015). Wong (2015) aimed at investigating young children’s multiliteracy practices in their homes and, for this purpose, utilized interviews with parents and children, observation (video and audio-recorded), and field notes. Meanwhile, in order to collect emergent digital literacy practices at home and family’s engagement in this process, Marsh et al. (2015) employed digital video recording and reflective diary conducted by parents, and interviews with them. The study (Marsh et al., 2015) found a wide range of multimodal, multimedia practices preschool aged children were engaged along with all family members at home. My study adapted some methods in these similar studies (Marsh et al, 2015; Wong, 2015) which included preschool aged children and only mothers as their participants. In order to avoid possible embarrassment which could occur if my

participants were asked to videotape themselves and their children at home, I did not use digital recording as these studies did. Some family members might change their behavior and might think that video sharing of their children to non-family members is not culturally appropriate. I decided to collect the data on their authentic home practices based on parental reflective journal diary. This diary is triangulated with home direct observations and interviews with both parents to add a richness to the data.

### **Researcher's Role**

My research interest in the urban Kazakh family engagement and emergent literacy practices developed when I realized that I needed to support my three years old daughter's early language and literacy development. When she went to preschool and started being interested in writing and reading on her own, I attempted to read her storybooks in Kazakh and Russian. I started buying various books for her in Kazakh, Russian, and English. I extremely liked ordering English books with logics and math tasks. I was mostly searching for task-based books for her while overlooking the importance of storybooks and other literacy practices.

I grew up in a single parent family and my mother did not have time to read books to me. It was the time when the USSR collapsed. My mother had to work a lot and switched from her occupation in the medical field to retailing. However, every night before sleeping I used to listen to many Russian fairytales from the phonograph. I knew all of the poems of Soviet Russian writer and poet Korney Chukovsky by heart. From the early learning age, my mom used to say that I need to study well if I need to succeed. I grew up as a Golden Medal holder for the highest school achievement throughout my school years.

I was born and grew in the northern part of Kazakhstan in a small town, which was and still is predominately Russian speaking area due to the border proximity to Russia. I studied in the Kazakh-medium school in this small urban setting and then in the Kazakh-

medium group at a university in the Central Kazakhstan. During my master's program in Multilingual Education, I realized that I am linguistically and culturally Russified in the way Smagulova (2014) describes. I decided to investigate the same cultural and social group to which I belong as I thought I would better understand the participants with the similar cultural background and find quicker rapport with them, which was important for my study. Since I come from a cultural background close to the one of the participants in my study, I did my best to reduce possibilities of biases and underestimation of their literacy practices at home.

### **Participant(s)**

The case study included one urban Kazakh young family with a child who was three years and eight months old at the time the data was collected. This Kazakh family consisted of a mother, father and their son Kaysar (a pseudonym given for ethical consideration) who lived together in the Central Kazakhstan. In addition, the study included Kaysar's grandmother (from his father's side) who is an extended family member and Kaysar's weekend caregiver.

Both parents are citizens of the Republic of Kazakhstan from the birth. They are ethnically Kazakh. While talking about home food practices during my home visits, the mother told me that her mother is ethnically Uyghur and Kaysar liked some Uyghur flavored food. It is important to note that following the Kazakh custom a child's ethnicity is based on the ethnic background of a father; as such, Kaysar's mother is considered to be Kazakh.

While I did not focus on socio-economic status (SES) of the participant, it appeared that the family belongs to a middle class. The father is a manager at an IT company. The mother, a former English teacher, was a housewife looking after Kaysar at the time of data collection. They both had a Bachelor's degree: the mother's from the local English medium university; and the father's from a university in Turkey. The family moved to the

research site from one of the larger cities in Kazakhstan more than a year ago and had been renting an apartment in the river side of the city, which is considered to be a good district for living and working. During the data collection period, the child has begun attending a nearby private child development center, but could not regularly go due to sickness.

The family language policy was ‘Russian only’ even if the parents were plurilingual (Russian, Kazakh, English, and Turkish). Thus Kaysar’s L1 was Russian. According to his mother’s words, he knew some basic Kazakh. His mother was multilingual, predominantly speaking Russian with me and having a good command of English. She sometimes code-switched Russian and English, but did not speak Kazakh to me as the researcher. The father was also multilingual, speaking Russian, Kazakh, English, and Turkish. Kaysar’s grandmother was bilingual, although she spoke to Kaysar only in Russian. During the home visit, she commented that she had a good knowledge of Kazakh.

**Participant recruitment.** As soon as I received the ethical approval from the Nazarbayev University Graduate School of Education Research Committee, I approached four urban private early childhood development centers in the Central Kazakhstan’s urban area. Although some of these preschool organizations agreed to recruit their families for this study on a voluntary basis, they did not succeed. One center director referred me to the local Department of Education to get an official permission to recruit families in their center. Since the time to begin collecting data was approaching, through my husband, I recruited two families who were interested to participate in my study.

The study was initially intended to examine three families, which would voluntarily agree to participate in this study. Two potential participants were recruited and selected for the study. The starting dates for collecting data from each participant families differed one week. Due to the circumstances beyond the scope of my study (sickness of a nanny, arrival of the child’s grandparents, and sickness of my own child), data collection process with

one of the participants were not finished by the time the academic program at the Graduate School of Education has started in Spring semester 2017. Unfortunately, I did not finish collecting the data from this family.

These families were recruited from referrals of my husband and from those I have met once in the husband's friend's house. I contacted these recruiting participants via phone to set up the initial meeting in order to explain the purpose of the study, the benefits and possible risks of the study and the whole process of data collecting. In order to be able to conduct high-standard ethical observation of family members including children, I completed the Collaborative Institutional Training Initiative (CITI Training) and received the completion document (see Appendix A). For the initial home visit to the potential participants, I prepared a folder for each family with a family background questionnaire, consent forms for each parent and other caregivers, parental assent form for a parent to sign, and a diary notebook for each parent with instructions and examples of writing it on a daily basis for a week in two languages – English and Russian. As this was the first time for home visit, a small customary gift (an average priced chocolate box) was given as a local tradition of visiting someone's home.

As suggested by Yin (2014), I followed the screening procedures to identify my participants for this case study. A family background survey (see Appendix B) served as a tool to determine if these families fit “a set of operational criteria” (Yin, 2014, p. 95) of a qualified participant. Ethnicity, SES, and parent education were not the focus of the study. The criteria for sampling were a) married couple with at least b) one child, who is aged between 3 and 6 and c) who does not attend a primary school, and d) lives within the city border of the research site. Besides these sampling requirements, I informally communicated with them in order to determine the time they could allot to this study. All

the potential participants met the criteria based on the survey and agreed to voluntarily participate in the study.

During the first home visit, I informed the participants about some procedures to follow. As suggested by Wong (2015), they were informed that they could not leave me as a caregiver for a certain time during my observation and they did not have to play or do something with their child all the time during the observation visits. Next, I carefully explained to the participants about their rights to withdraw from the study at any time they want. During this initial home visit, I did not approach children to get their consent. I decided to give them time to get to know me, and feel secure and calm as I was kindly talking to their parents. Children's consent was taken during the second home visit for the first observation. Both children gave me a verbal consent. Having an experience of a mother with two children, their feelings and emotions were carefully considered during all home visits. The consent and assent forms (see Appendices C and D in English and Russian) from the participants were collected at the second home visit before the direct observation began.

### **Data Collection**

In order to examine adult family members' perspectives on their child's emergent literacy practices and family engagement strategies in literacy learning the data included audio-recorded semi-structured interviews, parental reflective diary, and home direct observation. The data collection began in the beginning of December 2016 and finished in mid-January 2017. The planned two-week long data collection process was extended to one month due to certain circumstances (Kaysar's sickness with flu, his father's sickness with flu, and then my children's sickness with flu) that I could not influence.

In order to collect the data on family literacy practices at home, the study utilized parental reflective diaries and observation. Diary served as an effective tool to prevent the

participants from trying to put on “a best face” and to produce in-depth understanding (Scott & Morrison, 2005) of the child’s emergent literacy practices at home, which were recognized to be problematic to capture (for instance, before bedtime) like in the study of Marsh et al. (2015). I prepared the diary writing instructions in English and Russian (see Appendix E) for the participants to see an example of what literacy practices they need to record. The mother made daily notes in her diary for eight consecutive days from Thursday through the next Friday. Although the mother was recommended to write it in her L1 (Russian), she still decided to do it in English. The first three days were described with time period and detailed observation remarks on literacy activities. At the beginning of her diary writing, she expressed her willingness to write this type of diary after the study. However, the next diary notes were much shorter and more descriptive rather than reflective. Despite Kaysar getting sick by the end of the diary writing week, the mother kept writing short notes focusing on language and literacy practices. Since she studied in the English medium program, she had a good competence of English. However, her linguistic ability to describe daily routines and everyday literacy activities and reflect on them was slightly limited. In order to understand meaning of some expressions, I approached her with clarification during the face-to-face interviews in Russian. The father’s diary was in Russian. He wrote his diary for three consecutive days from Thursday to Saturday. It was helpful for the study to see the pictures of some literacy and non-literacy events captured by him and shared in the diary. With his permission, a few pictures from his diary were used in the next chapters of Findings and Discussion. A sample of the participant’s diary is presented in Appendix F.

To triangulate the data from the reflective diaries from both parents, I visited two homes for non-participant observation. Home visits were aimed at observing and capturing family literacy practices at home and understanding of the family members’ perspectives

to their child's emergent literacy practices. Primarily I observed Kaysar's family twice, at their rented apartment where they lived and at his grandmother's home, which Kaysar usually visits every weekend. The observation duration was approximately four and half hour. As soon as I left the home, I wrote descriptive and reflective field notes (Creswell, 2014, p. 239) according to the observation protocol (see Appendix G). Having a high competence of English, I wrote my field notes in English (see Appendix H). I observed the interaction between the child and adult family member during noon and afternoons on weekdays as well as the child and his grandmother in the afternoon on weekend without the verbal interviewing of the child. Some challenges occurred during this direct observations, and they are discussed in the Limitation section below.

In order to assess the family members' perceptions of their child's emergent literacy practices, a semi-structured interview (see Appendix I) was conducted with each parent separately. In order to prevent the possible biases to get a socially desirable answers from the presence of other family members during interviews (Cohen et al., 2003, pp. 421-422), it was planned to be one-on-one; and it could also help the participants to share their concerns they might not like to reveal to his or her spouse. The interview with Kaysar's mother was held at home with Kaysar. The presence of the child prolonged the interview, but I could also observe the short spontaneous parent-child interactions during our interview conversation. I interviewed the father the next day during the lunch in a local café suggested by him. The place was quiet and comfortable to conduct an audio-taped interview. Both interviews lasted for about an hour and in Russian, but the father's interview provided more data than the mother's one. Audio recordings of the interviews were destroyed after transcribing it in Russian and translating it into English. A sample of interview transcriptions is presented in Appendix J in Russian and English. Since the interviews were aimed at supporting preliminary findings which have been determined

based on other sources of data, I followed Yin's (2014) suggestion to carefully interview without leading questions in order to get their "fresh commentary" (p. 111) or perspectives on the phenomenon. Like Auleear Owodally (2014), I did not conduct interviews on purpose until all diary writing procedures and observation took place in order to avoid a risk to influence the family members' behaviors and consequently their home language and literacy activities.

Before collecting the data, as suggest by Yin (2014), I selected two pilot case studies in order to improve the data collection procedures. My pilot cases of two Kazakh families with preschoolers were easily accessible as they were my colleagues. After piloting methodologically (Yin, 2014, p. 97), some changes were made to the original case study i protocol. For example, the interview questions were initially referred to a caregiver's general understanding of literacy and family engagement, but then I changed the manner of interview with direct referral to a family's child's literacy experiences rather than discussing the family engagement in general.

### **Data Analysis**

After all the data was collected, first, I organized the data (Guest, Namey, & Mitchell, 2012) according to the type of data collection: interview audio files, diary notes, field notes and photographs in separate folders on the online password secured folder. Then, I transcribed two audio-recordings of hour-long interviews in Russian using ExpressScribe software.

As discussed in the literature review, the following pre-set themes appeared from the data: perspectives on emergent literacy practices, home literacy practices, family engagement strategies. By utilizing Microsoft Word, I created a code book of all labels occurred during open coding and analytical coding (Cohen et al., 2003, p. 561). Since it is a single case study, the codes were found to be matching to one or several pre-set themes.

The electronic codebook is saved in the online password-protected folder for ethical consideration. After the coding process, common patterns were quantitatively calculated to find out the most and the least frequently occurring features (Yin, 2014, p.135) (perspectives and practices) by creating a table with a visual chart, when needed.

### **Limitations**

There are several limitations in my study. First, the time limited non-participatory observation did not allow me to capture more home literacy practices, especially those occurred in the evening (when the father comes home after work or/and before sleeping), although parental reflective diaries were intended to capture some authentic home practices accessible for me as a researcher (Marsh et al., 2015). According to Yin (2014), case studies do not require a long presence, as it is not an ethnographic study. Thus, the data were also gathered from interviews. Second, the literacy events I observed at home could be biased by the fact that family members could pretend these activities to be regular or everyday activities. To capture authentic literacy activities, I visited two homes a couple of times. In addition, it was initially problematic not to interact with the child when I made the first two home visits. Kaysar approached me several times to talk to him and to play with me. I attempted to make positive attitudes and responses to his approaches with smiles, gestures or oral responses, but could not get engaged in the process with him since my primary focus was on parent-child communication. My positive attitudes could “help build rapport with the individuals at the site” (Creswell, 2014, p. 237). In the next home visits, the child continued doing what he has done before I came and did not pay much attention to me anymore, probably considering me as a home regular visitor. In addition, the mother’s language choice for diary might affect her reflection and description of the practices since some words and phrases in Russian are linguistically difficult to translate into English. Despite this, I could clarify these aspects in person during the interview,

which was conducted in her L1, Russian. The findings of the study, presented in the following chapter, refer only to the case study of the participating family as the study is not aimed at generalizing the findings to a broader population, but attempts to generalize to theories/concepts (Cohen et al., 2003).

### **Chapter Four: Results**

The major purpose of this case study is to explore families' perceptions of preschooler's emergent literacy and language practices in urban Kazakh families. One urban Kazakh family from Central Kazakhstan with a preschool aged child participated in my study. I gathered the data with several data collection instruments such as interviews with two parents, diaries written by both parents, and observation. The interview transcriptions, observational field notes, and participants' diary notes were organized and qualitatively coded. As a result of data analysis described in the previous chapter, themes emerged. Quotes from the data sources are translated from Russian into English; and English is presented in my study.

My study is guided by two research questions: 1) How do parents perceive their child's emergent literacy and language practices? 2) Do family members engage in family literacy practices, and if so, what types of home literacy practices do they participate in for supporting the child's literacy and language learning? Stemming from my conceptual frame adapted for my study, two major themes and seven subthemes emerged from these research questions: family members' perceptions of the child's emergent literacy practices with two subthemes – formal and informal home literacy practices; family engagement strategies with four subthemes – adult-child interactions, recognition, opportunities, and modelling. Each category is to be described with the participants' quotes and excerpts from diary or/and field notes.

#### **Family Members' Perceptions of the Child's Emergent Literacy Practices**

By analyzing the family members' opinions, views, perspectives to their child's emergent literacy practices, I have gained valuable insights into how the family conceptualize their emergent literacy practices in the context of home. Having three family members – father, mother and grandmother – allowed me as a researcher to compare and

contrast their perspectives as each of them is valuable and has an impact on shaping the family literacy practices at home. Based on the in-depth interviews and diary writing, the family members' perspectives on emergent literacy practices of their three-and-a-half-year-old child were analyzed. Under this category of family perspectives on emergent literacy practices, two subthemes emerged from data analysis: traditional or formal and informal.

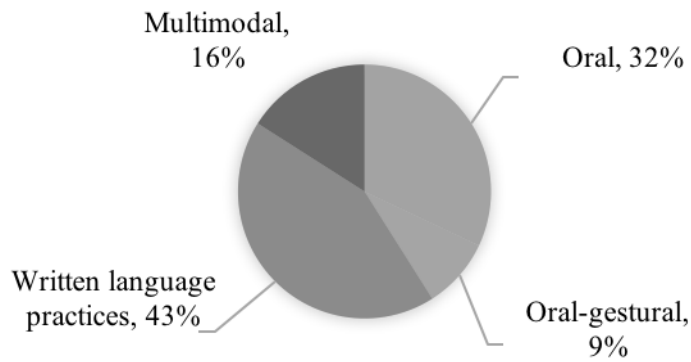
The recurrence of codes under each subtheme and each category revealed that 65 per cent of all codes that recurred is related to formal literacy, whereas 35 per cent of code recurrence is related to informal literacy. Findings revealed that the family members in my case study understand literacy significantly as formal literacy. Among all three family members, a common view was that literacy is mainly connected to numeracy, book reading, and poem reciting. These are all elements of emergent literacy and typical formal literacy practices conducted at educational institutions in Kazakhstan. During the interview, the father commented that one aspect of literacy is connected to skills-oriented activities such as alphabet cards and letters, and reading activities. Both mother and grandmother also considered art and drama activities to be related to formal literacy. This piece of evidence was connected to the family's perspectives on the child's literacy practices of drawing. It was observed that the mother and the grandmother attempted to make sure that the child drew or colored a picture within the lines to develop writing skills. For instance, the mother gave an instruction to Kaysar during one of the home observations: "Do not push the brush with two fingers! Dig it into water! Water! Carefully! Not with the fist, but fingers!". During another home visit, the grandmother was concerned about his coloring techniques and kept saying: "Color within the lines!".

What is interesting about the family's understanding of literacy is that the mother felt that literacy is "something special", which they did not or could not do at home. For example, the mother commented:

We did not do anything special. Books. Yes, we read them. Math. Yes, we studied it separately. We played games. However, in order to teach speech we did not do anything special. (Interview)

When she was asked what she meant by the special home literacy practices, she was not sure but replied that they engaged their child in using alphabet blocks, reciting poems, and drawing could be “special” as uncommon emergent literacy practices. Among the three factors of the language knowledge and skills (pronunciation, grammar and vocabulary), the participants drew considerable attention to pronunciation as one of the most important aspects of the child’s literacy and language learning process. By reporting that some literacy practices are special and others are not, the mother traditionally perceived emergent literacy practices to be done not at home, but rather at school with teachers who may offer this “special” teaching and learning practices.

The assessment of the home literacy practices observed and reported by the family had also revealed that the family members traditionally viewed that the child’s emergent literacy practices were connected predominately to written language, written text-based literacy learning. As shown in the Figure 1, the most frequent form of home literacy practice was in written language (43 %). It included such activities as shared book reading, art and craft, and those related to numeracy. The second most frequent home literacy practices are classified as oral (32 %) in the overall practices assessment as seen in the chart. Apparently, with only nine per cent, oral-gestural practices were not observed and reported by the family members as much as the multimodal practices which have encompassed 16 per cent of overall home literacy practices.



*Figure 1.* Overall percentage of the home literacy practices in the urban Kazakh family based on modality. The percentage of these practices was calculated based on the recurrence of codes.

The most frequent practices that occurred in the urban Kazakh family were poem learning and reciting, games (for example, hide and seek), drama playing, shared book reading, and watching cartoons. The least frequently occurring practices in the family were dedicated to numeracy development involving numbers and counting activities. Oral storytelling and songs were not captured during the data collection period.

The family members were engaged in culture-specific behaviors or culturally close literacy texts. The Soviet/Russian literature were more prevalent in the cultural component of the home literacy practices in comparison to local Kazakh component. For instance, during my observation of Kaysar's grandmother's home, I saw him and one more child coloring Ded Moroz, a prototype of Santa Clause in the post-Soviet societies. Another example was presented when Kaysar played drama with lego utilizing the Repka (considered to be a traditional Russian fairy tale in this context) story. One more example of socio-cultural literacy practices was that the mother said and showed me the Russian Kolobok fairytale which she read to him before bed. The rest of the literacy texts he was exposed to belonged to foreign literacy practices and texts (for instance, Super wings, Trotro).

In addition to the traditional perspective shared by all family members, the father also showed some evidence of a more informal perspective on his child's emergent literacy practices. During the interview, the father commented as follows:

In short, why do schools teach reading and counting? Why do they do it? So that a person could learn further. So he [or she] could read books, could learn about the world. Indeed, literacy is sort of condition or a bundle of knowledge through which the person looks at the world. (Interview)

This kind of perspective was not noted in the answers of other members of the family. In this quote, the father connected literacy learning with a life-long learning, which does not have to be taught at school but could start from formal schooling.

Another piece of evidence of the dominance of the traditional view to the home literacy practices was observed from the child's emergent digital literacy practices. Although these practices did not occur frequently during the data collection period, the family members had different perspectives on their child's use of technology for literacy learning. From the first home visit, I thought that there were no restrictions or limitations for the child in his exposure to technology at home. It was observed that two laptops and smartphones located on the floor or table were easily accessible for the child. During the interview, the father commented as follows:

He has his own mobile phone. He can watch Youtube [videos] by himself. I am more inclined to think that the current century is a century of technology. They will not go to the playground anymore, they will generally stay at home. And a circle of his friends will be built via social media, Instagram. (Interview)

The father's view of digital literacy practices for his child stemmed from his own literacy practices such as video and photo documenting his son's literacy practices such as building a car track and reading a book. Again, from the father's perspectives on technology, the child had an easy access to digital technology such as smartphone. However, when I had the interview with the mother, it was found that she perceived some literacy practices with the usage of technology more traditionally, having more control of the access to it. The mother said:

He knows how to open the Youtube website. He can open [the browse], choose a cartoon which he likes. We try to control. We always listen to what he is watching [emphasis added]. For instance, I do not like the cartoon about a donkey... This donkey misbehaves. [It is] French film, dubbed in Russian... I do not like these character qualities. But he [the son] says that he likes this cartoon. I attempt to call off his attention to other things and then I turn it off. (Interview)

The mother started saying how independently her son could work with digital technology by himself without the parents' assistance anymore. Then her commented about her attempts to control what her child watched on TV could be seen as traditional perspectives on digital literacy practices as she found them harming for his behavior rather than an opportunity to critically think about the negative actions of the cartoon's hero.

Some evidence showed that the family members thought that an educational system and schools are vital for a child's literacy learning. The mother reported:

I am deeply concerned about his education. Because I see that he is a capable boy. We know that [children] are constrained and limited [at school] and that is all. He does not step away outside the limits. He thinks that that is him, but he can do much more. (Interview)

On the one hand, she was extremely concerned about putting a child not out of the box in the educational system, so he would have no opportunity to fulfill his potential. On the other hand, some home literacy practices were observed to be built with some limitations and restrictions to be traditional and skill-oriented.

In summary, all family members had a traditional perspective on their child's emergent literacy practices by connecting to formal literacy practices. They all shared commonalities to these practices by highlighting shared book reading, alphabet cards, numeracy, as well as drawing "within the lines" and reciting poems with a considerable focus on vocabulary and pronunciation skills. In the meantime, the father had a different perspective to the child's emergent literacy practices as informal literacy practices. In addition, the analysis of the home literacy practices demonstrated that they were significantly embedded in learning the traditional Soviet, Russian sociocultural literacy practices and predominately exposing to the written language oriented literacy practices.

### **The Kazakh Family Engagement Strategies**

As for the second research question (Do family members engage in family literacy practices, and if so, what types of home literacy practices do they participate in for supporting the child's literacy and language learning?), the data analysis revealed that the family did engage in the emergent literacy development through four areas, which were discussed in the Literature Review. All four strategies of the family engagement – opportunities, recognition, interaction and modelling – occurred in my family. Although the participants viewed literacy traditionally and significantly as formal literacy practices, it did not mean that there was a lack of opportunities and support for a child's literacy development.

**Opportunities.** The family provided various opportunities for the child to develop emergent literacy. The most frequent emergent literacy practice was a shared book reading with the mother. It was a ritual before the child went to bed. As the mother described, Kaysar always had to choose a book for the mother to read aloud. He could ask his mother to read the same book again and again. In the mother's diary, she wrote the following:

22.00. Today before sleeping Kaysar chose to read the book about science, there's a chapter about human anatomy, so we discussed the names of [body] organs how they work and etc. Kaysar asked what are the main functions". (Diary notes, original)

This was her original note as she has chosen to write her diary in English. Even though she was informed that she could write it in any language she prefers, she decided to write the notes in English. This mother-child shared book reading appeared to be common and quiet structured practices when the child had not to only listen to his mother's reading but to name, to tell what the specific page in the book was about.

Besides the mother, Kaysar's grandmother also provided this opportunity of shared book reading for different purpose. Based on the mother's diary as of 9 December, 2017, this emergent literacy practice was described as follows:

13.00. Later Kaysar picks up the book with “Teremok” and “Kolobok”. They [grandmother and her grandson] start reading it changing the roles, like Grandma reads first and then asks him to continue the story, using the words like what is next, or who is coming next and etc.”. (diary notes, 9 December 2017, original)

It was a little example of developing oral story telling skills from this early leaning age.

**Recognition.** In addition to the opportunities and resources they family provided, the child’s literacy development was recognized in different ways. The mother and the grandmother praised how far the child has grown and how independent he has become in learning. During one of the home visits, the mother said that “he now has grown up to the next level from simple stories like Kolobok [Russian fairytale] to more advanced stories such as poem-written (Russian poet Pushkin) fairytales” (Field notes). In this way, the mother acknowledged how much her son had gained in literacy and language learning at this early learning age.

Since the child had to visit the grandmother’s home for weekends, both his mother and grandmother proudly shared that they stored his literacy artifacts at their homes. One example of recognition practiced in this family was that the mother stored “the best drawings” (personal communication, December 8, 2016) of the child on the wall as seen in the Figure 2.



*Figure 2.* Kaysar's collection of drawings on the living room's wall. This photograph was shared by his mother. Printed with permission.

**Interactions.** Four year-old Kaysar was able to choose a literacy activity, to create a game, as well as to navigate the adult in the activity by saying what and how to do a certain activity. The literacy activities initiated by the adult family members were comprised of such interactions as teaching poems, moving from simple to complex and poem-written stories, integrating home non-literacy activity with literacy learning, and videotaping these activities at home.

There was some evidence of family scaffolding practices. The family members attempted to scaffold the child's learning in various ways. One of the overt practices was that the mother relied on didactic teaching approach. She found this type of scaffolding to be challenging for this young age, as her child did not want to do of what he was said to do. The mother had difficulties in teaching Kaysar at home. Being a former teacher, she did not like this problem. As an example, during the interview, she gave an example of her

continuous attempts to teach Kaysar some pronunciation-focused short poems. Her comments were as follows:

I copied out some short poems for children. And now we need to recite them. We begin being upset ... "I don't want to learn it. I will not". "Let's repeat them again" [the mother says] ... He is not interested in merely reciting poems, and repeating after me. (Interview)

This example illustrated how the mother scaffolded the child's learning of poems based on the didactic teaching approach through reading, reciting and repeating after an adult. At the meantime, the grandmother scaffolded this poem learning process more enjoyable and successful as the mother said. The grandmother could easily manage Kaysar to learn some poems by utilizing Youtube videos with music and written poems.

Another example of the child-parent interactions was evident from the observation of Kaysar and his grandmother's communication. In the middle of this home observation, Kaysar attempted to get his grandma engaged in the play with Lego and his pretended game Repka (Russian fairytale). I observed how she tried to navigate the game and asked the following questions: "What next happens?", "What else should we do?", "Why do you do this?". After they finished role-playing with Repka like in the fairytale, Kaysar initiated to continue to play the game, but he offered to plant a pineapple. Then he changed his plant to a strawberry. Grandma was following him. She attempted to ask Why question (Why is it impossible to happen to grow such a big strawberry?), but Kaysar did not respond. He was so engaged into the process, and wanted his grandma to be surprised as well. "Grandma, look at this pineapple! Oh, no strawberry!". The grandmother asked him what form the plant was, but he was silent. This learning moment demonstrated the grandmother's approaches to scaffold by questioning, role-playing, and following his conversation. WH-questions appeared to be uncommon in this family as for the most times Kaysar did not respond or ignored them.

**Modelling.** Based on the interviews, it was found that both parents tended to read a different kind of books in various languages. The mother preferred to read some religious books while the father read self-development books. According to the mother, they have recently started ordering books for themselves and Kaysar via online service. This aspect of family engagement did not occur so much during the data collection period.

To conclude, this chapter presented the findings that emerged from the data analysis and from two guiding research questions. Overall, the findings of my study revealed that all family members had a traditional view on their child's emergent literacy practices, by specifically focusing on skill-oriented literacy events and formal schooled literacy practices. Although the family predominantly traditionally conceptualizes the emergent literacy practices at home, all the members were engaged in them through four strategies such as opportunities, recognition, interaction, and modelling. In the next chapter, I summarize all major findings and explain them by connecting to scholarly works in the field.

### **Chapter Five: Discussion**

In this chapter, I provide an analysis and interpretation of the major findings presented in the Results chapter as well as discuss the unexpected results revealed from the data. This study aims at exploring how family members comprehend their child's emergent literacy practices at home and how they strategically support the child at home. I provide a detailed discussion of the major findings in relation to each research questions and draw relationships with the literature review.

The purpose of my study is to explore the urban Kazakh families' perceptions of their child's emergent literacy practices and family engagement strategies in literacy and language learning in the home context. Throughout conducting of my study, I always kept the following two research questions in mind: 1) How do families perceive their child's emergent literacy and language practices? 2) Do family members engage in family literacy practices, and if so, what types of home literacy practices do they participate in for supporting the child's literacy and language learning?

#### **Perceptions of Literacy and Home Literacy Practices**

The findings of my case study revealed that the urban Kazakh family members appeared to identify and to conceptualize literacy significantly as formal literacy practices (Senechal & LeFevre, 2002, 2014). They understood the literacy and language learning process within the parameters defined by skill-oriented activities with some formal school practices such as poem reciting and alphabet cards with a considerable focus on language skills and language knowledge, including pronunciation and vocabulary. For instance, when I visited Kaysar's grandmother's house, there were Kaysar, his grandmother, Kaysar's uncle and the grandmother's two years old nephew. Except Kaysar's uncle, all were involved in coloring the picture of Ded Moroz (Russian Santa Klaus) with pencils. The coloring pictures were printed out from the Russian painter Alexandr Babushkin's

blog for children. First, the grandmother started showing me what pictures Kaysar has colored before I came and how he progressed by coloring within the lines. She showed me his other pictures, for instance, one of BMW 540 as he likes cars. When I asked her what Kaysar likes doing with her, she said: “Since I rarely see Kaysar or I am busy, in general he plays and we have little time to teach and learn”. This observational moment captured how much concentration the family members dedicated on skill-oriented, formal schooled literacy practices such as drawing within the lines and how they had a conventional outlook that literacy should be taught and learnt in the way it is acquired in classrooms rather than via play and entertainment at home.

The understanding of literacy in this perspective may be explained by the way it is structured and organized in schooled practices. A review of the literature shows that the home literacy practices and understanding of literacy may mirror the educational system which influences families’ perceptions and expectations in the ways they prepare children for school (Lynch et al., 2006). Since the current educational system holds the Soviet traditional skill-oriented conceptualization of literacy, it is not a surprise to see the same or close perceptions in the family context. The Soviet-style literacy conception can also be explained by the implicit motivation of Kazakh families to possess modern social values this traditional approach and the Russian language carry as “a sign of higher status and belonging to an urban group” (Smagulova, 2013, p. 48).

It is also important to highlight that the family members had varied conceptions of literacy. As indicated in the Findings chapter, the father’s understanding of literacy was consistent to the female members of the family in conceptualizing it as skill-oriented practices, but at the same time he had a different perspective on literacy. During the interview, the father mentioned that literacy is “lenses through which we look at the world” and literacy and reading are connected to identity formation. It could explain his behaviors

and motivation to provide a quality parent-child interaction. Based on his diary notes, he described how he initiated to build car tracks at home. As seen in the Figure 3, Kaysar was engaged in the process of building the construction.



*Figure 3.* The father and Kaysar were building car tracks together at home on Saturday, 10 December 2017. This photograph was taken from the father's diary notes. Printed with his permission.

The father's diary notes were as follows:

- I cannot build a track by myself. Will you help me?
- Yes, dad!
- I am going to build a track and I need to fix it. How will you help me?
- I do not know...maybe, by putting pillows.

Then he is engaged in play. We are building tracks, pools, soft pillows for landing.

Unexpectedly, he did not consider that this kind of instances make contribution to a child's literacy development, in the same way as the fathers in Bauman and Wasserman's study (2010) did. Another example of the father's non-acceptance of his role in his child's literacy learning was the moment taken from the interview, when the father said that a language and literacy learning is an accountability of a mother and grandmother in their family, whereas a father just "needs to play and talk to a child". The distribution of the

marital role functions (Ortiz, 1997) seems to describe a traditional Kazakh family structure in the urban Kazakhstani modern society where a father is the breadwinner and a mother is the care giver and educator. According to Slanbekova, Kabakova, Kalniyazova, Kassymzhanova, and Aplashova (2014), Kazakh families are more traditional in terms of the equality in role functioning (decision making) in comparison to Russian families.

In the monolingual British family literacy studies (Morgan et al., 2009), it was suggested that mothers are “primarily responsible” for literacy activities, there is a perception of literacy as “a feminine pursuit” (p. 176). Another explanation of not having fathers’ role recognized could be the assumption that they are less likely to be visible for research due to work commitment (Morgan et al., 2009). However, it is important to note that the study of Morgan et al. (2009) was based on mothers’ responses, and does not provide a full picture of the father’s involvement in a child’s literacy development. Therefore, the further research on fathers’ role in home literacy practices from their own perspectives should be conducted.

Although these western studies revealed that mothers are more involved in literacy and language learning in the early age, a study in Islamic country such as Oman suggests that fathers and mothers are equally involved in developing emergent literacy skills (Al-Qaryouti & Kilani, 2013). Both parents are concerned about reading and writing at this early learning age, but they are not aware about the significance of early literacy (Al-Qaryouti & Kilani, 2013) and it is not only the “domain of the female parent” (Bauman & Wasserman, 2010, p. 367). Al-Qaryouti and Kilani’s (2013) study also investigates the parent involvement in emergent literacy development of monolingual Arabic speaking preschoolers, which may give a limited perspective on the findings whereas my case study father’s beliefs about his role in literacy education shall also be further investigated from bilingual/multilingual family literacy perspectives.

The father in my family had a holistic view of literacy, which can be taught not specifically through formal literacy instruction. This view does not coincide with the findings of Lynch et al. (2006) study, whose study revealed that parents with more education appeared to be more likely to have holistic literacy beliefs (Lynch et al., 2006). This is not the case in my research since both parents in my study hold bachelor degree diplomas, but the mother and grandmother appeared to perceive literacy only traditionally. Thus, I suggest that literacy and language are connected to culture and social context through which they are acquired and perceived.

### **Opportunities, Recognition, Interaction, and Modelling**

Although my case study family members viewed literacy traditionally and significantly as formal literacy practices, it did not mean that there was a lack of opportunities and support for a child's literacy development. On the contrary, the observations of the home family-child interactions, diaries as well as the interviews illustrated a nature of family engagement in the emergent literacy learning process which were analyzed based on the adapted version of ORIM framework (Nutbrown et al., 2015).

The opportunities the family provided, recognition they demonstrated, modelling they did, and interaction they participated in illustrated the diversity of their home literacy practices. This diversity of literacy events could be seen from various modalities and sociocultural aspects children are exposed at home, but at the same time, predominantly from the traditional perspectives on them. Each of four factors of family engagement, opportunities, recognition, interaction, and modelling, contributed to build "a fund of knowledge" (González et al., 2006) which my urban Kazakh family needs to be informed about and recognize as an important element of literacy learning of their child.

On the one hand, the families' non-recognition of their diverse socio-cultural practices as much important as the formal literacy practices at home could lead to missing

opportunities to bring more multiliteracies, multimodal and more socio-cultural literacy experiences which contemporary children need to discover (Marsh et al., 2015). As an example of possibilities to widen the range of socio-cultural practices, urban Kazakh families could revitalize the ethnic-cultural Kazakh literacy practices such as Aldar Kose, Makta girl and the cat, and many other oral stories in different modes (oral, digital, visual, gestural and multimodal) through available print books, digital videos on the YouTube channel. By diversifying the Kazakh child's literacy experiences it may help him to better understand the "Kazakhified" primary school curriculum and literacy texts (Mun, 2014) with rural Kazakhstan landscape dominant discourses (Silova, Yaqub, Mun, and Palandjian, 2014).

On the other hand, it is critical for educational policy makers, curriculum writers, and preschool educators to recognize the socio-cultural literacy practices as a resource to comprehensively support young children in their early journey of literacy development. In the family literacy studies in the western societies, community sphere appears to be resourceful in this process. Unfortunately, in the Kazakhstani society, public and community libraries are not widely used for family literacy and early literacy opportunities. They are mainly used by youth population and students (National Library of the Republic of Kazakhstan, n.d.). It could be explained by the absence of the effective educational and cultural policy to involve public libraries into children's emergent literacy and language development along with the whole family members. Among the benefits of community library spaces for literacy were opportunities to connect three domains of practice – home, school and community literacies (Barton & Hamilton, 1998) and its textual environment which could encourage "conversations about meanings and their significance to the young people" (Pahl & Allan, 2011, p. 209).

In summary, from my study of one urban Kazakh family, it is clear that the families tend to perceive their child's emergent literacy practices mostly as traditional. Despite some evidence of various engagement strategies such as providing a number of opportunities, showing some recognition, interacting with him, and being a role model, the family members still hold perspectives which see language and literacy learning in the way how it is valued by teachers at preschools.

## **Chapter Six: Conclusion**

The aim of my study is to explore the urban Kazakh family members' perspectives on a child's emergent literacy practices at home and the family engagement strategies in supporting the child's learning. While my preceding Results and Discussion chapters addressed two research questions, in this chapter I summarize all the findings of my study. In addition, I discuss how these results may inform families, early childhood educators, policy makers, and other stakeholders in relation to the families' perceptions and engagement practices. Finally, I present the study limitations which could be considered in the future research and provide my suggestions for possible four areas of further research.

### **Major Conclusions**

In the response to the first research question, the findings revealed that the urban Kazakh family members tended to conceptualize literacy traditionally. Additionally, they perceived their child's emergent literacy practices as formal literacy practices. They all located the emergent literacy practices within the parameters of skill-oriented activities with some formal school practices such as poem reciting, alphabet cards. It was noted that it was a considerable focus on pronunciation and vocabulary. Furthermore, the father did not consider some emergent literacy practices to make a contribution to the child's literacy development and did not recognize his own role as the first literacy teacher for his child. The study found that the assessment of the home literacy practices illustrated that the child is exposed to multimodal and sociocultural practices which were slightly written language dominant and limited to the Russian/Soviet literacies.

In the response to the second research question, interestingly I found that although the family viewed their child's emergent literacy practices more traditionally, they still provided opportunities, recognized his growth, interacted with him as well as serve as role models for the child's literacy learning. Acknowledgement of these family engagement

strategies illustrated a complexity of the process of literacy and language learning and highlighted the importance of all family members in supporting the child's literacy development.

Overall, these findings drew a picture of the urban Kazakh home literacy practices which appeared to be influenced by the traditional schooled literacy practices and stemmed from the Soviet educational values whereas other informal, socio-cultural, spoken language literacy practices could be utilized more if recognized and appreciated by the family members and other stakeholders. In this regard, there are several implications for research, practice, and policy in consideration of the major results of my study, which are discussed after the study limitations.

### **Limitations**

In addition to the methodological limitations discussed in the Chapter Three, some limitations of the study should also be taken into account in the future research. First, the language of interviews and personal communication was Russian, whereas diaries were written in English by the mother and in Russian by the father. Translating interviews into English might have influenced on interpretation of the findings of my study. Some concepts and metaphors in Russian did not have an equal interpretation and connotation in English due to the different cultural contexts. Despite this, observation of facial expressions, voice, intonation, and gestures helped me to comprehensively understand the participants' perspectives. Despite my recommendation to write diary in her L1, which was Russian, the mother chose English a language of diary. This might have influenced her modest description of the home literacy practices. Sharing her reflections in L1 (Russian) could bring more insights on her feelings, emotions, attitudes to the child's emergent literacy practices. In order to prevent misunderstanding between her diary notes and my interpretation, I probed her during the interview for clarification, which was given in

Russian. Second, possible personal bias could occur, as I am also a linguistically and culturally Russified like my focus participants. Initially this study intended to also examine Kazakh speaking Kazakh families' perspectives and home practices. Despite my eleven years of schooling in Kazakh, I thought having an informal conversation with them might be challenging for me as Kazakh is my L2 and I am more proficient in academic Kazakh rather than casual, informal one. Benefits of having the similar cultural background to my research participants' appeared to overweight the biases which I am responsibly aware of.

### **Directions for Further Research**

In this study, it was apparent that the Soviet-imposed view of literacy and language are still valued and recognized as an important aspect of emergent literacy practices. In relation to research, there are three important points to make. First, further exploration and exgrandmation of the emergent literacy practices with longitudinal and ethnographic research design are warranted. The case study of one urban Kazakh family presented in this research, while offering valuable insights, is not sufficient to have a full understanding about the family engagement process and various family literacy practices, which might be changing over time. Moreover, more research should be done with exploration of all possible spheres of influence on emergent literacy practices – school, community, and family (Epstein, 2001).

Second, future research could include the Kazakh speaking Kazakh families in the Russian dominant urban settings to investigate how they perceive their child's emergent literacy practices ad their engagement strategies. Smagulova (2013, 2014) argues that Kazakh's social prestige is growing in the public spaces. It is assumed that these families might have more diverse ethnic Kazakh and Russian literacy practices, but still have traditional perceptions because the traditional Soviet education values were long-term and widely imposed throughout the country.

Third, future studies should focus on the father engagement in the emergent literacy practices. Exgrandmation of their own perspectives and voices might give more insights on their participation and may inform other family members to recognize him as an equal contributor to a child's literacy development (Al-Qaryouti & Kilani, 2013). Although fathers seem to have a limited time for participating in a research, observation of his engagement in the child's learning process could not be limited to home, but also could include out of school contexts such as playgrounds and parks. It is important for researchers to be available at any moment to follow participants for another valuable observation as Wong (2015) did.

Fourth, my study suggests that daily diary writing could serve as a valuable data of recording daily literacy practices in case of the short-term data collection duration and participant's time availability like happened in my study. Researchers should make sure that the language of choice for diary is L1 or any language they mostly communicate at home. In addition, a few pictures and snapshots of home literacy practices in the diary like the father in this study did could give richer data, but this practice should be totally done on a voluntary basis.

### **Implications**

With regard to policy and practice, the findings of my study suggest that if Kazakhstan wants a highly educated trilingual human capital to develop (Kazakhstan 2050 Strategy, 2012; 100 Concrete Steps, 2015) and the 21st century learning to occur, all educational stakeholders should be aware that families as a valuable "literacy teachers" in the early learning path to develop literacy. In this regard, schools should cooperatively work with families by recognizing and bringing "funds of knowledge" (González, Moll, & Amanti, 2005) from home to school starting from multiliteracy and multimodal practices. In order to make this cooperation between schools and families happen, it is important to

train teachers how to work with families. The approach to prepare teachers for partnership with families should not be limited to one-way, from school to home, from teachers to families, but both ways. Thus, teachers could also benefit from this partnership because their preschoolers will be actively supported at home in their literacy learning journey.

Moreover, as the findings revealed that all family members had a traditional perspective to their child's emergent literacy practices, I may suggest to provide a support for families via home- or school-based literacy programs in order to raise awareness and understanding other perspectives such as multiliteracies, informal ones. The mother in my case study thought literacy to be "special" and to be required a certain teaching skills or resources, whereas research proved that literacy is a social construct and is acquired in socio-cultural literacy practices embedded in their culture (Heath, 2003). These programs could facilitate shifting of young mother and fathers' perspectives on emergent literacy practices. In addition, besides both parents, such programs should invite other extended family members such as grandparents, who often look after children in the Kazakh families. Consequently, young children may benefit from these inclusive family literacy programs as they could see more engagement and support from all family members, not only mothers and grandmothers, at their early learning age at home.

### References

- 100 Concrete Steps. (2015). *The 100 concrete steps set out by President Nursultan Nazarbayev to implement the five institutional reforms (strategy2050.com, Trans.)*. Retrieved from [https://strategy2050.kz/en/page/message\\_text2014/](https://strategy2050.kz/en/page/message_text2014/)
- Al-Qaryouti, I. A., & Kilani, H. A. (2013). Role of Omani parents: Fostering emergent literacy skills. *Education 1–13*, 43(3), 336–348. doi:10.1080/03004279.2013.815248
- Anderson, J., Anderson, A., Friedrich, N., & Kim, J. E. (2010). Taking stock of family literacy: Some contemporary perspectives. *Journal of Early Childhood Literacy*, 10(1), 33-53. doi:10.1177/1468798409357387
- Aram, D., Korat, O., & Hassunah-Arafat, S. (2013). The contribution of early home literacy activities to first grade reading and writing achievements in Arabic. *Reading and Writing*, 26(9), 1517-1536. doi:10.1007/s11145-013-9430-y
- Auleear Owodally, A. M. (2014). Maternal reports of home literacy experiences in multilingual Mauritius: Case study of pre-schoolers. *Early Child Development and Care*, 184(11), 1615-1635. doi:10.1080/03004430.2013.871274
- Barton, D. (2001). Directions for literacy research: Analysing language and social practices in a textually mediated world. *Language and education*, 15(2-3), 92-104. doi:10.1080/09500780108666803
- Barton, D., & Hamilton, M. (1998). *Local literacies: Reading and writing in one community*. London, UK: Routledge.
- Barton, D., & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), *Situated literacies: Reading and writing in context* (pp. 7-15). London, UK: Routledge.
- Bauman, D. C., & Wasserman, K. B. (2010). Empowering fathers of disadvantaged preschoolers to take a more active role in preparing their children for literacy success

- at school. *Early Childhood Education Journal*, 37, 363–370. doi:10.1007/s10643-009-0367-3
- Boivin, N. (2017). *Multiliteracies community of learning – shifting from product to process*. Manuscript submitted for publication.
- Boivin, N., Albakri, R. N., Yunus, Z. B. M., Mohammed, H., & Muniandy, N. (2014). Assessing emergent, social, and multiliteracy practices in urban Malaysian homes. *Malaysian Journal of ELT Research*, 10(2), 34-54. Retrieved from <http://journals.melta.org.my/index.php/majer/article/view/128>
- Burkhalter, N., & Shegebayev, M.R. (2012). Critical thinking as culture: teaching post-Soviet teachers in Kazakhstan. *International Review of Education*, 58, 55–72. doi:10.1007/s11159-012-9285-5
- Caesar, L. G., & Nelson, N. W. (2014). Parental involvement in language and literacy acquisition: A bilingual journaling approach. *Child Language Teaching and Therapy*, 30(3), 317–336. doi:10.1177/0265659013513028
- Calzada, E. J., Huang, K.-Y., Hernandez, M., Soriano, E., Acra, C. F., Dawson-Mcclure, S., ... Brotman, L. (2015). Family and teacher characteristics as predictors of parent involvement in education during early childhood among Afro-Caribbean and Latino immigrant families. *Urban Education*, 50(7), 870–896. doi:10.1177/0042085914534862
- Cohen, L., Manion, L., & Morrison, K. (2003). *Research methods in education*. London, UK: Routledge.
- Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. New York: Routledge.
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Edinburgh, UK: Pearson.

- Deyoung, A. J. (2006). Problems and trends in education in Central Asia since 1990: The case of general secondary education in Kyrgyzstan. *Central Asian Survey*, 25(4), 499-514. doi:10.1080/02634930701210575
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Fierman, W. (2006). Language and education in post-Soviet Kazakhstan: Kazakh-medium instruction in urban schools. *The Russian Review*, 65, 98–116. doi:10.1111/j.1467-9434.2005.00388.x
- Gee, J. P. (2015). The new literacies studies. In J. Rowsell & K. Pahl (Eds.), *The Routledge handbook of literacy studies* (pp. 35-48). doi:10.4324/9781315717647.ch2
- González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey, USA: Lawrence Erlbaum Associates, Inc.
- Gregory, E. (2001). Sisters and brothers as language and literacy teachers: Synergy between siblings playing and working together. *Journal of Early Childhood Literacy*, 1(3), 301-322, doi:10.1177/14687984010013004.
- Gregory, E., Arju, T., Jessel, J., Kenner, C., & Ruby, M. (2007). Snow White in different guises: Interlingual and intercultural exchanges between grandparents and young children at home in East London. *Journal of Early Childhood Literacy*, 7(1), 5–25. doi:10.1177/1468798407074831
- Guest, G., Namey, E. E., & Mitchell, M. L. (2012). *Collecting qualitative data: A field manual for applied research*. Thousand Oaks, California, USA: Sage.
- Hannon, P., & Nutbrown, C. (1997). Teachers' use of a conceptual framework for early literacy education involving parents. *An International Journal of Teachers' Professional Development*, 1(3), 37–41. doi:10.1080/13664530.2012.667953

- Heath, S. B. (1983). *Ways with words*. Cambridge, England: Cambridge University Press.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37-52.  
doi:10.1080/00131911.2010.488049
- Kalantzis, M., & Cope, W. (2015). Regime of literacy. In M. Hamilton, R. Heydon, K. Hibbert, & R. Stooke (Eds.), *Negotiating spaces for literacy learning: Multimodality and governmentality* (pp.15-24). London, UK: Bloomsbury Publishing.
- Lau, E. Y., Li, H., & Rao, N. (2011). Parental involvement and children's readiness for school in China. *Educational Research*, 53(1), 95-113.  
doi:10.1080/00131881.2011.552243
- Long, S. (2007). Intentionality and expertise: Learning from observations of children at play in multilingual, multicultural contexts. *Anthropology & Education Quarterly*, 38(3), 239-259. doi:10.1525/aeq.2007.38.3.239
- Lynch, J., Anderson, J., Anderson, A., & Shapiro, J. (2006). Parents' beliefs about young children's literacy development and parents' literacy behaviors. *Reading Psychology*, 27(1), 1-20. doi:10.1080/02702710500468708
- Marsh, J. (2004). The techno-literacy practices of young children. *Journal of Early Childhood Research*, 2(1), 51-66. doi:10.1177/1476718X0421003
- Marsh, J. (2011, May). *Family digital literacy* [PowerPoint slides]. Paper presented at REAL Project Conference, Sheffield, UK.
- Marsh, J. & Thompson, P. (2001). Parental involvement in literacy development: using media texts. *Journal of Research in Reading*, 24(3), 266-278. doi:10.1111/1467-9817.00148

- Marsh, J., Hannon, P., Lewis, M., & Ritchie, L. (2015). Young children's initiation into family literacy practices in the digital age. *Journal of Early Childhood Research*, 1-14. doi:10.1177/1476718X15582095
- Ministry of Education and Science of the Republic of Kazakhstan. (2016). *Gosudarstvennaya programma razvitiya obrazovaniya i nauki Respubliki Kazakstan na 2016 - 2019 gody* [State Program of Education and Science Development of the Republic of Kazakhstan for 2016-2019]. Retrieved from <http://adilet.zan.kz/rus/docs/U1600000205>
- Morgan, A., Nutbrown, C., & Hannon, P. (2009). Fathers' involvement in young children's literacy development: implications for family literacy programmes. *British Educational Research Journal*, 35(2), 167–185. doi:10.1080/01411920802041996
- Mun, O. (2014) *Re-imagining national identity through early literacy textbooks in Kazakhstan* (Master's thesis). Retrieved from <http://preserve.lehigh.edu/etd/1567/>
- National Library of the Republic of Kazakhstan. (n.d.). Proekt programmy "Chitayushii Kazakhstan" na 2010-2013 gody [Draft of 'Reading Kazakhstan' program for 2010-2013 years]. Retrieved from [https://nlrk.kz/page.php?page\\_id=175&lang=1](https://nlrk.kz/page.php?page_id=175&lang=1)
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-93. doi:10.17763/haer.66.1.17370n67v22j160u
- Newman, L., Arthur, L., Staples, K., & Woodrow, C. (2016). Recognition of family engagement in young children's literacy learning, 41(1), 73-81. Retrieved from <https://search.informit.com.au/documentSummary;dn=024463535487613;res=IELHSS>

- Nutbrown, C., Bishop, J., & Wheeler, H. (2015). Co-production of family literacy projects to enhance early literacy development. *Journal of Children's Services, 10*(3), 265-279. doi:10.1108/JCS-02-2015-0007
- Nutbrown, C., Hannon, P., & Morgan, A. (2005). *Early literacy work with families: policy, practice and research*. doi: 10.4135/9781446212042
- OECD/The World Bank. (2015). *OECD Reviews of School Resources: Kazakhstan 2015*. Paris, France: OECD Publishing. doi:10.1787/9789264245891-en
- Ortiz, R. W. (1997). Hispanic/Latino fathers and children's literacy development: Examining involvement practices from a sociocultural context. *Journal of Latinos and Education, 3*(3), 165–180. doi:10.1207/s1532771xjle0303\_3
- Pahl, K., & Allan, C. (2011). "I don't know what literacy is": Uncovering hidden literacies in a community library using ecological and participatory research methodologies with children. *Journal of Early Childhood Literacy, 11*, 190–213. doi:10.1177/1468798411401864
- Perry, K. (2012). What is literacy? –A critical overview of sociocultural perspectives. *Journal of Language and Literacy Education, 8*(1), 50-71. Retrieved from [http://jolle.coe.uga.edu/wp-content/uploads/2012/06/What-is-Literacy\\_KPerry.pdf](http://jolle.coe.uga.edu/wp-content/uploads/2012/06/What-is-Literacy_KPerry.pdf)
- Reyes, I., & Azuara, P. (2008). Emergent biliteracy in young Mexican immigrant children. *Reading Research Quarterly, 43*(4), 374-398. doi:10.1598/RRQ.43.4.4
- Scott, D., & Morrison, M. (2005). *Key ideas in educational research*. London, UK: Continuum International Publishing Group.
- Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.

- Sénéchal, M., & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: a five-year longitudinal study. *Child Development, 73*(2), 445-460. doi:10.1111/1467-8624.00417
- Senechal, M., & LeFevre, J. (2014). Continuity and change in the home literacy environment as predictors of growth in vocabulary and reading. *Child Development, 85*(4), 1552-1568. doi:10.1111/cdev.12222
- Silova, I. (2009). Varieties of educational transformation: The post-socialist states of Central/Southeastern Europe and the former Soviet Union. In R. Cowen & A. M. Kazamias (Eds.), *International handbook of comparative education* (pp.295-320). Netherlands: Springer. doi:10.1007/978-1-4020-6403-6\_19
- Silova, I., Yaqub, M. M., Mun, O., & Palandjian, G. (2014). Pedagogies of space: (Re)imagining nation and childhood in post-Soviet states. *Global Studies of Childhood, 4*(3), 195-209. doi: 10.2304/gsch.2014.4.3.195
- Slanbekova, G., Kabakova, M., Kalniyazova, A., Kassymzhanova, A., & Aplashova, A. (2014). Ethnocultural differences in role functioning of the family system. *Procedia - Social and Behavioral Sciences, 114*, 867–871. doi 10.1016/j.sbspro.2013.12.799
- Smagulova, J. (2013). Multiplicity of language ideologies. *Al-Farabi Kazakh National University KazNU Bulletin Philology Series, 4*(144), 46–49. Retrieved from <http://rmebrk.kz/journals/1120/6842.pdf#page=46>
- Smagulova, J. (2014). Early language socialization and language shift: Kazakh as baby talk. *Sociolinguistics, 18*, 370–387. doi:10.1111/josl.12078
- Smagulova, J., & Landis, D. (2014). Conceptions and uses of literacy: The case of Kazakhstan's primary schools. In N. Bakić-Mirić & D. E. Gaipov (Eds.), *Building cultural bridges in education* (pp. 115-122). Newcastle upon Tyne, UK: Cambridge Scholars Publishing

- Smagulova, J., & Zhakupova, A. (2016, October, 27). *Literacy gap: Implications for multilingual education*. Paper presented at the VIII NIS International Research-to-Practice Conference Taking Change to Scale in Education, Astana, Kazakhstan.
- Spedding, S., Harkins, J., Makin, L., & Whiteman, P. (2007). *Investigating children's early literacy learning in family and community contexts* (Learning Together Research Program Final Report). Retrieved from the Government of South Australia, Department for Education and Child Development website:  
[http://www.earlyyears.sa.edu.au/files/links/learning\\_together\\_lit\\_revi.pdf](http://www.earlyyears.sa.edu.au/files/links/learning_together_lit_revi.pdf)
- Spolsky, B. (2012). Family language policy – the critical domain. *Journal of Multilingual and Multicultural Development*, 33(1), 3–11. doi:10.1080/01434632.2011.638072
- Stephen, C., Stevenson, O., & Adey, C. (2013). Young children engaging with technologies at home: The influence of family context. *Journal of Early Childhood Research*, 11(2), 149–164. doi:10.1177/1476718X12466215
- Strategy Kazakhstan 2050. (2012). *Address by the President of the Republic of Kazakhstan, Leader of the Nation, N. Nazarbayev “Strategy Kazakhstan-2050”: New political course of the established state* (Strategy2050.com, Trans.). Retrieved from <https://strategy2050.kz/en/multilanguage/>
- Street, B. V. (1984). *Literacy in theory and practice* (Vol. 9). Cambridge, UK: Cambridge University Press.
- Street, B. V. (2003). What's “new” in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2), 77-91.  
Retrieved from  
<https://pdfs.semanticscholar.org/d35d/71ecf9e68cd6f8b80a0be05cb2d595f73aac.pdf>
- Taylor, L. K., Bernhard, J. K., Garg, S., & Cummins, J. (2008). Affirming plural belonging: Building on students' family-based cultural and linguistic capital through

multiliteracies pedagogy. *Journal of Early Childhood Literacy*, 8(3), 269–294.

doi:10.1177/1468798408096481

Teale, W. H., & Sulzby, E. (1986). *Emergent literacy: writing and reading*. Norwood, USA:

Ablex Publishing Corporation.

Vandermaas-Peeler, M., Sassine, B., Price, C., & Brillhart, C. (2011). Mothers' and fathers'

guidance behaviors during storybook reading. *Journal of Early Childhood Literacy*,

12(4), 415–442. doi:10.1177/1468798411417381

Weigel, D. J., Martin, S. S., & Bennett, K. K. (2006). Mothers' literacy beliefs: Connections with the home literacy environment and preschool children's literacy development.

*Journal of Early Childhood Literacy*, 6(2), 191-211.

doi:10.1177/1468798406066444

Whitehurst, G. J., & Lonigan, C. J. (2001). Emergent literacy: Development from prereaders

to readers. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy*

*research*, 1 (pp. 11-29). New York, USA: The Guilford Press.

Wong, S. S. (2015). Mobile digital devices and preschoolers' home multiliteracy practices.

*Language and Literacy*, 17(2), 75-90. doi:10.20360/G2CP49

Wu, C., & Honig, A. S. (2013). Taiwanese preschoolers' emergent reading behaviours with

an unfamiliar storybook. *Early Child Development and Care*, 183(10), 1486-1507.

doi:10.1080/03004430.2013.788813

Yin, R. K. (2014). *Case study research*. California, USA: SAGE Publication, Inc.

**Appendix A. Collaborative institutional training initiative certificate of completion**

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

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

- **Name:** Assem Amantay (ID: 5903590)
- **Email:** aamantay@nu.edu.kz
- **Institution Affiliation:** Nazarbayev University (ID: 2428)
- **Institution Unit:** Graduate School of Education
  
- **Curriculum Group:** Students conducting no more than minimal risk research
- **Course Learner Group:** Students - Class projects
- **Stage:** Stage 1 - Basic Course
- **Description:** This course is appropriate for students doing class projects that qualify as "No More Than Minimal Risk" human subjects research.
  
- **Report ID:** 21183231
- **Completion Date:** 17-Oct-2016
- **Expiration Date:** 17-Oct-2019
- **Minimum Passing:** 80
- **Reported Score\*:** 100

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

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

Verify at: <https://www.citiprogram.org/verify/?597817f2-3243-4300-974a-9e3b23a01ca>

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

**Appendix B. Family background questionnaire****Getting to know your family, dear parent!**

Your name \_\_\_\_\_ Age \_\_\_\_\_

Your spouse name \_\_\_\_\_ Age \_\_\_\_\_

Your child's name \_\_\_\_\_

Your child's age \_\_\_\_\_ years \_\_\_\_\_ months \_\_\_\_\_ male \_\_\_\_\_ female \_\_\_\_\_

How long does your child attend a preschool center? \_\_\_\_\_

Who is caring your child after or before a child center? \_\_\_\_\_

What language(s) does your child speak? \_\_\_\_\_ mostly at home? \_\_\_\_\_

What is your child's favorite cartoon(s) or movie(s) or book (s)?  
\_\_\_\_\_  
\_\_\_\_\_

What are other members of your family living daily under one roof?

Other children (name and age) \_\_\_\_\_

Grandparents (name and age) \_\_\_\_\_

Other members (name and age) \_\_\_\_\_

10. What technologies do you have in your household? (e.g. computers, cell phones) \_\_\_\_\_  
\_\_\_\_\_

11. What technologies does your child use at home? \_\_\_\_\_

12. Occupation: mother \_\_\_\_\_

Father \_\_\_\_\_

13. How long have you been living in this urban center? \_\_\_\_\_

Date

**Appendix C. Informed consent form****Kazakh family engagement in children's early literacy and language learning**

**DESCRIPTION:** You are invited to participate in a research study on the family engagement in children's literacy learning in the early age. You will be asked to participate in a face-to-face interview, first. If you agree, the interview will be tape-recorded for further analysis of the data. If you do not agree to tape-recording, the researcher will jot down in her field notes. Second, you will be asked to write a self-reflective diary (electronically or manually) for several consequential days according to the instruction. In case if you are not able to write down notes in the diary, you can prepare a tape recorded reflection in the same way as you would write it down. If you decide to share photos in the diaries, you will be asked to permit using them for presentations in any conferences and viva voce. In the second week, you will be asked to be observed. No video or audio recording will be taped during observation.

All efforts are to assure your confidentiality and confidentiality of your information. The study documents (field notes, audiotapes, and diary notes) will be kept separately in a safe password protected online server or in the supervisor's office at the NUGSE. Only the researcher and her research supervisor will have an access to the data.

**TIME INVOLVEMENT:** Your participation will take approximately about two weeks, including weekends, and arranging each scheduled day from 30 minutes up to two hours participation.

**RISKS AND BENEFITS:** There are minimal risks associated with this study. No economic, social, emotional risks are associated with this study. All the information and your identity will be confidential. You can be sure that there will be no negative effect on the relationships between you and your center, your child and your center. The benefits which may reasonably be expected to result from this study will be as follows:

- giving to you an opportunity to share your experience with having your child to learn literacy and language in the early age;
- raising any issues that you might have (questions, concerns, worries);
- the findings of the study can inform educational policy makers how to encourage families to engaged in the learning process and curriculum developers to incorporate the home practices into schooled practices for providing better chance for children to study well.

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

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Research Project Supervisor for this student work, Assistant Professor Nettie Boivin, [nettie.boivin@nu.edu.kz](mailto:nettie.boivin@nu.edu.kz).

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

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

- I have carefully read the information provided;

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

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

Date:

\_\_\_\_\_

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

**According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).**

### **ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ**

#### **Вовлеченность семьи в обучении языка и грамотности в дошкольном возрасте**

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании по изучению роли семьи в обучении языка и грамотности ребенка в дошкольном возрасте. Вам будет предложено принять участие в индивидуальном интервью (собеседовании будет записано на аудио записывающее устройство), написать рефлексивный дневник в течении одного-двух дней (согласно инструкции) и участие в наблюдении в домашней среде. Все аудио записи и фотографии будут храниться на защищенном

паролем электронном сервере, а бумажные записи будут храниться в офисе супервайзера исследователя в Высшей школе образования НУ.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует около двух недель, в зависимости от формы исследования. Участие может варьироваться от тридцати минут до двух часов в назначенный день.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с исследованием минимальны. Никаких экономических, социальных и эмоциональных рисков исследование не вовлечет. В качестве ожидаемых преимуществ в результате исследования можно рассматривать понимания роли семьи в обучении языка и грамотности ребенка в дошкольном возрасте в Казахстанском обществе. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на: Вашу работу, образовании Вашего ребенка.

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

**КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с супервайзером исследователя, используя следующие данные: Ассоциированный профессор Нетти Боивин Nettie Boivin, [nettie.boivin@nu.edu.kz](mailto:nettie.boivin@nu.edu.kz).

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом исследований Высшей школы образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

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

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

Подпись: \_\_\_\_\_

Дата:

\_\_\_\_\_

## **ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

### **Мектепке дейінгі жаста баланың тілі мен сауатын ашуға отбасының еліктіргендігі**

**СИПАТТАМА:** Сіз мектепке дейінгі жаста баланың тілі мен сауатын ашуда отбасының ролін зерттеуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге жеке интервьюге қатысу (аудио жазылада), екі үш күнге арналған рефлексивтік күнделікті жазу (нұсқау бойынша) және үй ортада ғылыми

қадағалауға қатысу ұсынылады. Барлық электрондық мағлұматтар құпиясөзбен қорғаулы электрондық серверде, ал қағаз бетіндегі мағлұматтар Назарбаев Университетінде зерттеушінің супервайзері кеңсесінде сақталады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен екі апта уақытыңызды алады. Зерттеруге қатысу күніне отыз минуттан бастап екі сағаттай уақыт

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:**

Зерттеу жұмысына қатысудың қауіптері минималды. Зерттеруге қатысу ешбір экономикалық, әлеуметтік пен эмоциональдық қауіптеріне әкелмейді. Сіздің аты жөніңіз туралы ақпараттар құпия болып сақталады. Зерттеу жұмысына қатысуыңыздың Қазақстан қоғамында мектепке дейінгі жаста баланың тілі мен сауатын ашуда отбасының рөлін анықтауда артықшылықтары болуы мүмкін. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіз бен Сіздің балаңыз және бала даму мен білім беру орталық арасындағы қарым қатынастарына еш әсерін тигізбейді.

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

**БАЙЛАНЫС АҚПАРАТЫ:**

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

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

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

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

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

**Appendix D. Parental informed consent form for research involving children****Kazakh family engagement in children's early literacy and language learning**

**DESCRIPTION:** Your child is invited to participate in a research study on the family engagement in children's literacy learning in the early age. Your child will be asked to be observed at home without video/audio/photo taping, and he or she will not be directly approached by the researcher or asked any questions during the home visits. If you decide to share photos of your child or/and his activities/toys/books in your diary notes, you are asked to permit to use them for presentations in conferences and viva voce. The face of your child will not be hidden, in this case.

**RISKS AND BENEFITS:** There are minimal risks associated with this study. No economic, social, emotional risks are associated with this study. The benefits which may reasonably be expected to result from this study will be the understanding of family's role in early literacy learning. Your decision whether or not to allow your child to participate in this study will not affect your child's participation in early child development center.

**TIME INVOLVEMENT:** Your child's participation in this study will take approximately one week during which 1-2 hours long observation occur at three times per week.

**SUBJECT'S RIGHTS:** If you have read this form and have decided to allow your children to participate in this study, please understand your child's participation is voluntary and your child has the right to withdraw his/her consent or discontinue participation at any time without penalty or loss of benefits to which he/she is otherwise entitled. Your child has the right to refuse to answer particular questions. Your child's individual privacy will be maintained in all published and written data resulting from the study.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Research Project Supervisor for this student work, Assistant Professor Nettie Boivin, [nettie.boivin@nu.edu.kz](mailto:nettie.boivin@nu.edu.kz).

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

I (we) have read the information above and hereby consent to have my (our) child(ren) participate in this study by signing below.

---

Signature(s) of Parent(s) or Guardian Date

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

### Appendix E. A diary writing instruction

Dear \_\_\_\_\_,

Thanks for joining this study. You will be asked to write a diary according to the schedule at a language of your choice. This exercise will help the researcher to understand what literacy practices are present in the urban Kazakhstani families. Literacy practices can be events where a child is in contact with any type of texts (written and spoken) with different modalities (linguistic, visual, audio, gestural). It will also be beneficial for you to be aware about how engaged your family is in your child's learning process.

You are kindly asked to write as **much details** as needed and be **honest and reflective**. The confidentiality of your name and your notes are guaranteed.

You can write this diary at any time convenient for you on a daily routine. If you have any questions and difficulties to write the diary, please let the researcher know about them as soon as possible.

Five steps you need to do:

1. Record time and date of your writing;
2. Write an approximate time of an activity in which a child took part (ex. eating breakfast, attending a center, playing videogames with sibling) and describe the activity;
3. Indicate people who are involved in the activity (ex. mother, younger brother, grandfather, child's friend);
4. Provide details of how you or other members of the family were involved in the activity? (ex. ask questions, answer to a child's question, teach how to play, sing a song together, tell a story, cook a dinner together, others)

**Sample:**

Date of reflection \_\_\_\_\_

Time	Activity	People involved	Details (what did you or people involved in the activity do?)
9.00	Eating breakfast	Aiym, younger brother Kaysar, and mother	We were singing a song in Kazakh (A-alma, B-bauyrsak, etc.), then Aiym asked to give her 5 orange pieces, and I gave only 2, and she had to say me what many I need to give her, so she will have 5 in total.
9.45	Driving to the center	Aiym, Kaysar and me	We were listening to a radio music (classic).
10.30	In the center	Aiym	
14.15	Having a lunch at home	Aiym, Kaysar, father and me	Aiym told us to prepare a dress for a new year and she had to remember her poem.
15.00	Kids went to sleep		
17.00	Watching TV	Aiym, me sometimes	Aiym was watching Youtube videos, Winix stories in English and Russian. She sang a song with the heros in Russian and dances sometimes. When I sat next to her, she tried to explain me about the cartoon story in Kazakh and Russian. I asked why do she like this cartoon, but she did not reply and danced instead. Later I asked her to change this cartoon to a different cartoon. She chose to watch Masha and Medved.
19.00	Working with a laptop	Aiym, me	Since I had to work on my assignment, Aiym took her laptop to work with it too. She sat next to me and opened the ABC games, she chose a coloring game with Gramotei character. The game was totally in English, but she could play and color the dress she has chosen. Then she asked if I could play her game, and I said that I will play when I finish my own work. Later she opened PPT and tried to do some graphs, pretending she is also working like me.
20.00	Playing a school	Aiym, and dad	The father initiated to play a school and to write some letters on the blackboard. Aiym wanted to be a teacher and asked father to be a pupil. She wrote a few letter, like A, B, D and asked her dad to spell the letters and write her name as well. I did not catch the whole story, as I was cooking.

**Дневник для родителей и других членов семьи**

Уважаемый (-ая) \_\_\_\_\_!

Благодарим за Ваше согласие участвовать в данном исследовании. Просим Вас заполнить данный дневник на языке, на котором вы выберете его писать, в течение недели согласно графику. Данные, написанные Вами в дневнике, помогут исследователю понять какие способы (подходы), связанные с развитием языка и грамотности ребенка в дошкольном возрасте, наши казахстанские семьи практикуют дома. Развитие грамотности может быть связано с контактами ребенка с текстом в любом его проявлении (в письме и в устной речи) и через любые формы (языковые, визуальные, слуховые, жестовые). Это также может быть полезно Вам для понимания как ваша семья вовлечена в процесс развития грамотности Вашего ребенка.

Количество слов неограничено. Вы можете писать сколько хотите и как хотите. Ваше имя и ваши заметки в дневнике останутся конфиденциальны и никто кроме исследователя и его супервайзера не будут иметь доступ к этим данным.

Время	Занятие	Кто был рядом?	Опишите в деталях
9.00	Завтрак	братишка Кайсар, я	Мы спели песню на казахском (А- алма, Б- бауырсақ). Потом Айым попросила дать пять долек апельсина. Я дала только 2 и спросила сколько еще мне нужно дать и мы посчитали 3.
9.45	Поезда в центр развития	Кайсар и я	Мы просто слушали радио (классическое). Айым смотрела фото и видео на моем смартфоне во время поездки.
14.15	Обед дома	Кайсар, папа и мама	Айым показала ее домашнее задание от центра и свои звездочки в тетрадах.
17.00	Посмотр телевизора	Иногда я	Айым смотрела ютуб видео, мультфильмы Винок на английском и пару на русском. Она пела песни с феями и танцевала. Я присела рядом. Она стала рассказывать мне про героев. Так как мне не очень нравился этот мультфильм, я попросила переставить на другой. Она выбрала Маша и медведь.
19.00	Working with a laptop	мама	В то время когда мне нужно было поработать на лэптопе, Айым тоже присела рядом со своим лэптопом. Она начала играть игры по алфавиту на английском языке, топом она выбрала игру-раскраску. Игра была на английском, но она знала, что нужно было делать. Передически она повторяла некоторые слова на английском языке. Потом она открыла презентацию и начала что-то делать с графиками.
20.00	Игра в школу	папа	Папа предложил поиграть в школу, поиграть в учителя и ученика. Айым захотела быть учителем попросила папу написать буквы на доске. Она попросила прочитать слова, которые она написала. Я увидела такие слова как “мама, папа, Айым”. Я не весь их разговор услышала, пока готовила еду.

Если у Вас будут вопросы и/или затруднения, прошу сразу связаться с

исследователем по тел. 8 702 999 4170.

Пять шагов при написании дневника:

5. Запишите дату и время заполнения;

6. Напишите время определенного занятия, в котором участвовал Ваш ребенок  
(например, завтрак, просмотр телевизора, игра с видеоиграми и т. Д.)

7. Запишите кто был рядом с ребенком и участвовал в данном занятии с  
ребенком (например, сам(а), мама, папа, сестренка и т. д.)

Опишите все возможные действия ребенка с участием семьи и без.

Напишите как можно больше деталей (например, ребенок спросил почему это так  
случилось, мы вместе пели песню, дочь написала букву В и показала

**Appendix F. Sample of diary notes (original with pseudonyms)****09.12. 20016**

**9.30** – While preparing the breakfast we again focused on our little poems. When changed the clothes again did the same, Kaysar started repeating, doing it pretty better now.

**11.30** – Cartoons time, Super wings, he always starts watching cartoons if I sit working on my laptop. So while I am writing he is watching his cartoons.

**12.20- 15.30** – Grandmother comes to see Kaysar, and here the action starts. First he shows all the new stuff like the fingers we used for counting then his new friend Mikimau, which is actually a book which transforms into a superhero, they look through the book too again focusing on what he is interested, organs again, and some plants. Later Kaysar picks up the book with “Teremok” and “Kolobok”. They start reading it changing the roles, like Grandma reads first and then asks Kaysar to continue the story, using the words like and what is next, or who is coming next and etc.

During lunch our daddy comes too. After the lunch he leaves

Next activity again showed that I am good at teaching teenagers and adults but not at teaching children, which made me sad of course but anyway )) First I told my mother in law about my attempt to practice the “r” sound, and after a couple of games, she just took her mobile phone, opened YouTube, and found some little poems about “r” sound, they sat on the sofa and just listened together to this illustrated and animated poems, and taking turns repeated it. It was really good practice. And it was so natural, he remembered the poem at once.

Later in the evening I was busy with cooking, waiting for our dad to come, Kaysar was busy with his toys. When the dad came, he told us that he needs to go to his friend, and he took Kaysar with him. They came back late so we just went to sleep.

**10.12.2016**

10.30 – Breakfast. During breakfast I recalled the poems again, asked Kaysar to tell what we learned yesterday, he remembered the poems, a couple of them.

13.00 - Kaysar is playing with his dad, the dad tells him about the games that he used to play when he was little. Kaysar is drawing a track on the paper, probably because I am busy with journal and telling him to write his notes too. So he is writing his own. He is drawing it on the paper putting it on the soft surface that's why he is making a lot of holes. We explained why it's happening. We never use special language for kids, we never simplified what we told to Kaysar. May be that is the source how he learned what he knows so far, although we are not developing his language using any kinds of techniques, special ones.

**Appendix G. Home observational protocol**

Home address: \_\_\_\_\_

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

Time: \_\_\_\_\_

Observer: \_\_\_\_\_

What is observed: \_\_\_\_\_

Length of observation: \_\_\_\_\_

Descriptive notes:

1. What activities and events are occurring in the moment of observation?
2. How are children and adults or sibling engaged in the activity?
3. What objects (resources, devices) are they using?
4. Any gesture, facial impressions involved in the activity?
5. The cases when the participants ask or approach the researcher with a comment or a question.

Reflective notes about the researcher's feelings, problems, questions, or issues

Time	Descriptive notes	Reflective notes

**Appendix H. Sample of observational field notes (original, with pseudonyms)**

Home address: Confidential

Date: 11 December 2016

Time: 15.00-16.00

Observer: Assem Amantay

What is observed: Kaysar and his grandmother at her home

Length of observation: more than one hour

ime	Descriptive notes	Reflective notes
5.00-16.15	<p>When I visited Kaysar's grandmother's house, there were Kaysar, his grandma Grandma, her youngers son and grandma's nephew Zarina (2 years old, pseudonym). Except Kaysar's uncle K, the children were coloring the picture of Santa Klaus (Ded Moroz in Russian) with pencils. The coloring pictures were printed out from the internet (raskraska.ru). Grandma started showing me what pictures Kaysar has colored before I came and how he progressed so far by <u>coloring within the lines</u>. She showed me the picture of BMW 540 with written description of the car in Russian.</p> <p>While the nephew watercolored the picture, Kaysar was coloring his Ded Moroz and wanted to get engaged into the nephew's activity as well. After she finished, they both named what they have seen in the picture. Grandma asked how many of butterflies do you see? Kaysar could count them. Grandma also asked what color those butterflies are.</p> <p>Then Grandma grandma asked the kids to say a poem about New Year and they both had to hold their pictures. The nephew refused to take her picture and say any poem. Grandma insisted her, but then Kaysar said a poem in Russian by holding his picture. His grandma showed an acceptance by saying "Pravilno" (You are right!).</p> <p>Then Grandma looked at me and told me that she had a sort of debate with his mother .She told her that she has realized that she mainly focus on numeracy in a literacy development, but Grandma did not agree with her since she considered talking to Kaysar, repeating words clearly to him do also develop literacy. Grandma looked at me and waited for my agreement with her and maybe some comments from me. I knotted.</p> <p>While playing with children with lego and cars, Grandma told me that her sons, including Kaysar's father and Kaysar started reading at 3. I asked what exactly did she do to learn them to read? She said that she attempted to do some</p>	<p>Так как я вижу Ансара редко или я занята, то в основном он играет и у нас мало времени заниматься (Grandma).</p> <p>Grandma is a math tutor, woring with a different age children.</p> <p>In the room, there were switched on TV with youtube channel. When I came in the room, I saw that there was a Smeshariki, Russian cartoon opened in the youtube video. On the desk where children worked on coloring, there was PC, which was connected to the TV set.</p> <p>When I came, I was offered to have a tea with pirazhki. I could not refuse not to offend the hostess.</p> <p>According to Grandma, she keeps all Kaysar's works, paintings, coloring sheets (which Grandma downloads from</p>

<p>literacy everyday, by pointing to a thing, saying what is it, and what letter it starts. Grandma proudly told me that her son Kaysar still reads. When I asked what activities she did with her sons she practices with her grandson at home. She said the same, but did not clarify the activities.</p> <p>Grandma regretfully said that Kaysar used to know letters in the time when they lived in [other urban center], but know he seemed to forget.</p> <p>Kaysar attempted to get his grandma engaged in the play with lego, and his pretended game Repka (it is the Russian tale)</p> <p>Grandma tried to navigate the game by asking “What next happens?”, “What else should we do?”.</p> <p>It was noticed that Grandma repeats some words Kaysar produces. After finishing role-playing with reply like in the tale, Kaysar initiated to continue to play the game but instead of repka, he offered to plant a pineapple. Then he changed his plant to a strawberry. Grandma was following him. She attempted to ask Why question (Why is it impossible to happen to grow such a big strawberry?), but Kaysar was silent. He was so engaged into the process, and wanted his grandma to be surprised as well. Grandma, look at this pineapple, oh, no strawberry. Grandma asked him what form this is the plant, but Kaysar was silent.</p> <p>Then Grandma told me that she feels guilty that thy did not start teaching him some Kazakh. She did not comment more on this. It was the time I had to leave.</p>	<p>the web). When I came, she started her conversation by proudly saying that Kaysar made a progress in coloring picture, no less coloring outside the line. She even wanted to show his earlier works.</p>
---	---

**Appendix I. Semi-structured interview questions**

Perspectives on a child's emergent literacy practices and their family engagement strategies in early literacy and language learning

What is literacy?

What kinds of activities do you associate with the term "literacy"?

What language and literacy activities are most important for your child's literacy development?

What role does the whole family play for your child's literacy development?

Role of a mother, father, grandparents, siblings, and other extended family members?

What sorts of activities does your child like to do at home and with whom?

What kind of activities do you like to do with your child at home or out-of-school?

What activities are connected to traditional, cultural and ethnic customs and practices?

Do you sing songs, play music, play games, do art and crafts, or tell any narratives with your child?

What are some of the technology tools you like to use with your child at home? For example, TV, DVD, tablets, pencils, electronic toys etc.

Do you face any challenges to be engaged in a child's literacy learning at home?

Вопросы для полу-структурированного интервью

Что по-Вашему означает грамотность (основы грамоты)?

Расскажите какие занятия Вы ассоциируете с развитием языка и основ грамоты?

Чем Ваш ребенок любит заниматься дома и с кем?

Чем вы любите заниматься с Вашим ребенком дома и вне-детского сада?

Расскажи какие у вас семье практикуются этнические, культурные традиции, праздники?

Какие занятия Вы считаете самыми важными для развития речи и грамоты Вашего ребенка?

Как Вы думаете какова Ваша роль как семьи для развития Вашего ребенка?

Других членов семьи? Бабушки? Дедушки? Братьев и сестер?

Поете ли Вы песни, играете игры, рисуете и рассказываете истории?

Какие технологии уже есть у вас дома и который ребёнок может пользоваться?

Расскажите про Ваши переживаниям и трудности, которые Вы встречаете на этом пути по развития речи и основ грамоты?

**Appendix J. Sample of interview transcriptions (original in Russian, translated into English)**

Исследователь: Расскажите какиенибудь занятия, который ты думаешь полезны для развития грамоты, речи

Участник: Наверно, больше такие вещи как описывать. Скорее всего для развитие речи. Нужно просто с ним разговоривать. Какое количесво? А если больше пальцев? Он сразу берет, может ты видела уже. Если больше десяти,то говорит, папа, держи руки, он показывает свои руки. Кажется во время игры, не важно как ты с ним играешь. Главное, всегда ввести с ним диалог. Постоянно делать акцент на цвет. Например, на цвет. Если идешь на улицу, делать акцент на знаки. он пример знает какие это знаки. Машины марки знает. Потом дальше углубляемся. Например, это тойота. тойота камри, ленд крузер. Я говорю, почему жто ленд крузер? Он начинает, допустим. Я ему говорю нарено он большой? какиенибудь формы ему подовать. Больше подсказваю. Еще такой то такой. Потом замечаю, что потом он использует эти слова уже. Как бы. Я не говорю что машина такая такая такая. Я спрашиваю у него. И ему это нравится. И следующий раз спращиваешь, он эти слова использует. Стараюсь, нпример спрашивать что это за дерево или птица. Я курица? Нет,папа, это не курица, это голуби. Почему это голучи? Это же курицы? И мы уже говорили про это. И пытаешься узнавать вещь. форма, цвет, как он разговоривает, такие вещи. Вопросами, диалог наверно.

Interviewer: Could you tell about activities which you think are useful for early literacy and language learning?

Participant: Maybe, we do more such things as describing. In order to develop speech. It is necessary only to talk to him. "How much?" "And if more fingers?". Maybe you have seen it, he immediately holds [his hands up] and says: "Dad, hold your hands

too” if the number is over then. During play, it is not important how you play with him. It is important to keep a dialogue with him. Constantly to do focus [certain things]. [For instance], colors. If you walk with him on the street, I focus on road signs, and he knows some road signs. He knows car models. Then we complicate the topic. For example, this is Toyota, the Toyota Camry, and Land Cruiser. I ask him why this is Land Cruiser. He begins [to explain]. I tell him “Maybe because it is big”. I help him. Such and such. Later I notice how he used this words I said to him. I do not say th this car is such and such. I ask him. And he [the child] likes it. And when I ask him later, he uses these words. I try, for instane, to ask about trees or birds. “Is this a chicken?”. “No, dad. This is not a chicken, it is a pigeon”. “Why? This is a chicken!” [the dad stresses]. And we discuss about the bird. I attempt to ask about things, forms, colors...questions, dialogues, right.